



# HE Student Transfer Process Policy

Policy Details	
Policy Owner	Head of Higher Education & Access
Date produced	October 2025
Approved by	Policies & Procedures Committee
Date approved	October 2025
To be reviewed	Annually
Publication	MyUSP, USP College Website

## **1. Statement of Intent**

- 1.1** This policy aims to inform readers of the USP College (the college) process for the transfer arrangements for higher education courses.

## **2. Introduction and Purpose**

- 2.1** The college welcome enquiries from students who wish to transfer into the college from another higher education institution, our aim is to work to try to achieve a positive outcome.
- 2.2** All providers of higher education in England are required to publish student transfer arrangements in accordance with the Higher Education Research Act 2017 and Office for Students Regulatory Framework 2025. A student transfer is defined within Section 38 of the Higher Education and Research Act.
- 2.3** Student transfer, for the purposes of this document includes:
- a. Transfers into USP College
  - b. Transfers between courses at USP College
  - c. Transfers to another provider from USP College
  - d. Transfers triggered by the college's Student Protection Plan
- 2.4** In the event of a), we will facilitate transfer of students from other providers to the College where we may be able to offer a suitable alternative course for students to complete their studies. Further information can be found in section 5.
- 2.5** In the event of b) we will facilitate transfer to a suitable alternative course, as appropriate. Please see information regarding transfer between courses. Further information can be found in section 6.
- 2.6** In the event of c) and d) we will firstly aim to teach out all current students on their original course, where this is not possible, we will facilitate an appropriate transfer. Further information can be found in sections 7 & 8.

## **3. Legislation and Guidance**

- 3.1** This process links to the following legislation and guidance:
- a. Higher Education and Research Act 2017
  - b. Office for Students (OfS) Regulatory Framework 2025
  - c. OfS Guidance on Student Protection Plans
  - d. Consumer Rights Act 2015

## **4. Linked Policies**

- 4.1** This process links to the following college policies:
- a. Admissions and Enrolment Policy
  - b. HE Accreditation of Prior Learning Policy
  - c. Fees, Loans and Refunds Policy
  - d. HE Student Protection Plan
  - e. Compliments and Complaints Policy

## **5. Transfer into USP College**

- 5.1** USP College welcomes enquiries from students who wish to transfer into the college and will also work to try to achieve a positive outcome where possible and within regulations.
- 5.2** Transfer requests will normally be processed within 2 - 4 weeks of initial enquiry.

- 5.3** Students with disabilities will be offered tailored support and reasonable adjustments throughout the transfer process to ensure accessibility and equity.
- 5.4** Students may seek to transfer to the College for their own reasons or as a consequence of events at other higher education providers triggering a transfer or a student electing to transfer to the college, we will consider:
- a. Admission of students onto a similar taught course, taking completed credit, level attained, or other study undertaken into consideration, as appropriate. This will be facilitated through the Accreditation for Prior Learning Process.
  - b. Admission of students onto an alternative taught course, taking completed credit, level attained, or other study undertaken into consideration, as appropriate. This will be facilitated through the Accreditation for Prior Learning Process.

## **6. Transfer between college programmes**

- 6.1** As a consequence of students requesting to transfer between courses at the college we will consider
- a. Admission of students onto a similar taught course, taking completed credit, level attained, or other study undertaken into consideration, as appropriate. This will be facilitated through the Accreditation for Prior Learning Process.
  - b. Admission of students onto an alternative taught course, taking completed credit, level attained, or other study undertaken into consideration, as appropriate. This will be facilitated through the Accreditation for Prior Learning Process.
- 6.2** Transfer between courses at the college will normally be facilitated by the Higher Education team and MIS. In circumstances where a student is attending their studies and wishes to transfer to another course, the transfer will be facilitated by their current and intended programme leads in conjunction with the relevant Curriculum Director. The Curriculum Director is responsible for ensuring academic suitability and resource availability, while MIS oversees the accurate processing of student records and enrolment updates.
- 6.3** Procedural checklist for internal transfers:
- a. Student submits a formal transfer request to the HE Student Advisor or programme lead.
  - b. Programme leads (current and intended) review academic suitability and completed credit(s).
  - c. The Head of Higher Education & Access will liaise with the sector area Curriculum Director, where it will be reviewed and the transfer will be approved based on programme capacity and alignment.
  - d. MIS processes the transfer request and updates student records accordingly.
  - e. Student receives written confirmation of the approved transfer and updated enrolment details.

