

Summarised consultation responses on the revised guidance for student charters

General comments:

- Respondents were pleased to have the opportunity to engage with the exercise to develop revised guidance.
- Agreement that student charter guidance should be updated in light of changes to recent legislation and to requirements of Welsh Language standards.
- Effective communication is required to ensure students are aware of the revised guidance and how their interests are protected.
- Must ensure that the revised student charter is accessible for the whole student body.

Number of respondents: 11

Q1 Do you agree that it is appropriate for the Student Charter to include a statement on how the student interests are protected?

Number of responses: 11

Agree: 11

Disagree: 0

Unsure: 0

All respondents agreed with the proposal in principle but with a number of caveats, including the suggestion that the statement should not provide complex detail about how student interests are protected but could refer to other sources of information already provided by institutions. There was a concern that a collective approach to producing a student charter could lead to the document becoming bland and meaningless, having lost the character of the institution in its development. There was a suggestion that the term 'student entitlements' could be used instead of 'student interests', which could better align with the baseline requirements of the Quality Assessment Framework.

Q2 Do you agree that it is appropriate to replace the reference to costs of study in the previous Student Charter guidance, with information on how the institution addresses its responsibilities as described in the CMA guidance?

Number of responses: 11

Agree: 7

Disagree: 1

Unsure: 3

The response to the question was mixed. There were suggestions that the CMA guidance could complement information provided by institutions rather than wholly replacing it. One respondent noted that the CMA guidance only related to undergraduate students, and so replacing the guidance in this area might not be relevant for all students. Students may also prefer to see explicit reference to costs of study so this should remain in the charter. There was a concern that referencing the CMA guidance may be too technical for this type of document and that perhaps the charter could link to another document in which the institution addresses its responsibilities. In addition, in relation to other work being done by HEFCW, NUS Wales has noted that it is keen to maintain an emphasis on the provision of information on costs of study.

Q3 Are there any unintended consequences arising from our intention to require the wording within Student Charters to be updated to reflect the Welsh language standards?

Number of responses: 11

Agree: 9

Disagree: 0

Unsure: 2

The majority of respondents agreed with the proposal, recognising that the wording in student charters should be updated to reflect the Welsh language standards and that this should form a key part of the charter. There was, however, a concern that updating the language should not be done at the expense of the Coleg Cymraeg Cenedlaethol.

Q4 Are there any unintended consequences resulting from the proposal to update the terminology of the Student Charter guidance to take account of the 2015 Act?

Number of responses: 11

No: 11

Yes: 0

Unsure: 0

Q5 Are there any issues we should be aware of in reaffirming the guidance on Relationship Agreements?

Number of responses: 11

No: 11

Yes: 0

Unsure: 0

All respondents advised that there were no issues for officers to be aware of when reaffirming the guidance on Relationship Agreements. One respondent suggested

that it was important to ensure the different purposes of Student Charters and Partnership/Relationship Agreements were clearly understood.

Q6 Are there any other issues regarding the Student Charter which you would like to bring to our attention?

Number of responses: 11

Suggestions:

- Student charters should be relevant and accessible to all students groups, including those undertaking study outside of the UK. Charters should be available in digital formats, preferably interactive and of an appropriate length.
- The guidance should take into account best practice around providing safe and inclusive environments for students and reflect institutional commitments to student wellbeing.
- Student charters should make reference to student complaints procedures and the Office of the Independent Adjudicator.
- Whether the term 'student charter' has any currency in the sector and whether the guidance should have more of a focus on the student experience.
- A specific point of contact should be named within each charter document.
- There is scope for Student Charters to play a more significant role in not just articulating what students can expect from a provider, and what is expected of students, but also in setting out what the provider-student body partnership hopes to achieve and how this will be done.