

# Student Academic Engagement Policy

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<b>Scope of policy (audience):</b>	All Leeds Trinity University students enrolled on foundation year, undergraduate, postgraduate, and apprenticeship programmes (including partner apprenticeships) at Horsforth Campus, Leeds City Campus, and all partner organisations.
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## 1. Introduction

- 1.1. Leeds Trinity University (“the University”) is committed to establishing a culture of student engagement by working in partnership with its students. Student success is at the heart of our mission, and the University is committed to providing opportunities for all students to thrive and to achieve outstanding outcomes.
- 1.2. In support of the above commitment, the University will work in partnership with students to enable them to take an active role in their engagement with their studies. This is underpinned by the responsible use of data to provide the broadest picture possible of individual student engagement, to enable meaningful interventions, and to provide effective support arrangements.
- 1.3. This policy has been developed in accordance with the [Attendance Management guidance](#) from the Student Loans Company’s Higher Education Provider Services.
- 1.4. This policy has been developed to align with guidance issued by the Student Loans Company regarding the responsibilities of lead providers who have franchise agreements with another provider. The University is expected to:
  - 1.4.1. Have robust policies and processes defined from the outset of their provision.
  - 1.4.2. Conduct partner visits to perform spot checks on controls.
  - 1.4.3. Regularly review their franchisees’ performance (e.g., poor pass rates, low engagement data, or identifying inappropriate admissions).
  - 1.4.4. Have live access to attendance data.
  - 1.4.5. Conduct sample checks of the verification of documentation (e.g., previous qualifications).

## 2. Purpose

- 2.1. The purpose of this policy is to set out the University’s expectations of, and the learning behaviours which demonstrate, students are engaging in their studies and to help them to maximise success and achievement.
- 2.2. The document also outlines what students can expect from the University with regards to their engagement and how any concerns to support engagement will be followed up on and actioned.

### **3. Scope**

#### **3.1. General**

3.1.1. The Student Academic Engagement Policy applies to all registered Leeds Trinity University students at foundation year, undergraduate, and postgraduate levels, to include students studying on apprenticeships and with partner organisations at their delivery sites.

3.1.2. Apprenticeship learners will be referred to as “Apprentices” where there is a specific Apprenticeship-only requirement, otherwise they will be referred to as “students”.

#### **3.2. Postgraduate research**

3.2.1. Leeds Trinity University is an accredited institution of the University of Leeds for research degree purposes. This means that postgraduate research students are registered at Leeds Trinity University, but their awards are conferred by the University of Leeds’ Doctoral College. As such, postgraduate researchers are expected to adhere to the relevant attendance and engagement regulations of both institutions. The University of Leeds’ PGR Attendance Monitoring Policy can be found [here](#).

3.2.2. In circumstances where the regulations of Leeds Trinity’s Student Academic Engagement Policy and the University of Leeds’ PGR Attendance Monitoring Policy come into direct conflict with one another, the University of Leeds’ regulations will take priority as the postgraduate research degree awarding body.

### **4. Definitions**

4.1. “Learning events” are defined as timetabled teaching sessions, including (but not limited to) lectures, seminars, labs, practicals, and training.

4.2. A “scheduled teaching block” refers to a specific period of teaching delivery on Apprenticeship programmes.

4.3. “Academic engagement” is defined as attendance of scheduled learning events (see clause 4.1) as well as:

4.3.1. Accessing the Virtual Learning Environment (“VLE”) to engage with learning materials provided by academic staff for the relevant programme of study.

4.3.2. Submission of scheduled assessments.

- 4.3.3. Accessing study skills support, including disability and dyslexia.
- 4.3.4. Attending tutorials with personal tutors, progress tutors, academic assessors, and other equivalent Leeds Trinity University or partner organisation staff.
- 4.4. An “academic session” is defined as the start and end date of a programme of study within a calendar year, the intake date of a cohort or programme.

## **5. Principles**

- 5.1. Students are active participants in their education. They are expected to engage fully, attend all timetabled learning events and other scheduled activities (such as personal tutorial meetings or practical sessions), as well as to submit assessed work on time and to sit any scheduled exams.
- 5.2. The key principles which underpin the Student Academic Engagement Policy are that:
  - 5.2.1. Engagement and academic achievement, including progressing through levels on the programme of study and succeeding on placements, are closely linked.
  - 5.2.2. Lack of engagement may indicate difficulty in managing the demands of the programme of study or those of university life.
  - 5.2.3. The University will provide timely and appropriate support to help a student overcome any challenges they may experience which prevent their full engagement with a programme of study.
  - 5.2.4. Lack of engagement may compromise the potential of fellow students to achieve in their own studies, for example in groupwork, practical, placement, and team activities.
  - 5.2.5. Completion of assessments and other tasks is a way to improve and to measure progress based on the feedback received on work.
  - 5.2.6. Engaging with feedback supports achievement.
  - 5.2.7. Consistent engagement allows students to develop and evidence key employability attributes such as commitment and a professional ethos.
  - 5.2.8. We are aware and supportive of the work of the Higher Education Student Support Champion around mental health and understand that lack of engagement may be linked to wellbeing or mental health issues.

