

Student Status Policy & Procedure

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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

Actions following first draft:

Amendment needed	Changed yes/no	Additional comments
Additional information is required as per the new standardised UCEN Manchester policy template	Yes	N/A
Introduction of Programme Leader role needs to be embedded to reflect their responsibilities within this process	Yes	The Programme Leader role and responsibility in relation to this policy and procedure was agreed by Directors of Curriculum through the Quality and Standards Committee.
Letter templates require additional information to better support students with a declared disability through this process	Yes	Letter templates agreed by Quality and Standards Committee
Frequency of meetings requires review	Yes	The Quality and Standards Committee agreed a termly occurrence for the Student Status Meetings with the commitment that curriculum teams will conduct interim meetings.
Stage 2 meetings should be chaired by PL or HoD and Stage 3 meetings should be chaired by HoD of DoC to allow for more timely actioning of the staged meetings	Yes	As agreed through the Quality and Standards Committee
Amends to section 20 (Extenuating Circumstances) and 21 (Break in Study) needed to reflect awarding partner updates	Yes	Updated and confirmed by Academic Services team.

INTRODUCTION

UCEN Manchester is committed to providing its students with effective academic and pastoral support. This policy outlines a framework of support that meets the need of students, enables best practice, and allows for a high-quality approach. It aims to ensure students are supported during challenging times by coordinating an appropriate support package to enable them to achieve and maximise their academic potential.

SCOPE

This policy and associated procedure applies to all full-time and part-time students enrolled at UCEN Manchester where there is concern for their ability to achieve, which may be impacting on the progress of themselves and others around them.

The Student Status Policy and Procedure covers student engagement during all teaching and learning activities, whether that be on or off campus, or online.

For the purposes of this policy, engagement encompasses actively contributing to, and participating in, guided independent or group study activities, assessment and feedback, and any other activity which supports learning and personal development, independently or in collaboration with peers.

This includes, but is not limited to:

- a) attending scheduled lectures and learning events
- b) submitting assessments within defined deadlines
- c) accessing and/or interacting with online learning materials (e.g., session recordings, learning materials including online workshops and Study Skills)
- d) utilising infrastructure in place to support student learning (i.e., Library Services, Microsoft Teams, Student Hub, Confident Future Series.)
- e) attending meetings with Personal Tutor and/or other requests to meet with staff.

PURPOSE

This policy is intended to support staff and students when a student's personal circumstances and/or behaviours are having a detrimental impact on their ability to progress academically at UCEN Manchester, and seeks to ensure, wherever possible, that students can participate effectively in their academic studies and other aspects of their student experience.

Furthermore, this policy aims to:

- a) provide an effective framework to ensure an appropriate and coordinated response by academic staff and the Future U team, to support students in cases where there is an adverse impact on the academic progress of themselves and/or others.
- b) provide guidance for the monitoring, tracking, and referral of all students using prepopulated reporting systems utilising information from enrolment and in-year student progress and support.
- c) encourage early intervention and active collaboration between staff in managing situations where there are concerns regarding a student's ability to achieve.
- d) ensure that UCEN Manchester has provided the student with appropriate, proportionate, and reasonable support to assist them through their studies.

- e) This policy and procedure applies to all UCEN Manchester students and should be implemented by **all** employees of UCEN Manchester.

CONTEXT WITHIN HE

1. What is Student Status?

Student Status is a measure of 'student standing' with UCEN Manchester and reflects a student's ability to achieve on their chosen programme of study. The varying measures of Student Status indicate the level of supportive intervention required to assist a student to positively engage and achieve.

2. Why it matters to UCEN Manchester?

At UCEN Manchester, we recognise that every student may require varying levels of academic support, irrespective of their qualifications upon entry. Some students may encounter academic challenges at different stages of their educational journey, and early intervention can significantly enhance their ability to succeed.

"If a student does not receive the necessary personalised academic support, they may achieve a lower degree attainment than they could have achieved, or they may withdraw from a course." (Office for Students, 2024)

The overall aims of this policy are to:

- a) provide early intervention strategies to address academic challenges before they escalate.
- b) ensure students have access to optimal support to maximise their potential for achievement.
- c) coordinate all support services effectively to streamline assistance for students.
- d) make timely decisions to ensure actions are taken promptly and in the best interest of students.
- e) identify broader support strategies beneficial to students across UCEN Manchester, fostering a supportive academic environment.

This is particularly important to UCEN Manchester because we exist to: ***"Deliver first-class technical and professional higher-level skills to meet the priorities of the Greater Manchester region and beyond."***

3. How this policy contributes to UCEN Manchester's overarching strategy?

This document works in partnership with the Future U Student Support strategy to *'Deliver and provide a seamless and inclusive student-centred support system and structure that enables all students throughout their journey to develop and achieve successful and rewarding academic and professional outcomes based on identifying and mitigating barriers to learning'*. Where the strategy outlines our ambition over the next 5 years, the focus of this policy is to respond annually to academic risk and ability to achieve.

4. How this policy contributes to our Access and Participation Plan?

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 6 Insufficient academic support:** "Students may not receive sufficient personalised academic support to achieve a positive outcome" (Office for Students, 2024).
- **Risk 7 Insufficient personal support:** "Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome" (Office for Students, 2024).
- **Risk 8 Mental Health:** Students may not experience an environment that is conducive to good mental health and wellbeing.
- **Risk 9 Ongoing Impacts of Coronavirus:** Students may be affected by the ongoing consequences of the coronavirus pandemic.

