

Student Engagement Monitoring Procedure



GC Academy Limited

Additional Evidence Pack document 12

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Institutional approval pending

This procedure connects engagement monitoring in the GC Engine with timely academic, technical and administrative support. It explains how staff check concerns, contact students, agree action, escalate unresolved difficulties and record the outcome in the central student record.

The Academy uses engagement information to support participation and progression. Individual circumstances, assessment evidence and authorised decisions determine the appropriate response. The procedure retains the existing supportive approach and sets a clear record of responsibility from the first concern to follow-up, status review or return to study.

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Document ownership and authority

The Team Leader of Student Management owns the operational procedure with the Head of Institution responsible for academic oversight. The Head of Administration Office coordinates administrative records. The Head of Quality Assurance Office coordinates review and evidence checks. These responsibilities use the roles defined in A16 and the organigram; programme staff work within their recorded academic allocation.

The QA and Curriculum Committee reviews proposed changes. Academic Board approves academic provisions; operational and resource decisions follow A16 through the Director of Operations and the relevant corporate authority. Record approval, effective date and the version communicated before operational use.

Apply this procedure with A18, A12, A25, A1, A2, A4, A5, A14, A16, A17 and A24; the programme specification, student guidance, Operational Plan, Annual QA Calendar and staffing scalability assumptions provide the related delivery and capacity controls.

Preparation before use

Confirm the responsible staff and absence cover, monitoring schedule for each active cohort, working support routes, published business hours and time zone. Check the method for recording receipt and first staff response against the stated 24-hour target. Test alerts, referral, a restricted case record and follow-up with labelled test data; record actual results and unresolved actions.

Approval reference and effective date: _____

Named owner and cover record: _____

Support route business hours and time zone: _____

Monitoring schedule and readiness evidence: _____

Purpose scope and engagement indicators

1 Purpose

GC Academy monitors participation in online learning to identify reduced engagement, delayed progression and barriers to study early enough to offer useful support. Monitoring connects available GC Engine information with tutor observations, student communication and assessment records. The resulting action supports student success, retention and improvement of programme delivery.

2 Scope

The procedure applies to programmes delivered through the GC Engine and to students, tutors, allocated programme staff, Student Management, Administration, technical operations, QA and academic management. It covers learning materials, required activities, synchronous sessions where applicable, assessments, feedback, communication and support. The specific BA rules on inactivity, module completion and attempts are distinguished in sections 11 and 12.

3 Principles

Staff respond supportively and proportionately. They consider several relevant indicators and the student's circumstances before deciding that a concern requires further action. Flexible asynchronous study, different time zones, employment, disability, agreed adjustments and approved absence affect how participation is interpreted. Occasional inactivity alone does not establish disengagement.

Students receive clear learning expectations and information about the use of engagement data and how to obtain help. Staff use data for the stated academic, support and quality purposes with the access controls in A5 and A25. Monitoring prompts human review; it does not automatically impose an academic penalty or terminate enrolment.

Engagement and attainment are different. Login frequency, time online and completed platform steps do not by themselves demonstrate achievement of learning outcomes. Attainment is assessed through the approved tasks and criteria. A student can need support despite frequent logins, or be studying productively using downloaded resources with limited online activity.

4 Engagement indicators

Review relevant evidence from the following areas together, against the actual module schedule and the student's agreed learning arrangements:

- GC Engine login and access to module materials, progression through learning units and completion of required learning activities.
- Participation in scheduled synchronous sessions where required, with an authorised alternative or explanation considered.
- Assignment, case-study, project, test and other assessment participation, submissions and completion, including delayed or incomplete work.
- Use of feedback, communication with tutors and support staff, responses to contact and recurring access or submission difficulties.

Record the date range, source and limitations of the evidence used. Absence of a platform entry is checked against authorised offline activity, alternative submission and known technical incidents. Do not treat a request for support or disclosure of a need as an adverse indicator in itself.

Monitoring and levels of concern

5 Engagement monitoring through the GC Engine

The GC Engine provides the available access, activity, progression, submission, feedback and communication information used by authorised staff. Before BA delivery, technical staff and Student Management verify the programme configuration, expected events, alerts and record links. Retain the configuration and test results separately from actual student activity.

The Head of Institution and Team Leader of Student Management approve monitoring checkpoints against each cohort's learning and assessment calendar. Tutors review participation as learning activities take place; Student Management checks alerts and outstanding follow-up at the recorded checkpoints and when a concern is reported. A missed deadline or urgent access problem is addressed promptly, without waiting for a periodic meeting.

