Student Academic Engagement Policy

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Approved by:	Learning, Teaching and Student Experience Committee
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Scope of policy (audience):	All Leeds Trinity University students enrolled on Foundation Year, Undergraduate, Postgraduate and Apprenticeship Programmes at Horsforth, Leeds and all Partner institutions.
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Contents

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. 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 students to maximise success and achievement. The policy also sets out what students can expect from the University and how any concerns to support engagement will be followed up on and actioned.

1.3. 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, underpinned by the responsible use of data to provide the broadest picture possible of individual student engagement. The purpose is to enable meaningful interventions and to provide effective support arrangements.

2. Definitions

2.1. The "University" is defined as Leeds Trinity University and all Leeds Trinity University Partners, encompassing all Leeds Trinity University students (as defined in Section 2.2) in Horsforth, Leeds and at partner institutions.

2.2. "Students" are defined as all registered Leeds Trinity University students at Foundation Year, Undergraduate and Postgraduate (Taught and Research) level and on all Apprenticeship programmes, including those who study at partner institutions.

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

2.4. "Academic year" 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.

2.5. "Learning events" are defined as timetabled teaching sessions, including lectures, seminars, and practicals as well as non-timetabled sessions such as meetings with Personal Tutors, Progress Tutors, Student Achievement Advisors, Student Support Officers, and other University staff.

2.6. "Scheduled teaching blocks" refers to a teaching delivery period on Apprenticeship programmes.

2.7. "VLE" refers to the virtual learning environment.

3. Policy

3.1 Students are active participants in their education. They are expected to engage fully and attend all timetabled teaching events and other scheduled activities, such as personal tutorial meetings, as well as to submit assessed work on time and sit scheduled exams.

3.2 The key principles which underpin the Student Academic Engagement Policy are that:

    3.2.1 Engagement and academic achievement, including progressing through the programme of study and succeeding on placements, are closely linked.

    3.2.2 Lack of engagement may indicate difficulty in managing the demands of the Programme of Study.

    3.2.3 The University will provide timely and appropriate support to help overcome any challenges a student may have which prevent full engagement with a programme of study.

    3.2.4 Lack of engagement may compromise the potential of fellow students to achieve, especially in group-work, practical, placement and team activities.

    3.2.5 Completion of assessments and other tasks is a way to measure progress and to improve from the feedback received on work.

    3.2.6 Engaging with feedback supports achievement.

    3.2.7 Consistent engagement allows students to develop, and evidence, key employability attributes such as commitment and a professional ethos.

3.3 Students should be aware that attendance is monitored, and it is an expectation that students will attend scheduled teaching activities. Students are required to give advanced notice, when possible, of non-attendance to the relevant member of staff as outlined in each institution's business process guides. All non-attendance will be followed-up in a supportive and timely manner, and interventions put in place when deemed necessary (e.g., signposting to Student Support).

3.4 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, their employer will be informed as the matter will be deemed a safeguarding issue.

3.5 Engagement at taught sessions

It is an expectation that students arrive at taught sessions fully prepared and having completed the required preparatory work to participate in

teaching activities (for example by contributing to discussions with peers and tutors), and that follow-up work or "post tasks" are completed.

3.6   Engagement with assessments

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.

3.7   Monitoring non-engagement

The University will use a combination of attendance data, VLE usage, data from other University systems and the completion of tasks and assignment submissions to monitor a student's academic engagement with their programme of study. The University will intervene in a supportive manner when:

3.7.1   A Foundation Year or Level 4 Undergraduate student does not attend more than two learning events in Weeks 1-4 of Semester One. This may include Welcome Week and other induction sessions, dependent on the individual institution's business process guide (see 3.13.1 below).

3.7.2   An Undergraduate or Taught Postgraduate misses three consecutive learning events in one week and/or three learning events from Week 4 until the end of the academic year (see 3.13.2 below).

3.7.3   An Apprentice misses one full day or more of delivery on scheduled teaching blocks or a Progress Review meeting.

3.7.4   An Apprentice fails to record off the job hours and/or progress towards knowledge, skills, and/or behaviours in a timely manner.

3.7.5   Any student does not attend a scheduled meeting with university staff including, but not limited to, Personal Tutors, Progress Tutors, Student Liaison and Engagement Officers or Student Support staff.

