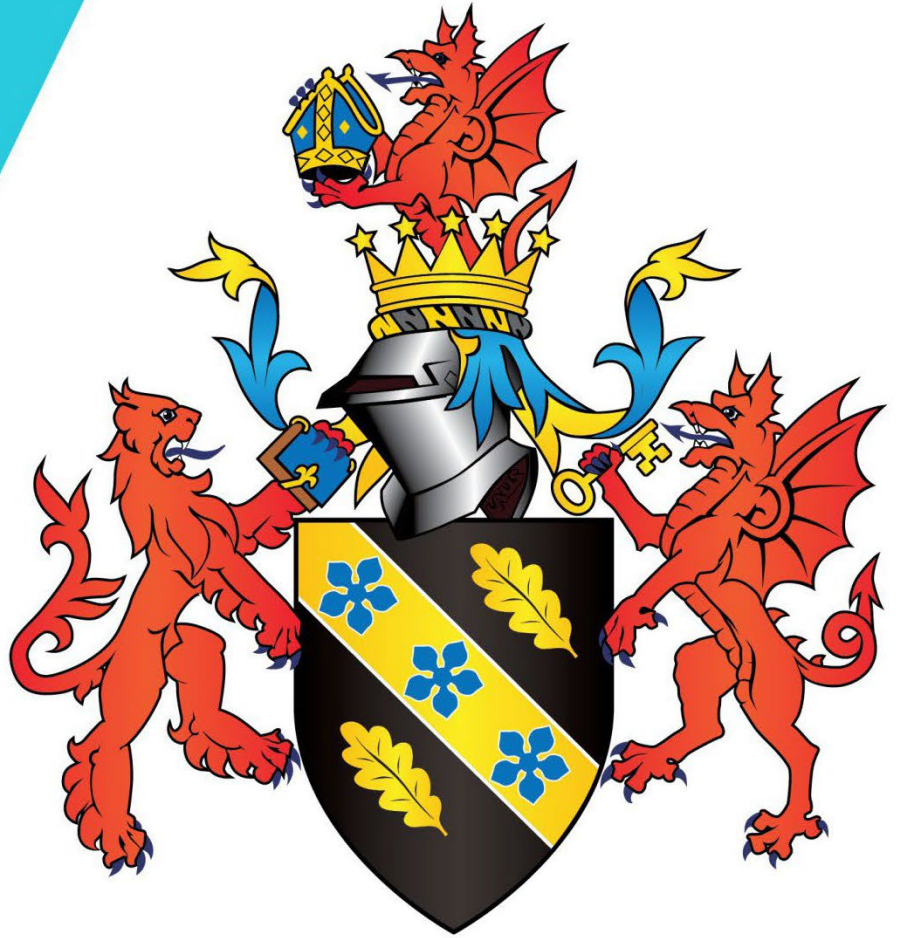




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Engagement Policy

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1. Introduction

- 1.1. The primary aim of the policy is to support students to be engaged independent self-motivated learners. Supporting students to achieve academic success is a key priority for the University and deeply embedded in the University's values. This policy is grounded in our mission to Transform Education and Transform Lives and the University's whole system approach outlined in the Academic Success Strategy.
- 1.2. This policy establishes an institutional framework for our approach towards student engagement with their studies.
- 1.3. The purpose of the policy is to maximise the potential for success and achievement of every student through a structured approach based on support and mutual decision-making to enable timely and impactful interventions as appropriate.
- 1.4. While providing a consistent structure for the management and response to student engagement, the policy recognises the importance of:
 - 1.4.1. personal contact alongside the use of data;
 - 1.4.2. a focus on support for students;
 - 1.4.3. flexibility in approach to respond to individual student needs and behaviour;
 - 1.4.4. the requirements for particular groups of students (e.g. student visa holders).

2. Guiding Principles

- 2.1. The policy is underpinned by five principles:
 - 2.1.1. An approach to monitoring and responding to student engagement that is driven, and seen to be driven, by support and advice to succeed;
 - 2.1.2. Visibility and a shared understanding across the institution of student engagement and the impact of our interventions;
 - 2.1.3. Personalised interventions and mutually agreed solutions for students as far as possible, tailored to individual needs and circumstances to support students to be active participants in their education and academic progress;
 - 2.1.4. Parity of experience for all our students regardless of location through the establishment of clear institutional expectations both of the University and of our students in managing student engagement;
 - 2.1.5. Efficient resource deployment that focuses on effectiveness and is targeted in support of student success.

3. Scope

- 3.1. This policy applies to all students, at any level of study, directly enrolled at the University of Wales Trinity Saint David.
- 3.2. For students studying at collaborative partnership institutions, they will follow the policy of that institution.
- 3.3. For the purposes of the policy, taught students are defined as all undergraduate and postgraduate students undertaking taught modules or courses. This includes postgraduate research students who may be undertaking taught modules as part of their programme of study.
- 3.4. Additional arrangements for courses with a Professional Code of Conduct or other additional engagement requirements are managed by the relevant Institutes alongside this policy, which provides the institutional framework. Section 5.2 provides guidance on the approval of such protocols.

- 3.5. The University may approve bespoke arrangements depending on the needs of a particular programme. Section 5.2 provides guidance on the approval of such protocols.
- 3.6. In addition, the UK Visa and Immigration Service (UKVI) sponsor guidance has academic engagement monitoring and reporting obligations in respect of students who require a visa to study in the UK, and for whom the University has issued a Confirmation of Acceptance for Studies (CAS) number. These requirements are enumerated in [Appendix 2](#) (Students studying for a BA/BSc, MA/MSc/MBA, Part 1 of a Professional Doctorate), [Appendix 3](#) (Postgraduate Research), and [Appendix 4](#) (Students studying for a CertHE, DipHE, etc.).
- 3.7. For guidance on the recording of end dates, see [Appendix 6](#).

