

**Introduction****1. What is a Student Protection Plan?**

1.1.1 Higher education providers must have a Student Protection Plan ('Plan') that is approved by the Office for Students ('OfS') and reviewed on a regular basis. Such Plans explain what students can expect if a course, campus, or university closes. The aim is to make sure students are able to complete their studies or (if this is not possible) compensated. Plans identify reasonably foreseeable potential risks that may impact a course, campus or university and explain how risks are managed to protect students' interests. This Plan does not address the types of support we offer students in relation to, for example, pastoral matters; such information is available on our website and from the ASK team. This Plan is available on our website and should be read in full. This Plan is in addition to the protections provided by UK consumer law and does not affect consumer rights.

1.1.2 For Regent's University London this Plan explains:

- The risks we have identified.
- Whether those risks are likely to happen.
- What we do to reduce the likelihood of a risk happening.
- What we do to reduce the impact of a risk on our ability to deliver study opportunities.
- Our approach to compensation.
- Our approach to communication if a risk impacting our ability to deliver study opportunities happens.
- Our approach to offering support if there are choices about study options.
- How to make a complaint about our delivery of this Plan.

**1.2 Who does this Plan cover?**

- This Plan covers all students currently registered at Regent's University London for study on a course that (if successful in completing assessments) can lead to academic credit or a recognised Higher Education Qualification ('student', 'you'). This means that a student is a person registered to study a Regent's University London award (whether delivered directly or by one of its overseas collaborative partners) that we have full contractual responsibility to, for the purpose of providing educational services.
- The Plan also covers applicants who have not yet commenced studies but have accepted a place to study at Regent's on a course that (if successful in completing assessments) can lead to academic credit or a recognised Higher Education Qualification. If we activate this Plan and applicants are impacted, we will identify and communicate suitable alternative study opportunities. This may include transferring to another course we offer or deferring to the following year's intake.

**1.3 Who is not covered by this Plan?**

- This Plan does not apply to any person that is not a student at Regent's University London or is not an applicant that has accepted an offer to study at Regent's University London. This Plan also does not cover students that are enrolled on provision delivered by one of our UK-based Collaborative Partners. This is because our UK-based partners have their own Plans.
- If you are a student covered by this Plan and you go on a study period abroad, you are not covered for any changes that happen at the overseas provider. However, if there is an issue with provision at the overseas provider, we will put actions in place to support you to continue your studies.

**2 Assessment of Risks****2.1 Determining risk**

- In this Plan we define a risk as something happening that can cause a loss of educational study opportunity. The impact of risks can be very low, low, medium, high, or very high.
- We know that not all risks we have identified will happen. To help us assess the risks

identified, we consider how likely they are to happen ('likelihood'). Likelihood of risks identified in this Plan may be very unlikely, unlikely, possible, likely, very likely.

- This means that we could identify something as being very high impact, but very unlikely; or very low impact, but very likely to happen, and anything in between.

