

POLICY NOTE ON STUDENT ENGAGEMENT

This policy note must be read in conjunction with the General Regulations for Students and the Behavioral Policy.

1. An underpinning principle of the regulatory frameworks for taught awards is that credit is an indicator of the associated expected volume of study, whilst the mark for the module indicates achievement of the intended learning outcomes.
2. Severe and/or persistent cases of non-attendance or non-engagement should be dealt with not by the refusal of permission to sit examinations or permission to sit an examination or by mark penalisation, but by the disciplinary route.
3. Where a member of staff identifies severe or persistent non-attendance or non-engagement they shall refer the matter to the nominated academic colleague in the College for possible action under the Attendance, Engagement and Progress Policy
4. The College, in common with the British Higher Education sector as a whole, is committed to the principle that assessment must be firmly bound to identified learning outcomes. In this context it is not permissible to penalise non-attendance through the deduction of marks which have been awarded for positive achievement of learning outcomes elsewhere in the module. Instead we may actively reward engagement where it demonstrates successful achievement of explicit learning outcomes.

Thus, for example, a module that is taught in part through seminars or tutorials designed for discussion might spell out among its intended learning outcomes, some which depend on engagement, the demonstration of which is not possible without attendance. Examples of such learning outcomes might include:

- participation in group discussion, at a minimum through regular listening, at best through regular active participation;
- evidence of ability to organise work schedule;
- sound time-keeping;
- good citizenship.

Any and every contribution to a seminar or tutorial should be assessed where such contributions contribute to the learning outcomes of the module. It is not permissible to set a minimum threshold for attendance before marks will be awarded for engagement, nor to deny marks for achievement of some of the stated intended learning outcomes on the basis that others have not been achieved.