4. Monitoring Student Engagement

- 4.1. Students are active partners in their education. They are expected to engage in the full range of academic activities and are expected to attend and engage with all timetabled teaching events and other scheduled activities subject to any reasonable adjustments. The University expects that all students on programmes that require in-person attendance attend all organised sessions.
- 4.2. The University records Academic Engagement Data (See Section 6.1) in order to monitor student engagement.
- 4.3. Academic engagement requirements will differ in relation to the level of studies or mode of delivery the student is undertaking, recognising the distinct course structures that are in place across these levels of study. As such a distinction in engagement arrangements between different academic levels of study is in place, for example, meaning the requirements for students studying towards an Other Undergraduate Qualification are fundamentally different to those studying towards a Doctoral level qualification.
- 4.4. Academic engagement can be demonstrated through a variety of activities including but not limited to attendance at lectures, seminars, workshops and fieldtrips, submission of assessments or work, attendance at examinations / assessment events, meeting research milestones, meeting with supervisors, undertaking field research work, attendance at enrolment events, engagement with information and activities on the Virtual Learning Environment, or engagement with support services.
- 4.5. Institutes are responsible for monitoring, understanding and maximising the engagement of their students with their studies and for taking proactive steps where there is evidence of lower engagement than expected. Institutes engage with data available to them, encourage a culture of student engagement, undertake regular reviews of data and contact students to offer support.
- 4.6. Institutes are supported in the work to monitor the engagement of their students and with the operation of the policy through advice and guidance provided by central Professional Services teams, including the Student Wellbeing Team and those providing data analysis.
- 4.7. Decisions in relation to referral for further action to support engagement are taken in conjunction with broader data and knowledge about a student's academic progress.
- 4.8. The policy's referral process focuses intervention in key periods during the academic year but does not prevent intervention where engagement levels may drop or for options to be discussed to facilitate an appropriate decision to be made for an individual student. Monitoring continues for all students throughout the year to enable meaningful interventions to support student success.

- 4.9. All taught students are monitored to measure the engagement with their studies. Where there are concerns about a student's engagement, the University has a number of monitoring protocols which outline how the University will attempt to support the student to re-engage. Students who have been determined not have engaged may ultimately be withdrawn either through this policy or at an appropriate examination board (Academic Quality Handbook Chapter 6).
- 4.10. All research students are monitored to measure the engagement with their studies, through the completion of research milestones and supervisory meetings. Students who have been determined not to have engaged may ultimately be withdrawn through the progress review board (Research Degrees Code of Practice) or through the failure to re-enrol.
- 4.11. Where there is evidence to indicate that a student's ability to engage with their studies may be impacted by disability or ill-health, or there is concern for a student's wider wellbeing arising from non-engagement, they may be referred to the University's Support for Study Policy. If such referrals relate to students sponsored by the University, Student Support Services will liaise with the International Office to ensure that any support measures or interventions are compliant with the terms of the student's visa.

5. Monitoring Protocols

- 5.1. The University Framework includes:
 - 5.1.1. a monitoring protocol for Taught Students without visa sponsorship (Appendix 1);
 - 5.1.2. a monitoring protocol for Taught Students with visa sponsorship (Appendix 2);
 - 5.1.3. a monitoring protocol for Research Degree Students (Appendix 3);
 - 5.1.4. a monitoring protocol for Taught Students studying for an award at levels 3-5 (Appendix 4); and
 - 5.1.5. information on the recording of end-dates (Appendix 6).
- 5.2. Institutes may approve additional monitoring protocols that build on the principles outlined in this policy.
 - 5.2.1. Such additional protocols must be approved by the relevant Institute Board and the Student Experience Committee.
 - 5.2.2. Any approved additional monitoring protocol must be shared with the relevant students prior to enrolment.

6. Data Management and Privacy

- 6.1. The University will use all relevant and appropriate data relating to student engagement, as identified in the Data Protection Policy, and the Student Privacy Policy. A non-exhaustive list of the Academic Engagement data collected and used to support student engagement is:
 - 6.1.1. Attendance monitoring data;
 - 6.1.2. VLE use and access data;
 - 6.1.3. Enrolment data;
 - 6.1.4. Assessment submission and marks;
 - 6.1.5. Assessment attendance.
- 6.2. Sensitive data, as identified in the University's Data Policy (for example, race, ethnicity, religion, gender), will not be used in relation to student engagement on an individual student basis. The University will use anonymised sensitive data to support student success and attainment at cohort level.

- 6.3. Student engagement data are accessible only to members of university staff who are bound to the confidentiality of personal data by contract, as per the University's Data Protection Policy. The university may make available engagement data to third parties to facilitate student engagement and support, such as learning analytics companies, who are also bound by the appropriate Data Protection Legislation.

