

Financial Support Appeals Policy and Procedure (FE student and Apprentice)

Date approved: 12.07.24
Approved by: SMT
Responsible Manager (s): Director for Students
Executive Lead: Vice Principal HE and Student Enhancement

Applicable to staff: Yes
Applicable to students: Yes
Accessible to students: Yes
Accessible to general public:
(including clients) Yes

Consultation

Consultation undertaken with:

- AMT 14.07.24
- CCMT 11.06.24
- SMT 10.07.24
- Students 12.06.24

Policy review frequency: normally annually

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1. Scope and purpose of policy

1.1 This policy applies to all students and apprentices who chose to study at Blackpool and The Fylde College (B&FC) who have submitted an application for financial support and it has been declined due to not meeting eligibility criteria, or are in receipt of financial support and have not received a payment due to their attendance being less than 90%. This includes attendance at online sessions.

1.2 The purpose of this policy is to demonstrate how students can appeal against decisions relating to financial support provided by B&FC.

2. Policy statement

2.2 B&FC is committed to ensuring that all eligible students are given the opportunity to appeal against a funding support decision if they believe, and can evidence, that they have reasonable grounds to do so. The Procedure is outlined in Appendix 1.

3. Accountability

3.1 The Director for Students is responsible for ensuring this policy is accessible and current.

4. Student involvement

4.1 The Student Union and elected representatives were consulted in the formation of this policy.

5. Linked policies

- 16-19 Financial Support Policy (FE student)
- 19+ Financial Support Policy (FE student)
- Advanced Learner Loan Financial Support Policy (19+ FE Student)

