

Higher Education Attendance Policy

Date approved: 12 September 2025
Approved by: Executive
Responsible Manager (s): Director of Registry
Executive Lead: Chief Operating Officer

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

Consultation

Consultation undertaken with: Date: June 2025

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|--------|-----|
| • CLT | Yes |
| • AMT | Yes |
| • CCMT | Yes |

Policy review frequency: every two years
(Please delete as appropriate)

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1. Scope

This policy document aims to set out the expectations for attendance for all students studying at Blackpool and The Fylde College on a programme of higher education (HE). The policy will reiterate some of the key information detailed in the further education Attendance Policy but will make explicit the responsibilities and key objectives relevant and particular to the higher education provision at the college. The responsibilities for both students and colleagues are outlined, and the actions which must be taken both to support attendance and positive engagement with studies, and in reporting and following up poor attendance. This policy supports the college with its responsibilities in managing public funding, provided to higher education students through the Student Loan Company, (SLC) and ensures that timely reporting of student absence, suspension and withdrawal, prevents inappropriate use of public funds.

Definitions

Attendance - attending teaching, learning and assessment events in person or on-line as required

Engagement - actively participating in the opportunities provided for teaching learning and assessment, as well as engaging with, and responding to feedback made available in relation to the programme of study

2. Policy Objectives

- To set out expectations for attendance
- To set out expectations for engagement
- To set out the process for reporting absence
- To confirm colleagues and student responsibilities when students are absent
- To note the relationship between absence and Extenuating Circumstances
- To confirm responsibilities in reporting absence or suspension of studies to the Student Loan Company

3. General Statement of Policy

We understand that attendance and success are inextricably linked and encourage all students to attend all sessions available to them. We also recognise that there will be times when attendance is not possible, and this policy will address those instances, how this will be managed internally, and the responsibilities of the students and colleagues in reporting, monitoring and recoding instances of non-attendance. The 'At Risk' process aims to ensure that where a student is no longer engaging with the programme for a period of four

weeks of unnotified absence, which continues without any contact, the student is withdrawn on internal and external systems, including updating of the individual's change of circumstances on the student loan portal.

4. Expectations and Responsibilities

Attendance

Students are expected to attend 100% of all Modules delivered, assessment events and to all tutorial and supervision appointments made available to them. Students can negotiate and select appropriate tutorial and supervision times but must confirm their attendance for at least one of the appointments available on each occasion, with the relevant lecturer. This is to ensure all students have access to the same support, and opportunities to receive advice and guidance whether as academic mentoring linked to a specific Module, or pastoral/general tutorials. It is important that when students apply for a HE programme at the College that they understand the commitment they are making in terms of attendance on the timetabled day, and for the duration of the academic year. This commitment should be reinforced during the Induction period. Students must demonstrate their commitment and engagement to their studies through continual engagement during the timetabled and expected hours of attendance, including on-line activities. It is advised that students make arrangements with employers, and for childcare needs at the start and end of the day where relevant, well in advance of the commencement of the programme, as with modular delivery, any repeated absence at the same point, or lateness, which continues each week will greatly impact on learning, and may lead to failure in any continuously affected Module/Unit.

Engagement

Students will benefit from high levels of engagement in their learning and assessment. This means they will actively engage with many aspects of their programme, beyond attendance for timetabled sessions to get the most out the experience, their learning and development of professional skills, to make them more desirable as graduates entering the labour market or progressing in their current roles.

Students will be expected to:

- Actively participate within the sessions, lectures, seminars, workshops and practical learning opportunities
- Display professional behaviours when participating in guest visits, or external trips
- Complete preparatory work to benefit learning in sessions
- Engage with opportunities to conduct work outside of sessions, such as research activities which are necessary for assessment tasks

- Complete all assessment work and submit by the specified deadline
- Proactively take on board assessment feedback, and make continuous efforts to improve where areas for development are highlighted
- Adequately preparing for, and attending all event assessments
- Maximising the opportunities provided through academic mentoring and supervision tutorial attendance
- Making full use of the support available to you, both academic and pastoral, through engagement with programme teams, learning support and wellbeing, and resources such as the library, and on-line services.

