

Student Learning Engagement Policy

Guidance for implementation for Schools and Institutes

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Introduction

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 policy applies to *all* students.

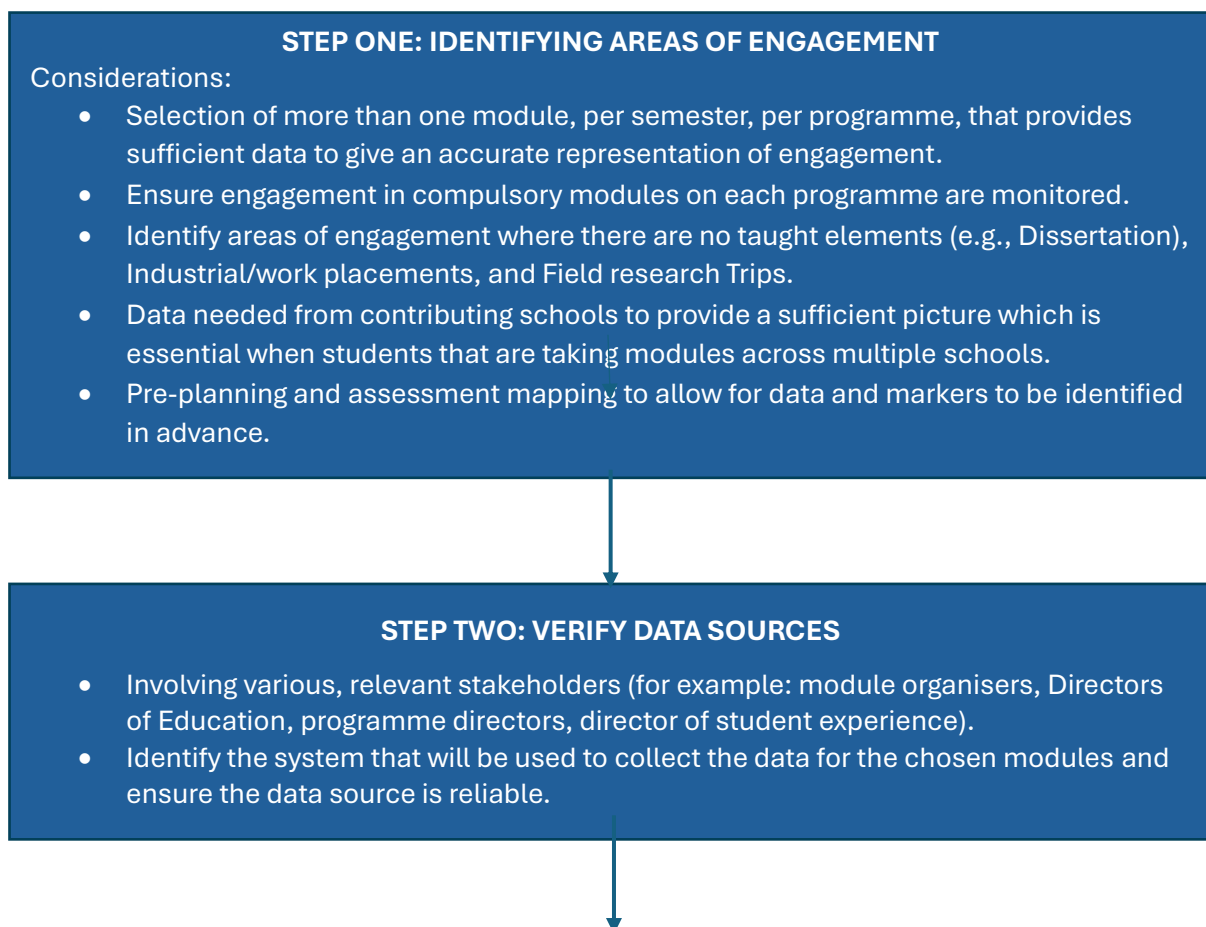
The Student Learning Engagement Policy is applicable to *all* students, regardless of visa or fee-status, and details the overarching guidelines for monitoring engagement whilst referring out to the individual Engagement Monitoring Plans which detail the minimum engagement markers and thresholds specific to each School / Institute.