## **6. Monitoring Attendance and Engagement**

### **6.1. General**

- 6.1.1. Students should be aware that attendance is monitored, and it is an expectation that students will attend all timetabled learning events. Students are required to give advanced notice, when possible, of non-attendance to a relevant member of staff, as outlined in each partner organisation's business process guides. All non-attendance will be followed up on in a supportive and timely manner, and interventions put in place when deemed necessary (e.g., signposting to Student Support).
- 6.1.2. Apprentices must inform the University in advance of their teaching delivery and/or delivery undertaken by our sub-contractors if they will be absent. If an Apprentice does not contact the University or the relevant sub-contractor, their employer will be informed as the matter will be deemed a safeguarding issue.

### **6.2. Engagement at taught sessions**

- 6.2.1. It is an expectation that students arrive at taught sessions fully prepared (having completed the required preparatory work) to participate in teaching activities (by contributing to discussions with peers and tutors, for example), and that follow-up work, or "post-tasks", are completed.

### **6.3. Engagement with assessments**

- 6.3.1. It is an expectation that students will complete and submit work according to published guidance and deadlines, engage actively with feedback on work, and make full use of academic and pastoral support according to their needs.

### **6.4. Monitoring non-engagement**

- 6.4.1. The University will use a combination of attendance data, information about VLE usage, data from other university systems, and the completion of tasks and assessment submissions to monitor a student's academic engagement with their programme of study. The University will undertake supportive intervention when:
  - 6.4.1.1. A new undergraduate or taught postgraduate student does not attend more than two learning events during the first two teaching weeks of Semester / Term One.

- 6.4.1.1.1. Attendance at Welcome and / or induction sessions may also be monitored prior to Teaching Week One, dependent on the relevant organisation's business process guide.
- 6.4.1.2. A new or current undergraduate or taught postgraduate student fails to attend three consecutive learning events in one week and / or three learning events from Week Three until the end of the academic session.
- 6.4.1.3. An Apprentice misses a Progress Review meeting or one full day or more of delivery of scheduled teaching blocks.
- 6.4.1.4. An Apprentice fails to record off-the-job hours and / or progress towards knowledge, skills, and / or behaviours in a timely manner.
- 6.4.1.5. Any student does not attend a scheduled meeting with university and / or partner organisation staff, including (but not limited to) Personal Tutors, Progress Tutors, Student Engagement Advisers, Student Achievement Advisors, or Student Support and Wellbeing staff.
- 6.4.1.6. Any student does not access modules on the VLE at least once per week.
- 6.4.1.7. Any student does not meet a submission deadline or fails to submit other required work.
- 6.4.2. Any of the acts identified in the subclauses to 6.4.1 above will suggest that a student is not engaging fully with their programme of study, and they will be contacted by the University to discuss the reasons for this lack of engagement. Timely and appropriate support will be provided in accordance with the methods of intervention in place at Leeds Trinity University and at each partner organisation. Staff and students are responsible for adhering to the processes and timelines detailed within their respective organisation's Business Process Guide to ensure consistent practice and that interventions and support are enacted according to the stated timeframes in order to meet statutory and regulatory requirements.

## 6.5. Professional placements

- 6.5.1. The University expects all students to attend and engage satisfactorily with periods of professional placement during their

programme. It expects all students to complete any required tasks and monitoring requirements associated with this planned off-campus activity, as outlined in [the On-Placement Guide/Handbook](#) and related policies which can be found on the Essential Information and Partner Information tiles on the myLTU app.

#### 6.6. Mitigating circumstances

6.6.1. If a student discloses that they will be absent due to a valid mitigating circumstance, including (but not limited to) a medical procedure, illness, an accident, or a bereavement, the University will monitor as above, providing appropriate contact and support throughout the period of absence and ensuring the student is referred to relevant services where necessary.

#### 6.6. Statutory and regulatory requirements

6.6.1. In addition to the University's pastoral role in supporting students, there are statutory and regulatory obligations which require the reporting of non-engagement. These include:

6.6.1.1. Complying with requirements to notify the relevant student funding and / or sponsoring bodies when a student is no longer engaging in their programme and therefore their funding should be suspended or discontinued.