7. Relationship and interface with other policies and procedures

- 7.1. There are a number of policies and procedures that are connected to the Attendance Policy, including:
- Student Agreement
 - Taught Award Regulations (Chapter 6 of the Academic Quality Handbook)
 - Research Degree Regulations (Chapter 8 of the Academic Quality Handbook) and the Research Degree Code of Practice
 - Fitness to Practise Policy
 - Support for Study Policy
 - Mitigating Circumstances Policy
 - Cancelled and Rescheduled Class Policy

8. Responsibilities

- 8.1. University Responsibilities:
- 8.1.1. The policy and procedural framework are overseen on behalf of Senate by Student Experience Committee;
- 8.1.2. To provide mechanisms by which attendance and engagement data can be accessed by Institutes and relevant professional units;
- 8.1.3. To monitor the effectiveness of the policy and procedural framework;
- 8.1.4. To meet reporting requirements in relation to the UKVI.
- 8.2. Institute Responsibilities:
- 8.2.1. Institutes are responsible for monitoring, understanding and maximising the engagement of their students with their studies and for taking proactive steps where there is evidence of lower engagement than expected.
- 8.3. Lecturer Responsibilities
- 8.3.1. Keep regular and accurate attendance records as per the requirements of the University;
- 8.3.2. Identify students who are not engaging or are starting to not engage appropriately with the module and instigate appropriate actions in line with the University policy.
- 8.4. Student Responsibilities in relation to attendance and engagement in line with the [Student Charter](#).
- 8.4.1. To engage with all scheduled and asynchronous learning in their programme/module(s);
- 8.4.2. Attend punctually and completely all scheduled and timetabled learning and teaching activities unless unable to do so for reasons of illness or other extenuating circumstances;
- 8.4.3. To engage as appropriate with the university's support mechanisms, according to their specific needs;

- 8.4.4. To inform their Academic Support Tutor (or other member of staff identified by the Institute) of any issues that affect or are expected to affect their engagement with their course;
- 8.4.5. To engage proactively with all university procedures in support of their learning, including probation, action plans, etc.

9. Definitions

- 9.1. With regard to Engagement Policy and its appendices the following definitions are used:
- 9.2. Remote delivery is defined as: 'Timetabled delivery of learning that would otherwise take place live in-person at University site where there is no need for the student to attend the premises of the University (e.g., online attendance at lectures, seminars, or digital lab work)'.
- 9.3. Face-to-face learning is defined as: 'Timetabled learning that takes place in person and on premises of the University or a partner institution (e.g., attendance in person at a lecture or seminar)'.
 - 9.3.1. Accessing asynchronous digital learning materials which enhance a student's learning (e.g., lecture notes, online journals, recordings of seminars or lectures for revision purposes) does not count as remote delivery or face-to-face learning. However, it does count as engagement with the VLE.
 - 9.3.2. UKVI "Authorised Absence" is an acceptable reason for absence. If there is a need to apply for authorised absence there must be a valid reason supported by verifiable documentary evidence.

10. Reasonable adjustments

- 10.1. If a student has a registered disability or learning difficulty with the University, then the University can make reasonable adjustments to support them in their studies. They should contact Student Services to discuss their needs.
- 10.2. The University provides statements of compensatory measures, which may include adjustments in relation to attendance.

11. Review Procedure

- 11.1. If the student is dissatisfied with the outcome under this policy, they may be able to request a review. Students who are withdrawn through an Examining Board should follow the procedure outlined in the Academic Appeal Policy.
 - 11.1.1. A request for a review may only be made on one or more of the following grounds:
 - 11.1.1.1. irregularities in the conduct of the procedure, which are of such a nature as to cause reasonable doubt whether the same decision would have been reached had they not occurred;
 - 11.1.1.2. the existence of new material evidence which the student was unable, for compelling reasons, to provide earlier in the process;
 - 11.1.1.3. that evidence is available to show that the outcome reached at an earlier stage was unreasonable. In this context, unreasonable shall be taken to mean that the outcome was not a possible

conclusion which a similar hearing or process of consideration might have reached.

- 11.2. A request for review of the outcome must be received on the required form not later than 7 days after the notification of the outcome.
- 11.3. Simple notice of a desire to request a review by a student within the above deadline shall not be deemed to constitute a formal request for review and shall not be accepted.
- 11.4. A request for review received after the above deadline will be deemed to be out of time and will not be considered unless there is independent evidence to show compelling reasons as to why the request for review was not submitted in a timely manner.
- 11.5. Where a request for review is deemed out of time, the University will issue a Completion of Procedures Letter on request, noting the reason why the request for review was not considered and advising the student that they may be able to take his/her complaint to the Office of the Independent Adjudicator (OIA) for Higher Education.
- 11.6. If no request for review is received within 7 days, the University will assume that the student does not wish to request a review. Where the student subsequently requests a Completion of Procedures Letter, the University will issue a Completion of Procedures Letter, noting that the student did not engage with the request for review procedures in a timely manner and advising the student that they may be able to take his/her complaint to the Office of the Independent Adjudicator (OIA) for Higher Education.
- 11.7. A suitable officer shall review the request to ascertain if the request has been made on permissible grounds and if a clear case has been made. They may refuse any request which is not based on the grounds stated above or in which it is apparent that no clear case to review the appeal outcome has been made. The student shall be informed by means of a Completion of Procedures Letter that the request for review has been rejected and that the original outcome stands. The student will be advised that they may be able to take his/her complaint to the Office of the Independent Adjudicator (OIA) for Higher Education.
- 11.8. If it is determined that the request has been made on permissible grounds and that a clear case for reviewing the outcome has been made, the senior officer shall consider the request.
- 11.9. In reaching a decision, the officer shall base their decision on the evidence of the student's submission together with any further evidence which they consider relevant. This review stage will not usually consider the issues afresh or involve a further investigation. No hearing will be held as part of the review process.
 - 11.9.1. The senior officer shall be empowered to take one of the following decisions:
 - 11.9.1.1. to uphold the original outcome;
 - 11.9.1.2. to instruct that appropriate action be taken to remedy the situation.
- 11.10. The decision of the officer shall be final, and the matter shall, therefore, be regarded as closed. There shall be no further discussion of the decision of the senior officer with the student or any other person. There shall be no right to request a further review of outcome.
- 11.11. The decision of the officer shall be communicated to the student, normally within 21 days of receipt of the request for review by a revised Outcome Letter. If the review of outcome is rejected, the student will be advised, by means of a Completion of Procedures letter, that they may be able to take their complaint to the Office of the Independent Adjudicator (OIA) for Higher Education.

