

The University of Chichester  
**Student Attendance and Absence Policy**

Date of Issue      May 2017

Policy Owner      Academic Management Team

The Policy has been reviewed and supersedes all previous issues.

Academic Management Team - approved in      12 May 2017  
principal

This is a new version of an existing Policy

V 6.0 of the Policy was last issued in September 2015.

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## STUDENT ATTENDANCE AND ABSENCE POLICY

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### 1. GENERAL OVERVIEW

The Student Attendance and Absence Policy applies to all students of the University. The expectation is that students will attend all scheduled/timetabled sessions for each module. The policy is supported by academic and professional staff utilising the Student Attendance Management (SAM) system.

- 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 iv*).

- 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 course 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. MONITORING STUDENT ATTENDANCE AND ABSENCE**

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 scheduled/timetabled sessions will be registered via the SAM system. All Tutors/Academic Advisors will normally be expected to manage their own records of dates of planned tutorials with students as these do not form part of the timetable and are therefore not usually monitored via SAM.
- 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.

### **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 or the University of Southampton should adhere to the accrediting 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. **Collaborative 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.

3. **GUIDANCE FOR STUDENTS**

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

- a. All Module Handbooks/Module Moodle pages should make clear to students what counts as a scheduled/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 should 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 scheduled/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 should 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 scheduled 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 scheduled/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 Mental Health Advisor (UinMind) in the case of mental health issues. The Disability Advisor, or Mental Health Advisor, will highlight the possible impact of the student's condition on attendance using the Student Additional Requirements Agreement (SARA) form. The Advisor 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 (particularly from two or more scheduled/timetabled sessions of a module) 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. Accordingly, all staff are required to be proactive in contacting students who are not attending their scheduled/timetabled module sessions to discuss any difficulties they may be having and agree appropriate support to facilitate their re-engagement with the module as detailed in para iib below. 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.
- b. All programmes at the University will operate a system of formal communication to students who have missed a number of scheduled/timetabled sessions (*see Student Attendance Management (SAM) Flowchart 1*) 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 tutor. Further, formal communication will be sent to the student if attendance problems persist. (*See Appendix 1: Formal communications with students Emails 1 - 4, setting out a non-exhaustive set of communications*)
- c. In addition to this formal electronic and written communication the programme will also make all reasonable attempts to contact the student in order to discuss their absence. A date record should be kept of all such attempts.
- d. 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 and/or Health Advisor or the Equality and Diversity Officer.

- e. 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 for each module session missed. (See SAM Flowchart 2). The Handbook should also explain the action their tutors 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 tutors' enquiries.
- f. A flow chart 'What to do when you've been absent from a module session?' could be inserted into the Module Handbook/Module Moodle page, as could an example of the Absence Form. (See Appendix 2)

iii. **Reasonable grounds for limited Absence**

- a. Reasonable grounds for students to be absent for a limited period with minimal negative impact on the learning experience, although an absence form should still be completed, include:
  - Medical reasons, supported by a Doctor's certificate if absent for more than a week
  - Disability or on-going health conditions requiring frequent or regular treatment or absence.
  - Specialist or urgent medical treatment
  - Court appearance (e.g. jury service; witness etc.)
  - Personal circumstances (specified)
  - Significant religious observances and religion or belief festivities
  - Any other impactful matter relating to a protected characteristic as defined in the University's Equality Scheme\*.

(Note: \*Clarification and advice can be sought from the Equality and Diversity Officer on a case-by-case basis.)

