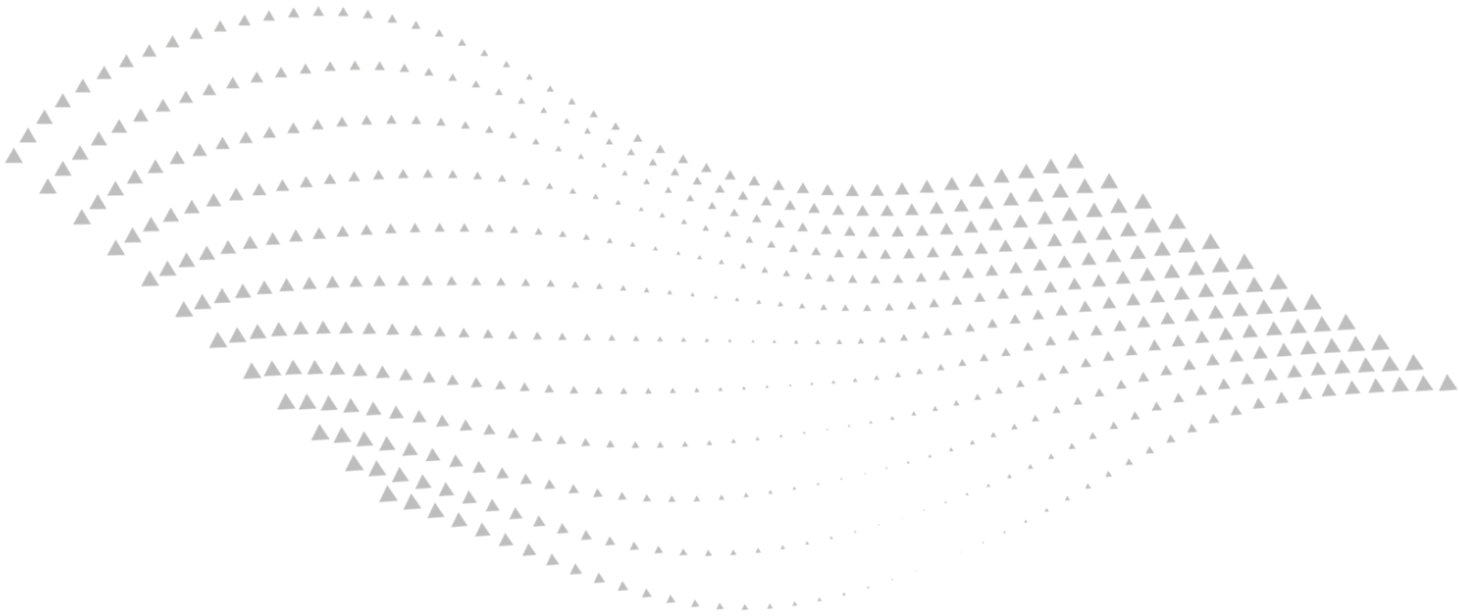
UNIVERSITY FOR THE CREATIVE INDUSTRIES | BIMM UNIVERSITY

Engagement and Participation Framework



Last approved:	September 2026.
Version No.	1.0
Approved by:	Academic Board
Next review due:	September 2031.

Contents:

Contents: *1*
Introduction *2*
Defining Engagement and Participation **2**
Regulatory Alignment **2**
Office for Students (OfS) Conditions of Registration: **2**
Teaching Excellence Framework (TEF) **2**
National Student Survey (NSS) **2**
How to use this Framework *3*
The Four Pillars of Engagement and Participation *4*
Pillar 1: Engagement in Learning **4**
Pillar 2: Participation, Belonging and Becoming **5**
Pillar 3: Student Voice and Representation **6**
Pillar 4: Student Partnership **7**
Operational integration *8*
Engagement Maturity Model **8**
Governance and Quality Alignment **8**
Measurement Framework *9*
Core Indicators **9**
Access and Participation Plan Alignment **10**
Evidence for TEF Submission **10**
Institutional Outputs **10**

Introduction

BIMM University is committed to student engagement and participation, which are intrinsic parts of our Education Strategy.