- 11.12. If on receipt of the revised Appeal Outcome Letter, the student is dissatisfied with the outcome, the student may request a Completion of Procedures Letter be issued which will advise the student that they may be able to take their complaint to the Office of the Independent Adjudicator (OIA) for Higher Education.

12. Status of students who have submitted reviews

- 12.1. Where an request for review has been submitted, the original decision shall stand until the final outcome of the review is known. For international students on visas, where a student has been withdrawn through this policy, the decision will be implemented after the review deadline has passed (where no appeal has been received) or when the review outcome is issued (where there is a review).

13. Completion of Procedures and Independent Review

- 13.1. Complaints to the Office of the Independent Adjudicator (OIA) for Higher Education must be made within 12 months of the effective date of the Completion of Procedures Letter. The effective date of a Completion of Procedures Letter will normally be the date on which it is issued. Where a request for review is deemed out of time or where a Completion of Procedures Letter is requested more than 25 clear working days after the notification of the final decision, the effective date of any Completion of Procedures Letter will normally be the date upon which the final decision was made. Full details of the procedure will be available from the OIA website: www.oiahe.org.uk.

14. Confidentiality parameters

- 14.1. The University will be mindful of its obligations under relevant data protection regulations and the Equality Act 2010 in relation to any information shared about the appeal.
- 14.2. All parties will be reminded of the confidentiality associated with the procedures outlined above. Information associated with the case will be disclosed to as few people as possible.

15. Monitoring

- 15.1. An annual review of effectiveness and impact will be submitted annually to Student Experience Committee. This report will also monitor the effectiveness of the policy.

16. Resource implications

Implication	Detail
Finance	
Staff	<i>Student Success Officers within the Well-being Unit</i>
Assets	<i>Learning Analytics System</i>
Partners	<i>Jisc</i>
Timescales	
Leadership	<i>Pro Vice-Chancellor (MP)</i>

17. Impact Assessment

Implication	Impact considered (Yes/No)	Impact Identified
Legal	Yes	<i>The policy conforms with: Contract and consumer law The Human Rights Act 1998 The Equality Act 2010 Natural Justice (fairness) Data Protection Act 2018 (and GDPR) UKVI regulations</i>
Contribution to the Strategic Plan	Yes	<i>The policy aligns with the values expressed in the Strategic Plan.</i>
Risk analysis	Yes	
Equality	Yes	<i>The policy will ensure adherence to provisions of the Equality Act.</i>
Welsh language	Yes	<i>The policy aligns with principles expressed by the Welsh Language Act.</i>
Environmental and sustainability	Yes	<i>None identified.</i>
Communication / Media / Marketing	Yes	<i>The policy will be made available to staff and students via Hwb.</i>

18. Policy author

18.1. Professor Kyle Erickson, Director of Academic Experience

19. Document version control

Version No.	Reason for change	Author	Date of Change
0.1	Draft policy	KE	01.12.2022
0.2	Draft policy	KE	17.05.2023
1.0	Published Policy	KE	01.08.2023
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Appendix 1: Taught Students (Non-Visa)

The University monitors engagement throughout the year.

- For a student on a multiple year programme, the first 50 calendar days count from the course start date in the student's first year of study.
- For a student on a one year programme, the first 50 calendar days count start from the course start date.
- If a student completes a programme and enrolls on a new programme, the count re-starts for the new programme (e.g. a CertHE student who progresses to a BA should be monitored for the 50 days twice, during the CertHE and during the first year of the BA).

Initial Enrolment Checking (within the first 14 calendar days)

Individuals who have not completed the actions below within 14 calendar days following the date of their programme's start date in the first year of their programme, and who have not engaged with the University to remedy difficulties, will be deemed by the University to have not been engaged with their studies and will normally be withdrawn.

Student actions required within 14 days of their programme's start date in first year
--

- | |
|---|
| <ul style="list-style-type: none">- Enrolment- Module Selection- Activation of IT account- Moodle Login- Participation in mandatory welcome event (if applicable)- Participation in mandatory induction events (if applicable) |
|---|

The University will attempt to contact the individuals who have not met all of the above criteria once before withdrawing them.

Students who do not wish to continue with their studies have a right to withdraw from their programme before they enrol or to withdraw within 14 days after the programme start date. This can be done by completing and returning the withdrawal form. See the Student Agreement concerning fee implications.

Engagement monitoring criteria

The University uses a traffic light system, engagement will be categorised as Red (at risk of non-engagement); Amber (engagement concerns); Green (engaged).

The expectations of the programme in terms of attendance or VLE engagement will influence the thresholds below. For example, a module delivered asynchronously would not normally have an attendance requirement.

Category:	Engagement Level:	University Action:
Red	Non-engagement with the VLE or No attendance for more than 15 calendar days	University will contact the student to discuss the reasons for non-engagement. The reasons for non-engagement and plan for re-engagement must be recorded.
Amber	Non-engagement with the VLE or No attendance for more than 8 calendar days and fewer than 15 calendar days.	University may contact the student to discuss the concerns over their engagement.
Green	Engagement with the VLE or attendance within the last 7 calendar days	No action required.

