

Triagon Academy

Student, Graduate and Alumni Engagement Policy

Version 1.0

Document Notice

This Policy establishes Triagon Academy's institutional framework for student engagement, student representation, graduate transition, alumni engagement, and lifelong institutional participation across all online programmes and study levels. It shall be read together with the institution's quality assurance, academic governance, data protection, and student support arrangements.

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Statement on the Use of Artificial Intelligence

Transparency Statement

Artificial intelligence tools were used in the preparation of this Policy solely to support formatting, editorial refinement, language review, structural consistency, and proofreading. All outputs were subject to human review and oversight.

Artificial intelligence tools were not used as a substitute for the judgement, authority, or decision-making responsibility of Triagon Academy or its competent organs. The final content, approval, interpretation, implementation, and responsibility for this Policy rest exclusively with the responsible authority of Triagon Academy.

§ 1 Preamble

Triagon Academy is an online institution whose students are predominantly non-traditional adult learners who combine study with professional work, family responsibilities, and other commitments. Student engagement at Triagon Academy must therefore be designed for this reality: accessible, flexible, purposeful, and built around digital participation rather than campus life.

This Policy frames student engagement, graduate transition, and alumni engagement as an integrated *Lifelong Engagement Framework*. Its purpose is not to replicate a traditional campus-based model but to ensure that every student and graduate, regardless of schedule or location, can access a structured and supportive academic community. Co-curricular and alumni engagement at Triagon Academy are understood as contributing to the whole person, integrating academic, professional, civic, and personal development.

This Policy shall be reviewed annually in light of participation evidence, feedback from students and alumni, and developments in online higher education practice. It shall first be reviewed by the relevant academic committees and, where appropriate, submitted to the Senate for consideration and approval.

§ 2 Purpose, Scope, and Definitions

(1) Purpose. This Policy sets out how Triagon Academy structures, delivers, monitors, and improves student engagement, graduate transition, and alumni engagement across all online programmes.

(2) Scope. This Policy applies to all enrolled students, graduates, alumni, and to academic and administrative staff involved in the planning, coordination, delivery, or quality assurance of engagement activities.

(3) Student engagement. In this Policy, *student engagement* means the degree to which students participate actively in academic, social, co-curricular, and institutional activities that contribute to their learning, development, sense of belonging, and connection to the institution.

(4) Co-curricular participation. *Co-curricular participation* means structured activities outside formal assessment, such as professional webinars, mentoring, peer groups, student representation, and community events, that complement and enhance the academic programme.

(5) Non-traditional learner. *Non-traditional learner* means a student who combines study with employment, family care, or other significant commitments, and who may engage asynchronously or at times outside standard institutional hours.

(6) Graduate. *Graduate* means a student who has been formally conferred an award by Triagon Academy and has not yet, or need not, register within the alumni engagement pathways described in this Policy.

(7) Graduate transition. *Graduate transition* means the period in which a student completes a programme, receives the final award, and moves into the alumni community and related institutional engagement pathways.

(8) Alumni. *Alumni* means former students who have completed a programme of study at Triagon Academy and have graduated or otherwise qualified according to institutional regulations.

(9) Virtual learning environment. *VLE* means Triagon Academy's virtual learning environment, delivered through Moodle, which serves as the central online space for learning, engagement, support, communication, and access to institutional resources.

(10) Service Point Students. *Service Point Students* means the dedicated student-facing area within the VLE where students can find institutional guidance, support contacts, key information, and signposting to services.

(11) Lifelong Engagement Framework. *Lifelong Engagement Framework* means the institutional structure that connects student participation, graduate transition, alumni relations, mentoring, professional networking, and quality enhancement in a coherent system.

(12) Certificate of Academic Contribution. *Certificate of Academic Contribution* means the officially issued document, described further in Section 8, that records an alumnus's or alumna's role, scope of contribution, and period of engagement under an approved alumni engagement scheme.