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

How we monitor Risks 6-9 as part of this policy:

- a) on-course attainment rates
- b) referral data
- c) increased use and/or reporting of extenuating circumstances
- d) increased use of Break in Study applications
- e) continuation rates
- f) completion rates

5. Promoting a whole institutional approach

All members of UCEN Manchester have a responsibility to support each other in creating a safe environment which is conducive to study, living and working. Staff are encouraged to address any student concerns through early intervention, positively supporting students through the Student Status process, as well as through dedicated student support teams.

This policy acknowledges that other procedures, such as the Attendance/Disciplinary/Safeguarding Policy/Support for Continuing Studies, may need to be used in addition as a supportive measure under this policy, in cases where a student's ability to achieve is at risk.

This policy also acknowledges that in some cases the Extenuating Circumstances Policy and Procedure may be a preferable option, where the best interest of the student is Deferral or Break in Study. Further information on our Awarding Partner Policies & Procedures can be found on the UCEN Manchester website: [Awarding Partners Policies | UCEN Manchester](#)

Other relevant policies to note:

- [Student Engagement Strategy](#)
- [Future U Student Support Strategy](#)
- [Personal Tutorial Model](#)

6. Who is responsible for what?

All UCEN Manchester managers have a responsibility to:

- a) ensure that all staff are made aware of the Student Status 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.

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 for Continuing Studies 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)

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.

UCEN Manchester's students have a responsibility to:

- a) be aware of the opportunities provided by the Students Union and Future U Student Support Team to enhance their academic skills and ability to achieve during their time at UCEN Manchester.
- b) maintain regular communication with both curriculum and support staff, actively engaging with pertinent platforms such as Microsoft Teams and Outlook through specific UCEN Manchester accounts.

7. How UCEN Manchester measures the impact of this policy

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:

Students

- a) student lived experience and survey data.
- b) referrals and waiting lists for support services.
- c) service engagement and evaluation
- d) student attrition and retention data

8. How this policy is communicated

UCEN Manchester will ensure that:

- all students receive an accessible version of this policy at induction.
- the impact of this policy is circulated through UCEN MCR and Students Union channels.
- this policy accessible to all members of UCEN MCR.
- 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.

9. Effectiveness of this policy will be assessed through:

- a) feedback from staff and key stakeholders through the SSM Reflection Series
- b) review of the policy through SSM Reflection Series and wider UCEN Manchester Governance structure
- c) reference to the impact measurements details in section 7 above
- d) caseload audits in comparison with retention and achievement outcomes

10. Risk Indicators and the Student Status Process

UCEN Manchester have identified that students with additional vulnerabilities and personal circumstances may perform less well compared to their peers who do not experience barriers to learning and/or achievement.

Student Status categories are used to track underlying risk factors and monitor outcomes. The information and student profile are also used to inform support allocation and staff training priorities.

Please note:

This Policy and Procedure does not cover Safeguarding matters – please refer to the UCEN Manchester Safeguarding Policy.

Safeguarding matters should not be raised and discussed through the Student Status Meeting and should be recorded through the appropriate channels, outlined in the UCEN Manchester Safeguarding Policy.

11. Student Status

Student Status is a measure of 'student standing' with UCEN Manchester and reflects a student's ability to achieve on their chosen programme of study.

The Student Status process has 3 stages, each of which represents the degree of concern and/or the perceived seriousness of the situation.

The 3 main stages are:

- **In Good Standing:** there is no concern from lecturers regarding ability to achieve.
- **Emerging Concern:** there is some perceived concerns about ability to achieve.
- **Not in Good Standing:** there is considerable risk that a student is unlikely to achieve their qualification and academic tutors have significant concern regarding student progression and their place on the course.

a) In Good Standing

Where a student has been highlighted as 'In Good Standing' there is no concern from lecturers about their ability to achieve. They are submitting academic work on time and meeting wider academic expectations.

Students who have been highlighted as 'In Good Standing' can still access support from the Future U Student Support Team.

b) Emerging Concern

Where a student has been highlighted as 'Emerging Concern' lecturers have noted some concerns around the student's progress and may have concerns about them not meeting all academic expectations.

This should be supported by curriculum teams in the first instance following the process flow chart in Appendix A. For the supporting documentation please refer to Appendix B and C.

c) Not in Good Standing

Where a student has been identified as 'Not in Good Standing', lecturers have considerable concern about a student's ability to achieve and meet wider academic expectations.

Students identified as 'Not in Good Standing' should be referred and discussed at the Student Status Meeting so that the panel can agree the most suitable course of action/intervention and monitor accordingly.

Students identified as 'Not in Good Standing' should have been invited to a Stage 1: Professional Discussion prior to them being raised at SSM. The Stage 1: Professional Discussion must be logged on Pro Monitor with any supporting documentation uploaded.

If a student is raised at SSM prior to a Stage 1: Professional Discussion taking place, this will be the recommended intervention.

If the student does not meet the agreed conditions, or engage with the intervention offered follow the process flow chart in Appendix D.

