

Support to Study

Policy and Procedure

Document Control								
Document Type				Policy				
Date Approved				22 nd January 2026				
Approved by				Quality and Standards Committee				
Review Date				April 2027				
Department				UCEN Manchester Student Experience and Engagement				
Policy Owner				Director of Student Experience and Engagement				
Principalship Lead				Vice Dean, UCEN Manchester				
Accessible to Students				Yes				
	Summary Article	Website Policy	Interactive Training	Video & Summary	Student Guide	CPD Day Training	Other	Date Completed
Website		x			x			
Intranet								
Thrive								
Staff Comms		x			x			
Student Comms		x			x			

Revision History

Version	Date	New/Replacement	Summary of Changes
2	16.01.26	Replacement	<ul style="list-style-type: none"> ● Policy Title and Accessibility – change to Support to Study <p>The recommendation is to rename the policy to a simpler, sector-aligned title to Support to Study Policy, mirroring Manchester Metropolitan University, to improve clarity, accessibility, and student understanding.</p> <ul style="list-style-type: none"> ● Removing reference to student conduct, Section 1.2. <p>The previous policy was written before the implementation of Respectful Relationships and Behaviour Policy, therefore, includes references to student conduct and disruptive behaviour, which risks conflating wellbeing support with disciplinary action, potentially discouraging early disclosure by students. All references to student conduct from this policy have been removed.</p> <ul style="list-style-type: none"> ● Inclusion of timeline, Appendices. <p>Feedback from Programme Leaders was that language used in the previous policy was too ambiguous in terms of stipulating time frames, therefore, they have been added.</p> <ul style="list-style-type: none"> ● Modernised Communication Methods, Section 8.2.2. <p>Email and TEAMS can be used instead of letters as the default communication method for Stages 1 and 2, retaining formal written correspondence only for Final Review outcomes and withdrawal decisions. ProMonitor should be updated to record any action taken in support of this process.</p>

Contents

1. BACKGROUND	4
2. PURPOSE	4
3. SCOPE	4
4. LINKED POLICIES.....	4
5. MAIN AIMS.....	5
6. HOW THIS POLICY CONTRIBUTES TO UCEN MANCHESTER STRATEGY.....	5
7. WHEN TO USE THE SUPPORT TO STUDY POLICY.....	6
8. SUPPORT TO STUDY PROCEDURE	6
9. HOW THIS POLICY CONTRIBUTES TO OUR ACCESS AND PARTICIPATION PLAN	12
10. ROLES AND RESPONSIBILITIES.....	12
11. HOW IS THIS POLICY COMMUNICATED	13
12. HOW UCEN MANCHESTER MEASURES THE IMPACT OF THIS POLICY.....	13
15 Appendices.....	14
Appendix A Support for Study Panel – Staff Checklist	14
Appendix B – Risk Assessment Record.....	15
Appendix C – Initial Case Review (Stage 1)	16
Appendix D – Initial Case Review Communication Template.....	17
Appendix E – Support to Study Panel (Stage 2) Process	18
Appendix F – Stage 2 Communication Template	19
Appendix G – Final Review Panel Letter Template.....	20
Appendix H – Outcome of Final Review Panel Letter Template.....	21

1. BACKGROUND

- 1.1 UCEN Manchester is committed to providing an inclusive and supportive environment for its students. It understands the importance of their physical and mental health and wellbeing in relation to their learning, academic achievement, and wider student experience, and seeks to develop a positive and safe environment that enables them to engage with their studies and achieve to the best of their ability.
- 1.2 This policy and procedure are to be used in response to situations where there are concerns about a student's capacity to participate fully and satisfactorily with their course and the UCEN Manchester community in general owing to physical and/or mental health.

2. PURPOSE

- 2.1 The purpose of this procedure is to provide a framework to support an appropriate and co-ordinated response by academic and Future U Student Support where it is not considered appropriate to apply other internal procedures such as the Attendance and Engagement Policy, Student Status Policy, Respectful Relationships and Behaviours Policy. Documentary evidence must be in place in support of physical and/or mental health condition.
- 2.2 The procedures set out are designed to encourage early intervention and active collaboration between staff and students in implementing reasonable adjustments and managing situations where there are concerns regarding fitness to study.

3. SCOPE

- 3.1 This policy and associated procedure applies to all full-time and part-time students enrolled at UCEN Manchester where there is concern for their physical and/or mental health and wellbeing which may be impacting on the health and safety of themselves and others around them.