Students who require a Student Route visa in order to study at QMUL, are referred to in this guidance and the Student Learning Engagement Policy as ‘Sponsored Students’. This is because it can be confusing to refer to Home or International students since not all Home students have a British/Irish passport, and not all International students have a Student Route visa.

School / Institute Engagement Monitoring Plans

Decision Flow Chat

Please refer to this flowchart to assist you in developing your school / institute Engagement Monitoring Plan, a template of which can be found in Appendix 1.



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 formative assessment or flipped learning.

- Engagement must include *both* in-person attendance and digital engagement markers.



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.

- We advise that the point at which a student disengages to the point at which they are deregistered is no more than 60 days (This is the UKVI rule which we have adopted for *all* students). Therefore, engagement indicators set by the school must be in this parameter, but they can be stricter. You can also consider using percentage of engagement.



STEP FIVE: ENGAGEMENT MONITORING PLAN

Complete the Engagement Monitoring Plan with details of programmes, engagement markers and thresholds, submitting this to the [Learner Engagement SharePoint site](#).

Non-engagement Process

Whilst schools / institutes will have differing minimum engagement threshold as detailed in the relevant Engagement Monitoring Plans, the non-engagement process must be initiated if a student fails to meet minimum requirements, as per Appendix 1.

It is within the gift of each school / institute to decide the content of each email/letter sent to the students at each level of the process. The flowchart should be seen a framework for a non-engagement process and allows for nuances relevant to each school / institute. However, the process should broadly be followed as per Appendix 2, with case studies in Appendix 3 and examples of emails are provided in Appendix 4.

Engagement Support Panel

Where there is no evidence of engagement for 60 days, or where there is a pattern of non-engagement that causes concern, the student can be referred to the Engagement Support Panel. See Appendix 3 for case studies of where a referral to the Engagement Support Panel would be appropriate.

The Engagement Support Panel will comprise of colleagues from across Registry and Wellbeing services as well as faculty representation and is to provide a centralised panel to review a student's circumstance and engagement profile. In this review, the panel will determine what further steps are required to support a student to re-engage with their studies, including whether deregistration is required and/or necessary, following a referral by the school / institute.

Referrals should be submitted via: <https://forms.office.com/e/zZVeNu75pF>

As per the flowchart in Appendix 2, several outcomes are available to the panel including deregistration and recommendation to [Enhancing Support for Students' Fitness to Study](#). This list is not exhaustive and entirely dependent upon each student's circumstances, including whether there are regulatory requirements to confirm a student should be deregistered. However, the panel will holistically review each situation to determine the most appropriate course of action with a distinct focus on supporting the student to re-engage, where possible.

Sponsored Students

Sponsor Responsibilities

To remain compliant with UKVI rules, we must ensure that:

1. We record and monitor the engagement of sponsored students and intervene where low engagement is identified.
2. We adhere to own policies and can evidence this.

The Student Learning Engagement Policy has been reviewed and amended with a view to embed UKVI compliance within the policy, so that by simply following the policy, we are compliant with UKVI rules.

UKVI Rules on Engagement Monitoring

As a part of our sponsorship duties to retain our sponsor licence, we must ensure:

1. Sponsored students *below degree level* (i.e., standalone foundation programmes) are attending 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. Where a student's attendance falls below 70% for three consecutive months, the student will be deregistered and visa sponsorship will be withdrawn.

2. Sponsored students, *above degree level* (i.e., Bachelor's/Master's degree programmes), are academically engaging throughout the period of leave for which the students are being sponsored.
 - Academic engagement is considered by UKVI to be actively and consistently following a course of study.
3. 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.
 - It is not expected or required that this policy includes Home students, but sponsors have the option to do this. At QMUL, our Student Learning Engagement Policy applies to *all* students.

(Source: [Sponsorship+Duties.pdf](#), page 73 and 74).

Attendance/Engagement

Whilst in-person attendance should be not used as the sole metric for measuring engagement, neither we should not rely solely on digital engagement as a measure of academic engagement.

Sponsored students are not permitted to study via distance-learning or solely via remote delivery therefore, in-person attendance is a fundamental element of engagement monitoring.

In Practice

As stated above, QMUL has one academic engagement policy that applies consistently to all students across the university, and we must be able to demonstrate that we are adhering to this policy.

The policy must clearly identify the interventions implemented when a lack of academic engagement is identified and where non-engagement will lead to withdrawal of visa sponsorship.

