

# Higher Education Student Charter



| Policy Review |                                             |                                                                                   |               |             |
|---------------|---------------------------------------------|-----------------------------------------------------------------------------------|---------------|-------------|
| Author/Owner  | Position                                    | Approved by SLT<br>Signed:                                                        | Approval date | Review date |
| Sian Pering   | Head of Higher Education and Adult Learning |  | 07.07.26      | Annual      |

## Document Control – Revision History (Policies only)

| Author/Owner | Summary of Changes                                                                                                                                                                                                                                    | Date     | Version | Date last reviewed by SED | Recommend to SED Y/N |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|---------------------------|----------------------|
| Sian Deasy   | Minor amendments. Inclusion of 'Purpose' & 'Scope' sections to clearly outline scope. Inclusion of numbering.                                                                                                                                         | 7/6/22   | v1      |                           |                      |
| Sian Deasy   | Amended line spacing and justification in line with Accessibility best practice, amendment of 4.1.b to make reasonable adjustments more explicit.                                                                                                     | 14/06/23 | v2      |                           |                      |
| Sian Deasy   | Minor clarification of some points open to potential misinterpretation in response to student review in 3.2e, f, 4.1d, and 4.2d.                                                                                                                      | 23.05.24 |         |                           |                      |
| Sian Pering  | Clarification in 'Scope' section that Policy applies to both Level 4+ qualifications historically identified as 'professional' or 'non-prescribed' and those that are 'recognised for funding purposes'.                                              | 15/04/25 | v3      |                           |                      |
| Sian Pering  | Clarification of Scope in line with new University partner. Updating of URLs and Policy titles as appropriate. Clarification on where students can find relevant 'regulations'. Ensuring all cited policies and procedures are included in Section 5. | 17/6/26  |         |                           |                      |

| Initial Equality Impact Screening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                           |                                                                                                                                                               |                             |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------|
| Who has been consulted on this policy & procedure?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                           | Feedback from colleagues at the Open University as part of Institutional Approval process. Review from HE Student Voice Officer as part of 2024 update cycle. |                             |                |
| What evidence has been used for this impact screening (e.g. related policies, publications)?<br>Review for amendment of any use of gendered pronouns. Review of point 4.1.b in line with Equality Act (2010) paras 20-22. More clarity in 4.2.b of what 'engagement' with learning looks like, with clear external reference points.                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                           |                                                                                                                                                               |                             |                |
| Declaration (please tick one statement and indicate any negative impacts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                           |                                                                                                                                                               |                             |                |
| <input checked="" type="checkbox"/> We are satisfied that an initial screening has been carried out on this policy/procedure and a full Equality Impact Assessment is not required. There are no specific negative impacts on any of the Protected Characteristics groups, provided that all other associated procedures are followed.                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                           |                                                                                                                                                               |                             |                |
| <input type="checkbox"/> We recommend that an Equality Impact Assessment is required by the Equality and Diversity group, as possible negative impacts have been identified for one or more of the Protected Characteristics groups as follows: <ul style="list-style-type: none"> <li><input type="checkbox"/> Age</li> <li><input type="checkbox"/> Disability</li> <li><input type="checkbox"/> Gender Reassignment</li> <li><input type="checkbox"/> Race</li> <li><input type="checkbox"/> Religion or belief</li> <li><input type="checkbox"/> Sex</li> <li><input type="checkbox"/> Sexual orientation</li> <li><input type="checkbox"/> Marriage &amp; civil partnership</li> <li><input type="checkbox"/> Pregnancy &amp; maternity</li> </ul> |                                                           |                                                                                                                                                               |                             |                |
| Completed by Author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sian Pering                                               | Position                                                                                                                                                      | Head of HE & Adult Learning | Date: 14.06.23 |
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviewed by Equality & Diversity Group                    |                                                                                                                                                               |                             | Date:          |
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | We confirm that any recommended amendments have been made |                                                                                                                                                               |                             |                |
| Amended by Author                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                           | Position                                                                                                                                                      |                             | Date           |
| Summary of Comments/Recommendations from Equality & Diversity Group Review:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                           |                                                                                                                                                               |                             |                |

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## **1. PURPOSE**

- 1.1. The Higher Education (HE) Student Charter outlines what learners at Yeovil College University Centre (YCUC) can expect during their studies, as well as the expectations the College will have of all YCUC learners in return. The Charter covers both academic matters, as well as the wider community and opportunities that come with higher education study.

## **2. SCOPE**

- 2.1. The HE Student Charter is relevant to all learners studying a higher education course at Yeovil College University Centre. This includes any qualifications at Level 4 or above – both those historically referred to as ‘Professional’ or ‘Non-Prescribed’ HE qualifications, and ‘Prescribed’ or ‘Recognised for Funding Purposes’ HE qualifications.
- 2.2. For students studying on ‘franchised’ or ‘flying faculty’ programmes delivered in partnership with the University of Gloucestershire (at this point BSc (Hons) Social Work, and BA (Hons) Business Management and Strategy), this Charter should be read alongside the Charter of the awarding University.
- 2.3. In all cases, this Charter sits alongside other policies and procedures, including but not limited to the HE Student Terms and Conditions, the Learner Disciplinary Policy and Procedure, the Attendance Policy and Procedure<sup>1</sup>, and the regulations of the relevant awarding body<sup>2</sup>.
- 2.4. Throughout this Charter, references to ‘you’ refer to students at Yeovil College University Centre, and ‘we’ refers to Yeovil College University Centre.

