



UK COLLEGE
OF BUSINESS AND COMPUTING

Student Charter and Disciplinary Policy

Field	Detail
Policy no.	SLCC 6.4
Version no. & date	Version 1.1 – 23 October 2026
Author	Head of Student Support and Experience
Last review date	23 October 2026
Next review due	October 2028
Responsible Committee	Quality of Education Committee
Approved by & date	Quality of Education Committee – 23 October 2026
External reference points	Office for Students Regulatory Framework; Office of the Independent Adjudicator (OIA) Good Practice Framework; UK Quality Code for Higher Education (Quality Assurance Agency for Higher Education (QAA) Advice and Guidance); Equality Act 2010; Consumer protection guidance issued by the Competition and Markets Authority; Advisory, Conciliation and Arbitration Service (Acas) Code of Practice on Disciplinary and Grievance Procedures.
Linked policies	ASQ 1.7 Extensions and Extenuating Circumstances Policy; SLCC 6.1 UKCBC Terms and Conditions; SLCC 6.3 Complaints Policy; SLCC 6.5 Student Withdrawal, Suspension and Transfer Policy; SLCC 6.6 Student Voice Policy; SLCC 6.8 Attendance and Engagement Policy; SWS 7.1 Student Support and Wellbeing Policy
Audience	All enrolled students at UKCBC

1. Purpose

The Student Charter outlines the shared expectations, responsibilities, and commitments between UK College of Business and Computing (UKCBC) and its students. It reflects our collective aim to create a supportive, inclusive, and high quality learning environment where all students can thrive academically and personally.

The Charter is not a legal contract but a mutual statement of values and responsibilities that guide our community and gives an overview of how we work together to establish and maintain our unique learning and living culture.

Here at UKCBC, we are committed to providing inspirational education and training within an inclusive and welcoming environment, ensuring that we meet the needs of our students and the wider community. We recognise that higher education represents a significant opportunity for students. Our programmes are delivered within a clearly structured timeframe and through a well designed process, with the aim of opening the door to further study, personal development, and future career pathways.

2. Scope

This policy applies to all enrolled students at the College, regardless of mode or location of study. It applies to conduct taking place on college premises, within virtual learning environments, and in any context where a student may reasonably be identified as a member of the College community.

The policy applies to non academic misconduct. Where conduct engages both academic and non academic considerations, procedures may operate concurrently in accordance with relevant policies.

3. Definitions

For the purposes of this policy:

Student Charter: the commitments the College makes to students and the responsibilities expected of students, set out in sections 4 and 5.

Minor misconduct: behaviour that disrupts teaching or learning but does not pose a significant risk to others or to the effective operation of the College (section 6.2).

Major misconduct: behaviour that is more serious in nature or that shows persistence or disregard for previously communicated expectations, including repeated minor misconduct (section 6.3).

Gross misconduct: behaviour of a serious nature that undermines the safety, integrity or reputation of the College (section 6.4).

Disciplinary hearing: the formal hearing at Stage 3 of the disciplinary procedure, chaired by a member of the College Management Team who has had no prior involvement in the case.

Precautionary suspension: a temporary suspension applied where there is a risk to safety, wellbeing or the integrity of an investigation; it is not a penalty (section 8.1).

Supporter: a person who accompanies a student at a hearing to provide assistance and moral support, but not to act as a formal representative.

4. Our Commitment to Students

Our Student Charter is designed to guide you through your time at the College and to ensure that you make the most of your experience. It is also a reference point for students and staff to consider the nature of the rights and responsibilities of all those included within the College community.

4.1 Quality Learning and Teaching

At UKCBC, we are committed to delivering high quality learning and teaching that supports students in achieving their full academic potential. We strive to ensure that all students receive a learning experience that is engaging, inclusive, and aligned with current academic and industry standards.

