

Parliamentary brinding

University links with the armed forces Case studies

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This case study document is intended to encourage further awareness of the Armed Forces Covenant within the higher education sector and its relevance to decisions in areas such as admissions procedures, employment practices and student support initiatives within universities. It is hoped that these examples of best practice will help demonstrate specific measures which more institutions can emulate in order to effectively support armed forces personnel, veterans and their families.

The Armed Forces Covenant

<u>The Armed Forces Covenant</u> was introduced as a formal policy in 2000 but reflects the ageold recognition of the obligations which a society has to its armed forces to ensure that personnel, veterans and their families do not face any disadvantage as a result of service. To date, over 4000 organisations have signed the Armed Forces Covenant, including a large number of universities which are implementing its principles in an effective way.

Universities should consider their obligations under the Covenant as both an employer of, and education provider for, armed forces personnel, veterans and their families. They should take into account the specific needs which these groups might have and take steps to accommodate these: for instance, as an education provider offering more flexibility in delivery of courses or having admissions policies which recognise the needs of these groups.

While there are some excellent examples of universities which put into practice the principles of the Covenant, **Universities UK encourages all members to become signatories and consider its principles in different areas of university policies.**

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aims to provide opportunities to personnel who may not possess enough traditional qualif

- x The university has established strong links with all arms of the services (British Army, Royal Air Force, Royal Navy and Royal Marines) and has mapped significant areas of military training enabling it to offer attractive levels of accreditation in recognition of military training and experience.
- x Entry to degree courses is not