(13) Adjunct Assistant Professor. *Adjunct Assistant Professor* means, for the purposes of this Policy, an institutional engagement title that may be granted under a scheme such as TUNE-IN, as described in Section 8, for the duration and scope of the approved engagement. It does not constitute a permanent academic rank or employment relationship.

(14) General duties. Anyone involved in delivering or coordinating engagement under this Policy must act fairly, respect confidentiality, and support inclusion and accessibility.

§ 3 Design Principles

(1) Design principles. All engagement activities at Triagon Academy shall be designed and delivered in accordance with the following principles.

The six design principles of this Policy

These principles reflect the needs of online, non-traditional adult learners and guide all engagement planning and delivery.

- **Flexible access.** All activities offer synchronous and asynchronous participation options, including recordings, discussion forums, and self-service resources.
- **Inclusive community.** Triagon Academy builds intentional digital communities that create belonging, social connection, and academic integration across distance.
- **Student partnership.** Students are treated as partners in shaping engagement. Feedback loops and representation structures ensure student voice is heard and acted upon.
- **Professional relevance.** Co-curricular and alumni activities are linked to career outcomes, employability skills, and programme learning objectives.
- **Consistent structure.** A regular, predictable schedule and central VLE presence make engagement opportunities easy to find and plan around.
- **Accessibility and support.** All resources meet accessibility standards. Technical and academic support is available so that barriers to participation are minimised.

(2) Adult-learner needs. Triagon Academy recognises that adult learners with work and family responsibilities require short-format, high-value, low-barrier activities. Engagement formats shall therefore be designed for diverse schedules and locations, with repeat sessions and archived recordings provided as standard.

(3) Online engagement model. The institution shall not replicate campus-based student-life models. Instead, Triagon Academy shall offer a smaller number of recurring, well-resourced, and clearly purposeful engagement opportunities that reflect the real conditions of online adult study.

§ 4 Engagement Streams

(1) Engagement streams. Triagon Academy shall structure engagement around five interlocking streams. These streams are not exclusive; activities may span more than one area.

Stream	Purpose	Typical activities
Digital Belonging and Orientation	Build community, connection, and institutional identity from the start.	Virtual orientation, welcome sessions, peer-introduction forums, online social mixers, programme discussion circles.
Student Representation and Voice	Ensure students shape institutional decisions and experience a democratic feedback culture.	Programme representative elections, representative forums, termly town halls, student surveys, <i>you said / we did</i> communications.
Academic Community	Support academic engagement and intellectual development beyond taught sessions.	Peer study groups, writing circles, faculty Q&A sessions, collaborative projects, peer mentoring.
Career, Employability and Transition	Connect students with professional networks, alumni, and career development resources, and support transition to alumni status (see Section § 7).	Employer webinars, alumni speaker series, CV and interview workshops, mentoring, internship guidance.
Well-Being and Student Support	Support students' health, balance, and access to institutional resources.	Time-management workshops, work-life balance seminars, mental-health signposting, VLE and Service Point Students, technical and academic support.

(2) Minimum activity provision. Each stream shall have at least one scheduled activity per term. The frequency, format, and delivery of activities within each stream shall be reviewed annually in line with participation evidence and student feedback.

(3) Virtual learning environment. The VLE, including the dedicated *Service Point Students* area, shall serve as the central access point for all engagement streams, providing an up-to-date calendar, archived recordings, discussion boards, representative contacts, support links, and key institutional information.

(4) Engagement lifecycle. The Lifelong Engagement Framework is illustrated in Figure 1.

