



BIRMINGHAM CITY
University

APPRENTICESHIP ATTENDANCE AND ENGAGEMENT POLICY



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1. Introduction

- 1.1. There is clear evidence to show that apprentices who attend their scheduled learning sessions and engage with the learning resources available to them tend to achieve better results. To maximise success on their programme, an apprentice must engage fully with both “On and Off-the-Job” requirements of their apprenticeship programme (see Appendix 1). Adopting a campus-first approach to its teaching, the University is committed to supporting each apprentice to fully attend and engage to enable them to reach their full potential, resulting in the development of the knowledge, skills and behaviours (KSB) of the apprenticeship standard as well as achieving academic success. The University will play an active role in enabling and empowering apprentices to gain the most from their apprenticeship programme and it is expected that an apprentice takes responsibility for their attendance and engagement as they would in their workplace.
- 1.2. Levels of low attendance and engagement can be an early indicator that an apprentice may be experiencing challenges which may lead to underachievement, inability to continue with their studies or withdrawal from their programme. Early identification of such challenges will enable the University, with the support of the apprentice’s employer, to put in place appropriate interventions and support mechanisms to help apprentices re-engage with their programme. Our university community will support apprentices to overcome any barriers that may impede their ability to succeed and to comply with the professional, statutory and regulatory requirements of their apprenticeship programme. Therefore, monitoring attendance and engagement as outlined in this policy is a key focus for the University.

2. Purpose and scope

- 2.1. This policy applies to all apprentices at all levels on apprenticeship programmes delivered by the University.
- 2.2. It has been created taking into consideration all Department for Education (DfE) mandatory compliance requirements as outlined in the [Apprenticeship Funding Rules](#), [Ofsted](#) and other applicable Professional Statutory and Regulatory Body (PSRB) requirements. The policy enables the university to provide external bodies with appropriate evidence as required e.g., DfE Ofsted. Apprentices will therefore be monitored using the mechanisms outlined in this policy to ensure they are attending and engaging appropriately to enable the University to claim funding through the Individual Learning Record and the Apprenticeship Service and ensure their academic success. Failure to meet these requirements may lead to an apprentice being placed on a Break-in -Learning or permanently withdrawn from their apprenticeship programme.
- 2.3. This policy sets out how the University will support an apprentice to attend and engage fully with their apprenticeship programme, what the University expects of its apprentices, monitoring arrangements for attendance and engagement and the action the university will take if an apprentice is not attending and/or engaging and thus not meeting the apprenticeship requirements of the programme that they have signed up to. It will make clear the potential implications of continued lack of attendance and/or engagement.
- 2.4. The policy aims to instil the importance of attendance and punctuality as necessary behaviours for professional working life and enable the apprentice to progress on their apprenticeship to achieve timely and successful completion.
- 2.5. This policy is designed to ensure that the University, in collaboration with the apprentice’s employer, supports an apprentice to re-engage with their apprenticeship programme and where appropriate consider available options before an apprentice is placed on a Break-in-Learning or permanently withdrawn from their programme. Where these actions are unavoidable, the university will support the apprentice fully through these processes.

- 2.6. The responsibilities and organisational arrangements for this policy lie with a variety of stakeholders within the University including:
- Apprenticeships Delivery and Compliance Team,
 - Associate Deans Teaching, Education and Student Experience,
 - Apprenticeship Course Leaders,
 - College Academic Leads,
 - Personal Tutors/Academic Assessors,
 - Attendance Monitoring team,
 - Skills Coaches,
 - Module Leaders/Tutors, • Faculty Student Centres (FSC),
 - Student Services.
- 2.7. Employers have key responsibilities to support their apprentices with their attendance and engagement whilst they are on an apprenticeship programme, and these are outlined in the Apprenticeship Handbook, Training Plan and Apprenticeship Agreement.
- 2.8. Attendance and engagement will be monitored across a whole academic year and during a normal working week for an apprentice. It is important to note that Off-the-Job learning must continue all year round.
- 2.9. The university reserves the right to make reasonable changes to this policy which will normally come into effect at the beginning of an academic year, however changes could be implemented during the academic year when we consider it to be in the best interests of the apprentices or it is required by law, a PSRB or the [Apprenticeship Funding Rules](#).

