



Student Voice Policy

Field	Detail
Policy no.	SLCC 6. 6
Version no. & date	Version 1.0 - May 2026
Author	Head of Registry and Student Services
Last review date	Not applicable (new policy)
Next review due	November 2027
Responsible Committee	Executive Leadership Team
Approved by & date	Quality of Education Committee – June 2026
External reference points	UK Quality Code for Higher Education (2024); QAA Advice and Guidance: Engaging Students as Partners (Principle 2); Office for Students Conditions of Registration; Equality Act 2010; UK GDPR and Data Protection Act 2018
Linked policies	ASQ 1.1 Quality Assurance and Enhancement Policy; ASQ 1.4 Learning Teaching Strategy; GA 3.3 Corporate Academic Governance Framework (CAGF); GA 3.9 Public Information and Consumer Protection Policy; DIG 2.1 Data Protection and Confidentiality Policy; DIG 2.4 Records Management and Data Retention Policy; PC 5.3 Equality Diversity and Inclusion Policy; SLCC 6.4 Student Charter; SLCC 6.3 Complaints Policy and Procedure; SLCC 6.8 Attendance and Engagement Policy; SLCC 6.10 Student Journey Framework; SLCC 6.11 Access and Participation Plan; SWS 7.1 Student Wellbeing and Conduct Policy
Audience	All enrolled students at UKCBC

1. Purpose

1.1 Policy Statement

UKCBC is committed to fostering a culture in which students are active partners in shaping, enhancing, and assuring the quality of their educational experience. The institution recognises that meaningful student engagement contributes to academic enhancement, institutional improvement, student success, and effective governance.

This policy establishes the principles, structures, and expectations through which student voice is embedded within the institution's academic, quality assurance, enhancement, and governance frameworks. It sets out how students are enabled and supported to contribute to institutional decision making, and how student insight informs continuous improvement across learning, teaching, assessment, academic support, and the wider student experience.

The institution recognises student voice as an essential component of:

- quality assurance and enhancement;
- institutional governance;
- evidence based review and evaluation;
- continuous improvement;
- partnership working between students and staff.

Student engagement is therefore not viewed solely as a feedback mechanism, but as a collaborative and ongoing process through which students contribute to the development of the institution and the enhancement of the student experience.

1.2 Purpose of the policy

The purpose of this policy is to:

- establish a clear institutional framework for student voice and student partnership;
- ensure that students are provided with meaningful opportunities to contribute to institutional enhancement and decision making;
- define the roles and responsibilities of students, staff, representatives, committees, and institutional leadership in supporting effective student engagement;

- ensure that student insight informs quality assurance, enhancement, monitoring, and governance processes;
- support transparency, inclusivity, accountability, and continuous improvement;
- ensure that the institution responds effectively to student feedback and communicates outcomes appropriately;
- align institutional practice with sector expectations and regulatory requirements.

1.3 Policy Context

This policy operates within the broader UKCBC academic governance, quality assurance, and enhancement framework. Student voice activity contributes to institutional monitoring, evaluation, enhancement planning, and assurance processes, including the Review and Enhancement Process (REP), Annual Monitoring and Review (AMR), programme evaluation, and institutional governance reporting.

The policy aligns with:

- the UK Quality Code for Higher Education, including Principle 2: Engaging Students as Partners;
- relevant Office for Students Conditions of Registration;
- the institution's Corporate and Academic Governance Framework;
- institutional policies relating to quality assurance, equality and diversity, and academic governance.

The institution is committed to ensuring that student engagement is strategically embedded, inclusive, transparent, and enhancement focused, and that student contributions meaningfully inform institutional development and decision making.

2. Scope

This policy applies to all students enrolled on programmes delivered by UKCBC, including:

- undergraduate students;
- postgraduate students;
- full-time students;
- part-time students;
- students studying through blended or flexible modes of delivery.

The policy applies to all institutional activities through which students contribute to the evaluation, enhancement, and development of the academic and wider student experience.

2.2 Areas of Application

The policy applies to student engagement activities relating to:

- learning, teaching, and assessment;
- curriculum review and enhancement;
- academic support and learning resources;
- student services and support provision;
- digital learning environments;
- programme monitoring and evaluation;
- quality assurance and enhancement processes;
- student representation and governance;
- institutional decision making;
- the wider student experience.

The policy applies to both formal and informal student voice mechanisms, including representative structures, evaluation activities, surveys, focus groups, committee participation, partnership initiatives, and thematic engagement activity.

3. Definitions

3.1 Student Voice

Student voice refers to the meaningful and constructive participation of students in the evaluation, enhancement, and development of their educational experience and the wider institutional environment.

