

# EDA College



## Student Attendance and Engagement Policy

### Version Control

<i>Version</i>	<i>1.1</i>
<i>Approved by</i>	<i>Academic Board</i>
<i>Approval date</i>	<i>Dec 2024</i>
<i>Next review date</i>	<i>Dec 2025</i>
<i>Policy owner</i>	<i>Principal</i>

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## **Part A – Purpose and Scope**

### **The Document**

1. This document describes how EDA College monitors the attendance and engagement of its students with their studies, and what the College may do if a student does not attend or engage.
2. The primary audiences for this document are:
  - a. students;
  - b. College staff who support students; and,
  - c. College staff who are responsible for making decisions about student attendance, engagement, absence and withdrawal.
3. Throughout this document, 'we' or 'us' refers to the College and 'you' to the student.
4. This document applies to all students who are studying in EDA College and registered and enrolled with Newman University.
5. We have the conviction for supporting you to achieve the award you are aiming for and there is a strong link between attendance, engagement and achievement; if you attend teaching sessions and engage in independent study outside these sessions, you will maximise your chances of success. If you miss teaching sessions and/or do not engage in independent study, your chances of achieving the award you are aiming for will diminish.
6. We are also responsible to the funders and awarding bodies for making sure you are attending and engaging with your studies. We are obliged to withdraw students who completely stop attending and engaging. Therefore, we expect you to sign an attendance agreement when you enrol in a course with us, and we will monitor your attendance and engagement throughout your programme. We will work with you to help you resolve any issues that may impact on your attendance and engagement. In the interest of equality, we monitor all students in the same way.
7. We expect you to attend all the teaching sessions for your programme according to the delivery mode you registered
8. 'Teaching sessions' include (but not are limited to) lectures, seminars, tutorials, workshops, work placements and field trips.
9. Where a student's attendance and/or engagement raises concern, activities to support the students will entail:
  - i. Attendance Officer contacts the student.
  - ii. Attendance Officer signposts a non-attending and non-engaging student to the Programme Leader

- iii. Programme leader or a nominee discusses with the student regarding support needs to agree actions and/or referral to further specialised support.

IV. Involve Student Representative into discussion where possible or needed.

### **Purposes**

Monitoring academic Attendance and Engagement helps the College to identify student wellbeing issues and support students through to successful completion as well as maintaining compliance with the external requirements of professional, regulatory and funding bodies.

- Student support – we can offer advice and support to students who need help to re-engage with their studies, through both academic and pastoral support using personal academic support process.

### **Data-driven decisions**

We will make data-driven decision on student attendance and engagement to monitor student progress and offer support to students when required.

- I. This policy outlines how the College records attendance and engagement as evidence that each student is actively and consistently engaging with their programme of study and sets out what we expect from students in terms of academic engagement.
- II. It also details how we monitor academic engagement levels, the interventions we apply if overall academic engagement, including attendance, is deemed unsatisfactory, and subsequent outcomes

## **Part B – Policy**

### **Introduction**

We expect students to attend all scheduled teaching sessions. We monitor academic engagement via a range of information sources.

- a. Attendance Register

This is primarily through attendance at timetabled teaching sessions on campus (normally recorded using attendance monitoring system but also using local registers where applicable for specific subject areas).

- b. Engagement Modes

They include engagement with the learning sessions, Moodle, library resources and assignment submissions.

Attendance is defined as the recording of being present for any required timetabled sessions and any other required sessions agreed between the student and the academic tutor. Presence is normally recorded using attendance monitoring system but also through local registers where applicable for specific subject areas.

Engagement includes engagement with the learning sessions, the virtual learning environment, library resources and assignment submissions. Engagement helps student to understand their learning and make the most of their activities.

The exact form of engagement monitoring, and any related interventions, will depend on the level of study and the programme of study.

### **Expectations of Students**

We expect you to attend all learning and teaching sessions associated with the programme on which you are enrolled.

*'The College expects regular and full attendance, as attending less than **80%** of all scheduled sessions often limits YOUR ability to be successful.'*

However, ill health and/or other legitimate reasons prevent students attending sessions and thus should be accounted for.

Students must register their attendance in classes in line with the College regulations.