Student Responsibilities

The following will apply if a student is unable to attend a timetabled session or event:

- Students must inform curriculum of their absence in advance of the timetabled day or session starting
- It is the student's responsibility to catch up on any work missed
- The student must ensure they have access to any online resources needed to catch up on missed sessions and raise any issues with colleagues
- Students who become unwell or need a stay in hospital, with recovery time, should discuss this with their Programme Leader. Where possible the college may offer the opportunity to continue studying using on-line resources and support. However, where the student will be unable to attend college for a period of 5 weeks or more, the student will be advised to suspend their studies and return in the next academic year. This is to ensure that their outcomes are not impacted by their prolonged absence from college

B&FC Responsibilities

The following actions will be taken by B&FC staff:

- Lecturers and Programme Leaders will ensure that attendance expectations are set and discussed during the students' Induction period, and that this policy is flagged as part of the Induction Checklist, and Student Charter
- Programme Teams will actively promote attendance to students and ensure that sessions are well planned and delivered to increase positive engagement with their studies
- Colleagues will arrive for each session on time, and use the full duration of the session to maximise learning opportunities and engagement of students

- Registers will be completed within 15 minutes of the session start time for face-to face delivery, and immediately after any on-line delivery
- Lateness is recorded, and addressed with the student at a convenient opportunity, signposting to resources needed to catch up on missed content
- Student records relating to non-attendance are updated on E-trackr, including where any issues identified have required further support or intervention
- Attendance is discussed at Programme Team and Curriculum/Faculty level meetings to monitor and ensure poor attendance is being appropriately addressed
- Where students with an Individual Support Plan are identified as having poor attendance, the appropriate designated HE Study and Pastoral Support colleagues are informed
- Programme Leaders inform Curriculum Manager and Assistant Principal of students to be withdrawn immediately following notification of withdrawal from student or as a result of the conclusion of the At-Risk procedure
- Registry will process withdrawals within 48 hours of authorisation
- The Student Loan Company will be notified of a student withdrawal or suspension of studies, via the loan portal, by registry within 48 hours of withdrawal on internal systems taking place

At Risk Process

In the first instance students who do not attend will be monitored by the Module or Programme Leader. Sporadic non-attendance will be raised with the individual student, as this is disruptive to their learning, and can also negatively impact on their peers, particularly with activities requiring group input.

Stages

Stage 1

The 'At Risk' process is initiated in the second week of an unnotified absence or following no evidence of learning. Curriculum/Programme informally makes contact with the student.

Stage 2

If there is no response or attendance does not resume in the second week, following initial contact communication such as email or Teams message, Curriculum will initiate a formal letter to be sent to the student. This letter is sent from their Programme Leader, requesting a tutorial meeting in order for support to be arranged to re-engage with the programme and their learning, and to mitigate any barriers to their continued study.

Stage 3

If the student does not contact the Programme Leader within three weeks of the unnotified absence a formal letter is sent from Registry informing the student that they are now at risk of failure, and urging them to be in contact if they wish to resume their studies. The letter states a date (4 weeks from last attending or providing evidence of learning) by which if their response is not received, they will be withdrawn from their studies.

At each stage students are advised that they are at risk of being withdrawn if they do not attend and evidence learning.

Stage 4

Withdrawn or Suspend student (as appropriate) if no positive attendance mark

5. Linked Policies

- HE Terms and Conditions
- Student Learning Agreement / Contract
- Higher Education Compensation Policy
- HE Transfer Plan
- Admissions Policy
- Careers, Education, Information, Advice and Guidance (CEIAG) Policy
- Financial Regulations, Policies and Procedures
- International Student Fees Policy
- Home Office UK Visas and Immigration (UKVI) International Student Policy
- Further Education Fees Policy
- Tuition Fee Payment Policy
- Compliments, Complaints and Feedback Policy
- Office for Students Publications (Student Protection Plan)

6. Monitoring, Reviewing and Auditing

Monitoring

The number of students suspending studies, withdrawing, and to whom the 'At Risk' Procedure has been applied will be recorded for monitoring purposes. The effectiveness and operation of the points detailed in this document will be monitored annually.

Reviewing

The Policy contents will be reviewed in view of monitoring results annually and updated accordingly.

Auditing

This policy and the actions contained within will be subject to internal audit, if selected.

7. Equality Impact Assessment

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: HE Attendance Policy Name and title of proposer: Will Jerram – Director of Registry				<input checked="" type="checkbox"/> New or <input type="checkbox"/> Revision (tick as appropriate)
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	None	None		
Gender reassignment (Male/female/Non-binary/Transgender)	None	None		
Age	None	None		
Race or ethnicity	None	None		
(Disability) Learning difference	None	None		
(Disability) Physical and/or sensory	None	None		
(Disability) Mental health need	None	None		
Sexual Orientation	None	None		
Religion and Belief	None	None		
Marriage and civil partnership	None	None		
Pregnancy and maternity	None	None		
Carers/care experienced	None	None		
Socio Economic deprivation indicators	None	None		
What changes or actions do you recommend to improve the service, project, policy, or change to eradicate or minimise the negative impacts 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	No		
B	Community	No		
C	Colleague	Yes		
	If yes, who and how many have you involved and how have they been involved?	Managers and Heads via CCMT and AMT. Members of Exec and Directors via SMT		

Safeguarding: Are there any aspects of this proposal which could cause a Student/member of colleagues/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	Review of complaints or refund appeals
Is this policy of a high/medium or low risk?:	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low