4. LINKED POLICIES

- 4.1 The Support to Study Policy should only be applied where there is **clear medical or health-related evidence**, and where the student has demonstrated a **commitment to engaging with appropriate support**, either through internal or external services.

Policy	When to use	Intended Impact
Attendance and Engagement (staff facing) - ucen-manchester-attendance-and-engagement-policy-and-procedure.pdf	Outlines the specific procedures for maintaining and marking registers	Ensures compliance in accordance with internal and external financial and auditable expectations.
Student Status Policy - student-status-policy-2024.pdf	Students are not engaging in studies as they should and are academically at risk.	Reduce academic risk of non-engagement, improves potential to progress and achieve.

Respectful Relationships and Behaviour Policy - respectful-relationships-and-behaviour-policy.pdf	Students, regardless of wellbeing, are not behaving in a respectful manner which is creating a negative learning environment for others (including staff)	Student behaviour improves to ensure safe and respectful campuses.
Safeguarding Policy - ucen-manchester-safeguarding-policy.pdf	Students are at risk of harm and support is needed in relation to their wellbeing and welfare	Protect the welfare of students by establishing clear procedures to prevent harm, respond to concerns, and create a safe and supportive environment.
Extenuating Circumstances Policy and Procedure Awarding Partners Policies UCEN Manchester	May be a preferable option, where the best interest of the student is Deferral or Break in Study (BIS)	Will enable the student to prioritise their health and return when ready.

5. MAIN AIMS

- 5.1 **To promote student wellbeing and safety** - ensure that concerns relating to a student's health, wellbeing or behaviour are identified early and managed in a supportive, proportionate and timely manner, with the student's safety and dignity at the centre of decision-making.
- 5.2 **To support effective engagement and academic success** - enable students to engage safely and effectively with their studies by identifying appropriate support, reasonable adjustments and academic options that promote positive outcomes, including achievement, progression and high grades.
- 5.3 **To provide a clear, consistent and supportive decision-making framework** – to ensure that staff have a clear and consistent process for responding to complex or escalating concerns, supporting fair, transparent and evidence-informed decisions that are not disciplinary in nature.
- 5.4 **To balance student support with institutional responsibilities** - to ensure that UCEN Manchester meets its duty of care to students, staff and the wider community, while maintaining academic standards, safeguarding responsibilities and confidence among employers and key stakeholders.

6. HOW THIS POLICY CONTRIBUTES TO UCEN MANCHESTER STRATEGY

- 6.1 The Support to Study Policy and Procedure supports UCEN Manchester's mission of being: *'Rooted in the North: delivering excellence in Creative and Technical Higher Education in the North of England'*.
- 6.2 The procedure underpins our commitment to *'delivering sector-leading student support'* by ensuring that students are able to engage safely, effectively and successfully with their studies.

7. WHEN TO USE THE SUPPORT TO STUDY POLICY

7.1 Generally, a student can be referred to Support to Study procedure because of a wide range of circumstances, including (but not restricted to) the following:

- A student's academic performance or personal conduct is causing concern, and is thought to be the result of an underlying serious or persistent physical or mental health condition.
- A student is routinely making applications for extensions or reassessments, stating health issues (mental or physical).
- Drug, alcohol, or other harmful substance misuse.
- A student exhibits behaviour which although usually dealt with as a disciplinary matter may be known to be, or suspected to be, the result of an underlying physical or mental health condition.
- A student's health issues are adversely affecting the health, safety, or wellbeing of others or the ability of others to engage successfully in learning, or assessment, or UCEN Manchester in general.
- Concerns about a student's fitness to study are raised by the student directly, or by a third party, for example a friend, housemate, parent or other family member, trusted contact, placement provider or medical professional, either whilst the student is at UCEN Manchester or engaged in organised activities, such as placement or field trips.

7.2 Any member of staff who has a concern about a student's health and wellbeing which may be affecting their studies or has had a concern reported to them should in the first instance discuss those concerns with the student's Personal Tutor or their Head of Department and Future U Student Support team. The student must be aware and alerted to the concern and involved in any subsequent meetings.

8. SUPPORT TO STUDY PROCEDURE

8.1 The procedure has three stages based on the degree of concern and/or the perceived seriousness of the situation. All stages of the procedure are led by the curriculum teams informed by academic and professional requirements. Future U supports the consideration of reasonable adjustments but does not make final decisions about their implementation within individual curriculum areas.