3. Definitions

- 3.1. 'We', 'Our' and the 'University' refers to Birmingham City University.
- 3.2. A calendar week is Monday to Sunday.
- 3.3. Cumulative attendance means that an apprentice's attendance must meet a minimum threshold of 85% percentage attendance at scheduled learning sessions during each monitoring period as outlined in section 5 or they will receive a formal attendance notification.
- 3.4. Off-the-Job training hours are a mandatory requirement of an apprenticeship as defined by the DfE An apprentice must complete the planned Off-the-Job training hours as detailed in their Training Plan. See Appendix 1 for further details on Off-the-Job hours.
- 3.5. Attendance is defined as the presence of the apprentice for the entirety of a scheduled learning session on-campus and/or online. Sessions include but are not limited to:
- Lectures, seminars, tutorials and practical sessions (for example studio, demonstrations, lab sessions, workshops).
 - Project/dissertation supervision meetings.
 - Presentations.
 - Industry visits and/or fieldwork.
- 3.6. Engagement is defined as active participation by the apprentice to enhance their learning, demonstrated by engaging with learning activities and resources as well as fulfilling the requirements of an apprenticeship programme as stipulated by the DfE. This includes but is not limited to:

- Attendance at and active contribution to personal or group tutorials.
 - Submission of assessments (summative and formative).
 - Attendance at examinations or time-constrained assessment activities.
 - Engagement with the virtual learning environment (Moodle).
 - Responding in a timely manner to communications from the University.
 - Proactive engagement with Course Team, Skills Coach, Academic Assessor and/or Personal Tutor.
 - Completion and recording of Off-the-job hours (see section 7 and Appendix 1) on APTEM.
 - Engagement in and attendance at Progress Reviews (see section 8).
 - Participation in Apprenticeship Assessment activities.
- 3.7. A Break-in-Learning is when an apprentice has a break in their apprenticeship programme. This is also known at the University as a Break in Study and is a formal process to temporarily pause an apprentice's programme. During this time an apprentice will not be able to access any learning, resources or campus buildings, submit assessments, accrue Off-the-Job hours or take exams and funding for their programme will pause. A Break-in-Learning may occur, but is not limited to, the following scenarios:
- An apprentice-led request, for example due to health reasons: please refer to the [Change of Circumstances Policy](#).
 - Where Off-the-Job training is not evidenced for two consecutive months (as defined in the [Apprenticeship Funding Rules](#)).
 - As a result of non-attendance and/or engagement as outlined in this policy.

4. Principles

- 4.1. The University expects apprentices to attend all scheduled learning sessions (on campus and/ or online) as well as being punctual and present for the entirety of these sessions. Apprentices are paid for their time at university, and it is thus an extension of their workplace where full attendance is expected unless absence has been requested and approved by both the employer and University. Scheduled learning sessions are an essential part of an apprentice's learning experience and form part of the contractual Off-the-Job requirements.
- 4.2. Where an apprentice does not meet the attendance requirements, the university will initiate informal and formal attendance monitoring intervention/s and notifications, as detailed in sections 5 and 6. The apprentice's employer will also be contacted after any period of unauthorised absence. Please note that where an apprentice has an approved absence this will be discounted from their attendance record.
- 4.3. Some programmes may have specific mandatory attendance requirements for certain scheduled learning sessions (e.g., laboratory sessions, studio sessions, workshops) due to PSRB requirements. The Course Handbook will make clear where such requirements exist.
- 4.4. Apprentices are expected to engage with all learning activities, resources, assessments and Off-the-Job requirements during their apprenticeship programme.
- 4.5. Employers are expected to facilitate attendance and time within the apprentice's normal working hours for Off-the-Job activities (which includes full attendance at scheduled learning sessions).
- 4.6. Attendance and engagement monitoring aims to be supportive, with the purpose of identifying any difficulties at a sufficiently early stage so that the University can be available and support an apprentice to facilitate their full attendance and engagement on their programme. Therefore, the University will contact apprentices to offer support to improve their attendance and/or engagement where minimum expectations have not been met. This will include liaison with the apprentice's employer and details of attendance and engagement will be discussed and recorded in Progress Reviews.