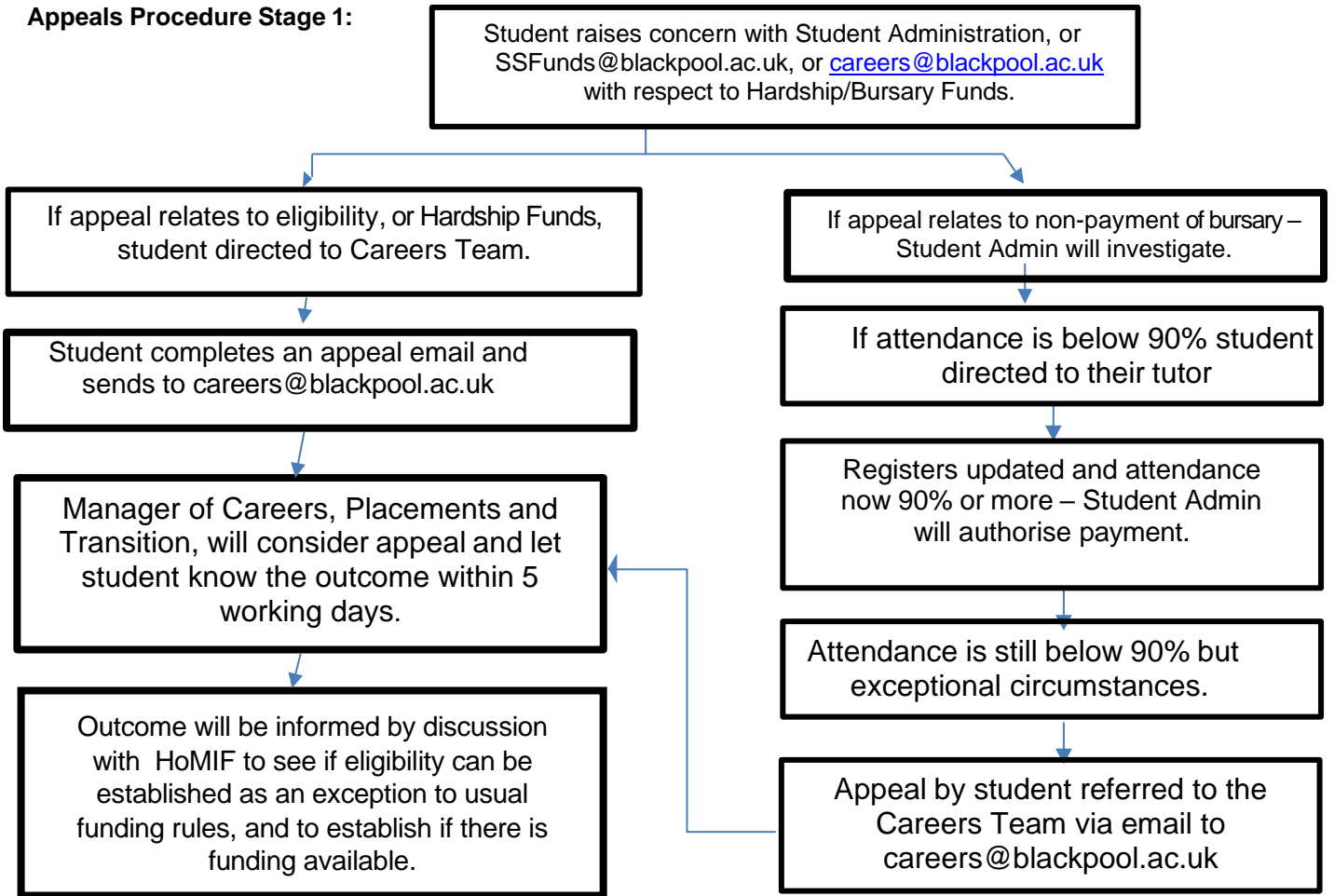
6. Linked procedures

- N/A

Appendix 1

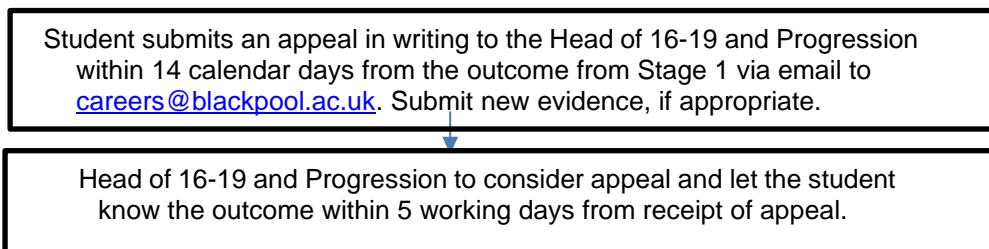
Student and Apprentice Support Funds (Procedure)

Appeals Procedure Stage 1:



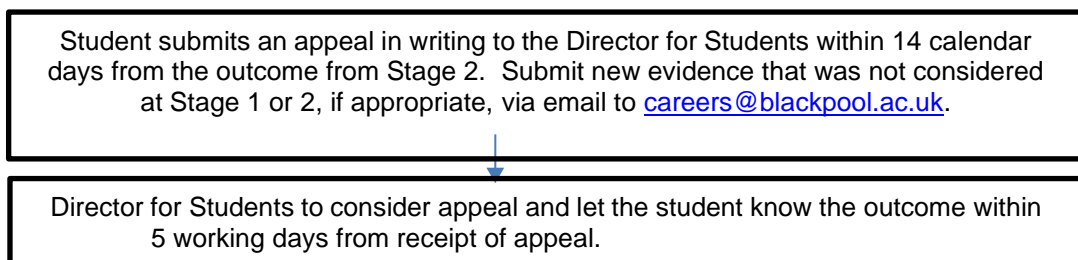
Stage 2:

If the student is not satisfied with the outcome of an appeal from Stage 1 they have 14 calendar days to initiate the procedure below:



Stage 3:

If the student is still not satisfied with the outcome of the appeal from Stage 1 and 2 above, they have 14 calendar days to initiate the procedure below:



Impact Assessment for the 4 strands of Equality, Safeguarding, Health and safety and Sustainability

Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working

Title of Activity: Financial Support Appeals Policy and Procedure Name and title of proposer: Nigel Brown Director for Students	<input type="checkbox"/> New or <input checked="" type="checkbox"/> Revision <i>(tick as appropriate)</i>
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Equality and Diversity.
 Are there students, apprentices, other customers, community/stakeholders, and/or colleague concerns that the proposed policy, project, or change may be discriminatory or have an adverse impact on people with protected characteristics?

A	Students/Apps/Customer	No	If so, how many individuals / which groups of are likely to be affected?	
B	Community/stakeholders	No		
C	Colleague	No		

Equality group	Positive impact High Low None	Negative impact High Low None	Reason / comments for positive impact why it could benefit any /all of the equality groups	Reason /comments for negative impact /what could disadvantage any/ all of the equality groups
Sex	High	None	This policy is inclusive irrespective of sex	
Gender reassignment (Male/female/Non-binary/Transgender)	High	None	This policy is inclusive irrespective of gender reassignment	
Age	High	None	This applies to eligible candidates 16-19	Any age-related negative impacts are mitigated by 19+ and ALL
Race or ethnicity	High	None	Inclusive irrespective of race or ethnicity	
(Disability) Learning difference	High	None	Fully inclusive irrespective of difference	
(Disability) Physical and/or sensory	High	None	Fully inclusive irrespective of disability	
(Disability) Mental health need	High	None	Fully inclusive irrespective of disability	
Sexual Orientation	High	None	Fully inclusive irrespective of sex	
Religion and Belief	High	None	Fully inclusive irrespective of religion or belief	
Marriage and civil partnership	High	None	Fully inclusive irrespective of status	
Pregnancy and maternity	High	None	Fully inclusive irrespective of status	
Carers/care experienced	High	None	Fully Inclusive irrespective of status	
Socio Economic deprivation indicators	High	None	Fully supportive of closing economic barriers and deprivation gaps	

What changes or actions do you recommend to improve the service, project, policy, or change to eradicate or minimise the negative impacts identified? **None identified**
 Who will be responsible for monitoring these actions?

Have students, apprentices/other customers, communities and/or colleagues been consulted in the review / proposed change?

A	Students/Apps/Customers	Yes
B	Community	No
C	Colleague	Yes
	If yes, who and how many have you involved and how have they been involved?	AMT/CCMT/ SU/ SMT

Safeguarding: Are there any aspects of this proposal which could cause a Student/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits? Yes
 No

Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits? Yes
 No

Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered? Yes
 No

Evidence: What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?

Is this policy of a high/medium or low risk?: High Medium
 Low

