HE Student Transfer Process

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

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.   Linked Polices

- Admissons and enrolment policy
- Accreditation of prior learning policy
- Fees and refunds polcy

3.   Introduction and Purpose

    3.1   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.

    3.2   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 2022. A student transfer is defined within Section 38 of the Higher Education and Research Act.

    3.3   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

    3.4   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 in order for students to complete their studies. Further information can be found in Section 4.

    3.5   In the event of b) we will facilitate transfer to a suitable alternative course, as appropriate. Please see information regarding transfer between courses.

    3.6   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.

4. Transfer into USP College

    4.1   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.

    4.2   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 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.

5. Transfer between college programmes

5.1 As a consequence of students requesting to transfer between courses at the college we will consider
a. Admission of students onto a similar 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.

5.2 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 Leaders in conjunction with the relevant Curriculum Director.

6. Transfer out of USP College

6.1 As a consequence of events outlined in our Student Protection Plan or a student decision to transfer to another provider, we 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

6.2 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 and Refunds Policy.

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

7. Transfers triggered by the college's Student Protection Plan

7.1 The Principal (or their nominee) will establish a Student Protection Implementation Team appropriate to transfer and will oversee the production by this team of a Student Protection Implementation Plan. This will set out the details of the reasons for the implementation plan, the responsible manager for the plan (normally the Head of Higher Education & Access or nominated academic coordinator), the risks identified and likely implications for students, the communication, support and advice plan for students and the timescales involved.

8. Advice and Support

8.1 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.

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)

Students	√
Staff	
Wider Community	

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:

- a.   **Positive Impact -** Where the policy might have a positive impact on a particular protected characteristic.
- b.   **None or Little Impact –** Where you think a policy does not disadvantage any of the protected characteristics
- c.   **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.
- d.   **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:

- e.   Does policy outcomes and service take up differ between people with different protected characteristics?
- f.   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?
- g.   If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- h.   Will the policy deliver practical benefits for certain groups?
- i.   Does the policy miss opportunities to advance equality of opportunity and foster good understanding/ relationships between groups?
- j.   Do other policies need to change to make this policy more effective?
- k.   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 √)**

Gender/Age	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Gender		√		
Age		√		
Disability	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		√		
Other Factors	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 favorably under the Disability Discrimination Act 2005. If a policy appears to treat disabled people more favorably 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)

Action Plan: