The University of Chichester
Student Attendance and Absence Policy

Date of Issue	June 2018
Policy Owner	Learning, Teaching and Student Experience Committee
The Policy has been reviewed and supersedes all previous issues.	

LT&SE Committee	09 May 2018

The Policy was last issued in September 2017.

Section/Paragraph	Title	Change
1	General Overview	Data processed in compliance with DP legislation
Throughout		'Course' changed to 'programme'
Throughout		'Scheduled/timetabled' reduced to 'timetabled'
2.i	Undergraduate and Postgraduate Taught	SAM is now current, wording revised
2.ii and 4.v.b	Postgraduate Research Students	Reference to accreditation by University of Southampton removed
2.iv	Academic Partner Programmes	Change of title, SAM not used at partner institutions
3.i	Module handbooks	'Should' changed to 'must'
4.ii	Responding to student absence	Additional paragraphs referencing Flowchart 1 and specifying attendance measured by %; para b. deleted; updated references to Flowchart 2
4.iii	Absences of more than five working days	Previous section 'reasonable grounds for limited Absence' replaced
4.iv.c	Circumstances when absence prolonged	Wording revised and additional reference to Flowchart 1; reference to SARA corrected
4.v.a	Requesting permission to be absent	Absence form required if more than 5 working days
Flowchart 1	Student Attendance Management Process	Stage 4 updated
Flowchart 2	Absence Form Workflows - SAM 2	Deleted
Flowchart 2	What to do when you have been absent	Title updated and flowchart revised
Appendix 1	SAM automated communications	Title updated and emails revised
Appendix 2	Form to be completed by student	Revised
Appendix 3.A	Overview of SAM procedures	Revised
Appendix 3.B	Using the SAM system in Semester 1 17/18	Deleted
Appendix 3.B	Timescales and Actions	Revised
Appendix 3.C.	Key Tasks	Revised
Appendix 4	Reasonable grounds for limited absence	Replaced

The next review of this Policy is scheduled by	August 2019

Contents

STUDENT ATTENDANCE AND ABSENCE POLICY

1. GENERAL OVERVIEW

The Student Attendance and Absence Policy applies to all students of the University. The expectation is that students will attend all timetabled sessions for each module.

The policy is supported by academic and professional staff using the Student Attendance Management (SAM) system.

All data is processed by this system in compliance with the University's Data Privacy Standard and with current Data Protection legislation.

i.   This policy is based on an approach to learning which values the learning that comes from the student's active engagement with their peers, lecturing staff and other external / professional experts regarding the module's subject matter.

ii.   Student absence is of concern to the University for the following educational reasons:
- it reduces the student's opportunity to learn
- it may compromise their potential achievement
- in some cases it may also compromise the opportunities others have to learn

It is recognised, however, that there may be some students who have attendance issues arising from disability, on-going health issues or other protected characteristics (e.g. disability, age, gender re-assignment, religion or belief) covered by the University's Equality Scheme, which are unavoidable *(see para iii)*.

iii.   The University recognises and is supportive of the legal requirements to make reasonable adjustments for students relating to any disclosed protected characteristic, in accordance with its Equality and Diversity Policy and Equality Scheme, which may adversely affect attendance. In particular, where a student has made a disclosure relating to a disability or health condition, programmes must take account of this and provide a carefully considered response, in consultation with the Disability Coordinator and/or other appropriate staff as appropriate. Similarly, the University will seek to accommodate significant religious observances and religion or belief festivities, where possible.

iv.   Student absence may be a sign that students are having difficulty in managing the demands of the programme and early action (ref para 4 ii) should be taken to offer support to such students and discuss the best options for them with regard to both academic and financial implications.

v.   Programmes must use the SAM system (as set out in the guidance that follows) for tracking attendance and responding to student absence to ensure that appropriate and timely action is taken from both the perspective of the staff and students.

vi.   Prolonged, unchecked student absence is unsatisfactory and potentially the University could be in receipt of a government backed tuition fee loan for a student who was in effect no longer attending a particular module. In such a situation the student might also be in receipt of maintenance loans, bursaries or other government funds to which they are no longer entitled.

vii.   Under the UK Visas and Immigration Points Based System for immigration, all Foreign Nationals from outside the EEA and Switzerland must apply for a Tier 4 General

Student Visa using a Certificate of Acceptance for Studies (CAS) issued by the sponsoring university, to enable them to study at that university (unless they hold some other valid permission to live in the UK). HEIs have to apply annually to renew their Tier 4 Sponsor status to enable them to continue to recruit Tier 4 students. Tier 4 students must attend all scheduled points of contact (see below) but, in addition, HEIs with Tier 4 Sponsor status can implement two further check-points following registration at the start of year and it is mandatory that all Tier 4 students also register at these scheduled times. The University has to report any Tier 4 students who fail to register on their programme during the specified enrolment period, within 10 working days following the enrolment period. It is mandatory that HEIs report to UK Visas and Immigration any Tier 4 students they are no longer sponsoring (e.g. student withdrawal, termination, intermission etc) within 10 working days.

