UKMC
UK MANAGEMENT COLLEGE

10 YEARS OF EXCELLENCE

Anniversary Magazine 2026



UKMC Through The Years
A Decade of Excellence

Events & Celebrations
Highlights from unforgettable moments over the past decade.

Celebrating Our People
Recognising the staff & students who shaped our journey.

SHAPING MINDS. CHANGING LIVES.

INSIDE OUR STORY



Welcome from Senior team	5
UKMC Through The Years	17
Our Location	22
Teaching and Learning	29
Teaching Innovation Stories	36
Education, Society and Learning	41
Staff Reflection on Pedagogy	46
Inside UKMC	49
Research	54



Beyond the Classroom 58

Student Voice & Development 68

Student Support 80

Student Success & Stories 84

Awards and Recognition 91

Operations & Infrastructure 97

Equality, diversity & Inclusion 105

Staff Development 118

Creative Showcase 127

UKMC AT 10: A DECADE IN NUMBERS



10,000+ Students

6 Campuses

4 University Partnerships

400+ Staff





Find out more via our website

Foreword from the Chair of the Board
Celebrating 10 Years of UK Management College

Dr Stephen Jackson
Independent Chair of the Board of Directors
UK Management College

As Independent Chair of UKMC's Board of Directors, it is my privilege to reflect on the College's achievements over the past ten years and to consider its future direction. UKMC has established itself as an institution that provides opportunities for study and professional development to a wide and diverse student community, particularly those from disadvantaged backgrounds. From my experience in higher education, I have long believed there is a clear place for institutions that widen access and offer flexible, inclusive pathways for individuals who may not have considered traditional routes into university. UKMC has remained focused on this purpose, breaking down barriers and expanding opportunity.

Through the development of its multi-campus model, the College has extended its reach and strengthened its engagement with regional communities. It has also developed a strong reputation for collaboration with university partners, alongside meaningful links with employers and industry. Its programmes are relevant, up-to-date, and designed to support student progression into employment and further development.

Looking ahead, the next decade presents both opportunities and challenges as UKMC continues to grow and gain recognition. Central to this progress will be a continued commitment to academic quality, robust standards, and the development of staff across both academic and professional services.

In its first ten years, the College has demonstrated its ability to provide meaningful educational opportunities. There is clear potential to build on this foundation, expanding provision and further contributing to widening participation.
I look forward to seeing UKMC continue to strengthen its position as a provider of high-quality education and to extend its impact in the years ahead.



A Message from the Chief Executive Officer

Ten years ago, UK Management College was founded on a simple but powerful belief: education should never be out of reach. It should not be limited by background, age, or circumstance.

As we mark this milestone, I am proud of how far we have come, and of the lives that have been transformed along the way.

UKMC began with a clear purpose: to create meaningful pathways into higher education for those who may otherwise have been excluded. Adult learners, working parents, and those returning to study remain at the heart of this mission, which continues to guide us today.

While the College has grown into a multi-campus institution, growth has never been an end in itself. Our success is defined by access, inclusion, and the impact we create. We support students in building their futures through flexible provision and strong academic support.

This progress reflects the commitment of our staff, the resilience of our students, and the trust of our partners.

Looking ahead, we will continue to expand opportunity while maintaining our focus on quality and long-term impact.

Thank you to everyone who has been part of this journey.

Md Zahidul Islam

Md Zahidul Islam
Chief Executive Officer and Founder - UK Management College



Welcome From The Provost

It is with immense pride and profound gratitude that I introduce this special 10th anniversary edition, marking a significant milestone in the history of UK Management College.

Ten years ago, this institution was founded on a clear vision: to empower students, foster excellence, and create opportunities for those traditionally underrepresented in higher education.

Reflecting on the past decade, I am proud of how far the College has progressed. From modest beginnings in 2016, UKMC has grown to over 300 employees and more than 7,000 students, with campuses across Greater Manchester and beyond.

This achievement reflects the collective dedication of staff, the success of students, and the strength of partnerships with institutions such as Canterbury Christ Church University, the University of Wolverhampton, and Arts University Bournemouth.

Together, we have built a reputation for delivering high-quality education and creating meaningful opportunities for student progression.

Genuinely, thank you to all staff, students, and partners who have contributed to this journey. Your commitment remains central to our success. As we look ahead, we remain committed to innovation, inclusion, and continued growth-building on a strong foundation to serve future generations.

Here is to the next decade of progress and achievement in truly 'transforming lives'.

Jason Powell

Professor Jason Powell
Provost, Chief Academic Officer
& Deputy CEO





Celebrating 10 Years of UK Management College

Lisa Mann

Vice-Chancellor and Chief Executive Officer
Arts University Bournemouth

Reaching a ten-year milestone is a significant achievement, and UK Management College's journey over the past decade acts as a powerful reminder of what can be achieved when education is firmly grounded in people, purpose, and possibility.

As Vice-Chancellor and CEO of Arts University Bournemouth, I believe that education works best when it puts people first; valuing individual potential while recognising the wider role universities can and do play in society. This is why UKMC's mission and impact resonate so strongly with me. From the outset, the College has focused on widening access and creating opportunities for learners who may otherwise be excluded, demonstrating a genuine commitment to social mobility and inclusion. This people-centred approach has contributed to changing lives and strengthening communities. Our two-year partnership has been built on shared values and mutual trust.

At AUB, our Strategy 2030+ sets out a clear commitment to Opportunity for All, future-focused skills, and education with social purpose. UKMC's work closely mirrors these ambitions. Its outward-looking model aligns learning with real-world outcomes, equipping learners with the confidence and the skills needed to thrive in a rapidly changing world.

Crucially, UKMC's success also reflects a strong sense of responsibility to learners, partners, and the regions it serves. It reinforces a belief I hold strongly: talent exists everywhere, but opportunity does not, and higher education has a moral responsibility to help bridge that gap.

As UK Management College celebrates this important anniversary, it does so with a strong foundation, a clear social purpose, and a future-focused vision. I congratulate everyone involved in this achievement and wish UKMC every continued success as it enters its next decade.

Together, we have created high-quality pathways into higher education that combine rigorous, recognised degrees with a learning environment that is personal, supportive, and strongly connected to employability. Crucially, this has been underpinned by a shared commitment to academic standards, student outcomes, and continuous improvement.

> **I am also proud of the partnership between UKMC and Arts University Bournemouth and look forward to continuing our shared commitment to widening opportunity, nurturing talent, and delivering creative education that has real social impact.**

A Reflection on Academic Growth and Institutional Progress

Dr Muhammad Naeem

Academic Dean

My journey with UKMC is closely tied to the evolution of its higher education provision. While I had been engaged with the College prior to this, my full-time journey began as we moved into delivering higher education programmes. Being part of this transition has been both professionally meaningful and personally rewarding.

What drew me to UKMC, and what continues to inspire me, is its clear and purposeful mission: creating possibilities. The College stands for unlocking the potential of students, staff, communities, and partners.

This is not simply an aspiration; it is something we are actively seeing in practice. We are enabling students from diverse and often underrepresented backgrounds to access higher education, build confidence, and shape their futures. At the same time, we continue to invest in our staff, supporting their development and fostering a culture of growth and opportunity.

UKMC's strength lies in its inclusive approach and strong support systems, ensuring that both students and staff are guided, empowered, and equipped to succeed. Through this collective effort, we are not only transforming individual lives, but also contributing to wider community development and regional prosperity.

It is a privilege to be part of this journey, and I look forward to seeing UKMC continue to grow as a catalyst for opportunity and impact.



A Decade of Impact and Opportunity

Lisa Yam DL
Independent Non-Executive Board of Director
UK Management College

I am delighted to extend my congratulations to UK Management College (UKMC) on reaching the significant milestone of its 10th anniversary. This occasion provides an opportunity not only to celebrate a decade of achievement, but also to recognise the meaningful impact the College has had on students, communities and regional development.

Over the past ten years, UKMC has demonstrated a strong commitment to widening access to education and creating opportunities for individuals from diverse and often disadvantaged backgrounds. By equipping students with skills, knowledge and confidence, the College has helped many learners improve their life chances and fulfil their potential. This contribution to social mobility is both valuable and deeply important.

UKMC's work also extends beyond individual success. Through education, skills development and partnerships with employers and communities, the College has played an important role in supporting economic growth and regional prosperity. Institutions such as UKMC are vital in helping communities adapt to changing economic demands and ensuring that opportunity is more widely shared.

This anniversary is a testament to the dedication and hard work of the College's leadership, staff, students and partners, all of whom have contributed to its success over the last decade. Their collective efforts have established UKMC as a respected institution with a clear sense of purpose and impact.

As UKMC looks ahead to the future, there is every reason to be confident that it will continue to grow, innovate, and make a positive difference for many years to come.





A Civic Message on Opportunity and Community Impact

Councillor Jane Brophy

Former Mayor of Trafford (2025-2026)

Congratulations to everyone at UK Management College on reaching this significant ten year milestone.

Over the past decade, UKMC has demonstrated the transformative power of education in changing lives, strengthening communities, and opening doors for those who may previously have felt that higher education or skilled employment opportunities were beyond their reach. Your commitment to widening participation and supporting socially disadvantaged learners is both inspiring and important.

As Mayor of Trafford, I have seen first-hand the value of organisations that invest not only in academic achievement, but also in confidence, aspiration, and social mobility.

Through mentoring, practical support, and clear pathways into employment, UKMC is helping individuals realise their potential while contributing to the economic and social wellbeing of the wider region.

At a time when many communities continue to face inequalities in opportunity, the work of UKMC highlights how education can act as a powerful force for inclusion and prosperity.

Your Careers Fair and wider community engagement initiatives demonstrate a strong commitment to partnership working and to ensuring that learners are connected with real opportunities for the future.

This anniversary marks not only ten years of achievement, but the positive impact made on many lives along the way. I wish UK Management College continued success and look forward to seeing the organisation grow and make an even greater difference in the years ahead.

From Aspiration to Reality: A COO Perspective

Major G. M. Sajjad (Retd.)
Chief Operating Officer
UK Management College

At UK Management College (UKMC), aspiration is the foundation upon which both students and staff build their journeys. Students begin with clear ambitions: to gain recognised qualifications, advance their careers, and create better opportunities for themselves and their families. Many come from diverse and nontraditional backgrounds, making these aspirations deeply personal and meaningful.

UKMC's flexible learning model plays a central role in supporting these ambitions. Students often balance work, family responsibilities, and study, and the College provides pathways that enable them to progress without compromising other aspects of their lives.

Aspiration, therefore, is not simply ambition; it is about creating the conditions in which that ambition can be realised.

Expectation shapes how both students and staff engage with the UKMC experience. Students look for structured programmes, effective teaching, and accessible academic support, alongside flexibility and continuous guidance. Staff, in turn, expect engagement, accountability, and consistency across delivery. Where these expectations align, the learning experience becomes both productive and rewarding.

The reality of higher education, however, is often more complex. Students manage time pressures, financial commitments, and the challenge of adapting to academic expectations. Staff operate within equally demanding environments, balancing teaching, student support, and operational responsibilities across multiple campuses. This complexity is not a limitation; it is where meaningful development takes place.

The space between expectation and reality is where growth occurs. Students develop resilience, independence, and the ability to manage competing demands. Staff strengthen adaptability, collaboration, and responsiveness. Through this shared progression, the learning environment becomes stronger and more effective.

At UKMC, aspiration, expectation, and reality are closely interconnected. Aspiration provides direction, expectation defines the standard, and reality shapes experience. The role of the institution is to ensure that these elements remain aligned, so that ambition is supported and outcomes are achieved.

"Disappointment is the gap that exists between expectation and reality."- John C. Maxwell



Inclusion as a Daily Practice Embedding belonging, equity, and student experience at UKMC

Dr Amy Bywater Associate Dean (Educational Quality, Student Experience and Academic Operational Performance)

Over the past decade, UKMC has grown not only in size and reach, but in its capacity to shape lives through education. One of the most important questions in that journey is this: what does it really mean for a college to be inclusive?

Inclusion is often spoken about as a value, and rightly so. But values matter most when they are seen, felt, and experienced in everyday practice. Inclusion is not simply a statement or a line in a strategy. It is how students are welcomed, how difference is responded to, and how staff create conditions in which people can participate fully and flourish.

At its best, inclusive education is not about lowering expectations, but about removing unnecessary barriers so that high expectations become genuinely achievable for all. It requires careful attention to curriculum, assessment, communication, confidence, and belonging. Students arrive with different histories, responsibilities, strengths, and ambitions. If we are serious about equity, we must design learning that recognises this complexity.

At UKMC, I have been proud to contribute to work that places belonging, student engagement, and inclusive curriculum at the centre of educational quality. Students learn best when they feel seen, respected, and able to participate fully. Belonging is not an optional extra; it is fundamental to confidence, persistence, and success.

In practice, this means asking important questions: who is included easily, and who has to work harder to feel that they belong? Which systems support learning, and which quietly make it more difficult? These questions move us beyond performative inclusion towards thoughtful, evidence-informed practice.

They also remind us that inclusion is relational. Policies, frameworks, and processes matter, but people matter most. What students remember is how they were treated, whether they were encouraged, and whether someone noticed when they were struggling. As Associate Dean, I see inclusion as inseparable from educational quality. A high-quality learning experience is one in which students are challenged, supported, and treated with dignity, and where staff are enabled to teach with care, consistency, and professional confidence. Excellence must be achievable for all, not only for those already familiar with higher education.

Anniversaries offer a moment not only to celebrate, but to reflect. UKMC's ten-year milestone recognises the work of colleagues across the College who support students, strengthen provision, and build a learning community that is both ambitious and compassionate. Progress is collective, built through consistent commitment.

My hope for the future is that UKMC continues to grow in ways that keep inclusion central, remaining attentive to the lived experiences of students and staff. Inclusion is not a finished achievement, but an ongoing practice of listening, learning, and doing better. That, to me, is where meaningful educational transformation begins.





Celebrating 10 Years of UK Management College

David Atkinson

Director of Educational Partnerships
University of Wolverhampton

It is a pleasure to join UK Management College in celebrating its tenth anniversary a milestone that reflects not only perseverance, but a clear and confident sense of purpose. Over the past decade, UKMC has carved out a vital role in the higher education landscape by focusing on what truly changes lives: access, aspiration, and opportunity.

Its commitment to supporting students from underrepresented and disadvantaged backgrounds has opened doors for individuals who may once have felt that university was out of reach. UKMC has shown that, with the right support, flexibility, and belief, potential can be unlocked and futures transformed. Our two-year partnership has been built on shared values and mutual trust. Together, we have created high-quality pathways into higher education that combine rigorous, recognised degrees with a learning environment that is personal, supportive, and strongly connected to employability.

Crucially, this has been underpinned by a shared commitment to academic standards, student outcomes, and continuous improvement.

UKMC's strength lies in knowing its students, understanding their ambitions, responsibilities, and circumstances, and shaping an experience that enables them to succeed both academically and professionally.

I commend UKMC's focus on teaching excellence and student care. Small cohorts, close academic support, and a strong emphasis on confidence-building and progression ensure that students do not simply access higher education but thrive within it. The impact is evident in the success of graduates progressing into employment and contributing to their communities.

"As UKMC marks ten years of achievement, I am proud of what we have accomplished together and confident in the strength of our partnership as we continue to expand opportunity, uphold quality, and deliver meaningful, lasting impact."

Governance, Equality, and Student Success

Mrs Jagori Bandyopadhyay

Academic Registrar

UK Management College

As UK Management College marks a decade of transformative growth and impact, it is both a privilege and a responsibility to reflect on our journey.

Serving as Academic Registrar, I take pride in the culture of inclusion, equity, and opportunity that defines UKMC. Our institution not only widens access for a diverse student community but also promotes representation and progression across leadership and professional services. This commitment is embedded in our policies, governance, and everyday practice.

Our Equity, Diversity and Inclusion (EDI) approach ensures that individuals are treated with dignity and fairness, and that barriers to participation and achievement are actively addressed. Diversity is not only a principle, but a strength that enhances decision-making, innovation, and academic excellence.

Over the past decade, UKMC has evolved into a dynamic higher education provider, guided by its mission of "transforming lives." From a single campus to a multi-site institution, this progress has been shaped by a clear focus on widening participation, student success, and academic quality.

Looking ahead, our Strategic Plan 2025-2030 sets a clear direction, centred on creating opportunities, developing potential, and strengthening community engagement. As we progress towards degree-awarding powers and university status, strong academic governance, quality assurance, and transparent decision-making will remain central.

Our responsibility is to ensure that every learner's journey, from admission through to graduation, is fair, accessible, and empowering. At the heart of this is our continued commitment to student experience and achievement.

As we enter the next phase of development, we do so with confidence, integrity, and purpose. The Academic Registry will continue to play a central role in safeguarding standards, promoting fairness, and supporting an inclusive academic environment where both students and staff can thrive.



The story behind UK Management College's first decade

Dr Abbas Mohammed
Head of Student Non-Academic Engagement & Business Lecturer

UK Management College's development is best understood not simply through growth, but through the progression of a clear purpose into structured higher education provision over time.

Established in 2016 by Mr Zahidul Islam and Mrs Abida Islam, UKMC began with a focused ambition: to create opportunities for individuals who had the ability to succeed, but not always the access to do so. In its early form, the organisation operated as a recruitment and progression service, supporting learners in navigating pathways into further and higher education. For many, this represented the first realistic step towards a future that had previously felt beyond reach.

From the outset, this work responded to a wider reality. Across Greater Manchester and beyond, there existed a gap between aspiration and accessible provision. Individuals were willing to study, but appropriate opportunities, particularly those that were flexible and locally available, remained limited.

A defining transition came in 2023, with the College's first higher education partnership with Canterbury Christ Church University. This marked a shift from facilitating access to delivering higher education provision. Subsequent growth followed a structured path.

In 2024, provision expanded through partnership with the University of Wolverhampton, introducing programmes aligned with workforce needs, including Business Management, Digital Marketing, and Health and Social Care. By 2026, this was further extended through partnership with Arts University Bournemouth, introducing programmes in Event Management and Fashion Management.

This approach is reflected in the College's ethos, "Success Starts from Here," as a practical commitment reflected in the experience of its students.
As UKMC has grown, it has done so with increasing organisational maturity, strengthening academic practice, governance, and staff development to support consistency and quality.

Ten years on, UK Management College stands as a considered and structured response to a continuing need. Its development reflects sustained attention to access, progression, and community engagement.





Manchester Town Hall

UKMC THROUGH THE YEARS

THE FIRST CHAPTER

10 YEARS
OF IMPACT

UK Management College began in 2016 as UKMC Tuition Centre from a small office on Stockport Road, with a vision to support learners through tuition, diplomas and Functional Skills courses. As the community grew, UKMC moved to Universal Square in 2018 and City View House in 2021, expanding its premises and ambitions. By 2022, UKMC proudly secured its own home at College House, marking a powerful step towards future university partnerships.

2016
THE FIRST CHAPTER



UKMC's journey began in its very first office, founded by Zahid and his wife Abida. This small beginning laid the foundation for the growth, purpose and community UKMC would build over the years.

2018
MOVED TO UNIVERSAL SQUARE



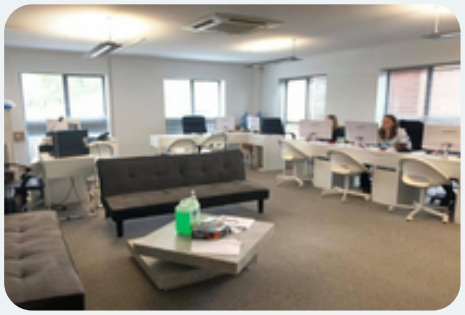
In 2018, UKMC moved to Universal Square, marking an important step in its growth. At the time, the team was small, with a lecturer and Mobina as the only staff member, soon joined by Roohi.

2019
FIRST RECOGNITION AWARD



UKMC received its first-ever recognition award, marking an early milestone in its journey of growth and achievement. This moment reflected the dedication of the team and the strong foundation being built for the years ahead.

2021
A NEW HOME AT CITY VIEW HOUSE



In 2021, UKMC moved to City View House, expanding into larger premises with improved facilities to support the company's continued growth.

2022
FOUNDATION FOR THE FUTURE



In 2022, UKMC proudly secured its own premises at College House, marking a major step forward and laying the groundwork for future university partnerships.

2023
STRONGER TEAM, BIGGER FUTURE



In 2023, UKMC expanded its team as it prepared to welcome its first batch of CCCU students, marking an exciting new phase of growth and collaboration.

THE FIRST CHAPTER

10 YEARS
OF IMPACT

From the first CCCU induction to expanding beyond Manchester, these years marked some of UKMC's proudest moments. The team grew stronger, new campuses opened, and academic leadership continued to shape the college's future. Each milestone reflects a journey built on hard work, ambition and a shared belief in creating opportunities for students across the UK.

Sep - 2023

A DEFINING UKMC MOMENT



In September 2023, UKMC made history by welcoming its very first CCCU students. This proud milestone marked the moment UKMC's years of hard work, growth and ambition became a new reality.

Oct - 2023

CELEBRATING TEAM SUCCESS



After successfully completing UKMC's first CCCU induction, the team came together for one of its first official group moments at College House. The day also celebrated staff achievements through an appraisal party.

Dec - 2023

GROWING TOGETHER



This moment reflects the dedication of UKMC's Student Success Tutors, now known as PATs, who became the backbone of the student journey. Their commitment, guidance and care played a vital role in supporting students through every step.

Jun - 2024

STRENGTHENING LEADERSHIP



In June 2024, Professor Jason Powell joined UKMC, marking an important step in strengthening the college's academic leadership and future vision.

Sep - 2024

BEYOND MANCHESTER



In September 2024, UKMC opened its first campus outside Manchester in Derby, marking the beginning of its wider expansion across the UK and opening doors to new communities.

Jan - 2026

A LANDMARK MOMENT



In January 2026, UKMC proudly opened its Salford campus, a landmark moment that celebrated the college's growth, ambition and rising future.

BUILT BY VISION

Before the classrooms were filled, this dedicated team laid the foundations of UKMC. These photographs honour the vision, passion and commitment that transformed an idea into the thriving institution we celebrate today.



A snowy view of the College House Campus - Dec 2023



One of UKMC's first SST teams supporting student journey.



Dec 2022: Christmas Party at College House



Mental Health Awareness Day – June 2023



Dec 2023: Christmas Party at Abarna campus



2023: Our very first Team Tees!



Academic team dinner



Official opening of College House



Last day of the move to College House



Official opening of College House



Christmas Jumper Day- 2024



Early days outreach activities

THROUGH OUR LENS

Every photograph tells a story. Every memory reflects the journey that shaped the UKMC community we know today.





International Women's Day



Admissions Team recognised for outstanding intake support.

OUR LOCATIONS

UKMC has grown from a single campus in Manchester into a thriving higher education community spanning Manchester, Derby, Newcastle and Sunderland. Each location has its own unique character, while sharing the same commitment to delivering outstanding teaching, exceptional student support and an inspiring learning experience.

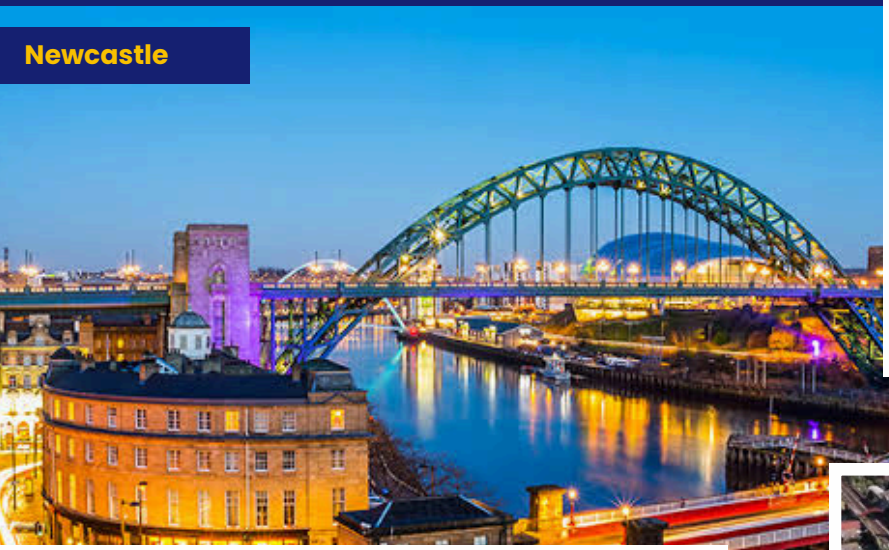
ONE COMMUNITY

Whether studying in Manchester, Derby, Newcastle or Sunderland, every UKMC campus shares the same welcoming spirit. Wherever your journey begins, you'll find inspiring spaces, dedicated support and a community that helps you grow with confidence.