Student voice includes both individual and collective contributions made through formal and informal engagement activities, including feedback mechanisms, representation structures, partnership initiatives, consultation activities, and participation in institutional governance and enhancement processes.

3.2 Student Partnership

Student partnership refers to collaborative working between students and staff based on mutual respect, shared responsibility, inclusivity, and transparency.

Partnership approaches enable students to contribute actively to institutional enhancement, academic development, and decision making, recognising students as contributors to the ongoing development of the institution and the quality of the student experience.

3.3 Student Representative

A student representative is a student selected, elected, or appointed to represent the views, experiences, and interests of other students within formal institutional structures and engagement activities.

Student representatives contribute to dialogue, enhancement activity, quality assurance processes, and institutional decision making through participation in representative meetings, committees, forums, and governance structures.

3.4 Student Engagement

Student engagement refers to the range of activities through which students participate in the academic, enhancement, representative, and wider institutional life of UKCBC.

This includes engagement in learning and teaching, institutional feedback processes, representative systems, enhancement activity, co creation initiatives, and governance participation.

3.5 Enhancement

Enhancement refers to the planned and continuous improvement of the quality of learning opportunities, the student experience, academic provision, support services, and institutional practices.

Enhancement activity is informed through evaluation, evidence, reflection, student insight, institutional monitoring, and quality assurance processes.

4. Principles of Student Partnership

4.1 Partnership and Shared Responsibility

UKCBC is committed to fostering a partnership-based approach to student engagement in which students and staff work collaboratively to support enhancement, continuous improvement, and institutional development.

The institution recognises students as active contributors to the quality and development of their educational experience. Student engagement is therefore embedded within institutional governance, quality assurance, enhancement, and decision-making processes.

The institution will promote constructive dialogue, mutual respect, and shared responsibility between students and staff across all areas of institutional activity.

4.2 Meaningful Engagement

The institution is committed to ensuring that student engagement activities are purposeful, accessible, and capable of informing institutional enhancement and decision making.

Student contributions will be considered appropriately within institutional review, monitoring, governance, and enhancement processes. Where appropriate, student insight will inform:

- programme evaluation and enhancement;
- institutional monitoring and review;
- academic quality assurance processes;
- development of learning, teaching, and assessment practices;
- enhancement of the wider student experience;
- institutional planning and improvement activity.

The institution will seek to ensure that student engagement moves beyond transactional feedback collection and supports ongoing dialogue, reflection, partnership, and co creation.

4.3 Inclusivity and Accessibility

UKCBC is committed to ensuring that opportunities for student engagement are inclusive, accessible, and reflective of the diversity of the student body.

The institution will seek to:

- remove barriers to participation;
- provide accessible methods of engagement;
- encourage participation from underrepresented groups;
- monitor engagement and representation patterns;
- promote equitable opportunities for contribution across the student community.

Student engagement activities will be designed and reviewed with consideration for accessibility, flexibility, equality of opportunity, and differing student needs and circumstances.

4.4 Transparency and Accountability

The institution is committed to ensuring that student voice processes are transparent, responsive, and accountable.

Students will be informed how their contributions have been considered and, where appropriate, how feedback and engagement activities have informed institutional enhancement and decision making.

The institution will communicate outcomes, actions, and enhancement activity arising from student engagement through appropriate institutional channels and feedback mechanisms.

Where institutional changes are not possible or appropriate, the reasons for decisions will be communicated clearly and respectfully.

4.5 Enhancement and Continuous Improvement

Student voice forms an important component of the institution's quality assurance and enhancement framework.

Student insight contributes to institutional evaluation, enhancement planning, programme monitoring, governance assurance, and continuous improvement activity. The institution will therefore use student engagement evidence as part of a broader triangulated approach to monitoring and enhancing academic quality and the wider student experience.

The institution is committed to reviewing and developing its student engagement practices on an ongoing basis to ensure that they remain effective, inclusive, and aligned with sector expectations and institutional priorities.

5. Student Voice within the Quality Assurance and Governance Framework

5.1 Student Voice as Institutional Evidence

UKCBC recognises student voice as an important source of institutional evidence that contributes to the evaluation, enhancement, and assurance of academic quality and the wider student experience.

Student insight is considered alongside other institutional evidence sources, including academic performance data, continuation and progression metrics, attendance and engagement data, external examiner feedback, complaints and appeals trends, and quality assurance monitoring activity. Student voice therefore forms part of the institution's triangulated approach to evaluation, enhancement, and institutional decision making.