*'Students will be registered as absent if data is recorded one hour after the timetabled session begins. They will be marked late if data is recorded more than 15 minutes after the start of the scheduled session.'*

Students are responsible for informing the relevant personnel of their absence.

### **Early Intervention Policy**

The Early Intervention Process takes place within the **first 15 days of teaching each year**. It is designed to be supportive not punitive and operated within the parameters of Student Attendance and Engagement Policy, underpinned by the eight principles therein (See appendix below). Programme teams are responsible for collating engagement data from student attendance, Moodle and Library activity that informs this process. Moodle reports and EDAN are tools provided by the College to support staff in this endeavour.

The processes to be undertaken in the Early Intervention Policy are detailed in a separate section of this document.

## **Part C - Protocols**

### **Attendance Lead**

Attendance Lead must have a clearly published process for students to request extended periods of absence.

### **Attendance Officer and the Programme Teams**

The attendance officer and the programme teams should be monitoring student attendance and engagement recorded in EDAN on a regular basis. Staff can also see a student's access to Moodle which can give a quick insight into whether they are accessing course content online. In addition, to assist in flagging up students who might be struggling with their studies, automatic email from attendance team will reach the students whose attendance falls below 80% attendance the preceding week. Where it appears, a student is struggling with their studies, the relevant member of the programme team, usually the Programme Leader or a nominee, should investigate the data associated with the student on EDAN and, where appropriate, contact the student to provide support and/or signposting to further support services.

### **Programme Leaders**

Programme Leaders may also be tasked by the Principal or Academic Dean to investigate outcomes of the monthly EDAN attendance report sent to them.

Programme leaders or nominated staff are responsible for leading on the Early Intervention Process where a student is at risk of withdrawal.

### **Module Leaders**

Module leaders are likely to be tasked by Programme Leaders to ensure attendance records on EDAN are being maintained and are accurate.

Module leaders should report any data problems in EDAN such as missing classes or students to the Registry team as soon as possible so that these can be logged and resolved quickly.

### **Tutors who teach classes**

Tutors who teach classes maintain a register for all scheduled on-campus activity.

Tutors who teach classes should report any data problems such as missing classes or students to the Registry team as soon as possible so that these can be logged and resolved quickly.

### **Student Support Officer**

Student Support officers pro-actively offer support that utilises engagement data in respect of their allocated students' attendance in EDAN and file notes on weekly basis. They should report instances of inaccurate or missing data to the module leader or programme leader so that this can be corrected.

### **Student Responsibilities**

Engagement data presented to students is intended to help them understand their learning-associated activity, where subsequent suggestions may be made as to how they can improve their practices. Students are responsible for assessing how they can best apply any such suggestions in relation to their learning activity. Students will retain autonomy in decision making relating to their learning.

Students are advised to regularly check their attendance and report any problems to the teaching team promptly.

### **Absences**

We appreciate that you might have a good reason you cannot attend the scheduled class or engage in your studies for a brief time. In such instances you must contact their Attendance Office and the Module Leader. Depending on the length and nature of absence, they will be able to signpost relevant support and procedures to help you to stay on track. You will need to make sure you keep up with your work.

Attendance Lead should consider the grounds on which the request is made, the length of time requested and the impact of the absence on the student's academic studies. The following is a non-exhaustive list of circumstances which we would normally accept:

- a) Reasonable circumstances that may arise because of illness
- b) Death or serious illness of a close relative or friend
- c) Significant adverse personal/family circumstances – such as divorce, burglary, fire, major court proceedings, financial difficulties beyond the control of the student, which require the student to leave the College at short notice.

**Note:** *You must provide corroborating evidence for absences greater than one week.*

### **Reminders and Warning Letters**

#### **Low Attendance Reminders**

The students who are unresponsive or irregular in attending classes and whose attendance falls below the required threshold, a proactive engagement strategy shall be implemented. This includes sending absence notifications, low attendance reminders, and reaching out through various communication

methods such as calls, SMS, and emails to encourage re-engagement. The aim is to ensure students are aware of their attendance status and provided support to meet the attendance requirements and stay engaged in their studies

### **First Warning Letter**

If a student has missed four consecutive weeks of classes, a first warning letter will be issued, giving them 14 days to engage via attendance. Prior to sending first warning letter, the College will make sure that communication efforts through calls, SMS, and absence notifications have been made to reach out to the student. Attendance will be continuously monitored, and students are encouraged to reach out to the EDA College for support if needed. Student support notifications will be sent to students if they need any support.