Manchester


Derby


Newcastle


Salford


Sunderland

Transport Links From Nearest Train Station

Manchester
21 minutes

Salford
37 minutes

Derby
12 minutes

Sunderland
26 minutes

Newcastle
41 minutes

Glasgow
Edinburgh
Belfast
Newcastle
Sunderland
York
Manchester
Liverpool
Derby
Nottingham
Birmingham
Cardiff
London
Bristol








MANCHESTER CAMPUS

Manchester has always been at the heart of the UKMC journey. Our campuses bring together students from diverse backgrounds, creating a vibrant community where learning, collaboration and ambition thrive.





COLLEGE HOUSE

As the home of UKMC's higher education journey, College House combines traditional character with a welcoming learning environment. It has witnessed many milestones and continues to be a place where students build knowledge, confidence and lifelong connections.

ABARNA CAMPUS

Located in the heart of Manchester, Abarna Campus offers a dynamic learning environment with contemporary facilities, collaborative spaces and easy access, providing students with an inspiring place to learn and grow.







TWO CAMPUSES, ONE COMMUNITY

Together, College House and Abarna Campus reflect UKMC's growth in Manchester, offering welcoming spaces where students can learn, connect and succeed.

SALFORD CAMPUS

Situated in the heart of Salford, our campus offers a modern learning environment where innovation, collaboration and student success come together. Designed to inspire, it provides welcoming spaces that support every stage of the academic journey.





SPACES THAT INSPIRE

Every classroom at UKMC is designed to inspire learning, combining modern technology, collaborative spaces and welcoming study areas that help students achieve their best.



WHERE COMMUNITY THRIVES

Beyond the classroom, our campus café and cosy lounges are where conversations continue, friendships grow and students take a well deserved break before the next chapter of their day

STUDY. DISCOVER. SUCCEED.

Our library and study spaces offer a quiet place to focus, discover new ideas and turn ambition into achievement.



DERBY CAMPUS

Life in Derby has its own rhythm. A welcoming city with a close knit community, beautiful green spaces and a rich industrial heritage, it offers students the perfect balance of focused learning and everyday comfort. With everything close at hand, it's easy to explore the city, build meaningful connections and feel at home from day one.





TWO CAMPUSES, ONE COMMUNITY

Situated in the heart of Derby, our two campuses offer more than just a place to study. Here, every lecture, conversation and shared moment brings people closer together.

Surrounded by the city's welcoming atmosphere, students build lasting friendships, grow in confidence and become part of the UKMC family.

BEYOND THE CLASSROOM

From modern classrooms and well equipped learning spaces to quiet libraries and welcoming common areas, every corner of our Derby campuses is designed with students in mind. Whether focusing on studies, collaborating on projects or relaxing between lectures, these spaces create a warm and inspiring environment where learning and friendships flourish.



MORE THAN A CAMPUS

Derby marked an exciting milestone as UKMC's first campus beyond Manchester, opening the door to a new chapter of growth. More than classrooms and study spaces, it is where strangers become friends, confidence grows and everyday moments become lifelong memories. Here, every conversation, celebration and shared experience adds another chapter to the UKMC story.

NEWCASTLE CAMPUS

Newcastle is a city full of energy, character and opportunity. Famous for its warm hospitality, vibrant student life and iconic riverside, it offers the perfect blend of academic focus and exciting city experiences. At UKMC Newcastle, students become part of a welcoming community where learning, friendships and unforgettable memories come together from day one.





SPACES THAT INSPIRE

From bright classrooms and a spacious auditorium to quiet libraries and cosy student lounges, every corner of UKMC Newcastle has its own story. It's where ideas are shared, friendships are built and every day brings new opportunities to learn, connect and grow.

OUR NEWCASTLE COMMUNITY

In Newcastle, every smile, conversation and shared experience brings our community closer together. Students from different backgrounds come together to learn, support one another and create lasting friendships, making UKMC a place where everyone feels they truly belong.





SUNDERLAND CAMPUS

There is something special about life in Sunderland. From peaceful seaside walks and open green spaces to its warm community spirit, the city offers a calm and welcoming environment where students can feel settled, stay focused and enjoy every step of their journey. At UKMC Sunderland, that sense of belonging begins the moment you arrive.





SPACES TO CONNECT

From quiet study spaces and libraries to common areas, games spaces and the campus café, every corner of UKMC Sunderland is designed for learning, connection and community.



MODERN LEARNING

Our spacious classrooms are equipped with the latest technology and modern teaching facilities, creating an inspiring environment where ideas are shared, collaboration thrives and every lesson prepares students for success.





TEACHING
AND LEARNING EXCELLENCE



Strengthening Academic Practice through Data-Informed and Inclusive Programme Leadership

by Dr. Zubair Ahmed (Course Director, Business Management)

Over the past decade, higher education has undergone significant transformation, requiring institutions to continuously adapt their academic practices to meet evolving student needs.

At UK Management College (UKMC), this journey has been shaped by a strong commitment to quality enhancement, inclusivity, and innovation in teaching and learning. As Course Director for Business Management, I have contributed to the development of the college's largest programme, which has grown from approximately 1,000 to over 4,000 students and expanded from a single validating partner to two, increasing the scale and complexity of academic delivery across multiple campuses. My focus has been on developing systems and practices that not only improve academic performance but also create a more responsive and supportive learning environment for our diverse student body.

One of the most impactful enhancements has been the introduction of a live tracking system to monitor student engagement and assessment submission. Initially developed in response to inconsistencies in assessment data and low submission rates, this system has transformed how academic and support teams collaborate.

By providing real-time visibility of student progress, it has enabled early identification of at-risk learners and facilitated targeted academic support. Personal Academic Tutors (PATs), module leaders, and lecturers now work with shared data, allowing for coordinated interventions rather than reactive responses. With the support and trust of senior leadership, the system was scaled across modules and campuses, contributing to a significant improvement in submission rates, from below 70% to over 98%, and pass rates exceeding 90% across key modules.

Alongside system development, staff capability has remained central. In collaboration with the Teaching and Learning Office, structured peer observation, mentoring, and cross-campus coordination have been introduced.

Curriculum development has also been aligned with student needs and industry expectations.





UKMC Through the Years: A Personal Reflection on Growth, Leadership, and Transformation

by Dr. Adnan Ali (Course Director, Digital Marketing)

I still remember it clearly: 25th September 2023, 9 o'clock in the morning, at the college house, our first campus in Openshaw, Manchester. I delivered what became the first higher education lecture in UKMC's history. The energy in that moment was unforgettable. It symbolised not only a personal achievement but the beginning of a new academic era for UKMC.

I was honoured to be among the first full-time lecturers as UKMC entered higher education under the leadership of Dr Muhammad Naeem. From the outset, the ambition was clear: to build an institution that would widen access to higher education and create opportunities for diverse learners.

I am particularly proud to lead the BA (Hons) Digital Marketing Management with Foundation Year, a programme designed to combine academic knowledge with practical skills in digital strategy, branding, and data-informed decision-making.

One of the most rewarding aspects of my experience has been witnessing the transformation of our students. Many return to education after time away, often balancing study with professional and personal commitments. Supporting their growth in confidence, capability, and ambition remains both inspiring and fulfilling.

What I value most, however, is the people. What began as a small team has grown into a diverse and collaborative academic community. The environment is supportive and welcoming, with a shared sense of purpose that has been central to the College's development.

Looking ahead, as UKMC marks ten years since its founding, I feel a strong sense of pride and optimism. With continued development, new partnerships, and a sustained focus on academic quality, the College is well positioned to make an even greater impact in the years to come.



Teaching Health and Social Care Beyond the Curriculum

by Dr Khalid Ahmed (Course Director, Health and Social Care)

As Course Director for Health and Social Care at UK Management College, I often return to a simple yet demanding question: what does it truly mean to prepare someone for a professional life in care? Not merely a qualification, but a role shaped by responsibility, empathy, ethical awareness, and informed action.

The BSc (Hons) Health and Social Care with Foundation Year was developed in response to this question. At its core, the programme is valuesled, while ensuring that these values are translated into knowledge, professional language, and practice.

The course is supported by a connected framework. From entry through to completion, Personal Academic Tutors, lecturers, and support teams work collaboratively to ensure that learning and development remain aligned. We also operate a “you said, we did” approach, where student feedback informs delivery and keeps the programme responsive to both academic expectations and lived experience.

At the centre are the students. Many return to education after time away, often balancing study with wider responsibilities. What they bring is significant: empathy, lived understanding, and a clear commitment to care. Our role is to translate these qualities into professional capability through knowledge of policy, safeguarding, leadership, and ethical practice, alongside communication and critical thinking.

The aim is not only to prepare students for employment, but to support them in becoming responsible practitioners. The course becomes a meeting point between values and knowledge, practice and teaching, personal experience and professional standards.
With a structured foundation and progressive development, students begin to recognise that health and social care is not simply a field of work, but a field of responsibility.





Designing Education in the Age of AI

by Dr. Yasser Arfat
(Head of Academic Integrity Office)

If there is one defining reality in higher education, it is that we are no longer teaching in the same context in which we were trained. As UK Management College marks ten years of development, the question is not whether education has changed, but whether academic systems have adapted at the same pace.

At the centre of this shift is the relationship between academic integrity, teaching practice, and institutional development. Academic integrity is no longer primarily about detecting misconduct, but about designing learning environments where meaningful engagement is expected and reliance on shortcuts is reduced.

At UKMC, the response has been structural. The Academic Integrity Office has been repositioned as a preventative and pedagogical function, supporting student understanding of assessment and feedback. This work aligns closely with teaching and learning leadership, particularly in assessment design and delivery.

Rather than focusing on misconduct after it occurs, attention has shifted to underlying causes. Many learners, particularly those returning to study, do not lack ability, but clarity, confidence, and structured support. Where expectations are unclear, students are more likely to rely on immediate solutions.

Through ongoing engagement, Personal Academic Tutor support, and early intervention, students increasingly interpret feedback as a developmental tool. This strengthens independence and reduces reliance on superficial learning approaches. The role of educators has also evolved. Teaching now involves designing learning, supporting critical thinking, and guiding ethical engagement within a digital context. At UKMC, staff capability has been strengthened through structured development and collaboration.

These changes are reflected in student behaviour, including increased engagement, stronger interaction with feedback, and a greater focus on understanding.
The continued development of artificial intelligence will require ongoing adjustment, including clearer assessment design, integration of AI literacy, and sustained staff development.

In this context, academic integrity is not a mechanism of control, but a foundation for effective learning, supporting students to engage in an informed and purposeful way.





Digital Learning and Library Developments

by Bailey Chadwick (Librarian)

Higher education libraries remain a primary point of reference for assignment support, providing onetoone academic guidance and access to resources that enhance both student and lecturer experience. At UK Management College, libraries are designed as environments where learners can absorb, question, and develop ideas within a supportive setting. Whether accessed physically or virtually, they extend beyond traditional book collections to support academic development.

Digital resources now play a central role in the academic landscape due to their accessibility and range. UKMC has focused on balancing physical and digital provision across campuses. Each semester, core reading lists are updated to ensure courses remain current, reflecting the latest research and industry developments. This expansion of both physical and digital stock provides learners with wider perspectives, theories, and sources to support their studies.

UKMC libraries have developed rapidly in recent years, beginning with the Abarna Library, which established the foundation for the institution's approach to library services. This progress reflects strong collaboration between lecturers, IT, and student support teams, who have worked together to catalogue resources and develop the current library systems.
This same collaboration continues to refine library policies, ensuring services remain accessible, studentfocused, and aligned with programme needs. As a result, library teams have expanded, creating more consistent services, improved digital recordkeeping, and an intuitive user experience across campuses. A key priority has been standardisation, ensuring that learners receive the same quality of service regardless of location. From Manchester and Salford to Derby, Newcastle, and Sunderland, students can expect consistent access to resources and support, reinforcing a cohesive institutional experience. This commitment extends beyond physical spaces into digital provision. Modern library services must respond to the realities of online resources, including journals, articles, and research platforms. UKMC libraries now align closely with higher education standards, offering services comparable to those of partner institutions.





Driving Excellence Through Development and Leadership

by Dr. John Obeng
(Head of Learning and Teaching)

The Teaching and Learning function play a central role in enhancing academic quality, staff capability, and the overall student learning experience across UK Management College (UKMC). A structured programme of continuing professional development (CPD) has been embedded across the academic year, aligned with institutional priorities, partner expectations, and sector frameworks such as OfS and QAA.

A key development has been the introduction of a semester-based training model, delivering focused and timely staff development. Each semester is organised around themes such as academic governance, inclusive curriculum design, student engagement, and academic challenge, ensuring alignment with both delivery and quality assurance requirements. The Inclusive Curriculum Framework (2025–26) has further strengthened teaching practice, promoting equity, engagement, and consistency across programmes. Training in areas such as teaching observation, feedback, assessment design, digital tools, and curriculum development has supported improvements in delivery and consistency in standards.

A central priority has been the integration of academic skills into teaching, including writing, critical thinking, referencing, and assessment literacy. Training in platforms such as Canvas has also supported students in accessing materials, submitting work, and engaging with feedback effectively, ensuring they develop both subject knowledge and core academic skills.

Alongside this, the Teaching and Learning Mentoring Framework (TLMF) has strengthened staff capability across all levels. It supports early-career academics and those progressing towards professional recognition, including PGCert and Advance HE Fellowship (FHEA). Teaching observation, peer review, and alignment with professional standards remain central to this approach.

Leadership responsibilities are supported through institutional systems such as teaching observation, Course Performance Plans (CPPs), and Semesterly Assurance Tracking (SAT), ensuring both operational consistency and informed decision-making.

Mentoring and coaching continue to play an important role in leadership development, supporting colleagues in academic governance, team leadership, and planning—particularly those progressing into leadership roles.

Through this work, UKMC continues to build an inclusive, forward-focused learning environment in which both staff and students are supported to develop and succeed.



Derby Cathedral

TEACHING
INNOVATION STORIES



Teaching the Way I Wish I Had Been Taught: A Reflection on Real-World, Student-Centred Teaching in Business and Economics

By Dr Abdul Shakoor Safdar Hashmi (Module Leader/Lecturer)

I have never been a textbook lecturer, and I say that without apology. From the moment I entered higher education, I knew that if I was going to make a difference, I had to do things differently. My students do not need someone who reads slides at them. They need someone who meets them where they are, speaks their language, and shows them that what they are learning matters beyond the classroom. That belief sits at the heart of everything I do at UK Management College.

My approach is rooted in real life. Before becoming an academic, I ran a business in London, managing staff, handling finances, and solving problems daily. When I teach Economics or Business, I do not rely on abstract examples. I draw on real situations, cash-flow decisions, customer challenges, and the trade-offs that bring concepts like opportunity cost to life. My research into institutional complexity and ethical microfinance adds another layer, showing how theory operates under real pressure. Students respond to that authenticity.

But real-world content alone is not enough. What defines my teaching is how much I adapt. My cohorts are diverse, with different backgrounds, confidence levels, and ways of learning. Treating every group the same simply does not work. So, I adjust, my pace, my examples, my approach, based on what I see in the room. If something is not landing, I change direction. I would rather my students understand than simply complete the plan.

I draw on approaches such as case-based learning, active learning, and inclusive practice, but I do not let them dictate the session. The real driver is the relationship with students. From the start, I create an environment where questions are encouraged and engagement is expected. That openness builds trust, and trust creates the confidence students need to participate, challenge ideas, and take risks in their learning.

I know this approach works because of the response I receive. Students tell me the sessions feel different, that they feel heard, and that the content feels relevant. Many say the real-world examples help them understand concepts they struggled with before. That feedback matters, not because it is flattering, but because it shows that learning is actually happening. When a student finally understands something and you can see it reflected in their work, that is what makes this worthwhile.

I do not claim to have created a new pedagogy. What I have developed is an approach that is honest, flexible, and grounded in practice. I teach the way I wish I had been taught, with real examples, real challenges, and a commitment to meeting each student where they are. As I continue my development through PGCert and Advance HE Fellowship, I will keep refining my practice. But the core will remain the same: keep it real, keep it relevant, and keep the student at the centre.



More Than a Classroom: What Education Looks Like When People Truly Belong

by Abiola Adeyemo (Module Leader/Lecturer)

In education, we often talk about outcomes: grades, progression, employability, achievement. These things matter, but after working at UK Management College, I have come to believe that some of the most powerful aspects of education cannot be measured on a spreadsheet. Sometimes education looks like confidence returning during induction week. Sometimes it sounds like a student saying, "I didn't think I could do this, but now I do." And sometimes it feels like a room full of people from different backgrounds realising they belong in the same story. That is what makes UKMC special. Working with such a diverse student body has been one of the most rewarding parts of my journey as an academic. From the moment we meet students, there is a mix of nerves, hope, and ambition. Over time, something shifts. They grow in confidence, find their voice, ask bigger questions, and begin to see education as more than a qualification—as a pathway to something different.

This matters in a world that is changing quickly. Business, technology, and the workplace continue to evolve, and students recognise they must do more than earn degrees. They need to think critically, adapt, act ethically, and engage with change confidently. Whether discussing AI, digital transformation, or leadership, I am continually inspired by their willingness to learn.

They are not afraid of the future. They want to be ready for it.

But readiness grows in community. One of the most striking aspects of UKMC is its genuine sense of togetherness. The idea of a "UKMC Family" is not just a phrase. It is reflected in the way colleagues support one another and, in the care, shown to students when life outside the classroom becomes challenging. As a Mental Health First Aider, I have become more aware that learning does not happen in isolation. Students bring their whole lives into their studies, responsibilities, pressures, hopes, and unseen challenges. To support them effectively, we must recognise them as individuals, not just learners. That human dimension of education matters as much as the curriculum.

UKMC reflects this understanding in meaningful ways. Events such as SummerFest, where cultures are celebrated openly, and initiatives like the Mock Interview Award Ceremony, where effort and progress are recognised, reinforce that education is also about identity, confidence, and belonging. Sometimes a certificate represents more than achievement. It represents growth.

As UKMC marks ten years, it is worth recognising not only institutional progress, but the lives shaped along the way, the students who chose to begin again, the colleagues who lead with care, and the communities built over time.

For me, UKMC represents something hopeful: a place of opportunity, diversity, and momentum, where people feel seen, supported, and encouraged to grow.



The Method
By Dr. Jamal Nassar (Module Leader / Lecturer)

Like many educators in higher education, I have experienced the challenge of student disengagement. For adult learners, this rarely relates to effort or ability. It is often an indicator that the context does not feel relevant to their lives. When that happens, it becomes visible in the classroom, in the quality of submitted work, and in the energy students bring.

As module Leader for Innovation and Enterprise Management, this challenge becomes both more visible and more manageable. Many students arrive with experience, running a small business, freelance work, or projects built around other commitments. They bring both successes and failures. The opportunity for the educator is significant, if we take the time to recognise it.

My response to disengagement has been to slow down. Rather than pushing through the syllabus, I began focusing on practical business activities, starting a business, pricing a service, sourcing supplies, or working as a freelancer. Instead of delivering content, I asked students to share their own journeys: what they had tried, what had worked, and what had not.

Over time, I observed a clear shift. The dynamics in the room began to change. Students who were previously quiet became more confident in speaking, while others grew more active in discussions. The quality of these conversations often became material for future sessions. When examples came directly from students, it created a stronger sense of ownership within the classroom.

As a practitioner and entrepreneur, myself, I recognised what these students needed: learning that is relevant and practical. I began placing the student entrepreneur at the centre of the session, allowing their experiences to shape discussion and learning.

When a student connects their own business or freelance work to a concept, the learning becomes tangible. We move from abstract theory to real application. The student realises that their experience has academic value, not just personal relevance. That recognition matters more than we often realise.

When one learner feels recognised, motivation spreads. The classroom becomes more open and engaged. Adult learners respond strongly to this type of environment, one grounded in real experience rather than theory alone.

This approach takes more time and slows coverage of the syllabus. However, it leads to deeper learning. The examples shared become reference points throughout the semester, anchoring new ideas to shared experiences. That kind of learning stays with students far beyond the classroom.

Ultimately, it comes down to inspiration. A student who feels inspired moves beyond minimum expectations. They contribute more, engage more, and push further. For these learners, inspiration creates meaning and purpose, and that is where real learning begins.





Teaching beyond the textbook: connecting business, accounting and finance to real-world learning

by Dr. Syful Chowdhury, (Module Leader, Lecturer)

Business, accounting, and finance are closely connected to everyday life, organisations, and employment. For this reason, teaching these subjects should go beyond explaining theories and calculations. While academic knowledge is essential, students need to understand how it applies in real situations.

As a Lecturer at UKMC, my aim is to help students recognise the practical value of what they are learning. Students arrive with different levels of confidence and experience. Some bring prior knowledge from work or business, while others are new to these concepts. It is therefore important to create an environment where students feel supported and complex ideas are explained clearly.

In my teaching, I connect subject content to real-world examples. When discussing financial statements, students are encouraged to understand what the figures reveal about business performance. When exploring decision-making, they consider how financial data, market conditions, and judgement shape real outcomes. This helps students see the clear link between academic theory and professional practice.

Teaching beyond the textbook also involves developing critical thinking. In business and finance, there is rarely a single correct answer. Students must evaluate information, assess risk, and justify decisions. Discussions, case studies, and applied activities support this process and encourage students to learn from one another.

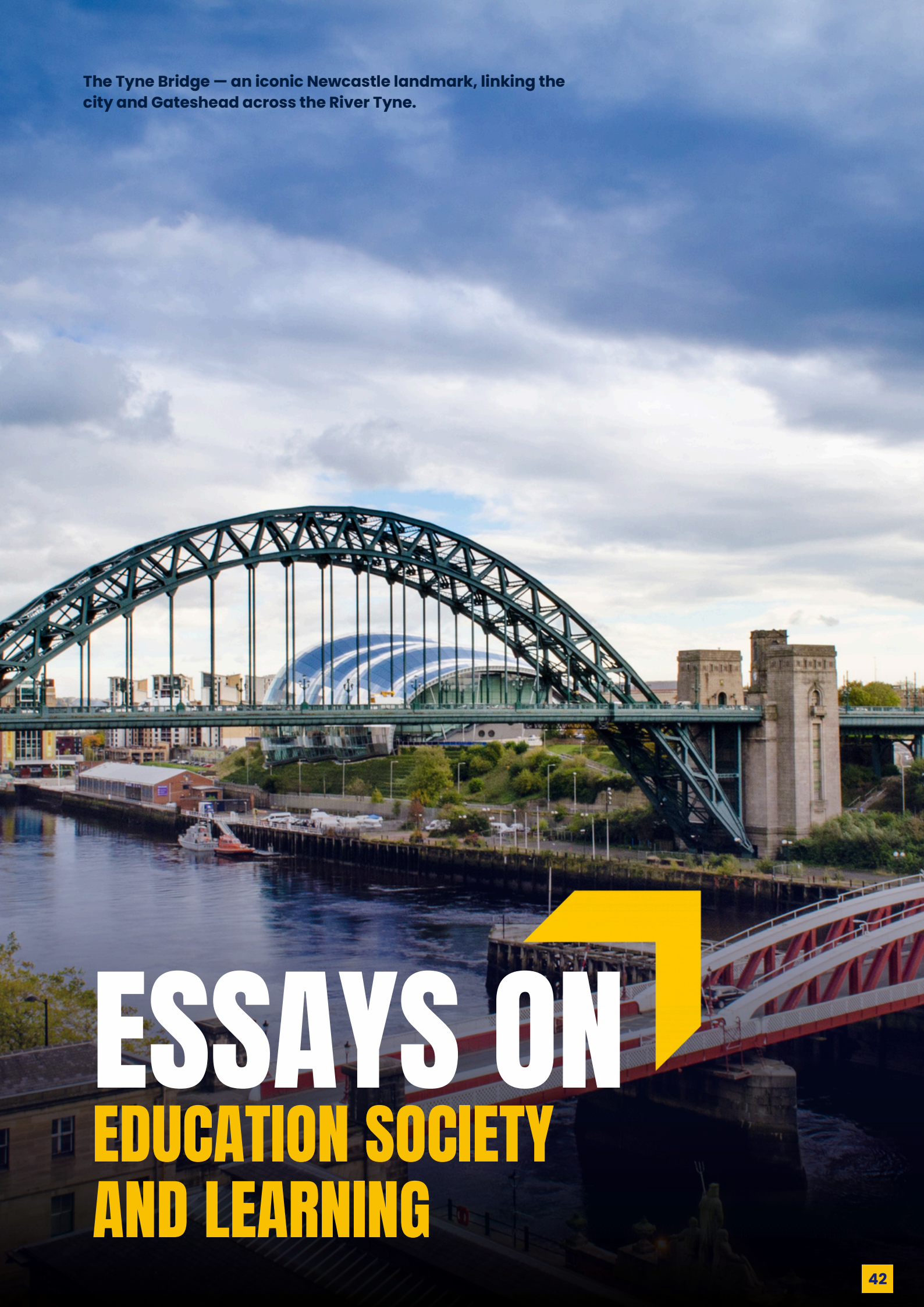
At UKMC, diverse student groups further enrich learning. Students often relate concepts to their own experiences, making discussions more relevant and inclusive. This reflects the realities of modern business, where individuals operate across different contexts and environments.

