



University of  
**Salford**  
MANCHESTER

# **Code of Conduct for Students**

**Version Number 2.0**

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## Purpose

We want to ensure that all our students receive the necessary support and guidance they need in order to achieve success and to undertake their studies in a supportive and non-threatening environment. We also want to ensure that the behaviour of individual students does not jeopardise our reputation or interests or the interests of the whole University community.

This Code of Conduct should help you to understand the standard of behaviour that we expect of you while you are on campus and also, in certain circumstances, while you are off campus. We provide examples of behaviour which is unacceptable and prefer to do this instead of an exhaustive list of what you can and cannot do.

We have explained the University procedures which may apply where your behaviour falls below the standard that is required by this Code of Conduct and have provided links to them.

**Appendix A** explains what we mean by “consent” and “freedom of expression” where those words appear in this Code of Conduct.

### i. Scope

- i. This Code of Conduct applies to all students who are registered with us, including those who are suspended from, or interrupting, their studies
- ii. If you are registered with a partner institution for a course that is accredited by us, you will be subject to the University’s procedures (see section 3 below) unless it has been agreed that partner institution’s policies and procedures should apply.
- iii. It applies when you are on campus and also, wherever you may be, in each of the following circumstances:
  - a. You are participating in an activity or event that the University is involved with or has approved, or because of your status as a student of ours;
  - b. You are representing the University;
  - c. You are using social media, such as Twitter or Facebook, in a manner that reflects on the University;
  - d. Your behaviour adversely affects our reputation or interests or those of someone connected to us or e.g. another student or member of staff.
- iv. During events / activities arranged by the Students’ Union or it’s societies, you will usually be subject to that organisation’s procedures until, and unless, we agree that it is appropriate for the matter to be referred to us.
- v. If you are resident in Campus Living Villages (CLV), Peel Park Quarter accommodation, you will be subject to that organisation’s procedures unless (and until) we consider that it is appropriate for the matter to be referred to us.
- vi. The Code does not cover staff conduct, any complaint about the conduct of a member of staff may be made through our Student Complaints Procedure.
- vii. Where you are both a student and an employee, this Code of Conduct will apply in addition to the conduct requirements for employees.

- viii. If you become a sabbatical officer of the Students' Union, you will still be expected to adhere to this Code of Conduct in addition to any regulations that are required by the Students' Union. However, during your period of office, we would usually defer to the Students' Union to take action in respect of any inappropriate or unacceptable behaviour.

## ii. Expected standards of conduct

As our student, we expect you to behave according to the following standards:

- i. Treat other people with respect, and make sure you have **consent** for any actions you perform towards them. We explain what is meant by "consent" in Appendix A (definitions) and would ask you to familiarise yourself with this.
- ii. Treat other people with respect, appreciating difference and including people of all backgrounds.
- iii. Treat other people with consideration and empathy and avoid actions which are likely to cause them distress or harm.
- iv. Respect other people's physical and personal space, physical and intellectual property and private information.
- v. Respect our campus and our physical / intellectual property and confidential information
- vi. Act in such a way as to keep yourself and others safe.
- vii. Comply with all of our applicable rules, regulations, policies, procedures and codes and act honestly, ethically, and in good faith.
- viii. Comply with all applicable laws.
- ix. Act in such a way as to support and uphold our work, interests and reputation.

## iii. Behaviour which may not meet the expected standards

Some behaviours which may not meet the expected standards are set out below.

- i. Performing actions towards somebody if you don't know if they consent to them, or know they don't consent to them, or can't consent to them. This is particularly true of physical or sexual acts or acts which could be perceived as unwanted attention or bullying behaviour. We explain what is meant by "consent" in Appendix A (definitions) and would ask you to familiarise yourself with this.
- ii. Harassing, victimising, or discriminating against, anyone on the basis of their age, disability, race, ethnic or national origin, religion or beliefs, sex, sexual orientation, gender reassignment, pregnancy, maternity, marriage or civil partnership or socio-economic background.

- iii. Using violent, threatening or offensive behaviour or language (whether expressed orally, in writing or electronically) against someone. Harassing or bullying anyone.
- iv. Trespassing in people's homes, stealing their belongings, preventing them from legally expressing any views, stealing their private information, or sharing personal private information unnecessarily, particularly sensitive information.
- v. Damaging, defacing, stealing, trespassing on or misusing our property, systems or information, whether deliberately or recklessly.
- vi. Behaving in a way that is likely to cause injury to you or someone else, or to impair safety, whether deliberately or recklessly.
- vii. Disregarding the University's rules and procedures, acting dishonestly in your study or research activities, trying to defraud the University, failing to disclose information which we reasonably request, or obstructing staff or students in carrying out their legitimate activities as members of the University.
- viii. Acting in a way which damages the University's reputation (this doesn't affect your right to make fair and justified comment, criticism or protest) and doing anything which causes the University to breach its responsibilities under local or national laws or regulations.