Defining Engagement and Participation

Student engagement and participation is the structured, evidence-informed approach through which students actively contribute to their learning and to their institutional environment, and through which universities systematically listen to and respond to student perspectives and collaborate with students to enhance quality, outcomes, and institutional accountability. Student engagement encompasses participation in learning, institutional life, and the development of professional identity. It also includes how students connect their educational experience to their future aspirations, careers, industries, and communities of practice.

Regulatory Alignment

This framework aligns with three key regulatory drivers.

Office for Students (OfS) Conditions of Registration:

- Focus on quality, student outcomes, and experience (B conditions).
- Emphasis on:
    - Student success (continuation, completion, progression).
    - High-quality academic experience.
    - Student protection and voice.

Teaching Excellence Framework (TEF)

- Assesses student experience and student outcomes.
- Requires evidence of:
    - High-quality learning and teaching.
    - Engagement and responsiveness to student needs.
    - Continuous improvement based on evidence.

National Student Survey (NSS)

- Captures student perceptions of their experience for accountability and enhancement.
- Includes a dedicated “Student Voice” theme, assessing whether:
    - Students believe that they can give feedback.
    - Students believe that their views are valued.
    - Students believe that action is taken in response to their feedback.

How to use this Framework

This framework is a practical guide for staff and students to understand, support, and enhance engagement and participation across BIMM University. It brings together existing practices, expectations, and measures into a single structure, helping users see how their activities contribute to student success, experience, and continuous improvement. Staff and students should use the framework as a reference when designing, delivering, evaluating, or participating in learning, teaching, research, and wider academic activities.

The four pillars provide the core framework for action. Staff should use the pillars to plan and review teaching approaches, student support, and enhancement activities, ensuring that learning is engaging, inclusive, and responsive. Students should use the pillars to understand the different ways they can engage with their studies and the institution: through their learning, their sense of belonging, their feedback and representation, and their opportunities to work in partnership with staff. Together, the pillars clarify what effective engagement looks like in practice and where individuals can contribute.

The framework's operational elements explain how engagement is embedded and monitored at the institutional level. The Engagement Maturity Model illustrates how engagement can develop over time, from simply informing students, through consultation and involvement, to full partnership, providing a shared language for institutional development. The governance, quality assurance, and data sections set out how engagement is captured, reviewed, and acted upon, ensuring that student input leads to meaningful change. Staff should use these elements to guide reporting, enhancement planning, and committee work, while students can use them to understand how their feedback influences decisions.

Finally, the framework should be used to guide an ongoing cycle of action and improvement. Staff and students are encouraged to draw on evidence from surveys, analytics, and outcomes data to reflect on what is working well and where change is needed. By actively engaging with the framework, all members of the BIMM University community help to foster a culture of partnership, accountability, and continuous enhancement of the student experience.

The Four Pillars of Engagement and Participation

Pillar 1: Engagement in Learning

Students engage most meaningfully when learning is perceived as relevant to their future aspirations. Engagement in learning, therefore, includes not only participation in academic activities but also participation in professional, industry, and career-development opportunities that enhance graduate outcomes and employability.

Regulatory alignment:

- TEF: Teaching quality, learning environment.
- OfS: Quality and academic experience.
- UKVI: Attendance compliance.

Key practices:

- Industry-connected learning opportunities.
- Embedded professional development and career readiness.
- Student agency and personalised engagement, aligned with career aspirations and creative goals.
- Scheduled teaching sessions perceived by students as relevant and valuable.
- Opportunities for engagement in independent study, studio and location work, performance, or rehearsal.
- Active and inclusive pedagogy.
- Clear assessment and feedback strategies.
- Effective digital resources for learning.