Student engagement activity contributes to:

- programme monitoring and evaluation;
- enhancement planning and review;
- institutional quality assurance processes;
- academic governance and assurance;
- monitoring of the student experience;
- identification of themes, risks, and enhancement opportunities;
- institutional continuous improvement activity.

The institution is committed to ensuring that student insight informs evidence-based decision making and contributes meaningfully to institutional enhancement and governance processes.

5.2 Student Voice within Review and Enhancement Processes

Student voice is embedded within the institution's Review and Enhancement Process (REP), Annual Monitoring and Review (AMR), programme evaluation activity, and institutional enhancement cycles.

Student engagement evidence may include:

- module and programme evaluation outcomes;
- student representative feedback;
- institutional survey data;
- National Student Survey outcomes;

- focus group findings;
- thematic student engagement activity;
- complaints and appeals themes;
- student support and engagement insights.

These sources are considered as part of institutional evaluation and enhancement activity to support:

- continuous improvement of academic provision;
- enhancement of learning, teaching, and assessment;
- review of student support provision;
- identification of recurring or systemic concerns;
- enhancement planning and monitoring;
- institutional quality assurance and governance reporting.

Where student voice activity identifies themes that are systemic, recurring, material in impact, or indicative of wider institutional concerns, these may be escalated through the institution's governance and quality assurance structures for further review and action.

5.3 Governance and Committee Structures

Student engagement is embedded within the institution's academic governance and committee structure to ensure that student perspectives contribute to institutional oversight, enhancement, and decision making.

Student voice activity is considered through a range of institutional forums and governance structures, including:

- Programme Committees;
- Student Experience Committee;
- Quality of Education Group (QoE);
- Academic Board;
- Student Council;
- other relevant academic and operational committees.

These structures support the review of:

- student feedback and evaluation activity;
- enhancement actions and outcomes;
- recurring themes and institutional priorities;
- student experience trends;
- quality assurance and enhancement matters;

- student representation and engagement activity.

Student representatives contribute to committee discussions and enhancement activity through formal representative structures and governance participation arrangements established by the institution.

5.4 Escalation and Enhancement

UKCBC is committed to ensuring that student concerns, themes, and enhancement opportunities are reviewed and addressed appropriately through institutional processes.

Student voice themes may be considered for escalation where they:

- indicate recurring or systemic concerns;
- relate to the quality or standards of academic provision;
- affect the broader student experience;
- identify barriers to participation or inclusion;
- raise concerns relating to student wellbeing, accessibility, or support;
- indicate potential institutional or regulatory risk.

Escalation routes will reflect the nature, scale, and impact of the issue identified and may include review through programme level, operational, quality assurance, or governance structures.

The institution will monitor enhancement actions arising from student engagement activity to support:

- accountability;
- transparency;
- continuous improvement;
- evaluation of impact;
- effective closure of the feedback loop.

5.5 Student Voice and Institutional Culture

The institution recognises that effective student engagement depends upon a culture of openness, mutual respect, inclusivity, and constructive dialogue.

UKCBC is committed to fostering an environment in which students feel able to contribute openly and confidently to institutional discussion, enhancement activity, and governance processes without fear of disadvantage or prejudice.

The institution will seek to:

- encourage respectful and constructive dialogue between students and staff;
- support psychologically safe approaches to engagement and representation;
- value diverse perspectives and experiences;

- promote collaborative approaches to enhancement and institutional development;
- ensure that student engagement remains responsive, inclusive, and enhancement focused.

Student partnership is therefore understood as an ongoing and collaborative process that contributes to institutional development, academic enhancement, and the continuous improvement of the student experience.

6. Student Voice Mechanisms

6.1 Overview

UKCBC maintains a range of formal and informal student engagement mechanisms through which students contribute to the enhancement, evaluation, and development of the academic and wider student experience. These mechanisms are embedded within the institution's quality assurance, enhancement, and governance framework and support institutional monitoring, review, and continuous improvement activity.

Student engagement activity enables students to contribute both individually and collectively to institutional dialogue, enhancement planning, and decision making. The institution is committed to ensuring that engagement opportunities are accessible, inclusive, and capable of informing meaningful institutional enhancement and governance activity.

Student voice mechanisms support:

- constructive dialogue between students and staff;
- evidence based evaluation and enhancement;
- partnership working and co creation;
- institutional oversight and governance assurance;
- continuous improvement of the student experience.

6.2 Module and Programme Evaluation

Student evaluation activity forms an important component of the institution's approach to quality assurance and enhancement. Students are provided with regular opportunities to reflect upon and evaluate their experience of learning, teaching, assessment, academic support, curriculum delivery, learning resources, and the wider academic environment.