12. Structure of the Student Status Process

- a) Student Status Meetings will occur on a termly basis to ensure early intervention is actioned and reviewed in a timely manner. It is advised that curriculum teams meet outside of the formal SSM process to ensure appropriate management and oversight of the at-risk caseload.
- b) The reoccurrence of the Student Status Meetings can be adjusted if needed and should be determined by the panel, as per the need of each Curriculum area and during key times of the academic year.
- c) The panel for Student Status Meetings must include the Head of Department (or Director of Curriculum where the HoD is not available), Programme Leader, Approved Practitioner (Director of Student Experience and Engagement where the Approved Practitioner is not available) and the Student Engagement Officer. Additional panel members may include Safeguarding Practitioner, Disability Advisor, Library Services and Head of Student Support, Advice and Wellbeing where appropriate.
- d) Programme Leaders are responsible for liaising with Personal Tutors to allocate a measure of student status for each student based upon ability to achieve and academic progress. They are also responsible for presenting this information at the SSM. Every student should have oversight regardless of whether they are referred into the SSM panel or not.
- e) Programme Leaders should highlight the allocated measure through Pro Monitor and amend throughout the academic year as appropriate.
- f) Any students deemed to be 'Not in Good Standing' should be raised and discussed during the Student Status Meeting so that appropriate intervention can be agreed with the wider curriculum team and Future U Student Support Team.
- g) Students deemed to be 'Emerging Concern' should be supported by curriculum staff in the first instance before being brought to the Student Status Meeting. However, all students, regardless of Student Status can access support from the Future U Team where appropriate.
- h) A record of all formal and informal meetings, documentation, and action plans should be maintained and updated via Pro Monitor. All students referred through the Student Status Meeting should be recorded in the appropriate tracker, ensuring that all GDPR guidelines are met.
- i) All staff involved in the Student Status Meeting should provide updates for each referred student to ensure that progress and both successful and unsuccessful intervention can be monitored and recorded.
- j) If a student fails to engage or is unable or unwilling to cooperate with the intervention offered, UCEN Manchester can recommend an appropriate course of action without input from the student. See process flow chart in Appendix G.

13. Academic Alert

- a) An 'Academic Alert' should be sent by the Personal Tutor as soon as a concern presents.
- b) The 'Academic Alert' should be sent via email to inform the student of the initial concerns with the request for them to contact their Personal Tutor within a 5 working day period.

- c) Throughout that 5 working day period, the Personal Tutor should attempt to contact the student via phone call, **at least once**.
- d) If the student does not contact their Personal Tutor, they should be considered “Emerging Concern” and invited to a Stage 1: Professional Discussion (formal one-to-one meeting).

14. Stage 1: Professional Discussion (First Written Warning)

- a) A Stage 1: Professional Discussion should be held with any student deemed “Emerging Concern”.
- b) The Stage 1: Professional Discussion (formal one-to-one meeting) should be used as a supportive measure to identify any potential barriers to achievement and discuss appropriate action with the intention to re-engage.
- c) The Stage 1: Professional Discussion should be arranged and carried out by the **Personal Tutor**. Where this is not possible, another member of the academic team may chair the meeting.
- d) Students may opt to invite an advocate to the meeting. Details on how to contact a member of the Future U team should be provided in accordance with the letter template.
- e) The invite to the Stage 1: Professional Discussion should follow the template included in Appendix B and be sent to the student via their UCEN Manchester student email account. A copy may also be uploaded to Teams or sent to their term-time address.
- f) The Stage 1: Professional Discussion should be recorded on Pro Monitor and any supporting documentation uploaded.
- g) The student has 5 working days to acknowledge the invite to their Stage 1: Professional Discussion. If the student does not make contact after 5 working days, they will be highlighted at ‘Not in Good Standard’ and raised at Student Status Meeting.

During the Stage 1: Professional Discussion, the student should be advised on:

- the purpose of the meeting
- what action/behaviour has caused concern
- the support available, to enable them to get back on track
- The student should be given the opportunity to
- discuss any concerns impacting engagement and/or ability to achieve
- complete an action plan (Template B) with support from Personal Tutor
- access support from their Personal Tutor and/or the Future U Student Support Team

If a student does not meet the agreed conditions from the Stage 1: Professional Discussion or does not attend the meeting in the first instance, the student should be escalated to a ‘Not in Good Standing’ category and referred at the Student Status Meeting.

15. Stage 2: Meeting with Head of Department or Programme Leader (Second Written Warning)

- a) Students do not have to accept or engage in the offer of support from Future U.
- b) Students who choose not to engage with the support offer and fail to demonstrate improved attendance and or engagement, will be sent a Stage 2 Meeting letter which will invite them to a one-to-one meeting with the Head of Department.

- c) The invite to the Stage 2 Meeting letter should follow the template included in Appendix F and be sent to the student via their UCEN Manchester student email account, **and** to their term-time address.
- d) This stage of the intervention process should still be used as a supportive measure to identify any barriers to learning the student might be facing and seek to find agreeable resolution where possible.
- e) Students may opt to invite an advocate to the meeting. Details on how to contact a member of the Future U team should be provided in accordance with the letter template.
- f) In cases where students have declared a disability, the Disability Officer must be informed before sending out the Stage 2 Meeting letter.
- g) The Disability Officer will then reach out to the student to notify them of the forthcoming letter, discuss its purpose, and outline the expectations for the meeting.
- h) Upon successful contact with the Disability Officer, the Stage 2 Meeting letter can be sent to the student's UCEN Manchester email address and term-time address.
- i) If the Disability Officer is unable to make contact with the student within 5 working days, the Stage 2 Meeting letter will be dispatched accordingly.
- j) The Disability Officer will confirm the outcome with the relevant Head of Department and/or Programme Leader.

