



Student Engagement Policy

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Policy/Regulation Owner:	John Schless, Director SAS, deputised to Jock Downie, Head of Wellbeing

1. Overview and Purpose

1.1 The purpose of this policy is to set out the University's overarching approach to student engagement. The policy aims to:

1.1.1 Promote meaningful academic engagement as a foundation for academic success, wellbeing, and belonging.

1.1.2 Provide a supportive framework that enables early identification of students who may require support.

1.1.3 Ensure the University meets external regulatory and compliance obligations, including UKVI attendance and engagement requirements for sponsored students.

1.1.4 Establish shared expectations between students and the University that foster a compassionate, inclusive learning environment.

1.1.5 Support the University's performance against the Teaching Excellence Framework (TEF) by strengthening undergraduate student continuation and completion outcomes through consistent, meaningful engagement and timely support.

2. Scope

2.1 This policy applies to:

- All registered students, including
 - undergraduate students
 - taught postgraduate students.
 - Postgraduate researchers
 - apprentices
- All staff involved in teaching, academic support, wellbeing, and engagement monitoring.

2.2 Students sponsored under the UKVI Student Route are also subject to the University's UKVI Compliance Framework.

2.3 Operational procedures that support the implementation of this policy are set out in separate documents.

2.4 Adherence to approved policy and regulations is fundamental to the effective operation of the university. This policy has been developed in alignment with sector best practice to promote consistency, accountability, and compliance with relevant standards. Observing the policy ensures that decisions and actions are informed, equitable, and aligned with institutional values.

3. Definitions

Term	Definition
Engagement	Active participation in the academic activities associated with a student's programme, including timetabled learning opportunities, assessment activity, communication with staff, and use of learning resources.
Non-Engagement	Lack of participation in expected activities, without explanation or acknowledgement of mitigating circumstances.
Critical non-engagement	Sustained or significant non-participation that indicates risk to academic success, wellbeing, safety, or visa compliance.
Authorised Absence	A period during which a student is permitted to reduce engagement for a specific period due to recognised circumstances, approved in accordance with established procedures.

4. Roles and Responsibilities

4.1 Pro-Vice-Chancellor Student Education and Experience

Academic leadership for student engagement sits with PVC Student Education and Experience at institutional level. Within Faculties, Faculty Pro-Vice-Chancellors hold responsibility for academic leadership and oversight of student engagement, including accountability for the academic responsibilities set out within this Policy.

4.2 Director of Student and Academic Services

4.2.1 The Director of Student and Academic Services holds overarching responsibility for ensuring that this policy functions as intended across the University.

Key responsibilities include:

- 4.2.1.1** Providing strategic oversight of engagement monitoring and early intervention activity.
- 4.2.1.2** Ensuring the policy remains aligned with institutional priorities and regulatory requirements.
- 4.2.1.3** Receiving regular reporting from the Head of Wellbeing on implementation, risks, and areas for development.
- 4.2.1.4** Championing a culture in which student engagement is understood as central to belonging, progression, and academic success.

4.3 Head of Wellbeing (Access and Early Intervention)

4.3.1 The Head of Wellbeing is responsible for operational leadership of the engagement framework, bringing together all functional elements of the policy.

Key responsibilities include:

- 4.3.1.1** Coordinating and directing the work of the SJS Engagement Team.
- 4.3.1.2** Ensuring the timely production, quality, and dissemination of engagement monitoring data to Schools and relevant services.
- 4.3.1.3** Supporting Schools to interpret engagement patterns and embed effective early intervention practices.
- 4.3.1.4** Reporting on policy implementation, risks, and outcomes to the Director of Student and Academic Services.
- 4.3.1.5** Ensuring that the Student Visa Compliance Team receive timely alerts to all cases of persistent Non-Engagement.

4.4 SJS Engagement Team (Operational Data Handling)

4.4.1 While technical systems are maintained elsewhere, the Engagement Team is responsible for interpreting and acting on the data once received.

