



Senate

Paper Title	Student Learning Engagement Policy
Outcome requested	To approve the policy
Points for Senate members to note and further information	<p>The University has established engagement monitoring principles, processes and platforms.</p> <p>In 2023/24, following a consultation with Schools and Institutes, the Student Learning Engagement Policy was published for implementation in 2024/25. The aim of introducing a Policy was to more clearly outline the principles, purpose of monitoring and to create consistency across the University.</p> <p>Student Experience lead a review of the Policy in its first year of implementation. This included inviting the engagement lead within each school or institute, alongside others named in their engagement monitoring plan, to provide feedback at a meeting or by email.</p> <p>A working group with academic and professional service representation from each faculty, key central services and the Students' Union considered the updates that may be appropriate for the policy.</p> <p>Once the Policy had been updated, faculties were asked to co-ordinate feedback from schools and institutes on the proposed changes.</p> <p>As a result of the consultation the existing published Policy has been updated to include:</p> <ul style="list-style-type: none">• Clearer roles and responsibilities• Addition of definitions• Clarification of requirements for sponsored students (this was previously outlined in additional guidance)• Creation of an Engagement Support Panel to support consistency in decision making for students who do not engage. <p>The creation of an Engagement Support Panel is recommended following feedback from Schools and Institutes on the difficulty of determining appropriate action for students who are not engaging. It is proposed the Panel has representatives from Registry Services,</p>

	<p>Student Wellbeing and Faculties to consider complex cases and what actions may be appropriate.</p> <p>With the exception of the introduction of the Engagement Support Panel, the updates do not make changes to existing processes or practices, just to provide clarification.</p> <p>The proposed changes, along with details of the feedback received, are outlined in the paper attached.</p> <p>Support for implementation of the updates will include updated guidance for students and updated guidance and briefings for staff.</p> <p>Feedback on the implementation of the Policy included concerns for data consistency and for the systems available to support effective monitoring. The updates to the Policy have not made changes to the opportunity of Schools and Institutes to establish their own metrics which recognises not only the suitability of different metrics for different programmes but also enables focus on the metrics where the data is most suitable. There is an Education and Student Experience Plan workstream to look at the consistency of the data used for learner engagement to support effective monitoring. An options appraisal is being undertaken to consider platforms to support the implementation of the Policy and to facilitate support for our students. The solutions is planned to be launched in 2026/27.</p>
Questions for Senate to consider	None
Regulatory/statutory reference points	<p>Ensuring all registered students are effectively engaged and receive a high-quality academic experience ensures compliance with the Office for Students (OfS) B2 Conditions.</p> <p>The regulatory framework identified a range of student outcomes that would be considered for the purposes of assessing Condition B3 including student continuation and completion.</p> <p>As a part of our sponsorship duties to retain our sponsor licence, we must ensure:</p> <ul style="list-style-type: none"> • Sponsored students are academically engaging throughout the period of leave for which the students are being sponsored <ul style="list-style-type: none"> ○ Academic engagement is considered by UKVI to be actively and consistently following a course of study. • The University has a single academic engagement policy that is applied consistently to international students across the university, and we can evidence that this policy is being adhered to.
Strategy and risk	Excellence in student engagement is one of the four pillars of education and student experience that inform our strategy. This

	<p>confirms <i>'We will continually develop new approaches to support students in their learning...'</i></p> <p>The Education and Student Experience Enabling Plan identified our aim <i>'Students will be reached out to if they are disengaging.'</i> To achieve this goal <i>'Have a clear Learner Engagement Policy, co-created with key stakeholders, particularly students.'</i></p> <ul style="list-style-type: none"> • Strategic Risk 1 Student Satisfaction • Strategic Risk 7 Student Progression
Reporting/ consideration route for the paper	<p>Following the consultation with Schools and Institutes (outlined above), the updates to the policy were considered at and Student Experience Enabling Plan Steering Group. A draft was considered at Policy Scrutiny Group, Education and Education and Quality Standards Committee prior to Senate. The Policy has been refined with feedback from these groups. EQSB endorsed the Policy and requested a report summarising the feedback from the consultation be submitted to Senate with the updated Policy.</p>
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Sponsor	Stephanie Marshall, VP (Education)

Student Learning Engagement Policy

1. Introduction

Monitoring the engagement of our learners to help them reach their full academic potential is well established at Queen Mary. Our practice has included Learner Engagement Analytics (LEA) research, guidance and resources including the QEngage platform.