The institution operates structured module and programme evaluation processes that contribute to programme monitoring, enhancement planning, institutional review, and governance oversight. Evaluation activity supports institutional understanding of the effectiveness of academic provision and enables the identification of strengths, enhancement opportunities, and recurring themes affecting the student experience.

Student evaluation evidence contributes to the institution's Review and Enhancement Process (REP), Annual Monitoring and Review (AMR), programme enhancement activity, and institutional quality assurance processes. Evaluation outcomes are considered alongside wider institutional evidence sources, including student outcomes data, engagement indicators, external examiner feedback, and institutional performance metrics, to support triangulated institutional evaluation and evidence-based decision making.

Where evaluation activity identifies recurring concerns, enhancement priorities, or themes of broader institutional significance, these may be escalated through the institution's governance and quality assurance structures for further review and action.

6.3 Surveys, Metrics and Institutional Insight

The institution uses a range of institutional and sector informed survey mechanisms to support evaluation of the student experience and to inform enhancement, planning, and institutional monitoring activity. Survey activity supports the identification of institutional strengths, enhancement priorities, and emerging themes affecting the academic and wider student experience.

This includes the use of module and programme evaluation surveys, institutional student experience surveys, thematic consultation activity, pulse surveys, and analysis of National Student Survey (NSS) outcomes where applicable. These mechanisms support both localised enhancement activity and institution wide evaluation of student experience trends over time.

Student voice data contributes to institutional monitoring relating to areas such as learning, teaching, and assessment; academic support and learning resources; accessibility and inclusivity; student engagement and participation; and the effectiveness of enhancement activity and institutional action planning.

Student engagement metrics are reviewed through institutional quality assurance and governance processes and contribute to enhancement planning, committee reporting, institutional oversight, and continuous improvement activity.

6.4 Student Representation Structures

Student representation forms an important component of institutional governance, partnership, and enhancement activity. UKCBC maintains formal representative structures through which students contribute to institutional dialogue, evaluation, enhancement planning, and decision making at programme, operational, and institutional level.

Representation is embedded within the institution's committee and governance structure, including Programme Committees, the Student Experience Committee, Student Council, the Quality of Education Group (QoE), Academic Board representation arrangements, and other institutional committees and forums where student participation supports institutional oversight and enhancement activity.

Student representatives contribute to the communication of student perspectives, identification of enhancement opportunities, review of student experience themes, and institutional discussion relating to academic quality, support provision, and the wider student experience. Representation structures also support communication between students and institutional committees and provide mechanisms through which themes, concerns, and enhancement priorities may be escalated and reviewed appropriately.

The institution will ensure that representation structures operate transparently and consistently and that student representatives are supported through appropriate guidance, communication, training, and institutional oversight. UKCBC will also seek to ensure that representative structures reflect the diversity of the student body wherever reasonably practicable and that barriers to participation are identified and addressed appropriately.

6.5 Focus Groups and Thematic Engagement Activity

In addition to formal evaluation and representative structures, the institution undertakes targeted engagement activity to support deeper exploration of specific themes, institutional priorities, enhancement initiatives, and areas of student concern.

This may include focus groups, consultation events, thematic forums, enhancement workshops, targeted engagement exercises, and partnership-based review activity. Such activity enables the institution to explore student perspectives in greater depth and supports more detailed evaluation of particular aspects of the student experience, institutional provision, or enhancement activity.

Targeted engagement activity may also be used to support engagement with underrepresented or harder to reach student groups and to ensure that a diverse range of student perspectives informs institutional review and decision making.

Outcomes arising from thematic engagement activity may contribute to enhancement planning, institutional review, service development, governance reporting, and institutional quality assurance processes where appropriate.

6.6 Student Partnership and Co Creation

UKCBC is committed to fostering partnership-based approaches through which students contribute actively to institutional enhancement and development. The institution recognises students as active contributors to the development of academic provision, institutional practices, and the wider student experience.

Students may contribute to curriculum review and development, enhancement of learning, teaching, and assessment practices, review of academic support and learning resources, institutional enhancement initiatives, policy consultation activity, and quality assurance processes. Partnership approaches support collaborative dialogue between students and staff and contribute to the development of inclusive, responsive, and enhancement focused institutional practices.

The institution is committed to ensuring that partnership activity is supported through clear opportunities for engagement, transparent communication, appropriate guidance and support arrangements, and effective institutional oversight. Student partnership activity also contributes to strengthening institutional community, belonging, and shared ownership of enhancement and continuous improvement activity.