## 2.2 Managing and reducing risk

- We manage risks depending on the type of risk. This means the actions we take will be different depending on the impact of a particular risk. The following definitions will help you understand the actions we will take for the risks considered in detail below:
- **Teach-out** means that we will continue to deliver teaching on your course to ensure that the quality of your course, the teaching provided, and your student experience are equivalent to what you could expect if your course was continuing. If you are on a course that is being taught-out, we will provide you with information, advice and guidance on your options, including transfer to another course or to another provider (see below). If we have to change your course, including the available elective modules, we will consult you and explain the reasons for the change(s). We will communicate with you, including through your student representatives, and the Student Experience and Wellbeing Team, and will provide opportunities for you to have individual meetings with your personal tutor or Director of Content. This is to ensure you have enough information to understand how the teach-out process will work for you and that you can raise any questions or concerns. To ensure academic standards of our awards, all quality assurance processes will continue until all students have completed any course in teach-out.
- **Internal transfer to another course.** If you cannot continue your studies due to course closure, we will support you to move to a course similar to the one you are on. To help you make a decision that is right for you, your Director of Content and/or a member of the Student Experience and Wellbeing Team will discuss your options with you. This will include discussing any specific needs, such as caring responsibilities, information about finances, and Visa status (where relevant). We will explain similarities and differences between the courses on offer and identify those that provide the nearest match with your original course, considering learning outcomes, assessments, tuition fees, any additional equipment or costs you might incur, and graduate career options. Once you decide to transfer to another course, we will amend your registration and provide you with all relevant information including delivery pattern and access to resources. If you do not want to transfer to another course at Regent's, we will support you with information, advice and guidance on transferring to another course at a different provider (see below). Alternatively, you could choose to leave your course early with an exit award (if you have obtained enough academic credits) and confirmation of your academic achievement. We will also give you guidance on any refund you may claim and compensation if the course closes during your enrolment.
- **Transfer out to another provider (UK and non-UK students).** If you cannot continue your studies due to course closure, we will support you to move to a course at another higher education provider. To help you make a decision that is right for you, your Director of Content and/or a member of the Student Experience and Wellbeing Team will discuss your options with you. This will include discussing any specific needs, such as caring responsibilities, information about finances, accommodation, learning resources, financial support (including scholarships and bursaries), wellbeing support, accessibility, guidance on making a complaint, and Visa status (where relevant). If you decide you want to transfer, and the provider of your choice can offer you a place on a course, we will work with the other provider to support your transfer, including any Recognition of Prior Learning processes. Given the international make-up of our student population, we know that some students may want to transfer abroad.
- **Exit awards and certification.** Our academic regulations mean that students who transfer externally may be eligible to receive appropriate exit awards and certification with evidence of their academic achievement. If sufficient academic credit has been earned, the relevant exit award will be confirmed by the progression/finalist board and you will be

issued with a transcript. If you have insufficient academic credit for an exit award, you may apply for a transcript of your results which confirms achieved credit. If not continuing with a course of study in the UK might impact your Visa status, we would also ensure that we talk to you about this and provide you with information, advice and guidance to help you make the right decision for you.

- **Students on study period abroad.** Many of our courses involve a term of study abroad at one of our partner organisations. If the preferred study abroad destination country is not an option, we would attempt to identify an alternative location that could provide the same or similar educational outcomes. Alternatively, we would give you the option to return to continue your studies for your term abroad, in the UK. If teaching could not be completed mid-way through your term, and there were no alternative options, we would support you to return the UK and continue your study, undertaking an alternative assessment to achieve any missing academic credit.

### 3 Types of risk

We have identified risks that relate to:

- Learning and Teaching.
- Regulatory capacity.
- Infrastructure.

These risks and the potential mitigating actions are explained below.

### 4 Learning and Teaching risks

#### 4.1 Extremely low number of students

- We have evaluated this as: high impact, low likelihood
- Over 80% of our students are international. This means that any restriction on travel to the UK (whether related to a public health concern, issuing of visas or some other reason) would affect cohort and class sizes, and the on-campus student experience. In addition, our teaching and learning approach is based on class sizes that are smaller than you might expect at other higher education providers.
- To reduce the impact of extremely low student numbers, we could combine teaching sessions (where possible) or close the affected course(s).
- If we considered combined teaching, we would carefully consider the learning outcomes for the affected module and map them against other similar modules to identify sessions that could be delivered together. This would increase class sized for those sessions and provide a broader cohort and therefore student experience.
- If we considered closing a course, we would take a student-centred view to make sure all relevant information has been considered. This would include current students' experience, applicants' and potential applicants' experience, the academic quality of provision, market demand, and strategic fit. If we closed a course, we would 'teach-out' the course where possible. This means that we would stop recruiting to the course and may not allow students to enter directly at Levels 5 and/or 6. We may also consider whether we can transfer you to a course that is not closing.
- To reduce the likelihood of us having extremely low student numbers on a course, we regularly monitor the number of applicants to all of our courses. If the number of applicants to a course were extremely low, we could take action that may include contacting all applicants to offer them a place on a different but similar course.