We must also demonstrate:

- How our academic engagement policy is being applied.
- The systems in place to record and monitor engagement.
- The information that is being recorded to confirm that students are academically engaging.

Remote Delivery

There is no remote/blended delivery of timetabled sessions in taught programmes that take place in-person on QMUL UK campuses, unless otherwise specified.

By exception however, 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).

Sponsored Students & Remote Delivery

1. If the University permits remote delivery where requiring face to face delivery would constitute discrimination under the Equality Act 2010, the adjustment can only be made for the relevant student.
2. If the University permits remote delivery where continuity of education provision would otherwise be interrupted by unforeseen circumstances, the circumstances must affect and require a change of approach for the general student body.

Where the University permits remote delivery by exception as detailed above and especially where the programme has sponsored students, a record of the change must be recorded to include the following:

- Specific justification for the change of delivery method and any evidence considered.
- The duration of the change, if not for the entirety of the course.

These records must be kept specifically for UKVI audit purposes.

Important: distance-learning is not the same as remote delivery. Distance-learning is learning that takes place entirely remotely, without any face-to-face teaching or research activities on QMUL UK sites, for example, studying online from overseas. Therefore, where remote delivery is permitted, sponsored students must still engage with their studies from the UK.

Authorised Absence

Schools / institutes can authorise absences of up to 2 weeks. Any more than 2 weeks, absence must be authorised by Head of School.

Sponsored Students

Schools / institutes can authorise absences of up to 2 weeks. Any more than 2 weeks, consultation must be sought from Immigration Compliance Team before approval by Head of School. Absences will be considered on a case-by-case basis.

Any documentation to confirm the approval of an authorised absence for a student, must be kept on file within the School / Institute and provided to Immigration Compliance Team if/when requested.

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)
- Student Immigration Compliance (email immigrationcompliance@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](#)

Appendix 1: Template Engagement Monitoring Plan

Version [04/2025] – this plan is to be used from September 2025

Engagement Monitoring Plan

[School/Institute]

Programmes and routes covered by this plan

- [Programme/route]
- [Programme/route]
- [Programme/route]

Engagement Indicators

On campus courses, full time

- [Indicator]
- [Indicator]
- [Indicator]

On campus courses, part-time

- [Indicator]
- [Indicator]
- [Indicator]

Distance Learning courses, full-time

- [Indicator]
- [Indicator]
- [Indicator]

Distance Learning courses, part-time

- [Indicator]
- [Indicator]
- [Indicator]

Minimum Engagement Threshold

Students are expected to meet the minimum engagement thresholds as set out in this plan. Failure to meet the minimum engagement threshold(s) within the determined checkpoints will normally result in the initiation of the non-engagement process.

[Minimum thresholds]

Engagement Monitoring System

- [System]

Engagement Indicator Checkpoints

Checkpoint	Responsible Role

Non-engagement Process

Please refer to point [point] in the Student Learner Engagement Policy.

Exceptional Engagement Monitoring Arrangements

Dissertation/Final Project Period (No Taught Elements)

[Engagement monitoring]