Building confidence is equally important. These subjects can feel challenging, particularly due to technical language and analytical demands. Through clear guidance, structured support, and regular feedback, students gradually develop confidence in their understanding and ability to apply knowledge. These disciplines also play a key role in employability. Employers value graduates who can communicate clearly, analyse information, and make informed decisions. By linking theory to practice, teaching supports students not only in assessments, but in preparing for professional roles.

For me, teaching beyond the textbook is about making learning relevant and purposeful. It is about helping students understand why their learning matters and how it can be applied beyond the classroom.

As UKMC marks its ten-year milestone, it is an opportunity to reflect on the role of teaching in supporting student success. By connecting academic learning with real-world understanding, we help students develop the skills and confidence they need for the future





The Tyne Bridge — an iconic Newcastle landmark, linking the city and Gateshead across the River Tyne.

ESSAYS ON EDUCATION SOCIETY AND LEARNING

Emotional Intelligence in Teaching: Why It Matters at UKMC

by Dr, Jamilya Akhmetova (Module Leader/Lecturer)

Imagine walking into a classroom where students appear disengaged or managing a difficult interaction with a challenging learner. These situations can leave educators feeling exhausted and questioning their effectiveness. Over time, repeated experiences of this nature may lead to emotional fatigue despite continued effort and commitment.

In this context, emotional intelligence (EI) is a critical professional skill. It enhances classroom interaction and engagement while supporting educators in managing stress and reducing the risk of burnout.

What is Emotional Intelligence?
Research identifies EI as a key professional competency, particularly in roles requiring sustained human interaction (Goleman, 1995). In education, where communication and relationships are central, this is highly relevant. Goleman's framework highlights key elements of EI: self-awareness, self-regulation,

motivation, empathy, and social skills. In teaching, these involve recognising emotional responses, managing reactions, demonstrating empathy, and maintaining clear communication. Together, these position EI as integral to effective teaching practice.

Emotional Intelligence and Student Engagement
UKMC educators work with diverse learners, including those adjusting to higher education, studying in a second language, or returning after time away from study. These factors can affect confidence and participation.

Emotional intelligence enables educators to adapt communication, recognise underlying challenges, and support more accessible engagement. In moments of tension, EI supports constructive responses that maintain a positive learning environment.



Emotional Intelligence and Professional Burnout
Teaching often involves sustained emotional engagement, particularly in foundation or support-based programmes. Educators manage both their own responses and those of students, especially during periods of assessment and stress.

Over time, this can lead to fatigue if emotional demands are not well managed. Burnout is not only linked to workload, but also to limited emotional regulation.

Conclusion
Emotional intelligence is not an optional addition, but a central component of contemporary teaching. It supports effective student engagement while sustaining educator wellbeing.

Investment in emotional intelligence, both individually and institutionally, strengthens the quality of learning and the long-term sustainability of teaching practice, benefiting both students and educators.



Why Adult Learners Need Different Teaching Conversations **by Dr. Abbas Mohammed (Head of Non-Academic Student Engagement)**

Good teaching is not simply a matter of covering content. At its best, it creates conditions where students are actively involved, able to draw on experience, and encouraged to engage critically with ideas rather than reproduce them. This is particularly important in higher education, where many learners are adults embedded in professional and personal contexts.

Educational research supports this position. A widely cited metaanalysis by Freeman and colleagues found that active learning leads to higher achievement and lower failure rates than lecturebased teaching. Students perform better not because standards are lowered, but because learning is deeper and more durable.

For adult learners, this aligns with established theory. Malcolm Knowles' work on andragogy highlights that adults are motivated by relevance, bring prior experience, and engage more effectively when learning is problemcentred. Adult learners do not enter education as blank slates; they bring knowledge and perspectives that enrich learning.

Overreliance on one format can prioritise familiarity with conventions over deeper learning. It may also limit opportunities to demonstrate communication, application, and professional judgement. Expanding assessment formats does not lower standards but aligns them more closely with learning outcomes.

In practice, studentcentred teaching does not require complex change. Structured discussion, purposeful group work, and recognition of student experience can significantly improve learning. It is equally important that students understand why these approaches are used and how quality is assessed.

Studentcentred teaching is not about abandoning academic tradition but applying it thoughtfully. When teaching reflects who students are and what they bring, learning becomes more relevant and effective.
Good teaching is rarely about doing more. It is about doing what matters well, and with purpose.





Leadership and Integrity: The Crucial Connection **by Professor Jason Powel (Senior Deputy CEO, Provost and Chief Academic Officer)**

After more than 30 years in higher education leadership, I have come to reflect on what integrity truly means, and why it matters so fundamentally in leadership.

Integrity is not simply a regulatory requirement; it is the ultimate leadership imperative. While policies and procedures address misconduct across higher education institutions, it is ethical leadership that determines whether integrity becomes embedded in institutional culture or remains a superficial obligation. Leaders at all levels shape expectations through their decisions, actions, and transparency. When leaders demonstrate honesty, accountability, and fairness, they establish integrity as a non-negotiable standard rather than an optional value.

Crucially, ethical leadership is visible in daily choices: how assessments are designed, how misconduct is handled, and how competing pressures are balanced. Integrity must be prioritised, even when it is inconvenient. It is the foundation of ethical leadership and enables a deeper commitment across institutions. This means creating environments where both learners and staff understand why integrity matters and take responsibility for upholding it. Higher education institutions are not only centres of learning, but incubators of future leaders. Ethical leadership shapes how graduates approach responsibility in their professional lives.

It instils a commitment to honesty, critical thinking, accountability, and sound judgement —qualities essential where decisions carry real consequences. Without this foundation, institutions risk producing graduates who are capable, but not ethically prepared.

At the core of integrity lies trust, the unseen but essential currency of higher education. Trust binds relationships across institutions:

between leaders and staff, academics and students, and institutions and society. When trust is strong, it enables collaboration, academic curiosity, and the open exchange of ideas. Without it, even the most sophisticated systems of governance lose meaning.
Trust also sustains credibility with regulators, employers, and the public. When it is eroded, through misconduct, inconsistency, or lack of transparency, the consequences extend beyond individual cases. While it can take years to build trust, it can be lost quickly, making vigilance essential.

Trust underpins the social contract between higher education and society. Public confidence rests on the expectation that institutions will produce graduates and knowledge of value and integrity. This is maintained not through compliance alone, but through transparent governance, ethical practice, and consistent leadership.
Leaders are both custodians and builders of trust. Their decisions signal organisational values. Where trust is upheld, academic communities are empowered to innovate and maintain standards; where it is weakened, disengagement follows. Integrity requires alignment between words and actions. Commitments must be honoured, and behaviour must remain consistent in both public and private contexts. When this alignment is lost, credibility weakens and trust erodes. The global standing of higher education depends on trust in qualifications, teaching, research, and governance. Ethical leadership sustains this by ensuring standards are upheld consistently. In doing so, institutions protect not only their own reputation, but that of the wider sector.



Constructivist Andragogy and Lecture Delivery: Musings of an early career practitioner in College-Based Higher Education **by Dr. Ibelema Sam-Epelle (Module Leader/Lecturer, Manchester)**

My experience at UK Management College has shaped a teaching approach grounded in both andragogy and constructivism. Working with diverse learners, many of whom are non-native English speakers with varying confidence in digital skills, has reinforced the need for adaptable and inclusive practice. My background, including earlier roles in student support and academic facilitation, informs this approach. Drawing on Knowles' concept of andragogy (1978) and a constructivist view of learning as collaborative knowledge construction, my focus has shifted from delivering content to facilitating understanding.

In practice, this means creating space for dialogue, questioning, and shared exploration. During a session on motivation, an initial silence challenged my assumptions. Rather than disengagement, it reflected thinking in progress. As discussion developed, students began connecting Maslow's hierarchy of needs (1943) to their own experiences, questioning, interpreting, and applying ideas in context.
Extending this through related frameworks supported deeper engagement and critical thinking, enabling learners to move beyond theory into application.

Feedback and reflection have further shaped my practice. What once appeared as limited participation is now recognised as part of the learning process. Targeted adjustments, such as structured prompts and short activities, have improved engagement and clarified expectations.

This approach encourages active participation, drawing on student experience while engaging critically with theory. It also reinforces questioning as a tool for developing understanding.

This perspective continues to shape my teaching, placing dialogue, adaptability, and student experience at the centre of each session.





Salford Quays and MediaCityUK — a modern waterfront landmark, reflecting creativity, innovation and the region's forward-looking growth.

STAFF REFLECTIONS ON PEDAGOGY





Rediscovering Purpose Through Adult Education at UKMC

by Kohinur Akter (PAT)

Education is often imagined as a path for the young, yet at UK Management College I have witnessed something far more moving. I have seen adults return to learning after twenty, thirty, even thirty-five years, carrying not only books and laptops, but also responsibilities, fears, memories, and hope. They step back into education not because the journey is easy, but because somewhere within them, the desire to grow never disappeared. To walk beside them as a Personal Academic Tutor has been one of the greatest honours of my life.

Before coming to the United Kingdom, I worked as a schoolteacher in Bangladesh. That chapter of my life taught me patience, empathy, and how to see learners as individuals. It shaped me not only as a teacher, but also as a mother. Even so, adult education was a new world for me. When I joined UKMC, I discovered that teaching could mean much more than explaining lessons or guiding assessments. It can mean restoring confidence, rebuilding self-belief, and reminding someone that it is never too late to begin again. This is what makes UKMC so special. The College is doing remarkable work in higher education, especially for adult learners who may once have felt university was no longer meant for them.

Many of the students I support come from diverse cultural and linguistic backgrounds, balancing work, family responsibilities, and personal challenges while adjusting to a fast and sometimes unfamiliar digital learning environment. Yet at UKMC, they are not made to feel left behind. They are welcomed with dignity, supported with care, and encouraged with patience. What stands out most is that empathy is not an added quality here, it is part of the College's heartbeat. UKMC has not only allowed me to support others but has also invested in my own growth. Becoming a certified Mental Health First Aider through MHFA England strengthened my ability to support students with greater understanding. The college is also sponsoring my PGCert at the University of Cumbria, which has deepened my confidence and brought me closer to my goal of becoming a lecturer. Looking back, UKMC has done more than give me a role. It has given me purpose. In helping adult learners move forward with courage, I have discovered new strength within myself. For that, I will always be grateful.



Seeing the World Through Our Students' Eyes: Reflections on the Diverse Childhoods Artefact Showcase **by Dr Disi Ai (Module Leader)**

On 30th April, the Education and Childhood Studies Artefact Showcase took place at UKMC's Salford Campus. It is difficult to fully describe how proud I felt walking around the room. What our Year 2 students produced was remarkable, and this is an opportunity to reflect on the experience and celebrate their work.

Diverse Childhoods: Identities, Communities, and Power are a module that encourages students to think critically about childhood across cultural, social, and political contexts. Students explored how factors such as gender, race, family structures, economic conditions, and policy shape identity and lived experience. Topics ranged from inequalities in housing, healthcare, and education to trauma-informed approaches, decolonisation, and LGBTQI+ perspectives in early childhood.

This is not an easy module. It is designed to challenge assumptions and, at times, make students uncomfortable. As I often remind students, when learning feels uncomfortable, meaningful growth is taking place.

For their assessment, students created artefacts offering critical commentary on contemporary issues related to childhood. The results were outstanding. Through sculptures, paintings, and mixed-media pieces, students expressed ideas that were thoughtful, bold, and often deeply engaging.

What stood out was not only the creativity, but the intellectual depth behind each piece. These artefacts were not simply creative outputs; they were arguments shaped by reading, discussion, and reflection. Students translated complex theory into tangible forms, demonstrating both understanding and originality.

I was particularly struck by the courage students showed in questioning their own assumptions. Reflecting on bias requires honesty, and it was inspiring to see this expressed so clearly in their work.

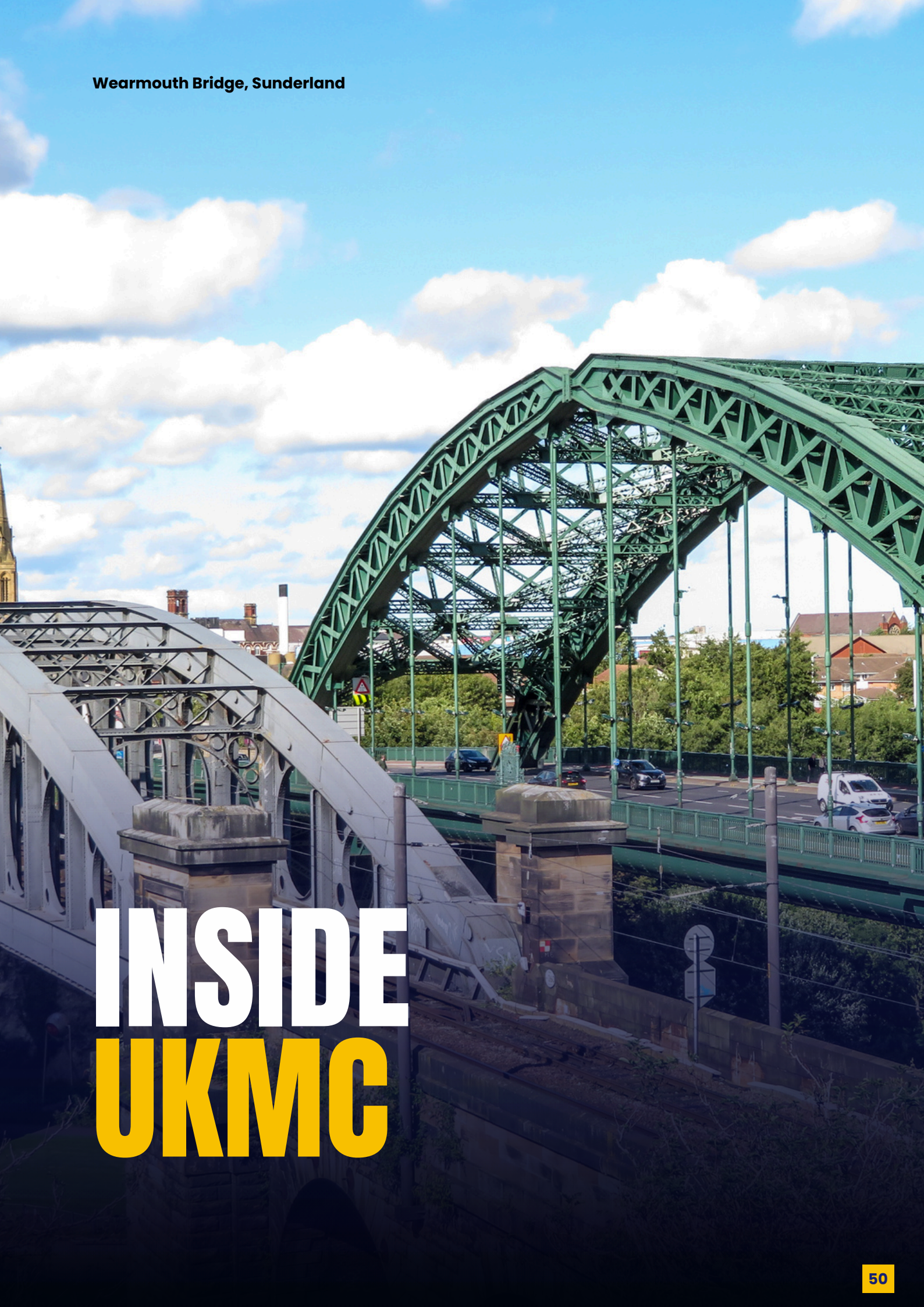
The showcase concluded with a prize-giving ceremony recognising student achievement, celebrating both effort and outcome. Artefact prizes were awarded through peer voting, with gold, silver, and bronze categories highlighting particularly impactful work. Dean's Awards were also presented to students who demonstrated consistent engagement, contribution to discussions, and commitment throughout the module.

The work recognised across these categories reflected a high level of dedication, curiosity, and openness to learning, capturing the spirit of the module and the depth of engagement shown by the cohort.

As a module leader, what I value most is observing how different students interpret the same ideas, and how those perspectives develop over time. Teaching this module allows me to witness that process and continue learning alongside my students.

This semester has also been personally significant. Returning to work as a new parent brought its own challenges, but the support from colleagues and students made that transition meaningful. It has given me a renewed perspective on identity, belonging, and community, ideas central to this module. I feel both stronger and grateful for the experience.





Wearmouth Bridge, Sunderland

INSIDE UKMC



LEARNING BEYOND LECTURES

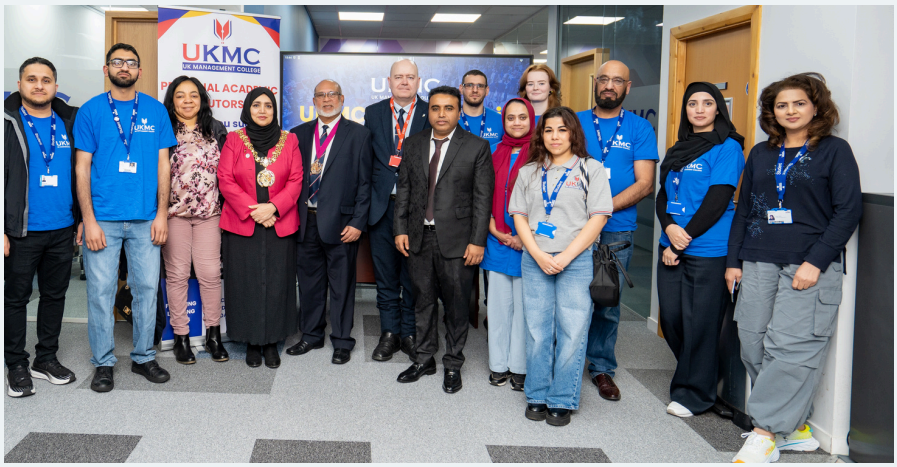
Behind every successful student journey is a world of opportunities, support and unforgettable experiences. Inside UKMC takes you beyond the classrooms to discover the events, initiatives and dedicated people that help students learn, grow and prepare for the future. From Open Days and Career Fairs to wellbeing programmes and academic support, this is where the UKMC experience truly comes to life.

















CAREER FAIR

UKMC Careers Fair welcomed leading employers and industry professionals for a day of networking and career development. With major companies in attendance, students benefited from panel discussions, mock interviews and practical insights to support their future career journey.

OPEN DAYS

Three times a year, UKMC opens its doors to future students, families and the local community, inviting them to experience campus life firsthand. Visitors explore our modern campuses, discover our courses, tour our facilities and speak with academics, student support teams and current students.

From inspiring conversations to guided tours and career advice, every Open Day is designed to help visitors picture their future, ask questions with confidence and take the first exciting step towards life at UKMC.









PFF DAYS

PFF Days mark the first important step on every Foundation Year journey. As part of the admissions process, prospective students take part in assessments, interactive activities and academic preparation designed to ensure they are ready to succeed. It is where potential is recognised, confidence begins to grow and the UKMC journey truly starts.













INDUCTION DAYS

Induction Days mark the beginning of an exciting new chapter at UKMC. As students step onto campus for the first time, they are warmly welcomed into the community, receive their welcome packs, meet their lecturers and dedicated Personal Academic Tutors, and gain an introduction to their course and campus life.

From discovering new opportunities to making their first friends and finding their way around, Induction Day is where excitement turns into confidence and every student begins to feel part of the UKMC family from day one.



Library Walk, Manchester

RESEARCH



Research and Knowledge Exchange department offers perspectives and insights on Cultivating research at UK Management College and the showcase the upcoming events

Professor Hesham Magd (Head of Research and Knowledge Exchange)

The Research and Knowledge Exchange function at UKMC is focused on building a culture where inquiry, innovation, and collaboration shape both teaching and institutional development.

Research is often defined narrowly as publications and funding. At UKMC, it is understood more broadly, as inquiry that informs teaching, supports students, and connects with communities. This approach ensures research is not separate from practice, but embedded within it.

Our diverse student community, across multiple campuses, brings varied professional and life experience. This creates opportunities for research that is grounded in real contexts, where learning is shaped by lived experience and applied understanding.

Teaching informed by inquiry strengthens engagement. When students connect theory to their own knowledge and experience, they contribute more actively to discussion and learning becomes more relevant.

Developing this culture requires structure as well as intent. Research must be supported through mentorship, collaboration, and opportunities for staff to develop their work. For a multi-campus institution, shared frameworks and coordination are essential.

Community engagement is central to this vision. Research at UKMC reflects the communities we serve, creating a two-way exchange of knowledge that strengthens both the institution and its wider environment.

A series of initiatives will support this direction, including mentoring for early-career researchers, workshops on research methods and publication, and events focused on AI and its application across sectors. An international conference will further promote collaboration and knowledge exchange.

These developments mark an important step in strengthening UKMC's research profile. Building a research culture takes time, but through collective effort, it will continue to grow as a defining feature of the institution.





Advancing Research on Employability Trust at DIGEST Global Conference, UK by Dr. Akintayo Akinrinsola (Module Leader/Lecturer)

On the 6th of May, I had the privilege of presenting my research at DIGEST: A Global Conference, hosted at Sheffield Hallam University. My paper, Reclaiming Employability Trust: Practice-Informed Instructional Leadership in UK Franchise Higher Education, co-authored with Dr Olatokunbo Shoyemi, examined how mature learners in franchise settings experience employability in an age of digital disruption. We explored how practice-informed pedagogy and everyday instructional decisions can rebuild confidence, relevance, and trust for students who often balance work, family, and a return to formal education.

I was honoured to receive the Best Paper Award in my track, which reinforces the importance of understanding employability as a pedagogical and relational process, not just an institutional metric. The conference also offered the chance to connect with scholars whose work has shaped my thinking, including Professor Seun Kolade, whose insights into innovation and development continue to inspire me.

Representing UKMC on this platform was a meaningful opportunity to showcase our contribution to debates on franchise higher education, digital transformation, and widening participation. I look forward to building on this work in future collaborations.



The Strategic Role and Inherent Limitations of AI in Academic Inquiry by Dr Hrishi Rakshit (Assistant Lecturer)

AI has become a common tool in modern research and education, serving as an effective resource for organizing information and refining writing. However, relying too heavily on these models poses a risk to academic integrity because they are designed to prioritize "believable" sounding text over actual truth. This paper explores the technical limitations of AI and highlights the essential difference between machine-generated content and human thought. By reviewing the evolution from basic statistics to Transformer technology, the document explains that Large Language Models (LLMs) act as "reasoning engines" that predict word patterns rather than truly understanding concepts. While advanced features like contextual embeddings allow AI to mimic human language, the technology remains fundamentally disconnected from real-world experience. Furthermore,

Reinforcement Learning with Human Feedback (RLHF) are shown to improve the AI's style and politeness without necessarily ensuring factual accuracy. Ultimately, the study advocates for a "human-in-the-loop" framework, positioning AI as a helpful assistant while asserting that human scholars must remain solely responsible for the truth and ethics of their work.



Beyond Access: Rethinking Engagement and Student Success at UK Management College

by Dr Beryl Bamu (Module Leader, Lecturer)

Over the past few months at UK Management College, my academic journey has focused on answering one key question: What does it mean for a student to gain admission to a university and succeed there?

It began with a simple but urgent observation, informed by classroom engagement patterns and student interaction: some students were present but not fully engaged. Beneath this lie deeper structural questions: how do students interpret their learning environment? What enables or constrains their participation? And how can institutions move beyond access to ensure meaningful success?

Focusing on foundation-year students, I have been exploring how engagement is experienced, negotiated, and sometimes disrupted in private higher education settings. Drawing on classroom observation, informal student feedback, and reflective teaching practice, this work does not adopt a deficit perspective. Instead, it aligns with existing research on student engagement, which emphasises the role of institutional practice and teaching approaches in shaping participation.

This research has translated directly into practice. The use of scaffolding, alongside other instructional and pedagogical strategies, has contributed to higher levels of engagement observed both within and beyond the classroom. Outside formal teaching settings, I have engaged in academic discussions with colleagues on teaching approaches. Through mentorship within the department, insights from my research have been shared, and at an institutional level, I have contributed to ongoing work aimed at enhancing the student learning experience.

From an institutional perspective, this research has the potential to contribute to developments at UKMC in relation to quality, retention, and student success. Through the application of effective teaching strategies and critical reflection, it supports the College in moving beyond simply providing access towards creating meaningful impact. This involves not only opening the door, but ensuring that those who enter are supported to succeed.

Reflecting on this journey, I have come to recognise that research becomes most powerful when it moves beyond theory and translates into action.

I see research as an engine for change, shapingperception, informing practice, and supporting the development of structured approaches to learning. As UKMC continues to grow, there is a significant opportunity to strengthen the connection between research and practice so that insight meaningfully informs how we teach and support our students.