Schools and Institutes have been required to identify how they monitor engagement and prepare an Engagement Monitoring Plan for more than 5 years. While this requirement was suspended during the pandemic, it was reintroduced in 2023/24.

The Student Learning Engagement Policy was developed in consultation with Schools and Institutes and introduced for 2024/25 to more clearly outline the principles and purpose of monitoring our learners' engagement.

Student Experience reviewed the challenges of the first year of implementing the Policy. This paper outlines the consultation process, the feedback received and proposed changes to the Policy and practice. The Policy has been updated accordingly, and the draft is attached.

2. Creation of a Student Learning Engagement Policy

The Education and Student Experience Enabling Plan identified our aim '*Students will be reached out to if they are disengaging.*' To achieve this goal '*Have a clear **Learner Engagement Policy**, co-created with key stakeholders, particularly students.*'

In 2023/24 Student Experience consulted with Schools and Institutes, key role holders and students to write the Student Learning Engagement Policy.

The policy aims to address risks of our students not being eligible to progress. By providing a framework for schools and institutes to identify metrics, to monitor engagement, to identify those not engaging and to provide support, it aims to ensure timely interventions to help students re-engage with their studies. It confirms:

- the requirements of schools and institutes to monitor student engagement, to make it possible to identify students who could be at risk of not progressing and provide interventions and support to ensure academic success and a positive student experience.
- Queen Mary's commitment to supporting all students' attainment through their learning engagement and where necessary, the supportive interventions that are in place for students who are not on track to reach their full potential.
- The application of the Policy to all students enrolled on taught programmes at Queen Mary.

The [Student Learning Engagement Policy](#) was agreed by Senate and introduced for the 2024/25.

Guidance documents were created to support staff in the implementation of the policy including information relating to sponsored students. Existing information available for students on learning engagement was substituted by additional guidance.

3. Review of policy

In its first year of operation, Schools and Institutes were invited to provide feedback on the policy and its implementation. The learner engagement leads, alongside other staff identified as having responsibilities for monitoring engagement in the School/Institute's Engagement Monitoring Plan, were invited to provide feedback either via a meeting or in writing on:

- What challenges have you faced as part of the implementation of the Student Learning Engagement policy?
- What works well with the current policy and what could be improved?

The feedback gathered has been structured into themes and the proposals to address these are outlined.

What works well with the current policy and what could be improved?

1. Works well:

Staff found the policy clear, flexible, and supportive and reported *'the steps are quite clear'* and *'It is helpful to have clear guidelines.'* It has enabled timely identification and support for low-engagement students, leading to positive outcomes and student appreciation; *'Our students have thanked us for reaching out.'* The policy has also empowered schools to improve their systems and processes. Overall, the policy was considered successful.

2. What could be improved:

- 'The space for variations in practice across Schools is understandable but causes significant problems in practice for Schools running cross-School programmes.'*
- 'More consideration of the difficulties in engaging students with additional support needs may face: some of whom may sometimes find attending class in-person impossible, for example, whilst many require a more tailored approach in cases of poor engagement...'*

Challenges faced as part of the implementation of the Student Learning Engagement policy

Deregistration and requirements of UKVI

Schools and Institutes reported a lack of clarity surrounding the escalation and de-registration process, particularly in relation to UKVI requirements. Inclusion of deregistration within the Policy was requested in line with the Academic Regulations. There is ambiguity around what constitutes low or non-engagement, which further complicates decision-making. Clarification on responsibilities for monitoring engagement and deregistration was sought. The lack of response from students on their engagement was highlighted as problematic.