2. <u>MONITORING STUDENT ATTENDANCE AND ABSENCE</u>

Set out below are the defined 'points of contact' for different groups of students, e.g. undergraduate, postgraduate taught and postgraduate research students respectively:

i. **Undergraduate and Postgraduate Taught Students**

a. Attendance at undergraduate and postgraduate on-campus timetabled sessions is registered via the SAM system.

b. Although the responsibility to register their attendance at a session is the student's at both undergraduate and postgraduate taught levels, the relevant tutor delivering the session is responsible for the management of the register via the SAM system in their teaching environment.

c. All Tutors/Academic Advisors will normally be expected to manage their own records of dates of planned tutorials with students as these do not currently form part of the timetable and are therefore not usually monitored via SAM. Academic Departments are expected to have in place procedures which will be followed for students who fail to attend scheduled tutorial meetings which are not monitored by SAM. For example, the efforts which will be made to contact them, whether the Programme Coordinator or Year Tutor will be alerted if the student is not responding, and what checks will be made on their academic performance. To assist staff, the SAM system can be used to view a student's attendance pattern on the rest of their formally monitored programme.

ii. **Postgraduate Research Students**

a. The MPhil/PhD programmes are subject to the University's Regulations for the degrees of Master of Philosophy and Doctor of Philosophy and Code of Practice for Research Candidature and Supervision. The lead supervisor for a postgraduate research student, known as the Director of Studies is responsible for monitoring progress. The responsibilities of the supervisor are described in the Code of Practice. Expected contacts would include meetings with the supervisor(s), research training event e.g. seminar, workshop), a viva, and submission of work as agreed with supervisory team. Postgraduate Research Students studying on the MPhil/PhD programme accredited by the University of Chichester should adhere to the University's Regulations for the Degrees of Master of Philosophy and Doctor of Philosophy and Code of Practice for Research Candidature and Supervision.

b. The Research Office will advise Directors of Studies if any of their students are studying under a Tier 4 General Student Visa in order that attendance is monitored in compliance with UK Visas and Immigration regulations. If a Director of Studies believes a student, studying under a Tier 4 General Student Visa, is no longer

attending or engaged with their programme of study (as per the defined contacts in para a. above) and has in effect withdrawn this must be communicated as soon as possible to the Research Office who will advise Academic Registry without delay in order that this can be reported to UK Visas and Immigration within the stipulated timescales (ref para 1 vii above).

iii. **Distance learning students**
A named member of academic staff, usually the Programme Coordinator, will be responsible for monitoring student engagement and will implement mechanisms to ensure appropriate contact is maintained and monitored.

iv. **Academic Partner Programmes**
The Programme Coordinator or named member of academic staff at the partner institution will be responsible for managing student engagement and will implement wherever practicable and appropriate the processes described in this Policy. The SAM system is not used for monitoring student attendance at partner institutions.

3. GUIDANCE FOR STUDENTS

i. **Module Handbooks/Module Moodle pages**

a. All Module Handbooks/Module Moodle pages must make clear to students what counts as a timetabled session for the module e.g. seminar, studio practice, contributing to an on-line discussion, laboratory practical, film screening etc.

b. The Module Handbook/Module Moodle pages must also make it clear how students can register their attendance at each module session and what the consequences are of not registering their attendance.

Example of a statement for a Module Handbook/Module Moodle page:

On arrival at each timetabled session, you will be expected to 'tap in' to the SAM reader located near the entrance to the teaching room. It is your responsibility to register your attendance.

Failure to register your attendance will be treated as non-attendance.

ii. **Student Programme Handbooks**

a. The Programme Handbook must make it clear, regardless of the type of module, expectations of students in terms of engagement and involvement (including attendance). It is recognised that the number and length of timetabled face-to-face module sessions may vary and that engagement with others can be facilitated by electronic means as well.

b. The importance attached to attendance should be expressed in the context of the particular module and the learning and teaching strategy to be used. As a result students will be clear about expectations re 100% attendance and should know what their responsibility is regarding registering their attendance.

Example of statement for a Programme Handbook

It is University policy that you are expected to attend all timetabled sessions for each module. This policy is based on an approach to learning which values the learning that comes from your active engagement with your peers, lecturing staff and other external / professional experts regarding the module's subject matter.

Your absence therefore matters to us for educational reasons, because absence reduces your opportunity to learn, may compromise your potential achievement and may in some cases also compromise the opportunities others have to learn (particularly in practical performances or presentations, experimental or professional settings).

4.   GUIDANCE FOR ACADEMIC STAFF

i.   Anticipatory action for absences

The University is committed to promoting and supporting equality and diversity for its students and staff. This commitment encompasses legal obligations and QAA good practice guidance. In particular the University is required to consider how best to support the needs of students with disability and/or on-going health conditions that may impact on their ability to attend. It is therefore advisable for each programme to give advance consideration to how they can make reasonable adjustments for these students to ensure they are not disadvantaged and can achieve the module learning outcomes.