### **Second Warning Letter**

If a student remains unresponsive after the grace period following the first warning letter and did not contact with college within 14 days, second warning letter will be issued. This will address their continued lack of engagement and failure to meet the attendance threshold, as outlined in the Attendance Policy. The student will be given an additional 14 days to return or re-engage with their studies. Support from the academic or administrative teams will be provided if requested during this period.

### **Final Warning Letter**

If a student remains unresponsive, after second warning letter will be issued, followed by a final warning letter, the attendance team will attempt to arrange a Teams meeting with the Programme Leader, Registry Lead, and Operations Manager to decide on further action. If the student fails to attend or engage through any platform, a formal withdrawal letter will be approved by the Operations Head and sent to the university by the Registry Lead.

### **Potential Abuse of System**

Any suspected abuse of the system will normally be investigated by the Module Leader and the Student Support Officer who may invite you to a meeting to discuss the circumstances in the first instance.

*Students suspected of abuse of the system may have their case investigated using the College's Student Disciplinary Procedure, depending on the nature of the situation.*

### **Requesting a Review of a decision to withdraw a student for non-attendance**



If you are withdrawn for non-attendance under the Attendance and Engagement Policy, you will be entitled to request a review of this decision.

*Review requests should be submitted within 14 days of the withdrawal decision being communicated to the student.*

Review requests can be submitted on the following grounds:

- i. That a **procedural irregularity or administrative error** has occurred in respect of the original decision which is of such a nature as to create a reasonable possibility that, in the absence of the procedural irregularity or administrative error, the decision in question would have been different;
- ii. That the **decision is unreasonable given the facts of the case**;
- iii. You have **new material evidence** which, for a good reason, you were unable to provide at an earlier stage in the process.

Review requests will normally be considered, and a response provided to the you within 20 days of submission.

During the appeal process you will continue to have full access to college facilities, and you are expected to attend and engage with your programme of study. Only at the end of the appeal process, if the decision is upheld, the relevant funding body, the awarding body and the relevant professional body are informed.

## Appendices

### The Eight Principles

The attendance and engagement policy is therefore founded on the following eight principles.

1. Using student engagement data is an ethical practice and aligns with our focus on formative education that seeks to develop the whole person through transformative learning.
2. Students cannot be defined or limited by representations of their data nor any interpretations of it. **No decision that has a significant effect on student progression shall be made based solely on the results of learning engagement analytics.**
3. In the spirit of mutual trust and respect, students as members of the relevant Committees will be active partners in the design and implementation of systems and activities informed by data use and analysis.
4. The source, use and process of using student engagement data will be transparent and clearly explained to all stakeholders.
5. Using student engagement data will be based on informed consent explicitly requested at the point of initial registration and re-enrolment.
6. The use made of student engagement data will be clearly defined and assigned to specific individuals or groups, however, overall responsibility and accountability for the use and analysis of data at EDA College rests with the Data Protection Officer.
7. Effective use of student engagement data is dependent on accurate and up-to-date data and thus, staff and students alike are responsible for maintaining accurate student records.
8. Data will be generated and used appropriately and responsibly without bias and in accordance with data protection and equality legislation.

### **Responsibility**

Overall responsibility for using student engagement data at EDA College is held by the Attendance Lead. Responsibility for relevant areas of activity is allocated as follows:

- Collection of student engagement data to be used for analysis: E-Learning
- The anonymization or de-identification of data where appropriate: E-Learning

- The analytics processes to be performed on the data, and their purposes: Planning and Systems Development
- The interventions carried out that are informed by student engagement data

Engagement data presented to students is intended to help them understand their learning-associated activity, where subsequent suggestions may be made as to how they can improve their practices. Students are responsible for assessing how they can best apply any such suggestions in relation to their learning activity.