During the Meeting with the Programme Leader/Head of Department, the student should be advised on:

- the purpose of the meeting
- the impact of the First Written Warning being issued and the process that may follow dependent on student actions
- what action/behaviour has caused concern (lack of engagement with previous offers of support, attendance percentage and academic progress)
- the support available, to enable them to get back on track

The student should be given the opportunity to:

- discuss any concerns or challenges impacting their engagement and/or ability to achieve
- provide an explanation for their lack of engagement with support offered to date
- explore academic regulations/policy which may need to be used as support intervention, such as Mitigating Circumstances or Break in Study. (Please refer to relevant Awarding Body policies for these details)
- access support from their Personal Tutor and/or the Future U Student Services Team

16. Formal meeting with Head of Department or Director of Curriculum

- a) Students who choose not to acknowledge or attend the meeting with HoD or Programme Leader and/or do not engage with the actions set out during the meeting, will be sent a Stage 3: Final Written Warning letter.
- b) The Stage 3: Final Written Warning is a subsequent invite to attend a meeting with the Head of Department or Director of Curriculum.

- c) It is to the discretion of the curriculum team to agree whether the meeting will be chaired by the Head of Department or Director of Curriculum. However, if it is the case that the Stage 2: Meeting was chaired by the Head of Department, the Stage 3: Final Written Warning must be chaired by the Director of Curriculum.
- d) The invite to the Stage 3 Final Written Warning should follow the template included in Appendix H and sent to the student via their UCEN Manchester student email account, **and** to their term-time address.
- e) Students may opt to invite an advocate to the meeting. Details on how to contact a member of the Future U team should be provided in accordance with the letter template.
- f) In cases where students have declared a disability, the Disability Officer must be informed before sending out the Stage 3 Final Written Warning.
- g) The Disability Officer will then reach out to the student to notify them of the forthcoming letter, discuss its purpose, and outline the expectations for the meeting.
- h) Upon successful contact with the Disability Officer, the Stage 3 Final Written Warning can be sent to the student's UCEN Manchester email address **and** term-time address.
- i) If the Disability Officer is unable to make contact with the student within 5 working days, the Stage 3 Final Written Warning will be dispatched accordingly.
- j) The Disability Officer will confirm the outcome with the relevant Head of Department or Director of Curriculum.
- k) This stage of the intervention should be used to determine whether the student is able to continue with their chosen programme of study or whether they should be withdrawn.

During the Stage 3 Final Written Warning meeting, the student should be advised on:

- the purpose of the meeting
- what action/behaviour has caused concern (lack of engagement with previous offers of support, attendance percentage and academic progress)
- the next stages of this process and the options they have
- SFE liability
- if a decision is made to withdraw, the student should be encouraged to book an Exit Guidance Interview with the Future U Careers Lead

The student should be given the opportunity to:

- discuss any concerns or challenges impacting their engagement and/or ability to achieve
- provide an explanation for their lack of engagement with support offered to date
- explore academic regulations/policy which may need to be used as support intervention, such as Mitigating Circumstances or Break in Study. (Please refer to relevant Awarding Body policies for these details)
- book an Exit Guidance Interview with Future U Careers Lead (if the decision is to withdraw)
- access support from their Personal Tutor and/or the Future U Student Services Team (if the decision is to remain on programme)

Following this meeting, the Head of Department or Director of Curriculum should advise the student whether they will be withdrawn from their programme of study or allowed to continue,

subject to conditions. The letter template to inform students of this decision can be found in Appendix I. This should be uploaded to Pro Monitor.

17. Student Panel

If a decision cannot be made through the Student Status Policy and Procedure, cases should be referred to the Student Panel, where an independent committee will make recommendations.

Student Panel Referral Criteria:

- a) Referrals to the panel should involve student cases where there are clear indications of risk to academic progress or well-being, or where previous interventions have proven ineffective in addressing underlying challenges.
- b) The panel considers cases where students are found to be in breach of established institutional policies, requiring a collaborative decision-making process to determine appropriate outcomes.
- c) Referrals should involve cases of significant complexity or impact, where a multidisciplinary approach and careful deliberation are necessary to reach fair and equitable resolutions.
- d) Pro Monitor must provide comprehensive, evidence-based information regarding the student's situation, including relevant documentation and interventions undertaken to date.
- e) Whereby there is lack of evidence-based information, the case will not be considered at the Student Panel and will be referred to the Curriculum Director.
- f) The panel considers cases where there is potential for wrap-around support to address the holistic needs of the student, including academic, social, emotional, and mental well-being.
- g) Referrals may involve input from various independent stakeholders, such as Directors of Curriculum, Heads of Department and members of the Future U team.
- h) Panels should be convened in timely manner, particularly where there is an urgent need for intervention to mitigate risks or support the student's well-being effectively.

18. Attendance and Student Status

- a) Attendance is not necessarily an individualised risk factor in relation to Student Status however, attendance will be measured and reported upon where appropriate.
- b) Programme Leaders are responsible for monitoring attendance and should ensure that all students have had oversight, regardless of whether they are then referred into the SSM for intervention.
- c) Where attendance has an impact on ability to achieve, the student will be discussed during the Student Status Meeting and intervention agreed.
- d) If the student does not engage with the intervention and does not make improvement with regards to their attendance, the process in the Attendance/Disciplinary Policy should be followed.