Engagement Monitoring (first 50 calendar days)

Engagement is to be monitored at least every two weeks.

For students within the Red or Amber category, if they do not re-engage following contact by the University (i.e. their engagement remains in the Amber or Red category), then they will be required to attend a meeting (in person or online) with their Programme Team.

If a student's engagement does not improve following the meeting (i.e. their engagement remains in the Amber or Red category), then the student will be withdrawn.

Engagement Monitoring (after 50 calendar days)

Engagement is to be monitored at least monthly.

For students within the Red category, if they do not re-engage following contact by the University (i.e. their engagement remains in the Red category), then they will be required to attend a meeting (in person or online) with their Programme Team.

If a student's engagement does not improve following the meeting (i.e. their engagement remains in the Red category), then a recommendation to withdraw the student will be made to the next appropriate examining board (subject to other conditions for progression not being met).

Withdrawal: Identifying End Date

See Appendix 6 End-Date Guidance

Appendix 2: Taught Students (Holding a University Sponsored Visa)

The University monitors engagement throughout the year.

Initial Enrolment Checking (within the first 14 calendar days)

Individuals who have not completed the actions below within 14 calendar days following the date of their programme's start date in the first year of their programme, and who have not engaged with the University to remedy difficulties, will be deemed by the University to have not been engaged with their studies and will normally be withdrawn.

Student actions required within 14 days of their programme's start date in first year
--

- | |
|---|
| <ul style="list-style-type: none">- Enrolment- Module Selection- Activation of IT account- Moodle Login- Participation in mandatory welcome event (if applicable)- Participation in mandatory induction events (if applicable) |
|---|

The University will attempt to contact the individuals who have not met all of the above criteria once before withdrawing them. Students can appeal in line with Section 11.

Students who do not wish to continue with their studies have a right to withdraw from their programme before they enrol or to withdraw within 14 days after the programme start date. This can be done by completing and returning the withdrawal form. See the Student Agreement concerning fee implications.

Engagement Monitoring

Engagement is to be monitored at least every two weeks.

Students in the Red category will be contacted via email (**TEMPLATE 1**).

Students in the Amber category will be contacted via email (**TEMPLATE 1**).

For students within the Red or Amber category, if they do not re-engage following contact by the University (i.e. their engagement remains in the Amber or Red category), then they will be required to attend a meeting (in person or online) with their Programme Team within two weeks (TEMPLATE 2). This meeting should be recorded on the appropriate form.

If a student's engagement does not improve following the meeting (i.e. their engagement remains in the Amber or Red category) within two weeks, then the student will be withdrawn.

Engagement monitoring criteria

The University uses a traffic light system, engagement will be categorised as Red (at risk of non-engagement); Amber (engagement concerns); Green (engaged).

Category:	Engagement Level:	University Action:
Red	No attendance for more than 15 calendar days	University will contact the student to discuss the reasons for non-engagement. The reasons for non-engagement and plan for re-engagement must be recorded.
Amber	No attendance for more than 8 calendar days and fewer than 15 calendar days.	University may contact the student to discuss the concerns over their engagement.
Green	Attendance within the last 7 calendar days.	No action required

Withdrawal: Identifying End Date

See Appendix 6 End-Date Guidance

Appendix 3: Postgraduate Research Students (All Students)

1. Postgraduate research programmes include:
 - Part II of the MRes or Professional Doctorate / DBA;
 - all MPhil and PhD by Research;
 - PhD by Published Work students.
2. Academic engagement for students on Postgraduate Research (PGR) programmes will differ significantly from taught programmes. By their nature, PGR programmes have a far higher level of self-direction and this is reflected in how academic engagement is monitored. However, academic engagement is still a key aspect of these programmes and the University will again monitor such engagement to ensure it remains appropriate.
3. When defining academic engagement for PGR students the university has set out such requirements in UWTSD Code of Practice for Research Degrees. This makes clear the events that will class as academic engagement points as:
 - Enrolment and annual re-enrolment events; and
 - Face to face supervisory sessions of UWTSD (a minimum of 3 per academic year) (for on campus students this must take place on a University campus); and
 - Meeting all research milestones:
 - submission of full proposal within 3 months of start of research programme; and
 - Approval of PG1 form 3 months after registration (or progression to part II, if applicable); and
 - Approval of PG2 form 6 months after registration (or progression to part II, if applicable); and
 - Progress review within 12 months of start of research programme; and
 - Submission of a thesis; and
 - Attendance at a VIVA (if required); and
 - Submission of corrections and resubmission of thesis (if required).
4. The Supervisory Team will therefore have regular face-to-face contact with their student, which may be supplemented by video conference (e.g. Teams), telephone and/or email contact. The face-to-face contact points alongside the enrolment, re-enrolment and research milestones will be used to monitor academic engagement.
5. Supervisory teams are expected to regularly (normally monthly), and at least 3 of these meetings must be held in person (normally quarterly) for on campus students. Further, in line with the Code of Practice, at least 3 of these meetings must include all members of the supervisory team. All supervisory meetings should be recorded through the MyTSD Doctoral College portal using the PG4 Form.
6. At the commencement of PGR studies and at the start of each academic year thereafter, students will be made aware of the required academic engagement points. Anticipated

trips to the student's home country for fieldwork and data gathering (see below) will be noted, as will vacation periods.

