Student Engagement in Learning Policy

Approved by:	Effective date:	Next review:
Academic Board	April 2018	November 2023

Policy statement

The Policy sets out the University's expectations for all students to engage fully in the learning activities associated with their studies.

Who needs to know about the policy?
- Heads of School and Department
- Programme Directors
- Programme Teams
- Faculty Administrative Teams
- Students

Purpose of the Policy

The Policy sets out the University's commitment to student engagement in learning in line with the Learning and Teaching Strategy. It sets out the responsibilities of students for engagement with their learning, how the University enables student engagement in learning, the University's expectations regarding engagement, and support for students who may experience difficulties.

Contacts

Learning Teaching Enhancement is responsible for:

- Providing advice and guidance about student engagement in learning
- Maintaining the policy and guidance

The team can be contacted by emailing: LTE-ADMIN@canterbury.ac.uk

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1. Introduction

1.1. This document should be read in conjunction with the:

- [Terms and Conditions of Registration](#)

- [Requirements related to Student Registration](#)

- [Student Fitness to Study Procedures](#)

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 to 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 Suite[1], the submission of assessments and the use of library resources. Another measure of engagement is interactions with a Personal Academic Tutor.

1.6. The use of engagement in learning data allows identification of non-engagement leading to effective and timely interventions by the university. The university can work with students to provide support and facilitate full engagement with their studies, thereby maximising success.

2. Enabling Student Engagement in Learning

2.1. The University enables student engagement in learning by:

- 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

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[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

- 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
- providing a wide range of academic and welfare support.

2.2. To this end students undertake to:

- take responsibility for managing their own learning by actively engaging in their course
- seek support and advice as appropriate

3. Expectations of Engagement

3.1. 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 studies. Therefore, the University expects students to attend all their timetabled teaching activities however there may be exceptional circumstances where absence may occur.

3.2. Faculties are required to maintain accurate and complete student attendance records. Attendance and engagement data will be reviewed at appropriate check points throughout the year. Programme teams may define an acceptable level of engagement.

3.3. The Learning Platform Suite (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.

3.4. Students are required to submit and take part in assessment on specified dates throughout the academic year. Non-submission of work without prior agreement may impact on student progression and success.

3.5. Attendance and engagement requirements associated with Professional, Statutory or Regulatory Body regulations will apply to students on relevant programmes.

3.6. There is an expectation that attendance and engagement 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.

3.7. International students covered by Home Office Student Route (previously Tier 4) visa requirements have additional obligations in terms of attendance https://cccu.canterbury.ac.uk/timetabling-and-rooming/docs/Immigration-Compliance-Academic-Engagement-Staff-Policy-For-Overseas-Students-on-the-Student-Route-or-Tier-4-visas..docx

3.8. There is an expectation that there will be clear, supportive, and timely communications between the university and student in the event of student non-engagement.

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 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

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: https://www.canterbury.ac.uk/current-students/academic-services/assessments/extenuating-circumstances

4.3. For medium or long-term personal difficulty (not related to a Disability), a Programme may suggest that a Temporary Learning Agreement (TLA) is appropriate. Full guidance is available here: https://www.canterbury.ac.uk/current-students/academic-services/assessments/extenuating-circumstances

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/current-students/support-services/disability-and-mental-health-support/support-for-disabled-students

Student Engagement in Learning Policy

Policy Information	Description of Policy Information
Policy Title	Student Engagement in Learning Policy
Department Owner	Learning and Teaching Enhancement
Policy Category	Academic; Administrative Practice; Students
Policy Owner	Director of Learning and Teaching
Policy Administration	LTE-ADMIN@canterbury.ac.uk
Related University Policies	Terms and Conditions of Registration Requirements related to Student Registration
Related University Procedures (*)	Student Fitness to Study Procedures
Approved by	Academic Board
Date Approved	9 April 2018
Date of Commencement	April 2018
Review Date	November 2023
Version	4
History of revisions of the policy	Version 1 - Approved by Academic Board, 9 April 2018 Version 2 - Web links updated following LTE website review, 13 March 2019 Version 3 - Web links updated, 4 November 2020 Version 4 - Policy updated following introduction of student engagement dashboard and changes to Student Route (Tier 4) requirements, references to appendices removed due to change in approach to monitoring, approved by Academic Board, 14 December 2020
Website Address	https://www.canterbury.ac.uk/learning-and-teaching-enhancement/policies/Student-Engagement-in-Learning.aspx