The future of higher education will not be defined solely by who we admit, but by our ability to create environments in which every student can succeed.





Albert Square, Manchester — a festive city centre landmark capturing Manchester's community spirit and seasonal energy.

BEYOND THE CLASSROOM





LEARNING. LIVING. BELONGING.

Life at UKMC is vibrant, diverse and full of unforgettable experiences. From the energy of Summerfest and cultural celebrations to live performances, competitions and student-led events, there's always something to look forward to.

Every event is a chance to celebrate talent, embrace new cultures, build lasting friendships and create memories that last a lifetime. Because at UKMC, the best moments happen beyond the classroom.

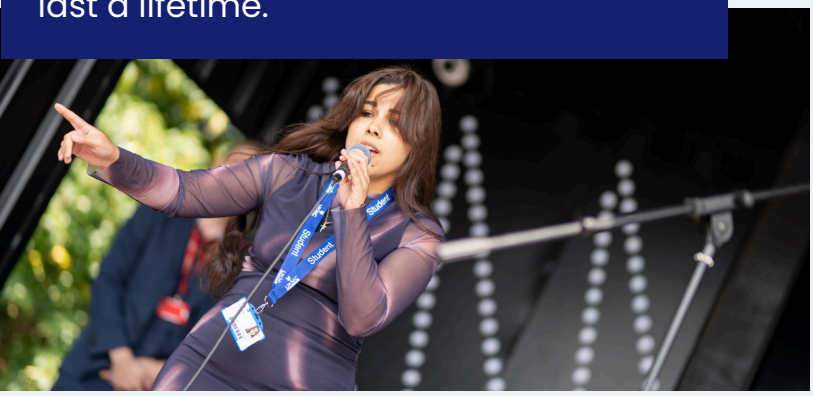
SUMMERFEST 2025

Summerfest 2025 was a celebration of community, culture and unforgettable moments. With live performances from renowned artists, student entertainment, exciting games and delicious food, the festival brought the entire UKMC family together.

Filled with music, laughter and shared experiences, it captured the vibrant spirit of UKMC and created memories that will last a lifetime.































Iftar Party - Manchester

> Cultural celebrations are more than events. They are moments that bring our community together, celebrate our diversity and create lasting memories.
> — Dana Beidas, Events Manager



Pohela Boshakh- Sunderland



Eid / Easter party - Manchester



Cultural Day - Manchester



Holi- Derby

TOGETHER WE CELEBRATE

Every celebration at UKMC tells a story. A story of cultures, traditions and backgrounds coming together as one community. Through festivals and shared moments, strangers become friends, traditions are celebrated and lasting memories are created.
These are the moments that fill our campuses with colour, laughter and a true sense of belonging, making UKMC feel like home.

Iftar Party - Manchester



Christmas Jumper Day - Sunderland



Pohela Boshakh - Manchester



Community Volunteer Day - Derby



Halloween- Manchester



Pohela Boshakh - Derby



Basant - Manchester



ANNUAL STAFF GALA

Every September, the UKMC family comes together for our Annual Staff Gala — a night of appreciation, celebration and well-deserved recognition.
With glitz, glamour, bow ties, sparkles and plenty of smiles, staff dress up to honour the hard work, dedication and achievements of the year.
It is a special evening to celebrate those who go above and beyond for our students, colleagues and wider UKMC community.















ANNUAL CHRISTMAS PARTY

The UKMC Christmas Party is one of the most sparkling celebrations of the year, bringing staff together for an evening of festive glamour, music and joy.
With a lively DJ, delicious food, dazzling entertainment and a vibrant atmosphere, it is the perfect chance to dress up, unwind and celebrate in style.
Filled with laughter, dancing and memorable moments, it is a glamorous way to thank our staff for their dedication throughout the year.

















Teaching & Learning Conference 2026



THRIVING TOGETHER



Stress Awareness Month 2026 (Sunderland Campus)





Stress Awareness Month 2026 (Abarna Campus & Salford)



Throughout the year, our campuses host wellbeing fairs, awareness campaigns, health workshops and community events that encourage students and staff to look after both their mental and physical wellbeing.

From expert advice and interactive activities to moments of connection and support, every initiative helps students feel healthier, happier and empowered to thrive both inside and beyond the classroom.

Dedicated Wellbeing Teams are available across every UKMC campus, supporting both students and staff with guidance, advice and a listening ear. Whether it's a personal challenge, academic pressure or simply needing someone to talk to, help is always close by.

At UKMC, wellbeing is more than a service—it's a commitment to every student and every member of staff.

Disability History Month 2025















GAMES & SPORTS

From chess and carrom to pool and table tennis, UKMC's games and sports create opportunities for students to connect, compete and have fun beyond the classroom.

Every tournament celebrates teamwork, friendly competition and sportsmanship, helping students build confidence, lasting friendships and memories that extend far beyond the final game.

Friendly competition is a key part of the UKMC experience, encouraging students to challenge themselves while supporting one another.

Whether competing in chess, carrom, pool or table tennis, every match strengthens teamwork, builds confidence and creates lasting memories both on and off the board.

Newcastle Quayside — a historic riverside district reflecting the city's heritage, energy and connection.



STUDENT VOICE AND STUDENT DEVELOPMENT

PERSONAL GROWTH STORIES



UKMC: A Heartfelt Celebration of 10 Years Together **by Muhammad Imtiaz Chaudhry Sarwan. (Student, UKMC Manchester)**

Being part of UK Management College has been a rewarding and transformative experience for me. As UKMC celebrates its 10th anniversary, I am proud to reflect on how the College has supported not only my academic development but also my personal growth.

During my time at UKMC, I have gained valuable knowledge, strengthened my communication skills, and developed greater confidence in working with and learning from people from different backgrounds. The supportive environment has encouraged me to challenge myself, broaden my perspective, and continue striving towards my goals.

What makes UKMC special is the sense of community it creates. It is more than a place of learning; it is a place where students and staff support one another, build meaningful connections, and celebrate each other's achievements. Every classroom discussion, shared experience, and success story contributes to an environment that inspires growth and opportunity.

As we mark this important milestone, I look back with gratitude for the experiences I have gained and the lessons I have learned. I also look forward with excitement to the future of UKMC and the opportunities it will continue to create for students for many years to come. Congratulations to UKMC on ten remarkable years of transforming lives through education. May the next decade be filled with even greater success, innovation, and achievement.





Guiding Students toward their Global Education Journey: More than Guidance – Building Trust, Hope, and a Sense of Home **by Md. Hasibuzzaman Raivy (Staff, UKMC)**

Working at UK Management College has been more than just a professional role for me; it has been a deeply meaningful journey filled with human connections, trust, and shared dreams. As a Student Counsellor and Conversion Officer, I meet students who stand at one of the most important crossroads of their lives, the moment they decide to pursue higher education abroad.

For many students, the idea of studying in the UK is exciting but also filled with uncertainty. They often approach us with countless questions, concerns, and sometimes even fear of stepping into an unfamiliar world. In those moments, I remind myself that my responsibility is not only to provide information but also to provide reassurance. Every conversation with a student is an opportunity to build trust. I try to listen carefully to their stories, understand their ambitions, and guide them in a way that makes them feel comfortable and supported. Over time, I notice something truly special, students begin to speak with confidence, their doubts transform into excitement, and their communication becomes warm and natural. Many say that when they speak with us, they feel a sense of comfort, almost as if they are talking to someone from home.

That feeling of connection is what makes this work truly rewarding. Seeing a student move from uncertainty to confidence, and knowing our support helped them move closer to their dreams, is an experience that words can hardly capture.

As UK Management College celebrates ten years of growth and impact, I feel incredibly proud to be part of a community that not only helps students pursue education but supports them with empathy, guidance, and genuine care. Every student reminds me that education is not just about degrees, it is about people, hope, and the courage to dream beyond borders.





Opening Doors Through Flexible Learning: Ten Years of Changing Lives **by Muneem Shahabuddin (Personal Acadmic Tutor, Manchester)**

For many working adults, returning to university can feel impossible. Between work, family responsibilities, and financial commitments, higher education often appears out of reach. Traditional university models were not designed with adult learners in mind, leaving many capable individuals feeling that a degree was simply not an option.

This is what makes UKMC's one-day-a-week study model so significant. For the past ten years, UKMC has provided a practical alternative, allowing students to balance higher education with work and personal commitments. Students attend campus one day each week, while the remainder of their learning is supported through Canvas and independent study. The flexibility of the model enables learners to study around their lives rather than reorganise their lives around study.

Perhaps most importantly, students can continue working while pursuing a fully accredited degree. For many, this removes the greatest barrier to higher education: the financial risk of giving up employment in order to study.

The impact extends beyond flexibility alone. UKMC classrooms bring together people from diverse professional backgrounds – healthcare workers, managers, entrepreneurs, and others who bring years of real-world experience into discussions. Learning becomes immediately relevant, with ideas explored in the classroom often being applied in the workplace the very next day.

There is also a strong sense of community among students who are all balancing similar responsibilities. The shared understanding, support, and determination found in these classrooms create a learning environment that is very different from the traditional university experience. As UKMC celebrates its tenth anniversary, the milestone represents far more than the passage of time. It reflects thousands of individuals who may once have believed higher education was beyond their reach but who found a pathway that worked for them.

Behind every graduation is a story: a professional gaining a long-sought qualification, a parent studying after the children are asleep, or an individual opening new doors for their future.

Over the past decade, UKMC has demonstrated that higher education can be flexible, accessible, and compatible with real life. For many students, that has made all the difference.

Here's to ten years of opening doors, and to everyone who chose to walk through them.



LEARNING EXPERIENCES:



Reflecting on my Journey so far **by Dr Sofia Lachhab (Lecturer, UKMC)**

This research has translated directly into practice. The use of scaffolding, alongside other instructional and pedagogical strategies, has contributed to higher levels of engagement observed both within and beyond the classroom. Outside formal teaching settings, I have engaged in academic discussions with colleagues on teaching approaches. Through mentorship within the department, insights from my research have been shared, and at an institutional level, I have contributed to ongoing work aimed at enhancing the student learning experience.

From an institutional perspective, this research has the potential to contribute to developments at UKMC in relation to quality, retention, and student success. Through the application of effective teaching strategies and critical reflection, it supports the College in moving beyond simply providing access towards creating meaningful impact. This involves not only opening the door, but ensuring that those who enter are supported to succeed.

Reflecting on this journey, I have come to recognise that research becomes most powerful when it moves beyond theory and translates into action.

I see research as an engine for change, shapingperception, informing practice, and supporting the development of structured approaches to learning. As UKMC continues to grow, there is a significant opportunity to strengthen the connection between research and practice so that insight meaningfully informs how we teach and support our students.

The future of higher education will not be defined solely by who we admit, but by our ability to create environments in which every student can succeed.





Building a Better Future Through Education

by Ozana Ropota (Student, UKMC Derby)

I chI chose to attend college with the goal of creating a better future for my family and myself. I currently work full-time in the NHS, where I have developed strong skills in responsibility, teamwork, and handling pressure. This experience has improved my understanding of how organisations operate and the importance of leadership and communication in daily practice. It also made me realise that I need to gain further knowledge and professional skills to progress in my role.

Studying business is therefore an important step for me. I am interested in understanding how organisations function, how decisions are made, and how effective leadership influences both employees and success. My long-term goal is to move into a managerial position where I can help improve services and support my colleagues.

My family, especially my daughter, is my main motivation for studying. I want to set a positive example by showing how effort and perseverance can improve lives. Becoming a parent has strengthened my determination and shaped how I view the future.
I also want my daughter to understand the importance of education at every stage of life. Research shows that students with clear goals and strong motivation are more likely to succeed (Zimmerman, 2002), and this reflects my own experience.

Balancing full-time work and study has taught me the value of planning and organisation. I create weekly study plans to manage reading, assignments, and revision, and I find that studying in the evening allows me to focus more effectively.

At the start, the level of independent learning felt overwhelming. However, breaking tasks into smaller steps has helped me manage my workload more effectively. Time management and independent study are essential for success (Cottrell, 2019).

Resilience is one of my strongest qualities. Working in the NHS has taught me to stay calm, prioritise tasks, and support others. At the same time, I recognise challenges, particularly balancing work, study, and family life, and continue to build confidence in my academic writing through practice and feedback (Bandura, 1997).

Overall, I am a motivated and committed student. Despite challenges, I am confident that my resilience and determination will help me continue to grow and achieve my future goals.





My transformative journey at UKMC
by Silviya Slavova (Student, UKMC Derby)

When I first came to UKMC, I felt nervous and unsure. Everything was new to me; the classes, the place, the people. I struggled to keep up with coursework and to balance studies with life and work outside college. There were times when I doubted myself and felt alone. Looking back now, I can see how much has changed. I'm amazed.

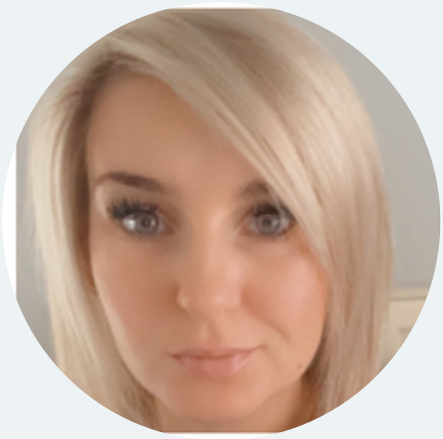
The biggest difference was the support I found here. Student success tutors, advisors and fellow students helped me more than I expected. They have been and will always be there to help. Simple things - a friendly chat after class, a study group, or advice from a teacher - made a huge difference. That support helped me move from feeling overwhelmed to feeling capable. UKMC's commitment to inclusivity and diversity made it easier to belong. In class, different viewpoints and discussion were welcomed, and group work felt richer because everyone brought something unique from their own life. That taught me to listen better and to value other people's experiences.

I also learned to try new ways of learning. Workshops and practical projects encouraged creativity and problem solving. I started using digital tools and different study methods, and that made my work stronger. Small wins - better grades, a successful presentation, or finishing a tough assignment - built my confidence step by step. Getting involved in campus life changed me too.

Working on sustainability projects and joining community events connected my studies to real-world action. Working with others on these projects showed me how teamwork and small efforts can make a real difference. It also made me proud to be part of a college that cares about the environment and the community. Everyone is very friendly. Through it all, I learned the value of respect and integrity. I learned to be honest in my work, to give credit to others, and to treat people kindly. Those habits made my relationships stronger and my learning more meaningful.

Now I feel happier and more confident. I'm grateful for the people and the environment that supported me. I have no words to describe how amazing the staff are at Newcastle campus. I want to give back by helping new students, volunteering more, and keeping the values, I learned alive in everything I do. UKMC's ten-year milestone feels personal to me. This place helped me grow, not just as a student but as a person. I'm proud to be part of this community and excited to see what comes next.

OVERCOMING CHALLENGES



Learning, Growing, and Being a Mum **by Angelika Dudus (Student, UKMC Derby)**

When I decided to go back to education, I didn't just do it for myself, I did it for my children. Being a student is one thing, but being a student and a mum at the same time is a completely different challenge.

My days are full. There are assignments to complete, but also school runs, cooking, and bedtime routines. Some evenings, when the house finally goes quiet and my kids are asleep, I sit down with my laptop, tired but determined. Those moments are not easy, but they mean everything.

What really helps me is that I only have class once a week. For me, that's amazing. It gives me space to focus on my learning and grow as a person, while still being there for my family every day. If you have children, you know how important that balance is.

This journey has shown me that I can be both, a committed student and a good mum. I am building something for my future but also setting an example for my children. I want them to see that it's never too late to grow and follow your goals.

It's not perfect. Some days are exhausting, and I doubt myself. But I keep going, because I know why I started.

And that's what makes it all worth it.



A Shared Journey in Education

by Dr Sheetal Revankar (Lecturer, UKMC)

Not every student walks into a classroom believing they belong there.
Some carry doubt, hesitation, and the quiet question of whether they should try again at all. Working as a lecturer within a partnership model has brought me face to face with that reality and changed how I understand education.

I began with a traditional mindset: structured teaching, clear outcomes, and the belief that motivation sat with the student. But that assumption does not hold for long here. Students come with very different starting points. Not all are engaged. Not all are confident. Some are simply unsure.

But for many, this is not just education. It is a second chance.
A chance to rebuild confidence.
A chance to change direction.
A chance to prove they are capable.
In those moments, teaching becomes more than delivery. It becomes about creating space for belief.

I have seen what that can lead to. One student was reluctant to even return for her second semester. Walking away would have been easier. But she stayed. With support and determination, she completed Level 6 with a level of confidence that was remarkable to witness.

That journey is a reminder that potential is not fixed. It grows when given the opportunity.
This work is not without challenges. There are gaps in readiness, differences in expectations, and times when progress feels slow. The distance between where students are and where they need to be can feel significant.
But that is what makes it meaningful.

Education is not a straight path. Progress is uneven, but within that struggle, resilience and growth take shape.
Not every student will take the opportunity to try again. But for those who do, it is a privilege to be part of their journey.
Because sometimes, education is not just about moving forward.
It is about starting again and getting it right.



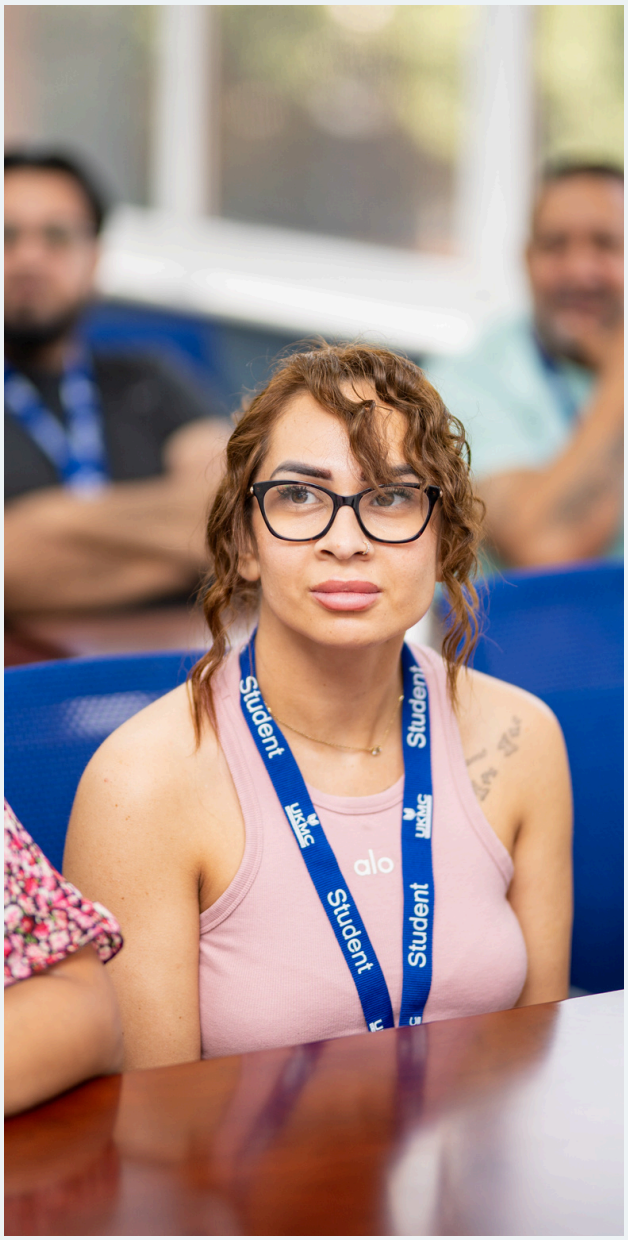
My Experience at UKMC by **Cameron Speirs (Student, UKMC Salford)**

My experience at UKMC has been a significant part of both my academic journey and personal development. Since starting university, I have learned that higher education is not only about completing assignments and passing exams, but also about developing discipline, resilience, independence, and confidence in yourself. Every challenge I have faced during my time here has helped me grow in separate ways and understand more about my own strengths and areas where I need to improve. One of the biggest lessons I have learned is the importance of consistency and time management. At university, deadlines can come quickly, and balancing coursework with everyday responsibilities is not always easy. There have been periods where the workload felt intense, but those moments taught me how important it is to stay organised, plan, and keep moving forward even when things feel difficult. I have realised that small daily effort often makes a bigger difference than leaving everything until the last minute.

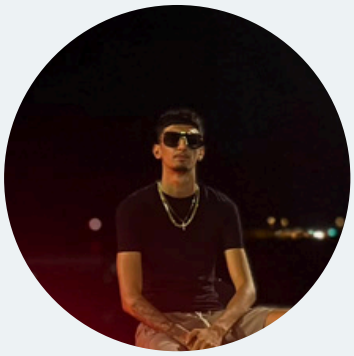
Another important part of my journey at UKMC has been learning how to adapt under pressure. Not every day has been easy, and there have been times where motivation has been tested, but those experiences have helped me become mentally stronger. I now understand that progress does not always happen quickly, but persistence is what matters most. Even when things feel challenging, continuing to show up and try your best creates long-term results.

UKMC has also given me the opportunity to meet different people, work with others, and hear different perspectives. This has helped improve my communication skills and confidence in group environments. Being around students from distinct backgrounds has shown me the value of teamwork, respect, and learning from others.

Most importantly, my time at UKMC has helped me think more seriously about my future goals. It has shown me that success requires patience, effort, and belief in yourself. I am still developing, but I feel that each experience here is helping prepare me for the next stage of my future career and personal life. Looking ahead, I want to continue improving, remain focused, and make the most of every opportunity available to me.



BELONGING AND COMMUNITY



A Decade of Opportunity at UKMC **by Jovan Petrovic (Student, UKMC Sunderland)**

Being a student at UK Management College has been an important and rewarding experience. Studying here has not only helped me improve academically, but it has also helped me grow as a person. Every step of the journey has brought new challenges, new lessons, and new opportunities.

One of the most valuable aspects of studying at UKMC is the supportive learning environment. The lecturers and staff are always encouraging students to stay focused and push themselves to achieve their goals. This support helps students build confidence and develop the skills they need for the future. Another great part of the college experience is the diversity of the student community.

Meeting people from different cultures and backgrounds allows students to learn from one another and see the world from different perspectives. This creates a welcoming environment where everyone feels part of something bigger.

As UKMC celebrates ten years of growth and success, it is inspiring to see how the college has helped so many students take steps toward their futures. Being part of this community is something I am proud of, and I look forward to continuing my journey and achieving new milestones.

The past decade represents opportunity, progress, and dedication, and I am excited to see how UKMC continues to support students in the years ahead.



My Journey at UKMC **by Yasrab Khan (Student, UKMC Derby)**

At the beginning of my studies in September, although I appeared confident to others, internally, I struggled with confidence and motivation. I wanted to fit in with everyone and often worried about how I was perceived. I was uncomfortable with change and preferred familiar situations where I felt safe. I avoided challenges because I feared making mistakes or being judged.

At this stage of my development, my personal values and ethical understanding have become clearer and reflective in line with UKMC values. I now place strong importance on honesty, respect, and trustworthiness within my relationships, recognising that my behaviour often influences and is reflected by those around me. These values guide how I communicate and interact with others daily.

My ethical understanding has developed to include key principles such as integrity, accountability, empathy, and responsibility. Integrity means remaining truthful and consistent in my actions, while accountability involves taking responsibility for my decisions and their consequences. Respect and empathy have become central to my values, as I now recognise the importance of understanding others' perspectives and treating everyone with dignity.

Since starting my Health and Social Care studies, I have become confident and motivated to improve myself further. Stepping outside of my comfort zone has helped me realise that without challenge and change, personal growth is limited. I now understand that continuous development is essential for both my personal life and future ambitions. Undertaking the modules in my Foundation year has given me a good insight on reflection and also, understanding the importance of academia in developing my knowledge. I am looking forward to starting my degree.



My Journey at UKMC **by Ernest Cina (Student, UKMC Sunderland)**

Studying here has been an important step in my life and in my future. When I first started at college, I was a bit nervous because everything was new to me, but at the same time I was excited to learn new things and meet new people.

Since joining UKMC, I have learned a lot not only from my course but also from the people around me. The lecturers and staff are supportive and always try to help students do their best. They encourage us to keep learning and improving our skills for the future.

One thing I really like about studying here is meeting students from different cultures and backgrounds. It makes the college experience more interesting and helps us learn from each other. Working together on assignments and discussions in class helps build confidence and communication skills.

Studying is not always easy, especially when balancing college, work, and personal life. However, these challenges help us grow and become stronger. Every lesson and assignment helps prepare us for our future careers.

Being part of UKMC during its journey is something I am proud of. Seeing the college celebrate 10 years is a big achievement, and it shows how many students have been supported and helped to achieve their goals.

I am grateful for the opportunity to study here and develop my knowledge and skills. I hope UKMC will continue to grow and support many more students in the years to come.

Congratulations to UKMC on reaching this important milestone, and I wish the college many more successful years ahead.