Key responsibilities include:

- 4.4.1.1** Validating incoming engagement data and identifying any inconsistencies requiring technical review.
- 4.4.1.2** Reporting data-quality issues promptly to both DQS and Timetabling.
- 4.4.1.3** Ensuring that accurate, timely engagement reports are provided to Schools.
- 4.4.1.4** Maintaining operational data dashboards and internal processes that support early intervention.
- 4.4.1.5** Alerting Visa Compliance Team when a sponsored student attendance is of concern.

4.5 Schools and Faculties

4.5.1 Schools and Faculties play a crucial role in supporting students to maintain positive engagement with their studies. The Head of School is accountable for the effective delivery of the following responsibilities and will ensure that appropriate staffing, time, structures, and local arrangements are in place to support their consistent and effective implementation.

- 4.5.2.1** Approaching all students with the expectation that engagement is a shared foundation for achievement, wellbeing, and progression.
- 4.5.2.2** Holding regular School-level engagement meetings to review engagement data, identify emerging concerns, and plan targeted support.

- 4.5.2.3** Engaging proactively with the data provided by the SJS Engagement Team, including responding to students whose engagement is flagged as concerning.
- 4.5.2.4** Embedding engagement conversations in routine academic and pastoral interactions.
- 4.5.2.5** Alerting the Student Visa Compliance Team where persistent concerns arise about a student's engagement.

4.6 Data Quality & Standards & Academic Registry Timetabling Team

4.6.1 A number of professional service teams share responsibility for ensuring that engagement data flows accurately and reliably from the point of capture (e.g., QR code check-ins) through to the SJS Engagement Team. These responsibilities ensure that Schools receive complete, timely, and accurate information.

4.6.2 Academic Registry Timetabling Team Responsible for ensuring that the timetable infrastructure accurately reflects all scheduled teaching sessions.

Key responsibilities include:

- 4.6.2.1** Maintaining accurate timetable data that underpins QR code generation.
- 4.6.2.2** Ensuring teaching events are correctly coded, updated promptly when changes occur, and synchronised with connected systems.
- 4.6.2.3** Collaborating with DQS to troubleshoot timetable-related data issues that affect engagement capture.

4.6.3 Data Quality & Standards DQS holds primary responsibility for the technical functioning of the engagement data ecosystem.

Key responsibilities include:

- 4.6.3.1** Ensuring the QR code attendance capture system is stable, secure, and functioning as intended.
- 4.6.3.2** Maintaining and monitoring data pipelines from timetable → QR check-in system → central data repository.
- 4.6.3.3** Ensuring data is transferred into formats compatible with the SJS Engagement Team's monitoring workflows.
- 4.6.3.4** Managing interfaces, integrations, and system performance with relevant third-party or internal platforms.
- 4.6.3.5** Investigating and resolving technical faults, data gaps, or system failures that may disrupt student engagement visibility.

4.7.1 UK Visa Policy, Operations & Compliance Manager & Student Visa Compliance Team

The UK Visa Policy, Operations & Compliance Manager (Student) is responsible for ensuring that the University maintains compliance with Home Office Student Sponsor Guidance. The role holder leads the Student Visa Compliance team in its day-to-day responsibilities.

Key responsibilities include:

- 4.7.2** Ensuring that the University maintains an Academic Engagement policy and associated procedures that are compliant with Home Office Student Sponsor Guidance.
- 4.7.3** Ensuring that the University fulfils its statutory reporting duties in respect of any sponsored student who is withdrawn from study due to failure to engage.
- 4.7.4** Liaising with key strategic stakeholders to ensure that any systematic or procedural failings in academic engagement procedures are appropriately recorded and mitigated for Home Office audit purposes.
- 4.7.5** Regularly review sponsored student academic engagement data received from Student Journey Services (SJS) and liaise with Schools of Study to ensure that appropriate follow-up action, consistent with academic engagement procedures, is taken.
- 4.7.6** Keep under review any changes in Home Office Student Sponsor Guidance in respect of academic engagement and ensure that academic engagement policy and procedure owners are informed in a timely manner, to ensure that appropriate amendments can be made to remain compliant.