Stages	Point of escalation	Member of staff to Lead	Timeframe
Stage 1 - Initial case review	Concerns arise regarding a student's health, well-being, and their ability to effectively engage in their studies	Programme Leader Attendance in meeting could also include - Personal Tutor - Module Tutor	Case review should be held within 5 days of reported concern. Action plan to be agreed and reviewed within 3 weeks. If no improvement, after 6 weeks, escalate to

		<ul style="list-style-type: none"> - Future U Team Member <p>(avoid having more than 2 members of staff)</p>	Support to Study Panel
Stage 2 - Support to Study Panel	Only be initiated if the student's health and well-being remain concerning despite Initial Case Review, and/or if they are deemed to be of a serious or potentially serious nature to warrant immediate escalation.	<p>Head of Department (Chair)</p> <p>Panel:</p> <ul style="list-style-type: none"> - Head of Department - Head of Student Advice, Support and Wellbeing - Programme Leader - Specialists as required - Student advocate (may be external) 	Date for Panel meeting to be convened within 5 working days of escalation. Action plan to be set and reviewed within 3 weeks. If no improvement, after 6 weeks, escalate to Final Review.
Stage 3 - Final Review	When the Support to Study Panel is unable to resolve the concerns effectively, the matter should be escalated to a Final Review.	<p>Director of Curriculum (Chair)</p> <ul style="list-style-type: none"> - Head of Department - Student advocate - Notetaker 	Final Review to take place within 10 days of escalation from Support to Study Panel.

8.2 Stage 1: Initial Case Review

8.2.1 To be reviewed at the Initial Case Review:

- There is concern about a student's physical or mental health and wellbeing negatively impacting on academic progress.
- The student declares a new or recurring disability, illness, or mental health condition that is negatively impacting on academic progress.
- A member of staff suspects a relevant change in physical or mental health and wellbeing or is advised by a third party of a new or recurring disability, illness, or mental health condition that is negatively impacting on academic progress.
- A student's changing behaviours could suggest a change or deterioration in their mental health or wellbeing which is impacting negatively on academic progress.

8.2.2 The **Programme Leader is responsible** for notifying the student in writing (email or TEAMS to ensure documentary evidence) about the meeting and adding to ProMonitor. The notification should specify that the purpose of the meeting is to address initial concerns regarding their health, well-being, and their ability to continue their studies. It should also clarify that Initial Case Review of the 'Support to Study' procedure is being initiated.

8.2.3 Programme Leaders should be prepared to explain **where requested adjustments cannot be made**, especially when doing so would change the course requirements. For example, the student insisting on 100% online delivery when the course is face to face. Refusing adjustments that risk the academic integrity, does not breach the Equality Act 2010.

8.2.4 **At the meeting, the Programme Leader must:**

- as a point of principle, presume capacity unless there is clear reason to believe otherwise. This is the student's ability to understand, consider, and make informed decisions about matters relating to their studies, support, and wellbeing.
- reassure the student that this is a supportive procedure and not part of the Respectful Relationships and Behaviours Policy - [respectful-relationships-and-behaviour-policy.pdf](#).
- ask them to confirm if they are registered with their GP and to provide details of any prescribed medication and side effects that may impact learning.
- explain the concerns and the impact these may have on the student's ability to achieve a positive outcome from their course. A positive outcome may include but is not limited to; successfully completing their course with satisfactory grades, actively engaging in extracurricular activities and/or developing the essential skills relevant to succeed in their chosen industry.
- allow the student the opportunity or respond to the concerns.
- listen to the student and gather any initial understanding of the student's perception of the matter.
- agree with the student, appropriate, time bound actions that need to be met to address the concerns.
- as appropriate, draw up a support plan setting out the ways in which they will be supported, for example, assistive technology, one-to-one check ins, referral to Future U Student Support Services, including any obligations on the part of the student; (e.g., in respect of their engagement and attendance)
- discuss with the student their academic options and whether a Break in Study may be the most appropriate and supportive option for them at the time.
[Study | Sheffield Hallam University \(shu.ac.uk\)](#)
[mmu-withdrawal-suspension-policy.pdf \(ucenmanchester.ac.uk\)](#)
[section-5 - University of Huddersfield](#)
[ucen-manchester-pearson-break-in-study-policy-and-procedure.pdf \(ucenmanchester.ac.uk\)](#)

8.2.5 Following the meeting, the Programme Leader must:

- make a written record of the meeting and agreed actions (this must be recorded on Pro Monitor).
- share the support plan with the student and any other relevant parties, for example, their Personal Tutor, members of the Future U Student Support team and those in attendance at the meeting.

- ensure that the student is signposted to both Future U Student Support Services and any relevant external services.

