Adult Learning

Cumbria Adult Learning Attendance Guidance and Policy 2024 to 2025 v1.1

Change Log

Version	Change Notes	Author
v1.0	• First release, replacing the previous '*Adult Learning Procedure- Attendance Policy (Version 1- April 2022)*'.	KRB/LD
v1.1	• Update of the scope of the audience within the 'Introduction' section.	KRB/LD

Introduction

The responsibility group for this guidance and policy is the Cumbria Adult Learning Senior Management Team. The intended audience includes:

- All Managers
- ALS Department
- Learners
- MIS Department
- Other Service Users
- Quality Department
- External Subcontractors (Where applicable)
- Tutors
- Volunteers

Policy Aims and Intentions

To monitor and improve levels of attendance on **all** Cumbria Adult Learning courses and programmes, including work-based, centre based, and online/remote learning.

We aim to give learners the level of support needed to select and complete their course or programme, ultimately leading to successful completion of their learning aims. It is important that the service aims to be proactive in monitoring performance in this area.

It is the policy of the Service that learner attendance is monitored, reviewed and appropriate strategies are implemented to support learner attendance and retention/achievement and success.

The Service is committed to equal access to the curriculum for all its learners irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, gender and sexual orientation or social and economic circumstances.

Method of Implementation

Attendance is monitored through:

- E-Registers
- Observation of Teaching and Learning
- Tutor records
- Attendance and retention data for all provision
- Completion and achievement data for all provision
- IPRs (Individual Progress Record)
- Learner feedback
- Services learner withdrawal process
- Course Reviews
- Staff reviews

Recording of attendance, for all types of provision, is to be kept digitally using the ProSolution MIS system. To ensure accurate and timely recording of all attendance data for legality reasons, register session marks must reflect the actual date and duration of attendance. All register sessions should be marked within 5 working days of the delivered session. The following marks are available to assist with the accurate completion of the register:

Category	Mark	Name	Description and Method of Use
Positive Attendance	/	Present	To record the learner as attending the full duration of a session.
	E	Left Early	To record learner as not attending the full duration of a session due to leaving early. The actual number of minutes the learner left early is to be entered into the register.
	L	Arrived Late	To record learner as not attending the full duration of a session due to arriving late. This actual number of minutes the learner arrived late is to be entered into the register.
	P	Homework provided must be handed in	To record where a learner was not able to attend the session, but work has been provided to complete outside of a session, returned to the Tutor, and verified.
Negative Attendance	A	Known Absence	To record the learner as not being able to attend due to a known reason. An absence reason is required to be returned for this type of absence. Reasons available include: - Religious Events - Work Demands - Parent/Carer Responsibilities

			• Extreme Weather Event • Sickness • Holiday • Other
	O	Absent	To record the learner as absent and not attending due to an unknown reason.
Neutral Attendance (No impact on attendance data)	B	Started after course start date	To record the learner as not yet commencing the provision.
	C	Completed	To record the learner as completed based on the learner's completion status.
	N	Learner not required to attend	To record the learner as not being required to attend a session. The use of this mark should be limited to occasions where the learner is not required to attend, for example assessments split over multiple sessions. It must not be used in the absence of ad-hoc registers.
	T	Transfer	To record the learner as transferred based on the learner's completion status.
	X	Class not held	To record the session as not being held. This this mark is only used where no delivery will take place for any learner, for example due to Tutor sickness.
	W	Withdrawn	To record the learner as withdrawn based on the learner's completion status.

To allow for the amendment of registers, marks for a session can be amended for 8 calendar days from the start date of the timetabled session.

Different Forms of Managing Attendance

First non-attendance:

- Follow up with learner regarding absence after the first non-attendance (if learner has not notified the tutor and centre).
- If there is a safeguarding concern this should be reported to the Safeguarding Lead.
- The tutor and centre manager must meet to discuss impact on learning of missed classes and what intervention / action is being put in place to support the learner in catching up on their studies.
- If a learner is withdrawn at this stage, appropriate signposting and IAG to be given by centre via phone call / email or face to face where possible.