**Appendix B** contains examples of types of behaviour which we regard as unacceptable under this Code. However, the list provided is not exhaustive and we can bring action in relation to other unacceptable behaviour.

#### iv. How the University addresses concerns about student conduct

It is important to note that we may take action against you if you do, or attempt to do, anything that falls below the standard of conduct that we expect:

The University will review concerns expressed about the behaviour of a student and decide whether or not to take action. Action may be justified where it is necessary or appropriate to safeguard our students, staff or other affected individuals or to ensure that our interests or those of our students and staff are protected. Action will not be taken to resolve disputes between students unless we have that justification.

If the University decides that action is warranted, we will invoke the most appropriate of our procedures and policies, depending on factors such as the course you are studying, and the conduct you are alleged to have committed or attempted.

The University has published separate regulations and policies which apply to all students, for example, the Library Code, the ICT Acceptable Use Policy, Car Parking Policy, Academic Misconduct Procedure, Applicant & Student Criminal Conviction Policy & Procedure, Student Disciplinary Procedure, Fitness to Practise Procedure and Fitness to Study Procedure.

You can find a list of the University's policies and procedures here:

<http://www.salford.ac.uk/about-us/corporate-information/governance/policies-and-procedures>

This Code in itself is not part of the Student Disciplinary Procedure. It is intended as a guide for students as to what sort of behaviour the University expects from them.

Actions up to and including a list of the sanctions that we may impose is set out in each of our policies and procedures. Outcomes and sanctions range in severity and we decide the most reasonable and proportionate of these to impose in a particular case by considering all the circumstances of that case.

Our procedures cannot, and do not seek to, replicate or replace other external processes, such as criminal and civil legal action, and are not a substitute for other more appropriate routes of action.

## APPENDIX A: Definitions

### i. Consent

A person consents (agrees) to something if:

- Their agreement is **voluntary**, made without influence or pressure;
- Their agreement is **informed** with a full understanding of what they are agreeing to;
- They are **capable** of making the choice, e.g. they are not mentally impaired to the point where they cannot understand the choice, what the consequences might be, etc.

A person can withdraw their consent at any time. However, this does not apply retrospectively.

When a person withdraws their consent, the activity, process, etc, to which they previously agreed should stop immediately, unless this will cause a serious imminent risk of significant harm to any person.

Ideally a positive communication of consent should always be sought. This should be at a level of formality (e.g. verbal, written) appropriate to the activity.

### ii. Freedom of Expression

Freedom of expression protects a person's right to express themselves using any words, images, ideas, etc, which they choose.

Freedom of expression covers all forms of expression including speech, writing, song, public protest, flag burning, dance, tattoos, etc.

Freedom of expression in the UK is subject to restrictions for a variety of reasons including (but not only) expressions which are deemed to incite religious or racial hatred or glorify terrorism; libel or slander of another person; or causing a breach of the peace.

A person's right to freedom of expression can be further restricted by, for example, reasonable terms in an employment contract or our regulations and procedures, etc.

Freedom of expression does not entitle one to protection from criticism of the ideas, etc, being expressed.

## APPENDIX B: Examples of behaviour which do not conform to the Code of Conduct

### i. Treat other people with respect, and make sure you have consent for any physical actions you perform towards them.

Examples of behaviour which is unacceptable include the following where carried out towards another person without their **consent**:

- Engaging in sexual or indecent acts with another person, performing sexual or indecent acts where another person can see them, including showing your genitals to another person;
- Touching through clothes, touching hair, tickling, massaging, pulling clothing up/down, drawing on or shaving body parts, pinching, poking, scratching, spitting on someone;
- Restricting another person's movement, for example, by holding on to them, by physically blocking an exit, or locking a door.

Examples of behaviour which is **acceptable** unless there are other factors include:

- Breastfeeding an infant;
- Using a shared toilet or changing facility as it was designed to be used.