Monitoring process

It was requested that the Engagement Monitoring Plan template be simplified. The policy allows for Schools and Institutes to determine the most appropriate metrics to measure engagement. Some felt this was a strength of the Policy, others felt this led to issues with inconsistency, particularly when measuring engagement on cross-school programmes. Worries were expressed over monitoring of sponsored students: *'We are still concerned that trying to run visa compliance and student engagement with the same process will not really work.'*

Data and Systems

Challenges remain around collecting and analysing data sets, with concerns about data reliability and completeness. Concerns were expressed that some students may be overlooked due to gaps in the data and the use of inconsistent monitoring methods. Campus M was identified as a useful tool for tracking in person engagement and requests were made for this to be used by all schools and institutes and all education sessions to support consistency.

Additional issues identified

Schools reported unresolved tension between the need to deregister non-engaging students and the institutional goal of retaining as many students as possible. Late student registrations delay the timeline for engagement plan milestones, complicating efforts to monitor and support learners. Resourcing for engagement monitoring was highlighted.

4. Consideration of the feedback

A working group comprising of academic and professional service representation from each faculty, key central services and the Students' Union considered the feedback and updates to the Policy.

After the proposed updates were incorporated into the Policy, faculties consulted on the draft with Schools and Institutes. The feedback from the consultation endorsed clarification of the responsibilities of Schools and Institutes and welcomed the introduction of the proposed Engagement Support Panel.

5. Proposed changes

5.1 The Student Learning Engagement Policy

As a result of the feedback, the following updates have been proposed to the published Student Learning Engagement Policy.

Responsibilities

The responsibilities have been reformatted to try to make this clearer. The responsibilities of students to engage with their learning and monitoring process have been expanded. The section has been updated to provide clarity on the roles of Schools and Institutes

Definitions

Definitions of non-engagement and low engagement have been added to the Policy.

Sponsored students

Information on our responsibilities of monitoring sponsored students was introduced as separate guidance in 2024/25. This has now been included within the Policy.

Sponsorship duties are governed by UKVI. However, the updated policy now references these e.g. additional requirements for students on foundation courses and clarity on hybrid/blended learning.

Engagement Support Panel

The introduction of an Engagement Support Panel is proposed to provide a clear referral point for Schools and Institutes for complex cases. This will facilitate consistent decision making. Outcomes from the Panel could include guidance to staff, a re-engagement plan or, where there is no option but to deregister a student, provide consistent decision making. This aims to

support Schools and Institutes to implement the Policy and address concerns raised on the lack of clarity over escalation and de-registration.

The only change to the processes outlined in the Policy is the introduction of the Engagement Support Panel. The other updates aim to address the issues raised by Schools and Institutes and clarify definitions and roles and responsibilities.

Considerations not leading to updates

The Student Learning Engagement Policy Working Group considered feedback that there be separate processes to monitor home and international students. However, they recommended that all students be monitored in the same way regardless of their fee or immigration status. This was additionally felt to be more efficient and less confusing than running several models for monitoring engagement in parallel.

No changes have been made to the Policy's objective that Schools and Institutes should set engagement markers relevant to their programme/s. The Working Group acknowledged that different modules and programmes should have different metrics for demonstrating if a student is engaged due to the variations in subject and delivery.

5.2 Proposed process updates

As a result of the feedback, the guidance for staff will be updated to include a flow chart to outline the steps to engagement monitoring and referral to the Engagement Support Panel. The guidance for sponsored students will be incorporated into a single set of guidance.

The Engagement Monitoring Plan template has already been simplified, and Student Experience has supported Schools and Institutes to transfer their current plans to the new template.

5.3 Learner Engagement and Student Support Platforms and data

The Education and Student Experience Enabling Plan commits to '*Deliver a consistent and integrated **Learner Engagement Analytics** platform including student and staff facing dashboards, live data on student engagement, and tracked interventions.*'

The Learner Engagement Project is undertaking a review of options to deliver a Student Support System (SSS) including learner engagement analytics. The project plan proposes the launch a solution in 2026/27.