19. Academic Intervention

- a) If a student is experiencing difficult or challenging life circumstances that are having an impact on their academic ability and/or engagement, they should refer to our Awarding Partners Policies and Procedures where appropriate.

- b) It is the responsibility of the Curriculum team to provide this guidance to students. Future U colleagues are unable to advise students in regard to these matters.

[Awarding Partners Policies | UCEN Manchester](#)

20. Extenuating Circumstances - also known as Assessment Mitigation and Exceptional Circumstances

- a) Depending on the type of claim; extension or deferral and the awarding body, requests will be made via a MS Form that is required to be complete and submitted to the dedicated email address mc@ucenmanchester.ac.uk. Further details can be found in Programme Handbooks or by selecting the relevant awarding partner on the following webpage - [Awarding Partners Policies \(ucenmanchester.ac.uk\)](#).
- b) The Academic Services Panel are responsible for reviewing and approving Extenuating Circumstances.
- c) Communication in relation to Extenuating Circumstance application and approval, will come from the Academic Services team, as per the Extenuating Circumstances Policy.
- d) The Student Status Panel may advise a student on their options regarding Extenuating Circumstances but should not be involved with the review and acceptance process.
- e) Future U colleagues are unable to provide advice and guidance on Academic Governance and students should be directed to their Personal Tutor in the first instance.

[item 9 ucen manchester mitigating circumstances policy and procedure may 22.pdf \(ucenmanchester.ac.uk\)](#)

[Awarding Partners Policies | UCEN Manchester](#)

21. Break in Study

- a) Break in Study applications should be completed with the support and help of either your Personal Tutor or Programme Leader. Once completed, the form should be sent to the Head of Department for review and approval.
- b) If the request is approved, it will be sent to the Academic Services team who will note the details and inform the validating partner so that your academic record can be updated to reflect the change in status. You will receive a letter confirming the break in studies and date of return.
- c) It is the students' responsibility to inform Student Finance England (SFE) of a Break in Study. The Data Services team will as part of their census return provide details of the break, but this may be a few weeks after the Break in Study commences.
- d) The Student Status Panel may advise a student on their options regarding a Break in Study but should not be involved with the review and acceptance process.
- e) Students who chose to take a Break in Study will be supported as per the Break in Study Strategy by the Student Engagement Officer and curriculum team.

[ucen-manchester-pearson-break-in-study-policy-and-procedure.pdf \(ucenmanchester.ac.uk\)](#)

[Awarding Partners Policies | UCEN Manchester](#)

22. Fee Liability

- a) Students that have taken a place on a course will be liable for their fees even if they choose to leave the course early. UCEN Manchester will pursue the outstanding debt and the

services of an external Debt Recovery Agent will also be utilised and they, in turn will use all due legal processes to recover the debt. In such cases it is usual for interest and court costs to be added to the debt by the County Court.

- b) In the event of a SFE funded student temporarily withdrawing after an attendance confirmation point, no refund of fees will be made.
- c) Students who temporarily withdraw with an agreed break in study are required to remain registered with UCEN Manchester throughout the period of the break in study. The balance of the year's fees for the outstanding modules that remain to be completed will be due once studies recommence.
- d) Student should contact SFE directly in the first instance for any finance related queries.
- e) Further information can be found in the [HE Tuition Fee Policy \(ucenmanchester.ac.uk\)](https://www.ucenmanchester.ac.uk/HE-Tuition-Fee-Policy)

23. Leaving or suspending Study

If leaving of suspending study, a student must:

- *Stop their student finance*
- *Repay any finance they are not entitled to*

Student finances include:

- *Maintenance loans*
- *Tuition fee loans*
- *Grants and/or bursaries*

The amount to be repaid and when it needs to be repaid depends on:

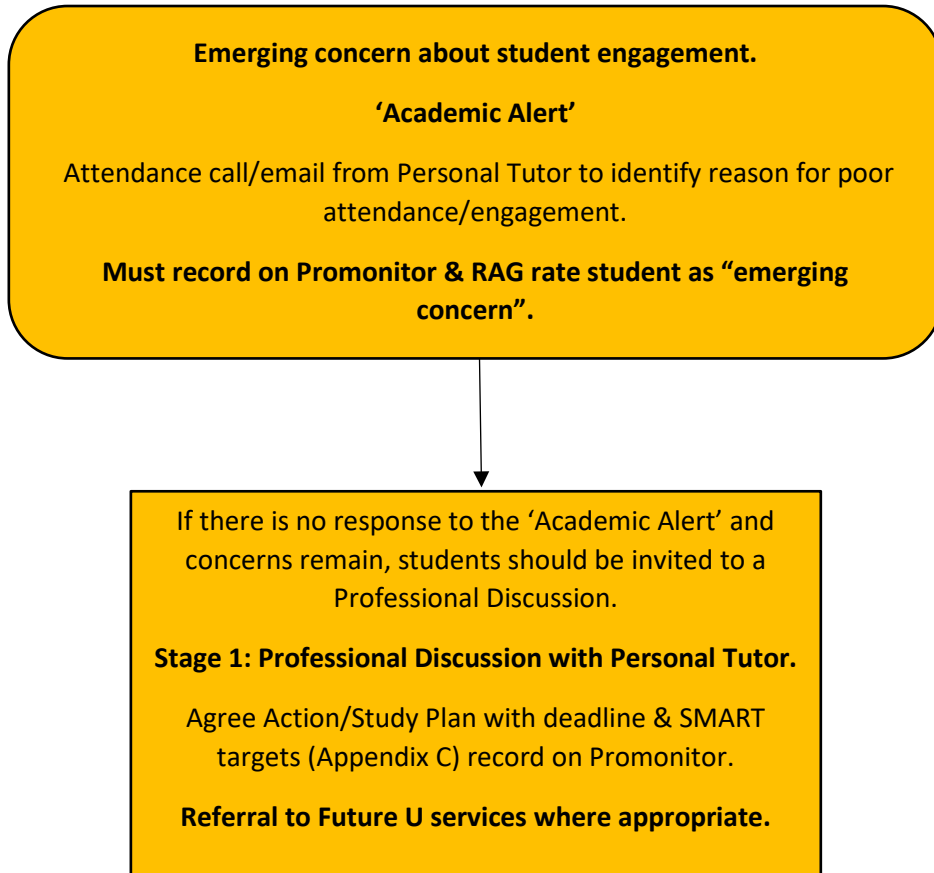
- *What type of student finance the student has*
- *What point of the academic year the student leaves*
- *Whether the student intends to return to their course or not*