### ii. Treat other people with respect, appreciating difference and including people of all backgrounds

Examples of behaviour which is unacceptable include the following:

- Making or publishing abusive, insulting or offensive comments or performing any other abusive or offensive actions which relate to the sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age of any person. This includes:
  - comments made to a person about e.g. the race or sexual orientation of a third person or group who are not present;
  - viewing or displaying materials which are intended for personal or private consumption (for example, on a personal phone or laptop, in a social media group, or in a private bedroom) but which are seen by another person;
  - comments which might seem to be overtly complimentary but are actually negative, for example, due to racial stereotyping.
- Excluding another person from activities such as group work because of their sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age.
- Not following our Freedom of Speech Policy.
- Seeking to prevent someone from the reasonable exercise of their right to freedom of belief or **freedom of expression**.

iii. **Treat other people with consideration and empathy, and avoid actions which are likely to cause them harm**

Examples of behaviour which is unacceptable include the following where carried out towards another person without their **consent**:

- Hitting with an object, punching, kicking, slapping, pulling hair, biting, choking, pushing, shoving;
- Threatening unwanted physical violence or other physical actions through words and/or conduct, acting in an intimidating or hostile manner;
- Making unwanted remarks or unjustified criticism aimed at undermining someone;
- Anti-social behaviour, e.g. making or causing excessive noise, particularly late at night;
- Repeatedly contacting another person without a good reason (by phone, email, text or on social networking sites);
- Repeatedly following another person without a good reason;
- Taking and / or sharing private sexual information or pictures of another person;
- Pulling 'pranks' on someone;
- Abusing or disrespecting our processes, e.g. making a malicious complaint against another student;
- Spreading malicious rumours;
- Excluding someone unreasonably from group activities;
- Disrupting classes.

Examples of behaviour which is **acceptable** unless there are other factors include:

- Disagreeing with someone's opinion, even repeatedly;
- Raising a concern or problem relating to another person's conduct in a reasonable manner and with the intent to achieve a resolution;
- Choosing not to participate in private study or privately socialise with another person (as opposed to, e.g. group work which is part of the programme of study; class activities).

iv. **Respect other people's private space, physical and intellectual property, freedom of expression and private information.**

Examples of behaviour which is unacceptable include:

- Entering into space belonging to another person or organisation without permission (including, for example, a bedroom);
- Misusing or damaging someone else's property (including, for example, the personal possessions of another student);
- Taking property belonging to another person or organisation without permission.

Examples of behaviour which is **acceptable** unless there are other factors include:

- Reporting the expression of views which are illegal or prohibited on the grounds of discrimination, incitement to hatred, incitement to terrorism, etc;
- Sharing someone's private information with authorities to prevent a risk to a vulnerable person.

#### v. Respect our campus, physical / intellectual property and private information

Examples of behaviour which is unacceptable include:

- Theft, misappropriation or misuse of University property including copyright and other intellectual property, or the property of the University's staff, students or visitors;
- Misuse or unauthorised use of University premises and equipment, including the unauthorised possession of a key to University premises;
- Not following the University's [Car Parking policy](#);
- Not following the Library Code [LINK];
- Defacing or vandalising University buildings or property, or those of its members or visitors;
- Distributing or displaying advertising materials or leaflets on campus except in authorised locations or with appropriate consent;
- Littering;
- Bringing children onto campus except in accordance with the [Children at the University Policy](#);
- Bringing animals onto campus without permission except if they are recognised assistance animals as a necessary and reasonable adjustment.

#### vi. Act in such a way as to keep yourself and others safe

Examples of behaviour which is unacceptable include:

- Action likely to cause injury or impair safety on University premises, including misuse of safety equipment and infringement of safety requirement, including (but not only):
  - disabling fire extinguishers;
  - preventing fire doors from closing;
  - smoking / discarding cigarettes in non-designated areas.
- Not following the University's Health and Safety Policies and requirements;
- Not following reasonable instructions from relevant staff about, e.g. appropriate clothing for teaching and learning activities such as laboratory work or fieldwork;

Examples which are **not** usually misconduct in this area:

- Participating in sporting activities such as rugby or skiing which have an element of risk.

#### vii. Comply with all applicable rules, regulations, policies, procedures and codes, both of the University and of local/national government, and act honestly, ethically, and in good faith.