5. Policy Statement

5.1 The University is committed to creating a learning community in which students are supported to engage meaningfully and consistently with their studies. Engagement is a shared responsibility: students are expected to participate in their learning, while the University provides a culture that encourages disclosure, help-seeking, and partnership.

5.2 The University adopts a wellbeing-first approach across the whole learner community. Indicators of non-engagement are treated as potential signs that a student may be experiencing challenges, prompting supportive outreach rather than punitive action.

5.3 At the same time, students are expected to engage with their studies in the manner required by their course. Persistent, unexplained non-engagement may indicate that a student is not currently able to meet the academic demands of their programme. In such cases, the University has a duty to act responsibly and in line with its regulatory obligations. Where there is clear evidence that a student is unable to meet the requirements of their programme, the University must consider appropriate steps to prevent unnecessary academic or financial detriment.

5.4 Engagement monitoring therefore supports both student welfare and the University's responsibility to ensure that students are academically ready and able to progress.

5.5 Engagement monitoring is carried out transparently and proportionately to support students' academic progress, safety, and wellbeing, and to meet the University's statutory and regulatory responsibilities, including those relating to UKVI-sponsored students.

6. Principles

The University's Engagement Policy is underpinned by the following principles:

6.1 Wellbeing-First

- 6.1.1** Engagement concerns are approached with compassion, curiosity, and an assumption that disengagement may reflect challenges rather than a lack of motivation.

6.2 Support Over Sanction

- 6.2.1** The primary purpose of engagement monitoring is to identify students who may need support and to connect them with relevant services.
- 6.2.2** While support is prioritised wherever possible, the University must also meet its regulatory obligations, and for UKVI-sponsored students this may require formal action, including reporting, and withdrawal where sustained non-engagement persists.

6.3 Equity and Inclusion

- 6.3.1** Engagement expectations and interventions must take account of individual circumstances, reasonable adjustments, caring responsibilities, disability-related needs, and cultural considerations.

6.4 Clarity and Transparency

- 6.4.1** Students should understand the expectations placed upon them, the engagement indicators used, and how information will be used to support them.

6.5 Consistency and Proportionality

- 6.5.1** Engagement monitoring and responses should be applied consistently across the institution and proportionate to the level and duration of concern.

6.6 Regulatory Compliance

- 6.6.1** For UKVI-sponsored students, engagement requirements must meet Home Office standards, and the University must maintain accurate records and reporting.
- 6.6.2** Engagement monitoring must also comply with other relevant regulatory frameworks, including Ofsted requirements for apprenticeships and any additional statutory, sector specific, or professional body obligations. This includes the expectations of professional schools and their regulators or accrediting bodies, which may set additional engagement, attendance, or competency based requirements that students must meet in order to remain on programme, progress, or qualify for professional registration.

7. Expectations

7.1 Students

Students are expected to:

- 7.1.1** Engage actively with all learning opportunities associated with their programme, including scheduled teaching, independent study, online learning, laboratory or studio work, placements, field trips, professional-practice activities, and other discipline-specific requirements.
- 7.1.2** Submit all required assessments whether written, practical, digital, competency-based, or professional-skills-related and engage meaningfully with feedback to support their academic development.
- 7.1.3** Attend required in-person sessions, including teaching, supervision, clinical or practice-based activities, and any mandatory components set by their School or professional/accrediting body.
- 7.1.4** Communicate proactively if difficulties arise that impact engagement, attendance, or progression, so the University can provide appropriate support.
- 7.1.5** Keep personal details up to date, including contact information and term-time address, to ensure effective communication.
- 7.1.6** Behave in ways that support safety, learning, and wellbeing, both for themselves and others, across all learning environments, including placements and external settings.