Key metrics to evaluate the impact of practices:

- Students' perception of the course's relevance to their career goals.
- Participation in industry-facing learning activities.
- Graduate Attributes Survey findings relating to professional confidence and career readiness.
- Placement, internship, live project or industry engagement participation.
- Student reports on developing professional networks and industry connections.
- Attendance policies that reflect contemporary methods of student engagement in Higher Education.
- Student attendance at scheduled teaching sessions.
- Student use of lab, performance, studio, rehearsal, teaching, and other spaces on campus for independent work.
- NSS: Teaching, learning opportunities, assessment.
- Module evaluation scores.
- Learner analytics.

Relevant BIMM University Strategy, Planning and Policy:

- Education Strategy.
- Creative Futures Strategy.
- Pathways to Educational Improvement Plan.
- Assessment Handbooks.
- Academic Staff Development Plan.

Pillar 2: Participation, Belonging and Becoming

Belonging is fostered not only through participation in university life but also through meaningful engagement with the creative industries and the professional communities students aspire to join. Students may develop a strong sense of connection and purpose through relationships with peers, academic staff, alumni, employers, industry practitioners, and wider creative networks. By participating in communities of professional and creative practice, students build confidence, develop industry knowledge, and cultivate their professional identity through a process of becoming. This enables students to see themselves as emerging professionals, equipped to contribute to and thrive within the creative and cultural sectors.

Regulatory alignment:

- OfS focus on continuation, attainment gaps, progression and graduate outcomes.

Key practices:

- Building communities of professional and creative practice through networking, coaching, mentoring, live projects, and industry engagement.
- Strengthening connections among students, graduates, employers, freelancers and industry practitioners across the creative sectors.
- Embedding authentic industry experiences, including placements, collaborative projects, showcases, performances, exhibitions, commissions, and industry briefs.
- Providing flexible and inclusive opportunities for participation, recognising that professional, creative and freelance activity may be central to students' engagement and to their sense of belonging.
- Delivering effective induction, transition and career development programmes that support students' progression into professional communities.
- Providing targeted support and interventions to ensure equitable access to industry networks and opportunities for under-represented groups.

Key metrics to evaluate the impact of practices:

- Student sense of belonging within both their academic community and their intended professional sector.
- Participation in mentoring, networking, live industry projects and employer engagement.
- Graduate Attributes Survey measures relating to confidence, career readiness, professional identity and professional networks.

- Student perceptions of access to industry opportunities, contacts and career development support.
- Participation in showcases, performances, exhibitions, festivals, industry events and professional competitions.
- Continuation and progression rates.
- Differential attainment and progression outcomes.
- Graduate employment and progression into creative industry careers.
- Participation rates by demographic group.

Relevant BIMM University Strategy, Planning and Policy:

- Access and Participation Plan.
- Education Strategy.
- Creative Futures Strategy.
- Course Design Handbook.

Relevant BIMM University Strategy, Planning and Policy:

- Access and Participation Plan.
- Education Strategy.
- Course Design Handbook.

Pillar 3: Student Voice and Representation

Students are experts in their educational experience and help the University identify strengths and areas for improvement. Student voice offers opportunities to share feedback, express views, and influence decisions at various levels. Effective student voice involves active listening, transparent communication, and visible action. Students engage in different ways, from giving feedback to participating in strategic discussions. Meaningful engagement occurs when students see their perspectives valued and when this leads to positive change.

Regulatory alignment:

- NSS is a core mechanism of public accountability and enhancement.
- OfS's emphasis on student interests and protection.

Key practices:

- Student representation in governance and staff–student working groups.
- NSS, surveys, and real-time feedback.
- "You Said, We Did" reporting.

Key metrics to evaluate the impact of practices:

- NSS Student Voice scores.
- Survey response rates – Unitu.
- Survey responses – Unitu.
- Evidence of action taken – Unitu.

- Jointly authored policies/procedures/strategies/plans.

Relevant BIMM University Strategy, Planning and Policy.

- Student Representation Scheme.
- Education Strategy.
- Student Charter.

