



Student Engagement in Learning

New College Durham is committed to safeguarding and promoting the welfare of vulnerable groups, and expects all staff and volunteers to share this commitment.

New College Durham

Student Engagement in Learning

We will consider any request for this procedure to be made available in an alternative format.

We review our policies regularly to update them and to ensure that they are accessible and fair to all. All policies are subject to equality impact assessments. Equality Impact Assessments are carried out to see whether the Policy has, or is likely to have, a different impact on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or human rights.

We are always keen to hear from anyone who wants to contribute to these impact assessments and we welcome suggestions for improving the accessibility or fairness of the procedure.

To make suggestions or to seek further information please contact:

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Or telephone: 0191 375 4286

If any employee has difficulty understanding this procedure or needs assistance completing any documentation associated with the procedure, please contact either your trade union representative or the College's Human Resource Department.

Equality Impact Assessed: February 2022

Policy Title	Student Engagement in Learning
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Contents		Page
1.	Introduction	4
2.	Principles on which the Policy is Based	4
3.	Student Responsibilities	5
4.	International Students	7
5.	Staff Responsibilities	8
6.	Curriculum Managers Responsibilities	10
7.	College Managers Responsibilities	11
8.	Related Policies	11
9.	Policy Review	11

New College Durham

Student Engagement in Learning

1. Introduction

- 1.1 The Student Engagement in Learning Policy articulates the mechanisms by which New College Durham facilitates, supports and monitors the engagement of a student with their studies.
- 1.2 There is clear evidence to show that to achieve success, the majority of students need to engage fully with timetabled sessions and also with the Remote and Online Learning opportunities that are provided through the College Virtual Learning Environment and Microsoft Teams. In addition, some students must meet the assessment requirements for their course which may include the completion of work placements.
- 1.3 This policy sets out how the College supports students to engage fully with all elements of their studies, what the College expects of students in relation to engagement with their course, how it will monitor that engagement and what it will do where students are not engaging.
- 1.4 International students who are covered by Home Office Tier 4 requirements need to be aware that they have additional obligations in line with UKVI.

2. Principles on which the Policy is Based

There are four principles underpinning the College's approach to student engagement in learning:

- 2.1 There is clear evidence that to achieve success, the majority of students need to engage fully with all learning opportunities including face to face and remote learning that provide opportunities for live instruction, delivery and interactivity and online learning.
- 2.2 Teaching, learning and assessment should utilise innovative methods including the application of technology to provide high quality learning to students.

- 2.3 The engagement of students in their learning should be one of the benchmarks by which the quality of provision is judged.
- 2.4 Every effort should be made to maximise student engagement in learning and encourage students to take responsibility to engage fully with all elements of their course.

3. Student Responsibilities

- 3.1 New College Durham requires students to **engage in all elements of their studies** according to their signed learning agreement and course timetable.
- 3.2 Timetabled learning sessions, delivered both face to face and remotely, are an essential part of the student learning experience on all the courses the College provides. Much of the curriculum content of the course, including the knowledge, skills and behaviours required are conveyed through timetabled teaching sessions. These sessions also give students the opportunity to participate in teaching and to interact with staff and other students about course related issues and themes. The development of these personal skills is a key feature of the student journey.
 - The College expects students to attend all timetabled teaching sessions, both face to face and remote (Including practical, workshop and laboratory) and placements.
 - Students are expected to let the College know if they are unable to attend their timetabled learning for any reason.
- 3.3 Planned Online Learning provided through the College's Virtual Learning Environment and Microsoft Teams, is integral to the delivery of most courses. These systems provide students with learning resources, academic support, assessment and feedback that they complete independently. Students need to access to these resources and support materials on a regular basis and in line with the expectations communicated from staff if they are to be successful in their studies.
 - Students are expected to engage in Online Learning and to complete all outputs of online learning as specified by their tutor. The College will monitor students' engagement with Schoology and provides information on that engagement to staff who teach and support students.
 - Students are expected to let the College know if they are unable to access or complete the Online Learning for any reason.

3.4 Students are required to submit pieces of academic work or complete practical work on specified dates during the academic year. They may also be required to complete other forms of assessment e.g., examination, presentation or performance. These pieces of work represent their final assessment for the qualifications on which they are enrolled. Students who do not submit work will be governed by the regulations of the appropriate awarding organisation and may be unlikely to achieve their qualification and even if the work is subsequently submitted it may result in grades being capped at a lower grade e.g., a Pass or 40%.

3.5 Students are required to submit all work to the deadline set. In the case of assessment activity that takes place on a date, e.g., practical, presentation or examination, students are expected to attend and be able to undertake the assessment activity.