7.2 The University

The University will:

- 7.2.1** Provide high-quality, inclusive, and accessible learning opportunities across all programme components, including taught sessions, online learning, practical work, placements, field trips, and other discipline-specific or professionally-required activities.
- 7.2.2** Ensure that assessment requirements, including written, practical, digital, competency-based, or professional-body-mandated components are fair, clearly communicated, and supported by timely, constructive feedback.
- 7.2.3** Offer accessible academic, wellbeing, and practical support services, and signpost students to specialist help where needed.
- 7.2.4** Respond promptly and supportively when engagement concerns arise, ensuring students understand available support options and any implications for progression or enrolment.
- 7.2.5** Ensure staff involved in learning, teaching, assessment, and student support are equipped to recognise and respond appropriately to engagement issues, including those linked to wellbeing or professional-practice requirements.
- 7.2.6** Maintain transparent and consistently applied processes for engagement monitoring, ensuring compliance with all relevant regulatory frameworks (including UKVI requirements for sponsored students, Ofsted expectations for apprenticeships, and obligations set by professional, statutory, and regulatory bodies).

- 7.2.7** Ensure that all engagement-related data is collected, stored, and used ethically, lawfully, and in the best interests of students.

7.3 Academic Schools

Schools will:

- 7.3.1** Create inclusive learning environments that foster positive engagement.
- 7.3.2** Monitor engagement at programme level and take appropriate early action when concerns arise.
- 7.3.3** Liaise with relevant support services when concerns escalate or when students require coordinated support.
- 7.3.4** Communicate clearly with students about engagement expectations, programme requirements, and available support pathways.
- 7.3.5** Report Visa Compliance Team where there are engagement concerns for a Tier 4 student.

8. Engagement Indicators

The University uses high-level indicators to understand engagement patterns, including:

- 8.1** Active participation in timetabled learning activities (including required in-person attendance).
- 8.2** Assessment submission and academic progression.
- 8.3** Communication with staff or engagement with support services where relevant.

9. Support and Early Intervention

9.1 Where engagement concerns arise, the University will:

- 9.1.1** Make early, supportive contact with the student.
- 9.1.2** Seek to understand the underlying circumstances.
- 9.1.3** Offer appropriate advice, signposting, and support pathways.
- 9.1.4** Consider wellbeing, disability, and personal context before deciding next steps.
- 9.1.5** Apply escalations only when concerns are persistent or significant.

9.2 For UKVI-sponsored students, prolonged non-engagement after supportive attempts to re-engage may affect visa sponsorship, in line with Home Office regulations.

9.3 Where concerns persist or indicate more significant risk, the University may invite students to a structured meeting appropriate to the nature of the issue. These may include a School-level discussion focused on academic engagement, a wellbeing-focused meeting where personal or health-related factors are present, or, in rare cases, an Ability to Engage Panel where there are serious concerns about a student's capacity to continue safely or effectively. These processes are supportive in nature and aim to identify appropriate

interventions, which may include action plans, additional support, interruption of studies, or referral to relevant teams. Full procedural details are set out in the operational documents that accompany this policy.

9.4 Where a student continues to demonstrate sustained critical non engagement despite repeated supportive interventions they will be recommended for suspension.

10. Data, Privacy, and Record-Keeping

10.1 Engagement and attendance data will be collected and processed in compliance with GDPR, the University's Data Protection Policy, and UKVI requirements.

Data will be used:

10.1.1 To support student success and wellbeing.

10.1.2 To fulfil external regulatory duties.

10.1.3 In ways that are proportionate, secure, and transparent.

11. Related Documents

This policy should be read alongside:

11.1 General Regulations (Engagement Section)

11.2 Student Charter

11.3 Exceptional Circumstances Policy

11.4 UEA Student Immigration Compliance Policy (subject to approval)

11.5 Wellbeing and Disability Support Processes

12. Oversight and Review

12.1 This policy is overseen by the Student Experience Committee. and approved by Senate. It will be reviewed every three years or sooner if:

12.1.1 Legislation changes (including UKVI requirements),

12.1.2 Sector expectations evolve, or

12.1.3 Internal evaluation indicates the need for revision.

13. Revision History

Version number	Approval date	Approval mechanism	Details of change
1.0		Senate	Full review, transfer to new policy template format