

# Increasing Tutorial Attendance and Engagement through Assessment Design

## Overview:

This initiative involves assigning a percentage of module marks (e.g. 10%) to a "tutorial portfolio" component focused solely on attendance and engagement in tutorials. The goal is to incentivise student attendance and participation in tutorials, which cover key module content.

## Implementation:

- Embed the tutorial portfolio component in core modules across all program levels (e.g. levels 3-5).
- Allocate set percentages for attendance (e.g. 1%) and engagement (e.g. 1%) respectively per tutorial.
- Allow students to miss one tutorial without penalty to account for potential absences.
- Have tutors track and submit attendance and engagement marks to the module leader.
- With tutorial groups capped at 8 students, attendance verification has not been an issue or cause of student complaints about unfair marking.
- Despite a cultural move away from providing marks solely for attendance, there has been little philosophical objection among staff about incentivising attendance through this assessment design.
- As this initiative is still in the early stages of implementation (second year), the programs have no plans to significantly develop or modify the tutorial portfolio assessment in the near future.

## Impact:

- Anecdotally, the initiative has driven an improvement in tutorial attendance rates.
- Very few students fail modules solely due to not attempting the tutorial portfolio component.
- Over time, the familiarity between students and regular tutors supports increased participation.
- Assigning marks for attendance and participation has increased the perceived importance and value of tutorials for both students and staff.

## Considerations:

- Can require additional coordination for tutors to track and submit marks.
- Needs clear communication to students on tutorial importance and portfolio assessment.
- Reasonable adjustments may be needed to accommodate student absences due to illness etc.