7. It is permissible in reasonable circumstances, for a student and Supervisor to reschedule the date of a scheduled face to face supervisory meeting.
8. Students who are undertaking approved field research or data collection must continue to engage with their studies through this period. It is of course recognised this will mean during this period that face to face on campus engagement is not possible. As such ahead of any approved period of field research or data collection, students and their supervisors will agree a schedule of regular keeping-in-touch events. These will be meetings held remotely via video conference with a record of such events being undertaken (together with a summary of discussions) being noted by the supervisors and submitted through the Doctoral College Portal (PG4). Such events should take place at least monthly.
9. Each Academic Institute will monitor each student's academic engagement along the following lines:
 - a) Students who do not meet an academic engagement point in 2 consecutive months (60 days) will be issued with a warning.
 - b) Students who have received an academic engagement warning and who subsequently do not engage in the next calendar month immediately following the warning letter will be issued with a final warning.
 - c) Students who have received a final warning and who subsequently do not engage in the next calendar month immediately following the final warning letter, without authorisation will be withdrawn (including visa sponsorship). Students who are withdrawn will be afforded a right of appeal against this decision.
 - d) Students at the end of the Academic year who have not attended a minimum of three supervisory meetings on campus will be withdrawn.
10. Attendance is assessed across the duration of an academic year of study and is reset at the beginning of the new academic year.

Appendix 4: Students studying on HND, HNC, Foundation Programmes, Certificates of Higher Education, Diplomas of Higher Education and Pre-Sessional Courses not leading to a Degree (Levels 3-5) (VISA).

1. Students with a visa sponsored by the University studying towards a qualification at RQF levels 3 to RQF levels 5 must have at least 15 hours of classroom based academic activity per week of the course. These include lectures, seminars, workshops and examinations. These activities must be timetabled during the daytime 08:00 – 18:00 Monday to Friday.
2. Students studying on one of these courses are required to attend all classroom-based activities that are scheduled for their course (as well as had in any assignments on time).
3. The university will monitor daily attendance on the classroom-based activities and where absences occur will record such events. A record of the student's attendance should be available to the student on a weekly basis.
4. Where a student's overall attendance at classroom-based activities amounts to less than 85% but greater than 70% in any particular month the reasons for this should be noted. In addition, a meeting with the Institute should be undertaken to discuss the reasons for non-attendance and actions being taken to improve the position. A record of the meeting and the agreed actions should be retained on the student's file.
5. Where a student's overall attendance falls below 70% in any month a warning letter should be issued together with a meeting with the Institute to discuss the reasons for non-attendance and actions being taken to improve the situation. The reasons for non-engagement and a plan for re-engagement should be recorded.
6. Where a student has two consecutive months of engagement below 70% in any academic year, a final warning should be issued at the end of the second month together with a meeting with a Senior Academic in the Institute or Senior Manager of the University. This should set out and agree an action plan with clear steps to improve the student's engagement within the next month of teaching.
7. Where a student's overall engagement falls below 70% for 3 consecutive months in any academic year the student will be withdrawn from the course (including sponsorship).
8. Where a student has 3 or more non-consecutive months of engagement below 70% in any academic year the student will be asked to attend a meeting with a Senior Academic in the Institute or a Senior Manager of the University to discuss the importance of engagement on their course and assess any assistance needed to help improve the position. The reasons for non-engagement and a plan for re-engagement should be recorded. Students should be aware that should they require additional time to complete their course their engagement levels will be a factor considered by the University if seeking a visa extension in this context.

Appendix 5: Students completing a dissertation, or on a work placement or study abroad

1. Academic engagement for these students will differ significantly from other elements on taught programmes. By their nature, this element of the student's will programme will have a far higher level of self-direction and this is reflected in how academic engagement is monitored. However, academic engagement is still a key aspect of these programmes and the University will again monitor such engagement to ensure it remains appropriate.
2. All students in this phase will have a dedicated contact point (e.g. supervisor, placement coordinator/tutor).
3. The dedicated contact point is required to have regular contact with their student. Where the student remains within the UK, the regular contact is expected to be on campus, but it may be supplemented by video conference (e.g. Teams), telephone and/or email contact. The contact points will be used to monitor academic engagement.
4. The contact points are expected to be at least monthly.
5. All meetings should be recorded through the Non-Standard Attendance Form (on MyTSD).
6. At the commencement of dissertation/work placement/study abroad phase and at the start of each academic year thereafter, students will be made aware of the required academic engagement points. Anticipated trips to the student's home country for fieldwork and data gathering (see below) will be noted, as will vacation periods.
7. Students who are undertaking approved field research or data collection must continue to engage with their studies through this period. It is of course recognised this will mean during this period that face to face on campus engagement is not possible. As such ahead of any approved period of field research or data collection, students and their contact point will agree a schedule of regular keeping-in-touch events. These will be meetings held remotely via video conference with a record of such events being undertaken (together with a summary of discussions) being noted by the supervisors and submitted through Non-Standard Attendance Form (on MyTSD).
8. It is permissible in reasonable circumstances, for a student and dedicated contact point to reschedule the date of a scheduled face to face meeting.
9. Each Academic Institute will monitor each student's academic engagement along the following lines:
 - a) Students who do not meet an academic engagement point in 2 consecutive months (60 days) will be issued with a warning.
 - b) Students who have received an academic engagement warning and who subsequently do not engage in the next calendar month immediately following the warning letter will be issued with a final warning.
 - c) Students who have received a final warning and who subsequently do not engage in the next calendar month immediately following the final warning letter, without authorisation will be withdrawn (including visa

Sponsorship). Students who are withdrawn will be afforded a right of appeal against this decision.