6.6.1.2. Complying with the requirements of the Home Office's UK Visas and Immigration department to monitor the attendance of students subject to visa restrictions and report non-engagement as required.

6.6.1.3. Complying with regulatory requirements for Apprentices.

#### 6.7. PSRB requirements

6.7.1. On programmes which require Professional and Statutory Body ("PSRB") conditions to be met (e.g., school-based training programmes leading to QTS, Nursing, or Social Work), attendance on placement directly impacts programme progression and successful completion. Instances of repeated or sustained absence from such programmes may lead to the implementation of the University's [Professional Misconduct Policy](#) or [Fitness to Practice Policy](#), and may result in disciplinary action, failure of the placement, or cancellation of registration. Students enrolled on one of the University's Nursing programme pathways must also comply with the [Nursing Attendance Policy](#) to fulfil Nursing and Midwifery Council requirements.

## 6.8. Data retention

6.8.1. Attendance and engagement data is retained in accordance with the [Records Retention Schedule](#) for students enrolled on foundation year, undergraduate, postgraduate, and apprenticeship programmes delivered at Horsforth or City Campuses and according to that of the individual partner organisation for partner students.

## 6.9. Cancellation of registration

6.9.1. Teaching Weeks One and Two (new undergraduate and taught postgraduate students):

6.9.1.1. If a new undergraduate or taught postgraduate student attends fewer than two learning events during Teaching Weeks One and Two of the relevant academic session, emails will be sent to the student's Leeds Trinity University and personal email accounts informing them that they will be withdrawn if they do not make contact and / or begin to engage. See also 6.4.1.1.1.

6.9.1.2. Students who subsequently fail to make contact or engage will be withdrawn from the University and notification sent to the relevant student funding bodies and, where applicable, UK Visas and Immigration.

6.9.1.3. The decision to withdraw a student will be taken by a panel of Leeds Trinity University and, where applicable, partner organisation staff members from appropriate academic teams and professional support services following consideration of the individual student's case.

6.9.2. Teaching Week Three onwards (all undergraduate and postgraduate taught students):

6.9.2.1. The University will make every effort to support a student to remain engaged with their programme of study, but persistent disengagement (see clause 6.9.3) will result in the cancellation of a student's registration.

6.9.2.2. Apprentices who do not engage with their programme for a calendar month will need to either be withdrawn or take a break in learning, as per the Department for Education's [Apprenticeship Funding Rules](#).

- 6.9.3. Examples of persistent disengagement include (but are not limited to):
- 6.9.3.1. When a student has not submitted a piece of work at any single assessment point, attended or engaged with their studies for four or more learning weeks, and not responded to contact from their School.
  - 6.9.3.2. Repeated occurrences of disengagement as outlined in clause 6.4.1.
  - 6.9.3.3. Failure to respond to attempts to contact them by university or partner organisation staff aiming to support their re-engagement.
  - 6.9.3.4. Failure to attend meetings and / or interventions to support their re-engagement.
  - 6.9.3.5. Failure to participate and engage in the processes and procedures as outlined in the relevant partner organisation's business process guides to support their own retention and achievement.

## **7. Related Policies and Procedures**

- 7.1. The Student Academic Engagement Policy is aligned with the principles set out in other relevant Leeds Trinity University policies and procedures, including (but not limited to):
- [Academic Appeals Policy and Procedure](#)
  - [External Examining Handbook](#)
  - [Fitness to Practice Policy](#)
  - [Extensions and Mitigating Circumstances Policy](#)
  - Nursing Attendance Policy
  - Procedures for Assessment Panels and Progression & Award Boards
  - [Professional Misconduct Policy](#)
  - [Student Academic Misconduct Policy](#)
  - Support to Study Policy
- 7.2. This policy is also affected by the requirements of relevant PSRBs, including (but not limited to):
- [Broadcast Journalism Training Council](#)
  - [Health and Care Professions Council](#)
  - [Institute of Biomedical Science](#)
  - [Nursing and Midwifery Council](#)
  - [Social Work England](#)
  - [Society of Sports Therapists](#)

- [Teaching Regulation Agency](#)

7.3. The Student Academic Engagement Policy is accompanied by a range of guidance materials to support its operation, including information for students, academic schools, and support services, which can be found in the business process guides and on the websites of each organisation. They can also be found on the Student Information Point tile of the myLTU app for students registered at the Horsforth and City Campuses and for the University's online programmes, and on the Partner Student tile for students studying with one of our partner organisations.