

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