Albert Square, home to Manchester Town Hall, stands as a historic symbol of the city's civic pride, heritage and community spirit.

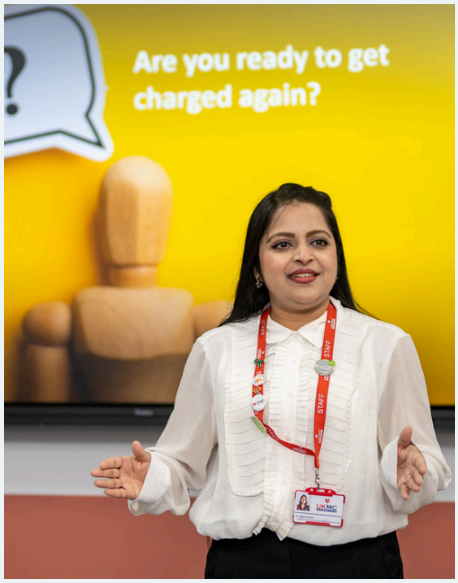
STUDENT SUPPORT

WELLBEING SUPPORT

Wellbeing is at the heart of UKMC. Across all our campuses, dedicated support services help every student & staff member feel supported, confident and ready to succeed.



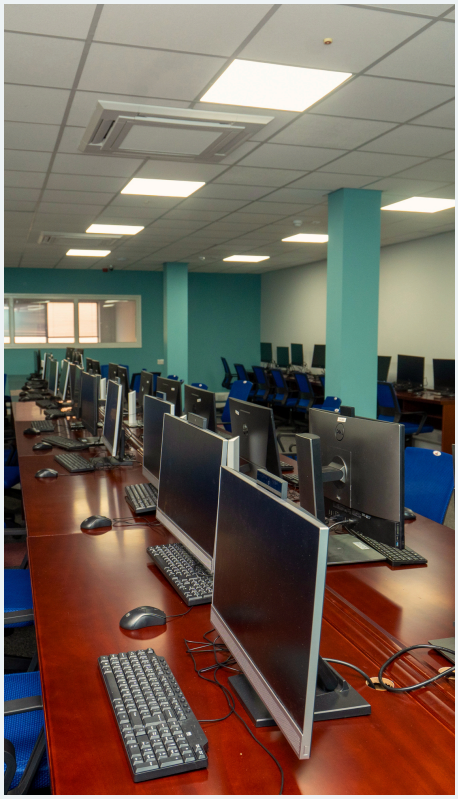












IT SUPPORT

UKMC's highly skilled IT team provides dedicated support across all campuses, ensuring reliable technology, seamless connectivity and prompt assistance for students and staff.

Our secure IT infrastructure and robust cybersecurity framework protect data while providing a safe, reliable environment for learning, teaching and collaboration.





PERSONAL ACADEMIC TUTORS

At the heart of every student's journey is our dedicated Personal Academic Tutor (PAT) team. Providing personalised academic guidance, encouragement and ongoing support, they play a vital role in helping students achieve their goals and succeed at UKMC.

Based across all UKMC campuses, every student is assigned a dedicated PAT who offers continuous guidance, ensuring support is always close at hand throughout their academic journey.







LIBRARY

UKMC's libraries provide welcoming study spaces across all campuses, complete with quiet reading areas, computer workstations and comfortable environments designed to support focused learning.

Students also have access to a comprehensive e-library, offering a wealth of digital resources anytime, anywhere.

ACADEMIC SERVICES & REGISTRY

Behind every successful student journey is our dedicated Academic Services and Registry team. From enrolment and timetabling to academic guidance, assessments and student records, they provide the essential support that keeps every stage of the learning experience running smoothly and efficiently.









ADMISSIONS

Our Admissions Team ensures every application is handled with care, accuracy and efficiency. From processing applications to supporting enrolment, they help students transition smoothly into life at UKMC.



National Glass Centre, Sunderland — a modern riverside landmark celebrating the city's glassmaking heritage, creativity and innovation.

STUDENT SUCCESS AND STUDENT STORIES



My Journey Through Study, Leadership, and Personal Achievement at UKMC

by Richard Szileczki (Student, UKMC Manchester)

I joined UK Management College (UKMC) in October 2024 to study Business Management, registered under the University of Wolverhampton. Before starting Level 5 of my degree, I successfully completed my Foundation Year, which helped prepare me academically and mentally for higher level study. I currently remain a student at UKMC and continue to work towards completing my degree.

Throughout my studies, I have shown strong commitment by travelling consistently from Blackburn to Manchester to attend classes. This routine has required organisation, discipline, and reliability. Managing travel, coursework, and personal commitments has strengthened my time management skills and sense of responsibility.

Alongside my academic journey, I chose to take an active role in student life. One of my early achievements was volunteering as a Class Representative, where I learned how to communicate effectively, listen to others, and represent student concerns professionally. I later served as a Student Ambassador, supporting college activities and acting as a positive representative of UKMC.

A major achievement during my time at UKMC was being elected as the first-ever General Secretary of the UKMC Student Association, a position I held until June 2025. This role required commitment, organisation, and accountability. I worked closely with other student representatives, supported student engagement, and helped establish the foundations of the Student Association. This experience developed my leadership skills, confidence, and ability to work under responsibility.

Following the June 2025 elections, I was not re-elected. While this was disappointing, I chose not to be discouraged. My studies and experiences at UKMC have taught me the importance of resilience, self-reflection, and continuous improvement. I used this period to refocus my energy on personal development. Outside of my academic and leadership roles, I am committed to kickboxing, dance, and music. I am a member of the Kaskosan Dance Group, which has helped me develop discipline, teamwork, and focus. Kickboxing has played a key role in my personal growth. On 19 July 2025, I achieved my 1st Dan Black Belt in Kickboxing, after successfully passing both the written examination and physical assessment. The skills learned through my studies at UKMC, including discipline, goal setting, perseverance, and self-management, directly supported this achievement.

Overall, UKMC has played an important role in my academic progress, leadership development, and personal success. I am proud of what I have achieved so far and remain focused on continuing to develop both as a student and as an individual.





RESTTECH - Moving Forward by Acklim Hussain (Student, UKMC Newcastle)

After months of hard work and dedication, I developed the first version of an EPOS app. What started as a simple idea gradually became a functioning prototype. I tested it with friends and business owners, and the response was encouraging, they appreciated its simplicity, speed, and how it addressed everyday problems.

At one stage, I felt like a “deer in the headlights,” unsure of the next step. I did not yet have the structure or academic understanding to move forward.

Studying at UKMC helped me break down both development and marketing. Frameworks such as SMART and CRAAP introduced me to structured thinking, showing how a rough idea can be developed into a professional product.

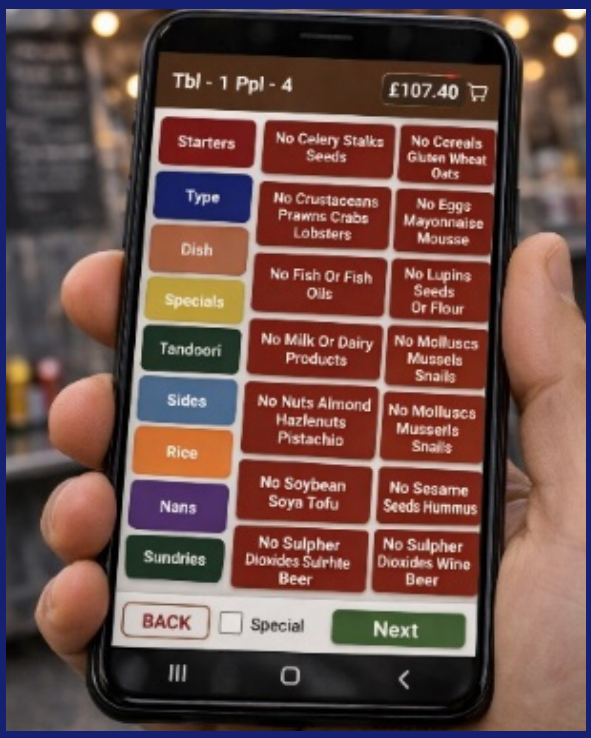
plying these frameworks strengthened how I approached my app. SMART helped me turn broad ideas into clear, measurable goals, while CRAAP improved the way I evaluated information. I moved away from relying on the first sources I found and began focusing on credibility, relevance, and accuracy. This made my approach to research and marketing more structured and evidence-based.

University learning has pushed me further than I expected. Critical reading helped me analyse information more effectively, while academic writing improved how I communicate ideas—skills that are important when presenting or pitching to others.

I now have a clearer vision of what comes next. My aim is not only to improve the app but to position it as a practical solution for small businesses. I want to support cafés, barbers, takeaways, and independent shops in managing their operations more efficiently and improving their professional image.

Another area of growth has been confidence. I often questioned whether my ideas were strong enough or whether I had the skills to progress. Over time, through feedback and practice, I began to build confidence in my abilities. Presentations helped me communicate more clearly, and feedback allowed me to refine my ideas without losing motivation.

More Information could be found at www.resttech.com



ACADEMIC EXCELLENCE



A Decade of Growth: The Student Experience and Learning Journey

By Sandis Tamuzs-Sirmanis (Student, UKMC Derby)

Education is more than attending lectures and completing assignments. It is a journey that shapes thinking, confidence, and future ambitions. Higher education plays a key role in developing knowledge, skills, and personal growth (Biggs and Tang, 2011). As UKMC marks ten years of progress, it is important to reflect on how the college has supported students and created opportunities for growth.
For many students, joining a new college is both exciting and challenging. The transition into higher education involves adapting to new expectations, meeting new people, and managing responsibilities independently. Research shows that supportive learning environments improve student engagement and success (Tinto, 2012). At UKMC, the learning environment is designed to support this transition.

A key feature of the UKMC experience is its emphasis on inclusivity and diversity. Students from varied cultures and backgrounds learn together, bringing different perspectives. This diversity encourages broader thinking and improves problem-solving (OECD, 2018).
Support for academic development is another important element. Lecturers deliver subject knowledge while guiding students to develop skills such as research, communication, and problem-solving. Constructive feedback plays a vital role in helping students improve (Hattie and Timperley, 2007).

Innovation in teaching also shapes the student experience. Digital resources, interactive methods, and practical learning approaches make education more engaging and effective. Applying theory to real situations supports deeper understanding (Kolb, 1984).

Beyond the classroom, universities prepare students for employment. Workshops, career guidance, and industry engagement help learners develop skills required in the modern workforce (Yorke, 2006), linking academic study with real-world application.
Student life further enhances the experience. Participation in activities supports friendships, teamwork, and leadership development. Such engagement is linked to higher satisfaction and persistence in study (Astin, 1999).
Wellbeing is equally important. Balancing study and personal life can be challenging, but strong support systems help improve outcomes and build community (Universities UK, 2020).

As UKMC celebrates ten years, it is clear that the college has grown in both scale and impact. Looking ahead, higher education will continue to evolve, shaped by technology and new approaches to learning.
In conclusion, university is not only about gaining a qualification, but about building confidence and future opportunities. The success of UKMC reflects not only institutional progress, but the many student journeys that continue to shape its future.



Reflective Practice in Health and Social Care by Ales Bunda (Student, UKMC Derby)

Studying Health and Social Care at the University of Wolverhampton was a real eye-opener for me. It wasn't just about classroom learning; it was about understanding what it truly means to care for people. The biggest lesson I learned is that every person has a story, and you cannot support them properly without taking the time to listen.

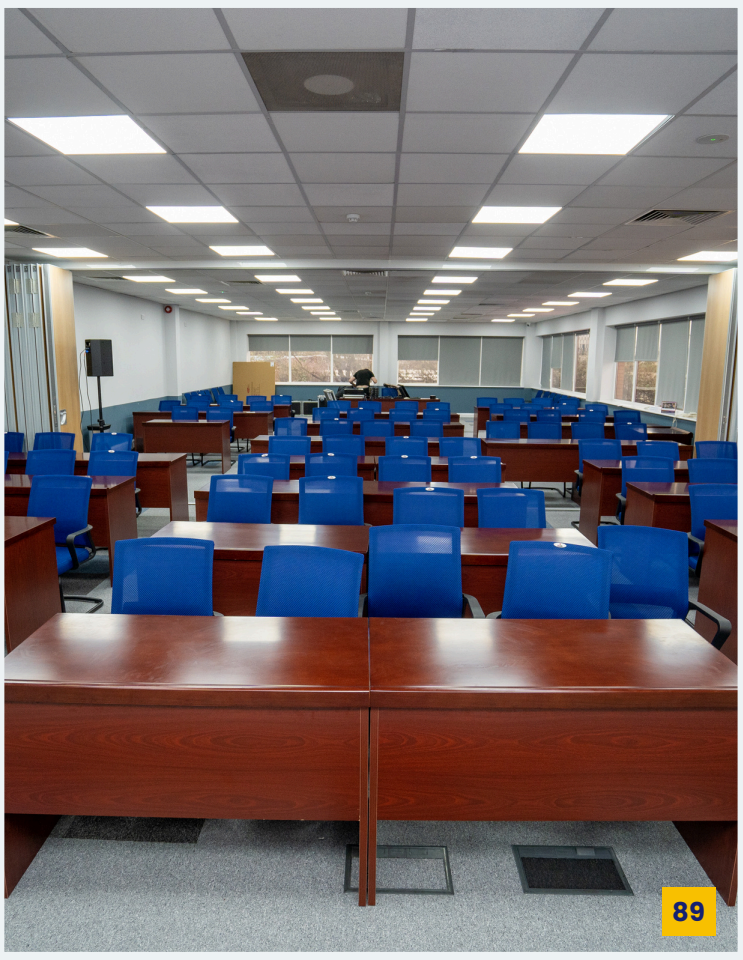
One of the most important ideas for me was putting the person first. Before I started, I thought care was mainly about solving problems, like giving medication or assisting with daily tasks. However, I came to understand that it is much more than that. Person-centred care means treating individuals with dignity and respecting their choices, asking what they want rather than simply deciding for them.

I also learned that people's health is often influenced by wider circumstances, such as where they live, their financial situation, and the pressures they face. This helped me understand that care is not only about individuals but also about the context of their lives.

Teamwork was another key lesson. I realised that effective care depends on communication between professionals, including doctors, families, and social workers. When communication breaks down, it is the person receiving care who is affected. I also developed stronger communication skills, particularly listening and recognising unspoken concerns, which are essential for providing support with respect and understanding.

Reflective practice was an important part of the course. It encouraged me to think about my actions and consider how I could respond better in different situations. Asking questions like "Why did I react that way?" helped me build resilience while remaining empathetic. It also showed me that learning continues throughout a career.

In summary, UK Management College and the University of Wolverhampton have changed how I understand care. I have learned that being a good care professional means being patient, advocating for others, and approaching every situation with kindness and respect.



EXTRACURRICULAR ACCOMPLISHMENTS:

From Halloween to Helping Hands: Celebrating Student Leadership in the Student Association **by Fathima Nizmiya, Hasnaat Ali, Rabia Waseem (UKMC Student Association Officers 2025–2026)**

Over the past few months, the Student Association has engaged students through a range of events, seasonal celebrations, and community initiatives. From Halloween and Christmas activities to volunteering projects, students have played a key role in shaping an inclusive environment while building confidence and essential skills.

The term began with a Halloween event organised entirely by students, bringing people together in a creative and relaxed setting. Events like this help build a sense of belonging, particularly for new students, by creating welcoming spaces and encouraging connection across the community.

This was followed by Christmas celebrations, which further strengthened community spirit. These gatherings allowed students to reflect on the term and celebrate shared achievements in an inclusive setting.

Volunteering has also been a key focus, with students engaging in projects within local communities. These experiences offered meaningful opportunities to contribute while developing skills such as teamwork, leadership, and communication. Student-led workshops have also played an important role, covering academic skills, wellbeing, and creative expression. The peer-led approach encouraged participation and helped students take ownership of their learning.

Collaborative projects, including discussion groups, networking events, and student-created content, have further strengthened connections. Alongside this, awareness campaigns on mental health, equality, and sustainability have highlighted students' commitment to positive change.

What stands out is the initiative students have shown. Rather than relying solely on structured organisation, they have actively proposed ideas and led projects, strengthening both the Association and their sense of independence.

Looking ahead, the Association aims to expand these opportunities, encouraging more students to take on leadership roles. Overall, these activities highlight the impact of student-led initiatives, with students demonstrating creativity, dedication, and a genuine commitment to making a difference.



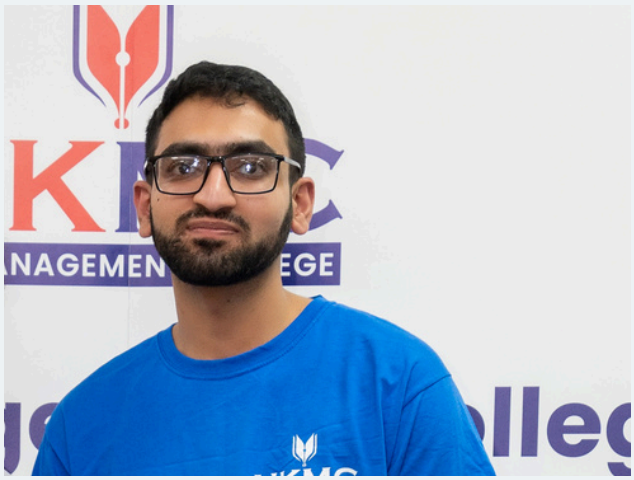
From Daily Walks to Tackling Mount Everest: Kathleen's Journey to a Healthier Lifestyle **By Kathleen Cattle (Staff, Manchester)**

Mount Everest, the tallest mountain above sea level, stands at nearly 29,000 feet and presents a significant physical and mental challenge.

For me, reaching Everest Base Camp was not just about the hike, it was about the journey that led me there.

I didn't have the healthiest habits growing up. Up to the age of 28, I lived a very unhealthy lifestyle. After moving to New Zealand, I was inspired by the natural surroundings and began hiking. Although I enjoyed being outdoors, I struggled with the physical demands and often felt like turning back. What kept me going was the encouragement from others, which made a real difference.

While living in China, I challenged myself further by attempting the Sacred Mountains. After initially taking a cable car, I later realised I had avoided the full experience. From that moment, I made a commitment to embrace every challenge fully.



Living, Learning, and Leading at UKMC: **A Student's Experience with Epilepsy**

Student Interview: Hasnaat Ali (Public Relations Officer, UKMC Student Association 2025-2026)

Can you tell us a bit about yourself and what you're studying at UKMC?
My name is Hasnaat Ali. I joined UKMC in May 2025 and I am studying Business Management. My journey has not always been easy, but I have worked hard and stayed focused, and now I am progressing well.

What drew you to your course and to UKMC?
I chose Business Management because I want to start my own business in the future. This course helps me build the knowledge and skills I need.

How would you describe your journey so far?
My experience at UKMC has been positive. It is a supportive environment, and I feel comfortable learning here.

How has living with epilepsy shaped your life as a student?
It has been challenging at times, but it has helped me understand myself better. It has not stopped me progressing; instead, it has encouraged me to keep improving.

What message would you share with other students?
Do not give up. Believe in yourself and keep moving forward.

What does this role mean to you?
It helps me develop leadership skills and grow both personally and professionally.

What helps you manage your studies?
I use assignments, Canvas, and different learning methods to manage my work and stay organised.

What challenges have you faced, and how do you manage them?
I sometimes face health-related difficulties, but I manage them by taking my medication and staying focused on my studies.

What helps you stay motivated?
I stay engaged with my studies and take part in student activities, which helps me stay motivated.

What inspired you to take on your role in the Student Association?
I wanted to improve my communication skills and build relationships. The role helps me connect with others and prepare for my future career.

How do you balance your studies and your role?
Lecturers and staff are helpful, and the environment feels welcoming. It feels like a community.

How would you describe the support at UKMC?
Lecturers and staff are helpful, and the environment feels welcoming. It feels like a community.

What have you learned about yourself?
I have become more confident and improved my communication skills.

How has epilepsy shaped your resilience?
It has made me stronger and more determined. I see it as something I manage, not something that holds me back.

What are your future goals?
I want to start my own business and continue developing myself.

What would you want others to understand about studying with epilepsy?
With the right support, people can achieve their goals, regardless of the challenges they face.



Manchester Central — a landmark venue shaped by the city's industrial heritage and continued progress.

AWARDS AND RECOGNITIONS



Awarding Body - AsiaOne Magazine



Community Changemaker Award



Inclusive Excellence Award, 2026

Inclusion UK

Inclusive Excellence AWARD



World's Greatest Brands Award 2026



Awarding Body - Bangladeshi British Civil Society

THE 10 MOST INFLUENTIAL EDUCATION LEADERS TO FOLLOW, 2026

CIO VIEWS

www.cioviews.com

FEBRUARY 2026



CEO | UK MANAGEMENT COLLEGE

MD ZAHIDUL ISLAM

TRANSFORMING LIVES THROUGH ACCESSIBLE AND INCLUSIVE EDUCATION



EXTERNAL VISITS

Salford Campus Opening with Dignitaries including Lord Mayor of Salford.





Visit by the Lord Mayor of Sunderland to UKMC Sunderland Campus.





Senior UKMC Staff attending Chinese New Year event in China Town, Manchester.



Prof. Jason Powell, provost on his visit to Arts University Bournemouth.



CCCU visit to College House, Manchester.



Aberdeen's Robert Gordon University (RGU)



Visit by Mike Saks, Former Advisor of UKMC.



Official opening of the Salford campus.



Visit by Sharmin Sultana Sumi - lead singer of Chirkutt.



External training specialists who delivered Office for Students (OfS) Registration Training at UKMC



Visit by Turkish Higher Education Delegation



CCCU Visit by Dr Lorna Thomas, Director of Academic Partnerships



Sunderland riverside — a view across the River Wear, reflecting the city's heritage, community and connection.

OPERATIONS, INFRASTRUCTURE AND INSTITUTIONAL SYSTEMS

CAMPUS OPERATIONS & FACILITIES



Building Stronger Campus Operations Through Teamwork and Smart Solutions

by Allmran Khan (Campus Manager, Derby)

As Campus Manager at the Derby campus, my focus has been on identifying practical and cost-effective ways to address everyday operational challenges. As a relatively new site, we encountered issues such as maintenance delays, difficulty sourcing reliable contractors, and high costs linked to routine repairs and compliance.

These challenges affected both staff and students, as even minor issues often took longer to resolve due to reliance on external providers. Following discussions with senior leadership, we began to shift our approach, placing greater emphasis on developing internal capability and making better use of the skills already available within the College.

Working closely with the academic support team, we identified a student with strong practical abilities who now supports day-to-day maintenance. This has significantly improved response times while reducing costs. Staff have also been encouraged to develop practical skills by observing and assisting with routine tasks, allowing basic repairs to be handled in-house.

We also reviewed larger operational costs. Portable Appliance Testing (PAT), initially quoted at around £1,000, was completed for approximately £300 by training internal staff and purchasing equipment. Similarly, fire exit planning, which had been quoted per campus, was completed internally across all sites through collaboration with a CAD designer, leading to substantial savings.

These changes have reshaped how we approach operations. We now prioritise internal capability, collaboration, and long-term sustainability rather than relying solely on external services.

On a personal level, this journey has been a valuable learning experience. Initially, I lacked confidence in handling operational challenges, but through collaboration and practical experience, I have developed a more structured and solution-focused approach. Completing a project management course further strengthened this development.
A key influence has been observing leadership across the organisation, particularly in decision-making and fostering a supportive working environment.

This experience reinforces an important principle: operational challenges are rarely solved in isolation. The most effective solutions emerge through collaboration.

“Alone we can do so little; together we can do so much.” - Helen Keller



Enhancing Campus Operations at UKMC: Collaboration and Practical Solutions

by Md Toufiqul Islam (Campus Manager, Salford)

Effective campus operations play a central role in creating a safe, welcoming, and productive learning environment.

As UKMC has grown, the Operations and Facilities Department has focused increasingly on practical problem-solving, collaboration, and continuous improvement.

One key challenge involved managing shared external spaces such as parking and communal areas within a business park. Increased student activity initially led to concerns from neighbouring organisations.

Through collaboration with security, academic teams, and senior management, we introduced clearer guidelines, improved monitoring, and targeted communication. These measures helped reduce concerns and strengthened relationships with neighbouring organisations. Health and safety remain central, supported by regular inspections, risk assessments, and compliance procedures.

Promoting responsible use of facilities has also been key. Through clearer communication, student briefings, and timely maintenance, we have reduced damage and encouraged shared responsibility.

Cross-departmental collaboration continues to play a crucial role. Coordination between Admissions, academic teams, Registry, and other departments ensures smoother operations, particularly during busy intake periods.

Supporting events is another important aspect of the role. From workshops to large-scale celebrations, effective planning ensures successful delivery while contributing to student engagement.

As UKMC marks its 10-year milestone, strong operational systems continue to support its success, creating an environment where learning and development can thrive.