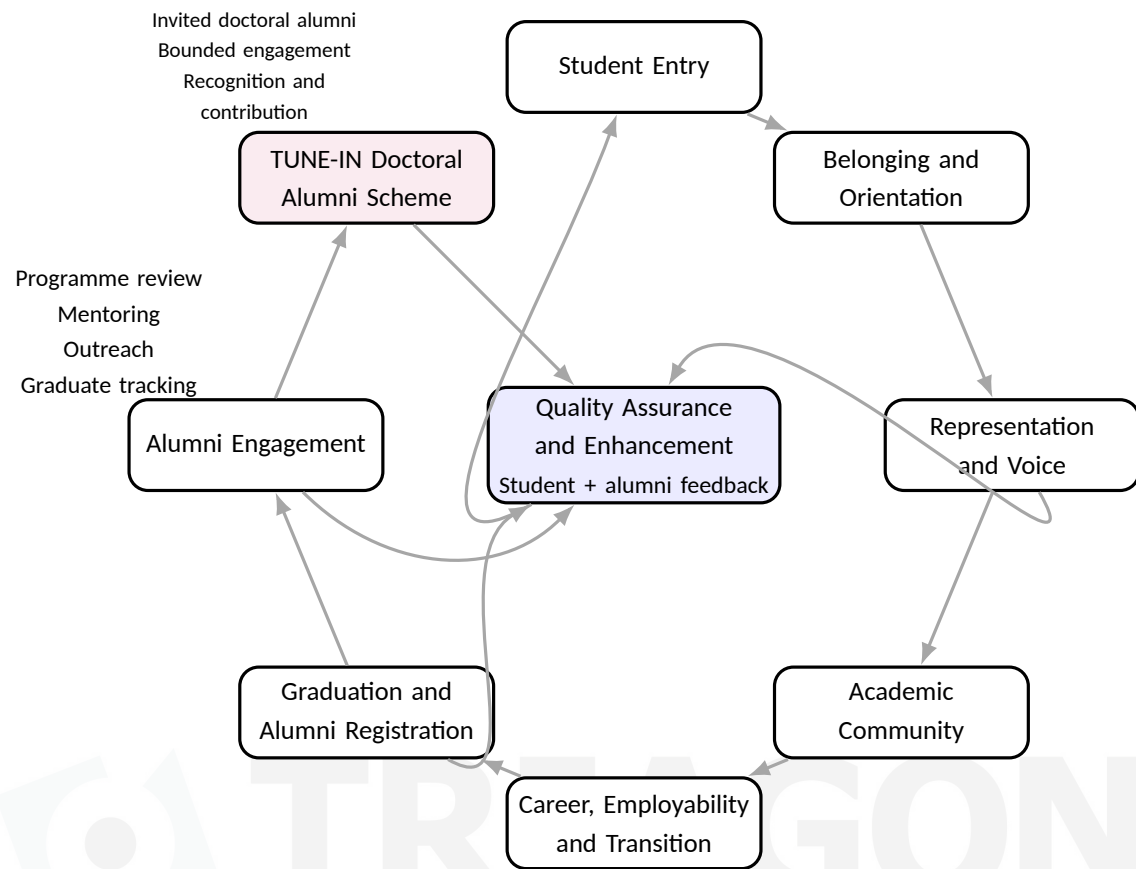


Figure 1: Student-to-alumni engagement cycle with quality assurance feedback loop

§ 5 Key Engagement Formats

(1) Recurring engagement formats. Triagon Academy shall offer a set of engagement formats that recur across the academic calendar, allowing students to plan participation and enabling the institution to generate reusable resources.

(2) Examples of engagement formats. Examples of engagement formats include:

- **Welcome and orientation sessions.** Activities introducing new students to Triagon Academy, the VLE, engagement opportunities, and support services.
- **Professional or academic webinars.** Expert talks or career workshops tied to programme fields, recorded for later viewing.
- **Student town halls.** General forums where students meet administrators and representatives to discuss issues and share updates.
- **Peer study and writing circles.** Small-group sessions supporting academic work and skill-building.
- **Mentoring and alumni speaker sessions.** Structured interactions where alumni, industry partners, or advanced students support career and professional development.
- **Graduation and transition briefings.** Sessions for final-year students on graduation, alumni registration, continued access, and transition opportunities (see Section § 7).
- **Community and well-being events.** Sessions supporting belonging, balance, resilience, and student support.

(3) Asynchronous access. All formats shall be accessible asynchronously within a reasonable time of the live session. Recordings, summaries, or forum equivalents shall be made available to students who cannot attend synchronously.