We will:

- Provide well designed programmes that are academically robust, relevant, and regularly reviewed to maintain quality. Deliver teaching that is inspiring and supportive, enabling students to develop transferable and employability skills.
- Provide a course and module handbook that outlines key information, including module specifications, assessment criteria, learning outcomes, contact hours, mode of delivery, assessment arrangements and regulations, academic guidance, details on accessing support services, and any relevant professional requirements.
- Support students in developing the study skills necessary to succeed at the College, while ensuring they understand and uphold their responsibilities in maintaining academic integrity.
- Ensure that students receive timely, constructive, and developmental feedback on assessments and respond to student feedback to drive continuous improvement in teaching and programme delivery.
- Maintain accessible learning resources, including library, IT facilities, academic support and personal tutoring to enhance the student learning experience.
- Provide support for student participation in academic development and course management through representation on relevant committees and at appropriate meetings.

4.2 Support and Wellbeing

At UKCBC, we promote mental health and wellbeing support through appropriate guidance, services, and referrals. We offer confidential and non judgemental welfare and wellbeing support to all students.

We encourage early engagement with the Student Support and Experience Team to offer appropriate support and prevent issues from escalating. It is important to engage early when the difficulties arise with support activities and follow agreed action plans.

UKCBC ensures that students with disabilities or additional needs receive reasonable adjustments.

4.3 Safe, Inclusive, and Respectful Community

At UKCBC, we are committed to fostering a supportive, safe, and inclusive environment where every student can thrive academically, personally, and emotionally. We recognise that students may face challenges during their studies and we aim to provide timely, accessible, and effective support to help them succeed.

4.4 Clear Communication

- At UKCBC we will communicate important information clearly, accurately, and in a timely manner. Any changes to your timetable, class cancellations, rescheduled events, or adjustments to the

mode of delivery will be communicated in a timely manner. Students will also be invited for consultation where necessary, particularly when proposed changes may affect their studies

- Provide information on the website, student handbook and through course advisors regarding course costs, payment options and deadlines and other costs, e.g. printing etc.

5. Student Responsibilities

5.1 Attendance and Engagement

- UKCBC is committed to supporting students in achieving their academic goals, and regular attendance and active engagement are essential components of successful study. Students are expected to participate fully in all scheduled learning activities, inductions, including lectures, seminars, workshops, tutorials, assessments, meetings with lecturers and online learning where applicable.
- Students are expected to complete all assessments on time and inform the College promptly of any circumstances impacting attendance or academic engagement. Students are to take responsibility for catching up on missed work and maintaining progress in their studies and respond to communications regarding attendance and participate in support interventions when requested.
- It is their responsibility to take full advantage of the facilities and opportunities that are on offer at the College

5.2 Academic Integrity

- Academic integrity is a core principle of the learning community at UKCBC. Students are expected to uphold the highest standards of honesty, responsibility, and professionalism in all aspects of their academic work. Maintaining academic integrity ensures fairness, preserves the value of qualifications, and supports the development of genuine knowledge and skills.
- Take responsibility for managing your own learning, actively engaging in your studies and research, ensuring you spend sufficient regular time in independent study and participate fully in group learning activities including workshops and presentations.
- Submit own work with proper referencing, avoid plagiarism, contract cheating, fabrication and any other form of academic misconduct, and use AI assisted tools responsibly in line with programme guidelines.

5.3 Conduct and Professionalism

- Treat staff and your fellow students with respect, dignity and courtesy with due consideration for their individual needs.
- Consumption of food and drink must be restricted to designated breakout or social areas. Students may bring water bottles into classrooms, provided that these are used responsibly and do not disrupt teaching or damage facilities.
- Pay tuition fees and any other charges when required
- Respect physical environment of the College and behave respectfully towards neighbours
- Conform to the College's Code of Conduct and Regulations which exist for the safety and wellbeing of all the College community.

5.4 Communication and Responsibility

- Ensure that you familiarise yourself with the College regulations that relate to your programme of study.