REGISTRY AND ADMISSIONS



A New Era of Student Recruitment: People, Purpose, and Progress at UKMC (2023–Present) **by Md Safiqul Islam (Head of Business Development)**

When I joined UKMC in March 2023, I stepped into an environment with strong foundations and a clear sense of purpose. What stood out most was the shared ambition across teams to continue improving, particularly as student recruitment continues to evolve.

In recent years, student decision-making has changed significantly. Applicants are more informed, more selective, and increasingly focused on outcomes. This has encouraged us to rethink how we engage with prospective students and ensure they feel supported and confident in their choices.

A key shift has been moving towards a more people-focused approach. Every enquiry represents someone exploring their future, often with uncertainty. By improving communication, responding more quickly, and ensuring consistent guidance, we have focused on getting the fundamentals right. Small interactions, handled well, can make a lasting difference.

Collaboration has also played an important role. Stronger coordination between Marketing, Admissions, and Academic Services has improved communication, reduced delays, and created a more seamless applicant journey. At the same time, expanding digital engagement and virtual interactions has allowed us to reach a wider and more diverse audience.

As UKMC marks its 10-year milestone, our focus remains clear: supporting students, strengthening collaboration, and helping individuals make confident, informed decisions.





Academic Operations and Planning: Supporting a Decade of Growth at UKMC **by Javed Iqbal (Head of Planning and Student Systems)**

Over the past decade, academic operations at UKMC have developed significantly, evolving from basic processes into structured systems that support both academic delivery and institutional growth.

In the early years, the focus was primarily on timetabling and resource allocation. As the College expanded, more refined systems were introduced, including structured academic calendars and improved planning frameworks, ensuring greater consistency across campuses and enhancing the student experience.

The introduction of digital platforms such as Canvas and Blackboard strengthened teaching delivery and accessibility. Further investment in systems such as EBS-TRIBAL and EBS-Shape improved scheduling efficiency, reduced clashes, and supported more effective use of resources.

As student numbers and programmes increased, coordination became more complex. Through improved communication and stronger cross-departmental collaboration, processes were streamlined and operational challenges reduced. Enhanced communication systems have also supported more effective engagement with students through email and SMS.

Data-informed planning is now central to operations. Admissions forecasts and student data support decision-making, ensuring appropriate staffing levels and resource allocation.

Today, academic operations are no longer purely administrative. They play a key strategic role in supporting both staff and student success, with technology-enabled and student-focused systems continuing to shape future development.



Preparing Students for Success: The Role of PFF and PFD at UKMC by **Mr Daniel Watkins (Lecturer, Student Support Coordinator and PFF/PFD Lead)**

At UK Management College, student success begins even before formal teaching starts. Through the Prepare for Foundation (PFF) and Prepare for Degree (PFD) programmes, the College has developed a structured yet supportive introduction to higher education expectations.

These programmes extend beyond introductory sessions, offering opportunities to engage in academic tasks and reflect on readiness. For many participants, this is their first experience of higher education learning.

A key strength lies in the balance between academic preparation and pastoral support. Participants are encouraged to develop confidence while staff gain a clearer understanding of individual needs and potential.

Delivery relies on strong collaboration across departments, ensuring consistency and fairness. Structured processes and clear expectations support both applicants and institutional standards.

Ultimately, these programmes reflect UKMC's belief that preparation supports confidence, enabling students to begin their academic journey with clarity and direction.

QUALITY, GOVERNANCE AND ACADEMIC STANDARDS

Strengthening Quality Enhancement and Excellence through Compliance **by Saul Higgins (Head of Quality and Compliance)**

As UKMC celebrates a decade of growth and achievement, it is an ideal moment to reflect on the systems and people that underpin the College's continued success.

Quality and compliance play a central role in ensuring commitments to students, partners, and regulators are consistently met. While these concepts can be understood differently across contexts, at UKMC they act as key drivers of assurance, accountability, and continuous improvement. Strong leadership has supported the development of a culture where quality and compliance are embedded in everyday practice.

As Head of Quality and Compliance, I lead a dedicated team that contributes significantly, often behind the scenes, to institutional development. The team has become an important pillar of the College, supporting the implementation of initiatives across both academic and professional service areas.

Over the past 6-12 months, the team has undergone a period of transformation, including new leadership, growth in capacity, and improved regulatory alignment. Clear strategic frameworks now guide activity across the organisation, with the function evolving into a more integrated and proactive partner. This has strengthened collaboration across departments.

A key development has been alignment with the College's strategic priorities. The introduction of a structured Quality Plan ensures that initiatives contribute directly to institutional goals, including enhancing academic standards, strengthening feedback mechanisms, and supporting targeted interventions. This work also reflects preparations for the longer-term ambition of achieving university status.



Quality and Compliance activities are closely integrated with academic teams, supported by standardised processes, improved documentation, and ongoing engagement. Participation in external quality networks has further ensured alignment with sector expectations and best practice.

Institutional approaches to feedback have also matured, with structured surveys and student representation systems supporting continuous improvement.

Looking ahead, the progress achieved provides a strong foundation for continued development. The Quality and Compliance team will remain central in maintaining standards and supporting institutional direction, ensuring that student experience remains at the heart of the College's work.



HR AND INSTITUTIONAL SUPPORT



People at the Core: An HR Perspective on Growth at UKMC by Benaifer Pereira (Senior HR Analyst)

Over the past decade, UK Management College has not only supported the transformation of student lives but has also experienced significant institutional growth. This milestone provides an opportunity to reflect on the people and systems that have supported that journey.

What began as a smaller organisation has developed into a multi-campus provider, supported by evolving HR practices and stronger organisational systems.
At the centre of this progress is a clear principle: institutional growth is driven by people. HR has adapted to support a growing and diverse workforce, focusing not only on recruitment but on development, engagement, and progression.

Diversity continues to be a defining strength, bringing varied perspectives that support stronger collaboration. At the same time, efforts to strengthen community and engagement have supported a sense of belonging across campuses.

Staff development remains a priority, with structured induction and ongoing training supporting colleagues in their roles.

Collaboration across departments ensures consistency and supports coordinated growth. As UKMC continues to evolve, its people remain central to its success.





Ten Years of Technology & Infrastructure Transformation at UKMC **by Josh Ozuem (IT System Administrator)**

Building The Digital Backbone

Since its establishment in 2016, UKMC has grown significantly, and technology has played an increasingly important role in supporting that growth. Investment in digital infrastructure, connectivity, and IT services has helped create a more connected, collaborative, and reliable environment for staff and students across all campuses.

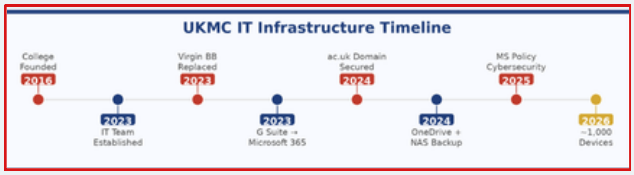


The creation of a dedicated IT team in 2023 marked a turning point in UKMC's digital journey, laying the foundations for a more modern and resilient technology environment.

"We didn't just fix the infrastructure; we built the foundation for the next ten years of UKMC's success."

The Transformation Begins: 2023 and Beyond.

Investment in connectivity, collaboration, and security has transformed UKMC's digital environment. Enterprise-grade internet services improved reliability across campuses, while Microsoft 365 enhanced communication, collaboration, and access to resources for staff and students.

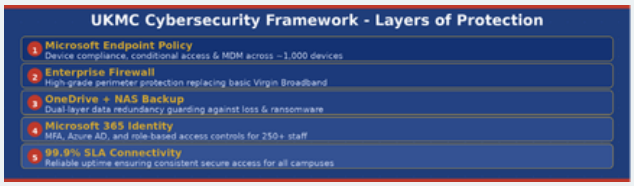


A College Transformed: Growth in Numbers



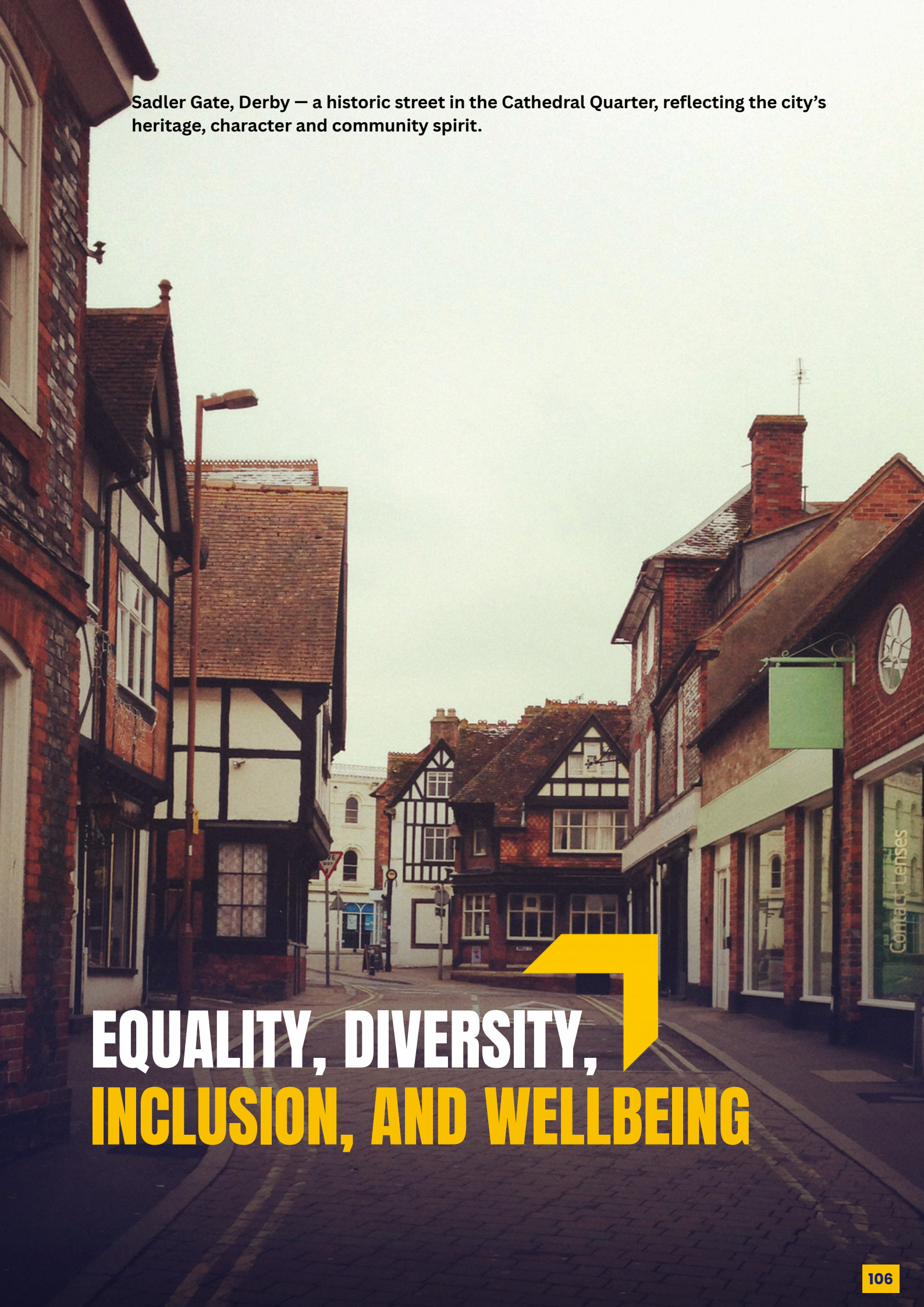
One of the milestones I am most proud of was securing UKMC's ac.uk domain, a recognised symbol of academic credibility within UK higher education.

More than a new web address, it reflected the College's growing academic standing and ambitions. Alongside this achievement, continued investment in cybersecurity and digital infrastructure has helped create a secure and connected environment capable of supporting UKMC's future growth.



As UKMC enters its second decade, I am proud of how far the College has come. The journey from limited infrastructure to a secure and connected digital environment has created a strong platform for future growth.

While technology will continue to evolve, the focus remains the same: supporting students, empowering staff, and helping UKMC realise its ambitions for the years ahead.



Sadler Gate, Derby — a historic street in the Cathedral Quarter, reflecting the city's heritage, character and community spirit.

EQUALITY, DIVERSITY, INCLUSION, AND WELLBEING



Finding Purpose in the Classroom, **by Dr Freshta Amiry (Lecturer)**

Since joining UK Management College in February as a Lecturer in Health and Social Care, this experience has meant far more to me than simply starting a new role. It has been a genuinely rewarding journey, one that continues to shape me just as much as it supports my students.

Working with mature students has been one of the most meaningful aspects of this experience. Many return to education after years away, often balancing their studies with family, work, and other responsibilities. Their determination, honesty, and life experience bring a richness to the classroom that cannot be found in textbooks

.

There are moments—small but powerful—when a concept finally clicks, when confidence begins to grow, or when a student realises their own potential. These moments truly stay with you.

Teaching Health and Social Care is not just about theory or assessment. It is about meaningful conversations, shared experiences, and reflecting on what it truly means to care for others. In many ways, the classroom becomes a space where we learn from one another. I often find myself learning just as much from my students as they do from me.

It feels like being part of something important something that quietly but powerfully changes lives. I feel grateful every day to be part of this environment. It is not always easy, nor is it meant to be, but it is deeply meaningful.

For me, that makes all the difference. I am honoured to play my part in motivating my students and contributing to the creation of equal opportunities in education.

I truly believe that life is a continuous learning process, and this experience brings that belief to life every day. What makes this journey even more special is being part of a college that genuinely opens doors. Seeing students who may not have followed traditional educational pathways now finding their voice, confidence, and direction is deeply inspiring.





Ten Years, Countless Stories: The Journey of UKMC,
by Ibraheem Olatunji Okoya (Associate Lecturer)

Ten years ago, UKMC began with more than classrooms and curricula. It began with a vision to create a place where students could dream bigger, learn deeper, and become more than they imagined.

As we celebrate a decade of UKMC, we are celebrating stories. Stories of courage, growth, discovery, and transformation. Walk through the halls and you will find more than lectures and assignments. You will find late nights turning into breakthroughs, students who arrived uncertain but left confident, and friendships formed across cultures. You will find lives changed in ways that cannot always be measured.

For many, UKMC marks the beginning of something new. A new country, a new academic challenge, a new chapter. The journey is not always easy. There are moments of doubt and pressure, moments when giving up feels tempting. Yet in those moments, support appears, resilience grows, and progress begins.

Behind every successful student is a story of guidance and belief. UKMC is more than an institution. It is a community where lecturers inspire, staff support, and every individual is seen and valued.

The College has grown in size and impact. Classrooms have evolved, technology has advanced, and opportunities have expanded. Through all this change, one thing has remained constant: a commitment to placing students at the centre.

Diversity is lived here every day. Different backgrounds and perspectives create a vibrant environment where learning extends beyond textbooks and into shared experiences.

As we reach this tenyear milestone, we recognise that UKMC is built on people. Students who dared to begin. Staff who chose to care. A community that continues to grow stronger.

The story of UKMC is still being written. And this is only the beginning.





Tailoring Student Support: The Strategic Role of the PAT Team **by Mohammed Amzad Hossain (Manager – Personal Academic Tutor)**

My journey with UK Management College has been both meaningful and transformative. As the longest-serving member of the Academic Registry team, with nearly six years of experience in academic administration, I have had the unique privilege of witnessing the College grow from its early days into the thriving institution it is today.

Originally from the Turks and Caicos Islands, with parents from the Dominican Republic, this role marked my first professional experience in the United Kingdom, making it all the more significant to me.

When I first joined, the College had around 500 students and operated from a single campus. Today, it supports more than 7,000 students across six campuses in four counties. Being part of this journey has been truly inspiring. It has not just been about numbers, but about the people, the stories, and the shared commitment that made that growth possible. Every member of staff has played a role in shaping what UK Management College has become.

As someone who naturally leans towards introversion, finding my voice in such a busy and diverse environment was not always easy. In the beginning, I found it challenging to step forward and fully own my space. However, the supportive culture at UK Management College helped me grow in ways I did not expect.

With the encouragement of strong leadership, I gradually discovered my strengths, particularly in leadership and public speaking. What once felt uncomfortable has now become an area of confidence.

Over time, I have come to realise how much I share with the students. Many are far from home, adjusting to a new country while pursuing their ambitions, much like I did. The campus becomes more than a place of work or study; it becomes a community. It is where friendships are formed, support systems develop, and individuals find a sense of belonging.

In many ways, UK Management College has shaped who I am today. It has supported both my professional and personal development. Most importantly, it has shown me that everyone has something valuable to offer, and that when people are given the opportunity, they can truly thrive.



The Importance of Staff EDI Awareness **by Md Shirajus Salehin, (Personal Academic Tutor)**

Inclusivity is not just about making space for people, it is about recognising that the space has always belonged to everyone, regardless of race, colour, gender, religion, or background.

It holds the quiet power of listening, the courage to challenge exclusion, and the daily commitment to ensuring that every voice is heard, valued, and respected.

True inclusivity does not erase difference; it honours it, transforming diversity into strength and community into belonging.



The First Conversation
by Afsara Tasnim Habib (Personal Academic Tutor)

I read one hundred scripts every day.
Some come from applicants who want to study business because they dream of opening a salon. Others choose digital marketing because they know the world has moved online. Some select Health and Social Care because they already care for someone at home. A few want fashion simply because they love it. Others choose Event Management because they can plan an entire launch in minutes.
Everyone writes about dreams. Some are practical, some ambitious, some extraordinary. Yet almost all share the same belief. Stepping into UK Management College is the first step. Even if a thousand more follow, the journey begins at that door.
Every day, we prepare space for hundreds of candidates. They walk into the same rooms carrying completely different lives behind them, yet they share the same feeling. They wake up earlier than they need to. They feel nervous, anxious, unsure about returning to education after ten, fifteen, sometimes thirty years. Some have been away longer than I have been alive. Still, they arrive with their heads held high.

We notice the care they take in how they dress and present themselves. For us, it may be a Tuesday or a Friday. For them, it is the beginning of a new life.

Most applicants say they struggle with English, yet when I meet them, their intentions are already visible. Nervous smiles. Grateful gestures. Determination that speaks louder than words. What matters is courage. What matters is showing up.

PFF and PFD are described as assessments, but in reality they are the first conversation between the College and the student. They are where fear meets reassurance, where uncertainty meets structure, where possibility begins to take shape. It is where someone who walks in unsure begins to feel they belong.
We do not simply assess potential. We reflect it back.

Long after the scripts are collected, something remains. Not just an outcome. A beginning. The first step through that door is more than a step. It is the first conversation, even before a word is spoken.



The Moment I Understood What UKMC Means,
by Sudharma Kambhamettu (Personal Academic Tutor)

When I joined UKMC in October 2025, I arrived with expectations shaped by my previous teaching roles. I was used to larger lecture halls, stricter hierarchies, and limited room for creativity. I thought I understood what a collegiate environment would feel like.
I realised how wrong I was in the space of a single afternoon.
It was late November. A student had missed several classes, something not unusual, yet their earlier work showed real potential beneath whatever challenges they were facing. In my previous institution, the response would have been predictable: a formal warning, administrative escalation, and a coolingoff period.

At UKMC, the response unfolded differently. I mentioned the situation to a colleague over coffee. Within an hour, we had created a plan that included flexible deadlines, structured check-ins, and an early referral to wellbeing support. Academic sanctions were not the starting point. Support was.

What struck me most was the authenticity of the response. It was not bureaucracy. It was not performative care designed for compliance. It was genuine, quiet, and immediate because it was needed.

There were no checklists to complete. No requirement to prove compassion. And when the student completed the term with work among the strongest in the cohort, it confirmed something important. When people are freed from the need to demonstrate care, they often offer something far more meaningful, care itself.

That afternoon reshaped my understanding of UKMC. Its values are not statements on a website. They live in everyday decisions.
Here, student support means responsive, tailored care. Inclusivity means designing systems where flexibility is normal practice. Integrity means upholding professional values even when no one is watching.
I have only been at UKMC for five months, yet that may be why the culture is so clear to me. It is consistent, lived, and shared.
My contribution to the tenth anniversary is simple. The culture that made that November afternoon possible did not appear by accident. It was built, protected, and passed on.
And it is something worth celebrating.





From Vietnam to an International Classroom: Teaching with Purpose, by Liam (Hoang Lam Phan) (Lecturer)

I still remember the moment I walked into my first classroom at UKMC, far from home, carrying nothing but a passion for learning and a belief that education can change lives. What I did not expect was that the classroom would teach me just as much as I taught it.
As a lecturer, every session is more than a lesson; it is a conversation across cultures, backgrounds, and ambitions. The photograph above captures one of those moments: a diverse group of learners, united not by where they come from, but by where they are going. We even celebrated with doughnuts that day, because the best learning environments are also human ones.
What strikes me most about teaching at UKMC is the richness within the room. I have delivered lectures in a second language to students speaking a third, discussing ideas that transcend borders entirely. That, to me, represents a uniquely British academic experience, one that few institutions can truly offer.

At the close of every semester, I take time to thank each person in the room individually: every student, every tutor, every quiet presence that contributed to that shared experience. I offer each of them a moment of recognition, because some journeys deserve to be marked with warmth, not just words.

Then a new semester begins, and sometimes I am no longer their lecturer. But when a former student sees me across the corridor, calls my name, and shares how their journey is progressing, something shifts quietly within me. Those moments remind me why I chose this profession.

UKMC is not simply a place of study; it is a living environment where lecturers and students grow together, support one another, and leave something meaningful behind in each other's journeys.
This experience has shaped me, not only as an educator but also as a researcher. Contributing to academic life in the UK, while remaining connected to my Vietnamese roots, has encouraged me to pursue excellence with both rigour and empathy.
As UKMC celebrates its 10th anniversary, I recognise not only the institution's milestone but also every student who has trusted me to walk alongside them.
To me, that is the true measure of leadership in education.





Walking Towards Wellbeing: A Personal Reflection, **by Jubayer Ahmed (Personal Academic Tutor)**

Working as a Personal Academic Tutor is something I genuinely enjoy, but it also comes with significant responsibility. You are not only supporting students academically; you are also listening to their concerns, helping them through difficult situations, and sometimes simply being there when they need someone to talk to.

Over time, I realised that if I do not take care of my own wellbeing, it becomes much harder to support others effectively. For me, travelling and hiking have become essential ways of maintaining that balance.
I did not begin with a structured plan; it simply started as a way to step away from routine. Gradually, I noticed a difference. Whenever I travelled or went on a hike, my mind felt clearer and my stress levels reduced. It gave me space to pause, reflect, and focus on myself, even if only for a short period.

Even a weekend trip can make a noticeable difference. Hiking, in particular, has had a powerful impact. There is something both simple and profound about being outdoors, away from noise, emails, and constant notifications. Walking for hours without distraction allows reflection to happen naturally. It encourages a sense of calm and helps to slow down, something we often forget to do.

It also teaches patience. The path is not always easy, and progress cannot be rushed. You move at your own pace. This, in many ways, mirrors what students experience. Everyone's journey is different, and progress looks different for each individual.
One aspect I value greatly is that UKMC supports this balance.

The flexibility to take time away when needed reinforces the idea that wellbeing is not just something to be discussed, it is something actively supported. Taking that time allows me to return feeling more focused, present, and better able to support others.

After travelling or hiking, I notice a clear difference. I feel more balanced, more patient in conversations, and better able to listen. These may seem like small changes, but they have a meaningful impact on how I engage with students.

Through this experience, I have also come to understand that wellbeing does not have to be complex. It does not always require major changes. Sometimes, it is simply about finding something that helps you reset, even briefly. For me, that is spending time in nature and exploring new places.

In roles where we focus so much on supporting others, it is easy to overlook ourselves. However, I have learned that taking time for personal wellbeing is not selfish, it is necessary. It allows us to return with greater clarity, energy, and perspective.
Sometimes, all it takes is a quiet walk to feel like yourself again.





From “This Looks Easy” to “This Changed Me” A Personal Journey at UKMC, by Shahzaib Hanif (Personal Academic Tutor)

When I first joined UKMC as a Personal Academic Tutor, I genuinely believed I had stepped into a simple and comfortable role. At the time, submissions were ongoing, and my work was mostly observation. It looked straightforward: take online sessions, call students, mark attendance. I remember thinking it would be easy.

I soon realised how wrong I was.
Once I was assigned two groups, everything changed. What seemed basic quickly became a responsibility driven role that required close monitoring, same day follow-ups, understanding reasons for nonattendance, and keeping detailed call logs. And that was only the beginning.

Beyond daily engagement, the role expanded into many areas, including supporting inductions, assisting college events, updating student finance records, and managing wellbeing referrals. At times, it felt like managing several jobs at once.

Submission season brought its own intensity. The atmosphere often resembled a call centre, with staff contacting students, offering guidance, and reassuring those who felt overwhelmed. Yet behind the pressure was a shared purpose: helping students succeed. One moment defined my journey. A student with poor attendance seemed like a routine case, but a conversation revealed the truth. He was supporting a pregnant wife, caring for two young children, facing financial pressure, and struggling with his mental health.