A review of the quality of the data supporting engagement monitoring, namely, attendance, assignment submission and the VLE was conducted in 2024/25 alongside a review of the policy. Having identified multiple issues impacting data consistency, the project has developed an action plan for improving data quality. Actions have been prioritised for delivery for implementation for September 2025. Activities to support the improvement of the data will continue in 2025/26 to facilitate the effectiveness of the Student Support System.

Student Learning Engagement Policy

1. Introduction

- 1.1. Improving students' engagement with their learning is one of the four pillars of Queen Mary's Education Strategy and a key enabler to opening the doors of opportunity and being the most inclusive university of its kind. To achieve this, we have formulated this policy to improve the educational experience for our learners by using Learner Engagement Analytics (LEA) to measure and analyse learner engagement data.
- 1.2. Learner engagement is strongly associated with learning, retention, attainment, and success. Measuring it can provide insights into the learner's experience on a module or programme and help design interventions to support improvements in these areas.

2. Purpose

- 2.1. This policy sets out the requirements of schools and institutes to monitor student engagement, to make it possible to identify students who could be at risk of not progressing and provide interventions and support to ensure academic success and a positive student experience.
- 2.2. This policy sets out the monitoring of student learning engagement for schools and institutes to apply to their modules and associated programmes of study. The procedures will be used flexibly to ensure that the most appropriate measures for each subject discipline are used.
- 2.3. The policy sets out Queen Mary's commitment to supporting all students' attainment through their learning engagement and where necessary, the supportive interventions that are in place for students who are not on track to reach their full potential.
- 2.4. This policy aims to inform students about how their data is used in relation to their engagement and empower them to use this to be partners in their learning process?

3. Legislative and regulatory context

- 3.1. Ensuring all registered students are effectively engaged and receive a high-quality academic experience ensures compliance with the Office for Students (OfS) B2 Conditions.
- 3.2. Ensuring that all sponsored students are academically engaged (i.e., actively and consistently following their course of study) throughout the period of leave which they are being sponsored to ensure compliance with UK Visas and Immigration (UKVI) rules and Sponsorship duties.

4. Scope

- 4.1. This policy applies to all students enrolled on taught programmes at Queen Mary.
- 4.2. Engagement monitoring for research students is outlined in the [Code of Practice for Research Degree Programmes](#).

5. Key Principles

- 5.1. This policy is governed by a Statement of Principles developed in consultation with staff and learners:
 - a) We will use LEA to support all learners to reach their full academic potential.
 - b) We will be transparent about data collection, sharing and use especially to learners.
 - c) We will abide by ethical principles and align with our university strategy, policies and values.
 - d) LEA will be supported by focused staff and learner development activities.
 - e) LEA will not be used to inform significant action at an individual level without human intervention.
 - f) We will actively work to recognise and address any potential negative impacts of LEA.

6. Roles and Responsibilities

- 6.1. **Students** are responsible for:
 - a) A commitment to their own learning, engaging with the resources and educational opportunities available to support their success.
 - b) Informing the school/institute of circumstances impacting their engagement.
 - c) Responding to contact about their engagement.

- 6.2. The **Programme owning school/institute** is responsible for:
- a) Ensuring the Student Learning Engagement Policy is implemented effectively across programmes within their school or institute.
 - b) Identifying at least one learner engagement lead to monitor delivery within the school or institute.
 - c) Establishing engagement metrics for their programmes and minimum thresholds of engagement.
 - d) Completion and implementation of the school or institute's Engagement Monitoring Plan.
 - e) Communicating to their learners in multiple ways (e.g. Student Handbooks, Module Tutor briefings, QMplus, slides in learning sessions, emails to module groups) on what the minimum expected levels of engagement are with the chosen metrics.
 - f) Monitoring students studying on joint and interdisciplinary programmes.
 - g) Writing and publishing metrics for transnational education (TNE) provision.
- 6.3. The **Module Owning School/Institute** is responsible for:
- a) monitoring the academic engagement for modules and alerting the home school or institute if students are not engaging with their studies.
- 6.4. The **Faculty** is responsible for:
- a) Monitoring the implementation within schools and institutes via learner engagement leads.
- 6.5. The **Global Partnerships and Opportunities Team** are responsible for:
- a) Monitoring the academic engagement for associate students.
- 6.6. The **Engagement Support Panel** is responsible for:
- a) Reviewing all referred students' level of engagement for final determination as to whether de-registration is required and necessary.
 - b) Taking into consideration exceptional circumstances and student well-being within the context of de-registration.
 - c) Taking into consideration any regulatory body rules such as, UKVI, OfS, Student Loans Company (SLC)/Student Finance England (SFE).
 - d) Ensuring consistency in decision making where there is no engagement.

