



Student Engagement in Learning Policy

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Version Control Statement

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1. Introduction

- 1.1 This document should be read in conjunction with the
- “Terms and Conditions of Registration”
<https://www.canterbury.ac.uk/students/academic-services/policy-zone/student-terms-and-conditions.aspx>
 - “Requirements related to Student Registration”
<https://www.canterbury.ac.uk/students/docs/policy-zone/Requirements-Relating-to-Student-Registration.pdf>
 - Student Fitness to Study Procedures
<https://www.canterbury.ac.uk/students/docs/policy-zone/Fitness-to-Study-Procedure-v1-September-2018.pdf>
- 1.2 The University’s Learning and Teaching Strategy sets out our commitment to provide all students with an outstanding higher education experience which equips them for success in personal aspirations and wider contribution to society.
- 1.3 The University expects all students participate fully in the learning activities associated with each module and to undertake all components of associated assessment.
- 1.4 Students must take responsibility for achieving their potential through successful completion of each stage of their studies.
- 1.5 Attendance data is only one indicator of a students’ engagement with their learning. There are other important data touchpoints which should be used in conjunction with attendance data to gain a fuller picture of a student’s engagement. These data touchpoints include engagement with the curriculum via the Learning Platform Suite¹, and in the submission of assessments.
- 1.6 The use of engagement in learning data will allow early identification of issues, leading to effective and timely interventions. The university can work with students to facilitate full engagement with their studies, thereby maximising success
- 1.7 Guidance as to how to monitor aspects of engagement in learning can be found in a separate and complementary document/website. This includes guidance on attendance monitoring, use of analytics in the Learning Platform Suite and assessment.
<https://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/Developing-Digital-Engagement-Data-Guidance.pdf>

2. Enabling Student Engagement in Learning

- 2.1 The University enables student engagement in learning by:

¹ The University’s Learning Platform Suite (LPS) includes the Virtual Learning Environment, assessment submission software, an ePortfolio, electronic collaboration, video and learning capture platforms

- engaging with students before they join the University to prepare them for higher education;
- providing a structured induction to facilitate the transition into University life;
- providing an outstanding learning and teaching experience where our students are valued as partners;
- providing first rate learning resources via its Library and Learning Platform Suite (Blackboard);
- providing a wide range of academic and welfare support.

2.2 To this end students undertake to:

- take responsibility for managing their own learning: actively engaging in their programme and supporting their student representatives to help create meaningful dialogue and impactful change.

3. Data Touchpoints

There are a number of data touchpoints that staff can access in order to enable engagement in learning and support student success.

3.1 Attendance

- 3.1.1 Attendance at timetabled sessions is a fundamental part of the student learning experience. Students are expected to take responsibility for organising their studies and understanding the expectations of their course. Students must make themselves available to undertake all activities relating to their programme of studies. Therefore the University expects students to attend all of their timetabled teaching activities however there may be exceptional circumstances where absence may occur (see guidance <https://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/Attendance-monitoring-guidance.pdf>)
- 3.1.2 Faculties and Schools are required to maintain accurate and complete student attendance records. Attendance data will be reviewed at appropriate check points throughout the year. Programme teams may define an acceptable level of attendance (see guidance <https://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/Attendance-monitoring-guidance.pdf>)
- 3.1.3 There is an expectation that there will be clear, supportive and timely communications between the university and student in the event of non-attendance.
- 3.1.4 Attendance requirements associated with Professional, Statutory or Regulatory Body regulations will apply to students on relevant programmes.
- 3.1.5 There is an expectation that attendance requirements for students at Partner institutions will be set out in writing in the Collaborative Agreement with that Partner. All Partner institutions will be expected to have an appropriate process or system in place for recording attendance.
- 3.1.6 International students covered by Home Office Tier 4 visa requirements have additional obligations in terms of attendance (see Appendix A).

3.2 The Learning Platform Suite

- 3.2.1 The University's Learning Platform Suite (LPS), including the Virtual Learning Environment, assessment submission software, the ePortfolio, electronic collaboration, video and learning capture platforms, is integral to the delivery of all programmes.
- 3.2.2 The LPS provides programme-related resources, learning activities, assessment services and other online learning tools. Most assessments are submitted and marked online through the LPS. Students therefore need to access these resources and services on a regular basis if they are to be successful in their studies.
- 3.2.3 Programme teams should monitor students' engagement across the LPS. Where a student has a low level of online engagement and there is also other evidence of poor engagement, students should be referred for support.

3.3 Submission of Work

- 3.3.1 Students are required to submit work on specified dates throughout the academic year. Non-submission of work without prior agreement may impact on student progression and success.
- 3.3.2 The University records the submission of assessments. This data is available to programme teams and should be monitored in conjunction with other data touchpoints in order to refer the student for further support or action to prevent the risk of non-progression.
 - 3.3.2.1 Penalties for late submission of work can be found here <https://www.canterbury.ac.uk/students/academic-services/policy-zone/ug-assessment-and-award-processes/ug-assessment-and-award-processes.aspx>

4. Support for Students

- 4.1 The University recognises that sometimes students will experience personal difficulties, which are exceptional and beyond the normal challenges faced by students, and which affect their ability to engage with their studies fully. There are a range of support options available to students in this situation, depending on the nature of the issue, and students should always begin by discussing the situation with the Programme Director, a Personal Academic Tutor or a Student Health & Wellbeing Adviser to see what support would be best. There are circumstances that may warrant a referral to Student Support Health and Wellbeing under the Cause for Care and Concern arrangements (Appendix B).
- 4.2 For unexpected short-term challenges that impact the ability to complete an assessment, students can complete a request to ask for an extension to their coursework deadline or the chance to take their examination or time-specific assessment at the next available opportunity. Full guidance is available here: <http://www.canterbury.ac.uk/students/academic-services/updating-your-status/evidence-based-extension-request.aspx>

- 4.3 For medium or long-term personal difficulty (not related to a Disability), a Programme may suggest that a Negotiated Learning Plan (NLP) is developed. This will allow the student to adjust assessment deadlines whilst it is in place. Full guidance is available here: <http://www.canterbury.ac.uk/students/academic-services/updating-your-status/negotiated-learning-plan.aspx>
- 4.4 A Learning Support Plan (LSP) is developed for a student with a recognised disability and long-term or serious physical or psychological condition. Developed in partnership with academic staff, a LSP has the flexibility to offer a range of interventions tailored to individual student needs. The University's Disability and Mental Health Advisers support the student throughout their studies, reviewing the plan when appropriate. Full guidance is available here: <https://www.canterbury.ac.uk/students/support-services/disability-and-mental-health/disability-and-mental-health.aspx>