10. Attendance is assessed across the duration of an academic year of study and is reset at the beginning of the new academic year.

Appendix 6 End-Date Guidance

See next page – also available as a separate Excel file.

Last session date - last day of exam or assessment period, in the previous semester/term, excluding resit exam period

Scenario	When	New or Returning	Enrolled in Current AC Year	HESA End Date	End Date (Used for Finance/SLC)	Student Status	Reason for Leaving	Mode of Attendance	Modules	SLC Registration Status (to allow maintenance)	SLC Attendance Status (to allow fees)	Finance (to generate invoices)	Will they be returned to HESA?
A student has enrolled, but lack of engagement has triggered WF via engagement policy	After the first 14 days	Both	Yes	Date of last engagement	Date Institute submit withdrawal via MyTSD	WF	If actual reason is unknown, then 18 - Non-attendance/Lack of engagement	No change	Ensure modules exist with valid mark(s) and a result. WM should only be used for those not begun.	Confirmed	Confirmed	Invoice generated	Yes, as a leaver
If new student enrolls but withdraws themselves before the start date.	Before start date	New	Yes	Leave blank	Date student submitted withdrawal via MyTSD	NH	If actual reason is unknown, then 11- other	No change	Remove	Confirmed	Not confirmed	Invoice not generated	No
If a returning student enrolls but withdraws themselves before the start date.	Before start date	Returning	Yes	Last Session Date	Date student submitted withdrawal via MyTSD	W	If actual reason is unknown, then 11- other	Change to dormant for Sept/Oct starters at start of new academic year. No change for others	Remove any added during/since recent enrolment	Confirmed	Not confirmed	Invoice not generated	Yes, as a leaver with an award pending if a decision had not been made
If a new student completes enrolment but later withdraws within 14 days of the start date.	Within first 14 days of start date	New	Yes	Leave blank	Day before the start date of the current session	NH	If actual reason is unknown, then 11- other	No change	Remove	Confirmed	Not confirmed	Invoice not generated	No
If a returning student completes enrolment but later withdraws within 14 days of the start date.	Within first 14 days of start date	Returning	Yes	Last Session Date	Day before the start date of the current session	W	If actual reason is unknown, then 11- other	Change to dormant for Sept/Oct starters at start of new academic year. No change for others	Remove any added during/since recent enrolment	Confirmed	Not confirmed	Invoice not generated	Yes, as a leaver with an award pending if a decision had not been made
A new student never enrolls and never attends	Within first 14 days of start date	New	No	Leave blank	Same as start date	NH	18 - None Attendance/Lack of Engagement	No change	Remove	Not confirmed	Not confirmed	No invoice generated	No
A returning student never enrolls and never attends, no award pending from previous year.	Within first 14 days of start date	Returning	No	Last session date	Either date student confirms withdrawal to institute or last date of 14th day window	WF	18 - None Attendance/Lack of Engagement	Dormant	Remove any added during/since recent enrolment (Modules will only exist if added manually)	Not confirmed	Not confirmed	No invoice generated	Yes, as a leaver
A new student, never enrolls but attends, reviewed after 14 days, then withdrawn.	Within first 14 days of start date	New	No	Leave blank	Either date student confirms withdrawal to institute or last date of 14th day window	NH	If actual reason is unknown, then 18 - None Attendance/Lack of Engagement	No change	Remove any modules that have been added manually	Not confirmed	Not confirmed	No invoice generated	No
September/October Starters: A returner, never enrolls but does attend, reviewed after 14 days, then withdrawn (as per Engagement policy)	Within first 14 days of start date	Returning	No	Last session date	Date student submitted withdrawal via MyTSD	WF	If actual reason is unknown, then 18 - None Attendance/Lack of Engagement	Dormant	Remove any modules that have been added manually	Not confirmed	Not confirmed	No invoice generated	Yes, as a leaver
Other in-year starters: A returner, never enrolls but does attend, reviewed after 14 days, then withdrawn (as per Engagement policy)	Within first 14 days of start date	Returning	No	Last session date	Date student submitted withdrawal via MyTSD	WF	If actual reason is unknown, then 18 - None Attendance/Lack of Engagement	No change	Remove any added during/since recent enrolment (Modules will only exist if added manually)	Not confirmed	Not confirmed	No invoice generated	Yes, as a leaver
If a student who previously interrupted, does not enrol upon their return, then withdrawn (as per Engagement policy)	Within first 14 days of expected return date	Returning	No	Date prior to start to IoS	Date Institute submit withdrawal via MyTSD	WF	If actual reason is unknown, then 18 - None Attendance/Lack of Engagement	Change to dormant if student has not been active in the current academic year. No change for others.	Remove any added during/since recent enrolment (Modules will only exist if added manually)	Not confirmed	Not confirmed	Invoice not generated	Yes, as a leaver with an award pending if a decision had not been made

Template 1

Subject: Enhancing Your Engagement on your Programme (INSTITUTE, ACADEMIC DISCIPLINE, STUDENT NAME)