§ 6 Student Representation and Voice

(1) Student representation system. Triagon Academy shall maintain a structured student representation system that gives students a formal role in institutional decision-making, quality review, and engagement planning.

(2) Election and office holders. The Student Representative shall be elected by all enrolled students in accordance with the institutional Constitution. The Student Representative shall represent the student body in the Senate and may be supported by a Deputy Student Representative elected through the same process. Where the Student Representative is unable to fulfil a specific duty under this Policy, the Deputy Student Representative shall act in that capacity.

(3) Representation on institutional bodies. The Student Representative shall ordinarily represent students on the following bodies and processes:

- Senate, as the highest decision-making body of the institution;
- The Complaints and Arbitration Board, where formal complaints reach the final internal stage;
- The Research Project Ethics Board;
- The Professorial Selection Board, where student participation is required; and
- Quality assurance discussions following semester surveys and other structured feedback exercises.

(4) Student contact and escalation. The Student Representative shall act as a first point of contact for concerns, ideas, and questions affecting students as a group. Where appropriate, matters may be escalated through the relevant institutional channels.

(5) Principles of representation. The Student Representative shall represent the student voice with an approach grounded in calm judgement, constructive dialogue, confidentiality, and practical problem-solving. The role shall focus on listening, interpreting concerns responsibly, and seeking solutions that serve the student body and the institution.

(6) Termly meetings. The Student Representative and Deputy Student Representative shall meet with relevant academic or administrative staff at least once per term. Minutes of such meetings shall be recorded and made accessible to students.

(7) Student feedback. Triagon Academy shall collect student feedback through at least one structured survey per academic year and one per-term pulse check. Results shall be reviewed by relevant academic and quality bodies, and responses communicated to students through a *you said / we did* format.

(8) Committee participation. The Student Representative and Deputy Student Representative shall be invited to participate in relevant academic committees where their input supports programme review, quality assurance, or institutional development.

§ 7 Graduate Transition

(1) Transition to alumni status. Triagon Academy shall support a structured transition from student status, via graduate status as defined in Section § 2, to alumni status for all graduating students.

(2) Pre-graduation information. The institution shall communicate clearly, before graduation, the nature of alumni status, available engagement opportunities, communication preferences, and the responsibilities associated with continued participation.

(3) Transition guidance. Graduating students shall be provided with guidance on alumni registration, continued access to selected institutional resources, and opportunities for mentoring, networking, outreach, and future contribution.

(4) Coordination of transition. The transition process shall be coordinated by the relevant academic office in cooperation with Student and Alumni Services, as specified in Section § 11.

(5) Transition records. The institution shall maintain records of transition communications, alumni registrations, and initial engagement outcomes for quality enhancement and audit purposes, in accordance with the applicable institutional record-keeping and data-protection arrangements.

§ 8 Alumni Engagement

(1) Status of alumni. Triagon Academy recognises alumni as stakeholders whose experience can inform academic quality, graduate employability, professional networking, and institutional development.

(2) Structured alumni engagement. Alumni engagement shall be organised in a structured and documented way to support programme review, mentoring, alumni tracking, cooperation models, and out-reach.

(3) Range of engagement options. Alumni may contribute in different ways depending on their availability, professional background, and relationship to the institution. The institution shall therefore offer a range of engagement options rather than relying on a single model.

The five guiding principles of alumni engagement

These principles summarise how Triagon Academy expects alumni relations to support academic quality, student development, and institutional outreach.

- **Transparency and purpose.** Alumni engagement must have clear aims and be communicated openly.
- **Quality enhancement.** Alumni input must inform programme review and service improvement.
- **Inclusion and accessibility.** Engagement opportunities should be open to graduates across all programmes and cohorts.
- **Documentation and accountability.** Alumni participation and resulting actions must be recorded.
- **Mutual benefit.** Alumni engagement should add value both to graduates and to the institution.

(4) Core engagement areas. Triagon Academy shall structure alumni engagement around the following core areas.