- Engage with the election of student representatives at the College and provide them with your personal feedback and opinions.
- Participate in relevant committees, campaigns to provide useful and constructive feedback, which will lead to enhancement of the quality of learning and teaching and overall student experience.

6. Classification of Misconduct

6.1 Principles of Classification

Misconduct is classified to ensure that concerns relating to student behaviour are addressed in a proportionate, consistent and transparent manner. The classification applied will reflect the nature, frequency and impact of the behaviour, taking into account the context in which it occurs, any prior incidents, and the extent to which the student has responded to earlier interventions.

The College recognises that some behaviours arise within teaching sessions and require immediate management in order to maintain an effective learning environment. In such cases, staff are authorised to take proportionate action at the point of occurrence. This may include:

- issuing a verbal instruction,
- directing the student to modify their behaviour,
- or requiring the student to leave the session where necessary.

Such actions constitute classroom management and do not in themselves represent formal disciplinary action. However, incidents may be recorded and will be taken into account in determining whether the threshold for formal action has been met.

6.2 Minor Misconduct

Minor misconduct refers to behaviour that disrupts teaching or learning but does not pose a significant risk to others or to the effective operation of the College. This includes low level disruption, failure to follow classroom expectations, and failure to comply with reasonable instructions from staff.

This category also includes the inappropriate use of mobile phones or other personal devices during teaching sessions where such use interferes with engagement, distracts others, or undermines the delivery of teaching. In most cases, such behaviour will be addressed through immediate classroom management. Where behaviour is repeated, or where informal intervention has not resulted in improvement, the matter may be escalated in accordance with Section 7 and may result in a Stage 1 outcome.

6.3 Major Misconduct

Major misconduct refers to behaviour that is more serious in nature or that demonstrates persistence or disregard for previously communicated expectations. This includes repeated instances of minor misconduct, refusal to comply with staff instructions, or behaviour that has a sustained or wider impact on the learning environment or on other members of the College community.

Repeated inappropriate use of mobile devices following instruction to cease, or repeated removal from teaching sessions due to disruptive behaviour, will normally be considered within this category. Where behaviour meets this threshold, the matter will be referred into the disciplinary procedure set out in Section 7 and will normally result in a Stage 2 response.

6.4 Gross Misconduct

Gross misconduct refers to behaviour of a serious nature that undermines the safety, integrity or reputation of the College. This includes, but is not limited to:

- violence or threats,
- harassment or discrimination,
- criminal activity,
- or significant disruption to teaching or College operations.

While behaviour arising in teaching sessions would not normally constitute gross misconduct in isolation, it may do so where it forms part of a wider pattern of behaviour or where it involves serious aggravating factors. This may include, for example:

- intimidation,
- recording individuals without consent, or
- behaviour that places others at risk.

Where gross misconduct is identified, the matter will normally be referred directly to Stage 3 of the disciplinary procedure set out in Section 7.

6.5 Escalation to Disciplinary Procedures

Where behaviour meets the threshold for formal action, the matter will be progressed in accordance with the disciplinary procedures set out in Section 7. In determining the appropriate classification and response, the College will take into account the seriousness of the behaviour, the extent to which it has been repeated, the student's response to prior interventions, and any relevant mitigating or aggravating factors.

Failure to comply with reasonable instructions given by staff in the management of classroom behaviour will normally be treated as an aggravating factor in determining both the classification of misconduct and the appropriate stage of the disciplinary procedure.

7. Disciplinary Procedure

The College operates a structured three stage disciplinary process designed to support early intervention, ensure consistency of decision making, and provide a fair and proportionate response to student misconduct. The procedure is informed by the principles of natural justice, including the right to be informed of concerns, the opportunity to respond, and the requirement for decisions to be evidence based and proportionate.

Disciplinary action will normally follow the classification of misconduct set out in Section 6. However, the College reserves the right to initiate the procedure at any stage where this is justified by the seriousness of the behaviour.