8.2.6 If following the meeting and implementation of the agreed actions and support plan, effective resolution of the concerns is not reached through the Initial Case Review (including when a student does not participate in the procedure without a reasonable excuse), a meeting should be arranged on a specified date to consider further action.

The following options should be considered:

- Continuation of Initial Case Review, where more time is considered appropriate.
- Escalation to Support to Study Panel.
- Invoking alternative policies if no supporting evidence is provided.

8.3 Support to Study Panel (Second Stage) – led by Head of Department (Curriculum)

8.3.1 This stage of the intervention will only be initiated if the student's health and well-being remain concerning despite efforts made in the Initial Case Review, and/or if they are deemed to be of a serious or potentially serious nature where the Initial Case Review is deemed inadequate or ineffective.

8.3.2 Continued signs of distress, ongoing struggles with meeting academic requirements, limited involvement in support services, may also prompt the escalation to the panel.

8.3.3 Examples of situations whereby an Initial Case Review would be immediately escalated to the Support to Study panel, are those which could not have been previously considered, anticipated nor planned for in terms of reasonable adjustments:

- An unexpected health crisis, such as a heart attack, stroke, or severe allergic reaction, that may require immediate medical attention and could result in the student needing significant time off from their studies to recover.
- An unexpected, severe mental health crisis, that may require immediate medical attention and could result in the student needing significant time off from their studies to recover.
- Diagnosis of serious illness or injury: A student who experiences a serious illness or injury, such as cancer, a severe infection, or a traumatic injury, may require medical treatment or rehabilitation that interferes with their ability to fully participate in their studies.
- Traumatic life events such as bereavement, relationship breakdowns, or financial difficulties can also have a significant impact on a student's mental health and academic performance.

8.3.4 The meeting should reinforce the key messages from the Initial Case Review (10.2.3), while making clear to the student that continued engagement is essential and that their place on the course may be at risk if there is not a significant improvement in engagement.

- 8.3.5 If the student does not or cannot attend the meeting, a decision will be made in their absence based on information available. The decision will normally be communicated to the student in writing within 10 working days.
- 8.3.6 The formal recommendation of the Support to Study Panel will set out the following and be recorded on ProMonitor and emailed to the student:
- The decision(s) made by the Panel.
 - The reasons for reaching the Panel's decision.
 - why the decision was considered proportionate, indicating why alternative outcomes were considered and discounted.
- 8.3.7 The Support to Study Panel decision to withdraw the student from the programme does not prevent a student from reapplying to the same or different course in the future.

8.4 Final Review (Third Stage) – Led by Director of Curriculum

- 8.4.1 If effective resolution of the concerns is not reached under the Support to Study Panel, escalation to a Final Review should be considered, or alternatively, the use of the UCEN Manchester Student Status Policy. The decision to escalate to Final Review must be made by the Head of Department and the Director of Curriculum.
- 8.4.2 At this stage, in addition to email, the student should be notified of the meeting by letter. Details of who will be in attendance should be included. The student should be allowed to bring one another person with them for support.
- 8.4.3 **At the meeting the Director must:**
- ensure that a note taker is appointed to minute key discussion points and the resulting decision. These minutes should be held as a formal record by UCEN Manchester
 - reassure the student that this is a supportive procedure and not part of the Student Status Policy or Respectful Relationships and Behaviours
 - explain and/or review the concerns
 - consider recommendations for reasonable adjustments and appropriate support in line with the supporting evidence from the GP or other relevant professional
 - determine whether the student should be allowed to continue their chosen course of study
 - If this is not possible, in the opinion of the lead member of staff, recommend that the student either applies for a Break in Study or fully withdraws from the programme
- [Study | Sheffield Hallam University \(shu.ac.uk\)](http://shu.ac.uk)
[mmu-withdrawal-suspension-policy.pdf \(ucenmanchester.ac.uk\)](http://ucenmanchester.ac.uk)
[section-5 - University of Huddersfield](http://ucenmanchester.ac.uk)
[ucen-manchester-pearson-break-in-study-policy-and-procedure.pdf](http://ucenmanchester.ac.uk)
[ucenmanchester.ac.uk\)](http://ucenmanchester.ac.uk)
- if a full withdrawal is agreed, the student must be made aware of their financial liability with both UCEN Manchester and Student Finance England - [HE Tuition Fee Policy \(ucenmanchester.ac.uk\)](http://ucenmanchester.ac.uk)

- explain the decision to the student ensuring that they fully understand the implications and their right to appeal against the decision

8.4.4 Following the meeting, the Director must:

- ensure that the decision is clearly communicated to the student in writing
- if a final decision cannot be made at the meeting, clearly communicate to the student the reasons for this and provide an agreed timeframe for the decision to be made
- the student should be notified of the decision within the agreed timeframe by and agreed means and this decision should also be formally communicated in writing

8.4.5 If the student does not or cannot attend the meeting, UCEN Manchester has the right to continue with the procedure in their absence and confirm its outcome to the student in writing.