6 Levels of engagement concern

Use the following levels to prioritise support after checking the evidence. Record the reason for the level and revise it when circumstances change. Levels do not create automatic sanctions or substitute for the 90-day status-review process.

Level	Typical indication	Support response
Low	Temporary reduction, an unused resource or a short delay.	Check the expected activity and context; clarify the requirement or offer help. Set follow-up where needed.
Moderate	Repeated missed activities, delayed progression or lack of response to tutor contact.	Allocate a case owner, contact the student and coordinate academic or technical action with a review date.
High	Significant risk to completion, a missed assessment deadline or continued inactivity and non-response after contact.	Escalate promptly to the Head of Institution and Student Management. Review circumstances and outstanding support; use section 11 if inactivity continues.

7 Initial monitoring and verification

The person identifying the concern records the student and module, relevant activity or missed commitment, dates and source. Check onboarding and access, whether activities have started, the expected learning stage, submissions, recent communications and recurring technical difficulties. The tutor confirms the academic expectation; technical staff check any suspected platform error.

Student Management links the concern to the central record, avoids duplicate cases and assigns a named owner and cover. Record whether the alert is valid, explained or requires more information, the concern level, action and review date. An incorrect alert is corrected with its reason; it is not recorded as confirmed student inactivity.

Supportive contact and coordinated follow up

8 First supportive contact

The case owner contacts the student through a confirmed institutional channel, explaining the specific concern and checking access to the GC Engine. Clarify the relevant activity or deadline, invite an explanation of difficulties and identify the appropriate tutor or support route. Agree or state a reasonable response date that takes account of urgency and the student's circumstances.

Record the date, channel, message, delivery failure where known, response or non-response and next action. Retain unsuccessful attempts as well as successful contacts. If the normal route is inaccessible, use an appropriate alternative and preserve the original contact history. Do not ask the student to send passwords or unnecessary medical details.

Example of a first contact

Dear [Student Name], we are contacting you about [specific activity] in [module]. Our record shows [checked concern]. Please let us know whether you can access the GC Engine and whether academic, technical or administrative support would help. You can reply through [confirmed route] by [response date], or tell us if you need another way to respond. We can then agree the next step with you. Kind regards, GC Academy.

9 Academic follow up

The tutor clarifies pending activities, assessment requirements and feedback, and helps the student make a practical catch-up plan. Record the work to complete, available teaching or guidance, responsible staff, dates and review point. The Head of Institution coordinates issues involving several modules or an academic decision beyond the tutor's authority.

A support plan does not itself change an assessment deadline, mark or attempt count. A request for mitigation, alternative assessment or a revised date follows A18 and the relevant academic authority. Communicate the actual decision. The case owner checks whether the student has resumed the agreed activity and whether the support has worked before closing the concern.

10 Technical support follow up

Administration helps with account access, locating resources and submitting work; system-level problems go to technical operations and the technology provider where necessary. Record the issue, timing, affected activity, ticket or evidence, responsible person and expected follow-up. Student Management retains ownership of communication with the student while specialists resolve the problem.

If a technical fault affects assessment, preserve submission attempts, error details and support messages and refer the academic effect to the tutor and Head of Institution. An approved alternative or timing adjustment is recorded under A18 and A25. Check that access is restored or the alternative works before recording resolution.

For all student-support enquiries, the first staff-response target remains 24 hours during business hours. Record automated acknowledgement separately; it does not establish a staff response. Resolution and formal academic decisions retain their own timescales. A forecast delay, absence or overdue action is escalated for reassignment or cover, with the student kept informed.

Continued inactivity review and return

11 Continued non engagement

Where non-engagement continues or the student does not respond, the case owner checks the previous contacts, delivery or access difficulties, support offered and outstanding action. Send a second written reminder and escalate the case to the Team Leader of Student Management and Head of Institution. Record the referral, recipient, date, action requested and review point.

The Head of Institution coordinates the academic review. Student Management provides the contact history and current record; tutors provide module evidence. Unresolved service or resource barriers go to the Director of Operations, and QA monitors overdue or recurring failures. Do not escalate a student towards termination because staff failed to provide an agreed intervention.

Warning and the 90 day review threshold

Continued inactivity requires a clear written warning before enrolment-status review. State the relevant dates and outstanding commitments, previous support and contact, the action requested, a reasonable response date, available assistance and the possible review of status. Explain how to provide an account of relevant circumstances. Retain the warning and evidence of its communication.