3.6 Students are expected to let the College know if they are unable to submit or complete the assessment for any reason.

3.7 Students should not knowingly miss a learning activity/ not complete online learning or assessment for anything other than illness or exceptional circumstances. It is not advisable to take holiday in term-time. Unacceptable attendance and/or punctuality may affect examination entry or other concessions including progression to the next level qualification. If students need to miss a learning activity or are unable to complete the online learning/ submit assessed work, they, or someone acting on their behalf should:

- Report their absence as soon as possible on the day of their absence using the College report and absence process by calling 0191375 4389 or emailing attendance@newdur.ac.uk and leave the student's full name, the course they are studying and the reason for absence.
- inform their Personal Development Coach (where applicable) and Programme Leader, in advance, of any planned absence (e.g., for a doctor's or dentist's appointment);
- on return to college meet with their Personal Development Coach and programme leader to discuss arrangements to catch up on the work missed during absence;
- for HE students maintain communication with the Programme Leader and complete any HE requirements e.g., extension/ mitigation, as required;
- students may be asked to provide evidence to support their absence as this may be needed to support mitigation arrangements and authorise absences.

- engage in any other remedial action taken before the end of the four-week absence period, if a student's pattern of attendance and/or punctuality is not of an acceptable standard;
- where a student has demonstrated no engagement **for four weeks** and there has been no response to the College, **the student will be referred to the relevant withdrawal policy, FE or HE dependent on their qualification.**

4. International Students

- 4.1 New College Durham (College) must ensure that sponsored students are attending and academically engaging with their studies. A student is academically engaging if they are actively and consistently following their programme of study.
- 4.2 The College must report the following information to the UKVI within 10 working days:
- When a higher education student (Level 6 and above) fails to re-engage with their studies within 60 days of the first contact from their sponsor regarding their lack of academic engagement, the sponsor must withdraw sponsorship except in exceptional circumstances, outlined in the Student Sponsor Guidance document issued by UK Visa and Immigration.
 - When a higher education student (Level 4 & 5*) attendance falls below 70% for three consecutive months unless there are exceptional and evidenced reasons for non-attendance, such as illness
 - When a further education student (Level 3*) misses 10 consecutive attendance points unless there are exceptional and evidenced reasons for non-attendance, such as illness
- (*Students studying level 3,4 & 5 programmes are required to attend a minimum of 15 hours daytime, classroom-based study per week.)
- 4.3 Student attendance is monitored via registers that generate a UKVI student attendance report that is monitored weekly by the International Team. The report gives an overall attendance percentage for students and also how many absences students have had in the last 10 sessions.
- 4.4 Academic staff are responsible for informing the International Team as soon as there are any concerns regarding an international student's attendance or engagement. More information on the process for monitoring international students' attendance and engagement can be found in the International Student Engagement and Attendance Procedure.

5. Staff Responsibilities

- 5.1 Teaching staff are responsible for the planning and delivery of teaching, learning and assessment and the recording and monitoring of student engagement with learning across all learning formats.
- 5.2 For face to face and remote learning formats, teaching staff should:
- make students aware of the Student Engagement in Learning Policy during induction.
 - **accurately** complete registers in line with the Marking a Student Register Policy.
 - ensure that students are provided with regular, live instruction with the ability for students to ask questions of staff in real time at the time indicated on the students' timetable.
 - ensure that instructions and expectations are clearly communicated to students at all times.
 - for Remote Learning, use only the College's recommended platforms for delivery of live instruction or for conducting one to one meetings with students including remote Progress Review meetings held between Apprenticeship Skills Coordinators, apprentices and employers.
 - ensure all learning activities incorporate a range of activities to respond to students' learning preferences (e.g., direct instruction, independent learning, group activities).
 - ensure all learning activity is appropriately planned, using the college approved Scheme of Learning or lesson plans.
 - carefully consider the individual learning needs of all their students in design and delivery of any learning activity.
 - ensure that live remote learning sessions do not exceed 1 hour of continuous direct delivery to students unless essential for assessment.
 - provide all work linked to live delivery, instruction, or assessment in accessible formats.
 - be familiar with the use of College's approved platforms, and to be available online through these platforms at the scheduled time of instruction.
 - set, assess and return work relating to students in accordance with agreed timescales, maximum four weeks, using the most effective means.
 - provide feedback to students on their learning, through the recognised college platforms or face to face.
 - monitor and report individual and group engagement through quality processes.
 - follow the college and awarding body guidelines in relation to feedback and quality assurance.
 - follow the college policy on safeguarding at all times. Including the promotion of online safety.
 - record on their TLA plan any identified areas for development in relation to remote learning.

