

Student Academic Engagement Policy

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Scope of policy (audience):	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 also 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. Where this is applicable, 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 student academic engagement and learning behaviours which demonstrate active engagement in study. The policy aims to support students in achieving their academic potential by promoting consistent engagement throughout their course.

- 2.2. This policy also outlines the support available to students to encourage and maintain academic engagement, what students can expect from the University, and how concerns regarding engagement will be identified 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. Further information is available in the University of Leeds’ [PGR Attendance Monitoring Policy](#).

3.2.2. In circumstances where the regulations of Leeds Trinity University’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” refers to students’ active participation in their programme of study. This includes:
 - 4.3.1. Attendance and participation in scheduled learning events (see clause 4.1).
 - 4.3.2. Accessing the Virtual Learning Environment (“VLE”) to engage with learning materials provided by academic staff for the relevant programme of study.
 - 4.3.3. Submission of scheduled assessments.
 - 4.3.4. Engagement with academic and student support services.
 - 4.3.5. Attending tutorials with personal tutors, progress tutors, academic assessors, and other equivalent Leeds Trinity University or partner organisation staff.
 - 4.3.6. Participation in placement learning, work-based learning, or other work-related activities where these form part of the programme of study.
- 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 successful completion of placements and / or work-based learning experiences, 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 in such things as groupwork, practicals, placements, and team activities may compromise the potential of fellow students to achieve in their own studies.
- 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 overall 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. Statutory and Regulatory Requirements

- 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:
 - 6.1.1. 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.
 - 6.1.2. Complying with the requirements of the Home Office's UK Visas and Immigration ("UKVI") department to monitor the attendance of students subject to visa restrictions and report non-engagement as required.
 - 6.1.3. Complying with regulatory requirements for Apprentices.

7. Monitoring Attendance and Engagement

7.1. General

- 7.1.1. Students are expected to attend and actively participate in all timetabled learning events as part of their programme of study. Attendance is monitored and students are expected to provide advance notice of any non-attendance to the relevant member of staff and in line with local partner organisation processes where applicable.
- 7.1.2. Where a student has an approved break in learning or other authorised pause in studying, this will be managed in accordance with the relevant Leeds Trinity University or partner organisation procedures and will not normally be treated as non-engagement.
- 7.1.3. Where non-attendance or a pattern of reduced academic engagement is identified, this will be followed up in a timely and supportive manner in accordance with the procedures of the University or the applicable partner organisation. Where concerns about academic engagement arise, appropriate support and interventions will be put in place, which may include signposting to support services.
- 7.1.4. Apprentices must notify the University (and, where applicable, any subcontracted training provider) in advance if they are unable to attend scheduled teaching or training sessions. Where an apprentice fails to notify the University or relevant provider of an absence, the employer may be informed in accordance with the University's safeguarding and attendance procedures.
- 7.1.5. The University will use a combination of attendance data, engagement with the Virtual Learning Environment ("VLE"), information from relevant institutional systems, the completion of tasks, and assessment submissions to monitor a student's academic engagement with their programme of study. Where patterns of reduced engagement or concerns are identified, the University will initiate supportive intervention in line with its own procedures and those of the relevant partner organisation (where applicable).

7.2. Engagement in taught sessions

Students are expected to attend taught sessions having completed any preparatory work that has been set, and to actively participate in learning activities, including contributing to discussions with peers and academic staff. Where set, students are also expected to complete follow-up learning activities ("post-tasks") to support their learning and development. Students

are expected to remain engaged throughout the duration of taught sessions, participating for the full session.

7.3. 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 and appropriate use of academic and pastoral support according to their needs.

7.4. Non-Engagement

7.4.1. Students are taken to not be engaging with their studies if:

7.4.1.1. They are a new undergraduate or taught postgraduate student who does not attend more than two learning events during the first two teaching weeks of Semester / Term One.

7.4.1.1.1. Attendance at welcome and induction sessions may also be monitored prior to Teaching Week one, in line with local processes.

7.4.1.2. They demonstrate repeated or sustained non-attendance at scheduled learning events, taking into account the requirements of the programme of study and any relevant individual circumstances.

7.4.1.3. Their engagement with work-based learning activities is considered to be unsatisfactory.

7.4.1.4. They are an Apprentice who misses a scheduled progress review meeting or one full day of delivery within a scheduled teaching block.

7.4.1.5. They are an Apprentice who fails to record off-the-job hours and / or progress towards knowledge, skills, and / or behaviours in a timely manner.

7.4.1.6. They are a student who does not attend scheduled meetings with university or partner provider staff, including (but not limited to) personal tutors, progress tutors, Student Engagement Advisers,

Academic Advisers, or Student Support and Wellbeing staff.

7.4.1.7. They do not access modules on the VLE at least once per week during term-time.

7.4.1.8. They do not meet a submission deadline or fail to submit other required work.

7.4.2. Where any of the indicators identified in clause 7.4.1 occur, the University will contact the student in accordance with the relevant institutional processes in order to explore any underlying reasons and offer appropriate support. The timing and frequency of contact and intervention will depend on the type of provision, programme requirements, applicable statutory and regulatory requirements, and the students' individual circumstances. Staff and students are expected to follow relevant institutional processes and timeframes in line with the applicable Business Process Guide(s) to ensure timely and consistent support and intervention.