Examples of behaviour which is unacceptable include:

- Any conduct which constitutes a criminal offence, including:
  - Possessing/storing/supplying/selling/using/misusing controlled drugs;
  - Illegal gambling.
- Any failure to abide by the Academic Misconduct Procedure, including (but not only):
  - Plagiarising the work (text, images, ideas etc) of another person or passing another's work off as your own;

- Cheating in examinations or assessments;
  - Sharing your work with another student (collusion);
  - Plagiarising work you yourself have submitted previously, either at this university or any other, or which has previously been published (self-plagiarism).
- Not following the Information Technology Acceptable Use policy, including (but not only):
    - ‘Hacking’ to gain access to restricted information which you do not have authority to view.
  - Any fraud, dishonesty, deception or falsification of documents involving the University or any other person or organisation, including, (but not only):
    - Falsification or misuse of the University’s name, logo or formal records including award certificates;
    - Pretending to other people that research you are inviting them to take part in is authorised by the University when it is not;
    - Failure to disclose a criminal conviction where required to do so [LINK]
  - Any failure to abide by the Academic Ethics Policy, [https://www.salford.ac.uk/data/assets/pdf\\_file/0016/1345012/AcademicEthicsPolicy.pdf](https://www.salford.ac.uk/data/assets/pdf_file/0016/1345012/AcademicEthicsPolicy.pdf).
  - Helping someone else to break, or collaborating with someone else to break, any applicable law, regulation, policy, code, etc, including (but not only):
    - Being party to impersonation where another person sits an examination or test in the place of the actual student or a student is knowingly impersonated by another;
    - Provision, or assistance in the provision, of evidence or knowledge or understanding in examination or tests;
    - Providing work, such as assignments, to external websites which could be used for academic misconduct.
  - Offering or giving money, gifts or any other advantage to any employee of the University with the intention of inducing that employee to perform their job improperly or of rewarding that employee for performing their job improperly;
  - Making frivolous, vexatious and / or malicious allegations or complaints.

### viii. Act in such a way as to support the work of the University and uphold its reputation

Examples of behaviour which is unacceptable include:

- Disruption of the activities of the University (including academic, administrative, sporting and social) on University premises or elsewhere;
- Disruption of the functions, duties or activities of any student or employee of the University or any authorised visitor to the University;
- Disrespecting and disrupting academic and technical staff acting in their role delivering teaching and learning activities;
- Disregarding reasonable instructions from University staff in the course of delivering teaching and learning activities, or services, for example:
  - Failing to disclose or attempting to disguise information about identity to a member of staff in circumstances in which it is reasonable for such information to be required

- Failing to comply with set times of arrival, for example, when on fieldwork.
- Demanding a disproportionate level of personal attention during an activity which needs to meet the needs and support the learning experience of multiple students.

Examples of behaviour which is **acceptable** unless there are other factors:

- Evidence-based criticism of the University whether directed through internal channels or spoken, published or promoted externally.

## Equality Impact Assessment – Policies, SOP’s and Services not undergoing re-design

|          |   |  |                                |
|----------|---|--|--------------------------------|
| <b>1</b> | <b>Name of the Policy/SOP/Service</b>                                   | Student Code of Conduct  |                                |
| <b>2</b> | <b>Department/Business Group</b>  |  |                                |
| <b>3</b> | <b>Details of the Person responsible for the EIA</b>                    | <b>Name:</b>   | Polly Smith                    |
|          |   | <b>Job Title:</b>  | Head of Student Support        |
|          |   | <b>Contact Details:</b>  | X56788 p.r.smith@salford.ac.uk |
| <b>4</b> | <b>What are the main aims and objectives of the Policy/SOP/Service?</b> | <ul style="list-style-type: none"> <li>To enable students to clearly understand what behaviour is required from them, and what behaviour is prohibited, including by stating clear examples</li> <li>To clarify the consequences of breaking the expected standard of conduct</li> </ul> |                                |

**For the following question, please use the EIA Guidance document for reference:**

|                                  |  |  |
|----------------------------------|--|--|
| <b>5</b>                         | <b>A) IMPACT</b>   | <b>B) MITIGATION</b>   |
|                                  | <p><b>Is the policy/SOP/Service likely to have a <u>differential</u> impact on any of the protected characteristics? If so, is this impact likely to be positive or negative?</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>Does the policy/SOP apply to all or does it exclude individuals with a particular protected characteristic e.g. females, older people etc?</li> <li>What does existing evidence show? E.g. consultation from different groups, demographic data, questionnaires, equality monitoring data, analysis of complaints. Are individuals from one particular group accessing the policy /SOP /Service more/less than expected?</li> </ul> | <p><b>Can any potential negative impact be justified? If not, how will you mitigate any negative impacts?</b></p> <ul style="list-style-type: none"> <li>✓ Think about reasonable adjustment and/or positive action</li> <li>✓ Consider how you would measure and monitor the impact going forward e.g. equality monitoring data, analysis of complaints.</li> <li>✓ Assign a responsible lead.</li> <li>✓ Designate a timescale to monitor the impacts.</li> <li>✓ Re-visit after the designated time period to check for improvement.</li> </ul> |
| <b>PROTECTED CHARACTERISTICS</b> |  |  |
| <b>Age</b>                       |  |  |