7.1 General Principles

All disciplinary cases will be managed in a timely manner and will be supported by appropriate records. Students will be informed of the nature of the concern, the evidence available, and the potential outcomes at each stage. Decisions will take account of the severity of the behaviour, any previous incidents, the student's response to earlier interventions, and any mitigating or aggravating factors.

Where appropriate, disciplinary processes may operate alongside other procedures, including those relating to safeguarding, wellbeing, or academic misconduct.

7.2 Stage 1 – Verbal Warning

Stage 1 will normally apply to cases of minor misconduct as defined in Section 6. The purpose of this stage is to address concerns at an early point and to support the student in correcting their behaviour.

The student will be invited to discuss the concern with their Lecturer or a member of the Student Support and Experience Team. During this discussion, the nature of the concern will be explained and the student will be given an opportunity to respond. Where appropriate, a verbal warning will be issued, and expectations for improvement will be clearly communicated.

A brief record of the outcome will be maintained by the Student Support and Experience Team. Where behaviour improves, no further action will be taken. Where behaviour is repeated or where there is failure to respond to the expectations set, the matter may be escalated to Stage 2.

7.3 Stage 2 – Written Warning

Stage 2 will normally apply where there has been repeated misconduct following a Stage 1 intervention, or where the nature of the breach is of a more serious nature.

The student will be invited to attend a formal meeting with the Head of Student Support and Experience (or nominee). Written notification of the concern will be provided in advance of the meeting and will include sufficient detail to enable the student to understand the nature of the allegation and prepare a response.

At the meeting, the concern will be discussed, and the student will be given an opportunity to present their account. Following consideration of the evidence and the student's response, the Head of Student Support and Experience (or nominee) may issue a written warning.

The written warning will set out the nature of the breach, the expectations for improvement, the period for which the warning will remain active, and the consequences of further misconduct. A record will be placed on the student's file.

Failure to meet the conditions of a Stage 2 warning, or further misconduct during the active period of the warning, may result in escalation to Stage 3.

7.4 Stage 3 – Disciplinary Hearing

Stage 3 will apply in cases of gross misconduct, or where there has been a failure to comply with the requirements of a Stage 2 warning.

A formal disciplinary hearing will be convened by the Head of Student Support and Experience and chaired by a member of the College Management Team who has had no prior involvement in the case. The student will be given reasonable notice of the hearing, which will normally be no less than five working days. The student will be provided with details of the allegation, the evidence to be considered, and the possible outcomes.

The student will have the opportunity to present their case and may be accompanied by a supporter. The role of the supporter is to provide assistance and moral support and not to act as a formal representative.

The hearing will consider all relevant evidence, including any previous warnings, records of behaviour, and the student's response. Decisions will be made on the balance of probabilities.

7.5 Outcomes

Following a Stage 3 hearing, the College may determine that no further action is required, or may impose a final written warning, a period of suspension, or withdrawal from the College.

Suspension may be applied for a defined period where this is considered necessary to protect the learning environment or to allow for further consideration of the case. Withdrawal from the College may be applied where the behaviour constitutes gross misconduct or where there has been sustained failure to meet the required standards of conduct.

All decisions will be confirmed in writing, including the reasons for the decision and any conditions attached to the outcome.

7.6 Escalation and Progression

Progression through the stages will normally follow the sequence set out above. However, where the seriousness of the behaviour warrants it, the College may progress directly to Stage 2 or Stage 3. In all cases, the rationale for the level at which the procedure is initiated will be clearly documented.

7.7 Appeal

Students have the right to appeal against the outcome of a Stage 3 disciplinary decision. Appeals must be submitted within ten working days of notification of the decision and must clearly state the grounds for appeal. Grounds may include procedural irregularity, new evidence, or disproportionality of outcome.

Appeals will be considered by a member of the Executive Leadership Team who has not been involved in the original decision. The outcome of the appeal will be final and will be confirmed in writing. A suspension imposed under section 7.5 is appealed under this section.

