

Approach:

Our previous charters followed an expectation approach, with different amounts of expectations for the University, students and Students' Union. With the University focusing on our values in various different charters, strategic plans and evaluation processes, it seemed appropriate to take a value-based approach to our student charter. We reviewed other institutions' approaches to Student Charters and they too took a value-based approach. These values were all developed from student and staff feedback, and I ensured they linked to both the University strategic plan and LTSU strategic plan.

We were founded by the sisters of the Cross Passion who have worked tirelessly - as part of their mission - to help the vulnerable and marginalised communities to gain access to education and skills, in order to create hopeful futures. Our University continues this mission to widen access to education and to provide education for as many students as possible today. But it also seeks to embed a concern for the world and the issues that hold individuals and communities in positions of inferiority and powerlessness into its foundational Catholic mission and related educational offer. We want all of our graduates to excel in their subject disciplines and to graduate from our University with a moral sense of what might need to be done to effectuate change in the community, workplace, marketplace or global community. The shared hope that we offer through a Leeds Trinity University education is intellectual, ethical, community focussed, values-driven and focused on the common good of all. In this respect, our values are paramount to our mission and strategy. We were founded to do 'good', and we continue that mission in our policies, strategies and behaviours. This applies equally to students and staff.

Student Charter

Identity, Inclusion and Community

We recognise that everyone is different and will bring distinctive experiences and ideas to Leeds Trinity University. Therefore, we will promote and foster an environment that encourages and respects everyone. Respect for 'human dignity' is a foundational principle of the University.

University Expectations	Student Expectations	Students' Union Expectations
<ul style="list-style-type: none"> • Continue its work into addressing the support for development of HE knowledge, skills and positive perceptions of education for young people that experience high levels of intersectional disadvantage • Work towards eliminating the awarding gap • Create a learning and teaching environment that supports students to reach success no matter their background and which values students being a 'name not a number' • Create a community that recognises protected characteristics; for example, actively acknowledging we are an anti-racist institution. 	<ul style="list-style-type: none"> • Uphold the values of the institution including the Zero tolerance policies • Follow the University ethos surrounding equity and social justice to support a community where students feel confident to be themselves • Recognise the importance of the student role in creating and building the University community • Speak up and speak out against things that do not allow for an inclusive community and support other students to do this • Promote the 'common good' for everyone so that they can feel safe, respected and cared for at our University • Seek innovative ways of continuously supporting the development of each and every person's authentic identity • Always engage with respect for the staff at the University, even when we have constructive feedback to give • To conduct all manner of learning, research and scholarship in line with University policies and guidelines 	<ul style="list-style-type: none"> • Create safe spaces, events and forums for students to express their individuality • Recognise and support the different communities we have within the LTU community • Learn from the students they are representing, to better develop the student experience • Encourage students and staff to uphold the values and ethos laid out by LTSU • Promote and celebrate the individual and groups within the University community • Listen carefully to students' needs (no matter what they might be) in order to genuinely understand how to respond ethically and justly to each situation and challenge • To develop the capacity of each and every LTU student to be a leader for justice, change and integral human development

Agency, Voices and Autonomy

There is importance in the student voice. This is your academic and student experience. It is important to co-create with the University and Students' Union to make changes to develop and grow both in a social and academic environment.

University Expectations	Student Expectations	Students' Union Expectations
<ul style="list-style-type: none"> • Provide useful and informative feedback on academic work, usually within 15 working days • Respond professionally to student academic enquiries within two working days • Encourage open and honest discussion by fostering a community of respect • Create opportunities for meaningful student voice and feedback. Including Module evaluation dialogue/Feedback Fridays • Involve student voice on committees and groups that address and approve changes made in different areas of the University • Actively respond to the feedback given by students 	<ul style="list-style-type: none"> • Be open and honest in providing feedback about your student experience and academic journey • Actively engage in the various feedback methods (surveys, events) facilitated by the University and the Students' Union • Utilise the 1-2-1 sessions available with your personal tutor; lead the conversation to help develop your own student journey • Take the opportunity to be a representative either with the University or Students' Union (course reps) • Respect the opinions of others, whilst also being respectful of the environment you are in • See yourself as an agent of change at the University by getting involved in consultation meetings, boards, validation committees and faculty briefings to represent students • See yourself as permitted to ask for any developmental support that you feel you might need that would support your own learning and progression at the University 	<ul style="list-style-type: none"> • Create opportunities for students to give feedback independently of the University • Effectively collaborate with the University leadership team to address student feedback • Nurture an environment to receive feedback from students on how best to represent them (we are run by students for students) • Support our representatives to gather feedback in order to initiate change