6.7 Informal Student Engagement

The institution recognises the importance of informal and ongoing dialogue between students and staff as part of a positive and responsive student engagement culture. Informal engagement activity contributes to institutional understanding of the student experience and supports constructive relationships between students, academic staff, professional services staff, and institutional leadership.

Informal engagement may take place through discussions with staff, student drop-in sessions, digital engagement platforms, open forums, student support interactions, enrichment activity, and other opportunities for day-to-day dialogue and consultation.

Themes arising from informal engagement activity may inform enhancement planning, service review, institutional evaluation, and governance discussion where appropriate. The institution will encourage respectful, constructive, and accessible dialogue between students and staff and will seek to ensure that students are aware of the opportunities available to contribute their perspectives and experiences across institutional life.

7. Roles and Responsibilities

7.1 Overview

Effective student engagement depends upon shared responsibility across the institution. UKCBC recognises that students, staff, institutional leaders, and governance bodies all contribute to the development of a positive, inclusive, and enhancement focused student engagement culture.

The institution is committed to ensuring that student voice activity is supported through clear responsibilities, transparent processes, appropriate oversight, and effective communication between students and staff.

7.2 Students

Students are encouraged to engage actively and constructively with the institution's student voice and engagement processes. Student participation contributes to institutional evaluation, enhancement activity, and the continuous improvement of the academic and wider student experience.

Students are expected to engage respectfully and responsibly when contributing feedback, participating in representative activity, or engaging in institutional dialogue and consultation processes. The institution

encourages students to provide honest, reflective, and constructive insight that supports meaningful enhancement and collaborative discussion.

Students are also encouraged to engage with opportunities for:

- evaluation and feedback activity;
- representative structures and forums;
- consultation and partnership initiatives;
- institutional enhancement activity;
- student surveys and engagement exercises.

The institution recognises that levels and forms of engagement may vary across the student body and is committed to supporting accessible and inclusive opportunities for participation.

7.3 Student Representatives

Student representatives play an important role in supporting communication, partnership, enhancement, and institutional dialogue between students and the institution.

Representatives are expected to engage constructively with students and staff and to communicate student perspectives fairly, accurately, and respectfully through institutional representative structures and governance processes. Representatives contribute to the identification of enhancement opportunities, recurring themes, and matters affecting the academic and wider student experience.

Student representatives may contribute to:

- Programme Committees and representative forums;
- Student Council and institutional committees;
- enhancement and consultation activity;
- institutional review and evaluation processes;
- governance discussion and institutional dialogue.

The institution will support student representatives through appropriate induction, guidance, communication, and training arrangements to enable them to undertake their roles effectively and confidently.

7.4 Staff Responsibilities

All staff share responsibility for fostering a positive and constructive student engagement culture across the institution.

Staff are expected to engage with student voice activity openly, professionally, and constructively and to support opportunities for meaningful student participation and dialogue. Staff should ensure that students are provided with accessible opportunities to contribute feedback and that student insight is considered appropriately within institutional review, enhancement, and decision-making processes.

Staff responsibilities include:

- facilitating inclusive and respectful engagement opportunities;
- engaging constructively with student feedback and evaluation activity;
- supporting representative structures and partnership activity;
- communicating outcomes and enhancement actions appropriately;
- contributing to closure of the feedback loop;
- using student insight to inform enhancement and continuous improvement activity.

Staff involved in committee and governance structures are expected to ensure that student perspectives are considered appropriately within institutional discussion, review, and decision-making processes.

7.5 Committees and Governance Bodies

Institutional committees and governance bodies play an important role in ensuring that student voice contributes effectively to institutional oversight, enhancement, and assurance activity.

Committees and governance structures are responsible for reviewing relevant student engagement evidence, monitoring enhancement activity, identifying recurring themes and institutional priorities, and ensuring that student perspectives inform institutional evaluation and decision making where appropriate.

Student voice activity may be considered through:

- Programme Committees;
- Student Experience Committee;
- Quality of Education Group (QoE);
- Academic Board;
- Student Council;
- other institutional committees and governance forums.

These structures support institutional oversight of:

- enhancement planning and monitoring;
- student experience themes and trends;
- institutional action planning;
- quality assurance and enhancement activity;
- escalation of significant or recurring concerns;
- evaluation of institutional response and impact.

Committees and governance bodies are expected to ensure that student voice activity is considered transparently, proportionately, and in a manner consistent with institutional governance and quality assurance processes.

7.6 Institutional Responsibilities

UKCBC holds overall responsibility for maintaining an effective, inclusive, and strategically embedded student voice framework across all areas of institutional activity.