His issue was not commitment, it was circumstance. Through regular support and understanding, he slowly regained stability. Months later, he visited the college just to thank me. Today, he has passed his year and is balancing both family and education.

Working closely with students teaches you about people, their resilience, and their hopes. It also inspires you to grow. With friends, I even began developing a software solution for the grooming industry to help businesses manage queues and improve customer experience.

I joined thinking the role would be simple. Instead, it changed me. At UKMC, you grow, you make an impact, and you never stop learning.





Helping Students Balance Ambition, Pressure, and Wellbeing, **by Tayeba Tariq (Senior Personal Academic Tutor)**

Ambition is one of the strongest qualities students bring to higher education. It pushes them through difficult days, encourages them to aim higher, and fuels longterm goals. But ambition can become overwhelming when paired with constant pressure. Tight deadlines, financial responsibilities, family expectations, and the belief that every assessment determines the future can slowly move students toward burnout. Supporting success is not only about academic outcomes. It is also about helping students build sustainable habits that protect their wellbeing.

Burnout rarely appears suddenly. It develops gradually and is often misunderstood. Students may feel constantly tired, lose motivation, struggle to concentrate, or become unusually anxious or irritable. Others experience physical symptoms such as headaches, disrupted sleep, appetite changes, or frequent illness. Academically, burnout can look like procrastination, missed submissions, low attendance, or feeling overwhelmed by tasks that once felt manageable. Burnout is not a lack of effort. It is prolonged stress without recovery.

A healthy academic routine begins with structure. Many students believe success requires maximum effort every day, but sustainable progress comes from consistency. Breaking work into smaller steps can reduce overwhelm. For example, reading instructions, drafting an outline, and writing one focused section each have their own timeframe. This makes it easier to begin, which is often the hardest part.

Working with energy rather than against it is equally important. Sleep, nutrition, hydration, and movement directly influence concentration and emotional stability. Short walks or stretching breaks can reset attention and reduce stress. Boundaries around study time also matter. Structured study blocks, regular breaks, and minimising distractions help students stay focused and reduce cognitive overload.

Mindset plays a role too. Perfectionism often fuels burnout. Focusing on progress rather than flawless work helps students stay grounded. Feedback should be seen as guidance, not judgement.

Most importantly, no student should feel they must cope alone. Seeking support early is a strength. When students balance ambition with recovery, their motivation is not reduced, it is sustained. The most successful students are those who learn to manage pressure, ask for help, and build habits that allow them to thrive both academically and personally.





Small Habits, Big Impact: Nutrition for Busy Students During Exam Season,
by Zsuzsanna Mezei (Student)

Deadlines closing in is a feeling every student recognises. Time pressure does not end with university, but sacrificing health to meet deadlines is never worth it. Alongside academic skills, building healthy habits is essential, because these habits stay with you long after exam season ends.

During busy periods, stress rises and nutrition is often the first thing to slip. Meals are skipped, and quick processed snacks become the default. While convenient, they can lead to low concentration, energy crashes, and longterm fatigue. The good news is that you do not need a perfect diet to feel better. Small, intentional choices can make a real difference.
Start by keeping meals simple rather than skipping them. Toast with eggs, yoghurt with fruit, or a banana with nuts can provide steady energy. Choose foods that offer longer lasting fuel instead of sugary snacks that cause a quick rise and fall in energy. Balanced options like sandwiches, yoghurt, or eggs on toast help maintain focus.

Hydration is equally important. Even mild dehydration affects concentration, so keeping water nearby is an easy win.
Smart snacks can also support you during long study days. Fruit, yoghurt, porridge, or muesli bars are quick options that help stabilise energy.
Reducing decision fatigue helps too. Planning simple meals and keeping easy ingredients on hand can prevent stress when time is limited.
Nutrition is not about perfection. It is about small habits that support both wellbeing and performance, especially during demanding times.







Supported to Succeed: The Power of Mentoring and Academic Support at UKMC **by Dr Dahiru Abdullahi (Lecturer)**

Success in higher education does not happen by accident. Every confident and capable student is supported by an environment that helps them grow, thrive, and overcome challenges. At UKMC, mentoring and academic support are not optional extras. They are central to the student experience. I have seen how structured support can turn potential into confidence and transform uncertainty into progress. Knowing what was expected in my assignments, understanding how to plan my work, and having someone to guide me when obstacles felt too high made a significant difference.

Mentoring has been one of the most transformative parts of my journey. It offered more than academic advice. It provided encouragement, accountability, and a sense of belonging. My mentor understood my strengths and flaws and remained committed to helping me grow. That consistency kept me going during difficult times and strengthened my belief in my own potential.
UKMC functions as a community, not just a college. The support extends beyond individual mentors. Workshops, study skills sessions, and wellbeing guidance all contribute to a learning environment where students develop confidence, resilience, and readiness for life beyond education. Support is continuous, not reactive, and it teaches students that success is built through steady guidance and consistent effort. My experience has shown me that when students are supported, they do more than succeed academically. They grow as people. And that is the true power of mentoring at UKMC.



Early Reflections from a New Wellbeing Officer, **by Jarin Orly (Wellbeing Officer)**

I recently joined the Wellbeing Department at UK Management College, and the experience has already proven to be both insightful and varied. From my first day, one thing stood out clearly: the level of support available to students across the institution, whether academic or pastoral.

In my role as a Wellbeing Officer, one of the key responsibilities is to ensure that support extends beyond formal sessions and is delivered in ways that suit individual student needs. I have seen colleagues achieve this through their approachability and flexibility in communication, offering different methods of engagement that make it easier for students to reach out and access support.

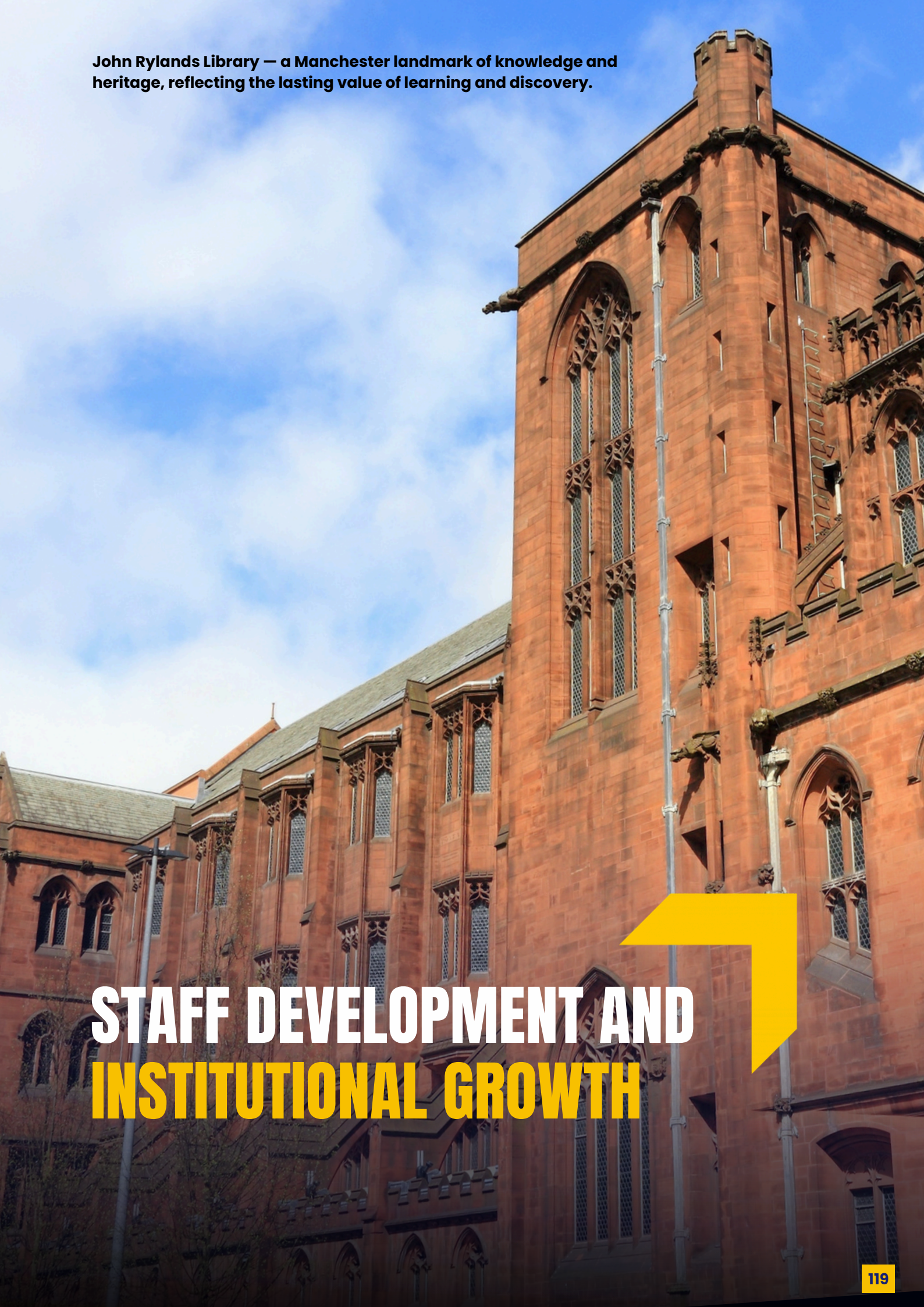
Through this experience, I have learned that no two students respond in the same way. Personalised support is therefore essential in meeting diverse needs. This has also highlighted how the Wellbeing Department at UKMC consistently goes beyond expectations to prioritise student engagement and support. Another important aspect of wellbeing support is visibility. By conducting class visits, we ensure that support reaches students proactively. In many cases, students are more likely to engage when support is offered directly, rather than waiting for them to seek it themselves.

Student support is further strengthened through close collaboration with Personal Academic Tutors (PATs). This coordinated approach ensures that students receive consistent and timely support, both academically and personally. It helps create an environment where students are not only guided academically but also supported in their overall wellbeing.

This integrated approach also ensures that no student is disadvantaged by their personal circumstances, reinforcing equal opportunities for all to succeed.

Overall, my experience so far has provided valuable insight into how student support operates in practice and the impact it has on engagement and outcomes. It has deepened my understanding of how different support systems work together to benefit students. As I continue in this role, I look forward to building on this foundation and contributing meaningfully to the ongoing work of the Wellbeing Department and the wider UKMC community.





John Rylands Library — a Manchester landmark of knowledge and heritage, reflecting the lasting value of learning and discovery.

STAFF DEVELOPMENT AND INSTITUTIONAL GROWTH

STAFF EXPERIENCES AND CAREER JOURNEYS



Home Away from Home: Finding My Place at UKMC

by Nadia Kamal (Admissions Officer)

I moved from India to the UK after completing my master's degree in management, a decision built on ambition and hope. There was no family here, no familiar faces to turn to when things felt uncertain. Starting over in a new country on your own is quietly daunting. Then, in November 2024, I joined UK Management College as an Admissions Officer, and what I found there changed everything.

I never believed it when organisations said, "we are family." At UKMC, I had to reconsider. We are a team made up of people from across the world: Europe, South Asia, Africa, East Asia, and the Middle East. It may sound like a cliché, but here it feels real. We do not just work alongside one another; we support each other, celebrate together, and get through the busiest intake periods as one.

A great deal of that comes from our leadership. Mobina Majeed, Head of Admissions, and Jonathan Lukas, Admissions Manager, set the tone. During peak periods, when workloads intensify, they are present, guiding, supporting, and ensuring no one is left behind. Their leadership has had a lasting impact on my experience.

I also spent time working as a Personal Academic Tutor, where I supported students with assignments, academic writing, and navigating Blackboard and Canvas. Every interaction was grounded in care, and students could feel that difference.

Beyond work, the sense of community is just as strong. From campus festivals showcasing global cultures to celebrations of Eid, Diwali, and Christmas, diversity is lived, not just described.

UKMC also demonstrates this through initiatives like the free ESOL programme, designed to support learners whose first language is not English, alongside career fairs connecting students to major employers.

In eighteen months, I have grown from Admissions Officer to Personal Academic Tutor and ESOL Tutor. Each role has given me a deeper understanding of an organisation that genuinely cares. I came to the UK looking for a sense of belonging, and I found it at UKMC.

> **"Being valued matters more than any benefits package. When you feel supported, it changes everything."**



Home Away from Home
by Mahnaz Islam (Senior Compliance Officer)

When people say, “home is a feeling,” I understand it more deeply now than ever. For me, UKMC has become exactly that, a home away from home, where comfort, belonging, and purpose came together unexpectedly.

My journey with UKMC began in October 2023. I was new to the UK, new to the workplace culture, and unsure of how I would prove myself in a completely new environment. I felt nervous and uncertain, but those early days have now become some of the most meaningful moments of my journey.
I joined the Admissions team, and it quickly became more than just a workplace, it felt like a close-knit space where everyone supported one another. We worked hard not because we had to, but because we shared a sense of ownership. Every milestone felt like a collective achievement.

The people around me shaped that experience. My colleagues and leaders created an environment that felt like family. We shared workloads, laughter, and even stress. I still remember moments when our CEO, Zahid, would visit. His presence brought warmth, taking the time to check on everyone and make sure we felt valued. That sense of care defines the culture at UKMC.

Over time, UKMC became more than just a workplace, it became a place where I could grow. I learned new skills, gained confidence, and developed professionally. Today, I train others, but I still value the early days when I was learning from those around me.

The journey was not without challenges. There were demanding periods, especially during peak intakes, but what made the difference was how we faced them together. That shared commitment and support made even the most difficult times manageable.
Beyond work, the sense of community is equally strong. From open days to cultural celebrations, every experience reinforces the idea that UKMC is more than an organisation, it is a community built on care and connection.

Over time, my career has progressed across different roles, each contributing to my growth. This would not have been possible without the encouragement and support I received along the way.
I came to the UK searching for opportunity, but I also found something more, a place where I belong.







From Three People to Thousands: My Journey with UKMC

by Roohi Naz (Head of Academic Office)

"From shared lunches and reheated lemon coffee to a thriving academic community, it has been an incredible journey to witness." Sometimes the biggest journeys begin in the smallest places.

In 2018, UK Management College was a small office in Universal Square with just three people, a few desks, and a big dream. None of us could have imagined how this small setup would grow into what it is today.

I joined UKMC in July 2018 as an Administrator and became one of the earliest members of the team. At the time, it was just Zahid, Mobina, and myself. Our office was small, with only a few rooms, a reception area, and one classroom. What we lacked in space, we made up for in ambition, teamwork, and a shared belief that something meaningful could be built.

In those early days, roles were not defined. Everyone contributed wherever needed. I prepared applications, organised documents, and ensured student files were complete before submission. As UKMC grew, I worked across Admissions, Marketing, and Business Development. These experiences helped me understand the effort required to support students and build the organisation from the ground up.

What made those years truly special was the environment. As the team grew, it still felt like a family. We shared workloads, meals, and even stress. I still remember cups of lemon coffee sitting on my desk, reheated again and again because we were too busy to finish them.
Our CEO, Zahid, played a key role in shaping this culture. He was never distant, always present, supporting the team, checking in on everyone, and creating a sense of trust. There were also lighter moments; he often joked about how talkative I was, especially when Mobina and I were sitting together. Those moments became part of our everyday routine.

As UKMC expanded, new campuses opened, more staff joined, and partnerships with universities created opportunities for students to progress into higher education.
My own journey has grown alongside the College. From Administration to supporting academic services, I have seen first-hand the impact UKMC has on students every day.
When I reflect on those early days, the small office, the shared effort, and the belief in something bigger, I feel a strong sense of pride.

UKMC is no longer just a small beginning; it is a growing community. Being part of that journey from the start will always remain one of the most meaningful parts of my story.



Evolving at UKMC: A Journey of Growth and Purpose **by Mobina Majeed (Head of Admissions)**

Eight years ago, I was literally crossing a road when I was offered a job as a receptionist at a small tuition centre called UKMC. What started as a simple role soon grew into much more. As the organisation developed, I moved into the position of Admissions Officer, later became Admissions Manager when the team expanded in 2022, and eventually stepped into my current role as Head of Admissions.

Alongside my professional growth, UKMC also supported my academic journey. While working full-time, I completed my bachelor's degree and, more recently, my master's.
My progression did not happen overnight. It grew step by step, alongside UKMC's own development. For me, this reflects an organisation that genuinely empowers its people, especially women, by investing in their growth and leadership.

UKMC does not just promote opportunity; it creates it. It trusts individuals to take responsibility and provides the space to lead. Standing here today, I am a reflection of what can happen when an organisation grows while supporting its people to grow with it.
Sometimes your next chapter begins in the most unexpected places. Sometimes it begins while crossing a road. And sometimes, all it takes is one person, or one organisation, to say, "We believe in you."

Zahid, our CEO, said that to me eight years ago. Today, Professor Jason reinforces that belief, and it continues to give me the confidence to deliver my best every day.

Thank you.



Small Steps, Lasting Change: A PAT's Reflection on Transforming Student Lives **by Sahil Shelote (Personal Academic Tutor)**

The first time I noticed Peter, he appeared disengaged and lacking confidence. As his Personal Academic Tutor, I recognised this not as an ability issue, but a confidence barrier.

In our early discussions, he expressed doubts about his academic capability. Through consistent, supportive guidance, I focused on creating a safe space where he could build confidence without fear of judgement.

A key approach was applying the principle of Kaizen, focusing on small, consistent improvements rather than overwhelming goals. Over time, this helped build structure, engagement, and confidence.

I also encouraged a "beginner's mindset" (Shoshin), supporting openness to learning and reducing fear of mistakes. Gradually, he became more engaged in class and more confident in his work.

This experience reflects a wider truth: when students receive consistent, supportive guidance, meaningful progress follows. Education is not only about knowledge, but about helping individuals recognise their own potential.

PROFESSIONAL DEVELOPMENT AND TEACHING PRACTICE



A Journey of Growth, Support, and Student-Centred Impact **by Awais Iqbal (Senior Personal Academic Tutor)**

Over the past decade, UK Management College has evolved from a small team into a well-established academic community supporting students across multiple campuses. My journey at UKMC has developed alongside this growth, shaping my professional identity and strengthening my commitment to student success.

As a Senior Personal Academic Tutor, I have worked across key areas including the Academic Office and Admissions. These experiences have provided valuable insight into the student journey, particularly when supporting learners from diverse and non-traditional backgrounds. Creating a supportive and inclusive environment has remained central to this work.

A significant part of my role involves monitoring student engagement and identifying those at risk of disengagement. Through structured tracking and early intervention, I have helped ensure students receive timely support to remain on track with their studies.

Beyond this, the most rewarding aspect has been working directly with students, building confidence through one-to-one guidance and tailored support. I have also contributed to teaching and staff development through co-delivery and training sessions, further strengthening my role within the College.

Alongside my professional responsibilities, I have continued my own development, completing a Postgraduate Certificate in Higher Education and achieving Fellowship status. For me, growth at UKMC is reflected not only in expansion, but in the meaningful impact created for students.



Reflections on Language Learning and Teaching **by Rory Woodward (Academic Language and Learning Lead)**

My experience of learning languages and teaching English has shown me that language development is a continuous journey of discovery. The challenge is not simply learning rules, but using language confidently in real-life contexts.

When I moved to Barcelona in 2014, I realised how difficult this could be. Despite years of study, I struggled to follow conversations and communicate effectively. This experience reshaped how I understand language learning.

A key turning point was engaging with the Lexical Approach (Lewis, 1997), which focuses on learning language in meaningful "chunks." By listening to real conversations and recognising patterns, I began to use language more naturally.

Teaching English also deepened my understanding of learning processes. I found that interpreting meaning in context, rather than direct translation, helped improve retention and fluency.

From this experience, I would emphasise patience and flexibility. Language learning is not linear, and different strategies work for different learners. Progress comes through consistent effort and real engagement with the language.



Tailoring Student Support: The Strategic Role of the PAT Team **by Mohammed Amzad Hossain (Manager – Personal Academic Tutor)**

At UK Management College, student success remains a central priority. The Personal Academic Tutor team, managed centrally and supported by campus-based leads, operates across multiple campuses to provide structured and consistent support throughout the student journey.

The team began as a small group based at the College House campus and has since developed into a well-established support function. This growth reflects the increasing importance of personalised academic and pastoral support within the institution.

At the core of this success are the PAT team members, whose daily contributions directly impact students and the wider organisation. They work closely with students to provide guidance, mentoring, and support, helping them overcome challenges and remain engaged with their studies. Through regular interaction, they create an environment where students feel confident to seek help and take responsibility for their learning.

The team plays a key role in supporting academic development by helping students improve study skills, understand assessment requirements, and manage their time effectively. They also provide pastoral support, addressing personal challenges that may affect academic progress. This balance between academic and individual support remains central to the student experience.

PAT members contribute beyond one-to-one support by collaborating with departments such as Wellbeing, Academic Services, the Learning and Teaching Office, and Student Engagement. This coordinated approach ensures that students receive appropriate support at the right time.

They also lead workshops, induction sessions, and academic support activities, helping students build confidence, develop skills, and adapt to the academic environment.

The impact of the PAT team is reflected in improved engagement, stronger academic outcomes, and increased student confidence. Their presence across campuses ensures support remains accessible and responsive. Through strong communication and teamwork, PAT members maintain a high standard of support, contributing to the College's continued development.

Overall, the PAT team represents a dynamic, student-focused support system, playing a vital role in enhancing student experience and academic success.



Encouraging the Development of UKMC's Sunderland Campus **by Bilal Ahmad (IT Support Engineer)**

In September 2025, I joined UKMC as an IT support engineer during an exciting stage in the development of the Sunderland campus.

At that point, the campus was still being prepared, and student teaching had not yet begun. It was encouraging to see the level of effort being invested in creating a strong learning environment from the outset.

Since then, I have supported this journey by setting up computer labs and classrooms, preparing systems for new staff and students, and assisting with the implementation of the RFID card system. These developments reflected UKMC's early commitment to building a modern and organised campus environment.

ORGANISATIONAL GROWTH AND LEADERSHIP REFLECTIONS



Turning Data into Dreams: My Journey at UKMC
by Alina Nabeel (Digital Marketing Lead)

My marketing journey began in Bangkok in 2018, where I took my first steps into the world of digital marketing. Surrounded by performance dashboards, conversion funnels, and customer acquisition costs, I learned to make decisions driven by data. Success was measured by numbers, and every campaign was optimised for performance.

When I joined UKMC, I expected education marketing to follow the same formula.

It didn't.

Behind every enquiry was not a customer, but a person. Someone chasing a dream, overcoming uncertainty or hoping education could transform their future. The word *conversion* suddenly meant something entirely different. It was no longer about completing a transaction. It was about changing a life.

I soon realised that data can tell you what is happening, but never why. Education marketing is not about selling a course. It is about building trust, inspiring confidence and helping people take one of the biggest steps of their lives.

As my understanding of the sector grew, so did my responsibilities. Over time, my role evolved beyond campaign execution and became increasingly involved in shaping UKMC's digital marketing strategy, leading initiatives that aligned performance with long term institutional goals.

My focus shifted from generating enquiries to creating meaningful student experiences and supporting every stage of the student journey.

As UKMC celebrates 10 years of excellence, I feel privileged to have contributed to a journey that has opened doors, expanded opportunities and transformed lives through education. Being part of that journey has been one of the most rewarding chapters of my career.

Today, I believe the most successful campaigns are not remembered for the highest conversion rates. They are remembered because they gave someone the confidence to believe in themselves and take the first step towards a future they never thought was possible.

Looking back, I realised I didn't just change industries. I discovered that the greatest success in marketing isn't measured by performance alone, but by the lives it has the power to change.





My PhD Journey by Soyfa Malik (Lecturer, Manchester)

My motivation to begin my doctoral study was to enhance my academic life, and I felt this was the right time to begin research in 2025. The motivation also came from speaking to my peers who have achieved their PhD. I also wanted to add value to the research community in the future.
There have been numerous challenges within my PhD journey, I must ensure that I can manage my time for research and teaching time. The plan I adhere to is to ensure I commit in accordance with my working time tabled sessions. Secondly, my research is conducted during the evenings and during the weekends. This supports me with managing both my work life and my research.

There have been times when I have become overwhelmed with my research; however, I have a positive mindset, and I ensure that I do stay in touch with my peers for support. This has tremendously supported to keep going that extra mile. My doctoral study has in fact made me step back and look at academic life differently.

These experiences have aided me enhance in the understanding of comprehensive pedagogics, within each of the settings. I am currently in my second year of my PhD, with the University of East London. At UKMC I can plan and deliver workshop sessions on a range of issues and plans, lead and deliver extracurricular opportunities. My responsibilities and my position resulted in developing an intimate understanding of the practices and internal systems.