Activity	Purpose	Typical methods	Evidence
Programme review	Improve curricula, learning outcomes, assessment, and graduate relevance.	Surveys, focus groups, advisory panels, periodic consultation.	Survey reports, meeting minutes, action plans.
Mentoring	Support student development and career readiness.	One-to-one mentoring, career sessions, guest talks, networking events.	Mentor lists, participation logs, feedback forms.
Institutional outreach	Strengthen visibility and stakeholder relations.	Ambassador activity, events, testimonials, guest contributions, adjunct teaching.	Event records, communications, approved materials.
Alumni tracking	Monitor alumni destinations and employability outcomes.	Follow-up surveys, contact updates, employment tracking.	Tracking reports, database summaries, KPI dashboards.
Institutional cooperation	Support partnerships, advisory engagement, and institutional contribution.	Cooperation agreements, advisory input, participation in ethics or review bodies.	MoUs, appointment letters, minutes, participation records.

(5) Alumni feedback. Alumni feedback shall be considered as part of annual programme monitoring and periodic review. Relevant committees shall record how alumni input was reviewed and whether any action was taken in response.

(6) Alumni contributions. Alumni may be invited to contribute to academic or public-facing events, subject to relevance, consent, and practical availability, and in accordance with the data-protection and ethics requirements of this Policy.

(7) Employability and professional networks. Alumni engagement may also support employability initiatives, employer networking, sector awareness, and doctoral alumni pathways such as the TUNE-IN scheme, where programmes are professionally oriented or closely linked to labour market needs.

§ 9 TUNE-IN Doctoral Alumni Scheme

(1) Selective alumni engagement schemes. Triagon Academy may, from time to time, establish selective alumni engagement schemes for doctoral graduates or other defined alumni groups where there is a clear institutional purpose.

(2) Purpose of TUNE-IN. The TUNE-IN scheme (*Triagon University Network and Institutional Navigation for Doctoral Alumni*) is one such scheme and is intended to provide selected doctoral alumni with structured exposure to university governance, quality assurance, academic administration, and doctoral programme support.

(3) Invitation and eligibility. Participation in TUNE-IN shall be by invitation only and limited to alumni who have demonstrated outstanding academic commitment, professional suitability, and willingness to contribute within institutional guidelines.

(4) Scheme objectives. The objectives of the TUNE-IN scheme are to:

- Provide professional exposure to selected doctoral alumni;
- Strengthen alumni understanding of academic governance and higher education operations;
- Support the development of transferable skills in evaluation, documentation, and decision support;
- Build a structured network of doctoral alumni contributors; and
- Enhance institutional engagement through carefully supervised participation.

(5) Status of participation. Participation in TUNE-IN does not create an employment relationship unless expressly stated in writing by the institution. Any title, honorarium, certificate, or reference associated with the scheme shall be governed by the terms of the relevant invitation, approval route, and institutional regulations.

(6) Adjunct Assistant Professor title. Where the title *Adjunct Assistant Professor*, as defined in Section § 2, is used in connection with TUNE-IN, it shall be understood as an institutional engagement title granted only for the duration and scope of the approved scheme and not as a general permanent academic rank.

(7) Permitted activities. TUNE-IN participants may, subject to training, supervision, and confidentiality requirements, be assigned bounded tasks such as:

- Reviewing doctoral candidacy documents;
- Participating in pre-application interactions with prospective researchers;
- Supporting academic assessment or quality assurance processes;
- Contributing to structured feedback, peer review, or documentation tasks; and
- Attending approved institutional sessions related to doctoral management or governance.

(8) Scheme management. TUNE-IN shall be managed by the relevant academic office in cooperation with Student and Alumni Services and other designated staff. Each cycle shall have defined duration, activity scope, oversight arrangements, and review criteria.

(9) Recognition of contribution. Any honorarium, Certificate of Academic Contribution, or letter of reference associated with the scheme shall be issued only in accordance with approved institutional procedures, after the satisfactory completion of the relevant cycle, and subject to verification of participation and conduct.