- 4.7. The University will provide information and/or refer apprentices to appropriate support services to help them overcome any barriers that might be preventing them from attending and/or engaging with their apprenticeship programme.
- 4.8. Apprentices should be proactive in seeking support from the University and their employer if they face any challenges preventing them from attending and/or engaging with their apprenticeship programme to the expected level and requirements as set out within this policy.
- 4.9. Where the University identifies attendance and/or engagement patterns that are inhibiting an apprentice's ability to successfully complete their apprenticeship and comply with the requirements of their apprenticeship programme, formal monitoring will be undertaken as outlined in sections 5 and 6.
- 4.10. An apprentice is expected to inform the University and their employer, in advance, if they are unable to attend scheduled learning sessions for any reason, see section 9.
- 4.11. All missed learning must be re-planned and completed and Academic tutors will ensure that any missed learning is re-planned and agreed with the apprentice.
- 4.12. Where supportive action and formal intervention does not lead to an apprentice meeting the University's attendance and/or engagement requirements, an apprentice may be placed on a Break-in-Learning or permanently withdrawn from their programme. All such decisions will normally be discussed with the apprentice and their employer in a Progress Review (see Stage 3 section 6.2).
- 4.13. It is a mandatory requirement for apprentices to engage with Progress Review meetings every 12 weeks as stipulated by the DfE (see section 8). This is detailed and agreed within progress review dates outlined within the training plan signed by the apprentice, employer and University prior to commencement of an apprenticeship programme.
- 4.14. It is the responsibility of the University to monitor all apprentices on programme compliance and ensure evidence to support this is available. Where this is not provided by the apprentice, the University will monitor and escalate in accordance with this policy.
- 4.15. All decisions taken will be made in line with this policy to ensure that apprentices and their employers are offered appropriate support, that the University complies with its statutory and regulatory requirements and that the full profile of an apprentice's attendance and engagement has been considered when assessing the ability of the apprentice to remain on their apprenticeship programme.
- 4.16. The University will treat any deliberate attempt by an apprentice to circumvent this policy e.g., by asking another apprentice to register attendance on their behalf, extremely seriously. Any such attempt will likely lead to disciplinary action being taken under the [Student Disciplinary Procedure](#).
- 4.17. Attendance and engagement data will be captured using a range of systems, the details of which are set out in the Apprenticeship Handbook. All data will be held and processed in accordance with the [University's Data Protection Policy](#) and the [University's privacy notices](#).
- 4.18. Apprentices must record their attendance at all scheduled learning sessions, via digital card readers or where these are not in use, challenges codes or manual updates/registers via their Tutor.
- 4.19. Academic tutors will keep accurate attendance registers for scheduled learning sessions ensuring registers are normally completed within one working day.

4.20. The responsibilities of the apprentice, employer and University pertaining to an apprenticeship programme are documented as part of the Apprentice onboarding process and further information is detailed in the Apprenticeship Handbooks (which support this policy).

5. How the university will monitor attendance and engagement

- 5.1. The University wants to support apprentices to maximise their potential and will formally monitor attendance at scheduled learning sessions from day one of scheduled learning, on a weekly basis, across a full academic year. There will be a range of informal and formal interventions throughout the academic year. Where attendance and/or engagement is flagged as a concern, the University will contact an apprentice and where appropriate the apprentice’s employer, initiating formal attendance and/or engagement notifications where contact attempts, interventions or agreed actions detailed in Support Plans or Progress Reviews have not led to improved attendance and/or engagement.
- 5.2. The frequency of trigger points for the monitoring process is outlined in Table 1 below. Where the requirements are not met formal attendance monitoring notifications will be issued. Apprentices who do not contact the University and their employer and do not have an approved absence (section 9) will be subject to the staged approach detailed in sections 5 and 6.
- 5.3. Where an apprentice has an approved absence on the day of a scheduled learning session, this will be discounted from an apprentice’s record. However, learning that has been missed will need to be replanned with the Course Team. Where patterns of authorised absence are detrimentally impacting the completion of the apprenticeship programme these will be discussed with the apprentice and employer in Progress Reviews.