### **Transparency and consent**

Students are informed about how their data will be processed when they read the Privacy Notice for Students, provided before and during enrolment as well as anytime on the internet, as well as when they register for the EDAN student attendance system. Student engagement data will be collected and analysed in compliance with the College's data protection policies and as outlined in more detail within this document.

Student engagement data comes from a variety of sources, including the student record system, EDAN and the virtual learning environment.

Categories of data captured by the College as part of its interaction with students and potentially available as individual or combined data sets for analysis are:

- personal data provided by the student at registration.
- the student's study record held by the College.
- Sensitive or special category data that the College may use. The use of ethnic origin and disability to identify students who may need additional support is obtained at registration when students agree to the Data Collection and Privacy Notices
- details of contacts between the enquirer or student and the College
- interactive content generated by enquirers or students; for example: completing diagnostic tests, student responses to surveys and research etc.
- system-generated data such as the date and frequency of accessing VLE pages.

- data derived by the College from other data, for instance, whether a student falls into a widening participation category.
- data held or generated internally in combination with data provided by third parties may be used by the College to tailor support, where there is agreement to do so from the third party concerned. For example, the library gathers information generated by student use of a subscription service. Student data supplied to third parties is subject to existing guidance, such as Data Protection.
- anonymised data from external sites, e.g. social networking sites not owned by the College, where this is used to generate information on the cohort rather than the individual student. For example, where this forms part of an activity within a module
- miscellaneous sources of data, for example, forum posts could be anonymised and analysed to shape module design.

The student engagement data collection or analysis activity must be conducted to fulfil regulatory reporting duties.

### **Confidentiality**

Personal data on an individual student will be provided only to:

- The student
- The EDA College staff members who require the data to support students in their professional capacity, in accordance with the terms and conditions of employment/
- Third parties which are processing student engagement data on behalf of the institution. In such circumstances the College will put in place contractual arrangements to ensure that the data is held securely.

### **Special Category Data**

The Data Protection Act 2018 / UK GDPR defines categories of “special category data” such as, but not limited to, the ethnicity of individuals or data relating to health including data relating to a disability.

In using student engagement data to provide student support, the College will not use the following types of data. This list is subject to review.

- Data that identifies individuals created on external sites, not owned by the College, third party sites where there is no permission to employ shared information, etc.
- Special category (i.e. sensitive information) on religious belief and sexual orientation will not be used as part of the analytical models. Should any other special category data items be required for learning analytics, the legal basis will have to be considered in consultation with the Data Protection Officer, data subjects informed, potentially consent will need to be sought. Any combinations of data or derived data that may contravene an individual's right to respect for their private and family life will not be used.

### **Validity**

The quality, robustness and validity of student engagement data and analysis will be monitored by EDA College, which will use its best endeavours to ensure that:

- Inaccuracies and gaps in the data are understood and minimised.
- The optimum range of data sources to achieve accurate predictions is selected.
- Spurious correlations and conclusions are avoided.
- The algorithms and metrics used for predictive analytics and interventions are valid.
- Using student engagement data is seen in its wider context and is combined with other data and approaches as appropriate.

### **Student access to personal data**

Students have the right to correct any inaccurate personal data held about themselves.

Students should also be able to view any metrics derived from their data, and any labels attached to them.

If the student requests to see all their engagement data, it will be made available to them.

### **Interventions**

A range of interventions may take place with students.

- Prompts or suggestions sent automatically to the student via email, SMS message or mobile app notification (**subject to the student's consent**)

- The College staff contacting an individual on the basis of the analytics if it is considered that the student may benefit from additional support. Students cannot opt out of the offer of support: they are Not entitled to refuse any support offered or ignore guidance given.

Interventions, whether automated or human-mediated, will normally be recorded. The records will be subject to periodic reviews as to their appropriateness and effectiveness.

### **Minimising adverse impacts**

The College will investigate and attempt to resolve any reports of adverse impacts on students resulting from generating student engagement data, such as confusion or demotivation.

The College recognises that using student engagement data cannot present a complete picture of a student's learning, and that predictions may not always be accurate.

Students will retain autonomy in decision making relating to their learning; student engagement data is designed to inform their own decision making about how and what to learn.

