

Central Film School

2026-27

Central Film School

SEC - Student Attendance and Engagement Policy

1. Introduction

- 1.1. Central Film School (CFS) prides itself on developing practices that reflect the industry as closely as possible whilst continuing to be an institution of learning.
- 1.2. The film and television industries run to strict deadlines because of the cost of production. If one crew member is late, thousands of pounds can be wasted paying the other crew members to stand around waiting. Consequently professionalism, punctuality and reliability are highly prized attributes at CFS.
- 1.3. This policy aims to reflect the nature of the industry and foster the necessary professional practice to help ensure future success as filmmakers, actors and screenwriters. The objective of our attendance policy is to ensure that, when students are employed in the industry, professionalism is their key attribute. Time management and planning are as vital for success as possessing technical skills and talent.
- 1.4. Regular reminders are sent to encourage students to think about their attendance and to take steps to improve it if it drops below 80%. Attendance at classes of at least 80% is our general expectation. For international students further nationally mandated considerations apply (see below).
- 1.5. By accepting their terms and conditions with the school, students also accept the contents of this Student Attendance and Engagement Policy. By accepting their teaching or administrative contract with the school, staff also accept the contents of this Student Attendance and Engagement Policy.

2. Expectations and Support

- 2.1. Regular attendance supports learning, professional practice and collaboration. Students are expected to attend all timetabled sessions, on campus and online, arrive on time and maintain at least 80% attendance. Students should also use Google Classroom, meet assessment deadlines and check their CFS email regularly.
- 2.2. Seek help early from your Module Leader, Personal Tutor or Course Leader if attendance becomes difficult.
- 2.3. The academic team identifies missed learning, manageable catch-up work, preparation for collaborative assessments and a review date with the student. Tutors may contact the Student Services Team at any point regarding students whose attendance they are concerned about.
- 2.4. The Student Services Team will coordinate practical support and referrals to the Student Support Manager for wellbeing or personal difficulties. For ongoing attendance concerns, Staff may consider reasonable adjustments and, where appropriate, discuss a break in study. This will be discussed with the QAR team.
- 2.5. The School provides support to help students succeed, but each student is ultimately responsible for attending classes, engaging fully with their studies and following through on agreed actions.

3. How Attendance is Recorded

- 3.1. At each session, the tutor provides an attendance code or QR code. Students use it to register through the online attendance system, supplied by SISO, at the start of the session.
- 3.2. Tutors check the register against those present, identify lateness or missing entries and report discrepancies. Students who cannot register should tell the tutor immediately. The Tutor will be able to manually sign the student in as present.
- 3.3. If a Tutor notices that a student was marked incorrectly as present or absent, they should immediately inform both the Student Services and Quality and Registry (QAR) Teams, who can make corrections.
- 3.4. The QAR Team maintains class registers and attendance data. Student Services reviews records weekly, including overall and module attendance, absence patterns and consecutive missed sessions.
- 3.5. Course Leaders and the Director of Curriculum and Courses (DCC) have access to relevant attendance records. Student Services sends them a weekly summary of concerns and copies them into attendance-stage emails, improvement plans, review outcomes and QAR referrals. Urgent concerns are shared promptly; sensitive personal details are shared only as needed.
- 3.6. The Student Services team will remind Tutors of incomplete registers the following week should they fail to be filled in.

4. Reporting Absence and Lateness

- 4.1. Students must report absence as early as possible through the online system and by emailing their class tutor and studentservices@centralfilmschool.com
- 4.2. For more than three consecutive scheduled teaching days of absence, students must provide supporting evidence within ten working days of returning. Request planned absence from the Course Leader in advance and obtain written approval.
- 4.3. Student Services records authorised and unauthorised absence separately. Reporting an absence does not itself authorise it. Individual circumstances inform support and the next steps taken.
- 4.4. If Students arrive to lessons more than 15 minutes late, the Tutor shall have final say on whether entry should be allowed or if it would disrupt learning. If entry is not granted, an absence will be recorded and catch-up guidance provided.
- 4.5. If a Student arrives late and refuses to comply with not being allowed into the lesson, the Tutor should inform the Student Services Team.

5. List of Responsibilities

5.1.

Role	Main responsibility
Students	Record their own attendance in class, report absences and engage with support and agreed actions when needed.
Academic team	Tutors check attendance; Course Leaders coordinate academic support; DCC oversees assessment participation decisions.
Student Services and Student Support Manager	Student Services monitors Attendance, contacts students and updates relevant staff. The Support Manager provides wellbeing support and adjustment advice.
QAR	Maintain registers, lead deregistration and confirm outcomes with DCC and the Senior Operations Manager (SOM).
Production and Resources	Apply agreed changes to personal-project bookings when notified by Student Services.

6. Attendance Concerns and Student Services Check-ins

- 6.1. Attendance below 80%, repeated lateness or a concerning pattern of absence prompts contact from Student Services. The aim is to understand the difficulty and restore engagement. Staff consider illness and disability, as well as other relevant circumstances and support needs before taking further action.
- 6.2. The proposed stages below are followed in order. Each email goes to the student's CFS account, with the attendance figure and period,

required action, response deadline and review date. The Course Leader and DCC are kept informed as set out in section 2.