8.5 Appealing Against a Final Review

8.5.1 A student can appeal the outcome of the Final Review. Requests should be submitted (in writing) to the Vice Dean, no later than 10 working days after the receipt of the outcome of the Final Review. Students should state the basis on which they are appealing. The decision will be reviewed in the appeal meeting by the Vice Dean and Director of Student Experience and Engagement.

8.5.2 When submitting their request in writing, the student will have the right to request that they present their appeal at the appeal meeting, and they can be accompanied to that meeting by one person as support. If the student attends, once discussion between them and the staff in the meeting has concluded, the student will leave the meeting to allow the panel to make their decision.

8.5.3 UCEN Manchester will seek to review the decision within 10 working days of receipt of the appeal and will give the student 5 working days' notice of the meeting, should they wish to attend.

8.5.4 The outcome of the Appeals Panel is final. Students will be informed of their right to submit a complaint.

8.6 Returning to Study

8.6.1 If the decision is that the student should take a Break in Study, the awarding partner policy should be followed, and the UCEN Manchester Break in Study strategy applied to ensure the student is appropriately supported to re-engage in their studies at the appropriate time.

[Study | Sheffield Hallam University \(shu.ac.uk\)](http://shu.ac.uk)
[mmu-withdrawal-suspension-policy.pdf \(ucenmanchester.ac.uk\)](http://ucenmanchester.ac.uk/mmu-withdrawal-suspension-policy.pdf)
[section-5 - University of Huddersfield](http://ucenmanchester.ac.uk/section-5 - University of Huddersfield)
[ucen-manchester-pearson-break-in-study-policy-and-procedure.pdf](http://ucenmanchester.ac.uk/ucen-manchester-pearson-break-in-study-policy-and-procedure.pdf)
 [\(ucenmanchester.ac.uk\)](http://ucenmanchester.ac.uk)

9. HOW THIS POLICY CONTRIBUTES TO OUR ACCESS AND PARTICIPATION PLAN

9.1 Many students do not experience equality of opportunity in higher education. This is true across the three main stages of a student's higher education journey: access, participation, and progression. The Office for Students, as part of the Access and Participation Plan has introduced the Equality of Opportunity Risk Register (the EORR) which identifies 12 sector-wide risks that may affect a student's opportunity to access and succeed in higher education. The EORR asks providers to consider which, if any, of their prospective or current students are likely to be affected by the risks, and how these might be mitigated.

- **Risk 7: Insufficient Personal Support:** "Although many students are able to receive personal support from external sources, experiences of this will be different for some students. This may have a negative impact on their wellbeing and academic success." (Office for Students, 2023)
- **Risk 8: Mental Health:** "Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing or may develop during higher education study." (Office for Students, 2023)
- **Risk 11: Capacity Issues:** "Increasing student numbers may limit a student's access to key elements of their expected higher education experience. This could disproportionately affect those without the financial resources or wider support to react appropriately." (Office for Students, 2023)

9.2 This policy aims to address these risks through; early intervention, personalised support, coordinated support services and timely decision making.

How we monitor risks 7, 8 and 11 as part of this policy:

- a. on-course attainment rates
- b. continuation rates
- c. completion rates
- d. proportions of students progressing to further study
- e. proportions of students progressing into employment

10. ROLES AND RESPONSIBILITIES

10.1 **All UCEN Manchester managers have a responsibility to:**

- a) ensure that all staff are made aware of the Support to Study policy and procedure and associated policies
- b) actively support and contribute to the implementation of this policy
- c) manage the implementation and review of this policy
- d) be part of the Support to Study process where necessary

10.2 **UCEN Manchester staff have a responsibility to:**

- a) understand this policy and seek clarification from management where required
- b) consider this policy while completing work-related duties and at any time while representing UCEN Manchester
- c) support fellow staff in their awareness of this policy
- d) provide support and guidance to students prior, during and after the Support to Study procedure

- e) offer advice or signpost students to Future U services
- f) raise concerns to the Head of Department if a student is not engaging with their studies and further support is required to ensure the students health and wellbeing is being monitored. This information should be provided on Pro Monitor and stored and shared in line with our Data Protection Policy - [lte-group-data-protection-policy.pdf \(ucenmanchester.ac.uk\)](https://www.ucenmanchester.ac.uk/group-data-protection-policy.pdf)