*It is intended to comply with advice from the relevant sections of the Quality Assurance Agency (QAA) UK Quality Code for Higher Education, Advice and Guidance and regulatory requirements and advice from the Office for Students*

Capturing and responding to attendance and/or engagement information is viewed as a key component in supporting the retention, progression, and success of our students. Moodle and EDAN are current tools available to enable such data capturing.

- Attendance is understood as either (i) physical presence at a campus based timetabled event or (ii) virtual presence at an online scheduled event as part of a programme of study.
- **Engagement is defined** as being active across the physical and/or digital campus. For example: using systems such as the library, VLE and/or involvement in curriculum-based or wider institutional activities. Such examples can be viewed in Moodle and EDAN.

## Acceptable and unacceptable reasons for absence

### **Acceptable Reasons for Absence**

Every application will be considered on its merit and this list should be seen as a guide to what amounts to mitigating circumstances for an absence to be authorised, and not an exhaustive list:

- Bereavement of a child, sibling, parent (including stepparent) or legal guardian or spouse or civil partner
- Bereavement of a close relative (e.g. grandparent) or friend, with a brief statement of the impact on the student
- Serious personal injury, medical or mental health condition preventing attendance and/or submission of a summative assessment
- Moderate personal injury, medical or mental health condition preventing attendance and/or submission of a summative assessment
- Serious worsening or acute episode of an ongoing disability, medical or mental health condition
- Mental health crisis
- Family breakdown (such as divorce)
- Financial problems (non-work related)
- Housing issues such as eviction or unforeseen sudden requirements to move
- Jury Service
- Attendance at court or tribunal as a witness, defendant, or claimant
- Severe injury or illness in a child, sibling, parent (including stepparents) legal guardian, spouse, civil partner, or partner
- Serious illness of a grandparent, aunt, uncle, or other close relative or close friend
- Unexpected caring responsibilities caused by worsening of ongoing medical or mental health condition in a child, sibling, parent (including stepparents), legal guardian, spouse, civil partner, or partner or any other close relative
- Victim of a violent crime (e.g. assault, sexual assault, domestic violence, etc.)
- Victim of theft or burglary of work or materials required for assessment.

### **Unacceptable Reasons for absence**

Every application will be considered on its merit and this list should be seen as a guide to what does not amount to extenuating circumstances and not an exhaustive list:

- Oversleeping or missing a bus/train
- General pressure of the College work
- Demands of employment or personal appointments, which could have been arranged around your timetable
- Personal disruptions which could have been anticipated such as travel, family events, which could have been arranged around your timetable
- Living too far away from the College
- Booked holidays or trips to see family abroad



Early Intervention Process

		Student Attendance and Engagement Data	
Teaching Week		ACTION: Registry and Attendance Officer or nominated staff	
STAGE ONE	WEEK - 1, 2	<ul style="list-style-type: none"> <li>Follow up students via phone calls</li> <li>Email students via Edan (including personal email address) to follow-up telephone call, who are not showing any engagement.</li> <li>In response to Non-Engaging or Engaging students, use Edan notes or attendance to maintain Daily follow up sheet email to ask them to attend online teams meeting in presence of Module leader.</li> </ul>	
		Action: Responsive Student	Action: Unresponsive Student
		<ul style="list-style-type: none"> <li>Use resources of (EDAN daily mail, WhatsApp for communication, Moodle for assignment information etc.) and refer to support service if requires.</li> <li><b>Maintain communication logs of interaction with students in Edan.</b></li> <li><i>No further action required.</i></li> </ul>	<ul style="list-style-type: none"> <li>Mention notes of unresponsiveness or inappropriate engagement on students' profile and create file and logs in Edan, and formally suspension/withdrawal notifications to send to students, <b>after approval of operation Head formally withdrawal action to be taken.</b></li> <li><i>Students who didn't turn up move into Stage Two.</i></li> </ul>
STAGE TWO	WEEK - 3, 4	ACTION: Registry Officer or Registry Lead	
		<ul style="list-style-type: none"> <li>Follow on Telephone call, WhatsApp by using all resources (<b>Attendance Officer</b>). <b>Check student Engagement reports of VLE, Moodle.</b></li> <li>Email students (including personal email address) to follow-up telephone call on daily &amp; weekly Basis. (<b>Weekly report to be present to Head of Operations</b>).</li> <li>In response to Non-Engaging or Engaging students, use email or WhatsApp to inform them to urgently contact the <b>Registry for support</b></li> </ul>	