My advice to anyone who is thinking of enhancing their academic career should not hold back; they should follow their dream. However, they must ensure they are able to balance their personal and academic life accordingly. Finally, staying in contact with people who have achieved the qualifications or are currently studying for any advice and guidance.



Student Recruitment Team Lead: A Decade of Trust – How UK Management College Empowers Its People by Arif H. Tulip (Team Leader, Student Recruitment Office)

As UK Management College approaches its 10-year milestone, it is not only a celebration of growth in campuses and programmes, but also of the people who drive its success. Behind every milestone and student journey lies a strong foundation built on trust and support.

One of the defining characteristics of UKMC is the level of trust placed in its staff. In many organisations, decision-making is limited to senior management, but at UKMC, individuals are encouraged to take ownership, contribute ideas, and make meaningful decisions. This trust builds confidence and promotes accountability across teams.

I joined UKMC in 2024, and in a short time I have developed significantly. Each intake presents new challenges and opportunities, strengthening experience and readiness over time.

Working across multiple departments has highlighted the organisation's collaborative culture. Support is readily available, reflecting a strong sense of teamwork and shared responsibility. This balance between independence and guidance enables staff to perform confidently.

Reaching a decade is a significant milestone, but its true value lies in the journey. UKMC's continued success depends on maintaining this culture of trust, collaboration, and development.



Victoria Baths, Manchester — a celebrated heritage landmark reflecting the city's architectural character, community spirit and historic charm.

CREATIVE SHOWCASE



Still Showing Up **by Rosaria Maresca (Student)**

I remember walking into those rooms,
happy,
but with a quiet anxiety
sitting beside me.

English was not my first language,
and I was afraid
of not being enough.

But then
I started raising my hand,
again
and again,

until I realised
I was not behind.
I was growing.

I found my voice
in discussions,
in questions,
in the space between fear and courage.

I liked being there,
in that kind of pressure
that makes you stronger,
not smaller.

But life
does not always move in straight lines.

Loss,
the kind you carry quietly,
stress,
and something inside me
that became too heavy to hold.

The distance grew,
not only from the university
but from that version of me.

Now
my classroom is quiet.

A screen,
a portal,
deadlines blinking
in silence.

No voices,
no raised hands,
no competition.

Just me.

And yet,
I am still here.

Still studying,
still trying,
still choosing
not to stop.

Because I know
what I want.

I want to grow.
I want to become more.
I want to build something of my own.

And I refuse
to give up on that.

So even if I am not there,

I am still showing up.

And this time,
not for anyone else,

but for me.

POETRY



My Special Ability by **Niharika Choudhary (Marketing Executive)**

It's not a disability
it's my special ability,
the one you don't have,
the one only I was chosen for.

I am God's favourite,
so, He made me different,
set me apart
so, I could see the world
through a richer, deeper lens.

You might laugh at me,
judge me,
stare a little too long—
but I still see you as a friend,
a friend who hasn't yet learned
that empathy is also a form of intelligence,
that perspective is a kind of power,
that kindness is its own strength.

You see my limits.
I see your walls.

You see a difference.
I see an opportunity—
for you to grow,
to understand,
to accept the beauty
of people who were never meant
to fit into your narrow frame.

Our abilities may be different,
but our dreams are not.

I, too, want to fly—
to feel the wind fold around me
like a promise.

I, too, want to swim in oceans
so wide they erase every fear.

I, too, want to stand at the edge of the world—
Mount Everest,
the Grand Canyon,
the places where Earth feels endless—
and say, "I made it.
Even with everything they said I couldn't do."

Yes, my abilities may be limited,
but I am not.

I am unstoppable—
experimenting,
learning,
researching,
discovering the things
others are too afraid to try.

I build my world with patience.
I carve my path with courage.

So, call me what you will—
I will still walk forward
with purpose,
with pride,
with a heart that refuses to shrink.

Because what you call a disability,
I carry as a gift.

And one day,
you will see it too—
that I was never "less."
Just different.
Just chosen.
Just blessed
with a special ability
designed only for me.





Where Love Resides by **Md Nabiul Islam Pranto (Student Wellbeing Officer)**

It's whispered in the wind, in silent sighs,
In stolen glances, beneath starlit skies.
It blooms in hearts, like flowers in spring,
It weathers storms, and calms the seas,
In every whisper, a gentle breeze.
In every laughter, in tears that fall,
Two souls aligned, is it our heart's true call?
In every silence, minds entwine their thrall.
For in the quiet spaces, probably love resides,
In the knowing looks, where trust abides.
In the hush of twilight, tuberose blooms,
Its fragrance dances in my dimly lit room.
Amidst flickering lights, chai grows cold,
My nerves grow colder, to whom has my soul been sold.
How do I claim it back, this essence lost?
Or is it worth the price, no matter the cost?
In shadows deep, I search my soul,
To reclaim what's mine, to make it whole.

SHORT STORY



The Street Light Affair by **Afsana Yasmin (Personal Academic Tutor)**

For quite a time, I have been juggling through my lifestyle, sometimes independent like a Wolverine and the rest of the time, like a cuddled panda, seeking comfort and assurance. This happens with everyone, maybe the proportion in each style varies, maybe some people need a day in a month to get under the sheet and leave all beside and some people might be on their own once in a while.

Whatever be it, there's a charm for either way we choose. Okay, let's put it this way, I am a working woman now, and I have to put up with the corporate turmoil for 5 days a week, but on the 6th day, I run towards unwavering love and fun from my favourite people, whilst there are students out there who have fun the entire week but on the weekend they need to stay home bound by rules of the household and complete assignments and that's when they have to be a work machine, a timid wolverine because things need to be get done. But then, what about the ones who can't decide what they want, when they want and how they want things to be? That's nothing less than a lone street light, which is there in the middle of the street, and the only one, so it has no clue about the stretch it's light is covering, whether it's covering any portion at all or not because maybe it's not luminous enough and maybe, it would just stop functioning in the middle of the night and then, it's just a dark empty street without a sign of life and light.

That's what happens when we aren't sure what we want in life, or maybe in a certain period of time. On a bigger scale, we know we want to live till our mortal gaze, but apart from that, what is our certain goal in life? For those who think that success, career, marriage and settling down count in the goal race, better get a cat or a dog and go for a walk every evening. Maybe that will get you some perspective in the walk of life.

here's a streetlight in the lane of my hibernating house, and yesterday when I was home alone, I stood in the balcony in the middle of the night, toxicating myself with thoughts of abandonment, I noticed the streetlight. The lane is neither too long nor a forefront one, it covers a good number of abodes and it's always very quiet and serene. But the night quiet hits differently, right? So, the streetlight is luminous much, and despite the lane being a little spooky, there was vision and a hope. I tend to turn everything philosophical, and I think that drives me to do everything in a sane manner.

Even though, my sanity is often clutched over by my insane side, I think as long as the streetlight doesn't mind being there standing alone, guiding people at the death of night, I can at least carry myself to touch my mortal end with less insanity and strength.

"Listen to your inner self, I said to myself, but how accurate can be my drawn conclusions of things. Can I ever be neutral about things? I guess not, I am a living being, I feel things and that leads to thoughts and hence the emotional plethora. There's always a part of me who knows that not everything will be pretty and not everything will be rotten to its core, all I need to see is that I can be my own streetlight. I can stand there for myself, however unpleasant life might get, however disgraceful my own thoughts can be, I can still light my path up and go forward or just stand still to light up someone else's. I read somewhere that it's not the light that matters, it merely the source of it which gives us purpose, and I need to be that purpose for my own sake. I need to be my own streetlight."

VISUAL ARTTS AND CREATIVE EXPRESSION



Finding Balance: The Role of Creativity Beyond Work by **Benaifer Pereira (Senior HR Analyst)**

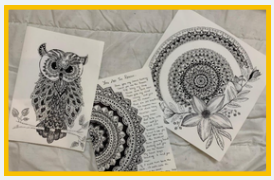
In today's fast-paced world, having a hobby is essential. It provides the opportunity to pause, step away from routine, and reconnect with oneself beyond daily responsibilities.

For me, that space comes through creative artwork, from mandalas to quilling and detailed design. Each piece allows me to slow down, focus, and express creativity in a meaningful way.

Alongside this, I also create handmade and customised work, developing ideas into something personal and unique. Some of this work is shared through my creative page on Instagram, handcrafted_by_benaifer.

Creativity, in this sense, becomes more than a hobby; it offers balance, clarity, and a renewed perspective on everyday life.









Creative Reflections in Drawing by **Michael Peake (Librarian)**

Outside of my role at UKMC, I enjoy drawing and painting, particularly faces. These are not based on specific individuals, but emerge gradually through lines and shapes.

As each face develops, I begin to imagine the person behind it: their personality, their experiences, and their story. This process transforms simple sketches into reflections of imagined lives.







ARTEFACTS:



Controlled Childhood vs Free Childhood by **Kasuar Parveen (Student, Manchester)**

This artefact explores the contrast between free and controlled childhoods, focusing on how each shapes development and autonomy. The left side represents free childhood, where outdoor play, social interaction, and imagination support learning and growth. This aligns with Piaget's emphasis on active exploration and Vygotsky's focus on social interaction, highlighting the role of independence, creativity, and emotional development.

In contrast, the right side reflects a controlled childhood shaped by digital technology. Strings symbolise external control, where algorithms influence behaviour and routines. This connects to Bandura's Social Learning Theory, showing how behaviour is shaped through observation, now intensified by constant digital exposure.

Overall, the artefact highlights a shift from self-directed exploration to externally influenced development, raising concerns about autonomy, identity, and long-term wellbeing.



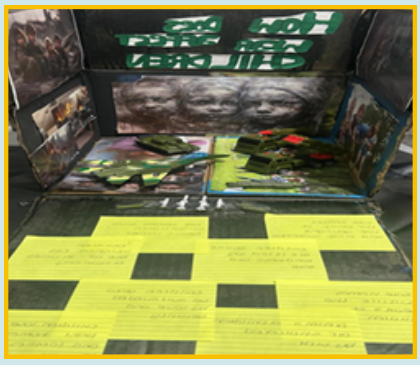


How Does War Affect Children's Lives? by **Salma Nishat (Student, Manchester)**

War has a profound impact on children's lives, affecting their safety, education, and wellbeing. Many lose their homes, schools, and sometimes their families, leaving them displaced and vulnerable in unfamiliar environments.

It also disrupts access to education and basic needs such as food, healthcare, and security. In some cases, children are forced into labour or conflict situations, placing them at significant risk and limiting their future opportunities.

Emotionally, these experiences can lead to long-term fear, anxiety, and difficulty rebuilding a sense of normality. The artefact highlights how war takes away childhood, a time that should be defined by stability, learning, and growth.





Commodification of Childhood in Contemporary Education by **Fathima Ramzan (Student, Manchester)**

This artefact examines how modern education increasingly treats childhood as a product shaped by systems of performance and control. The “starter kit” symbolises expectations placed on children to conform to structured learning pathways, while digital monitoring reflects Foucault’s concept of surveillance and Ball’s notion of performativity.

Other elements, such as behaviour charts and performance reports, highlight how children are evaluated against fixed standards, often limiting individual development. The absence of play reflects Froebel’s view that play is essential for learning and creativity.

Overall, the work critiques an education system that prioritises outcomes and control over the holistic development and wellbeing of children.

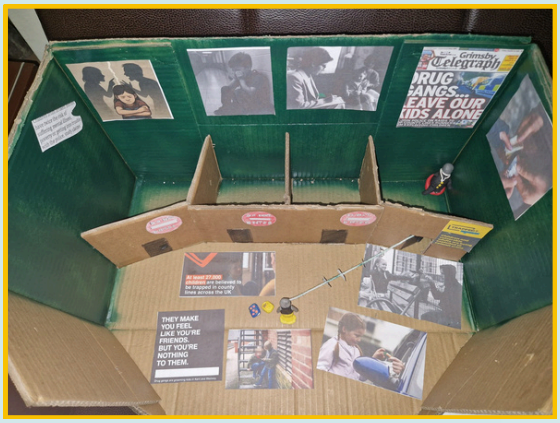
War has a profound impact on children’s lives, affecting their safety, education, and wellbeing. Many lose their homes, schools, and sometimes their families, leaving them displaced and vulnerable in unfamiliar environments.
It also disrupts access to education and basic needs such as food, healthcare, and security. In some cases, children are forced into labour or conflict situations, placing them at significant risk and limiting their future opportunities.





Victim of Modern Slavery by **Amna Bano (Student, Manchester)**

This artefact focuses on county lines exploitation and how vulnerable children are drawn into criminal networks.
It illustrates how children may be targeted due to personal or social challenges and gradually manipulated through trust, gifts, and false promises. Over time, they can become involved in transporting and distributing drugs. The work highlights the stages of exploitation and the risks faced by vulnerable young people, raising awareness of modern forms of coercion and control.

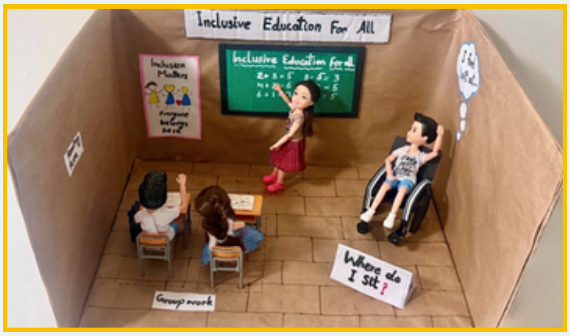




Inclusive Education or Hidden Exclusion? by **Afshan Afzal (Student, Manchester)**

This artefact provides a critical reflection on inclusion in education, highlighting how exclusion can persist even within inclusive environments. The placement of a wheelchair user alongside the question “Where do I sit?” symbolises challenges of belonging and participation. While inclusion is often defined by access, this work shows that meaningful engagement requires more than physical presence.

The artefact invites educators to reflect on how classroom practices may unintentionally create barriers and emphasises the need for thoughtful, inclusive design.





The Impact of Parental Conflict on Children's Mental Health by **Kaneez Gulfraz (Student, Manchester)**

This artefact illustrates how parental conflict affects a child’s emotional and behavioural development. The model shows a house where conflict between parents symbolically spreads into the child’s space, representing emotional distress. Although the conflict occurs separately, its impact is felt throughout the environment. The artefact also highlights how this stress can influence behaviour in social settings, including withdrawal or aggression. From the outside, the home appears normal, emphasising how such issues often remain hidden. Overall, the work encourages reflection on the wider impact of family dynamics on children's wellbeing.



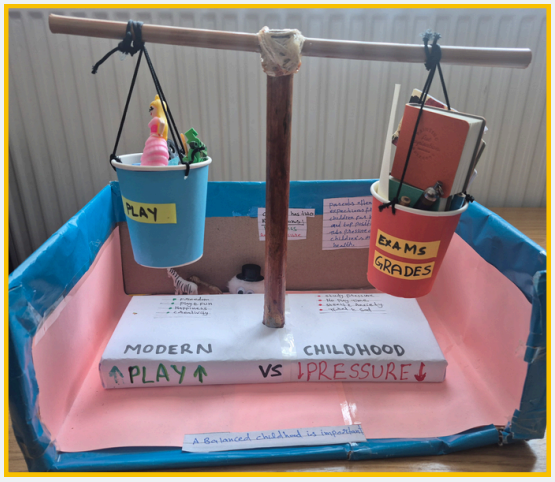


Play vs Pressure: Modern Childhood by **Bushra Sarwar (Student, Manchester)**

This artefact explores the tension between play and academic pressure in contemporary childhood.

A balance scale represents the contrast between creativity and structured expectations, with academic pressure outweighing opportunities for play. This highlights how modern systems often prioritise performance over holistic development.

The work raises questions about whether current practices support healthy childhood development or contribute to stress and imbalance.





Childhood Loneliness in Modern Times by **Abdul Qadir (Student, Manchester)**

This artefact examines childhood loneliness in the context of modern family life.
It highlights how limited parental engagement, often due to work commitments, can lead to emotional isolation. The contrast between reality and imagined scenarios reflects a child's desire for connection and attention.

The artefact also explores how absence, both physical and emotional, shapes a child's development and sense of belonging.





Student-Led Projects at UKMC **by Abdullah Khan and Muneeb Qamar (Student Association Officers 2025-26)**

Over the past year, the UKMC Student Association has demonstrated the creativity and dedication of its student body through a wide range of projects. These initiatives have enriched both the academic and social experience while strengthening the sense of community across campuses.

Students played a key role in organising induction days, helping new learners transition smoothly into college life through tours, support sessions, and peer engagement. They also supported open days, providing authentic insights into student life and contributing to a welcoming atmosphere for prospective students and families.

A major highlight was the student-led job fair, which created opportunities for students to connect with employers and develop professional networks. Organising this event required coordination, planning, and strong teamwork, reflecting the leadership and ownership demonstrated by the students involved.

Seasonal events such as Halloween and Christmas celebrations further contributed to a sense of belonging, bringing students together in relaxed and inclusive environments.

Overall, these initiatives demonstrate how students actively shape their own community, contributing to experiences that extend beyond the formal academic environment.





Campus Artwork **by Atiqur Rahman (Personal Academic Tutor)**

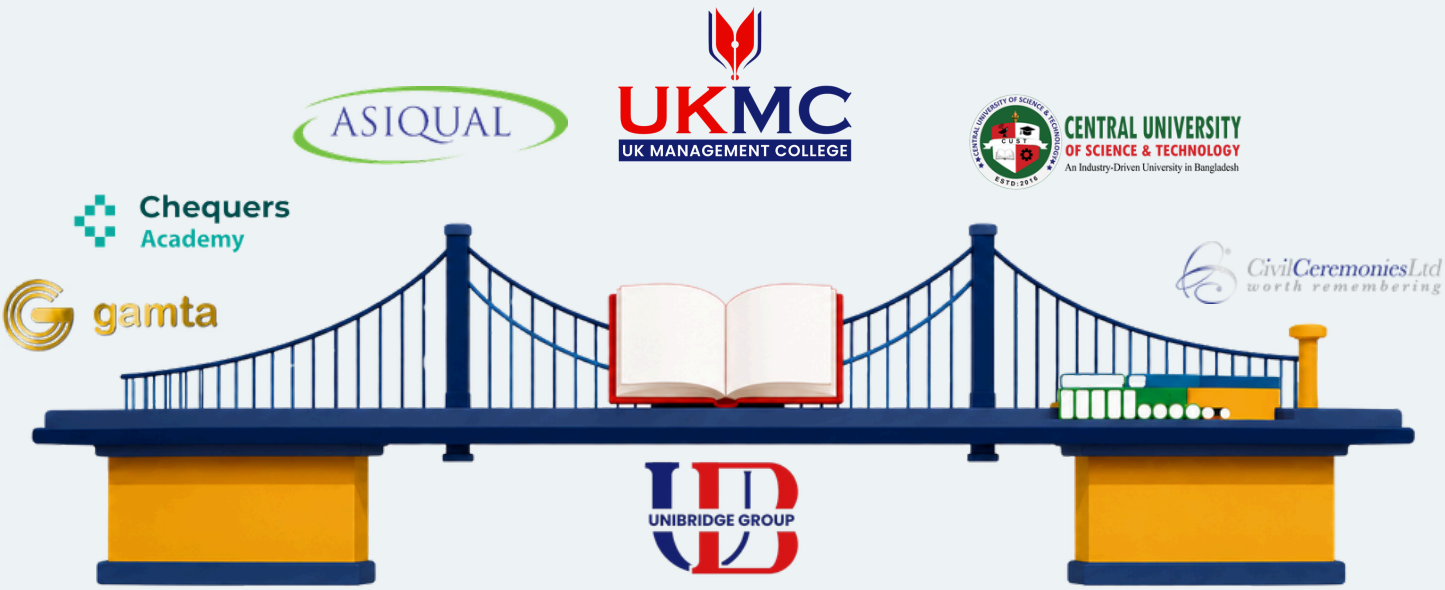
This piece presents a visual interpretation of UKMC's campus buildings, capturing their identity and presence through colour and form.



STRONG BRANDS. SHARED VISION.

10 YEARS OF IMPACT

At Unibridge, we believe education is the most powerful tool for transforming lives. Through our portfolio of institutions and businesses, we are bridging the gaps between knowledge and opportunities while empowering individuals, uplifting communities and raising living standards across the globe.



Bridging Education. For Better Futures

UKMC UK MANAGEMENT COLLEGE

Delivers career-focused higher education in partnership with leading UK universities, equipping students with the knowledge, skills and confidence to succeed in today's global workforce.

Chequers Academy

Offers specialist training for healthcare professionals and students, preparing learners for medical exams, clinical practice and successful careers in the UK healthcare sector.

gamta

Develops future performers through expert training in acting, singing and dance, helping students build confidence and pursue careers in the performing arts.

CENTRAL UNIVERSITY OF SCIENCE & TECHNOLOGY
An Industry-Driven University in Bangladesh

An industry-driven university in Bangladesh delivering career-focused education, practical learning and strong industry partnerships to prepare graduates for success in a global workforce.

CivilCeremoniesLtd worth remembering

Delivers professional celebrant training and personalised ceremonies, helping individuals create meaningful life celebrations while developing rewarding careers in celebrancy.

ASIQUAL

Provides accredited qualifications and professional training that enhance employability, develop workplace skills and support lifelong learning across a range of industries.

CLOSING SECTION

Looking Ahead: The Next Decade

As UK Management College enters its next phase of development, it does so with a clear sense of purpose grounded in its mission of transforming lives. The Strategic Plan for 2025-2030 sets out a future shaped by growth, inclusion, and meaningful impact across the communities and regions it serves.

Strategic Priorities

The College will continue to focus on creating opportunities, developing potential, and strengthening community engagement. These priorities guide all aspects of institutional development, ensuring that student success remains central to its mission.
Maintaining a strong emphasis on student experience, academic quality, and inclusive practice will remain critical. Through continued investment in teaching excellence, support systems, and staff development, UKMC aims to provide an environment in which all learners can thrive and progress, regardless of background.

Future Developments

Over the coming years, UKMC will expand its academic provision, strengthen partnerships with universities, employers, and community organisations, and continue to enhance its campus infrastructure and learning environments. These developments reflect a broader commitment to widening access, supporting employability, and responding to evolving societal needs.

Particular attention will be given to areas such as health, wellbeing, and skills development, ensuring that the College remains responsive to both regional priorities and national workforce demands.

Vision for 2036

Looking further ahead, UKMC aspires to establish itself as a recognised and respected higher education institution with a strong national and international presence. A key ambition is progression towards university status, supported by continued academic development, research growth, and innovation in teaching and learning.

At its core, this vision is not only about expansion, but about maintaining a sustained commitment to inclusivity, social mobility, and the continued transformation of lives through education, while strengthening its impact across the diverse communities it serves.

Acknowledgements

This publication reflects the collective effort, dedication, and collaboration of contributors within and beyond UK Management College. It brings together perspectives from staff, students, partner institutions, and wider collaborators who have supported the College's development over the past decade. The Editor-in-Chief extends sincere appreciation to all those who have contributed their time, insight, and experience to this publication. Their contributions have ensured that it reflects both the strength and diversity of the wider UKMC community.

Gratitude is also extended to colleagues across the College, whose continued commitment supports its ongoing success, and to external partners and friends of the institution whose engagement has helped shape its journey.

Editor-in-Chief
Dr Abbas Mohammed
Section Editors
Dr Akintayo Akinsarinla · Bailey Chadwick · Tayeba Tariq · Nang Mo · Michael Peake · Rory Woodward
Editorial Advisers
Maj GM Sajjad (Rtd) · Jagori Bandyopadhyay
Student Editors (Leads)
Tahmina Syed · Muneeb Qamar
Campus Teams (Leads)
Syeda Tamrina Shanawaz · Rafiz Rayhan · Awais Iqbal · Prof Hesham Magd · Dr Uzair Batti
Creative Directors
Alina Nabeel · Kate Victory-Edema
Visual Design Lead
Jacob Fowler
Project Support
Michael Taylor

This publication stands as a reflection of the people behind UKMC, those who contribute, support, and shape its continuing journey.

WORD SEARCH

Find the hidden words inside UKMC Logo. Words can be found horizontally, vertically, and diagonally.



FIND THESE WORDS:

EDUCATION
PAT
GROWTH
WELLBEING
INCLUSION
CANVAS
SUPPORT
UKMC
LEARNING
DIVERSE
COMMUNITY
CAMPUS

At UKMC, every word reflects our commitment to learning, growth, and togetherness.



The London Eye — a modern icon of London, symbolising progress, ambition and the UK's global outlook.

UKMC
UK MANAGEMENT COLLEGE

Get in touch

Have questions? Our team is here to help you.

@ukmanagementcollege
@ukmanagementcollege
UKMCollege
uk-management-college

Email: recruitment@ukmc.ac.uk
Tel: 0161 478 0015

Locations:
Manchester | Newcastle | Derby | Sunderland | Salford

10 YEARS OF EXCELLENCE

Anniversary Magazine 2026