(10) Participant data. The processing of personal data of TUNE-IN participants, including contact details, task records, and payment information, shall be governed by Section § 12.

(11) Operational documentation. Further operational detail for TUNE-IN shall be set out in a separate scheme procedure, invitation template, and supervision guidance note.

§ 10 Use of Feedback and Contributions

(1) Review of feedback. Feedback collected from students, graduates, and alumni shall be reviewed by the relevant academic unit and, where applicable, escalated to programme committees, quality assurance committees, Senate, or senior management.

(2) Consideration and recording. Where students, graduates, or alumni raise suggestions, concerns, or recommendations, the institution shall consider whether these require action, further investigation, or no change. Relevant decisions shall be recorded and, where appropriate, linked to the relevant committee minutes or action log.

(3) Feedback communication. Triagon Academy shall, where feasible, communicate back to participants how their feedback has been used. This may be done through newsletters, summary reports, programme updates, website publications, or a structured *you said / we did* summary.

(4) Use of stakeholder evidence. Student, graduate, and alumni input shall be treated as one important source of evidence among others and shall be considered alongside staff observations, external examiner input, and relevant performance data.

§ 11 Roles and Responsibilities

(1) Executive Dean. The Executive Dean shall oversee implementation of this Policy, ensure alignment with institutional governance, and hold overall accountability for the effective functioning of the engagement framework.

(2) Office of the Executive Dean. The Office of the Executive Dean shall support implementation of this Policy, coordinate reporting, and receive periodic summaries of engagement activity.

(3) Programme Directors and Heads of School. *Programme Directors and Heads of School* shall identify suitable opportunities for student, graduate, and alumni input into programme review and development, ensure follow-up on relevant recommendations, and maintain academic ownership of the process.

(4) Student and Alumni Services. *Student and Alumni Services* shall maintain contact records, coordinate communication, organise engagement activities, compile participation data and reports, and maintain the evidence archive for surveys, analysis, and follow-up actions.

(5) Marketing, Communications, and External Relations. *Marketing, Communications, and External Relations* shall support engagement outreach, publications, event communications, and visibility initiatives, subject to appropriate approvals and consent.

(6) Academic Committees. *Academic Committees* shall review feedback where relevant, document actions taken, and ensure that student, graduate, and alumni contributions are reflected in quality-enhancement processes. Where necessary, relevant matters shall also be reported to Senate or equivalent institutional bodies.

§ 12 Data Protection and Ethics

(1) Lawful processing. Student, graduate, and alumni data shall be processed lawfully, fairly, and transparently, and only for specified, explicit, and legitimate institutional purposes in accordance with applicable data-protection requirements, institutional procedures, and consent arrangements.

(2) Voluntary participation and consent. Participation in engagement activities shall normally be voluntary, and the use of names, photographs, testimonials, or personal stories for publication or external communication shall require prior consent where needed.

(3) Participant information. Participants shall be informed how their data will be used, who will access it, how long it will be retained, and how they may update their contact preferences.

(4) Confidential information. Any sensitive information shared in confidence shall be handled carefully, accessed only on a need-to-know basis, and shared only where there is a legitimate institutional need to do so.

(5) Retention and deletion. Contact records and related engagement data shall be retained, updated, and deleted only for legitimate institutional purposes, in accordance with applicable data-protection law, institutional retention schedules, and any privacy notice in force.

§ 13 Monitoring and Indicators

(1) Monitoring framework. The implementation of this Policy shall be monitored through qualitative and quantitative indicators that capture participation, responsiveness, and impact across the engagement cycle.

(2) Illustrative indicators. Possible indicators include:

- Percentage of enrolled students participating in at least one co-curricular or community activity per term;
- Live attendance rates and recording view counts per activity;
- Percentage of programmes with active student representatives;
- Attendance rates at student representative meetings and town halls;
- Student satisfaction scores for belonging, flexibility, and support;
- Uptake of mentoring, careers, tutoring, and well-being services;
- Percentage of graduates who register as alumni;
- Alumni participation in programme review, mentoring, outreach, and cooperation activities;
- Response rates to alumni surveys and tracking exercises; and
- Term-on-term and year-on-year retention, progression, and alumni destination rates.