Formal Intervention Trigger	Monitoring Frequency	Monitoring period (weeks in a semester)	Formal notification schedule
<p>≤85% attendance in each monitoring period.</p> <p>E.g., apprentice must achieve overall a minimum 85% attendance in each set monitoring period.</p>	Weeks 2,5,8,11	<p>Monitoring period 1: Weeks 1-2</p> <p>Monitoring period 2: Weeks 3-5</p> <p>Monitoring period 3: Weeks 6-8</p> <p>Monitoring period 4: Weeks 9-11</p>	<p>For a standard 12-week semester formal attendance notifications will be issued after teaching weeks 2,5,8,11.</p> <p>For non-standard teaching blocks, week two and then every three weeks.</p> <p>Block delivery courses will follow the same monitoring periods as a standard semester. E.g., a two-week block scheduled over teaching weeks 2 and 3, will be subject to two attendance monitoring trigger points at weeks 2 and 5. Whereas, a two-week block scheduled over weeks 3 and 4 will be subject to one protocol trigger point after week 5.</p>

- 5.4. To support apprentices during this period and to ensure proactive engagement is taken to reduce non-attendance and unauthorised absence, informal monitoring and contact may be undertaken. Where an apprentice has not been present in a minimum 85% of scheduled learning sessions across a calendar week and does not have an approved absence, they will normally be contacted by the Academic lead, Personal Tutor or nominee to:
- ascertain the reasons for the absence and if it is an isolated absence,

- ensure that steps actions are agreed to enable the apprentice to attend all future scheduled learning sessions and re-engage with their programme, • ensure that their attendance record is accurately updated,
- any missed learning is replanned and completed.

Please note that if the apprentice has not swiped in to scheduled learning sessions, confirmation of attendance will need to be confirmed with the Tutor and records updated accordingly. It is not guaranteed that a Tutor will always be able to confirm retrospective attendance. Therefore, it is expected that an apprentice takes responsibility for ensuring that they have swiped into all scheduled learning sessions (or via other means detailed in 4.18). Further instances of not recording attendance could result in formal attendance notifications being issued.

- 5.5. During any informal or formal monitoring of attendance, an apprentice's employer will be advised by the university of any unauthorised absence.
- 5.6. It is important to note that where Off-the-Job evidence (which attendance contributes to) is not recorded across two consecutive months, an apprentice will be placed on a mandatory Break-in-Learning. This is a formal requirement detailed in [Apprenticeship Funding Rules](#).

6. Monitoring Process

Monitoring attendance at scheduled learning sessions

- 6.1. Throughout the academic year, the University will monitor an apprentice's attendance and engagement to determine whether to make contact to offer support. However, formal attendance notifications will be issued where an apprentice's attendance at scheduled learning sessions (see section 3.6) and/or engagement (see section 3.7) give cause for concern.
- 6.2. There are three stages to the formal attendance notifications.
 - **Stage 1** – 'First Attendance Notice' email.
 - **Stage 2** – 'Final Attendance Notice' email. Please note at this stage a Progress Review will normally be requested with the apprentice and employer to address attendance concerns and ensure improvements are made with support from the University.
 - **Stage 3** – 'Withdrawal Notice' email. Please note that at this stage, a Stage 3 Progress Review meeting will normally be requested with the apprentice and employer which will enable the apprentice to provide evidence to appeal the Stage 3 and to discuss in full attendance and/or engagement concerns. Please note that an apprentice still has the right of formal appeal, see section 11.

The outcome of withdrawal notice will be, at the University's discretion, either that an apprentice; • re-engages with their programme and commits to an agreed support plan.