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

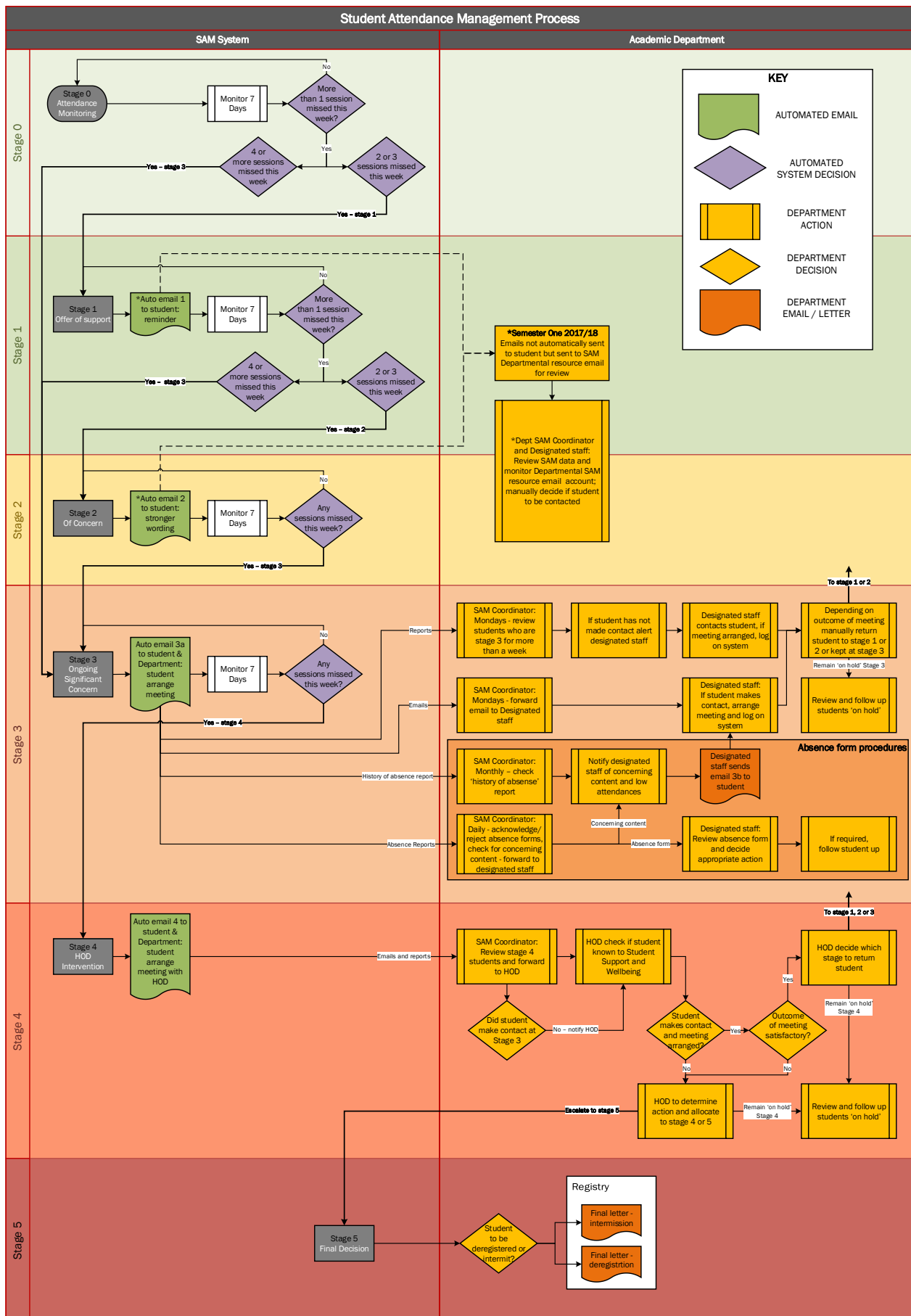
iv. **Circumstances when absence (even when reasonable) becomes prolonged and action is needed**

- a. Absence which accumulates (whether intermittent or in patterns from scheduled/timetabled sessions) 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 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.

