UKMC Student Engagement Statement

Date	Author	Summary of Changes	Version	Authorised by
June 2025	UKMC	Initial version approved by Academic Board.	1.0	Academic Board
27 October 2026	Abbas Mohammed	Comprehensive revision of the UKMC Student Engagement Statement, including scope, governance, monitoring, intervention, student voice and assurance.	2.0	Academic Board – pending approval

Policy/Procedure Management and Responsibilities	
Policy/Procedure Owner	Head of Student and Academic Engagement — Abbas Mohammed
Equality Analysis	To be completed and reviewed by the Equality, Diversity and Inclusion Committee.
Effective From	September 2025 (Version 1.0); Version 2.0 effective on Academic Board approval
Next Review	December 2028
Internal/External	External – student-facing
Document Location	UKMC policies and legislation repository: https://ukmc.ac.uk/policies-and-legislation
Linked Documents	Student Voice and Survey Feedback Systems; Inclusive Curriculum Framework; SEBAC Framework; Career-Ready Framework; English Proficiency Framework
Dissemination Plan	Publish on the student-facing policy repository and brief relevant staff through normal quality and academic governance channels.
Accessibility	**Alternative formats available on request from quality@ukmc.ac.uk**

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1. Purpose of this Statement

This Student Engagement Statement sets out how UK Management College (UKMC) defines, enables, monitors, supports and assures effective 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. It applies to all UKMC students, courses, delivery modes and relevant staff and partner arrangements within the scope of UKMC's responsibilities.

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

1.1 Scope and regulatory context

This statement is a governance document. It sets institutional expectations and accountability; detailed operational workflows, thresholds and case-handling requirements should be maintained in the relevant procedures and guidance.

Relationship to OfS Condition B2

This Statement forms part of UKMC's arrangements for meeting the Office for Students' Condition B2 on resources, support and student engagement. It should be read alongside UKMC's policies and procedures for academic quality, learning resources, academic support, careers support, student voice, course monitoring, complaints, safeguarding, equality and partnership delivery. UKMC will retain evidence demonstrating that engagement opportunities are available, representative, acted upon and reviewed for impact.

The statement should be read alongside UKMC's Quality and Academic Governance Framework, relevant student-support and safeguarding arrangements, and the procedures used to monitor attendance, participation, progression and student voice.

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 supports UKMC's responsibilities under the Office for Students' Condition B2 on resources, support and student engagement. The Student Engagement, Experience and Employability Committee provides primary oversight of this Statement and reviews engagement evidence, risks, student voice and enhancement activity. The Teaching and Learning Committee and Academic Board provide wider academic governance, challenge and assurance in accordance with their respective terms of reference.

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,

recorded and reviewable. Monitoring and intervention must maintain academic rigour, respect student dignity and avoid treating attendance or any single indicator as a complete measure of engagement.

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.

The detailed engagement procedure will define the indicators, thresholds, timescales, responsibilities and escalation routes associated with each risk level. The procedure will also specify how students are contacted, how reasonable adjustments and support needs are considered, how non-response is managed, and how the effectiveness of interventions is reviewed and recorded.

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, while protecting confidentiality and using data proportionately, 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.

Student contribution to academic provision

UKMC will provide routine opportunities for students to contribute to the development of their academic experience and higher education course while maintaining academic standards and rigour. These opportunities include student membership of relevant committees, course-level representation, surveys, module and course evaluation, participation in course review and enhancement activity, and structured opportunities to comment on learning, teaching, assessment and support.

Student representatives will be supported to contribute effectively through clear role information, access to relevant papers and agendas, appropriate induction or briefing, and feedback on how their contributions have been considered. Student representation will be reviewed for inclusivity and effectiveness across courses, levels, modes and relevant student cohorts.

Changes arising from student feedback will be considered through the relevant academic governance route and must maintain the academic rigour, coherence and intended learning outcomes of the course. UKMC will distinguish between feedback received, actions agreed, actions completed and evidence of impact.

6. Roles and Responsibilities

Student engagement is a shared responsibility across UKMC. UKMC retains primary responsibility for creating the conditions in which students can engage, while students are expected to participate in ways that are reasonable and appropriate to their circumstances.

- 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 Head of Student and Academic Engagement is the policy owner and is responsible for leading the implementation, monitoring, review and enhancement of this Student Engagement Statement. The Head of Student and Academic Engagement coordinates engagement activity across academic and professional services teams, reports relevant trends and risks to the Student Engagement, Experience and Employability Committee, and ensures that agreed actions are monitored through the appropriate quality and academic governance routes.
- The Student Engagement, Experience and Employability Committee provides the primary oversight of this Statement, including reviewing student engagement data, student voice evidence, intervention activity, differential experiences and enhancement actions. The Committee provides challenge, monitors implementation and escalates significant risks or unresolved issues to Academic Board where appropriate. Academic Board retains institutional oversight and assurance of academic quality, standards and student experience.

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

The Student Engagement, Experience and Employability Committee will review this Statement and associated engagement evidence at least annually, or more frequently where institutional risk, regulatory developments or significant student experience concerns require. The Committee will maintain an action log identifying agreed actions, responsible owners, timescales and evidence of impact.

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.

Evidence considered through these arrangements may include committee minutes showing student participation and contributions; representative membership and training records; survey response rates and findings; student voice and ‘You Said, We Did’ records; Course Performance Plans; action logs; attendance, submission and progression data; intervention records; and reports on the impact of enhancement activity.

UKMC will analyse engagement, support and student voice evidence by relevant course, level, mode, location, partnership arrangement and student cohort characteristics, where lawful and proportionate. This analysis will be used to identify differential experiences, academic needs and barriers to engagement, and to inform targeted action and resource decisions.

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.