#### 4.2 Withdrawal of elective modules

- We have evaluated this as: medium impact, low likelihood.
- In line with our strategic vision, we offer courses that include highly specialised modules, including optional (elective) modules. Depending on our overall student numbers, the class size for some elective modules may be too small and this could negatively impact the student experience. This means that we may decide not to offer a elective module where there is good reason, such as an extremely low class size or lack of appropriate resource.

- To reduce the impact of having to withdraw an elective module, we offer closely connected elective modules. This means that if you choose a module that we later withdraw, we will be able to help you move to a similar elective module that is running.
- To reduce the likelihood of us having to withdraw an elective module, early in each academic year we ask our students to choose their modules. This means that we can make sure there are enough students in classes to deliver the best possible student experience. If you chose an elective module that we had to withdraw, we would let you know as soon as possible and would work with you to move to a different elective module.

#### **4.3 Restrictions on Study Abroad (Outgoing)**

- We have evaluated this as: medium impact, medium likelihood.
- As future global leaders we offer our students the opportunity to study abroad with different higher education providers. However, depending on the destination country, this may not be possible. For example, restrictions put in place by a relevant government may prevent travel into the destination country. This means that we may not be able to arrange for study abroad in a specific country.
- To reduce the impact of travel restrictions affecting study abroad placements offered by partner organisations, we work globally with a range of higher education providers. This means that we are able to identify alternative destinations so that the opportunity for study abroad is not lost. If a study abroad opportunity is interrupted once it has begun, we will follow relevant advice (including that of the relevant government) and, as necessary take action to repatriate students before looking for alternative opportunities for continuation.
- To reduce the likelihood of us being unable to offer study abroad our International Partnerships, and Quality Office teams check government information related to travel restrictions. If study abroad in a specific country is no longer possible, before a student begins travelling, we would work to find a suitable alternative destination. Our Major Incident Management team plan for circumstances where we urgently need to bring back a student already in a destination country on their study abroad. Therefore, although you may not be able to study abroad in your chosen destination, in most cases you will still be able to study abroad in an alternative country.

#### **4.4 Loss of access to academic placements**

- We have evaluated this as: medium impact, low likelihood.
- The close links we have with industry are a key feature of the courses we offer. This involves having real-world ('authentic') assessments and learning opportunities, including assessed or academic placements. However, circumstances outside of our control mean that we may not be able to find suitable placement opportunities that would allow students to be assessed on their performance.
- To reduce the impact of not being able to offer an academic placement, a suitable alternative assessment will be available to make sure it is possible for you to continue your studies.
- To reduce the likelihood of not being able to offer an academic placement, we ask students to find their own opportunity. This means that you can build your understanding of what you need to look for in a potential placement provider to successfully pass the placement. By asking you to choose your placement provider you can make sure you find something that is relevant to you and your career plans.

#### **4.5 Partner institutions (excluding study abroad arrangements)**

- We have evaluated this as: medium impact, low likelihood.
- We work with carefully selected partner organisations in delivering learning opportunities that may lead to a Regent's University London award. However, as they are separate from us, our partner organisations may not be able to deliver the learning opportunities as we expect. For example, if a relevant government withdrew its authorisation for one of our partner organisations, that organisation would no longer be able to offer our courses at that location.

- To reduce the impact of a partner institution not being able to offer our courses, we would work closely with our partner organisations to teach-out the remainder of the courses. Our Collaborative Provision Committee would monitor the teach-out of our courses, using an exit strategy and taking appropriate action where there is any threat to the academic standards of our awards.
- To reduce the likelihood of a partner institution not being able to offer our courses, we carry out in-depth checks on a range of aspects of a prospective partner ('due diligence'). This includes considering the financial stability and evaluating the quality assurance arrangements in place at a prospective partner.

## **5 Regulatory capacity**

### **5.1 Restrictions on, or loss of, Degree Awarding Powers**

- We have evaluated this as: very high impact, low likelihood.
- We have the authority to award degrees in the name of Regent's University London.
- To reduce the impact if we were to be unable to award degrees in our own name, we would provide our students with confirmation of the academic credit successfully achieved and, as relevant, an exit award. This means that the academic credit that you have achieved would not be lost. We would also help you to transfer to another higher education provider so that you could continue your studies.
- To reduce the likelihood of losing our degree awarding powers, we have robust processes and monitoring structures in place to ensure the quality and standards of the awards we validate.