Second consecutive non-attendance:

- Learners who fail to attend on 2 consecutive sessions/weeks will be reviewed with the potential to be withdrawn.
- The tutor and centre manager must meet to discuss impact on learning of missed classes and what intervention / action is being put in place to support the learner in catching up on their studies.

- If a learner is withdrawn at this stage, appropriate signposting and IAG to be given by centre via phone call / email or face to face where possible.

Third consecutive non-attendance:

- Learners who fail to attend on 3 consecutive sessions/weeks, will be withdrawn from programme by the appropriate centre.
- It is the tutor's responsibility to ensure they have appropriate supporting evidence (tutor assessment tracker, adjusted targets in learners IPR's, etc) to allow learners to continue, but attendance and performance will be monitored by centres.
- When a learner is withdrawn at this stage, appropriate signposting and IAG to be given by centre via phone call / email or face to face where possible.

Attendance below 92.0%:

- Where Learners attendance drops below 92%, due to non-consecutive missed classes / weeks, appropriate supporting evidence (tutor assessment tracker, adjusted targets in learners IPR's, etc) to allow learners to continue, but attendance and performance will be monitored by centres.
- If a learner is withdrawn at this stage, appropriate signposting and IAG to be given by centre via phone call / email or face to face where possible.

In relation to the various forms of non-attendance as aforementioned, please note that an Advanced Practitioner and Area and Curriculum Manager can also be consulted.

Learner Expectations

Learners are expected to:

- attend a minimum of 92% of learning
- attend all sessions punctually, arriving prepared and ready for a prompt start
- inform centre staff / tutor in advance of non-attendance and reasons for this
- demonstrate consistently high positive attitudes and commitment to their learning
- set a positive example by treating others with respect and dignity
- feedback to their tutor or other appropriate member of staff if they feel they are not progressing

Monitoring and Evaluating

All attendance and punctuality data is reported using the following methodology and are available for reporting purposes.

Measure	Description
Attendance %	Total number of 'Positive Attendance' category marks divided against the total number of 'Positive Attendance' and 'Negative Attendance' category marks.
Punctuality %	Total number of positively attended sessions, where the learner attended the full duration of a session, divided against the total number

	of 'Positive Attendance' category marks. When calculating this measure, a tolerance of 5 minutes is automatically applied.

The following Key Performance Indicator (KPI) and Benchmark is monitored against throughout the 2024 to 2025 academic year:

Measure	Description	Figure
Attendance %	Internal KPI	92.0%
	External Benchmark*	89.1%

The external attendance benchmark 2024 to 2025 is set by the Community Learning Benchmarking Club overall attendance % across all contributory members for 2023 to 2024 (v2).

To assist with the monitoring of attendance and punctuality, the following ProSolution reports have been available:

- Register Excessive 'N' Mark Report
- Register Excessive 'P' Mark Report
- Register Mark Policy Analysis Report
- Register Punctuality Analysis Report

Tutors and centres are expected to:

- monitor attendance at weekly intervals, as required, using the reporting mechanisms available.
- follow up learner absence after the first non-attendance if learner has not notified the tutor and centre. If there is a safeguarding concern this should be reported to the Safeguarding Lead.
- Tutor to establish a timely intervention to support learner to address the 1st missed class.
- Centres to keep regular contact with learners when absent (especially when no reason given by learner).
- make necessary arrangements for learners with additional needs to receive appropriate, and timely support such as LSA support, access arrangements, etc.
- provide learning resources and/or support (where applicable) so that learners are not disadvantaged when exceptional circumstances prevent attendance, however, supporting learner performance evidence must be presented to the appropriate Area & Curriculum Manager, before being agreed.
- liaise with key partners such as the job centre or the resettlement team (if learners have been referred by these) to inform if a learner is not attending and put action plans in place for attendance to resume
- deliver high quality teaching, learning and assessment that motivates and inspires learners to attend

Related Policies

- Adult Learning Equality and Diversity Policy
- Adult Learning Safeguarding and Prevent Policy

Updated: 11 April 2025