

**Title: Attendance, Punctuality and At-Risk Strategy**

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**Strategy Statement**

Barnet and Southgate College is committed to providing high quality education to ensure that our learners achieve to the very best of their ability.

The Higher Education Department recognises the research that shows that learners are more likely to complete and achieve their qualification if they attend classes regularly and complete their work on time. The Higher Education Team will:

- Set high expectations for attendance and at risk
- Work in partnership with learners to ensure good attendance and punctuality, embedding a culture of reliability and commitment
- Monitor and take action to improve attendance where necessary
- Where students are identified at risk, support is put place to give the maximum opportunity to achieve their qualification

The Higher Education Committee recognises an improvement in attendance is needed to meet SLC compliance standards.

**1.0 Introduction**

- Attendance is directly linked to learner success. Learners who have high attendance are more likely to complete and achieve their qualifications. Learners who arrive late for lessons impact not only on their own learning but also on the progress of others in the group. Setting high expectations for

attendance and punctuality are fundamental to providing effective support, raising aspirations and developing future study, work and life skills for all learners.

- This strategy covers good attendance and punctuality for face-to-face sessions. It also includes regular engagement with flipped or blended learning as well as remote, online learning activities. It also covers how we support 'learners at risk'.

## **2.0 General Principles**

- The expectation is that learners will be present for 100% of their timetabled sessions. This expectation is communicated to all learners during induction and reinforced throughout the learners' programme.
- Staff and learners should be ready in the classroom for the start of the lesson. Learners arriving after the start time will be marked late in the electronic register.
- Learners will have access to information about their attendance through ProPortal.
- A consistent approach will be used to intervene where attendance and punctuality fall below acceptable levels.
- The Higher Education Curriculum Manager and Programme Managers will monitor attendance and punctuality on a weekly basis including checking the online registers and take action where attendance is falling below expectations.
- The Higher Education Committee will monitor attendance and punctuality on a monthly basis and report regularly to senior management.

## **3.0 Responsibilities**

### **3.1 Higher Education Student Responsibilities for Attendance are Expected to:**

- Ensure they attend all sessions on their course (online or face-to-face) and arrive before the start of the sessions equipped and prepared.
- Attend all scheduled learning and teaching activities which are included as part of their programme of study, which include individual tutorials, external speakers and study trips.
- Attend punctually and for the full duration of all activities.
- Make medical appointments and personal appointments, including driving lessons, in their own time (unless the appointments are urgent or can't be moved).
- Avoid work commitments which prevent attendance.
- Have a clear understanding of what persistent, non-justified lateness and/or absence means and that they might be in danger of not achieving their qualification.

- Commit to completing all outstanding work due to lateness and/or absence, with support where appropriate.
- Use all available resources to support learning including I-Learn (VLE) and online libraries which will complement learning.
- Report any absence due to illness to their tutor and provide medical evidence (i.e. a doctor's note) for absence.
- Talk to their tutor or learner services if they are experiencing problems which are impacting on their attendance and punctuality.

### **3.2 Higher Education Staff Responsibilities for Attendance Teachers/Tutors are expected to:**

- Set high expectations for attendance and punctuality during induction and throughout the learning programme.
- Be present and ready to welcome learners at the start of each class.
- Record the presence, absence and punctuality of all learners for all of their classes using On Track Registrations systems.
- Start the lesson on time rather than wait for late comers.
- Follow up on any absences promptly to ascertain the reasons and take appropriate action to support and improve attendance.
- Liaise with module tutors and where necessary with Curriculum Managers concerning the attendance and punctuality of any learners.
- Work with the Curriculum Manager to take appropriate action where learners are failing to meet the required standards for attendance and punctuality.
- Provide support, including, where appropriate, making referrals to learner services or additional learning support where the learner is experiencing personal difficulties which impact on their attendance and punctuality.
- Ensure that the student is able to catch up on any missed learning through, for example, by signposting them to materials on ILearn or by an individual tutorial.