Where a student has a known on-going disability or health condition then that student should be referred to the Disability and Dyslexia Service (in the case of general health or disability related issues), or to a UinMind Mental Health Advisor (in the case of mental health issues). The Disability Advisor, Mental Health Advisor or Nurse Health Advisor will highlight the possible impact of the student's condition on attendance using the Student Additional Requirements Agreement (SARA) form. The Advisor(s) will assess and advise the student and department on support which may be able to mitigate some of the issues arising from the condition and attendance difficulties.

In addition to supporting students with disability and/or on-going health conditions the University's Equality Scheme requires that all protected characteristics i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation, are taken into consideration when developing policies and practices.

ii.   Responding to Student Absence

a.   Student absence is viewed as a sign that a student may potentially be experiencing some difficulty which, if not followed up, could compromise their achievement in the module.

Flowchart 1 sets out the electronic (SAM system) and staff (SAM Coordinator) intervention points by student attendance as measured by the percentage of timetabled classes attended of their programme.

At the lower stages of the workflow (stages 0, 1 and 2) SAM automatically monitors the attendance and compiles datasets to inform accessible reports. These are available, as appropriate, to individual students, their academic departments and supporting professional departments.

Once a percentage non-attendance threshold is crossed (stage 3 onwards), the system sends automated emails to students. At each of these higher stages, standard but supportive University of Chichester emails are sent to students detailing what action they now need to take. These are set out in Appendix 1.

All staff are required to be proactive in responding to and taking responsibility for students who are not attending their timetabled module sessions and to discuss any difficulties they may be having and agree appropriate support to facilitate their re-engagement with the module as detailed in para b below. Good practice suggests that a date record should be kept of all such attempts to contact the student which may include email, telephone and face to face contact in addition to the formal written/electronic process described below. The SAM system in its entirety is dependent upon good internal communication between staff as well as those with primary responsibility for meeting students in a supportive capacity.

b.   All programmes at the University will operate a system of formal communication to students who have missed a percentage of timetabled sessions *(see Flowchart 1: Student Attendance Management Process - SAM)* if they have failed to make contact and/or if the student has failed to provide appropriate evidence in support of their reason for absence detailed in para iii below. This system will usually involve the sending of an initial standard communication to the student, highlighting concerns about attendance and may request that the student make contact with the relevant staff member. Further formal communication will be sent to the student if attendance problems persist. *(See Appendix 1: SAM automated communications with students).*

c.   Where a student discloses that their difficulties in attendance are related to disability or an on-going health condition or any other protected characteristic covered by the University's Equality Scheme, it may be appropriate to seek advice from the Disability Advisor, Mental Health Advisor and/or Nurse Health Advisor or the Equality and Diversity Officer.

d.   The Student Programme Handbook should make it clear what action the student should take if they are absent and cannot fulfil the above expectations which includes completion of an absence form if they are going to be absent for 5 working days or more. *(See Flowchart 2: What to do when you've been absent).* The Handbook should also explain the action their lecturer will take when their attendance is not registered, although this is also set out in the SAM process. This section should also make clear the implications of repeated absence and not responding to appropriate staff enquiries.

e.   Flowchart 2: 'What to do when you've been absent' could be inserted into the Module Handbook/Module Moodle page, as could an example of the Absence Form *(See Appendix 2)*.

iii.   **Absences of more than five working days**

a.   Students are required to submit an absence form, via the SAM system, if they expect to be, or are, absent for 5 working days or more. Some stated absences will be recognised within the workflow as a legitimate or unavoidable reason for absence, but there may be occasions when the 'reasonable' absence stated may be challenged and subsequently not count as a 'reasonable' absence from the workflow. Staff with appropriate access rights can manually adjust either way.

The list of reasonable grounds for limited absence is given in Appendix 4: Reasonable grounds for limited absence.

b.   Where possible students should be expected to arrange doctor, dentist and other professional appointments outside of their timetabled module commitments and are expected to take responsibility for catching up on missed sessions in consultation, if necessary, with their Module/Session Tutor.

