UKMC Student Engagement Statement

1. Purpose of this Statement

This Student Engagement Statement sets out how UK Management College (UKMC) defines, monitors, supports and assures student engagement across all higher education provision. It positions student engagement as a core condition of academic quality, student success and institutional responsibility, rather than as a discretionary or peripheral activity.

This statement operates within the UKMC Quality and Academic Governance Framework and provides clarity on how engagement is conceptualised, evidenced and acted upon through institutional systems and governance routes. It supports consistent understanding across academic and professional services teams and provides assurance to committees and senior leadership.

The purpose of this statement is to articulate:

- how student engagement is defined at UKMC
- how engagement is monitored and evidenced
- how disengagement is identified and addressed
- how student voice informs enhancement
- how accountability and assurance are maintained

2. UKMC Definition of Student Engagement

At UKMC, student engagement is defined as active, supported and meaningful participation in learning, underpinned by belonging, appropriate academic challenge and access to timely support.

Engagement is understood as:

- **relational**, shaped by teaching design, staff–student relationships and institutional culture
- **developmental**, evolving across the student lifecycle
- **ecological**, influenced by curriculum, assessment, wellbeing, communication and organisation
- **shared**, with responsibilities held by both students and the institution

Engagement is not reduced to attendance alone. While attendance is an important indicator, engagement is also evidenced through participation, confidence, progression, submission patterns, interaction with feedback and student voice.

This definition reflects UKMC's commitment to inclusive, challenging and supportive learning environments, recognising that students engage most effectively when learning is coherent, accessible and responsive.

3. Engagement within the Quality and Academic Governance Framework

Student engagement is embedded within UKMC's Quality and Academic Governance Framework and is governed through established institutional structures, including the Student Experience, Engagement and Employability Committee (SEEEC), the Teaching and Learning Committee (TLC) and Academic Board.

This statement is aligned with the Student Engagement, Belonging and Academic Challenge (SEBAC) Framework, the Inclusive Curriculum Framework (ICF), the Career-Ready Framework (CRF), the English Proficiency Framework (EPF), and the UKMC Student Voice and Survey Feedback Systems.

Together, these frameworks ensure that engagement is understood holistically and evidenced consistently across learning, support and progression. Engagement evidence contributes directly to:

- Course Performance Plans (CPPs)
- annual monitoring and enhancement
- institutional assurance of quality and standards

Engagement is monitored through the triangulation of:

- attendance, submission and progression data
- SEBAC-aligned surveys and student voice evidence
- qualitative dialogue and representation
- academic observation and staff reporting

This ensures that engagement is treated as an academic condition, not solely a pastoral concern, and that responses to engagement trends are proportionate, evidence-based and reviewable.

4. Monitoring Student Engagement and Identifying Risk

UKMC operates a proactive and staged approach to monitoring student engagement across the student lifecycle.

Engagement is monitored through:

- routine academic observation of participation and learning behaviours
- structured engagement tracking by lecturers
- attendance, risk and submission monitoring, by SSTs and the retention manager
- student voice and survey evidence

Where concerns arise, these are recorded consistently and reviewed by Student Success Tutors (SSTs), who act as the central coordination point for engagement monitoring and early intervention.

Engagement concerns are considered using a tiered approach:

- **Green** – no current concern, routine monitoring

- **Amber** – emerging concern requiring light-touch follow-up

- **Red** – sustained or significant concern requiring coordinated intervention

SSTs work in partnership with academic teams, Course Directors and the Wellbeing Office to:

- contact students and understand barriers to engagement

- agree appropriate academic or support actions

- monitor impact over time

- escalate concerns where required

This approach ensures that disengagement is responded to early, relationally and consistently, while maintaining clear boundaries between academic monitoring and specialist wellbeing support.

5. Student Voice, Belonging and Academic Challenge

Student engagement at UKMC is informed by a structured and governed student voice system. Student voice is understood as developmental and relational, rather than limited to satisfaction measures.

Student voice is gathered through:

- institution-wide and course-level surveys

- SEBAC-aligned measures of engagement, belonging and challenge

- student representative dialogue and committee structures

- qualitative feedback captured through academic and support interactions

Student voice and survey evidence is triangulated with engagement and progression data to:

- identify pressure points and differential experience

- inform Course Performance Plans

- shape targeted enhancement actions

- evidence clear "You Said, We Did" feedback loops

Belonging is recognised as a precondition for engagement, and engagement as a precondition for appropriate academic challenge and confidence. Teaching teams are therefore expected to design learning environments that:

- invite participation and dialogue

- calibrate challenge appropriately

- support confidence and agency

- provide clarity and coherence

This ensures that engagement is not conflated with compliance, but understood as a condition created through inclusive design, relational practice and institutional responsibility.

6. Roles and Responsibilities

Student engagement is a shared responsibility across UKMC.

- Academic staff design and deliver learning that supports participation, notice patterns of engagement and disengagement, and record concerns where appropriate.

- Student Success Tutors (SSTs) monitor engagement indicators, coordinate follow-up, record actions and act as the hub between academic teams and support services.

- The Wellbeing Office provides specialist support and oversees reasonable adjustments where required.

- Course Directors oversee engagement trends at course level and ensure actions are reflected in Course Performance Plans.

- The Student Engagement and Career Development Lead supporting monitoring and interventions, working closely with the course directors and Associate Dean for Educational Quality and Student Experience.

- Committees and Academic Board provide oversight, challenge and assurance of engagement practice and outcomes.

This distributed model ensures consistency of practice while maintaining clear governance and accountability.

7. Review, Enhancement and Assurance

This Student Engagement Statement is reviewed annually to ensure continued alignment with:

- the SEBAC Framework

- the Inclusive Curriculum Framework

- the Career-Ready and English Proficiency frameworks

- the UKMC Student Voice and Survey Feedback Systems

- institutional quality and governance requirements

Engagement evidence informs continuous improvement through Course Performance Plans, committee review and institutional reporting. Enhancement actions are monitored for impact and reviewed as part of UKMC's annual quality and self-assessment cycle.

Through this approach, UKMC ensures that student engagement is not an aspirational concept, but a designed, monitored and governed institutional commitment, central to educational quality, equity and student success.