|                            |  |   |
|----------------------------|--|---|
| <b>Disability</b>          | We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action. | Continue to monitor Disciplinary actions as QEO already do at present.  |
| <b>Race / Ethnicity</b>    | In other settings such as schools, pupils from BME backgrounds are sometimes unduly penalised because of ingrained prejudices and cultural expectations, etc.  | We should ensure that clear guidance for staff is provided, including about unconscious bias.<br><br>Continue to monitor Disciplinary actions as QEO already do at present. |
| <b>Gender</b>              | We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action. | Continue to monitor Disciplinary actions as QEO already do at present.  |
| <b>Gender Reassignment</b> | We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action. | Continue to monitor Disciplinary actions as QEO already do at present.  |

|   |  |  |
|---|--|--|
| <b>Marriage &amp; Civil Partnership</b> |  |  |
| <b>Pregnancy &amp; Maternity</b>        |  |  |
| <b>Religion &amp; Belief</b>            | We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action. | Continue to monitor Disciplinary actions as QEO already do at present. |
| <b>Sexual Orientation</b>               | We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action. | Continue to monitor Disciplinary actions as QEO already do at present. |
| <b>OTHER CHARACTERISTICS</b>            |  |  |
| <b>International</b>                    | We anticipate that this Code should provide a particular positive benefit for International students by pointing out key areas where practice and expectations in the U.K. may differ from other cultures / countries.   | Continue to monitor Disciplinary actions as QEO already do at present. |
| <b>Part-time, Distance Learning</b>     |  |  |
| <b>Carers, Students w/ Families</b>     |  |  |

|                                |  |  |
|--------------------------------|--|--|
| <b>Care Leavers, Estranged</b> | We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action. | Continue to monitor Disciplinary actions as QEO already do at present. |
| <b>First in Family</b>         | May be a particular benefit in setting out expectations clearly so don't have to guess.  | Continue to monitor Disciplinary actions as QEO already do at present. |
| <b>Sanctuary Seekers</b>       | We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action. | Continue to monitor Disciplinary actions as QEO already do at present. |
| <b>EIA Sign-Off</b>            | <p>Your completed EIA should be sent to Sue Clark, Equality and Diversity Manager for approval and publication:</p> <p><a href="mailto:Equality@salford.ac.uk">Equality@salford.ac.uk</a></p>  |  |

| <b>Document Control Information</b>  |   |                |  |
|--|---|----------------|--|
| <b>Revision History incl. Authorisation:</b> (most recent first)   |   |                |  |
| <b>Author</b>  | <b>Summary of changes</b>   | <b>Version</b> | <b>Authorised &amp; Date</b>   |
| Polly Smith & Richard Clemens  | <i>Revised and updated.</i>   | V2.0           | 20 November 2019<br>SELTEC   |
| Polly Smith  | <i>Initial Approval.</i>  | V1.0           | 1/9/17 Chair of SELTEC<br>(Chair's Action following SELTEC E-consultation) |
| <b>Policy Management and Responsibilities:</b>   |   |                |  |
| Owner:   | This Policy is issued by Director of Student Experience and Support who has the authority to issue and communicate policy and has delegated day to day management and communication of the policy to the Head of Student Support. |                |  |
| Others with responsibilities (please specify):   | All subjects of the Policy will be responsible for engaging with and adhering to this policy.   |                |  |
| <b>Author to complete formal assessment with the following advisory teams:</b>                                       |   |                |  |
| Equality Analysis (E&D, HR)<br><a href="#">Equality Assessment form</a>  | 1. Reviewed 11/11/2019  |                |  |
| Legal implications (LPG)   | 2. Yes  |                |  |
| Information Governance (LPG)   | 3. N/A  |                |  |
| Student facing procedures (QEO)  | 4. Yes  |                |  |
| UKVI Compliance (Student Admin)  | 5. N/A  |                |  |
| <b>Consultation:</b>   |   |                |  |
| Staff Trades Unions via HR<br>Students via USSU<br>Relevant external bodies (specify)                                | USSU consulted  |                |  |
| <b>Review: Annually</b>  |   |                |  |
| Review due:  | April 2021  |                |  |
| Document location:   | University Policy & Procedure Pages, QEO Student Facing Procedures  |                |  |
| <a href="http://www.salford.ac.uk/policies">University of Salford Policy pages http://www.salford.ac.uk/policies</a> |   |                |  |
| <b>The owner and author are responsible for publicising this policy document.</b>                                    |   |                |  |