The Stage 3 notification is rescinded from their record: or,

- is placed on a Break-in-Learning; or,
- is permanently withdrawn from their apprenticeship programme.

Further detail of action taken as part of each attendance notification is contained in the Apprenticeship Handbook.

- 6.3. Attendance and engagement notifications are designed to encourage apprentices to re-engage with their studies and meet the requirements of their apprenticeship programme. This may result in an apprentice having a Support Plan put in place or being referred to appropriate support services.
- 6.4. Attendance notifications will be sent to an apprentice's BCU and personal email addresses held on the student record system. These notifications will clearly outline the steps the apprentice must take, any

formal Progress Reviews required and who to contact to discuss any issues that are affecting their attendance and/or engagement.

- 6.5. Where attendance notifications are issued an apprentice should still attend scheduled learning sessions and complete Off-the-Job hours.
- 6.6. An apprentice's record of engagement activities (section 3.7) will enable the University to understand the broader attendance and engagement commitment of an apprentice and will be considered when progressing a student through the formal stages of attendance monitoring. Additionally, the record can be utilised to inform Faculty level interventions to support an apprentice to re-engage with their programme and it may be considered when reviewing cases and in Progress Reviews that have been triggered by a Stage 3 – 'Intention to apply Break-in-Learning or Permanent Withdrawal'. However, these records can only be considered where they do not contravene the [Apprenticeship Funding Rules](#).
- 6.7. The University reserves the right to escalate and issue a Stage 3 – 'Intention to apply Break-in-Learning or Permanent Withdrawal' notification to any apprentice who does not meet the attendance threshold and/or who has a history of poor attendance at scheduled learning sessions and/or engagement with their apprenticeship programme (see section 3.7), resulting in action being taken in the same academic year.

7. Monitoring Off-the-Job logs

- 7.1. For the full duration of the practical period of their programme, there is a mandatory requirement for an apprentice to be actively engaged in learning (see Appendix 1, Off-the-Job training hours).
- 7.2. Active learning must take place every calendar month. Apprentices must submit an Off-the-Job training log via APTM, at least every calendar month to ensure that the apprentice's progress can be tracked and that the requirements of the apprenticeship programme are being met. Off-the-Job training hours are monitored by the University for the duration of the apprenticeship programme. This enables the University to track completion of eligible Off-the-Job hours to ensure sufficient progress is being made on the apprenticeship. Where Off-the-Job hours are behind planned delivery, these hours will need to be re-planned to enable the full learning of the apprenticeship to be completed. Further information is contained within the Apprenticeship Handbook.
- 7.3. Where an apprentice does not complete an Off-the-Job log monthly, this will be addressed and discussed with the apprentice and employer, either at Progress Reviews or addressed on a monthly basis if a Progress Review is due in the future. Repeated failure to complete the log could lead to the apprentice being placed on a Break-in-Learning or being permanently withdrawn from their programme.

8. Monitoring progress reviews

- 8.1. Attendance at Progress Reviews is mandatory for the apprentice. The responsibilities for the employer are outlined in the Training plan and Apprenticeship Handbook. Progress reviews must be completed on APTM by the apprentice five working days following the date of review. Failure to attend or engage with this mandatory review process may result in an apprentice being placed on a Break-in-Learning or be permanently withdrawn from their programme. This would normally occur after three occasions of not attending a progress review in one academic year.