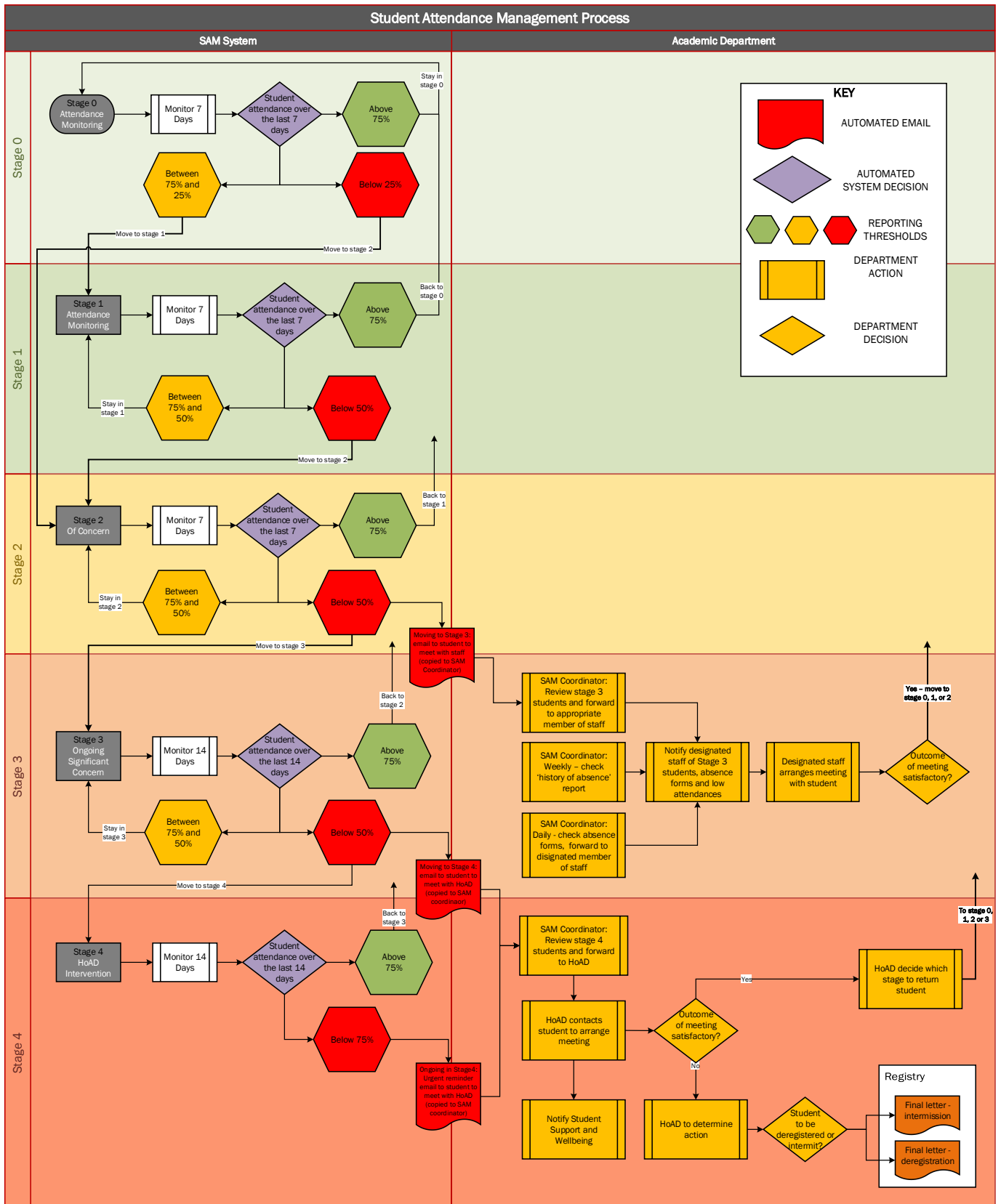iv.   **Circumstances when absence (even when reasonable) becomes prolonged and action is needed**

a.   Absence from timetabled sessions which accumulates by percentage might disrupt the student's learning experience on modules which are based on the premise of active learning and engagement with others. Such examples and when to intervene can be found in SAM Flowchart 1 and are set out in Appendix 3, Staff Guidelines.

b.   Early action should be taken to discuss with the student the likelihood of their re-engagement with the module(s). Tutors are reminded that the Student Programme Handbook describes the learning and teaching strategy for each module.

c.   SAM Flowchart 1 and Appendix 3: SAM guidance notes for staff, strongly suggest when the Academic Advisor, Programme Coordinator or Head or Director of Academic Department (or others) should meet with the student to discuss patterns of absence and whether the student should consider intermitting from the programme, or dropping the module, or going part-time. Flowchart 1 also shows the intervention points that are automated and where a manual intervention is required.

d.   Each case should be considered on its own merits, with care taken to ensure that students are given the best possible chances to succeed. Sometimes this can mean strongly advising a student to intermit to give them time to recover (if there is a health problem *(see para e. below))*.

e.   Where prolonged or intermittent absence is the result of a known disability or on-going health issue (or any other protected characteristic covered by the University's Equality Scheme) and no action plan has been agreed, it would be advisable that a meeting between the relevant Programme Coordinator or Head/Director of Academic Department, student and Disability Coordinator (or other appropriate member of Professional Services staff) is scheduled to discuss any reasonable adjustments that can be made and other possible options, e.g. intermission. Any reasonable adjustments (SARA) that are agreed should be formally signed and recorded with the student, Student Support and Wellbeing, the Programme Coordinator and copied to the Head/Director of Department and Academic Registry (for inclusion in the central University file for that student).