10.3 UCEN Manchester's Students Union has a responsibility to:

- a) ensure that students are aware of this policy
- b) be involved in the co-creation and evaluation of the policy where it impacts on the student body
- c) actively support the implementation of this policy
- d) engage collaboratively with UCEN Manchester and to provide feedback helpful to developing services in support of the policy
- e) ensure that communications with students regarding are accurate

10.4 UCEN Manchester's students have a responsibility to:

- a) engage in this process and access all support available to them
- b) raise concerns by self-referral where they feel they are having difficulties due to physical or mental health or wellbeing
- c) be aware of the opportunities provided by the Students Union and Future U Student Support Team to enhance their mental health and being familiar with the five ways to wellbeing during their time at UCEN Manchester
- d) be aware of the UCEN Manchester's commitment to optimum mental health for our community through partnerships with students, staff and Students Union

11. HOW IS THIS POLICY COMMUNICATED

11.1 UCEN Manchester will ensure:

- all students receive an accessible version of this policy at induction
- the impact of this policy is circulated through UCEN Manchester and Students Union channels
- this policy is accessible to all members of UCEN Manchester
- staff are informed when a particular activity aligns with this policy
- staff and students are empowered to actively contribute to and provide feedback on this policy
- staff and students are notified of all changes to this policy

12. HOW UCEN MANCHESTER MEASURES THE IMPACT OF THIS POLICY

12.1 UCEN Manchester is committed to the effective evaluation and measurement of the impact of this policy and reporting on it regularly. The policy has many strands, and the impact will necessarily be assessed in a number of different ways, including monitoring and reporting as follows:

- a) student lived experience and survey data
- b) referrals and waiting lists for Future U
- c) service engagement and evaluation
- d) student retention, progression and achievement data
- e) review of the policy through SSM Reflection Series and wider UCEN Manchester Governance structure

15 Appendices

Appendix A Support for Study Panel – Staff Checklist

General Principles (All Stages)

- This is a supportive process, not disciplinary
- Student wellbeing and dignity are central
- Must be evidence that the reason for non-engagement is health related
- Student voice must be heard
- Actions must be reasonable, proportionate, and time-bound
- Reasonable adjustments cannot risk the academic integrity of the course
- Key decisions and actions must be recorded on ProMonitor

Stage 1 – Initial Case Review (Programme Leader)

- Concerns identified and documented using risk assessment (Appendix B)
- Meeting arranged promptly
- Student notified in writing and informed of right to bring support
- Supportive meeting held and actions agreed
- Support Plan created and review date set

Stage 2 – Support to Study Panel (Head of Department)

- Decision to escalate agreed and panel membership confirmed
- Student notified Stage 2 is being invoked
- Panel meeting held and interim actions agreed
- Support Plan updated and review date set

Stage 3 – Final Review (HoD + Director of Curriculum)

- Formal review meeting held
- Decision made on continuation, break, or withdrawal
- Decision and appeal rights confirmed in writing