- 6.7. The **Director of Student Experience** (Student Experience Directorate) is responsible for:
- a) Oversight of this policy and its implementation.
 - b) Ensuring the provision of advice, training and resources that support the implementation.
 - c) Communication of this policy to staff.

7. Definitions

- 7.1. **Engagement:** For the purposes of this policy, engagement is assessed via participation or interaction with learning activities which may include (but are not limited to):
- a) Attendance at selected timetabled teaching events such as large or small group sessions, labs and/or relevant teaching placements.
 - b) Assignment submissions (formative and summative).
 - c) Use of the Virtual Learning Environment (VLE) (i.e. QMplus) and engaging with the resources on the platform.
 - d) Meetings with staff members such as Advisors, supervisors and the student support team.
 - e) Evidence of other engagement with learning e.g. lecture capture recordings.
 - f) Recorded engagement in co-curricular activities or development sessions e.g. Academic Skills.
- 7.2. **Low engagement:** failure to meet the minimum engagement threshold as defined in the school or institute's Engagement Monitoring Plan.
- 7.3. **Non engagement:** zero indicators of engagement.
- 7.4. **Period of leave:** the duration of the Student Route visa.
- 7.5. **Sponsored students:** students who hold Student Route visas

8. Procedures

- 8.1. Engagement metrics may vary based on several factors, and since each module is different, each school and institute will utilise a range of engagement markers to gauge learner engagement accurately.
- 8.2. Engagement indicators, checkpoints and minimum engagement thresholds vary between schools and institutes and are detailed in Engagement Monitoring Plans.

This policy should be read in conjunction with the Engagement Monitoring Plans.

- 8.3. Insights from the engagement data will be used by schools and institutes in various ways to provide support to learners, which will enable them to prosper in their studies, for example through setting up meetings with Advisors, directing students to access specific learning resources or agreeing a referral to support services.
- 8.4. Learner engagement is measured primarily through engagement analytics platforms. Various measures may be used if they are confirmed to provide accurate data. The measures used will be agreed by each school or institute.
- 8.5. All timetabled teaching for programmes delivered on QMUL UK campuses is conducted in person, unless explicitly stated otherwise.
 - a) On the occasion where remote/blended delivery of programmes of study is permitted and (UKVI approval received, where required), students are expected to engage in the manner as indicated in the Engagement Monitoring Plans. Remote engagement is measured in the same manner as in-person engagement.
 - b) By exception, remote delivery may be permitted in circumstances where requiring face to face delivery would constitute discrimination under the Equality Act 2010 or where continuity of education provision would otherwise be interrupted by unforeseen circumstances (for example industrial action, extreme weather, periods of travel restriction).

9. Sponsored Students

- 9.1. Sponsored students studying *below degree level* (i.e., target award of the programme is RQF Level 3), are required to attend a minimum of 15 hours of daytime (08:00 to 18:00, Monday to Friday) classroom-based study per week. Where the student has not reached 85% attendance of their classroom-based study in any given month, the student will be put into the non-engagement process (see point 10). Where a student's attendance falls below 70% for three consecutive months, the student will be de-registered and visa sponsorship will be withdrawn.
- 9.2. Sponsored student studying *at degree level or above*, where there is no evidence of engagement for 60 days, sponsored students will be de-registered and visa sponsorship withdrawn.
- 9.3. The engagement of sponsored students undertaking the position of a Student Sabbatical Officer will be expected to be monitored in accordance with the general Terms and Conditions as outlined in employment contracts and through weekly support meetings where non-engagement is raised and dealt with on a 1-2-1 basis.
- 9.4. Students undertaking a Study Abroad or Industrial Placement will be expected to engage at least the minimum threshold as detailed in the relevant school or institute Engagement Monitoring Plan.