9. Absence

- 9.1. Apprentices may, in exceptional cases, make a request for absence from their scheduled learning sessions. It is the apprentice's responsibility to request absence from scheduled learning sessions via MySRS, to ensure this absence has been approved by their employer, Personal Tutor or nominee and agree how missed learning will be re-planned.
- 9.2. Absence requests will be rejected where there is not a valid reason for absence and classed as unauthorised absence, examples are detailed below, please note this list is not exhaustive:
 - There is insufficient evidence to support the absence request.
 - Absence has not been agreed with the apprentice's employer.
 - Absence requested will detrimentally impact an apprentice's studies for example, where vital elements of the course will be missed (including examinations and submissions of assessed work).
 - Absence requested contravenes the requirements of the apprenticeship programme and results in the apprentice being unable to complete their programme as agreed in the Training Plan and Apprenticeship Agreement.
 - Where absence will prevent an apprentice from completing their course within the required registration period.
 - Where the pattern of attendance and/or engagement already gives cause for concern.
- 9.3. Repeated patterns of authorised absence will also be monitored, considered and reviewed by the university. Where appropriate any patterns of authorised absence that cause concern will normally be discussed at Progress Reviews.
- 9.4. An apprentice will be required to take a Break-in-Learning if they are continuously absent for more than 2 consecutive calendar months and where an apprentice has not completed any Off-the-Job hours in this period, as stipulated in the [Apprenticeship Funding Rules](#).
- 9.5. If an employer has not been informed of an absence by the apprentice, the university will update the employer.
- 9.6. The University and the employer may revise the Apprenticeship Agreement and Training Plan where absence levels mean that the apprenticeship cannot be completed as scheduled.
- 9.7. There are occasions when the University exercises its duty of care to members of the university community by issuing an apprentice with a precautionary suspension under the [Student Suspensions Guidance](#). Although suspended apprentices will receive support to engage with their course remotely as far as is reasonable, any period of absence from campus imposed through suspension will be recorded as an authorised absence for the purpose of attendance monitoring but any missed learning must be re-planned and completed. Where an extended period of suspension is imposed or is likely to be required, apprentices will be supported to consider their academic options, including taking a Break-in-Learning; and the University reserves the right to actively place an apprentice on a Break-in-Learning where it is deemed to be in their best academic interests. If a suspension exceeds two consecutive months where Off-the-Job hours cannot be completed the apprentice will be required to take a Break-in-Learning (see sections 5.6 and 10).
- 9.8. For further information on absences, please refer to the Apprenticeship Handbooks.

10. Applying a Break-in-Learning or Permanent Withdrawal from apprenticeship programme

- 10.1. It is recognised that in certain circumstances an apprentice may be unable to continue with or complete their apprenticeship programme as originally planned and may be placed on a Break-in-Learning or permanently withdrawn from their programme.
- 10.2. The University has a contractual requirement to notify the DfE when an apprentice is placed on a Break-in-Learning or permanently withdrawn from their programme. At this point, funding for the apprenticeship will cease for a permanent withdrawal or pause whilst an apprentice is on a Break-in-Learning. This is updated via the Individual Learner Record, in APTM and on the Student Records Systems. The start date of a Break-in-Learning or the date of permanent withdrawal will be the last date that learning can be evidenced for the apprentice.

11. Appeals

- 11.1. Any apprentice who has been placed on a Break-in-Learning or permanently withdrawn from their apprenticeship following their Stage 3 Attendance Notification and Progress Review (where this has been attended by the apprentice and completed), can pursue a formal appeal under the University's [Academic Appeals Procedure](#). Formal appeals should be submitted within fifteen working days of the Stage 3 'Intention of a Break-in-Learning or Permanent Withdrawal' decision being confirmed and must be supported by the apprentice's employer.
- 11.2. An appeal may be rejected by the university where insufficient and/or unsatisfactory evidence is provided and where the requirements of an apprenticeship programme as set out in the Apprenticeship Funding Rules have not been met e.g., where an employer can no longer support the apprenticeship (evidence will be required from the apprentice's employer to support any appeal that is submitted). Where an apprentice reaches a Stage 3 attendance notification on more than one occasion during the academic year, an appeal as presented within the Stage 3 formal Progress Review, will only be considered where new evidence is provided by the apprentice and does not contravene DfE requirements.
- 11.3. Where an apprentice has been placed on a Break-in-Learning or is permanently withdrawn from their programme and a formal appeal submitted, the decision will take effect and will continue to stand unless the formal appeal decision means the Break-in-Learning or permanent withdrawal should be set aside.