f.   The Student Programme Handbook is the basis on which the programme and modules were approved and therefore it is important that changes (outside of the Minor Changes process) are not made to this to accommodate an individual student's circumstances unless reasonable adjustments have been agreed to support a student in accordance with disability legislation, as this may either potentially disadvantage or advantage them over other students.

g.   The Programme Coordinator and their Head/Director of Department have the responsibility of ensuring that the academic rigour of the provision is maintained and that regardless of any agreed adjustments, students are still able to demonstrate (in a manner verifiable by external examiners where needed) that they have met the module learning outcomes.

h.   Whilst there are likely to be financial implications for the student of a change of their status from full-time to part-time or to that of an intermitting student, this should not be something that determines what is proposed. Students should be advised to discuss any financial implications of a "change in status" with the University's Student Money Advisors and/or if applicable the Student Loans Company (SLC) or other third party sponsor.

v.   **Requesting permission to be absent from a module or modules**

a.   Where a student has been selected to represent their country or to be involved at national level during the academic year, permission to be absent should be sought, in writing, from the relevant Head/Director of Academic Department. Any letter granting permission should then be copied by the student to the module tutors of modules which will be missed. If the absence will be for more than 5 working days the student is expected to complete an absence form giving reason 5 (approved professional event - see Appendix 4: Reasonable grounds for limited absence).

b.   *Postgraduate research students* may submit a request to temporarily suspend their studies. The grounds for suspension or intermission must be significant and might include illness, family crisis or exceptional or unforeseeable circumstances beyond the candidate's control. All intermission requests are approved by the University of Chichester Research Degrees Group.

Flowchart 1: Student Attendance Management Process - SAM

Flowchart 2: What to do when you have been absent

If you will be or have been absent for more than 5 working days (absence form required)

↓

Contact your Academic Department (eg Tutor, Academic Adviser, Programme Coordinator) to let them know when and why you will be absent

→ Tutor/Academic Adviser/ Programme Coordinator to notify SAM Ccoordinator and other relevant Academic Staff **within confidentiality guidelines**

↓

Agree:
- what, if any, evidence is required
- how you will catch up on the missed session(s)

↓

Log your absence on ChiView

Log into ChiView and select the 'Log an Absence' tile

↓

From the Calendar select '+Add Absence'

Calendar
+ Add Absence

↓

Complete the absence form.
NOTE: Ideally before you are absent

↓

Provide any required evidence to your Academic Department as agreed.

↓

Take agreed action as soon as possible to make up for missed session

↓

Discuss any concerns affecting your engagement with the module with your Module tutor or Academic Adviser/Personal Academic Tutor

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If you have been absent for less than 5 working days (no absence form)

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Contact your Academic Department (eg Tutor, Academic Adviser, Programme Coordinator) to let them know why you were absent

→ Tutor/Academic Adviser/ Programme Coordinator to notify SAM Coordinator and other relevant Academic Staff **within confidentiality guidelines**

↓

Agree:
- what, if any, evidence is required
- how you will catch up on the missed session(s)

↓

Provide any required evidence to your Academic Department as agreed.

↓

Take agreed action as soon as possible to make up for missed session

↓

Discuss any concerns affecting your engagement with the module with your Module tutor or Academic Adviser

Appendix 1: SAM automated communications with students

Automated emails sent from Student Attendance Management (SAM) system to students (cc'd to Academic Department SAM resource email account). These emails are only generated at the more serious escalation points and so a student moving down to a lower stage after a more positive period of engagement will not receive such an email.

Stage 3 email - generated when student moves from Stage 2 to 3

Subject: Significant absence from timetabled sessions - action required

Dear **Student** (to be personalised by name),

You are receiving this email because we have noticed you have been absent from a significant percentage of your timetabled sessions in the last few weeks. We are concerned that this may be having an impact on your ability to succeed in your studies.

Please can I ask that you therefore make arrangements to meet with your Module Leader if your non-attendance has been confined to one module, **or** with your Academic Advisor, if your non-attendance has been spread across several modules.

Please make this contact as soon as possible, and arrange the meeting for this week if you are able to. The University wants to be able to support you in your studies, and we will work with you to find a solution to the current challenges with your attendance.

I just wanted to remind you that your attendance is expected at all timetabled sessions, and during your meeting with your Module Leader/Academic Advisor, you will be discussing the arrangements that need to be put in place to help you catch up on the learning you have missed, and avoid putting your registration on your module/programme at risk.

If you feel you would benefit from extra support, over and above that which is provided by your Academic Department, please feel free to contact a member of the Student Support and Wellbeing team who will be very happy to help you. They can be contacted via SIZ on (01243) 81 6222.

More information on the support services available to you can be found on the Student Wellbeing pages of Moodle: http://moodle.chi.ac.uk/course/view.php?id=70260

Yours sincerely,

Dave Corcoran
Director of Student Support and Transition

Please do not respond directly to this email as it is automated. Please try to give some consideration to how you will catch up on work.