[Student finance if you suspend or leave your course: Overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/student-finance-if-you-suspend-or-leave-your-course)

Appendix A

Stage 1: Emerging Concern

Process Flow Chart



Appendix B

Stage 1 Warning: Stage 1: Professional Discussion

Email Template

Email Subject: Stage 1: Professional Discussion (First Written Warning)

Dear [student's name]

It has come to my attention that your recent [levels of attendance/engagement with work/work standards] are falling below the standard that is expected of you and we have identified your Student Status as 'Emerging Concern'. This means that I have some concerns that your ability to achieve on your chosen programme of study.

I would like to invite you to a formal Stage 1: Professional Discussion (a one-to-one meeting) on [date] at [time]. Please come to room [number]. This meeting is a supportive conversation to assist you in getting back on track and to explore ways forward. This may include, but is not limited to, support with academic matters, student finance or pastoral issues.

During this meeting we will agree an action plan to help you improve in your studies and discuss any problems which you may have experienced. I urge you to meet with me so that we can resolve these issues in a timely manner.

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.

If you fail to attend the meeting, this matter will be escalated to the Head of Department and could ultimately result in your withdrawal from the course and may impact upon your tuition fee liability.

If you are unable to make the date and time above, please contact me immediately with a suitable alternative.

I look forward to meeting with you.

Kind regards,

[Name of personal tutor]

Personal Tutor

Appendix C

**Stage 1: Professional Discussion
Action Plan Template**

Name:

Personal Tutor:

Date of Meeting:

Specific – What do you want to achieve	Action and by whom	Measurable – date for this to be achieved by	Appropriate – If applicable, what resources/support is available	Review date

Review meeting

Action and by whom	Measurable – date for this to be achieved by	To be completed at the review meeting			Reasons for not achieving action, if applicable.
		Fully achieved	Partly achieved	Not achieved	
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

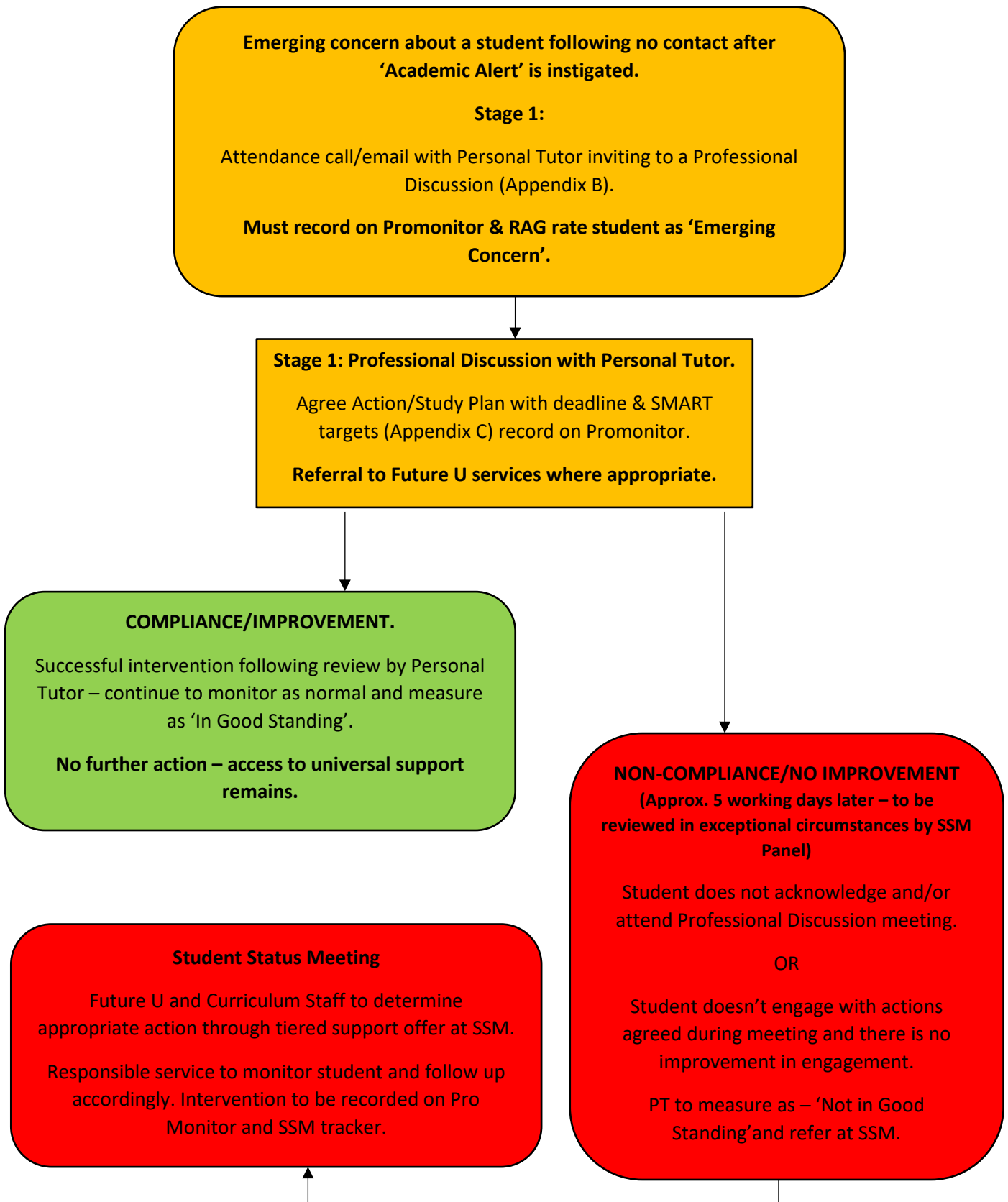
Student has achieved required improvements described above

