**Managing Learner Attendance Policy**

**Introduction**

Attendance refers to the scheduled time spent on learning programmes. This includes class-based learning, workshops, tutorials, assessments, work placement or as described in the learner's individual learning plan.

Regular, consistent and punctual attendance is critical to learners’ success and the achievement of learning goal(s). It is also recognised as an expected behaviour of employers within the workplace. Blackburn with Darwen Adult Learning is committed to the effective management of attendance in order to enhance retention and achievement as well as to develop learners’ employability skills and behaviours.

This policy sets out the expectations of staff and learners relating to attendance and punctuality on learning programmes and associated activities. It applies to all learners across our provision and all staff are expected to read, understand and adhere to this policy and related procedures.

**Context**

All learners are expected to attend 100% of their scheduled learning activities, unless prior agreement has been made with the tutor.

Blackburn with Darwen Adult Learning recognises that each case of learner absenteeism is different and will be treated individually, and that poor attendance may be due to personal, practical, academic or individual circumstances.

In all cases, it is up to both the tutor and learner to ensure the reasons for absenteeism are clarified and that appropriate support required and/or implications are clear to all concerned.

**Purpose of the Policy**

The purpose of this policy is to:

* Clarify the roles, responsibilities and expectations of Adult Learning staff in relation to learner attendance and punctuality
* Clarify the responsibilities and expectations of learners with respect to attendance and punctuality
* Outline and explain the procedures for monitoring attendance and punctuality
* Outline and explain the procedures for dealing with unacceptable attendance and/or punctuality
* Provide staff guidance on how to address poor levels of attendance and/or punctuality

**Policy Details**

* All learners are expected to attend 100% of the time (unless prior agreement has been made with the Tutor)
* Attendance thresholds:
  + **Non-accredited learning (90%)**   
    Failure to attend a minimum of 90% of the scheduled hours of a non-accredited course may affect achievement of the course outcomes
  + **Accredited learning (90%)**  
    Failure to achieve 90% attendance on accredited learning programmes may put achievement of, and entry to, their qualification in jeopardy
* Learners arriving more than 10 minutes after the start of the class will be marked as ‘Late’
* Learners’ context/situation will always be considered. If there are genuine reasons why a learner with an attendance level below the thresholds should be allowed to complete the qualification, this needs to be discussed with the relevant Skills Development Officer and Skills and Quality Manager
* All learners achieving less than full attendance (where there is no reasonable explanation) will be contacted by the tutor to clarify reasons for poor attendance

**Responsibilities**

***Admin Team will:***

* Send pre-course reminders to learners as outlined below (for brochure courses):
  + Audley Reception team will send all texts/calls for courses based at Audley NLC
  + Bank Top Reception team will send all texts/calls for courses based at Bank Top NLC
  + Curriculum Admin team will send all texts/calls for courses based at the ad-hoc centres
  + Health and Wellbeing SDO will contact LDD course attendees
* Where individuals cannot carry out the above they must liaise with their manager or team to ensure that this is carried out for all courses

***Tutors should:***

* Inform all learners, initially through the Induction process, of their obligation to attend regularly and on time
* Inform learners of the specific attendance requirements that are applied by any relevant awarding body
* All tutors should monitor and record attendance and absence in the course register every time that a class or other learning activity takes place
* Ensure that learners who withdraw from their course are offered information and advice on other learning opportunities
* Update SDO about absence and punctuality issues

Where a learner is absent and has not contacted the tutor or the centre, the tutor should:

* Contact them personally (or, where appropriate, arrange for somebody else to contact them) by telephone to reassure the learner and encourage their return
* Offer appropriate support (examples below):
  + Post learning materials relating to missed session(s) to the learner at home
  + 1:1 tutorial on return
  + Refer for learning support if appropriate
  + Information, advice and guidance, including possible transfer to an alternative course of study
* Record actions taken to support a learner who is absent or has poor attendance on the register and in the course file. The relevant SDO should be kept informed

***Learners should:***

* Inform tutors and/or the learning centre staff as soon as possible of their absence by telephone, text or email
* Contact their tutor and discuss the possibility of alternative study arrangements/learning support where they are expecting potentially prolonged periods of absence
* Aim to arrive 10 minutes before the start of the class to ensure a timely start to the session

**Monitoring Attendance**

* Service Lead, Skills and Quality Managers, Skills Development Officers through weekly monitoring reports
* Through absence data held within Maytas: by learner, by subject and by course