- 9.5. During university designated vacation periods or post-study periods, there is no requirement to monitor academic engagement for immigration purposes.

10. Non-engagement Process

- 10.1. Interventions will be supportive and constructive to identify the support the student needs, confirm the reasons for the disengagement and the options for the student to re-engage.
- 10.2. The University recognises that analytics can never give a complete picture of an individual's learning and may not take into account personal circumstances. It also recognises the importance of individual conversations alongside data analysis to obtain a more complete view of a situation. Steps will be taken to ensure that trends, norms, categorisation or any labelling of students do not bias staff, student or institutional perceptions and behaviours towards them, introduce discriminatory attitudes or increase power differentials.
- 10.3. Learning analytics systems and interventions will be carefully designed and regularly reviewed to ensure that:
- a) Students maintain appropriate levels of ownership and autonomy in decision making relating to their learning.
 - b) Knowledge that their activity is being monitored does not lead to non-participation by students or other negative impacts on their academic progress or wellbeing.
 - c) Adverse impacts as a result of giving students and staff information about the students' performance or likelihood of success are minimised.
 - d) Staff will have an opportunity to engage in the understanding of legal, ethical and unethical practice.
- 10.4. Students should respond to attempts to reach them as soon as possible to discuss their circumstances.
- 10.5. Students identified at each checkpoint as failing to engage at the minimum threshold as set by schools and institutes will be put into the non-engagement process.
- 10.6. Where there is no evidence of engagement for 60 days, or where there is a pattern of non-engagement that causes concern, students may be referred to an Engagement Support Panel to review information on their engagement, their individual situation and determine options. Options could include an action plan with further monitoring to support with re-engagement, referral to [Enhancing Support for Students' Fitness to Study](#) or, where a student has not engaged with their studies or attempts to support them, they may be de-registered.

11. Support services

- 11.1. The support available to students is outlined on our [Wellbeing Hub](#). Students can seek advice on the Student Learning Engagement Policy from their school or institute [student support contact](#), their Advisor, the [Students' Union Academic Advice Service](#), or [AskQM](#).

12. Appeals and Complaints

- 12.1. If a learner would like to complain about the way their engagement is monitored or the interventions proposed have been handled then they may complain through the [Student Complaints Procedure](#), although informal resolution via the school or institute is always preferred.
- 12.2. A student wishing to appeal against deregistration should follow the [Administrative Appeals Policy](#).

13. Use of Data

- 13.1. All personal data will be treated strictly in accordance with our Data Protection Policy and data protection legislation.

14. Review

- 14.1. This policy will be reviewed by the Student Experience Directorate at least every three years.
- 14.2. Minor updates to this policy that do not affect the rules, principles or intent of this policy may be approved by the Director of Student Experience (Student Experience Directorate) on behalf of Senate.

Policy Information and Document Control

Policy title	Student Learning Engagement Policy
Version number	v2.0
Related policies and procedures	N/A
Superseded policies	This policy replaces the previous version of the Student Learning Engagement Policy published in August 2024
Approval level	Senate
Approval date	Expected: June 2025
Effective date	September 2025
Next review due	Summer 2028
Policy owner	Chris Shelly, Director of Student Experience
Policy contact	Student Experience Student-experience@qmul.ac.uk

Version Control

Version	Date	Reason for updates/Summary of key changes
v1	Aug 2024	Updated draft following review meetings with Schools and Institutes and Student Learning Engagement Policy Review Group.
v2	14/04/25	Updated after the first year of implementation following review meetings with Schools and Institutes, specialist advice services and the Students' Union. Key changes: <ul style="list-style-type: none"> - the introduction of definitions - clarification of responsibilities - the introduction of an Engagement Support Panel to support schools and institutes with complex cases and decision making - addition of our requirements for monitoring sponsored students