For the BA, after 90 calendar days of inactivity and prior documented contact and warning, the Academy reviews enrolment status. Student Management records the relevant last engagement date, period considered and calculation; academic staff verify it against actual commitments, approved interruption, adjustments and available evidence. A lack of LMS logins alone does not establish the full period.

The review considers the student's explanation, technical or personal barriers, missed requirements, support delivered and options for continuation. If there is no response, check notification and access and record why proceeding on the available evidence is fair. Missing prior contact or warning is addressed before an adverse decision. The threshold is not automatic expulsion or an integrity finding.

Authorised decision and notification

The Head of Institution refers academic progression or status decisions through the A16 to A18 authority arrangements, including Board of Examiners validation where applicable. The record identifies the decision-maker and authority, evidence, reasons, effective date, required action and applicable appeal route and deadline. Administration gives written notice and records actual implementation under A25.

A1 governs academic appeals; A2 applies to service complaints and A4 to separate misconduct allegations. An automated alert or warning is not a final decision. No inactivity decision automatically cancels all achieved credits or requires a full programme restart.

Interruption and return in the following semester

After an approved interruption, the Head of Institution and Student Management agree an individual plan with the student for rejoining in the following semester. Record retained achievements, available modules and assessments, existing attempts, deadlines, support and effects on the expected graduation date. Supply the confirmed plan and review progress after return. Actual module availability and authorised adjustments are explained; returning does not reset attempts or module deadlines.

Assessment participation and quality review

12 Assessment related engagement

Tutors investigate missed instructions, tests or submissions, incomplete or unsuitable work, repeated deadline failures and difficulty using feedback. Establish whether the barrier is academic, technical, administrative or related to the student's circumstances. Clarify expectations and offer appropriate guidance before referring any matter requiring a formal academic decision.

Assessment attainment is determined through approved direct evidence and criteria under A18, including the published component pass requirements. Engagement data supports follow-up and does not replace marking, moderation or Board of Examiners validation. Suspected misconduct follows A4 and AI Guidance with human evidence review and the student's opportunity to respond.

Separate assessment and module limits

The BA permits three total formal attempts per assessment: the initial attempt and two further resits or resubmissions. Formative practice does not consume these attempts. Record the affected component, attempts already used and any authorised decision about a missed, disrupted or deferred assessment. A support contact does not award a fresh attempt.

The 12-month completion period runs from the student's individual module registration. Record the original deadline and any authorised change. It is not the limit for completing the entire BA and is distinct from the 90-day inactivity review. An incomplete module is reviewed under A18; this does not automatically erase results in other completed modules. Return or re-enrolment does not silently restart either period or the attempt count.

13 Engagement monitoring and quality assurance

Student Management and QA use appropriately aggregated or anonymised information to identify recurring barriers in modules, learning resources, instructions, assessment, technology and support. Report the period, cohorts, relevant population and limitations. Academic review considers the relationship between engagement, assessed achievement, withdrawal and progression without treating correlation as proof of cause.

The monthly support review records enquiry volumes, first staff-response times, missed targets, unresolved cases and their age, case type, owner and follow-up across active cohorts. Keep receipt, automated acknowledgement, staff response and resolution separate. Report the number of requests and any exclusions used for a proportion; an average alone does not show whether individual students received timely support.

The Team Leader of Student Management and Head of Institution consider current cases, returning students, new onboarding, assessment peaks, staff availability and cover before an additional intake. Escalate an uncovered duty or likely service delay immediately. The Director of Operations authorises resourced cover, revised allocation or an intake adjustment under A15 and the scalability arrangements.

Following the first delivery cycle, evaluate response and resolution times, student satisfaction and engagement patterns. The QA and Curriculum Committee examines findings; Academic Board decides academic improvements and operational matters follow A16. Record each action, owner, due date, implementation evidence and effectiveness check under A17. Monthly review does not replace prompt handling of individual cases.

Records responsibilities and procedure review

14 Data handling and the central student record

A25 governs the central record and links to restricted evidence. Each intervention identifies the concern and dates, evidence checked, named owner, every attempted contact, student response, support offered and delivered, escalation, decision, follow-up and outcome. Record who entered the information and when, keeping the original evidence and history of authorised changes. Appendix A or equivalent controlled fields records the sequence.