Stage 4 email - generated when a student moves from Stage 3 to 4

Subject: Continued significant absence from timetabled sessions – urgent action required

Dear **Student** (to be personalised by name),

You are receiving this email because you are continuing to miss a significant percentage of your timetabled sessions, and this level of non-attendance is now making it a possibility that you will not be able to continue with your registration on your module/programme. Module de-registration may have serious consequences on your ability to progress to the next level or graduate. It is also important that you are aware that a change in your status as a student could have a negative financial impact for you e.g. student loan, council tax exemption etc.

Please prioritise and make arrangements to meet with your Head of Department without delay. They may subsequently ask your Programme Coordinator to meet you on their behalf. Please make this

contact as soon as possible, and arrange the meeting for this week if you are able to. The University wants to be able to support you in your studies, and we want to work with you to find a solution to the current challenges with your attendance.

Your attendance is expected at all timetabled sessions and, during your meeting with your Head of Department *(or Programme Coordinator)*, you will be discussing the arrangements that need to be put in place to help you catch up on the learning you have missed and, hopefully, avoid putting your registration on your module/programme at risk.

If you feel you would benefit from extra support, over and above that which is provided by your Academic Department, please feel free to contact a member of the Student Support and Wellbeing team who will be very happy to help you. They can be contacted via SIZ on (01243) 81 6222.

More information on the support services available to you can be found on the Student Wellbeing pages of Moodle: http://moodle.chi.ac.uk/course/view.php?id=70260

Yours sincerely

Dave Corcoran,
Director of Student Support and Transition

Please do not respond directly to this email as it is automated. Please give some consideration to how you will catch up on work.

Stage 4 email: generated when a student remains at Stage 4 with less than 75% attendance

Subject: Urgent action required - ongoing significant absence from timetabled sessions

Dear **Student** (to be personalised by name),

You are receiving this email because we are **very concerned about your ongoing significant absence from your timetabled sessions**. This level of non-attendance is likely to lead to de-registration from your module and possibly from your programme of studies.

It is very important that you contact your Head of Department to arrange a meeting without delay, if you have not already done so. Please make this contact as soon as possible, and arrange the meeting for this week if you are able to. During your meeting with your Head of Department, you will be discussing the arrangements that need to be put in place to help you catch up on the learning you have missed and, hopefully, avoid putting your registration on your module/programme at risk.

Module de-registration may have serious consequences on your ability to progress to the next level or graduate. It is also important that you are aware that a change in your status as a student could have a negative financial impact for you e.g. student loan and council tax exemption.

The University wants to be able to support you in your studies, and we want to work with you to find a solution to the current challenges with your attendance. If you feel you would benefit from extra support, over and above that which is provided by your Academic Department, please feel free to contact a member of the Student Support and Wellbeing team who will be very happy to help you. They can be contacted via SIZ on (01243) 81 6222.

More information on the support services available to you can be found on the Student Wellbeing pages of Moodle: http://moodle.chi.ac.uk/course/view.php?id=70260

Yours sincerely

Dave Corcoran,
Director of Student Support and Transition

Please do not respond directly to this email as it is automated. Please give some consideration to how you will catch up on work.

Appendix 2: Form to be completed by student for absences of five working days or more

There is a link to each student's SAM Calendar from their ChiView page. The SAM calendar shows the status of timetabled sessions (attended, absent or scheduled) and has an '+Add Absence' button which brings up the following form:

Absence Details

Start Date	📅 02/05/2018
Start Time	🕐 07:00 ▾
End Date	📅 07/05/2018
End Time	🕐 23:00 ▾
Type	4 - Jury Service / court case ▾
E-mail	
Comment	

💾 Save   Cancel

Appendix 3: SAM guidance notes for staff (updated June 2018)

A. Overview of SAM procedures

The SAM system will process the previous week's data overnight on a Sunday night, sending automated emails to students who are moving to Stage 3 or Stage 4 after having missed a percentage of timetabled teaching sessions in the previous week(s). These emails to students will also be copied to each Academic Department's resource SAM email address.

There will be occasions when it will not be possible for students to 'tap in' to the SAM system, for example sessions held on the playing fields or off campus, or ad-hoc sessions. In most cases an alternative method of capturing attendance on the SAM system by using mobile devices will be possible. However, where this is not possible, a register must still be captured and input to the SAM system as quickly as possible to ensure that all attendance data is as up-to-date and accurate as possible.

As agreed, a nominated person in each Academic Department (SAM Coordinator) will be required to check their Department's resource SAM email account first thing on a Monday morning.