- Step 1 — Initial attendance concern and support. Student Services emails the Student when a concern first arises, asks about barriers and explains available help. The Student replies to explain their circumstances or request support. Contact may move directly to Stage 2 if attendance is below 50%.
- Step 2 — An Engagement Meeting is scheduled in, during which a Student Engagement Plan may be enacted. The Student Engagement Plan is suggested by the Student Services Team, and is agreed to by the Student in the meeting. If there is no response or the Student does not attend, Student Services can still enact the Engagement Plan in their absence. The Course Leader will be asked to contribute academic advice if relevant. A follow-up email confirms agreed actions, support, attendance expectations and the review date. Failure to comply with the Engagement Plan will result in progression to Stage 3.
- Step 3 — Formal attendance review following a Student Engagement Plan. If attendance improvement is insufficient at review, Student Services emails the remaining concerns, revised actions and deadline, and any implications for assessment or access to extracurricular resources. The Student Services team may devise more immediate action to take place to prove satisfactory engagement (i.e. the Student must attend all classes of the upcoming week).
- Step 4 — Final opportunity to restore engagement. If the plan has not restored engagement, Student Services emails a final response and improvement deadline (usually that the student must attend the next class or respond to inform the team why they cannot). It explains that an unresolved case will go to QAR to begin the deregistration process at the end of term.
- Step 5 — If there has still not been any improved attendance or communication from the Student, the Student Services Team notifies the Student, Course Leader and DCC of referral to QAR.

- 6.3. Improvement is assessed against recent attendance and the agreed plan; an overall percentage may take time to recover. Urgent welfare or safety concerns are addressed immediately, with any change to the usual sequence explained and recorded.

7. Attendance Below 80%

- 7.1. If the Student's attendance should fall below 80%, extracurricular kit and room bookings may be paused so the student can focus on taught work, with a clear review date.
- 7.2. Collaborative assessments: the vast majority of CFS assessments involve collaboration. Insufficient attendance may prevent participation

in production shoots, performances or group projects where essential teaching, rehearsals, planning or safety preparation has been missed.

- 7.3. Progression: missed learning or assessment can affect achievement and progression. Marks follow published assessment criteria; they are not reduced automatically because attendance is below 80%.
- 7.4. Continued study: if engagement cannot be restored, QAR follows section 9.

8. How Collaborative Assessment Decisions Are Made

- 8.1. The Course Leader reviews missed preparation and the impact on the student and group.
- 8.2. DCC considers the student's explanation, reasonable adjustments and feasible catch-up work before confirming any participation restriction.
- 8.3. The student receives written reasons, assessment implications, available recovery or deferral options and the review or appeal route under the academic regulations.
- 8.4. Attendance below 80% does not automatically exclude a student from assessment; meeting 80% does not replace essential preparation. Support remains available throughout.

9. Deregistration and School Initiated Suspension

- 9.1. The QAR Team leads attendance-related deregistration. It takes effect during the holiday period between terms. Student support continues until that date, subject to any separate suspension or immigration requirements.
 - Step 1 — Referral and checks. Student Services sends QAR the attendance record, emails, support and improvement plan. QAR checks accuracy, completion of the stages and consideration of individual circumstances.
 - Step 2 — First formal letter. QAR explains the grounds for possible deregistration, action needed to restore engagement, how to submit evidence and the response deadline.
 - Step 3 — Second formal letter. If unresolved, QAR sends a second letter stating outstanding requirements, a final response deadline and the possibility of deregistration. These two letters are issued over a two-week period.
 - Step 4 — Review. QAR considers any response with relevant academic and support staff and records whether to close the case, agree further support or a break in study, or proceed under the regulations.

- Step 5 — Confirmation with DCC and SOM. Before final notification, QAR confirms completion of the process, the deregistration outcome and the following-term effective date with DCC and SOM, recording that confirmation. QAR remains responsible for the process.
 - Step 6 — Final letter and records. If no response is received by the final deadline, or deregistration remains appropriate after Step 4, QAR issues the final letter with reasons, effective date and appeal route and deadline. QAR updates records and informs Student Services, the Course Leader, DCC and SOM.
- 9.2. School initiated suspension or a progression pause may apply under section 10 of the [Enrolment and Registration Policy](#):
- A credit deficit exceeding 60 CATS after reassessment requires a progression pause to undertake retakes and clear the deficit.
 - Misconduct allegations, or concerns addressed through disciplinary or supported-studies procedures where behaviour causes distress or concern, may lead to suspension under the relevant procedure.
 - QAR checks which procedure applies and communicates the grounds, duration or review arrangements, return conditions and appeal information. Suspension is distinct from permanent deregistration and may take effect during a term under the applicable policy.

10. School Sponsored VISAs and Contact Points

- 10.1. CFS requires sponsored students to maintain engagement. Ten consecutive unauthorised missed contact points trigger an urgent sponsorship review. A contact point is one scheduled two-and-a-half-hour session/lesson. Ten points equal five teaching days only where two sessions are scheduled each day.
- 10.2. Student Services monitors consecutive missed sessions and contacts the student before ten points are reached, seeking an explanation and evidence. They will email the Student detailing the approaching threshold, required response and potential sponsorship implications, keeping the Course Leader, DCC and visa compliance staff informed.
- 10.3. At ten missed points, Student Services escalates immediately to visa compliance staff, who review the record and circumstances, document the outcome, inform the student and make any required UKVI report or withdrawal of sponsorship.
- 10.4. The ten-point trigger is CFS's monitoring requirement. UKVI applies academic-engagement rules to higher education providers; it is not automatic visa cancellation at ten points. Required immigration action cannot wait until the next term or completion of the attendance stages.

11. Records and Policy References

- 11.1. The Student Services Team retains contact and support records, whilst QAR retains formal outcomes. Students may request corrections to their attendance record.
- 11.2. Where unexplained absence raises welfare concerns and contact attempts fail once the Student has missed ten consecutive contact points, CFS may use the nominated Emergency Contact to attempt to reach out to the student.

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