Student has not achieved the required improvements described above

Appendix D

Stage 1: Emerging Concern - Intervention Review

Process Flow Chart



Appendix E

Not in Good Standing: No engagement following SSM referral and Future U intervention.

Process Flow Chart

Student is referred through SSM and intervention from Future U is agreed.

Support is offered to student from appropriate member of the Future U team.

NON-COMPLIANCE FOLLOWING FUTURE U SUPPORT OFFER (Approx. 5 working days later – to be reviewed in exceptional circumstances by SSM Panel)

Student doesn't engage with programme of support offered by Future U.

Stage 2: First Written Warning (Appendix F)

Send a First Written Warning letter inviting student to a formal meeting with the HoD.

Stage 2: Formal meeting with HOD

Agree Action/Study Plan with deadline & SMART targets.

See (Appendix C) or use alternative model that is appropriate to curriculum area. Record on Promonitor

Student remains 'Not in Good Standing' and continues to be monitored.

Following on from a First Written Warning, students should remain as 'Not in Good Standing' and continue to be monitored by their Personal Tutor and through the Student Status Meetings.

If both the Personal Tutor and Student Status Panel feel that the student is making progress and meeting the actions agreed during the meeting with Curriculum HoD, the student may be de-escalated to 'Emerging Concern' and continue to be monitored.

Where there is no longer sign of academic risk, the student may be de-escalated further to 'In Good Standing' and continued to be monitored by their Personal Tutor.

Appendix F

Stage 2: Meeting with Programme Leader/Head of Department

Letter Template

[Date]

[Student Address]

Stage 2: Meeting with [Programme Lead or Head of Department]

Not in Good Standing [Attendance/Engagement/Work Standards]

Dear [student's name]

[Attendance/Engagement with work/Completing work to a good standard] is one of the key elements to successful achievement on an academic course of study. Your [recent attendance/engagement with study/work standard] has dropped below the level associated with success [insert % of attendance if applicable and number of sessions missed/ assignments handed in late] and you have been identified as 'Not in Good Standing'. This means that we have significant concerns about your ability to achieve on your chosen programme of study. You have also not engaged with the intervention offered by academic tutors and the Future U Student Support Team.

In light of this I am inviting you to attend a one-to-one meeting on [date] at [time] to discuss this and any associated concerns. Please come to room [number].

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

If there is a valid reason for you not being able to attend the above meeting, please contact [insert name of staff and phone number/email] immediately to reschedule your meeting.

We have a dedicated Future U Student Support Team who are available to support with any issues that may be affecting your studies, and I can signpost you to this team. Alternatively, you can book a 1-1 appointment with our Student Engagement Officer through the central inbox – studyskills@ucenmanchester.ac.uk.

I look forward to meeting with you to discuss the above.

