

## Appendix 1 – Engagement and Attendance Procedure for Apprentices

### 1. Roles and Responsibilities

All parties have a role in and responsibility for ensuring learner engagement, attendance and punctuality.

BU's faculties will:

- Keep accurate attendance and punctuality records at teaching and learning sessions and use these to identify learners at risk of academic failure, leaving early (withdrawal) and/or who are facing wellbeing issues.
- Inform employers (or the main provider of the apprenticeship where BU is a sub-contractor for the apprenticeship) of learner unauthorised absence and/or punctuality issues the next working day at the latest in line with employer agreements, ESFA and Ofsted requirements.
- Monitor learner engagement through capturing data about the learner's submission or non-submission of unit assessment and access to the VLE.
- Take appropriate steps to provide timely support where attendance, punctuality and/or engagement levels raise concerns.

The Apprentice will:

- Attend work and all timetabled teaching or learning sessions and activities (including remote attendance online and progress reviews) punctually unless they have an acceptable reason for not doing so.
- Be present for the entire scheduled teaching and learning activity (including remote attendance online and progress reviews).
- Engage regularly with study materials, the VLE and information about their apprenticeship, programme and units of study.
- Submit unit assessments by the specified deadline.
- Advise the employer and BU (and the main provider of the apprenticeship where BU is a sub-contractor for the apprenticeship) of sickness or absence promptly.
- Agree annual leave with their employer and advise BU (and the main provider of the apprenticeship where BU is a sub-contractor for the apprenticeship).

The Employer or their representatives will:

- Record attendance, absence and punctuality and address any issues promptly with the learner (and BU and/or the main provider of the apprenticeship where BU is a sub-contractor for the apprenticeship if appropriate).
- Advise BU (and the main provider of the apprenticeship where BU is a sub-contractor for the apprenticeship) as soon as practically possible if a learner will be absent for progress meetings.
- Enable the learner to attend all off the job training.

### 2. Engagement Metrics

The following engagement metrics will indicate engagement or non-engagement of the learner subject to consideration of disability, health or other additional needs.:

<b>Attendance at teaching and learning sessions</b>	Acceptable attendance is attendance at all sessions in a unit with no unauthorised absences, late arrivals or early departures.
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	An authorised absence is an absence which an employer and BU (or the main provider of the apprenticeship where BU is a sub-contractor for the apprenticeship) would be prepared to accept or where the absence or lateness could not have been reasonably foreseen.
<b>Submission or non-submission of unit assessments</b>	All unit assessments must be submitted by the deadline.
<b>Access to the VLE (Brightspace)</b>	Evidence of regular active engagement with the VLE content is visible through the learning analytics system data.

Attendance must be captured by the teaching staff within 10 minutes of the start of a session. If the activity prevents the use of the electronic attendance capture system or the system is down, a temporary paper register must be taken. In these circumstances, the electronic attendance record should be completed manually as soon as possible after the session concludes.

It is the responsibility of BU to ensure teaching staff are trained in the use of electronic attendance capture system.

Learners' attendance and punctuality is calculated through the use of the electronic attendance capture system registers, therefore it is imperative that registers are completed in an accurate and timely manner.

The Education Service Manager will report attendance and punctuality trends, per apprenticeship programme, and follow up actions to the Faculty Apprenticeships Oversight Group and FASEC as required. Any concerns with the presented attendance and punctuality trends will be escalated to the Apprenticeships Board.

### 3. Engagement Checkpoints

The engagement metrics will be applied to identify learners whose engagement gives cause for concern at the following points in time:

<b>Attendance at teaching and learning sessions</b>	Individual teaching and learning session – intervention will follow if a learner has an unauthorised absence Progress review – intervention will follow if the learner is not currently on track to meet the overall acceptable attendance metric End of unit – intervention will follow if the overall acceptable attendance metric is missed
<b>Submission or non-submission of unit assessments</b>	Submission or non-submission of assessments will be monitored at every submission deadline at the end of a unit.
<b>Access to the VLE (Brightspace)</b>	Engagement with the VLE content will be analysed before each progress review to enable discussion during progress reviews with the learner and employer.

### 4. Intervention Steps

The intervention steps that will be taken in relation to learners identified at engagement checkpoints as not engaging, attending and/or being punctual will involve the Faculty contacting the learner and, in certain circumstances, the employer (or the main provider of the apprenticeship where BU is a sub-contractor for the apprenticeship). These steps include:

- Informing the identified employer contact (or the main provider of the apprenticeship where BU is a sub-contractor for the apprenticeship) via an agreed email address on the next working day at the latest following an unauthorised absence at an individual teaching and learning session.

- Attendance, punctuality, assessment submission and/or VLE engagement concerns will be discussed during progress reviews with the learner and employer if the learner is not on track to meet one or more of the engagement metrics.
- If the attendance and assessment submission engagement metrics are missed at the end of a unit the learner will be required to meet their Programme Leader, Personal Tutor or their nominee to discuss the reasons for this. This may be in the form of an ad-hoc progress review including the employer (or the main provider of the apprenticeship where BU is a sub-contractor for the apprenticeship).

Any of the above interventions may include:

- Enquiring as to the wellbeing or need for support of the learner.
- Reminding the learner of the impact of low engagement/attendance on academic achievement. Signposting the learner to sources of academic, pastoral or wellbeing support.
- Developing and implementing appropriate targets and strategies with the learner to support improved engagement, attendance and/or punctuality at progress review meetings. The needs of learners with learning difficulties, medical conditions or disabilities will be taken into consideration during any reviews with regards to engagement, attendance and punctuality. If engagement, attendance or punctuality targets are not being met are due to a learner's mental or physical health significantly affecting their ability to participate fully and effectively in their off the job training, ARPP [11J - Support to Study: Policy and Procedure](#) may be enacted.
- Contacting the employer to remind them of their responsibilities in line with the training plan where an employer is responsible for keeping their apprentice at work and not allowing them to attend off the job training.
- Warning the learner of potential withdrawal from the apprenticeship due to non-engagement, attendance and/or poor punctuality.
- Withdrawing the learner from the apprenticeship due to non-engagement, attendance and/or poor punctuality.