



# Learner Attendance Policy

East Birmingham Community Forum (EBCF)

Version: **v5.0**

Date Issued: **January 2026**

Review Date: **January 2027**

## Document Control

Policy Owner: Human Resources

Approved By: Head of Quality

## Contents

1. Purpose .....	3
2. Attendance Expectations .....	3
3. Rationale .....	3
4. Monitoring Attendance .....	3
5. Remote Learners (Online / Hybrid Delivery) .....	3
6. Interventions for Low Attendance .....	4
7. Flexibility & Adult Learning Principles.....	4
8. Authorised vs Unauthorised Absence .....	5
9. Punctuality .....	5
10. Responsibilities .....	5
11. Policy Review .....	6

## 1. Purpose

East Birmingham Community Forum (EBCF) is committed to ensuring all learners maintain high attendance and punctuality to maximise progress, achievement, and long-term outcomes. This policy sets out clear expectations for learner attendance, monitoring processes, and intervention procedures.

## 2. Attendance Expectations

- Aspirational Benchmark: 90% attendance across all structured and timetabled learning.
- Minimum Requirement: 85% attendance.
- Intervention Trigger: Attendance below 85% prompts early intervention.
- Unauthorised Absence Trigger: Three unauthorised absences result in a *Cause for Concern* review.

These expectations align with sector practice and support good learner progress and retention.

## 3. Rationale

Regular attendance is essential for strong achievement, employability, retention, and funding compliance. A consistent approach ensures fair and transparent expectations across all programmes.

## 4. Monitoring Attendance

Attendance is monitored daily by:

- Tutors
- Quality Team
- Administrative Teams

Registers are completed for every session and reviewed weekly to identify emerging concerns.

Attendance data will be reviewed regularly to identify trends, risks, and learners at risk of disengagement, enabling timely intervention.

## 5. Remote Learners (Online / Hybrid Delivery)

EBCF recognises that attendance expectations differ slightly for remote or hybrid learners due to the nature of online delivery.

Remote Attendance Requirements

- Learners must attend all scheduled live online sessions unless otherwise agreed.
- Attendance is confirmed through login records, participation checks, and tutor engagement monitoring.
- Where asynchronous learning is used, learners must complete set tasks within agreed deadlines to count towards attendance.

## Intervention for Remote Learners

- If a learner fails to attend online sessions or complete required tasks, the same intervention thresholds apply (below 85%, or three unauthorised missed sessions).
- Tutors will contact learners quickly to identify technical, personal, or access-related issues.
- IT support or alternative learning methods may be offered where necessary.
- Persistent non-engagement may result in withdrawal.

Remote delivery offers flexibility — but expectations around commitment, engagement, and progress remain the same.

All contact and intervention actions will be recorded to ensure a clear audit trail of support provided.

## 6. Interventions for Low Attendance

### Step 1 – Early Warning (Below 90%)

- Tutor checks in with learner to explore barriers.
- Reinforcement of expectations.

### Step 2 – Formal Intervention Trigger (Below 85%)

- Welfare call or message.
- Attendance review meeting (onsite or remote).
- Support plan or catch-up plan created.

### Step 3 – Cause for Concern (Three Unauthorised Absences)

- *Cause for Concern* document issued.
- Meeting with Quality Team
- Targets set to improve attendance.

### Step 4 – Withdrawal (Persistent Non-Engagement) •

Curriculum Lead/Director may withdraw learner.

- Clear audit trail recorded on MIS.

All intervention actions must be monitored and reviewed to ensure effectiveness and improvement in learner attendance.

## 7. Flexibility & Adult Learning Principles

EBCF recognises adult learners may have work, caring responsibilities, or fluctuating circumstances. Flexibility may include:

- Catch-up sessions
- Additional tutorials
- Adjusted timetables
- Support with digital access for remote learners

Flexibility is provided within safeguarding and funding rules, without lowering attendance expectations.

## **8. Authorised vs Unauthorised Absence**

Authorised (with evidence where needed)

- Illness or medical issues
- Employment or caring responsibilities
- Bereavement
- Religious observance
- Emergency circumstances

Unauthorised

- No communication
- Repeated lateness without reason
- Absences not deemed reasonable by tutors

Three unauthorised absences trigger a *Cause for Concern*.

Accurate recording of all absences is required to support funding compliance and audit requirements.

## **9. Punctuality**

Learners must:

- Arrive on time (physically or online).
- Notify tutors/admin if running late.
- Understand persistent lateness may result in follow-up.

For remote learners, punctuality includes logging into sessions on time and participating fully.

## **10. Responsibilities**

Learners

- Attend sessions regularly (onsite or remote).
- Communicate absences promptly.
- Complete catch-up work.

Tutors

- Monitor attendance accurately.
- Follow intervention steps.
- Support learners through barriers to engagement.

Quality Team

- Oversee attendance trends.
- Lead formal interventions.

**Admin Team**

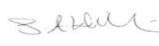

- Maintain registers and data accuracy.

The Quality Team will review attendance data to identify patterns, risks, and areas requiring improvement.

**11. Policy Review**

Reviewed annually by the Director of Education & Skills and the Head of Quality.

**Version Control**

Version	Description of Change	Author	Date	Approved by
1.0	Version 1.0	S.Etheridge / J.Hall)	October 2024	
2.0	Version 2.0	S.Etheridge / J.Hall)	January 2025	
3.0	Version 3.0 Policy updated to strengthen attendance monitoring, engagement tracking, and intervention processes, with additional focus on learner support and safeguarding	S.Khan (HR)	January 2026	S.Etheridge (Head of Quality)