Appendix B – Risk Assessment Record

Risk Assessment Record

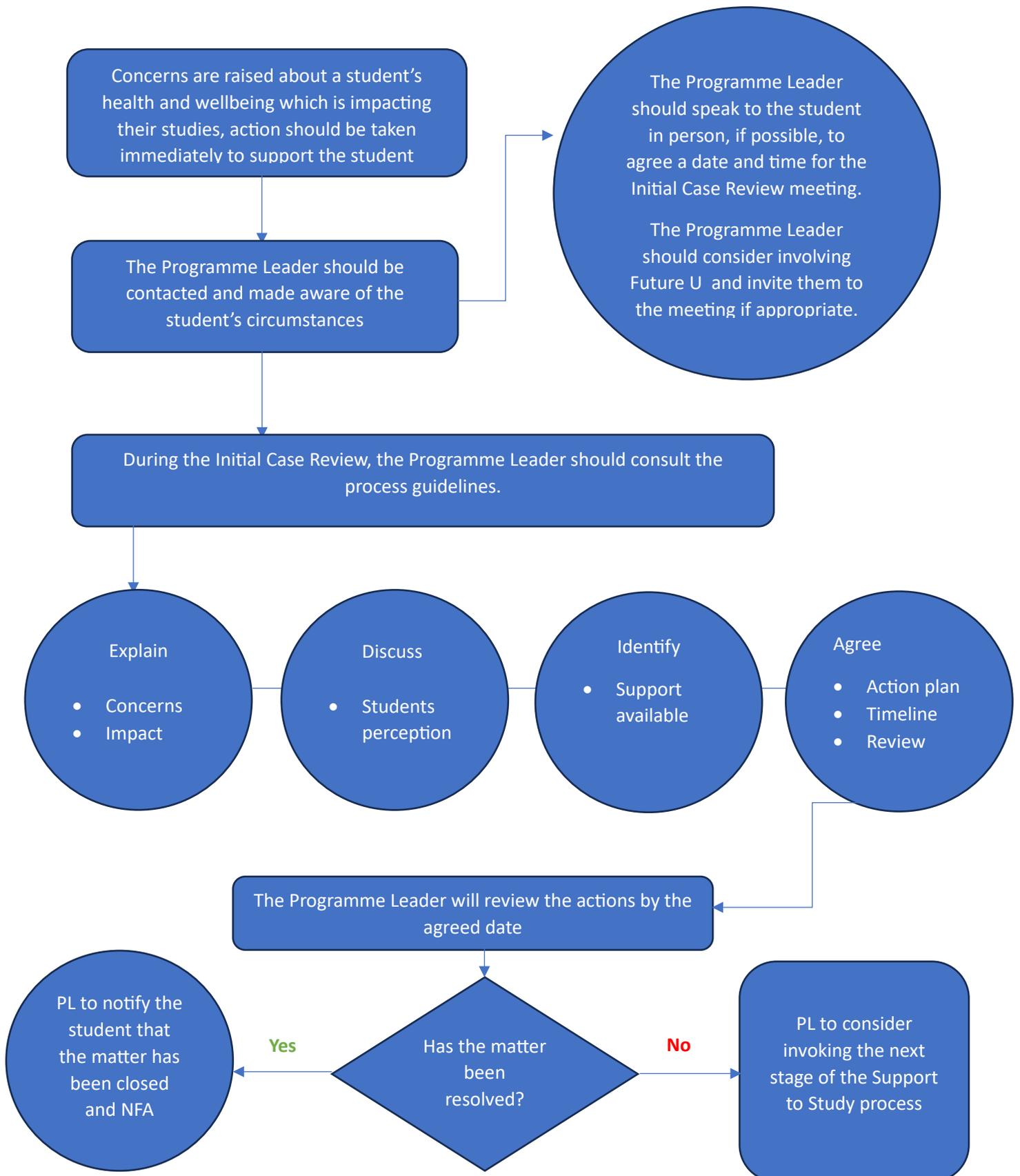
Student name:	
Course:	

What is the risk?	Who may be at risk and how?	Existing controls/support plans in place	Risk level; High, Medium, or Low	Additional controls required to reduce risk	Is the residual risk acceptable?

Assessed by:	Date:
Head of Department:	Date:

Appendix C – Initial Case Review (Stage 1)

Initial Case Review (Stage 1)



Appendix D – Initial Case Review Communication Template

Date:

Dear **[insert student name]**

Re: Initial Case Review (Stage 1) of the 'Support to Study' Procedure

Further to our recent discussion, I am writing to confirm that a Stage 1 meeting has now been arranged. The purpose of this meeting is to discuss our concerns with you and to agree an action plan/support plan which will help you to achieve a positive outcome from your course.

Please be reassured that this is a supportive process, and the panel will discuss with you what reasonable adjustments may be required in order for you to continue studying.

The meeting will be held as follows.

Date:

Time:

Location:

You are welcome to bring another appropriate person with you for support.

If you have a declared disability, you might want to consider reaching out to our Disability Officer for assistance and consultation on the meeting, including the option of having them accompany you. The Disability Officer can be contacted through the central inbox – DSA@ucenmanchester.ac.uk.

It is very important that you attend this meeting so that we can make sure appropriate support is in place as soon as possible. I have enclosed a copy of the Support to Study Policy for your information.

Your sincerely

[Insert name]

Appendix E – Support to Study Panel (Stage 2) Process

The Support to Study Panel will convene when either:

- The student's health and wellbeing continue to be of concern despite the Initial Case Review having taken place.
- The Initial Case Review would not be considered appropriate or effective.

Consideration must be given at all times to the health and wellbeing of the student and what support they may need throughout this process.

Support to Study Panel (Stage 2)

The Head of Department should take lead role during this stage of the process.

The Head of Department should schedule a meeting with the student as soon as possible and invite any relevant colleagues as deemed appropriate. The student should be allowed to bring someone with them for support.