The SAM Coordinator will review the emails they have received from SAM, for students who have been moved up to Stage 3 or to Stage 4. Staff colleagues can access a number of reports to assist them in deciding which students need to be prioritised or whether a more bespoke and sensitive approach to support needs to be taken with an individual student. A guide to reports can be found at http://help.chi.ac.uk/sam-information-staff

Any students who have reached Stage 3 or 4 of the workflow are required to make contact with either their Module Leader/Academic Advisor/Programme Coordinator/Year Tutor/Head of Department depending upon the degree of absence (each Academic Department will have determined their own approach to meet the requirements). Therefore forwarding these emails to the relevant member of academic staff should be prioritised. When a meeting has been arranged between the student and the relevant member of staff, that member of staff should log the meeting on the SAM system.

For students who are moved to Stage 3, the nominated SAM Coordinator in the Department will review the absences to assess if the stage move is due to absences across their programme of studies or just on one particular module, and will forward the email to the appropriate member of staff (eg Module Leader, Academic Adviser, Programme Coordinator) The member of staff should take appropriate action to set up a meeting with the student as soon as conveniently possible and, ideally, within 2 weeks of the stage change.

If the student has failed to make contact and has missed further sessions and is therefore being progressed to Stage 4 in the current week, the lack of contact from the student should be pointed out in the forwarded email to the Head of Department/or nominated representative (as determined by each Academic Department). If the student has not made contact with their Module Leader/Academic Advisor, but has not missed any further sessions (and therefore is still at Stage 3), the Department's SAM contact should alert the Module Leader/Academic Advisor who will then contact the student themselves to arrange a meeting. This meeting should be logged on the SAM system.

Once a Module Leader/Academic Advisor has met with a student at Stage 3 and there has been an agreement about the absence, they are then required to manually move the student back in the SAM system to Stage 0, 1 or 2. **Moving a student back a stage should only happen once an agreed mechanism for how a student will catch up on the missed work has been agreed and implemented and checked.** Departments will have determined their own guidance relating to supporting students within stage 3.

For students who have moved to Stage 4, the email should be forwarded to the Head/Director of Department to arrange a meeting with the student within two weeks from the date of the stage change. It is recommended that the Head/Director of Department/nominee (as determined by each Academic Department) notifies Student Support and Wellbeing Services that a student has reached Stage 4.

Once a Head/Director of Department/nominee (as determined by each Academic Department) has met with a student at Stage 4, they are then required to manually move the student back in the SAM system to Stage 0, 1, or 2 (whichever they deem to be most appropriate). **Again, this should only happen once an agreed mechanism of how the student will catch up on the missed work has been agreed and implemented and crucially checked.**

If the Head/Director of Department/nominee is not satisfied at this stage and decides that the student requires de-registering from one or more modules, they need to advise Academic Registry (via modular@chi.ac.uk) without delay. This is to enable Academic Registry to follow up with the student and, as appropriate, update their student record and ensure that relevant third parties (e.g. Student Finance England and relevant Local Authority) are advised.

B. Timescales and Actions

(1) Target timeframes:

Each Academic Department will have determined their own approach to meet the following requirements:

- All absence forms will be checked on a daily basis.
- Students with concerning content on their absence forms to be contacted within 2 days, meeting to be arranged within 5 days if appropriate.
- All students who are escalated to Stage 3 (significant concern based upon percentage absence) are expected to contact their Department within 2 days and the meeting held within 2 weeks of receiving the email.
- All students who show a concerning pattern of non-attendance with a high use of absence forms (as indicated by the SAM 'history of absence' report, see (3) below) to be contacted within 4 days and meeting held within 7 days.
- All students who are escalated to Stage 4 (HoAD intervention) are expected to contact their Head of Department within 2 days and the meeting held within 2 weeks of receiving the email.
- Student Support and Wellbeing will be notified of all students who are escalated to Stage 4 within 3 days.

(2) Information (provided weekly by the SAM system):

- Copy of emails to all students who have been categorized as Stage 3 (ongoing significant absence by percentage) on the last update.
- Copy of emails to all students who have been categorized as Stage 4 (HoAD intervention).
- 'History of absence' report identifying all students who have been excluded from the non-attendance reports because of authorised absences but who have a concerning record of low attendance.
- Option to run alternative reports as required (e.g. module-specific reports).

(3) Meetings

The Academic Department is responsible for assigning a staff member to meet with the student. For example, if absences are mainly restricted to a single module, the student may meet with the Module Coordinator. Departments should, however, observe the percentage figures aligned against the stages as a guide to when intervention should occur (when a student should meet with their Academic Advisor or Programme Coordinator) as a minimum requirement.

(4) Timescale

Sunday	Monday	Mid-week
System generates automatic e mails for students moving to Stage 3 and Stage 4	Department SAM Coordinator reviews: - Flagged Stage 4 students - Flagged Stage 3 students - History of absence report Department SAM Coordinator runs any bespoke reports.	Staff members meet with flagged students and feedback to the SAM system Department SAM Coordinator reviews absence forms on a daily basis

There may be circumstances, for example in the case of absence forms where the content is of a concerning nature, when immediate action should be taken such as notifying the Programme Coordinator or Student Support and Wellbeing where appropriate.