Kind regards,

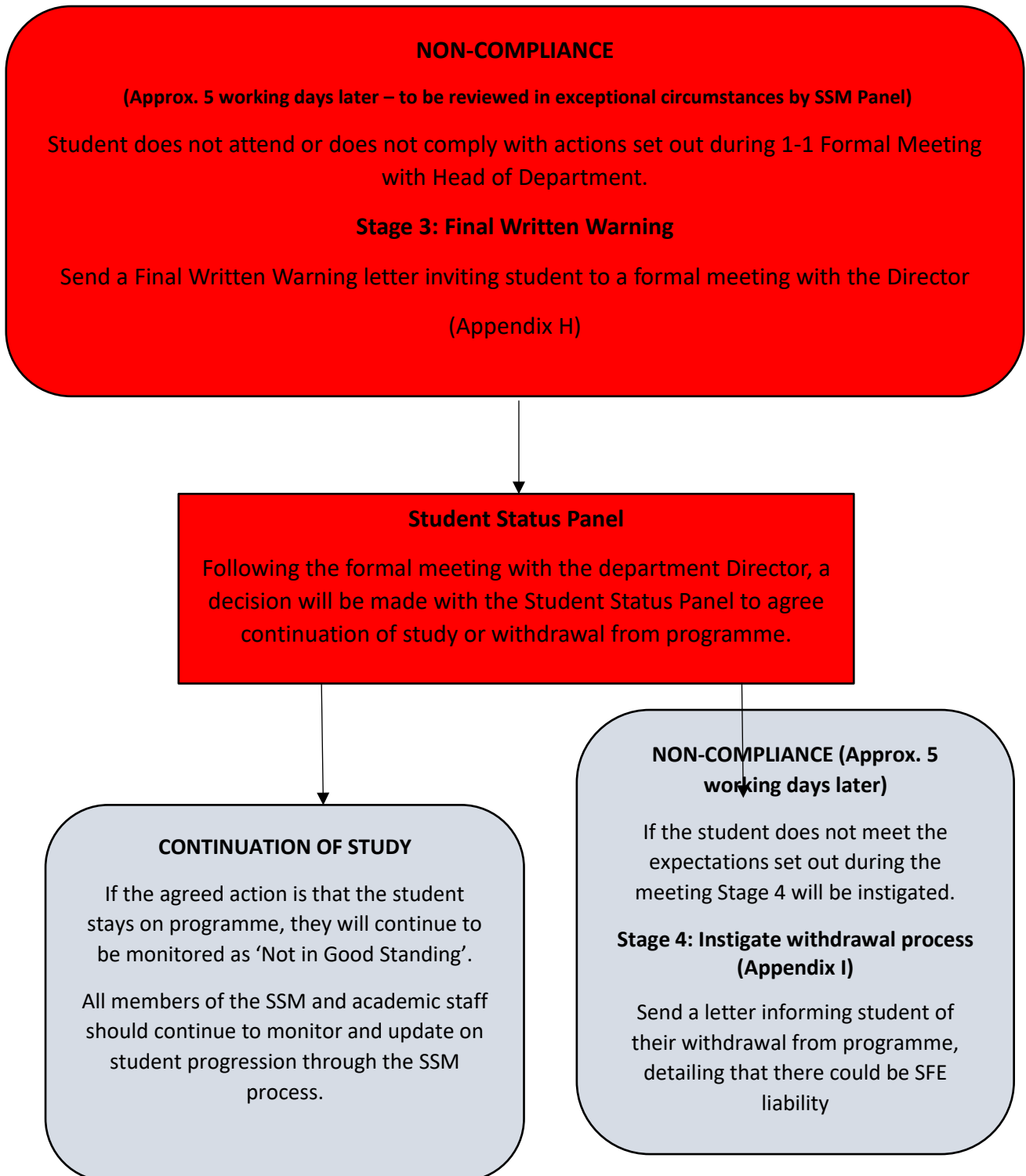
[Name of HoD]

[title]

Appendix G

No compliance following Stage 2: Meeting with Programme Leader/Head of Department

Process Flow Chart



Appendix H

Stage 3: Formal Meeting with Head of Department or Director of Curriculum

Letter Template

[Date]

[Student Address]

Stage 3: Final Written Warning

Not in Good Standing: [Attendance/Engagement/Work Standards]

Dear [student's name]

Subsequent to the recent correspondence regarding your [attendance/engagement with study/work standards], I am writing to you in relation to your qualification as we are concerned by your failure to attend the meeting request sent to address this.

We have made several attempts to contact you.

Another meeting time has been arranged for **[DATE]** at **[TIME]** with the Director of Curriculum

Please come to room [number].

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

If you do not attend the meeting or make contact, I will assume you no longer wish to continue with your studies and will give instruction to withdraw you from the course.

If there is a valid reason for you not being able to attend the above meeting, please contact **[insert name of staff and phone number/email]** immediately to reschedule your meeting.

You may wish to speak to the Future U team at **[campus]** as there may be financial implications regarding your course fees if you are looking to withdraw. The Future U team will be able to advise you about this. You can arrange a meeting with them by emailing careers@ucenmanchester.ac.uk.

However, I hope that you choose to re-engage with your studies, so that we are able to support you to complete your course.

Regards,

[Name of Director]

[title]

Appendix I

Stage 4: Withdrawal from Programme

Letter Template

[Date]

[Student Address]

Withdrawal from Programme of Study

Dear [student's name]

As a result of the Stage 3: Final Written Warning Meeting (**delete as appropriate**) held on (date) the decision has been made to withdraw you from UCEN Manchester for the following reason/s:

- 1.
- 2.

Please ring the UCEN reception on (delete as appropriate) CCM: 0161 674 1907/0161 674 1908 or OP: 0161 674 3510 to arrange to collect any belongings you may have left on the premises and to return your ID if you have not already done so.

There may be financial implications regarding your course fees, and it is your responsibility to inform Student Finance England of your withdrawal from programme. We would like to offer you the opportunity to attend an Exit Guidance Interview with our Careers & Employability Lead. Please contact careers@ucenmanchester.ac.uk to arrange a suitable time and date.

Further information on tuition fee liability can be found in our Tuition Fee Policy on the UCEN Manchester website.

Regards,

[Name of Director]

[Title]

Appendix J

Future U – Contact Information

Support Service	Contact Information
Disability	DSA@ucenmanchester.ac.uk
Mental Health & Wellbeing	wellbeing@ucenmanchester.ac.uk
Study Skills	studyskills@ucenmanchester.ac.uk
Finance	FutureUFinance@ucenmanchester.ac.uk
Careers & Employability	careers@ucenmanchester.ac.uk