Use access, progression, submission, communication, support, feedback and tutor-observation data only for the notified purposes under A5. Restrict identifiable information to the staff who need it. Keep diagnostic and professional evidence separately protected; tutors receive the agreed functional adjustment. A referral or wellbeing information is not a record of counselling delivered.

Apply the relevant A25 retention entry and justified case hold. Closing a support case is not automatic deletion of academic achievements, and raw engagement logs do not automatically require 40-year retention. Reports use aggregated or anonymised information where possible. Route correction or privacy requests through A5 and preserve the original receipt and response record.

15 Responsibilities

Students engage with required learning and assessment, check communications, respond to reasonable contact and report access difficulties or circumstances affecting study. They can request help or an accessible way to respond. Tutors observe module participation, provide guidance and feedback, document academic follow-up and refer matters beyond their authority.

The Team Leader of Student Management assigns and oversees case owners, coordinates support and escalation, reviews unresolved work and confirms evidenced closure. The Head of Administration Office maintains the administrative record and authorised status changes. Together they carry the Student Management and Administration functions referenced in A25; these are not a separate combined leadership post.

The Head of Institution leads programme-level academic monitoring and coordinates allocated programme staff, tutors and academic decisions. The Board of Examiners validates results and progression within its remit. Technical operations checks platform evidence, access and incidents and coordinates provider action under institutional oversight. Technical staff do not decide academic penalties.

The Head of Quality Assurance Office checks record completeness, trends and action follow-up. The QA and Curriculum Committee and Academic Board exercise the review and approval functions in A17. The Director of Operations addresses operational capacity and supplier escalation. Named assignments, cover and delegations are recorded before use; legacy programme-role labels do not create additional posts.

16 Review of the procedure

Student Management and the Head of Institution review the procedure through the QA cycle, following the first delivery cycle and when student or tutor feedback, technical reports, assessment patterns, recurring cases or regulatory changes identify a need. QA tracks proposed amendments, approval, version and communication. Record the review date, evidence, decisions, owners and follow-up; planned monitoring is distinguished from measured BA results.

Engagement intervention record

Appendix A Case and event record

Use the central system or this record for each actual contact, referral, decision or follow-up. Keep successive entries under the same case identifier and link supporting evidence securely. Record unsuccessful contact and unresolved actions. This blank form is not a completed student case.

Student identifier programme module and cohort: _____

Case identifier and concern first recorded on: _____

Source relevant activity dates and evidence link: _____

Verified concern level and reason: _____

Named case owner and absence cover: _____

Dated intervention or follow up

Event date and time channel and staff member: _____

Contact or action and evidence reference: _____

Delivery result or unsuccessful contact details: _____

Student response circumstances or no response: _____

Support offered agreed and actually delivered: _____

Referral recipient date and requested action: _____

Next action responsible person and due date: _____

Escalation reason authority and date if needed: _____

Review result and continuing action: _____

Record entered by and on: _____

Case outcome or continued monitoring

Outcome evidence and remaining support: _____

Closure or next review authorised by and date: _____

Student notification and linked decision if any: _____

Closure requires a recorded outcome and review of the original concern. A sent reminder, answered message or restored login alone may leave academic work or support outstanding. An ongoing case remains assigned; an approved interruption or status change has its own linked decision and continuation plan.

Status review and return plan record

Appendix B Review and continuity record

Complete the applicable parts for an actual inactivity review or approved interruption and return. Attach the detailed module schedule where needed. Retain the case history in Appendix A or equivalent A25 records; use restricted links for sensitive evidence.

Student programme cohort and case reference: _____

Relevant engagement date period and calculation: _____

Contact support and warning evidence references: _____

Warning response date and communication record: _____

Student explanation or notification checks: _____

Academic evidence and options considered: _____

Decision reasons authority and actual date: _____

Effective date notification and appeal details: _____

Implementation entry and verification reference: _____

Individual return and follow up plan

Approved interruption and return semester dates: _____

Retained achievements and remaining modules: _____

Actual teaching and assessment schedule reference: _____

Existing formal attempts and remaining opportunities: _____

Individual module deadlines and authorised changes: _____

Support or adjustment owner and implementation: _____

Effect on intended graduation date explained: _____

Student agreement to plan and copy supplied: _____

Academic and administrative confirmation dates: _____

Post return review date owner and outcome: _____

Record actual arrangements. The plan does not automatically add attempts, restart module completion periods or guarantee immediate redelivery of every missed module. Record any separate financial consequence under A10 and A12 without allowing it to silently change the academic record.