3.7.6   Any student does not access modules on the VLE at least once per week.

3.7.7   Any student does not meet a submission deadline or fails to submit other required work.

Any of the above will suggest 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 each institution. Staff and students are responsible for familiarising themselves with their institution's processes and procedures to ensure consistent practice.

3.8   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 and provide appropriate contact and support throughout the period of absence and ensure the student is referred to relevant services where necessary.

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

3.9.1   Complying with requirements to notify the relevant student funding bodies and/or sponsoring bodies when a student is no longer participating in their programme and therefore that their registration has been cancelled.

3.9.2   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.

3.9.3   Complying with regulatory requirements for Apprentices.

3.10   The Student Loans Company has issued guidance stating that lead providers are expected to:

3.10.1   Have robust policies and processes defined from the outset of their provision.

3.10.2   Conduct partner visits to perform spot checks on controls.

3.10.3   Regularly review their franchisees' performance (which could include poor pass rates, low engagement, or identifying inappropriate admissions).

3.10.4   Have live access to attendance data.

3.10.5   Conduct sample checks of the verification of documentation, such as previous qualifications.

3.11   During periods of professional placements, the University continues to expect all students to attend and engage satisfactorily with this element of their programme and complete any required tasks and monitoring requirements associated with this planned off-campus activity.

3.12   On programmes which require Professional and Statutory Body (PRSB) requirements to be met (e.g., school-based training QTS programmes, Nursing, or Social Work), attendance on placement is a required element for progression and successful completion. Instances of repeated or sustained absence from such programmes may lead to cancellation of registration or the implementation of the University's Student Professional Misconduct Policy which may lead to disciplinary action or failure of the placement. Students enrolled on the University's Nursing programmes must also comply with the University Nursing Attendance Policy to fulfil Nursing and Midwifery Council requirements.

3.13   Cancellation of Registration
3.13.1   Weeks 1- 4 of beginning of academic year (Foundation Year and Level 4)

If a student attends fewer than two learning events across weeks 1 and 2 of Semester One, or up to and including week 4 (this may include Welcome Week and other induction sessions, dependent on the individual institution's business process guide), emails will be sent to the student's Leeds Trinity University and personal email accounts and letters sent to their registered address by recorded post informing them that they will be withdrawn if they do not make contact and/or begin to engage. Students who subsequently fail to make contact or to engage will be withdrawn from the University following a decision of the appropriate panel.

Week 4 onwards: All Undergraduate and Taught Postgraduate students:
The University will make every effort to support a student to remain engaged with their learning programme, but persistent disengagement will result in the cancellation of a student's registration.

3.13.2   Apprentices who do not engage with their programme for a calendar month will need to either be withdrawn or undertake a break in learning, as per the Department for Education's Apprenticeship Funding Rules.

3.14   Examples of persistent disengagement include (but are not limited to):

3.14.1   Repeated occurrences of disengagement as outlined in Section 3.7.
3.14.2   Failure to respond to attempts to contact them by university staff with the aim of supporting their re-engagement.
3.14.3   Failure to attend meetings and/or interventions to support their re-engagement.
3.14.4   Failure to participate and engage in the processes and procedures as outlined in the relevant institution's business process guides to support their own retention and achievement.

4. Procedure

4.1.   The policy is affected by appropriate procedures and guidance which are reviewed and signed off by the relevant policyholder annually. At Leeds Trinity, these include:

- Student Academic Misconduct Policy
- Student Professional Misconduct Policy
- Mitigating Circumstances Policy and Procedure
- Academic Appeals Policy and Procedure
- Assessment Panel/Progression & Award Board/External Examiner Procedures

It is also affected by the requirements of professional bodies, such as the Nursing and Midwifery Council and the Teacher Regulation Agency.

4.2.   The policy is accompanied by a range of guidance materials relating to student engagement to support its operation, including information for students, academic schools and support services which can be found in the business process guides and websites of each institution. Guidance materials can also be found on the myLTU App within the "Student Information Point" tile for Horsforth and City Centre students and within the "Partner Student" tile for university students at Partner Institutions.

4.3.   Procedures at each Campus and Partner Institution must follow data-driven processes which provide meaningful interventions in a supportive and timely manner.