Academic Engagement
Dashboard Policy

Document Title:	Academic Engagement Dashboard Policy
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Approving Body:	Senate Academic Development Committee and Senate
Date of Approval:	2 August 2021
Date Effective From:	1 September 2021
Review Date:	Annually
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Summary/Description:

Our mission as a University is to provide a supportive, intellectually challenging environment allowing all our students to be enriched by the subjects they study. We know that the more students use the range of lectures, academic provided materials, "library" resources and engage with tutors, peers and others in the academic arena, the more enhanced the academic experience is. There is also direct correlation between academic engagement and an improved academic (degree classification) outcome. We also facilitate our students to grow into employment-ready candidates ready to springboard into their futures.

This policy outlines how both students and staff can utilise the Academic Engagement Dashboard to support academic success and student wellbeing. The wellbeing of our students, academically and pastorally, sits at the heart of this policy. Low or diminishing levels of engagement may also be an indicator of welfare concerns for a student and the AED enables staff to reach out promptly to students to offer an additional layer of support, both academically and in terms of their wellbeing.

Finally, the policy outlines the University use of the tool to comply with the various external metrics and reporting requirements the University is obligated to provide.

SUMMARY OF CHANGES

This list summarises the changes since 2021/22. The date confirms when the changes were implemented.

Implementation date	Changes Approved by Senate
n/a	

1. Purposes and scope of Policy

1.1 The Academic Engagement Dashboard (AED or Dashboard) has been implemented to help lead students towards academic success and fulfilment.

1.2 We will ensure that students know the best way to use the Dashboard to help understand their levels of engagement and how to use the tool to help them stay on-track to achieve what they deem to be a successful University experience.

1.3 Where students are not successfully using the Dashboard to maintain their academic motivation this policy sets out the University approach to the consistent use of the data reported through the Dashboard. This includes the follow-up actions we will take where there are grounds for concern. A separate document, approved by UMG, sets out the detailed procedures to support this policy.

1.4 The University's focus is on the breadth and quality of its students' academic engagement. While attendance at timetabled activities is key, it is just one type of engagement that the Dashboard uses to help frame the student (and the cohort) approach to the range of resources available. The various types of engagement are set out in Section 2.

1.5 This policy applies to all students with scheduled taught modules – undergraduate and postgraduate. Students on pre-sessional courses, Professional Doctorates, or taught through a collaborative partner are not covered by this policy. Where there are other exceptions, Faculties will advise students.

1.6 The University has responsibilities to a variety of external bodies to ensure that students engage with their studies meaningfully (including more than just attendance). Such bodies include: public authorities who finance programmes of study; the professional, statutory and regulatory bodies (PSRBs) that accredit or approve many of our awards; and to UK Visas and Immigration, to monitor the engagement (including attendance) of international students and other students whose presence in the UK depends on the University's continued sponsoring of their visa or monitoring.

1.7 Students on PSRB accredited, or practice-based courses, may have additional attendance requirements to or in place of the requirements stated in this policy. In this circumstance, Faculties will communicate these requirements clearly to students.

1.8 Our Postgraduate Research students do not require a similar dashboard as they have a direct relationship with their Supervisory Team who will be agreeing and checking-in on the students' engagement, planned research strategy and expected outcomes.

1.9 As part of our support to students this policy should be read alongside *Supporting Students to Succeed: Extenuating Circumstances and Support to Study Procedures*.

1.10 In relation to sponsored students, reference should also be made to the University's *Student Visa Policy*.

2. What type of engagement is reported in the AED

2.1 "Academic Engagement" encapsulates a range of activities, learning opportunities and resources. It spans both 'passive' activities – the act of attending – to more 'active' behaviours, such as participating in online discussions.

2.2 The AED currently captures the following types of engagement:
    i.   the act of attending a scheduled academic session on campus and online, (captured via the University of Winchester App);
    ii.   logging into Canvas (the virtual learning environment);
    iii.   reviewing or downloading materials from Canvas posted by the tutor;
    iv.   participation in Canvas discussions and other interactive tools, eg quizzes;
    v.   number of resources borrowed from the library;
    vi.   number of library provided electronic resources viewed;
    vii.   number of recorded classes viewed;
    viii.   number of Teams sessions joined;
    ix.   number of Teams "chats" in a class or meeting;
    x.   number of Teams chats outside scheduled classes or meetings;
    xi.   use of the University Wi-Fi;
    xii.   use of University PCs or laptops.

2.3 The Dashboard is a system that will continue to adapt and, as new appropriate data sources, are made available these will be added to the Dashboard. This will mean that the Dashboard, and its range of engagement activities, continues to be central to the students experience at the University.

2.4 Not all activities are recorded in an existing system (e.g. number of hours reading books or visiting archives, museums, galleries etc). These types of activities are just as valid, and indeed at times may be more so, as the activities listed in the Dashboard. As each programme and cohort are different, the Dashboard Engagement levels are normalised to take subject specific approaches into account. Students and staff with access to the Dashboard will be able to add information on these other enrichment activities in the Dashboard as part of their conversations. The impact of localised engagement activities will be beneficial to Student Success and Support Advisors (SSSAs) and other colleagues in considering the broader picture of student engagement and wellbeing.

3. How engagement data is gathered in the AED

3.1 The engagement data is collected in the background of student activities. Each of the systems "log" each activity. Overnight these logs are fed into the AED. The above diagram represents this.

