Higher Education Attendance Policy

This is a B&FC Group policy

Date approved:	13 August 2026
Approved by:	Executive
Responsible Manager (s):	Director of Registry
Executive Lead:	Chief Operating Officer

Applicable to employees:	Yes
Applicable to students and apprentices:	Yes
Accessible to students and apprentices:	Yes
Accessible to general public: (including clients)	Yes

Consultation

Consultation undertaken with: HE Directorate Date: 6 August 2026

Policy review frequency, normally: every 2 years

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1. Scope

This policy document sets out the expectations for attendance for all students studying at Blackpool and The Fylde College on a programme of higher education (HE). 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

Attendance and success are inextricably linked and all students are encouraged and supported to attend all sessions available to them. It is also recognised that there may be times when attendance is not possible., This policy addresses 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 may 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 other personal matters 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 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 build their portfolio of knowledge, skills and behaviours as graduates entering the labour market, progressing in their current roles, or undertaking further study

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 prepare for, and attend all event assessments
- Maximise the opportunities provided through academic mentoring and supervision tutorial attendance
- Make full use of the support available, 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 working 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 working 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 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 Compensation Policy Name and title of proposer: Will Jerram – Director of Registry	**Revision or New** **Revision**

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
Gender (Men/women/Non-binary/Transgender)	High	None	This policy is inclusive irrespective of gender	
Age	High	None	This applies to all age groups	
Race or ethnicity	High	None	Inclusive irrespective of race or ethnicity	
Learning difference	High	None	Fully inclusive irrespective of learning difference or disability	
Physical and/or sensory disability	High	None	Fully inclusive irrespective of learning difference or disability	
Mental health need	High	None	Fully inclusive irrespective of mental health need	
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 marital 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	
Applies to ALL groups	High	None	This applies to all age groups	

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?	Members of Executive HE Directorate

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?	No
Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks What are the benefits?	No
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?	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?	Data from previous academic years
Is this policy of a high/medium or low risk?:	Low