		<p><b>if needed</b> (ensure records are maintained by responding to the Registry or Attendance email).</p>	
		<p><b>Action: Responsive Student</b></p> <ul style="list-style-type: none"> <li>• Discussion to uncover appropriate way forward.</li> <li>• <b>Maintain Edan notes and way forward Plan in EDAN.</b></li> <li>• <i>No further action required.</i></li> </ul>	<p><b>Action: Unresponsive Student</b></p> <ul style="list-style-type: none"> <li>• <b>Maintain communication logs for students who are non-engaging or demonstrate inappropriate engagement. Report to be presented to Head of operations and take further action in meeting with Programme leader for those students.</b></li> <li>• <i>Students moves into Stage Three</i></li> </ul>
<p><b>STAGE THREE</b></p>	<p><b>Week - 5</b></p>	<p><b>ACTION: Registry Lead</b></p>	
		<p>By Week 5, the Attendance Officer will send the names and details of students at risk due to low attendance to <a href="mailto:registry@edacollege.co.uk">registry@edacollege.co.uk</a> The Registry Officer will then review the attendance records and issue the first warning letter</p>	
		<p><b>ACTION: Registry Lead</b></p>	
		<p>By <b>Week -5</b> If a student remains unresponsive after missing four consecutive weeks of classes, a first attendance warning letter will be issued, giving them 14 days to return to college. Prior to this, communication efforts through calls, SMS, and absence notifications will be made to stress the importance of attendance. Attendance will be continuously monitored, and students are encouraged to reach out to the EDA College for support if needed.</p>	
	<p><b>Week - 9</b></p>	<p>After Issuing of second Attendance Warning and final warning Letter If no response or appeal is made, withdrawal/suspension decision upheld and processed.</p> <p>Withdrawal or suspension can be done on request of student or see policy Guidance.</p>	



**Low Attendance reminders**

Date :

**Students Name,**

**Address**

**United Kingdom**

Student ID:

Dear Student,

**FOR YOUR URGENT ATTENTION!**

**Please note that your attendance percentage is below 80%.**

This attendance is for the week ---- to ----.

The college has a strict attendance policy and given that you are currently below the threshold level, you are reminded not to miss any further classes as this might have severe consequences on your studies and on your student funding. Your attendance should be above 80% throughout your time at the college.

Should you have any query or queries, please do not hesitate to contact us via [attendance@edacollege.co.uk](mailto:attendance@edacollege.co.uk), or alternatively, you can call us on 020 3930 0070; Ext 302.

Yours Sincerely,

Attendance Officer

**EDA College**

Quayside building, 260 Broad Street, 16<sup>th</sup> Floor, B1 2HF

P: +44 20 3930 0070

W: [www.edacollege.co.uk](http://www.edacollege.co.uk)

E: [attendance@edacollege.co.uk](mailto:attendance@edacollege.co.uk)



**First Warning letter, Second, Final Warning Letter**

Date:

**Name**

**Address**

**United Kingdom**

Student D

Dear student,

**FOR YOUR URGENT ATTENTION!**

Your attendance percentage is currently at [Percentage]. This attendance is for the week ---- to ----.

The College has a strict attendance policy which means your attendance should not fall below 80% at any given time. You are hereby warned not to miss any further classes from now on.

We will continue to monitor your attendance and failure to improve will leave us with no other option than to withdraw you from the programme. This will result in your student funding being stopped.

Should you have any query or queries, please do not hesitate to contact us via, or alternatively, you can call us on +44 330 088 0332.

Yours Sincerely,

Attendance Officer

**EDA College**

Quayside building, 260 Broad street, 16th Floor, B1 2HF

P: +44 20 3930 0070

W: [www.edacollege.co.uk](http://www.edacollege.co.uk)

E: [attendance@edacollege.co.uk](mailto:attendance@edacollege.co.uk)