

Checking last date of engagement for taught students prior to actioning a student withdrawal

If you need access to this PASS Process Guide in an alternative format, please contact your School Support Coordinator in the first instance. Thank you

Please note that if you wish to enlarge any screen shots provided you can do so by pressing **Ctrl** on keyboard and scrolling in with the mouse.

Version Table

Revision	Description	Author	Date
V1	Created	VH	28/02/2023
V2	Revision 1)i) with addition of last sentence in first paragraph & 2) first sentence of second paragraph to specify cross referenced information.	VH	06/09/23

1. Summary and other guides this links to

This guide arises following discussion with Academic Registrar and Business Planning and Business Intelligence. It is created to ensure the University observe best practice with populating student end dates.

HESA reporting define the circumstances that govern the end date to be applied to a student leaving the University. There are two categories defined by HESA as noted below. This process guide outlines how to check the last date of engagement as defined above for a student in category ii).

i) For taught students who complete:

For the purpose of HESA returns, completing Engagement is defined as being the point at which the taught or structured part of the Engagement, including planned exam periods and any formal writing-up period, is completed, i.e., once the student is no longer actively following the course, and not any later stage such as, for example, final confirmation of award. We have checked this definition and it is only if a student leaves part way through a Trimester that the last date of engagement report needs to be looked at. If the student continues engaging with the learning and assessment available until the point of the Assessment Board then the withdrawal would be the date of that Assessment Board.

Students who exited or are awarded at an assessment board will have their end date defaulted (automatically populated) with the end date of the last taught trimester per our academic calendar. End Dates are regularly checked by Planning & Business Intelligence, particularly where students are known to have been inactive (on

suspension of studies, non-matriculated, or dormant for example) before consideration at an assessment board, to ensure an appropriate end date is recorded.

In some cases, students have not withdrawn from a course but have completed the taught or formally structured part of their course and are expected to complete the necessary assessment as a later date (for example waiting for marks for students on exchange or placement). Once the outcome for the student is known the student end date should be backdated to the point when the student finished their engagement with the taught or structured part of the course (end date of the students last taught trimester).

ii) Student withdrawals:

When a student withdraws from their studies, the end date should be the point at which the student stops engaging with any scheduled learning, teaching and assessment activities and other active engagement ends, not after the date of the next assessment board opportunity *unless the student has been active up until the point of withdraws at a board.

It is critical that withdrawals are processed as soon as possible after the student notification with accurate end dates. Failure to enter appropriate end dates impacts university funding allocation (student numbers), fee forecasting, and continuation/retention rates.

The process for undertaking the withdrawal of a student in category ii) above is available in the [Change of Circumstances SITS guide](#) on the [SITS Guide and Bulletin Board](#)

2. Step-By-Step Instructions

On receipt of a student withdrawal request check with the relevant member of the teaching team the last date of student engagement they are aware of. This relevant member of the teaching team will often be the Programme Leader (PL) but depending on the teaching team it could be a Programme Director, Deputy PL, year tutor or cohort leader). If you are unsure who to check with, please ask a School Support Coordinator based in the PASS team you work in.

On receipt of the date from the relevant member of the teaching team check the [Student System Interaction Report](#) to cross reference the last date of engagement with academic/taught activity according to that report (likely to be Moodle usage that most useful in that respect but judgement can be used). If you find you do not have access to the report, please contact your School Support Coordinator in the first instance. There is no user guide for this report. The report defaults to a two-week date range that can be amended. To amend this, enter a student ID and click **View Report** – in the count columns it will show the number of times the student has
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interacted with the system in the date range selected. In the last login columns it will show the most recent interaction date – this can be within the selected date range, but if no interactions have taken place in that range (so the count column is 0), it will show the last date (at any time) that the student used that system – if they have never engaged (irrespective of the date range selected) with the system it will say ‘never engaged.’

If there is a material discrepancy between the date provided by the member of the teaching team and the [Student System Interaction Report](#), please the case to your line manager.

If you are a line manager who receives an example of the discrepancy, please forward details of it to the Academic Registrar for decision on action needed.

Once the Academic Registrar has made a decision on the case the original SSA involved can process the withdrawal according to the [Change of Circumstances SITS guide](#) on the [SITS Guide and Bulletin Board](#)

3. Additional Information

The materiality of the discrepancy between the two dates will impact on the decision made by the Academic Registrar. The scale of possible discrepancy is unknown at the time of initiating this process. As/ if cases of discrepancy arise, they could present the opportunity to establish case law that help governs future outcomes without need for onward referral to the Academic Registrar.