Annwyl [Student's Name],	Dear [Student's Name],
<p>Rydym wedi sylwi nad ydych wedi bod yn cymryd rhan weithredol yn eich dosbarthiadau ac yn cyrchu deunydd y modiwl ar-lein, sy'n peri pryder i ni.</p> <p>Mae cyfranogiad gweithredol a phresenoldeb rheolaidd yn hanfodol ar gyfer eich llwyddiant academaidd a'ch profiad dysgu cyffredinol. Rydym yn eich annog i gymryd camau ar unwaith i wella eich cyfranogiad yn y rhaglen drwy ddilyn yr argymhellion hyn:</p> <ol style="list-style-type: none"> 1. Presenoldeb: Mynychwch bob un o'ch dosbarthiadau yn brydlon er mwyn osgoi mynd ar ei hôl hi. 2. Ymgysylltu Ar-lein: Cyrchwch y deunydd modiwl sydd ar gael ar-lein yn rheolaidd i gael y wybodaeth ddiweddaraf. 3. Cyfranogiad Gweithredol: Cymerwch ran a chyfrannu'n llawn i'r dosbarth. 4. Rheoli Amser: Cynlluniwch eich amserlen yn effeithiol i neilltuo digon o amser ar gyfer astudio a chwblhau aseiniadau. <p>Os oes angen cymorth arnoch, cysylltwch â thîm eich rhaglen. Gallant ddarparu cymorth ac arweiniad personol i helpu i fynd i'r afael ag unrhyw bryderon neu heriau y gallech fod yn eu hwynebu. Cofiwch, mae ein tîm Gwasanaethau Myfyrwyr hefyd ar gael i ddarparu ystod eang o wasanaethau cymorth. Gallwch ddod o hyd i ragor o wybodaeth ar eu gwefan: https://www.uwtsd.ac.uk/cy/profiad-chyfleusterau/cymorth-lles-myfyrwyr</p> <p>Eich llwyddiant yw ein blaenoriaeth, ac rydym yma i'ch cefnogi. Os oes gennych unrhyw gwestiynau neu bryderon, cysylltwch â ni.</p>	<p>We have noticed that you have not been actively engaging in your classes and accessing the module material online, which is a concern for us.</p> <p>Active participation and regular attendance are crucial for your academic success and overall learning experience. We encourage you to take immediate steps to improve your involvement in the programme by following these recommendations:</p> <ol style="list-style-type: none"> 1. Attendance: Attend all of your scheduled classes promptly to avoid falling behind. 2. Online Engagement: Regularly access the module material available online to stay up to date. 3. Active Participation: Participate and contribute fully to the class. 4. Time Management: Plan your schedule effectively to allocate sufficient time for studying and completing assignments. <p>If you require support, please reach out to your programme team. They can provide personalised assistance and guidance to help address any concerns or challenges you may be facing. Remember, our Student Services team is also available to provide a wide range of support services. You can find more information on their website: https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing</p> <p>Your success is our priority, and we are here to support you. If you have any questions or concerns, do please get in touch.</p>
Cofion gorau,	Best regards,

Template 2

Subject: Urgent Action Required: Meeting Request with Programme Manager (INSTITUTE, ACADEMIC DISCIPLINE, STUDENT NAME)

Annwyl [Student's Name],	Dear [Student's Name],
<p>Er gwaethaf ein pryderon a'n hargymhellion blaenorol, mae'n ymddangos nad yw eich ymgysylltiad ar y rhaglen wedi gwella. Mae hwn bellach yn fater sydd angen sylw ar unwaith.</p> <p>Er mwyn mynd i'r afael â'r mater hwn a darparu'r cymorth angenrheidiol, rhaid i chi drefnu cyfarfod â'ch Rheolwr Rhaglen cyn gynted â phosibl. Bydd eich Rheolwr Rhaglen yn trafod eich cynnydd, yn nodi heriau, ac yn archwilio atebion posibl i'ch helpu i ailgysylltu'n effeithiol.</p> <p>Gall methu â threfnu'r cyfarfod hwn a pharhau i beidio ag ymgysylltu arwain at ganlyniadau pellach, gan gynnwys y posibilrwydd o gael eich tynnu'n ôl o'ch rhaglen. Rydyn ni wir eisiau eich gweld chi'n llwyddo, ond mae eich cyfranogiad gweithredol yn hanfodol.</p> <p>I drefnu'r cyfarfod, anfonwch e-bost at eich Rheolwr Rhaglen yn uniongyrchol o fewn y ddau ddiwrnod nesaf. Os oes angen eu manylion cyswllt neu unrhyw gymorth arnoch i drefnu'r cyfarfod, rhowch wybod i ni, a byddwn yn hapus i'ch cynorthwyo.</p> <p>Mae eich llwyddiant o'r pwys mwyaf i ni, ac rydym wedi ymrwymo i'ch cefnogi. Fodd bynnag, mae'n hanfodol inni weld gwelliant diriaethol yn eich ymgysylltiad wrth symud ymlaen.</p> <p>Edrychwn ymlaen at weld gennych yn fuan a'ch ymgysylltiad cynyddol â'ch rhaglen.</p>	<p>Despite our previous concerns and recommendations, it appears that your engagement on the programme has not improved. This is now an issue that requires immediate attention.</p> <p>To address this matter and provide the necessary support, you must arrange a meeting with your Programme Manager as soon as possible. Your Programme Manager will discuss your progress, identify challenges, and explore potential solution to help you re-engage effectively.</p> <p>Failure to arrange this meeting and continuing to not engage may result in further consequences, including the possibility of being withdrawn from your programme. We genuinely want to see you succeed, but your active involvement is crucial.</p> <p>To schedule the meeting, please email your Programme Manager directly within the next two days. If you need their contact information or any assistance in arranging the meeting, please let us know, and we will be happy to assist you.</p> <p>Your success is of utmost importance to us, and we are committed to supporting you. However, it is essential that we see a tangible improvement in your engagement moving forward.</p> <p>We look forward to seeing from you soon and your increased engagement with your programme.</p>
Cofion gorau,	Best regards,