Industrial/Work Placements

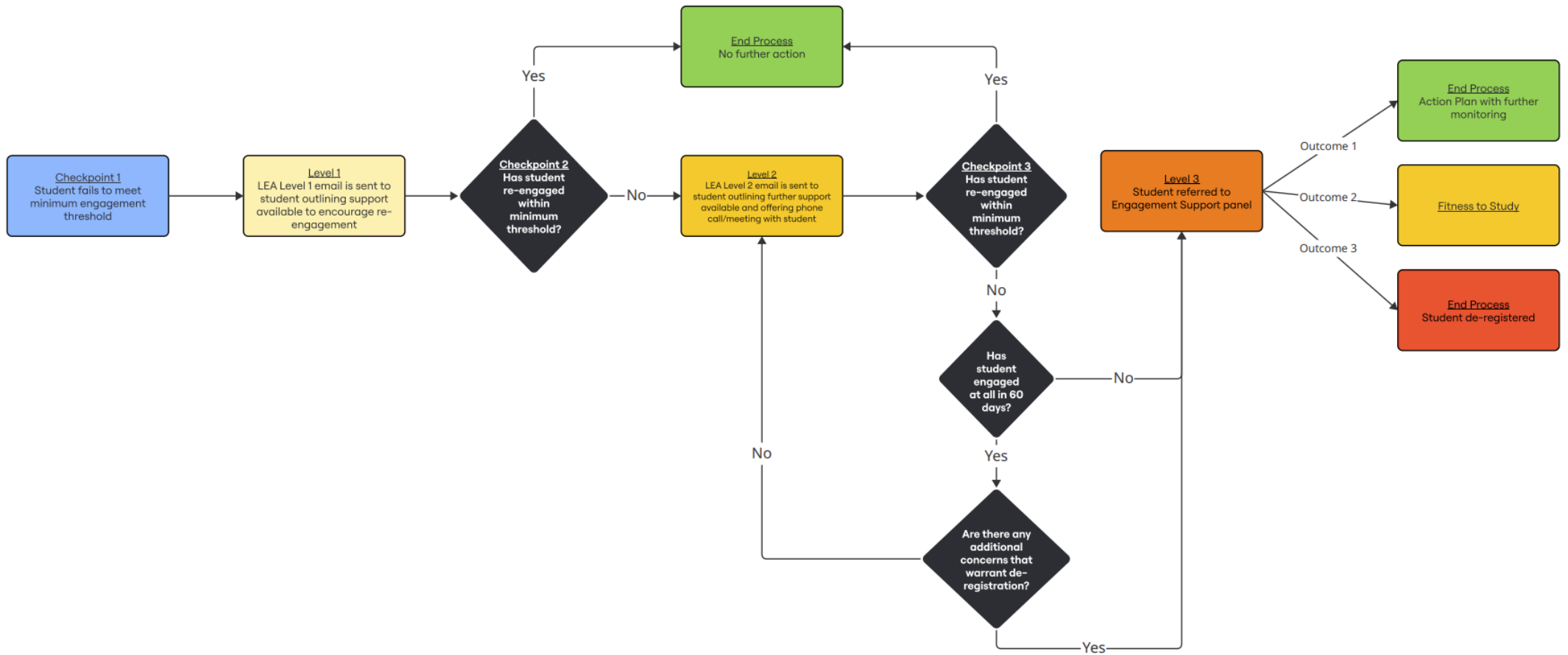
The Placements Co-ordinator maintains records of students undertaking industrial placements and reports the location, start and end dates of placements for sponsored Students to the Immigration Compliance Team in Registry Services.

[Engagement monitoring]

Field Research Trips

[Engagement monitoring]

Appendix 2: Non-engagement Process



Appendix 3: Case Studies for Engagement Support Panel

Case Study 1

Student enrolled in September on BA Business and Management programme but was identified at Checkpoint 1 as failing to meet the minimum engagement threshold.

1. Level 1 email was sent with no response from the student and at checkpoint 2, it was identified that the student's engagement has not improved at all, therefore they are still failing to meet the minimum engagement threshold.
2. A level 2 email is sent and a meeting is arranged between the student and a member of the school, but no response is received from the student, nor did they attend the meeting.
3. At checkpoint 3, it was identified that the student's engagement has still not improved at all and in fact there has been no engagement at all in 60 days i.e., 0 engagement across all engagement markers as defined in the relevant school Engagement Monitoring Plan.

Action: student should be referred to the Engagement Support Panel as they have not engaged at all in 60 days.

Case Study 2

Student enrolled in September on BSc Physics programme but was identified at Checkpoint 1 as failing to meet the minimum engagement threshold.

1. Level 1 email was sent and the student responded to confirm they have been unwell. However, at checkpoint 2, it was identified that the student's engagement has still not improved, therefore they are still failing to meet the minimum engagement threshold.
2. A level 2 email is sent and a meeting is arranged between the student and a member of the school. The student responded to the email and attended the meeting, during which they confirmed they are undergoing medical treatment for a serious health condition which is making it difficult to engage with their studies.

Action: interruption should be discussed with the student at this point.

3. If the student does not wish to interrupt their studies, they must be advised to re-engage with their studies with support from the school and wider support services of the university.
4. At checkpoint 3, it was identified that the student's engagement has still not improved at all, despite the support services in place to help the student to re-engage. Although there has been at least some minimal engagement in 60 days, there are a pattern of non-engagement that is a cause for concern.