### **5.2 Restrictions on, or loss of, OfS registration**

- We have evaluated this as: very high impact, low likelihood.
- We are registered with the Office for Students ('OfS') as the regulatory body for the delivery of higher education.
- To reduce the impact if we were at risk of losing our registered status, we would work closely with the regulator to ensure we rectified any concerns raised.
- To reduce the likelihood of losing our registered status we have robust processes and monitoring structures in place to ensure that we meet the ongoing conditions of registration with the OfS.

### **5.3 Loss of Student Visa Sponsor Licence**

- We have evaluated this as: very high impact, low likelihood.
- Over 80% of our students require a visa to study with us. This means that if we were unable to sponsor students to receive a visa to study with us, our stability (financial and educational) would be negatively impacted.
- To reduce the impact of losing our student visa sponsor status, we would provide our students with confirmation of the academic credit successfully achieved and, as relevant, an exit award. This means that the academic credit that you have achieved would not be lost. We would also help you to transfer to another higher education provider so that you could continue your studies.
- To reduce the likelihood of losing our student visa sponsor status, we regularly review and monitor our compliance through our Student Immigration and Compliance team and our cross-University UKVI Working Group. We also work with experienced immigration lawyers who externally review our sponsorship compliance to provide assurance to the University and our students.

### **5.4 Loss of Accreditation by Professional, Statutory and Regulatory Bodies**

- We have evaluated this as: low impact, low likelihood.
- Some of our psychotherapy and psychology courses are recognised by Professional, Statutory and Regulatory Bodies ('PSRBs'). These PSRBs are the Health and Care Professions Council, UK Council of Psychotherapy, and the British Psychological Society.

Entry into specific professions requires successful completion of a recognised award. Therefore, having PSRB recognition of certain awards is important in terms of career progression.

- To reduce the impact if we lost PSRB accreditation for relevant courses, we would provide our students an opportunity to transfer to another course we offer. We would also offer to provide students with confirmation of the academic credit successfully achieved and, as relevant, an exit award. This means that the academic credit that you have achieved would not be lost. We would also help you to transfer to another higher education provider so that you could continue your studies.
- To reduce the likelihood of losing PSRB accreditation for relevant courses, we have robust processes and monitoring structures in place to ensure that we meet the ongoing compliance requirements for each PSRB. We also regularly keep in touch with our PSRBs to make sure we know about any changes in the standards we need to meet.

## **6 Infrastructure Risk**

### **6.1 Institutional closure due to lack of financial viability**

- We have evaluated this as: very high impact, low likelihood.
- As a privately funded higher education provider, our income is largely based on tuition fee income. If we had serious financial viability problems, the OfS could withdraw our status as a registered provider or restrict our ability to enrol new students. The impact of this would be significant for our students and would negatively impact our ability to sponsor non-UK students for student visas.
- To reduce the impact if we had to close because of a lack of financial viability, we would work closely with the OfS to put in place arrangements so that our students could complete their studies, where the teach-out of part or a full year of study was possible, or transfer to another provider with an exit award and/or certification of academic credit for studies already successfully completed.
- To reduce the likelihood of closure because of a lack of financial viability, we joined the Galileo Global Education group which invested sufficient resources and helped us establish a robust business plan. This business plan ensures our financial sustainability in the event of a critical loss of tuition fee income.

### **6.2 Building or campus closure due to external events**

- We have evaluated this as: medium impact, medium likelihood.
- Territorial lockdowns due to global health epidemics saw the whole higher education sector move swiftly to online teaching and learning. Although we are an on-campus delivery provider, we have the capability to move to online teaching where access to campus is not possible for any length of time.
- To reduce the impact of closure of our campus or any building, we have retained our online infrastructure and digital capabilities such that, if our campus or any of our buildings were unavailable, we would be able to move fully online again.
- To reduce the likelihood of closure of our campus or any building, we have a Major Incident Management Plan and Group as well as business continuity plans in place that focus on other risks, such as failure of IT systems, fire or other incidents. We also have clear Health and Safety policies and practices in place, as well as policies on acceptable data and IT usage.