- attend relevant CPD sessions held internally and externally to support the development of digital skills.
- raise concerns about students or apprentices who are not engaging through the relevant curriculum manager, liaison officer and apprenticeship manager and record any comments or targets for the student.
- only contact students through official college channels, which are:
 - New College Durham (@newdur.ac.uk) email address only. No personal email addresses must be used by either staff or students;
 - Microsoft Teams chat or video conference (through New College Durham email address only);
 - Schoology messaging (Through New College Durham email address only);

5.3 For Online Learning, teaching staff should:

- ensure that work is thoroughly planned, set and made available via approved platforms prior to the planned online lesson and that sufficient resources are made available to students via electronic means to allow them to carry out this work independently and for the duration planned.
- ensure that instructions and expectations for all online learning activity are always clearly communicated to students including deadlines and expected outputs.
- emphasise to students and apprentices that all online learning activities will be subject to formative or summative assessment following submission and this assessment will inform planning and delivery of face-to-face learning.
- provide assessment and feedback of the online learning activity prior to, or during the next face to face session to identify any misconceptions and ensure that the subsequent learning activities are appropriate for the need of the students or apprentices.
- ensure that any courses or Teams created on the college's recommended platforms adhere to the college guidance for structure and content.
- use only the college's recommended platforms for storage of course materials, assessments and resources.
- ensure online learning activities incorporate a range of resources to respond to students' or apprentices' learning preferences (e.g., videos, quizzes, workbooks, course discussions etc).
- carefully consider the individual learning needs of all their students and/or apprentices in design of any online learning activity.
- be familiar with the use of the College's approved platforms for online learning.
- follow the college and awarding body guidelines in relation to feedback and quality assurance.
- follow the college policy on safeguarding at all times.

- record on their TLA plan any identified areas for development in relation to online learning.
 - attend relevant CPD sessions held internally and externally to support the development of digital skills.
 - raise concerns about students or apprentices who are not engaging with online learning through the relevant curriculum manager, liaison officer and apprenticeship manager and record any comments or targets on Advantage.
 - only contact students through official college channels, which are:
 - New College Durham (@newdur.ac.uk) email address only. No personal email addresses must be used by either staff or students;
 - Microsoft Teams chat or video conference (through New College Durham email address only);
 - Schoology messaging (Through New College Durham email address only).
 - Follow all college guidelines for contacting groups of students and inviting students to access online learning.
- 5.4 College Personal Development Coaches are required to:
- Keep teaching staff informed of issues and actions relating to a students' attendance and punctuality;
 - Monitor and report on students' attendance and punctuality, with the help of teaching and support staff;
 - Refer unresolved issues concerning attendance and punctuality to the Curriculum Manager;
 - Ensure paperwork regarding student attendance is up to date.

6. Curriculum Managers Responsibilities

- 6.1 Curriculum Managers are also responsible for ensuring that timetables and associated registers for each component of the study programme or taught sessions are correct and that work placements are timetabled accordingly. Ensure major changes to timetables are communicated to CIS in a timely manner.
- 6.2 Curriculum Managers are responsible for monitoring the overall engagement in learning of each of their students and invoking the relevant intervention actions and where required referring into the required disciplinary/ withdrawal process.
- 6.3 Curriculum Managers are responsible for the quality of learning in their area. They should use the college quality assurance processes to monitor

the quality of learning in their curriculum areas and take effective action where this does not meet expectations.

7. College Managers Responsibilities

- 7.1 Senior leaders are responsible for ensuring that staff are aware of this policy and that students have been inducted into it.
- 7.2 Senior Leaders will receive reports on attendance, engagement and the quality of teaching, learning and assessment. They will maintain an awareness of the effectiveness of student engagement, reporting this through relevant committees.
- 7.3 Senior Leaders will ensure there is a College wide approach to supporting students who are identified as not having access to appropriate IT resources to engage with the learning opportunities provided.

8. Related Policies

- Safeguarding Children and Adults at Risk Policy;
- Student Behaviour Policy
- Behaviour of Students aged under 16 at New College Durham;
- Student Disciplinary Policy;
- Teaching, Learning and Assessment Policy;
- Information Security Policy;
- HE Withdrawal Policy;
- Marking a Student Register Policy
- International Student Engagement and Attendance Procedure

9. Policy Review

The effectiveness of this document will be monitored annually and reviewed every five years in light of experience and best practice.

Implementation Date February 2022

First Review Date February 2023