Growth and Development

Combining our value of excellence with the nature of our career led university, the aim is to nurture an environment where our students can excel not only on their courses but in life. We still have a focus on developing our students’ teaching and learning experience and to ensure we educate, and our students learn at the highest standard.

University Expectations	Student Expectations	Students’ Union Expectations
<ul style="list-style-type: none"> • Provide a service that helps guide and advise our students in both the placement and career journey • Embed employability skills and professional development throughout a student’s academic experience • Hold extracurricular activities to allow students to explore various career options - this can include career fairs, webinars and guest talks • Offer a range of inclusive learning experiences through an innovative curriculum to support students to develop their knowledge, skills and intellectual curiosity, within a stimulating learning environment that fosters enquiry, collaboration, co-production and experimentation • To see ourselves in a continuous cycle of improvement and learning so that we can deliver the best educational experience for our students 	<ul style="list-style-type: none"> • Engage with the services provided to help further your own professional development • Recognise that extracurricular activities play a key part in the student experience and attending these events can be beneficial • Take responsibility for your actions related to professional development; take the initiative to use the services and opportunities available • Take responsibility and make a personal commitment to fully use the resources, facilities, research opportunities and best practices within your course to fully grow and develop during your time at Leeds Trinity • Feel safe and empowered to ask for help when you need it and be confident that you will be treated with the utmost respect and dignity as part of LTU’s response to your need 	<ul style="list-style-type: none"> • Provide opportunities to gain experience and develop through volunteering opportunities including part time officer roles • Empower students to find passions and hobbies within the classroom and through sports and societies • Support students to grow and develop transferrable skills through training and volunteering opportunities • Through transferrable skills our sabbatical officers, volunteers and staff work to simultaneously challenge and support the University to continuously improve the academic experience of students • Get students involved in campaigns on the living wage, climate change or issues affecting students in the City of Leeds where relevant • Help students to develop as leaders by allowing them to ‘shadow’ officers to gain experience and confidence

Health and Wellbeing

Recognising the importance of facilitating a safe environment where health and wellbeing is considered a priority. This section aims to address and set expectations that can affect your general health and wellbeing.

University Expectations	Student Expectations	Students' Union Expectations
<ul style="list-style-type: none"> • Provide trained members of staff that can support students facing difficulties, through offering advice and guidance on accommodation, finance or general personal matters • Provide support structures throughout the University, to scaffold students with their academic journey • Provide support services for student wellbeing and equip staff to signpost effectively to these services • Collaborate with the Students' Union to ensure there are activities and events that help to raise awareness and support students with health and wellbeing 	<ul style="list-style-type: none"> • Explore ways in which you can care for your own health and wellbeing • Explore the various support structures available at the University to help manage your wellbeing • Where practicable, proactively engage in activity to support good mental wellbeing (for example, events, extracurricular activities, physical activity, social events or activity to support relaxation) • Feel that you can be your 'authentic self' at our University – irrespective of race, religion or sexual orientation 	<ul style="list-style-type: none"> • Provide independent advice and support for students facing difficulties with academic, accommodation or other personal matters • Provide spaces and activities that nurture wellbeing including sports and society events • Collaborate with the University to help signpost and raise awareness of issues affecting students • Train our staff and students to show how to appropriately refer and signpost students to the appropriate services