Pillar 4: Student Partnership

Student partnership is the highest level of engagement, in which students and staff collaborate to improve learning, teaching, research, and the student experience. It goes beyond consultation by recognising students as active contributors whose knowledge and experiences shape educational practices and institutional development. Through co-creation, shared responsibility, and mutual respect, they design solutions, develop initiatives, and drive innovation. Partnership opportunities are academic, professional, creative, or strategic, enabling students to contribute in ways that align with their interests and strengths and to create shared value for the University.

Regulatory alignment:

- TEF recognises “excellent features” including innovation and co-creation in learning design.

Key practices:

- Curriculum co-design.
- Students as researchers or co-creators.
- Paid partnership roles.

Key metrics to evaluate the impact of practices:

- Number and impact of partnership projects.
- Student involvement in educational development and enhancement.
- Case studies for TEF submission.

Relevant BIMM University Strategy and policy:

- Student Partnership Framework.
- Education Strategy.
- Course Approval and Modification Policy.
- Course Enhancement and Review Policy.
- Course Design Handbook.
- Expectations & Guidelines for Student Consultation in Course Development & Enhancement (draft guidance).

Operational integration

Engagement Maturity Model

LEVEL	DESCRIPTION	REGULATORY LINKS
1. INFORMING	Students receive information	Basic compliance
2. CONSULTING	Feedback via NSS, surveys	NSS baseline
3. INVOLVING	Active participation in learning	TEF student experience
4. COLLABORATING	Joint working with staff	Enhancement activity
5. PARTNERING	Shared decision-making	TEF excellence evidence

Governance and Quality Alignment

Integration with Quality Assurance:

- Embed student engagement in:
    - Course Review and Enhancement (Continuous Monitoring).
    - Course approval.
    - Attendance and engagement policy (including UKVI students).
- Require explicit reporting on student engagement and response to feedback.

Role of Students in Governance:

- Student representation at:
    - Board of Directors.
    - Academic Board.
    - Academic committees and working groups.

Data Integration

- Combine:
    - NSS data
    - Internal surveys:
        - Module Evaluation Surveys (MES) and Module Learning Trackers (MLT).
        - Course Evaluation Surveys (CES).
        - Graduate Attributes Survey (GAS).
        - Attendance rates.
        - Assessment submission rates.
    - Outcomes data (HESA/OfS indicators):
        - Continuation.
        - Completion/achievement.
        - Progression.
    - External Examiner reporting.

Measurement Framework

Core Indicators

AREA	METRIC	SOURCE
PROFESSIONAL ENGAGEMENT	Industry event participation, placements, internships, live projects, mentoring engagement, professional networking activity, career readiness measures, Graduate Attributes Survey results	Creative Futures Data + curriculum data + progression data + GAS
SENSE OF PURPOSE	Student perceptions of course relevance to career goals, confidence in future progression, professional identity development	NSS + OfS progression survey data + GAS
ENGAGEMENT	Attendance, VLE activity	Learner analytics
EXPERIENCE	NSS themes	NSS
VOICE	NSS student voice + internal surveys	NSS + MES, MLT and CES
OUTCOMES	Continuation, completion, progression	OfS metrics, Graduate Attributes Survey (GAS)
EQUITY	Attainment gaps	OfS access & participation, Graduate Attributes Survey, SEER Data

Access and Participation Plan Alignment

Explicitly link the engagement strategy to:

- Widening participation goals.
- Closing awarding gaps.
- Improving continuation rates.

Key requirement:

- Monitor who engages, who does not, and why, and intervene accordingly.

Evidence for TEF Submission

This framework should generate TEF-ready evidence, including:

- Examples of active learning innovation
- Evidence of student-informed change
- Demonstration of partnership and co-creation
- Outcomes data showing impact on student success

Institutional Outputs

- Annual Student Engagement Report.
- Course and Faculty Action Plans.
- Student Voice Impact Statements ("closing the loop").
- TEF evidence repository.
- Access & Participation Data and Evaluation (SEER).