3.2 We only collect the "number" of activities. The AED does not upload *what* resources have been viewed or what has been typed in chat, recording only that the activity took place.

3.3 Students will use the Attendance tile in the Winchester App (or the online portal) to register that they are at scheduled events.

4. **How the University will use the data to support students**

4.1 The first, and most important users, of the Dashboard are the students. They can review their own level of engagement and increase their engagement activities to help stay on track with their academic targets.

4.2 Student Success and Support Advisors (SSSAs), Personal Tutors and relevant academic and Professional Services staff will also access the data to identify those students who may require some additional support. These colleagues will then seek to put in place appropriate support in partnership with the individual students.

4.3 The AED breaks engagement into Daily and Average engagement and displays this in 6 categories:
   a. High
   b. Good
   c. Partial
   d. Low
   e. Very Low
   f. None

4.3 Each type of engagement (set out in Section 2 above) are allocated a weighting listed below, which feed into the engagement categories (below):

i.	the act of attending scheduled academic sessions on campus and online, captured via the University of Winchester App	2
ii.	logging into Canvas (the virtual learning Canvas)	1
iii.	reviewing/downloading materials from Canvas posted by the tutor	2
iv.	participation in Canvas discussions and other interactive tools like quizzes	2
v.	number of resources borrowed from the library	1
vi.	number of library provided electronic resources viewed	1
vii.	number of recorded classes viewed	1
viii.	number of Teams sessions joined	1
ix.	number of Teams "chats" in a class or meeting	2
x.	number of Teams chats outside scheduled classes or meetings	2
xi.	use of the University Wi-Fi	0
xii.	use of University PCs or laptops	0

4.4 To ensure the best opportunities to get a good educational outcome students should aim to have an "Average Engagement" in High and Good categories. The engagement levels depend on the programme of study, time in semester and the type of delivery. This means that at points an average engagement of Partial may also be appropriate.

5   Supporting students improve engagement

5.1 The University is committed to helping students maximise their time enrolled on academic programmes.

5.2 Students who have an average engagement of Low, Very Low or None are students who may require additional support. The SSSA or Personal Tutor (understood as equivalent throughout this policy) will contact these students and offer support to improve their engagement. Depending on the conversation with the students this may include Support to Study.

5.3 SSSSAs, or other staff, may have knowledge of other types of engagement (e.g. reading books independently purchased) and they should record this in the interaction notes of the conversations they have had with the student. This will help the student and other supporting staff contextualise the AED data presented and ensure a more holistic view of the student's engagement.

5.4 At all stages of supporting a student, the SSSA will ensure interaction notes are kept in the Dashboard. These notes are viewable by the student who can add notes and actions to any interaction. The SSSA will also keep relevant Faculty staff updated as necessary.

6   Students with Low Average Engagement

6.1 For full process details see the Student Academic Engagement Dashboard Supporting Procedures

6.2 Students should be aware that their SSSA will be there to support and work with the student. Together the student and SSSA may agree that a Stage 1 Support to Study process would be the best way to ensure the student has an achievable action plan with the appropriate support to get back on track.

6.3 Staff who offer support to students with Low average engagement will be mindful of any financial issues that students are experiencing, and ensure appropriate advice is given.

7   Students with Very Low Average Engagement

7.1 For full process details see the Student Academic Engagement Dashboard supporting procedures.

7.2 The SSSA will be on hand to support and work with the student. However, students should note that a Very Low average engagement may result in formal University processes including Support to Study or referral to support services.

7.3 Staff who offer support to students with Very Low average engagement will be mindful of any financial issues that students are experiencing, and ensure appropriate advice is given.

8   Students with "None" Average Engagement

8.1 For full process details see the Student Academic Engagement Dashboard Supporting Procedures.

8.2 It should be noted that as well as linking to the Supporting Students to Succeed Policy, the ultimate process which a non-engaging student may face is Withdrawal from study.

8.3 Staff who offer support to students with "None" as an average engagement will be mindful of any financial issues that students are experiencing, and ensure appropriate advice is given.

9   University obligations in relation to lack of engagement

9.1 The University is committed to providing students the best possible chance to engage and this policy outlines many of the activities and options we have in place to enable students to engage and succeed. Additionally, we are required to fulfil specific external regulatory duties in relation to students, particularly those with little or no evidence of engagement.

9.2 Most students use the Student Loan Company (SLC). If the University is aware that students are not engaging with their course, we must inform the SLC in a timely manner. This does help the students as they will be contacted early by the SLC and this will reduce future financial pressures and requirements to repay the loan after the event.

9.3 The Office for Students requires the University to provide detailed information on our student population. Students with no engagement are expected to have been formally withdrawn from our numbers before we submit these returns. Not having accurate records is a potential issue with our ability to retain our OfS registration.

9.4 Some courses accredited by professional bodies (i.e. Education, Nursing, Psychology, Social Work) have attendance and engagement requirements. If the University is unable to demonstrate robust processes and procedures to ensure that these requirements are met, they can withdraw accreditation. This could lead to students losing their professional accreditation and therefore their ability to work in their chosen field even if they complete the academic requirements of their course.

9.5 Apprenticeship courses also have attendance and engagement expectations. If these students are not evidencing engagement, they will lose the ability to undertake the course, and may in fact lose their job if there is an expectation of successful completion of the study.

9.6 Students with visa conditions must be reported to UKVI, this could lead to the student being asked to leave the country. If the University fails to fulfil our obligations in this, we will lose the ability to sponsor future international students. For more information see Student Visa Policy.