Where possible the HoD should speak personally to the student to schedule the meeting and check what support they might need.

During the Support to Study Panel the HoD should:

Explain

- Explain and/or review the concern(s)
- Allow the student the opportunity to respond to the concern(s)

Discuss

- The perceived impact/implications of the student's health and wellbeing
- Any professional medical evidence
- Whether a change of programme, Break in Study or withdrawal may be appropriate and the most supportive option at the time.

Identify

- Identify with the student any related support they may have in place already or additional support they may need going forward

Agree

- Next steps/action plan
- Timelines
- Review date
- Any further interim time-bound actions to help the student manage their studies.

Following the meeting, the HoD will ensure that a written record of the meeting, any agreed actions, follow up and

Possible outcomes from the panel meeting:

- Implementation of reasonable adjustments to enable the student to fully participate meaning the concerns have been addressed
- Student agrees to a Break in Study or withdrawal
- Student continues to present concerns despite support and the Final Review (Stage 3) will be invoked

Appendix F – Stage 2 Communication Template

Date:

Dear **[insert students name]**

Re. Stage 2 of the Support to Study Procedure

Further to our recent discussion, I am writing to confirm that a Stage 2 meeting has now been arranged. The purpose of this meeting is to discuss our concerns with you and to review the action/support plan that has been put in place. We would also like to discuss with you any other support that you may be receiving from medical professionals. Please bring with you any evidence of assessment or letters from medical professionals.

Please be reassured that this is a supportive process, and the panel will discuss with you what further reasonable adjustments and/or support that may be required in order for you to continue studying.

The meeting will be held as follow:

Date:

Time:

Location:

You are welcome to bring another appropriate person with you for support.

If you have a declared disability, you might want to consider reaching out to our Disability Officer for assistance and consultation on the meeting, including the option of having them accompany you. The Disability Officer can be contacted through the central inbox – DSA@ucenmanchester.ac.uk.

It is very important that you attend this meeting so that we can make sure appropriate support is in place as soon as possible. I have enclosed a copy of the Support to Study Policy for your information.

Your sincerely

[Insert name]

Appendix G – Final Review Panel Letter Template

Date:

Dear **[insert students name]**

Re. Invite to Final Review Panel

As effective resolution has not been established through the previous stages of the Support to Study Policy and Procedure, I am writing to confirm that a Final Review Panel has now been arranged. The purpose of this meeting is to:

- explain and review the concerns identified at the start of this process.
- consider recommendations for reasonable adjustments and appropriate support in line with the supporting evidence provided by your GP or other relevant professional.
- determine whether you should be allowed to continue your chosen course of study or whether a Break in Study or complete withdrawal would be more appropriate for under circumstances.

Please be reassured that this is a supportive process, and the panel will discuss all available options with you, to ensure that the most appropriate action is taken.

The meeting will be held as follow:

Date:

Time:

Location:

You are welcome to bring another appropriate person with you for support. A member of staff will also be present to minute discussion points and any final outcome that is decided.

If you have a declared disability, you might want to consider reaching out to our Disability Officer for assistance and consultation on the meeting, including the option of having them accompany you. The Disability Officer can be contacted through the central inbox – DSA@ucenmanchester.ac.uk.

It is very important that you attend this meeting so that we can make sure appropriate support is in place as soon as possible. I have enclosed a copy of the Support to Study Policy for your information.

Your sincerely

[Insert name]

Appendix H – Outcome of Final Review Panel Letter Template

Date:

Dear [insert students name]

Re. Outcome of Final Review Panel

I am writing to confirm the outcome of the Final Review Panel that you attended on [insert date and time]. It has been decided that [insert detail of decision made through Final Review Panel].

You have the right to appeal the decision made and details of how to do so are included below.

- Requests to appeal should be submitted (in writing) to the Vice Dean, no later than 10 working days after the receipt of this letter.
- You should state the basis on which you are appealing.
- The decision will be reviewed in the appeal meeting by the Vice Dean and Director of Student Experience and Engagement.
- When submitting your request in writing, you will have the right to request to present your appeal at the appeal meeting.
- If you wish to do this, you are welcome to be accompanied to that meeting by one person as support.

UCEN Manchester will seek to review the decision within 10 working days of receipt of the appeal and will give you 5 working days' notice of the meeting, should you wish to attend.

The outcome of the Appeals Panel is final. You will be informed of your right to submit a complaint should you wish to do so. The complaints policy can be found via the UCEN Manchester website.

If you have any further questions relating to the outcome, please do not hesitate to contact me.

Your sincerely

[Insert name]