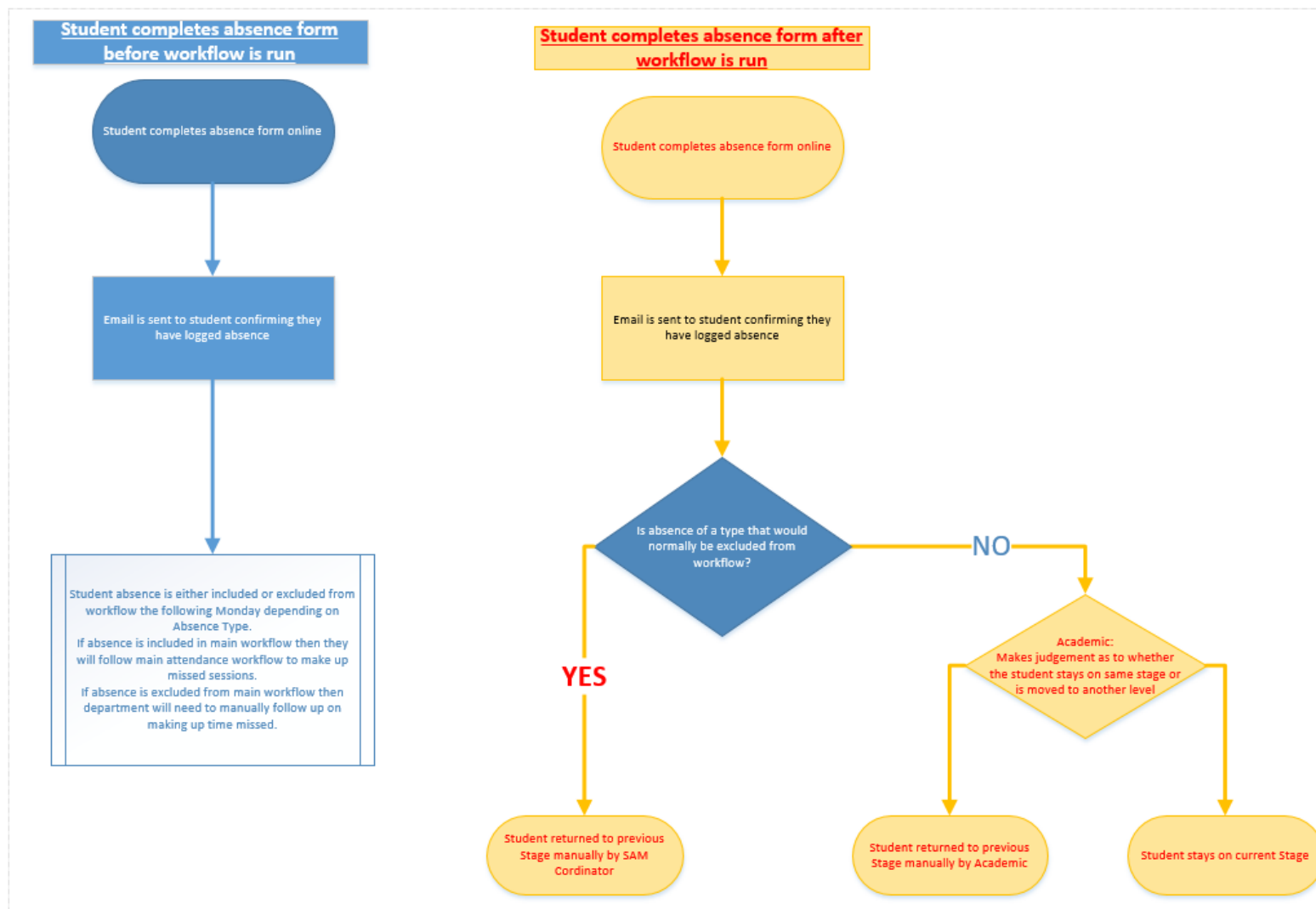
- c. SAM Flowchart 1 and Appendix 3, Staff Guidelines, strongly suggest when the Academic Advisor, Programme Coordinator or Head of Academic Department (or others) should meet with the student to discuss patterns of absence and whether the student should intermit from the programme, or drop the module, or go part-time.
- 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 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 adjustments that are agreed should be formally recorded by the Programme Coordinator and copied to the Head 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 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 e.g. in the arts or sport, during the academic year, permission to be absent should be sought, in writing, from the relevant Head of Academic Department. Any letter granting permission should then be copied by the student to the module tutors of modules which will be missed.
  - 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 and, in the case of those students on the research degree programme accredited by the University of Southampton, such requests also require approval by the External Research Degrees Committee at the University of Southampton.



# Flowchart 1: Student Attendance Management Process - SAM 1



## Flowchart 2: Absence Form Workflows - SAM 2



## **Appendix 1: Formal communications with students Emails 1 - 4**

### **Automated emails to be sent from Student Attendance Management (SAM) system to students (cc'd to Academic Departments' SAM email address)**

#### **Stage One Email**

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

You are receiving this email because we have noticed you did not attend some of your scheduled/ timetabled sessions last week.