8. Suspension and Withdrawal

8.1 Precautionary Suspension

Suspension may be applied on a precautionary basis by the Head of Student Support and Experience where there is a risk to safety, wellbeing or the integrity of an investigation, and must be confirmed by the Chief Academic Officer within five working days. Before suspending a student, the College will consider whether a less restrictive measure would address the risk, such as a change of class group, restricted access to particular areas or activities, or study through online provision only.

The student will be told in writing the reasons for the suspension, its duration or next review date, any conditions attached, and their right of appeal under section 8.2. A precautionary suspension is not a penalty and does not indicate that the student has committed a disciplinary offence. It will be reviewed by the Head of Student Support and Experience at least every 20 working days, lifted as soon as it is no longer necessary, and will end no later than the conclusion of the disciplinary process. Where a suspension prevents a student from completing an assessment, the student may make a claim under ASQ 1.7 Extensions and Extenuating Circumstances Policy.

8.2 Appeal against Suspension

A student may appeal against a precautionary suspension, or against any extension of it, within five working days of receiving the written confirmation. The appeal must be made in writing to Registry and must state the grounds, which are:

- the suspension was not imposed or confirmed in accordance with section 8.1;
- the suspension is not necessary or proportionate to the risk identified, or a less restrictive measure would address that risk;
- new information is available that could not reasonably have been provided when the decision was taken.

The appeal will be considered by a member of the Executive Leadership Team, other than the Chief Academic Officer, who has had no involvement in the case. The reviewer may consider the appeal on the papers or meet the student, who may be accompanied by a supporter. The reviewer may uphold the suspension, vary its conditions or duration, or lift it, and will confirm the decision and reasons in writing

within five working days of receiving the appeal. The suspension remains in force while the appeal is considered. The appeal decision does not determine the outcome of the disciplinary case.

A suspension imposed as an outcome following a Stage 3 hearing is appealed under section 7.7.

Once the appeal process is complete, the student may request a Completion of Procedures letter and eligible students may refer the matter to the Office of the Independent Adjudicator for Higher Education.

8.3 Withdrawal

Withdrawal from the College may be applied where gross misconduct is established or where there is persistent failure to comply with college expectations. Decisions to withdraw a student will be taken in accordance with SLCC 6.5 Student Withdrawal, Suspension and Transfer Policy and will be supported by a clear written rationale.

9. Monitoring and Review

The Policy Owner will monitor the implementation of this policy, including the consistency of decision making and trends in disciplinary cases. Data will be used to inform institutional improvement and will be reported through appropriate governance structures. The policy will be reviewed at least every two years or earlier where required.

9.1 Feedback and Continuous Improvement

At UKCBC we value student feedback as a vital part of maintaining and enhancing the quality of our programmes, service and overall student experience and we commit to provide regular opportunities to students to share feedback through induction evaluation, module evaluation, student surveys, committees, and both formal and informal meetings.

10. What this means for you

Students are expected to engage fully with their studies, behave respectfully, and comply with the expectations set out in this policy, including the requirement to use designated areas for eating and drinking. Failure to do so may result in escalation through the disciplinary process.

Staff are expected to apply the policy consistently, address concerns at the earliest opportunity, and ensure that all actions are properly recorded and justified.

Version History

Version	Date	Author	Summary of changes	Approved by
1.0	November 2025	Head of Registry	Previously approved version.	Quality of Education Committee – June 2026

Version	Date	Author	Summary of changes	Approved by
1.1	23 October 2026	Head of Student Support and Experience	Updated following organisational restructure: role titles, internal consistency corrections, cross references, front sheet and footer updated for approval; section 7 restructured with precautionary suspension safeguards and a right of appeal against suspension (new 7.2), and Stage 3 suspension appeal confirmed under 6.7. Front sheet title aligned with the footer and suite title: Student Charter and Disciplinary Policy (25 October 2026). Definitions section added, sections and cross references renumbered, Charter subsections numbered and abbreviations spelt out, in line with GA 3.1 (26 October 2026).	Quality of Education Committee