12. Safeguarding and wellbeing

- 12.1. The University takes seriously its responsibility to safeguard and promote the welfare of any member of the University community and to work together with other agencies to ensure that adequate arrangements are in place to identify, assess, and support any member of its community who may be suffering from abuse, harm and/or neglect. This is in line with the University's [Safeguarding Policy](#) and procedures. Therefore, where an apprentice is identified as being at risk through attendance and engagement monitoring activities, a report will be made to the Mental Health and Wellbeing Team via [Report and Support](#).
- 12.2. Where an apprentice would benefit from support, university staff will provide details of how to access relevant support services directly to the apprentice. Details can be found on [iCity](#) and the [University's external website](#).

Appendix 1 – Off-the-job Requirements for Apprentices (DfE requirements)

Off-the-Job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice within their practical period and during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills, and behaviours (KSB) of the approved apprenticeship they are undertaking. By normal working hours we mean the hours for which the apprentice would normally be paid, excluding overtime.

Off-the-job training must deliver new skills that are directly relevant to the apprenticeship standard. It can include the following;

- the teaching of theory and thus attendance at scheduled learning sessions (e.g., lectures, role playing, simulation exercises, online learning, and manufacturer training),
- practical training, shadowing, mentoring, industry visits, and participation in competitions, where the activity has been agreed and documented as part of the agreed Training Plan,
- learning support,
- time spent writing assessments / assignments,
- Revision (where this is specifically required for achievement of the apprenticeship).
- Industry visits and/or fieldwork which are a mandatory part of the apprenticeship standard.

An apprentice records their Off-the-Job (OTJT) hours in a spreadsheet template, known as an OTJT log, uploaded into APTEM and the hours completed are confirmed in APTEM by a member of the academic/ Course team.

Please note that progress reviews do not count towards the Off-the-Job hours.

Appendix 2 - Glossary of Terms

APTEM is the system used by apprentices, employers and the University to track and manage apprenticeship compliance, engagement, progress, onboard apprentices, access learning plans, and record off the job training activity.

Apprenticeship Agreement is signed by the employer and apprentice which details the occupation the apprentice is being trained for, the name of the apprenticeship programme and its start and end dates as well as the amount of training being provided by the University.

The Department for Education (DfE) is responsible for funding (including governance) of apprenticeship providers in England.

Apprenticeship Assessment is the final stage of an apprenticeship and is an impartial assessment of the knowledge, skills and behaviours an apprentice has developed during their apprenticeship programme. An apprentice cannot achieve their apprenticeship without passing their EPA.

Individual Learner Record (ILR) is the primary way in which data about apprentices is collected and reported in England. The University must submit ILR data for each of their apprentices every month to claim funding from the DfE for the training provided.

Knowledge, Skills and Behaviours (KSBs) are the core attributes an apprentice must have to be competent in the occupation they are working in.

MySRS is an online portal where an apprentice can action requests and complete tasks such as log requests for absence, update their personal details and complete enrolment or re-enrolment.

On-the-job training hours are delivered by the apprentice's employer, which cover the skills, knowledge and behaviours that fall outside of the apprenticeship programme but are required for the job role and put into practice what has been learnt through Off-the-Job training. They are a statutory requirement of an apprenticeship programme.

Off-the-job training activity is training which is received by the apprentice within their practical period, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship they are undertaking.

Professional, Statutory and Regulatory Bodies (PSRBs) set standards for and regulate standards of entry into particular professions. The University engages with a number of PSRBs through formal accreditation, regulation and validation of courses at undergraduate and taught postgraduate level. PSRB is an umbrella term for a diverse group of professional bodies, regulators, and those with statutory authority over a profession.

Progress Review is a mandatory review that takes place every 12 weeks to discuss the progress to date of the apprentice against their training plan. These are sometimes known as Tripartite Reviews. Apprentices' attendance at reviews is mandatory. Employers also attend Progress Reviews.

Support plan is a document that will record any actions or interventions required to improve an apprentice's attendance and/or engagement.

Training plan is a contract signed by the employer, apprentice and University before the commencement of an apprenticeship programme detailing content and schedule for training and expectations of the employer, University and apprentice.

Virtual Learning Environment (VLE) is Moodle and is a platform used to provide apprentices access to educational content and resources online.

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