C. Key Tasks

Key tasks to support the Student Attendance Management procedures have been identified. For ease of description the label of "SAM Coordinator" has been used below to describe the designated member of staff. At a Departmental level, these tasks may be undertaken by one or several individual staff members.

Other tasks will be undertaken by academic staff at various levels within the Academic Department. It is recognised that Departments have their own range of job titles and that the job title of the 'designated member of staff' to each relevant 'key task' will vary from Department to Department.

Key Task	Purpose	Designated member of staff	Summary of actions
1	To ensure students 'tap in' to timetabled sessions	Module/Session Tutor	Ensure all students have 'tapped in' correctly
2	To review the start of week SAM emails	SAM Coordinator *NOTE: for large departments this role may be allocated to several members of staff.*	Check the emails (grouped in 'stages'): **Stage 2 to 3 emails:** • identify which member of staff should be notified for **key tasks 7 or 8** below (one module or multiple modules) • identify if this is the first time the student has been stage 3 • if the student was stage 3 the previous week or is 'on hold' check if a meeting with **key tasks 7 or 8** staff has been logged • forward the appropriate email and pass this additional information to the relevant member of staff **key task 7 or 8** **Stage 3 to 4 emails:** • forward the email to HoAD (**key task 10**) and notify if the student has not yet made contact with the Department **Stage 4 ongoing emails:** • forward the email to HoAD (**key task 10**) and notify if the student has not yet made contact with the Department
4	To review the 'history of absence' report (monthly)	SAM Coordinator	If concerning patterns are identified, notify the relevant member of Academic Staff **key task 9** below.
5	To identify and generate reports as required	SAM Coordinator in partnership with Academic Staff - will require knowledge of what the SAM system can provide by way of reports.	Advise other members of staff of the reporting possibilities and generate reports as required.
6	To review absence forms, decide on any appropriate action to be taken and follow up with the student	Module or Session Tutor (who can identify the work to be caught up) *The SAM Coordinator will need to have a list of these named members of staff*	Review the absence report and check if necessary evidence has been received; if required determine with the student what work should be caught up. Update the absence report to 'authorised' if satisfied with the evidence and with the student's efforts to catch up. May choose to reject the report if appropriate. May identify an underlying concern for referral to Student Support and Wellbeing and/or **key task 9**.

Key Task	Purpose	Designated member of staff	Summary of actions
7	To meet students at stage 3 absences across one module - ongoing significant concern	Expected to be the Module / Session Tutor *The SAM Coordinator will need to have a list of these named members of staff*	**For both key tasks 7 and 8:** The SAM Coordinator will forward the 'stage 3 email' to the correct member of staff and let them know if this is the first time the student has been stage 3 or if the student should have made contact in the previous week.
8	To meet students at stage 3 absences across several modules - ongoing significant absence	Expected to be the student's Academic Adviser, Programme Coordinator or Year Tutor or equivalent. *The SAM Coordinator will need to have a list of these named members of staff*	The student should make contact to arrange a meeting. The meeting date/time will need to be logged on the SAM system and the student 'stage' should be updated on the system after the meeting depending on the outcome of the meeting. If the student hasn't made contact (as notified by the SAM Coordinator above) they should be followed up.
9	To contact and possibly meet students who have submitted absence reports of a concerning nature or who have a continuing history of absence reports	Expected to be the student's Academic Adviser, Programme Coordinator or Year Tutor or equivalent. *The SAM Coordinator will need to have a list of these named members of staff*	Depending on the nature of the absence report(s) submitted by the student this may need sensitive handling. Could arrange to meet the student. Could log the meeting on SAM and acknowledge concern on the system.
10	To meet students at stage 4 - HoAD Intervention	Head/Director of Academic Department (or nominated representative)	The SAM Coordinator will forward the 'stage 4' email to the HoAD (or nominee). The HoAD (or nominee) should contact Student Support and Wellbeing about the student to find out if they are receiving support and to highlight a potential need for support. The student should make contact to arrange a meeting. The meeting date/time will need to be logged on the system and the student 'stage' will need to be updated on the system after the meeting depending on the outcome of the meeting. If the meeting is not satisfactory or if the student does not make contact and cannot be contacted the HoAD (or nominee) must decide on the appropriate action to be taken.

Appendix 4: Reasonable grounds for limited absence

Absent Type	**Blackout in Workflow**	**Method of Acknowledgement**	**Comments**
1. likely to be off for more than 5 working days due to a non-health related issue	Act as Blackout	AUTOMATIC	
2. likely to be off for more than 5 working days due to a health issue	Act as Blackout	AUTOMATIC	
3. have had a close family bereavement	Act as Blackout	AUTOMATIC	
4. on jury service	Act as Blackout	AUTOMATIC	
5. approved professional event	Act as Blackout	AUTOMATIC	