(3) Annual engagement report. An annual engagement report shall be prepared by the Office of the Executive Dean in cooperation with Student and Alumni Services and reviewed by the appropriate academic or quality assurance body. The report shall include participation data, survey results, actions taken, and plans for the next cycle.

(4) Corrective action. Where data show weak participation, accessibility gaps, or limited impact, the institution shall identify corrective actions and revise the engagement plan accordingly.

§ 14 Relationship to Quality Assurance

(1) Integration into quality assurance. Student, graduate, and alumni engagement forms part of Triagon Academy's wider quality assurance, strategic planning, and programme review system.

(2) Use of engagement evidence. Participation data, feedback evidence, and representative input shall be used to demonstrate how the institution supports student outcomes, responds to stakeholder needs, and continuously improves the learner experience.

(3) Evidence and records. The institution shall retain a clear record of engagement plans, activity logs, attendance data, survey instruments and results, representative meeting minutes, action plans, and resulting changes.

(4) Alumni records. Alumni records shall be managed as a distinct institutional data set after graduation and shall not be treated as student records except where legally or administratively required.

§ 15 Review and Approval

(1) Frequency of review. This Policy shall be reviewed at least annually or earlier where required by institutional, regulatory, or operational changes.

(2) Review considerations. The review shall consider participation evidence, feedback, the effectiveness of current formats, accessibility data, and developments in online and adult higher education practice.

(3) Approval of revisions. Revisions shall be prepared by the relevant academic or quality assurance unit and approved through the institution's normal academic governance structure, including Senate where appropriate.



Annex A: Standard Operating Procedure Headings

Triagon Academy shall develop and maintain standard operating procedures for the following areas in support of this Policy:

- **Event Planning and Delivery SOP.** Covers timelines, speaker arrangements, IT coordination, live-streaming, recording, archiving, and VLE posting.
- **VLE and Service Point Students Maintenance SOP.** Covers update schedules, accessibility checks, content governance, and coordinator responsibilities.
- **Student Representation and Feedback SOP.** Covers representative selection procedures, induction, meeting schedules, minute-taking, and feedback loop processes.
- **Transition and Alumni Registration SOP.** Covers graduation communications, alumni registration, continued access, and transition pathway management.
- **Alumni Engagement and Consultation SOP.** Covers alumni surveys, focus groups, advisory input, mentoring, and institutional cooperation activities.
- **TUNE-IN Scheme SOP.** Covers invitation, selection, role definitions, supervision, conduct, honorarium, certificate, and reference issuance.
- **Monitoring and Reporting SOP.** Covers data-collection cycles, KPI reporting, annual report preparation, and escalation to Senate and Quality Assurance.
- **Accessibility Review SOP.** Covers caption and transcript provision, platform-compliance checks, and periodic accessibility audits of all engagement resources.

Annex B: Implementation Evidence for Audit Purposes

Triagon Academy shall retain the following evidence to demonstrate implementation of this Policy:

- Annual Engagement Plan with activities, responsibilities, and dates.
- Attendance logs for live events and recording-view data.
- VLE content archive, including event recordings and transcripts.
- Student representative election or appointment records and induction materials.
- Minutes of representative meetings and town halls.
- Student survey instruments, response summaries, and analysis reports.
- *You said / we did* communications issued to students or alumni.
- Graduate transition communications and alumni-registration records.
- Alumni survey instruments, response summaries, and analysis reports.
- Records of mentoring activity, outreach, institutional cooperation, and review input.
- TUNE-IN invitation letters, participation logs, supervision notes, and cycle reports.
- Certificates of Academic Contribution and any approved letters of reference.
- Annual Engagement Report submitted to the academic or quality assurance body.
- Senate or committee minutes confirming review or approval.
- Accessibility audit records and remediation actions.