The institution is responsible for ensuring that:

- student voice is embedded within institutional governance and quality assurance processes;
- student engagement opportunities are accessible, inclusive, and appropriately communicated;
- representative structures are supported effectively;
- student voice evidence informs institutional review and enhancement activity;
- enhancement actions are monitored and communicated appropriately;
- student engagement activity contributes to institutional evaluation and continuous improvement.

The institution will monitor the effectiveness of student engagement activity through institutional review, participation analysis, enhancement monitoring, governance reporting, and evaluation of student voice impact over time.

UKCBC is committed to fostering a culture in which students are recognised as active partners in enhancement, institutional development, and the continuous improvement of the academic and wider student experience.

8. Monitoring, Evaluation and Enhancement

8.1 Overview

UKCBC is committed to ensuring that student voice activity contributes meaningfully to institutional evaluation, enhancement, governance oversight, and continuous improvement. Student engagement activity is therefore monitored and reviewed through the institution's quality assurance, enhancement, and governance framework to evaluate both the effectiveness of student engagement mechanisms and the impact of enhancement activity arising from student insight.

The institution recognises that effective student engagement requires ongoing evaluation, responsiveness, and transparency. Student voice activity is therefore considered as part of broader institutional monitoring and enhancement processes to ensure that engagement remains inclusive, effective, evidence informed and aligned with institutional priorities and sector expectations.

8.2 Monitoring of Student Voice Activity

The institution monitors student engagement activity through a range of qualitative and quantitative evidence sources. This monitoring supports institutional understanding of participation, representation, engagement trends, enhancement priorities, and the effectiveness of institutional responses to student insight.

Monitoring activity may include consideration of:

- participation in surveys and engagement activities;
- student representative engagement and committee participation;
- module and programme evaluation outcomes;
- National Student Survey (NSS) indicators where applicable;
- recurring student experience themes and trends;
- accessibility and inclusivity of engagement activity;
- enhancement actions and institutional responses;
- outcomes arising from partnership and consultation activity.

Student engagement evidence is reviewed alongside wider institutional data and quality assurance evidence to support triangulated evaluation and institutional decision making.

8.3 Enhancement and Action Planning

Student insight contributes to enhancement planning and continuous improvement activity across academic provision, institutional services, and the wider student experience.

Where student voice activity identifies enhancement opportunities, recurring concerns, or institutional priorities, appropriate actions may be developed through programme level, operational, quality assurance, or governance processes. Enhancement activity may relate to areas such as learning, teaching, and assessment; curriculum delivery; academic support; student services; accessibility and inclusivity; communication; or the wider student experience.

The institution is committed to ensuring that enhancement actions arising from student engagement activity are:

- proportionate and evidence informed;
- monitored appropriately;
- reviewed for effectiveness and impact;
- communicated transparently where appropriate.

Enhancement activity may be monitored through institutional action plans, committee reporting arrangements, Review and Enhancement Process activity, and institutional governance oversight.

8.4 Closing the Feedback Loop

UKCBC recognises that effective student engagement depends upon transparency, responsiveness, and clear communication regarding institutional actions and outcomes arising from student insight.

The institution is committed to ensuring that students are informed how their contributions have been considered and, where appropriate, how student engagement activity has informed enhancement, institutional review, and decision making.

This may include communication through:

- committee and representative updates;
- “You said, We did” communications;
- programme and institutional announcements;
- student representative forums;
- enhancement updates and action summaries;
- institutional communication channels.

Where institutional changes are not possible or appropriate, the institution will seek to provide clear and reasonable explanations to support transparency and constructive dialogue.

The institution will monitor the effectiveness of feedback loop processes as part of ongoing review of student engagement and enhancement activity.

8.5 Evaluation of Impact

The institution will evaluate the effectiveness and impact of student engagement activity over time to support continuous improvement of student voice mechanisms and institutional enhancement processes.

Evaluation activity may consider:

- the extent and diversity of student participation;
- the effectiveness of representative structures;
- enhancement outcomes arising from student insight;
- levels of student awareness and engagement;
- responsiveness and communication effectiveness;
- institutional trends relating to the student experience;
- alignment with institutional priorities and sector expectations.

The institution will use the outcomes of monitoring and evaluation activity to inform the ongoing development of student engagement practices, representative structures, enhancement approaches, and institutional review processes.

8.6 Governance Oversight and Review

Student voice monitoring and enhancement activity is reviewed through the institution’s quality assurance and governance structures to support institutional oversight, accountability, and continuous improvement.

Relevant committees and governance bodies may review:

- student engagement and participation trends;
- enhancement priorities and action monitoring;
- recurring student experience themes;
- institutional responses to student insight;

- effectiveness of representative structures and engagement mechanisms;
- alignment with institutional priorities and regulatory expectations.