## **3. YOUR ACADEMIC EXPERIENCE**

### **3.1. You can expect:**

- a) Encouragement to develop academically, personally, and professionally through learning, teaching, and assessment activities which are informed by research and industry practice.
- b) Clear, prompt, efficient and courteous communications on all matters relating to your studies.
- c) The opportunity to work with enthusiastic lecturing staff who have expertise in teaching within their disciplines, industry practice, and who are actively supported to develop and deliver high quality teaching.
- d) A variety of effective approaches to learning, teaching, and assessment, connected to industry practice and standards.
- e) An assessment system which is fair, transparent, and based on academic merit.

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<sup>1</sup> Available at <https://www.yeovil.ac.uk/policies-reports/>

<sup>2</sup> Location will vary dependent upon programme of study. Students can find up to date information in their Course Handbook or by consulting their Programme Leader.

- f) The opportunity to receive academic advice and guidance on the academic standards and requirements of your chosen programme of study from your tutors, as well as on the development of your career.
- g) Access to learning resources and facilities appropriate to your programme of study.
- h) Timely provision of accurate and up-to-date information about all aspects of teaching, learning and assessment, including your chosen programme of study.
- i) Access to effective and timely student feedback mechanisms, including student representation, enabling you to be involved in the management and development of your programme of study and the Yeovil College University Centre as a whole.
- j) To study on an accredited programme the quality of which is assured by the validating body.

### 3.2. **We expect:**

- a) Pursuit of your academic studies in a diligent, ethical, and responsible manner, taking the initiative to develop the skills needed to become a successful and independent learner.
- b) Responses to college communications in a timely, clear, and courteous manner.
- c) Compliance with the requirements and regulations of your programme of study in accordance with the Yeovil College University Centre and validating / awarding bodies<sup>3</sup>.
- d) Liaison with the Yeovil College University Centre at the earliest opportunity if there is an issue that may impact upon your studies, and to seek advice where appropriate from relevant support services.
- e) Wherever reasonable and possible, participation in the opportunities to provide feedback on aspects of your programme, for example through the National Student Survey, Module Evaluations, and the Graduate Outcomes Survey.
- f) Represent Yeovil College University Centre appropriately in any relevant professional situations where this may arise.
- g) Maintain digital literacy and safety as per the guidance provided, including, but not limited to, the Acceptable Use of IT Policy<sup>4</sup>.

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<sup>3</sup> These are available through the HE Student Terms & Conditions, and as signposted throughout that document and the other Policies and Procedures it references.

<sup>4</sup> Available at <https://www.yeovil.ac.uk/policies-reports/>

## **4. YOUR COMMUNITY AND OPPORTUNITY**

### **4.1. You can expect:**

- a) A safe environment to study where all people are treated with fairness and respect and in line with Yeovil College FREDIE (Fairness, Respect, Equality, Diversity, and Inclusion) principles.
- b) Membership of a learning community that celebrates diversity, promotes good working relationships between all people, and ensures the provision of reasonable adjustments and appropriate support so that students of all backgrounds, including those who might share a protected characteristic, can engage with their learning. Other policies and procedures, including but not limited to the HE Disability Support for Students Policy and the Maternity and Paternity Policy for Students<sup>5</sup>, outline the sorts of support and reasonable adjustments available in more detail.
- c) Opportunities to enhance your employability by developing your professional skills and awareness of market needs, through both your programme of study and external opportunities.
- d) Clear information on the costs of studying and signposting to information from Student Finance or other relevant agencies about potential funding routes, as well as, for those in need of assistance, clear information about the available student support services.
- e) A holistic learning experience that contributes to your academic and non-academic learning experience in a variety of ways including provision of pastoral support through an advisory system.

### **4.2. We expect:**

- a) Everyone who works at, studies at, or visits Yeovil College University Centre to be treated with respect and the campus environment to be treated with care and consideration.
- b) Engagement with your Yeovil College University Centre learning experience, including attendance at your timetabled classes, participating in your lessons, and submission of your work and assessments, in line with the HE Student Terms and Conditions, Attendance Policy and Procedure, and HE Assessments, Extensions, and Mitigating Circumstances Policy<sup>6</sup>.

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<sup>5</sup> Available at <https://www.yeovil.ac.uk/policies-reports/>

<sup>6</sup> Available at <https://www.yeovil.ac.uk/policies-reports/>

- c) Effective use to be made of the opportunity to develop personally and professionally through your programme, studies, tutors, and the services offered by Yeovil College University Centre.
- d) Full participation in processes for the nomination and selection of student representatives and to ensure they are aware of your views and the issues you want them to raise on your behalf, or that these views and issues have otherwise been appropriately raised with University Centre staff, working in a co-operative manner in the ongoing development of Yeovil College University Centre.

## **5. RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS<sup>7</sup>**

Higher Education Student Terms and Conditions

Learner Disciplinary Policy and Procedure

Attendance Policy and Procedure

HE Disability Support for Students Policy

Student Maternity and Paternity Policy

Acceptable Use of IT Policy

HE Assessments, Extensions, and Mitigating Circumstances Policy

If this document is required in an alternative format, please contact [universitycentre@yeovil.ac.uk](mailto:universitycentre@yeovil.ac.uk)

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<sup>7</sup> Available at <https://www.yeovil.ac.uk/policies-reports/>