Although often nothing serious, such absences can be an indication that something else is going on and may need a follow up.

Please feel free to contact your Tutor or Academic Advisor. If you feel you would benefit from extra support, then please contact a member of the Student Support and Wellbeing Services team who will be very happy to help you.

Your Academic Advisor contact details can be found on ChiView and a member of SIZ (01243 81 6222) will be able to put you in touch with Student Support and Wellbeing Services should you wish.

Kind regards

Dave Corcoran  
Director of Student Support and Transition

**Please do not respond directly to this email as it is automated. If you have not submitted an absence form then please do so. Please arrange with your Tutor the best way to catch up.**

#### **Stage Two email**

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

You are receiving this email because we have noticed you did not attend some of your scheduled/ timetabled sessions in the last week or two, and we are now concerned that this level of non-attendance may be negatively impacting on your ability to achieve your maximum attainment in your studies.

I just wanted to remind you that your attendance is expected at all scheduled/timetabled sessions, and that should this level of non-attendance continue, you will be asked to meet with an academic member of staff in order to ensure appropriate arrangements are in place to make sure you can catch up on the learning you have missed, and that your registration on your module/programme is not jeopardised.

If you feel you would benefit from extra support, please feel free to contact your Academic Advisor or a member of the Student Support and Wellbeing Services team who will be very happy to help you.

Your Academic Advisor contact details can be found on CHIVIEW and a member of SIZ (01243 81 6222) will be able to put you in touch with Student Support and Wellbeing Services should you wish.

Kind regards

Dave Corcoran  
Director of Student Support and Transition

**Please do not respond directly to this email as it is automated. Please make sure that you have submitted an absence form and have a plan for how you will catch up on missed work. Your Tutor(s) may be able to help with this.**

**Stage Three A email**

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

You are receiving this email because we have noticed you have failed to attend a significant number of your scheduled/timetabled sessions in the last week or two, and this level of non-attendance will now be adversely impacting on your ability to achieve your maximum attainment 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 scheduled/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 Services team who will be very happy to help you. They can be contacted via SIZ on (01243) 81 6222.

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 submit your absence form in advance of your meeting and give some consideration to how you will catch up on work.**

**Stage Three B (manual) email to be adjusted and sent as appropriate by Academic staff**

**This is not an automated email, but is sent directly from the Academic Department.**

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

We are aware that you have had legitimate reasons for your absences, but we are still concerned about your overall level of attendance and how this might impact upon your ability to meet your full potential on the programme. We would like to meet with you to ensure that together we can support you to remain on course to achieve.

Please can I ask that you therefore make arrangements to meet with **XXXXXXXXXX**.

**Please make this contact as soon as possible, and arrange the meeting for this week.** Please make sure that we know that you have made contact. For example, leave an email or voicemail if you haven't been able to speak to **XXXXXXXXXX** in person. 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.

Yours sincerely

YYYYYYYYYY (on behalf of **XXXXXXXXXX**)

**ZZZZZZZZZZZZZZZZ**

### Stage Four email

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

You are receiving this email because you are continuing to miss a significant number of your scheduled/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 Leader 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 scheduled/timetabled sessions, and during your meeting with your Head of Department (*or Programme Leader*) 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 Services team who will be very happy to help you. They can be contacted via SIZ on (01243) 81 6222.

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 submit your absence form in advance of your meeting and give some consideration to how you will catch up on work.**

**Appendix 2: Form to be completed by student**

Below is a screenshot of the SAM e-Absence Form which students will be asked to complete for each absence. Students should not be providing sensitive personal data via this form.

The screenshot displays the 'Absence Details' form. It includes the following fields and controls:

- Start Date:** A date picker set to 02/08/2017.
- Start Time:** A time picker set to 07:00 with a dropdown arrow and a slider below it.
- End Date:** A date picker set to 02/08/2017.
- End Time:** A time picker set to 23:00 with a dropdown arrow and a slider below it.
- Type:** A dropdown menu with 'Medical' selected.
- E-mail:** An empty text input field.
- Please give details:** A large empty text area.
- Buttons:** 'Save' (blue) and 'Cancel' (white) buttons at the bottom right.