## **7 Refunds and Compensation**

The University's policies for deposit and tuition fee refunds, and compensation if a course or institution is closed, are published on the University's website. Please refer to [www.regents.ac.uk/study/how-to-pay/refunds-policy](http://www.regents.ac.uk/study/how-to-pay/refunds-policy) for the most up-to-date details.

## 8 Application of this Plan

- We publish this Plan on our website at: [Student Protection Plan](#). Any changes to this Plan are notified to students.
- We provide training to relevant staff to make sure they are aware of the implications of this Plan when they propose course changes.
- This Plan will be reviewed at least annually by the Academic Committee, following consultation with the Students' Union, and will be submitted to the OfS.
- We are committed to communicating material changes about this Plan as early as possible, with clear information and options. We will include student consultation and representation in our decision making. This consultation will be through email communications, FAQ pages where appropriate, and meetings to take your view into account.
- Where we are making significant changes to your course, we will provide initial communication as described above. The communication will include an explanation of the proposed changes, details of the implementation date, how the changes will affect you, how to access further information, advice and guidance, and how to tell us your preferred option. We will develop further information, advice and guidance with the Students' Union and your student representatives, working closely with your Director (Content), to ensure we cover what you need to know. Staff from Registry, Finance, and the Student Experience and Wellbeing teams, will also be involved in developing and delivering our information, advice, and guidance. The information, advice and guidance we offer will cover wellbeing, mental health and counselling, disability support, visas and immigration, finance, and accommodation.
- We will tailor the information we provide to your needs and circumstances which we will consider through consulting with you, and through understanding your specific needs, and those of your cohort. This will include advice for UK and non-UK students, and available options. Information, advice, and guidance will be available on our website, FAQs and through the virtual learning environment.
- We will also ensure that you are aware of any external information, guidance and advice such as guidance for students from our regulator, OfS, the Student Loans Company and the OIA. In the case of a significant change such as the risk of closure of the University due to market exit, the University would involve the regulators in the development of information, advice, and guidance as well as all related action planning.

## 9 How to complain about our handling of this Plan

- The process for making a complaint can be found in our [Student Complaints Policy](#). We aim to resolve any complaint that you may have about different aspects of your relationship with us. We are committed to managing complaints in a way that:
  - Is timely and efficient, to facilitate a speedy resolution.
  - Is fair and transparent.
  - Promotes informal resolution where appropriate.
  - Promotes feedback and good practice to inform academic and professional services, and that enhances the student experience.
- Any student who feels their complaint has not been resolved or that the outcome is unreasonable in relation to the evidence, may raise their complaint with the Office of the Independent Adjudicator for Higher Education (OIA). The OIA is an independent body that operates externally to the University. Further information is available from the OIA website <http://www.oiahe.org.uk>

## Version information

<b>Version</b>	<b>Date</b>	<b>Revision Description</b>	<b>Editor</b>	<b>Status</b>
1.0	February 2019		Richard Reger (Head of Governance)	<i>Published on website</i>
1.1	September 2020	Revised version.	Richard Reger (Head of Governance)	Approved by OfS
1.2	January 2021	Amendment to bring postgraduate research students within scope of policy and correct typos.	Richard Reger (Head of Governance)	Approved by OfS
1.3	June 2021	Amendment to ensure the Student Protection Plan addresses collaborative provision arrangements.	Richard Reger (Head of Governance)	Approved by OfS
1.4	July 2023	Revisions to ensure clarity and addressing role changes. Document restructured to clarify the information presented and how risk is identified.	Steph Talliss-Foster (Head of Registry) Jessica Vine (Head of Governance)	Approved by Academic Committee
1.5	April 2024	Minor typographical amendments, risk grading updated, reference to time-limited DAPs removed	Steph Talliss-Foster (Head of Registry)	Approved by Academic Committee