7.5. Work-Based Learning

7.5.1. The University expects all students to attend and engage satisfactorily with periods of work-based learning, including Professional Placement, Professional Challenge, and Professional Learning Through Work ("PLTW") during their programme of study.

7.5.2. It expects all students to complete any required tasks and monitoring requirements associated with this planned activity. Where required, this includes:

7.5.2.1. Evidencing activity hours (e.g. through a timesheet).

7.5.2.2. Attending compulsory visits for any activity which is deemed high risk, all placements that are longer than two weeks, and / or where there is a requirement for UKVI monitoring.

7.5.2.2.1. Visits may also be required on a case-by-case basis at the request of the student, institution, or provider.

7.5.2.2.2. Visits can be conducted online or in person if required and appropriate.

- 7.5.2.3. Engaging in line with the activity requirements and those of any placement / activity provider.
- 7.5.2.4. For placement activity undertaken on a full-time basis over a full academic session, regular engagement must be monthly. For all other activity, regular engagement must be weekly.

7.6. Mitigating Circumstances

If a student reports an absence or impact on their engagement due to mitigating circumstances (including, but not limited to, illness, medical procedures, accidents, or bereavement), the University will take this into account within its monitoring of engagement as set out in clause 7.4. Further information is available in the University's [Extensions and Mitigating Circumstances Policy](#).

7.7. Professional, Statutory, and Regulatory Bodies ("PSRBs")

- 7.7.1. On programmes which require PSRB conditions to be met (e.g. school-based training programmes leading to QTS, Nursing, Social Work), attendance on placement directly impacts programme progression and successful completion.
- 7.7.2. Instances of repeated or sustained absence from such programmes may lead to the implementation of the University's [Professional Misconduct](#) or [Fitness to Practise](#) processes and may result in disciplinary action, failure of the placement, or cancellation of registration (see also clause 7.9).
- 7.7.3. 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 ("NMC") requirements.

7.8. Data Retention

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 the relevant data retention schedule of the individual partner organisation for partner students.

7.9. Cancellation of Registration

- 7.9.1. Cancellation of registration is a formal action which may be taken where a student has persistently failed to engage with their programme of study and has not responded to attempts by the University or partner organisation to support their re-engagement.
- 7.9.2. Teaching Weeks One and Two (new undergraduate and taught postgraduate students):
 - 7.9.2.1. If a new undergraduate or taught postgraduate student attends fewer than two learning events in total across Teaching Weeks One and Two of the relevant academic session, the University will contact the student via their university and personal email accounts to advise they are at risk of withdrawal unless they make contact and / or begin to engage.
 - 7.9.2.2. 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.
 - 7.9.2.3. The decision to withdraw a student will be taken by a panel of Leeds Trinity University (and, if applicable, partner organisation) academic and / or professional support services following consideration of the individual student's case.
- 7.9.3. Teaching Week Three onwards (all undergraduate and postgraduate taught students):
 - 7.9.3.1. The University will make every effort to support a student to remain engaged with their programme of study, but persistent disengagement (see clause 7.9.5) will result in the cancellation of a student's registration.
- 7.9.4. Apprentices are expected to engage regularly with their programme and maintain active learning throughout the apprenticeship. Where there is a prolonged period of non-engagement, the University may initiate a break in learning or withdraw the apprentice from the programme in accordance with Department for Education's [Apprenticeship Funding Rules](#). This requirement was acknowledged and agreed to by both the

apprentice and employer upon signing the apprenticeship agreement.

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

7.9.5.1. 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.

7.9.5.2. Repeated occurrences of disengagement as outlined in clause 7.4.

7.9.5.3. Failure to respond to attempts to contact them by university or partner organisation staff aiming to support their re-engagement.

7.9.5.4. Failure to attend meetings and / or interventions to support their re-engagement.

7.9.5.5. 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.

8. Related Policies and Procedures

8.1. The Student Academic Engagement Policy is aligned with the principles set out in other relevant Leeds Trinity University policies and procedures and those of relevant PSRBs, including (but not limited to):

8.1.1. [Academic Appeal Policy](#) and [Procedure](#)

8.1.2. [Broadcast Journalism Training Council](#)

8.1.3. [Extensions and Mitigating Circumstances Policy](#)

8.1.4. [External Examining Handbook](#)

8.1.5. [Fitness to Practise Policy](#) and [Procedure](#)

8.1.6. [Health and Care Professions Council](#)

8.1.7. [Institute of Biomedical Science](#)

- 8.1.8. [Nursing and Midwifery Council](#)
 - 8.1.9. [Nursing Attendance Policy](#)
 - 8.1.10. Procedures for Assessment Panels and Progression & Award Boards
 - 8.1.11. [Professional Misconduct Policy](#) and [Procedure](#)
 - 8.1.12. [Social Work England](#)
 - 8.1.13. [Society of Sports Therapists](#)
 - 8.1.14. [Student Academic Misconduct Policy](#) and [Procedure](#)
 - 8.1.15. [Support to Study Policy and Procedure](#)
 - 8.1.16. [Teaching Regulation Agency](#).
- 8.2. The Student Academic Engagement Policy is accompanied by a range of guidance materials to support its operation, including information for students, academic schools, and professional support services. These can be found in the business process guides and on the websites of each organisation. They are also available on the [Student Information Point](#) tile of the myLTU app for students registered at the University's Horsforth and City Campuses and on its online programmes and on the [Partner Student](#) tile for students studying with one of our partner organisations.