## Appendix 3: SAM guidance notes for staff

### 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 have missed a number of scheduled/timetabled teaching sessions in the previous week(s). These emails to students will also be copied to each Academic Department's 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.

A nominated person in each Academic Department (usually the Department/Programme Administrator) will be required to check their department's generic SAM email account first thing on a Monday morning.

The nominated person will review the emails they have received from SAM, for students at each stage of the SAM workflow (emails can be filtered to be grouped into 'stages').

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 Leader/Year Tutor/Head of Department depending upon the degree of absence (localised arrangements to be confirmed by each Academic Department), and therefore forwarding on 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, the member of staff should log the meeting on the SAM system.

For students who are at Stage 3, the nominated SAM contact in the Department will review the absences for the previous week, and will forward the email to the Module Leader, if absences have been contained to one module, or to the Academic Advisor or nominated person if the absences have been spread across several modules.

All students who were at Stage 3 the previous week, should be reviewed by staff working with the SAM system to establish if they have/have not made contact with their Module Leader/Academic Advisor, and whether the required meeting has taken place (as logged on the system, see above). If the student has failed to make contact, and has missed a further session 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 locally agreed). 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, they are then required to manually move the student back in the SAM system to Stage 1 or Stage 2, or to leave the student 'on hold' at Stage 3 for now (whichever they deem to be most appropriate). **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 are responsible for establishing local guidance relating to supporting students within stage 3, this includes the option to use email 3b.

For students who are at Stage 4, the email should be forwarded to the Head of Department (or nominated representative) (again based upon localised Academic Department preference).

For students who are at Stage 4, it is recommended that the Head of Department/nominee (to be confirmed locally, as above) checks with Student Support and Wellbeing Services to establish if they are already working with the student in question.

Once a Head of Department/nominee (as locally agreed) has met with a student at Stage 4, they are then required to manually move the student back in the SAM system to Stage 1, Stage 2 or Stage 3 (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 of Department/nominee is not satisfied at this stage or has not been unable meet with the student, they can reserve the right to leave the student 'on hold' at Stage 4 or escalate to Stage 5.

## B. Using the SAM system in Semester One 2017/18

During semester one 2017/18, the automated emails to students will not be activated within the SAM system. This is because, based upon experiences of all other universities implementing such a system, it is expected that there will be anomalies in the data being captured in the first few weeks/months of operation (e.g. due to incorrect module registrations etc.), and we do not want to risk sending inaccurate emails to students.

This means that a higher degree of manual intervention from Academic Departments will be required during semester one 2017/18, but it is anticipated that this will still be significantly less onerous than the current manual attendance systems being operated at department level.

During semester one 2017/18, the agreed protocol of monitoring and proactively addressing absence issues is as follows:

Students will be required to tap in to the SAM readers for all of their on-campus, scheduled/timetabled sessions.

The nominated person in each Academic Department will review the SAM data on a Monday morning having been cc'd on emails (to their Department's SAM email address). From Semester Two onwards, such an email will also be sent to students who have not attended. The nominated person will also be able to see various other reports and representations of students' attendance patterns.

Academic Departments should follow the (revised 2017) Student Attendance and Absence Policy, and associated SAM workflows, as closely as possible during semester one. However, it is acknowledged that this is likely to be challenging in the first few weeks, and a large amount of personal interrogation of the data, plus knowledge of the students themselves will be required from Academic Departments to ensure we are able to offer support to the students who are most in need.

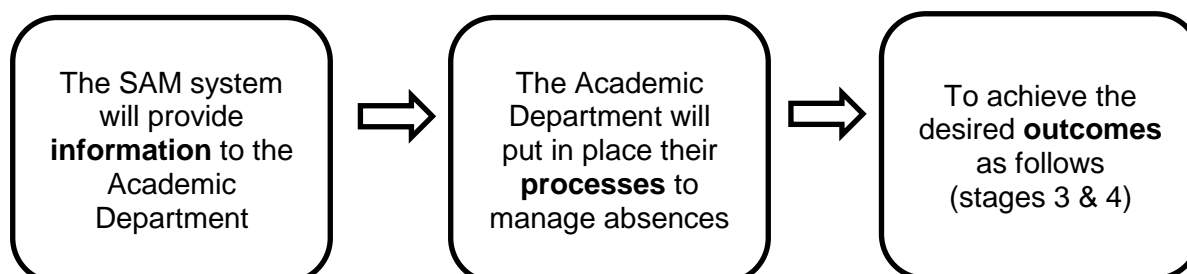


### C. Timescales and Actions

Expected flow of actions to be taken by individual Academic Department's staff and students based upon data provided by the Student Attendance Management (SAM) system

#### (1) Process for engaging with Departments and students:

Framework to support the development of local workflows by each Department.



