Student Learning Engagement Policy

Guidance for implementation for Schools and Institutes

The Student Learning Engagement Policy aims to serve as a supportive mechanism for students, emphasising early intervention rather than retrospective measures to address concerns before they escalate throughout the academic year. This applies to all students including those students who are sponsored on a student visa.

Decision Flow Chat
Please refer to this flowchart to assist you in implementing the policy.

STEP ONE: IDENTIFYING AREAS OF ENGAGEMENT

Considerations:
- Selection of more than one module, per semester, per programme, that provides sufficient data to give an accurate representation of engagement.
- Ensure engagement in compulsory modules on each programme are monitored.
- Data needed from contributing schools to provide a sufficient picture which is essential when students that are taking modules across multiple schools.
- Pre-planning and assessment mapping to allow for data and markers to be identified in advance.

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STEP TWO: VERIFY DATA SOURCES

Involving various, relevant stakeholders (for example: module organisers, Directors of Education, programme directors, director of student experience).
Identify the system that will be used to collect the data for the chosen modules.

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STEP THREE: IDENTIFICATION OF CORRECT ENGAGEMENT MARKERS FOR EACH MODULE

One size does not fit all when it comes to engagement markers for modules. Hence, programme teams must select engagement markers that accurately represent the student's engagement, for example, this could be attendance or formative assessment.

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STEP FOUR: DEFINE ENGAGEMENT THRESHOLD

After defining the engagement markers and collecting data, the engagement team must set an engagement threshold that constitutes satisfactory student engagement. This threshold will inform any action that is to be taken.
No evidence of engagement for 10 days is the minimum threshold. It is expected that many programmes would set a higher threshold.

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STEP FIVE: LEARNER ENGAGEMENT PLAN

Complete the Learner Engagement Plan with details of programmes, engagement markers and thresholds, submitting this to the Learner Engagement SharePoint site.

STEP SIX: ACTION

If student engagement is below the defined threshold, then the following interventions should be actioned:
- Contact student using QMAs model communications for learners (adapt if needed, to include supportive measures) evidencing engagement levels.
  - Before moving through the stages of communication, try other methods of communication to ensure the student has received the first communication – e.g. use a personal email address, phone call etc.
- Track students who have been identified and monitor the impact of the interventions.
- Escalate to the next model communication within 2 weeks of the latest contact.

STEP SEVEN: FURTHER ACTION

If no improvement after a minimum of all stages of QMAs model communications.
- Students should respond to attempts to reach them as soon as possible to discuss their circumstances. If the student does not actively engage with any of these attempts and there is no evidence of any engagement for a sustained period of time then the School or Institute take follow up action.
- If non engagement is considered to be the result of an underlying health or wellbeing issue, invoke the Enhancing Support for Students' Fitness to Study Policy.
- Where a student's engagement does not improve, it may be necessary to send an engagement warning letter.
- Where a student does not meet the published requirements for engagement without good reason, they may be deregistered from the programme. (Academic Regulations 2.58-2.63)

Case Study

The School's student engagement team, consisting of the Learner Engagement Lead, Student Support Officer, and Senior Tutor/Director of Student Experience or equivalent, meets in August to determine the 2-4 modules in each semester of each programme year that will be used to track student engagement. Working with programme teams and the school's education committee, the engagement team identify the markers for selected modules. For example:

- Module 1: attendance at interactive large group sessions (Attendance Web Application), submission of formative assessments, QMplus weekly videos, accessing reading lists (QEngage/QMplus).

- Module 2: attendance at small active learning groups (QEngage), completion of weekly quizzes and summative assessment in weeks 6 and 12 (QEngage/QMplus).

Once the markers have been identified, the module teams ensure that the engagement markers have been set up correctly and that the student engagement team has access to the engagement marker data.

Once the semester starts, the student engagement team meets weekly to review engagement and determine interventions to support students including:

- Advising all students of monitoring using the LEA level 0 email template and information in the Student Handbook.
- Contacting new undergraduate and taught postgraduate students who have not accessed their welcome pages.
- Emailing students not accessing QMplus in week 1.
- Using the LEA level 1 email template to prompt students not reaching engagement thresholds in week's 1 and 2 (noting if elective modules it will be necessary to capture students changing their modules at the beginning of the Semester).
- Referral to Advisors to follow up with their advisees.
- Monitoring students' responses and engagement, sending the LEA level 2 email template as necessary.
- Telephone calls to students not responding to emails.
- Contacting students whose engagement remains a concern using the LEA level 3 email template.
- Inviting students continuing to fall below engagement thresholds to a case conference with the Senior Tutor/Director if student Experience or equivalent and Student Support Officer, in accordance with Enhancing Support for students – fitness to study policy.

Attendance capturing tools
Campus M
Room scanners
Opticon Scanners (hand-held barcode scanners)
Attendance web app (for smaller classes)
e-Clio

Support and guidance
QMPlus for setting up engagement markers – provided by TELT (raise a ticket or use the online drop in)
QEngage – provided by ITS (email LEA@qmul.ac.uk)

Fundamentals of Learner Engagement Analytics
QEngage overview
QMplus and Learner Analytics
QMplus Course and Activity Completion and course reports
Attendance Monitoring including Campus M
MySIS (More options>SIS Support and Training
- MySIS Training
- MySIS Training Document Repository)

Stakeholders

Faculty Education Manager → LEA Fellow → Learner Engagement Lead → Student Support Officer

Faculty Education Managers
- Enable frameworks for embedding the Learner Engagement Policy within Schools.
- Facilitate establishing Faculty practices.

QM Academy Learner Engagement Analytics (LEA) Fellows
- Contribute to the reviewing and enhancing of Queen Mary's approach to LEA.

- Providing Academic leadership, engaging with internal stakeholders including Learner Engagement leads and Student Support Officers.
- Take a lead role in LEA adoption and scholarship, including training.

Learner Engagement Leads
- Lead the delivery of the Student Learner Engagement Policy within the School including guidance from the faculty.
- Make recommendations to the School's Education Committee on monitoring eg. key modules monitored, assignment submissions identified, QMplus engagement, attendance etc.
- Liaise with Module Organisers to set engagement markers specific to modules.
- Facilitate regular communication within the School to ensure timely interventions eg. weekly engagement data meetings.
- Chair a regular meeting with other stakeholders.

Student Support Officers
- Provides interventions as directed by the Learner engagement lead.
- Follow up with students not meeting the engagement thresholds using QMAs model communications for learners.

Others involved in the process who may attend meetings within the school:
School Student Experience lead, Senior Tutor, Director of Wellbeing, Engagement Officer. (These titles may differ per school).

Others involved in the process (not expected to attend regular meetings):
Advisors
- Discuss engagement scores within Advisor meetings, highlighting good engagement and supporting students with low engagement scores.

Module Organisers
- Identify engagement markers within their module.
- Facilitate access to module data to stakeholders.

Programme Directors

Faculty Representative (to allow continuity across schools)