Action: student should be referred to the Engagement Support Panel, as there is a pattern of non-engagement which is a cause for concern. During the panel, additional information regarding the student's circumstances (i.e., serious ill-health) will be reviewed to determine the next steps. Focus will be always placed on supporting the student to re-engage with their studies, but deregistration may still be an outcome of this panel.

Case Study 3

Student enrolled in September on BA English programme but was identified at Checkpoint 1 as failing to meet the minimum engagement threshold.

1. Level 1 email was sent with no response from the student and at checkpoint 2, it was identified that although there has been some minimal engagement, they are still failing to meet the minimum engagement threshold.
2. A level 2 email is sent and a meeting is arranged between the student and a member of the school, but whilst the student responded to the confirming they would try to re-engage with their studies, they did not attend the meeting.
3. At checkpoint 3, it was identified that although there has been engagement over 60 days, it has been sporadic and inconsistent and has not met the minimum engagement threshold.

Action: student should be referred to the Engagement Support Panel. Although there has been some engagement in 60 days, it has not been consistent and is therefore a pattern of non-engagement which would warrant a referral to the Engagement Support Panel.

Appendix 4: Email Examples

Level 1 Email

Dear [FIRST NAME],

Student ID: XXXX

Programme of Study: XXXX

We hope you are well. We wanted to check in with you and see how your studies are going.

Engagement with studies

Your engagement data suggests that your overall engagement with your studies appears to be low. This usually means that you may be missing classes and/or that you have accessed and engaged with very little content on QMplus this semester.

We are confident in the accuracy of our data, however, it's also worth noting that no dataset is perfect, so if you believe this is an error, please don't take offence – get in touch to notify us.

Accessing support - get in touch with us

If you are experiencing difficulties accessing your classes and/or managing your studies, please don't suffer in silence! My colleagues and I can offer a range of support, guidance or advice to help you address any study-related issues you are facing and you are also welcome to reach out the Advice and Counselling service to seek further advice: [Advice and Counselling Service - Advice and Counselling Service](#).

We want you to be successful throughout your studies - we are here to help!

Level 2 Email

Dear [FIRST NAME],

Student ID: XXXX

Programme of Study: XXXX

We hope you are well. We wanted to check in with you and see how your studies are going.

Following the recent email we sent concerning your engagement, we are now sending you this second communication.

Engagement with studies

Your engagement data suggests that your overall engagement with studies online appears to be low. This usually means that you may be missing classes and/or that you have accessed and engaged with very little content on QMplus this semester.

We are confident in the accuracy of our data, however, it's also worth noting that no dataset is perfect, so if you believe this is an error, please don't take offence – get in touch to notify us.

Accessing support - get in touch with us

If you are experiencing difficulties accessing your classes and/or managing your studies, please don't suffer in silence! My colleagues and I can offer a range of support, guidance or advice to help you address any study-related issues you are facing and you are also welcome to reach out the Advice and Counselling service to seek further advice: [Advice and Counselling Service - Advice and Counselling Service](#).

Extenuating Circumstances

Extenuating circumstances - commonly referred to as ECs - are "*circumstances that are outside a student's control which may have a negative impact on a student's ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of the student's achievement*," (Academic Regulations 2021/22, 3.49)

Extenuating circumstances may include medical and personal circumstances such as bereavement, but **do not include** events such as holidays, mis-reading timetables, workload (academic work, and formal employment), computer problems, or not being aware of rules, regulations or procedures.

You can speak to your student support officer or your advisor to receive guidance about how to apply for extenuating circumstances, if you think you may need to. You can also find out how to do this yourself here:

<https://www.welfare.qmul.ac.uk/guides/extenuating-circumstances/how-do-i-make-extenuating-circumstances-claim/>

Interruption of studies

If you need to take a break away from your studies, you can do so and retain your place on your programme. This may be a good option if you are managing an ongoing situation which may not be resolved by the end of the semester.

You should speak to your Student Support Officer or your Advisor to receive guidance about how to apply for an interruption, if you think you may need to. You can find more information about interrupting your studies here: <http://www.arcs.qmul.ac.uk/students/study/interrupting/>

There are plenty of options available to support you. We want you to be successful throughout your studies – we are here to help! **Please respond to this email to arrange a confidential 1-2-1 meeting in person or on MS teams**, to give yourself as much time as possible to explore your options and put any support in place you may require.