### **3.3 Higher Education Programme Manager Responsibilities are expected to:**

- Monitor attendance for their curriculum area on a weekly basis.
- Monitor the completion of registers on a weekly basis.
- Support tutors in taking appropriate action with learners who fail to meet the appropriate standard.

### **3.4 Learners with Learning Difficulties, Disabilities, Mental Health Problems or Other Medical Difficulties**

- If a learner has a learning difficulty, disability, mental health problem or medical difficulty that directly affects their attendance or ability to arrive on time, this should be identified by the learner and where necessary a referral made to additional learning support or to learner services.
- The College will work with the learner to ensure reasonable adjustments and support are in place and that the level of expectation is set accordingly.

### **4.0 Process**

- Students are expected to participate in their learning and to take responsibility for their own development. Barnet and Southgate College strives to achieve a minimum attendance rate of 80%.
- Students who fail to achieve this level of attendance are advised that they are at a risk of underperforming or failing the programme and they are supported as “At Risk” students.
- When a student's attendance falls below 75%, the Higher Education Administrator in conjunction with the Programme Manager, issues an "At Risk of Non-Achievement" notification, prompting the student to re-engage with their studies.
- If the student responds to the notification, the Programme Manager and module tutors will establish a support plan to assist them in improving attendance and performance.
- However, if a student accumulates more than 21 days of non-attendance, the HE administrator will issue a ‘risk of non-achievement’ notification and the notification will also confirm that should absence continue for a further 7 days, the Student Loans Company will be contacted to suspend the student loan (total of 28 days).
- If attendance does not resume within 7 days (35 Days in Total), a withdrawal notification will be sent informing that the student will be withdrawn.
- Should the student fail to respond to this communication, the Programme Manager informs the Higher Education Curriculum Manager and to process the withdrawal via on track, the Higher Education Administrator notifies both the Student Loans Company, and (if applicable) relevant awarding bodies.
- The Higher Education Curriculum Manager is responsible for notifying any Professional Statutory Regulatory Bodies (PSRB) or placement organisations where relevant.

## 5.0 Authorised and Other Absences – Procedures

- Student requests for authorised absence will be assessed by Programme Manager on a case-by-case basis and where relevant, student may be advised to follow the mitigating circumstances or suspended study procedures in HE Student handbook.

## 6.0 Higher Education – At Risk Strategy

Students will be RAG (Red, Amber, Green) rated throughout the academic year to monitor progress.

The Programme manager with the support of the teaching team will update the risk indicators on a weekly basis. Once a learner has been identified at risk the Programme manager will implement a record appropriate intervention including any additional support.

### 6.1 Risk Indicators

The Programme Manager is responsible for completing an overall learning status using a RAG rating which reflects progression courses. The overall rating will be at the discretion of the course team. The RAG rating for all learners must be supported with an explanation.

The following categories, among others, are guidelines to inform the overall RAG rating for each student:

#### ATTENDANCE (\*excluding explained absence)

80% +	Green
75% TO 79%	Amber
71% TO 74%	Red
Below 70%	Potential Risk of Failing

#### PUNCTUALITY

85% +	Green
78% TO 84%	Amber
70% TO 77%	Red

## WORK

Meeting submission deadlines and exceeding minimum agreed target grade	Green
Meeting most but not all submission deadlines and working towards minimum agreed target grade	Amber
Not meeting most submission deadlines and working below minimum agreed target grade	Red

### 7.0 Monitoring

Programme Manager and teaching team will monitor HE students' progress during weekly meetings to identify students who are at risk of not achieving. Support plans will be put place to help at risk students to meet future targets.

Additionally, learner one to one tutorials will be undertaken to support students interventions, record concerns and review agreed targets set in the support plans. All recorded documentation will be located on the HE students at risk shared one drive.

Students who are at risk are monitored weekly and where progress has not been achieved a meeting will be undertaken with the HE Curriculum Manager to discuss further action.

### Appendix 1 – Withdrawal Stages (next page)