Governance oversight supports the institution in ensuring that student voice remains strategically embedded within institutional quality assurance, enhancement, and governance processes and continues to contribute effectively to institutional development and the enhancement of the student experience.

9. Equality, Diversity and Accessibility

9.1 Institutional Commitment

UKCBC is committed to ensuring that student engagement and representation activity is inclusive, accessible, and reflective of the diversity of the student body. The institution recognises that students may experience different barriers to participation and that effective student partnership depends upon creating opportunities for all students to contribute meaningfully to institutional dialogue, enhancement activity, and decision making.

The institution is committed to fostering a student engagement culture that values diverse perspectives, promotes equitable participation, and supports respectful and constructive dialogue across all areas of institutional activity.

9.2 Inclusive Participation

The institution will seek to ensure that student engagement opportunities are accessible to students from a wide range of backgrounds, circumstances, and modes of study. Student voice activities will therefore be designed, communicated, and reviewed with consideration for accessibility, flexibility, and inclusion.

This includes consideration of:

- different modes and patterns of study;
- digital accessibility and online participation;
- timing and format of engagement activities;
- language and communication needs;
- physical accessibility requirements;
- barriers affecting participation and representation.

The institution recognises that students engage in different ways and that meaningful engagement may occur through both formal and informal mechanisms. UKCBC will therefore seek to provide a range of opportunities through which students may contribute their perspectives and experiences.

9.3 Representation and Diversity

UKCBC is committed to ensuring that student representation structures are as inclusive and representative as reasonably practicable. The institution will seek to encourage participation from students across different backgrounds, levels of study, and student groups to ensure that a broad range of perspectives informs institutional review and enhancement activity.

The institution will seek to identify and address barriers that may affect participation in student voice and representative activity, particularly where certain student groups may be underrepresented or less likely to engage through traditional mechanisms.

This may include targeted engagement activity and additional support arrangements relating to:

- students from minority ethnic backgrounds;
- disabled students;
- commuter students;
- mature students;
- part time students;
- international students;
- students with caring responsibilities;
- other groups identified through institutional monitoring and evaluation activity.

9.4 Accessibility of Engagement Activity

The institution is committed to ensuring that student engagement activities are conducted in a manner that is accessible, respectful, and supportive of meaningful participation.

Where reasonably practicable, UKCBC will seek to:

- provide accessible formats and communication methods;
- utilise a range of engagement approaches and platforms;
- support both in person and digital participation;
- ensure that students are aware of available engagement opportunities;
- provide appropriate support arrangements for student representatives and participants.

The institution will also seek to ensure that students are able to contribute to engagement activity without fear of disadvantage, prejudice, or negative consequence and that institutional dialogue is conducted in a constructive and respectful manner.

9.5 Monitoring and Continuous Improvement

The institution will monitor participation and engagement trends to support evaluation of the inclusivity and effectiveness of student voice activity.

Monitoring activity may include consideration of:

- participation levels across different student groups;

- engagement and representation patterns;
- accessibility and effectiveness of engagement mechanisms;
- barriers to participation identified through institutional review;
- effectiveness of actions implemented to improve inclusion and engagement.

Outcomes arising from monitoring and evaluation activity may inform enhancement planning, institutional review, and the ongoing development of student engagement practices and representative structures. UKCBC is committed to reviewing and developing its student engagement arrangements on an ongoing basis to ensure that student voice activity remains inclusive, accessible, representative, and aligned with institutional values and sector expectations.

10. Confidentiality, Data Protection and Ethical Practice

10.1 Overview

UKCBC is committed to ensuring that student engagement activity is conducted in a manner that is ethical, transparent, respectful, and compliant with relevant legal and institutional requirements. The institution recognises the importance of maintaining trust and confidence within student voice processes and is committed to ensuring that student contributions are handled appropriately and responsibly.

Student feedback, engagement activity, and representative participation will be managed in accordance with institutional policies relating to data protection, information governance, confidentiality, equality and diversity, and professional conduct.

10.2 Data Protection and Information Management

The institution will process student engagement data in accordance with applicable data protection legislation, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

Student engagement information will be collected, stored, processed, and retained in accordance with institutional data management and records management requirements. The institution will seek to ensure that personal information arising from student voice activity is handled lawfully, securely, and proportionately.

Students will be informed, where appropriate, about:

- the purpose of student engagement activity;
- how information will be used;
- who may have access to relevant information;
- arrangements relating to confidentiality and anonymity;
- institutional approaches to data retention and management.