## **7. Transfer out of USP College**

- 7.1** As a consequence of events outlined in our Student Protection Plan or a student decision to transfer to another provider, USP College would facilitate transfer to another higher education provider for the student to complete their studies. This may include, but is not limited to:
- a. Course or discipline closure
  - b. Institutional closure
  - c. Loss of designation
  - d. Loss of accreditation
  - e. Student-led withdrawal
- 7.2** Should transfer to another provider be necessary we will support arrangements to:
- a. Confirm any completed credit, level attained, or study undertaken as appropriate so a student may transfer to another provider straight away or at a later date. This is provided through a student transcript.

- b. Receive a refund for all or part tuition fees where transfer of completed credit is not possible, in accordance with our Fees, Loans and Refunds Policy.

**7.3** Transfer out of USP College will be facilitated by the Head of Higher Education & Access in accordance with relevant Student Protection Implementation Plan(s).

## **8. Transfers triggered by the college's Student Protection Plan**

- 8.1** In the event of a transfer triggered by the Student Protection Plan, the College will activate contingency protocols to ensure academic continuity and student support. These protocols include:
- a. Establishment of a student protection implementation team led by the Principal (or their nominee).
  - b. The implementation of the Student Protection Plan (SPP) will outline the reason for transfer, risks and likely implications, responsible manager (normally the Head of Higher Education & Access or nominated academic Curriculum Director), and timeline.
  - c. Implementation of a communication strategy to inform affected students promptly and transparently.
  - d. Provision of named contacts for advice and support (e.g. HE Student Advisor, programme lead).
  - e. Offer of group and individual support sessions to guide students through the transfer process.
  - f. Academic continuity planning, including teach-out options, alternative courses, or transfer to another provider with recognition of completed credit.
  - g. Financial support, including eligibility for full or partial tuition fee refunds in accordance with the Fees and Refunds Policy.

## **9. Advice and Support**

- 9.1** In the event of a transfer in or out of the college, advice and support will be available to students individually or collectively. In the first instance, advice is available from the HE Student Advisor.
- 9.2** Students may also seek guidance from their programme lead, Curriculum Director or the Head of Higher Education & Access depending on the nature of the transfer. For general queries and documentation, students should refer to the HE section on MyUSP, which includes FAQs, contact details, and relevant forms.
- 9.3** If a student feels their transfer request has not been handled appropriately, they may escalate their concern via the Higher Education team or submit a formal complaint through the Student Services team, following the College's Complaints Procedure.

## Equality and Diversity Statement & Impact Assessment

USP College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

This form should be used by managers and policy owners within their area of responsibility to carry out Equality and Diversity Impact Assessments (EDIAs) in relation to protected characteristics including, but not limited to: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation. The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

### 1. Name of Policy

HE Student Transfer Process

### 2. Which of the following groups could be affected by this policy?

*(Tick all that apply)*

<b>Students</b>	<input checked="" type="checkbox"/>
<b>Staff</b>	<input type="checkbox"/>
<b>Wider Community</b>	<input type="checkbox"/>

### 3. Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

N/A

### 4. The Impact

Four possible impacts should be considered as part of the assessment:

- Positive Impact** - Where the policy might have a positive impact on a particular protected characteristic.
- None or Little Impact** – Where you think a policy does not disadvantage any of the protected characteristics
- Some Impact** – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristic is likely to be greater than on another.
- Substantial Impact** – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Thought-provoking questions, which might help come to a decision about the impact of a policy on individuals with protected characteristics:

- Does policy outcomes and service take up differ between people with different protected characteristics?
- What key information do we have? Does data or engagement with people with protected characteristics give insights into areas of disadvantage, which relate to the policy area?
- If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- Will the policy deliver practical benefits for certain groups?
- Does the policy miss opportunities to advance equality of opportunity and foster good understanding/relationships between groups?
- Do other policies need to change to make this policy more effective?
- Is there any elements of the policy that could be unlawful under the Equality Act 2010?

Use the guidance provided above and complete the following table: **(Please Tick ✓)**

<b>Gender/Age</b>	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Gender		✓		
Age		✓		
<b>Disability</b>	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Visually Impaired		✓		
Hearing impaired		✓		
Physical Disability		✓		
Specific Learning Difficulties		✓		
Global Learning Difficulties		✓		
Autistic Spectrum Disorder		✓		
Any other disability – Various		✓		
<b>Other Factors</b>	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Race		✓		
Culture		✓		
Religious Belief		✓		
Sexual Orientation		✓		
Gender Reassignment		✓		
Marriage/Civil Partnership		✓		
Pregnancy /Maternity /Paternity		✓		

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the below action plan.

**5. Is there anything that cannot be changed?**

What cannot be changed?	Can this be justified?	If so, how?
Not applicable		
E.g., Disabled people can be treated more favourably under the Disability Discrimination Act 2005. If a policy appears to treat disabled people more favourably than other equality groups, the disadvantage may be justifiable		

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

<b>Action Plan:</b>
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