#### (2) Target timeframes:

**Who is responsible for monitoring the following outcomes at Department level?**

- 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 (ongoing significant concern) are expected to contact their Department within 2 days and the meeting held within 5 days, or the student will be escalated to Stage 4.
- 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 (email 3b) and meeting held within 7 days, or the student will be escalated to Stage 4.
- 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 5 days.
- Student Support and Wellbeing will be notified of all students who are escalated to Stage 4 within 3 days.

#### (3) Information (provided weekly by the SAM system):

- Copy of emails to all students who have been categorized as Level 3 (ongoing significant concern) on the last update.
- Copy of emails to all students who have been categorized as Level 4 on the last update.
- '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).

#### (4) Meetings

The Academic Department is responsible for assigning a staff member to meet with the student. For example, if absences are restricted to a single module, the student may meet with the Module Coordinator. Other departments may wish the student to meet with their Academic Advisor or Programme Coordinator, regardless of the number of absences.

Stage	Issue	Meet with*
3	Absences on one module only	Module Coordinator
3	Absences on multiple modules	Academic Advisor
4	Absences on one module only	Head of Department
4	Absences on multiple modules	Head of Department

\*Suggestion. Departments to confirm clear internal arrangements to meet outcomes set out above.

### Possible set of guidance:

#### Level 3

Student Brings	First time at Level 3*	Return to
Work showing caught up	Yes	Stage 1/Stage 2**
Work showing caught up	No	Stage 1/Stage 2**
Intention to catch up***	Yes	Stage 1/Stage 2/Stage 3**
Intention to catch up***	No	Stage 3

\*Note that Academic Departments (e.g. SAM Coordinator/Tutor) will need to keep a manual track of this.

\*\*At discretion of staff member

\*\*\*A staff member will need to be assigned to follow up with student if retained at Stage 3

#### Level 4

Student Brings	First time at Level 4*	Return to
Work showing caught up	Yes	Stage 1/Stage 2/Stage 3**
Work showing caught up	No	Stage 1/Stage 2/Stage 3**
Intention to catch up***	Yes	Stage 3/Stage 4**
Intention to catch up***	No	Stage 3/Stage 4/Stage 5**

\*Note that Academic Departments (e.g. SAM Coordinator/Tutor) will need to keep a manual track of this.

\*\*At discretion of staff member

\*\*\*A staff member will need to be assigned to follow up with student if retained at Stage 3

### (5) Timescale

Sunday	Monday	Mid-week
System generates automatic e mails for Stage 1 and Stage 2 students*	Department SAM Coordinator /Tutor reviews: - Flagged Stage 4 students - Flagged Stage 3 students - History of absence report	Staff members meet with flagged students and feedback onto system
System generates automatic e mails for Stage 3 and Stage 4 students*	Department SAM Coordinator /Tutor runs any bespoke reports.	Department SAM Coordinator/Tutor reviews absence forms on a daily basis

\*In semester one, these emails will not be sent automatically, but will be drafts which the Department SAM Coordinator/Tutor must review and forward as appropriate.

There may be circumstances, for example in the case of absence forms where the content is of a concerning nature, when reports may need to be checked daily for immediate action such as sending out the Stage Three B (manual) email or notifying the Programme Coordinator or Student Support and Wellbeing where appropriate.