10.3 Confidentiality and Anonymity

The institution recognises the importance of ensuring that students are able to contribute feedback and participate in engagement activity openly and confidently.

Student feedback will be treated confidentially where appropriate and, in many cases, evaluation and survey activity will be anonymised to support honest and constructive participation. Where information is anonymised, the institution will take reasonable steps to ensure that individuals cannot be identified through institutional reporting or publication of outcomes.

There may, however, be circumstances in which confidentiality or anonymity cannot be fully maintained, including where:

- disclosure is required by law;
- safeguarding or welfare concerns are identified;
- there is a significant risk to individuals or the institution;
- formal complaints, disciplinary matters, or regulatory concerns arise.

Where appropriate, the institution will seek to communicate clearly with students regarding any limitations relating to confidentiality or anonymity.

10.4 Ethical and Respectful Engagement

UKCBC is committed to fostering a culture of respectful, constructive, and professional dialogue between students and staff.

Students, representatives, staff, and institutional committees are expected to engage with student voice activity in a manner that:

- supports constructive discussion and partnership working;
- respects differing perspectives and experiences;
- promotes inclusivity and fairness;
- avoids discriminatory, intimidating, or inappropriate behaviour;
- contributes positively to institutional dialogue and enhancement activity.

The institution will seek to ensure that student engagement processes support psychologically safe and respectful participation and that students are able to contribute to institutional discussion without fear of disadvantage or prejudice.

10.5 Use of Student Voice Evidence

Student engagement evidence may be used to support:

- institutional review and enhancement activity;
- programme evaluation and monitoring;
- governance and committee reporting;

- development of institutional action plans;
- quality assurance and enhancement processes;
- evaluation of the student experience;
- institutional planning and continuous improvement activity.

Where student engagement evidence is used within institutional reporting or governance documentation, the institution will seek to ensure that information is presented appropriately, proportionately, and in accordance with institutional confidentiality and data protection requirements.

10.6 Institutional Oversight

The institution will maintain oversight of student engagement practices to ensure that student voice activity is conducted ethically, transparently, and in accordance with relevant legal and institutional requirements.

This includes oversight relating to:

- data protection and information governance;
- confidentiality and anonymity arrangements;
- accessibility and fairness of engagement activity;
- appropriate use of student engagement evidence;
- alignment with institutional policies and governance expectations.

UKCBC is committed to maintaining student engagement practices that support trust, transparency, accountability, and respectful partnership working across the institution.

11. Monitoring and Review of the Policy

11.1 Overview

UKCBC is committed to ensuring that this policy remains effective, current, and aligned with institutional priorities, regulatory expectations, and sector best practice. The institution recognises that student engagement and partnership practices continue to evolve and that ongoing review is necessary to ensure that student voice mechanisms remain inclusive, meaningful, and enhancement focused.

This policy will therefore be subject to periodic review as part of the institution's wider governance, quality assurance, and policy management framework.

11.2 Monitoring of Policy Effectiveness

The effectiveness of this policy will be monitored through institutional review and evaluation of student engagement activity, enhancement outcomes, governance oversight, and participation trends.

Monitoring activity may include consideration of:

- levels of student participation and engagement;
- effectiveness of representative structures and engagement mechanisms;
- outcomes arising from student feedback and enhancement activity;
- accessibility and inclusivity of student voice processes;
- effectiveness of communication and feedback loop arrangements;
- alignment with institutional priorities and regulatory expectations;
- feedback from students, representatives, staff, and governance bodies.

The institution will use the outcomes of monitoring activity to inform continuous improvement of student engagement practices, institutional processes, and governance arrangements where appropriate.

11.3 Governance Oversight

Oversight of this policy sits within the institution's governance and quality assurance framework. Relevant committees and institutional bodies may review matters relating to:

- implementation and effectiveness of the policy;
- student engagement and representation activity;
- enhancement outcomes arising from student voice;
- institutional monitoring and evaluation findings;
- alignment with institutional governance and quality assurance processes;
- emerging sector expectations and regulatory developments.

The policy will be supported through institutional reporting, review, and governance oversight arrangements to ensure that student voice remains strategically embedded within institutional enhancement and decision-making processes.

11.4 Review Cycle

This policy will normally be reviewed every two years, or earlier where required in response to:

- changes in legislation or regulatory requirements;
- updates to sector guidance or external reference points;
- institutional governance or quality assurance developments;
- outcomes arising from institutional review or evaluation activity;
- significant changes to institutional structures or student engagement arrangements.

Minor amendments that do not materially affect the intent or operation of the policy may be approved through institutional policy management procedures.