## D. Key Tasks

Key tasks to support the new attendance management procedures have been identified, these will be allocated to members of staff within each Academic Department. A number of these are new administrative tasks; 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 scheduled / timetabled sessions	Module/Session Tutor	Ensure all students have ‘tapped in’ correctly
2	To review the start of week SAM emails	SAM Coordinator <i>NOTE: for large departments this role may be allocated to several members of staff.</i>	Check the emails (grouped in ‘stages’):  <b>Stage 3 emails:</b> <ul style="list-style-type: none"> <li>identify which member of staff should be notified for <b>key tasks 7 or 8</b> below (one module or multiple modules)</li> <li>identify if this is the first time the student has been stage 3</li> <li>if the student was stage 3 the previous week or is ‘on hold’ check if a meeting with <b>key tasks 7 or 8</b> staff has been logged</li> <li>forward the appropriate email and pass this additional information to the relevant member of staff <b>key task 7 or 8</b>.</li> </ul> <b>Stage 4 emails:</b> <ul style="list-style-type: none"> <li>find out if the student made contact whilst ‘stage 3’</li> <li>forward the email to HoAD (<b>key task 10</b>) and notify if the student has not yet made contact with the Department.</li> </ul>
2*	To review the start of week SAM emails in Semester One 17/18	<b>*In Semester One 17/18 only</b>  <b>This may require additional resources whilst the system is introduced.</b>	<b>*In Semester One 17/18 only</b>  <b>Review all stage 1 and 2 emails</b> <ul style="list-style-type: none"> <li>identify which students should be emailed</li> <li>identify potential issues/problems and pass these to the SAM project team and/or relevant member of Academic Staff.</li> </ul>

Key Task	Purpose	Designated member of staff	Summary of actions
<b>3</b>	To review and acknowledge the daily absence reports	SAM Coordinator	<p>Check and acknowledge or reject each new absence report logged on the system.</p> <p>For all new absences, notify the relevant member of Academic Staff for authorisation or rejection <b>key task 6</b> below.</p> <p>Scan for concerning content (reason and/or evidence). If concerned, notify the relevant member of Academic Staff <b>key task 9</b> below and, if appropriate, a member of Student Support and Wellbeing.</p>
<b>4</b>	To review the 'history of absence' report (monthly)	SAM Coordinator	If concerning patterns are identified, notify the relevant member of Academic Staff <b>key task 9</b> below.
<b>5</b>	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.
<b>6</b>	To review absence reports, decide on any appropriate action to be taken and follow up with the student	<p>Module or Session Tutor (who can identify the work to be caught up)</p> <p><i>The SAM Coordinator will need to have a list of these named members of staff</i></p>	<p>Review the absence report and check if necessary evidence has been received; if required determine with the student what work should be caught up.</p> <p>Update the absence report to 'authorised' if satisfied with the evidence (if required) and with the student's efforts to catch up. May choose to reject the report if appropriate.</p> <p>May identify an underlying concern for referral to Student Support and Wellbeing and/or <b>key task 9</b>.</p>
<b>7</b>	To meet students at stage 3 - ongoing significant concern (4 or more missed sessions across one module)	<p>Expected to be the Module / Session Tutor</p> <p><i>The SAM Coordinator will need to have a list of these named members of staff</i></p>	<p><b>For both key tasks 7 and 8:</b></p> <p>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.</p>
<b>8</b>	To meet students at stage 3 - ongoing significant concern (4 or more missed sessions across multiple modules)	<p>Expected to be the student's Academic Adviser, Programme Coordinator or Year Tutor or equivalent.</p> <p><i>The SAM Coordinator will need to have a list of these named members of staff</i></p>	

Key Task	Purpose	Designated member of staff	Summary of actions
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	<p>Expected to be the student's Academic Adviser, Programme Coordinator or Year Tutor or equivalent.</p> <p><i>The SAM Coordinator will need to have a list of these named members of staff</i></p>	<p>Depending on the nature of the absence report(s) submitted by the student this may need sensitive handling.</p> <p>Could send the stage 3b email and arrange to meet the student. Could log the meeting and acknowledge concern on the system.</p>
10	To meet students at stage 4 - HoAD Intervention	Head of Academic Department (or nominated representative)	<p>The SAM Coordinator will forward the 'stage 4' email to the HoAD (or nominee) and let them know if the student made contact with the Department whilst at stage 3.</p> <p>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.</p> <p>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.</p> <p>If the meeting is not satisfactory or if the student does not make contact and cannot be contacted the HoAD (or nominee) must decide if the student should be escalated to stage 5 and, if so, on the appropriate action to be taken.</p>