

OnCampus Wellbeing and Support to Study Policy and Procedure (Previously Fitness to Study Policy)

November 2024

Policy Reference Number:

Document Control

Current Version Number	2
Date of Last Review	Introduced July 2023
Date of Next Review (normally every two years)	November 2026
Expiry Date	

Amendment History

Version No.	Date	Summary of Amendment	Author
2	28/10/24	Step-down process introduced	C Whitmore

Document Reviewers

Name	Role	Policy Responsibility
OnCampus SLT		Consulted
Mike Goodwin	Group Chief Operating Officer	Accountable
Nick Dickson	Chief Academic Officer	Responsible
Claire Whitmore	Project Director	Author

Relevant Documents

Policy
CEG Safeguarding and Prevent Policy (including Child Protection) OnCampus Attendance Policy Disciplinary Policy Reasonable Adjustments Policy Extenuating Circumstances Policy
Legislation and Government Guidance
Keeping Children Safe in Education 2024 (UK Government) Working Together to Safeguard Children (UK Government)

Approved by:	Signature	Date
OnCampus SLT	M Goodwin	4th July 2023

Contents:

1. Introduction
2. Aims of the procedure
3. Scope of the procedure
4. Instigation of the procedure
5. Stages of support
6. Taking action under the Wellbeing and Support to Study Procedures in the event of an emergency
7. Returning to study
8. Stages of Support: Step-down process
9. Arrangements for Monitoring and Review of the Wellbeing and Support to Study Procedures
10. Procedures Relating to Review and Appeal of Decisions
11. Confidentiality and Disclosure

APPENDICES

- Appendix A: Wellbeing and Support to Study Procedure – Stages of Support
- Appendix B: Taking action under the Wellbeing and Support to Study Procedures in the event of an emergency
- Appendix C: Returning to Study
- Appendix D: Stages of Support: Step-down process
- Appendix E: Arrangements for Monitoring and Review of the Wellbeing and Support to Study Procedures
- Appendix F: Procedures Relating to Review and Appeal of Decisions
- Appendix G: The OnCampus Student Guide to the Wellbeing and Support to Study Policy and Procedure
- Appendix H: Student Letter Template Stage 1: Low Risk Concerns – informal support and action planning
- Appendix I: Student Template Letter Stage 2: Emerging Concerns Meeting
- Appendix J: Student Template Letter Stage 3: Ongoing Concerns Case Meeting
- Appendix K: Student Template Letter Stage 4: Case Conference Outcome - Interim Suspension
- Appendix L: Student Template Letter Stage 4: Case Conference Outcome - Not Fit to Study and Notice of Withdrawal
- Appendix M: Student Template Letter: Wellbeing and Support to Study Appeal – Confirmation of Withdrawal
- Appendix N: Student Template Letter Review of Appeal Outcome
- Appendix O: Student Template Letter: Support to Study Stage Step-Down
- Appendix P: OnCampus Wellbeing and Support to Study Action Plan Stage 1 (or 2)
- Appendix Q: OnCampus Wellbeing and Support to Study Enhanced Action Plan Stage 3
- Appendix R: Wellness Recovery Discussion Framework

1. Introduction

OnCampus is committed to supporting student wellbeing and recognises that a positive approach to the management of physical and mental health is crucial to student learning and academic achievement. The Wellbeing and Support to Study Procedure is a supportive procedure which can be used by designated staff when a student's health, wellbeing and/or behaviour is significantly impacting on their ability to progress academically and/or function at their centre. The procedure is not just about academic studies; it is also about the ability of a student to live independently and safely whilst studying with OnCampus and their ability to interact appropriately with others. The procedure encourages students to take an active part in the management of their health and wellbeing so they can fulfil their academic potential and make the most of their student experience.

The procedure has been designed to ensure that OnCampus has provided students with every reasonable support to enable them to complete their studies. It should be considered as an alternative to other means of managing concern (for example disciplinary and attendance procedures) where there is sufficient belief that a student's behaviour, attendance and/or academic progress could be the result of mental or physical ill health or disability. The procedure may also be used when OnCampus has concerns about the impact of a student's behaviour on their own safety or the safety of others.

2. Aims of the procedure:

To ensure that:

- The best interests of the student are considered in relation to their personal situation, their health, wellbeing and/or any disability they may experience
- Students are supported to study and manage their behaviour to the best of their ability, and wherever possible to meet the required learning outcomes and complete their course
- Students who are experiencing difficulties in relation to their health, wellbeing and/or disability are supported to address their difficulties at the earliest appropriate point
- Students are able to make informed decisions regarding the options available
- Any reasonable adjustments that may be recommended for the student are considered and put in place
- Staff from centres and the central team work together where appropriate so that students experience a consistent and fair process.

3. Scope of the procedure:

This procedure should be used:

- For all OnCampus students
- For students who have declared health issues and may have an individual learning plan in place which requires additional support considerations
- When there are concerns that a student's academic progress and/or behaviour or ability to function appropriately during their course could be the result of mental or physical ill health or disability

This Procedure will normally be used to deal with concerns which arise on OnCampus premises or whilst engaged in a course activity whether on campus or with an approved partner organisation. However, incidents which occur outside OnCampus which raise concerns about a student's fitness to

study and where it is considered necessary to protect the safety, interests and reputation of OnCampus, its staff or students, may also be considered under this Procedure.

Examples of when the procedure may be used include:

- Students who have an individual learning plans in place and are struggling to manage their studies or other elements of their course
- Students who are not attending, submitting work and repeatedly not responding to emails from their centre team
- Students with complex personal circumstances (for example, health, family and/or financial issues)
- Students who regularly submit mitigation applications as a result of ongoing health concerns
- Students whose health, wellbeing and behaviour is causing concern to others, although there may be no negative impact on their academic work and progression
- Students whose behaviour is impacting on the health and safety of other people.

It is possible that the use of any formal procedure may cause stress and anxiety, particularly if the role and purpose of the procedure is not understood. In order to minimise the risk of causing additional stress, the procedure should be used sensitively, ensuring that the student understands the focus on their best interests, and that all possible steps are taken to minimise additional concerns and anxieties experienced by the student. Concerns should be acted on promptly as early intervention and support can result in better outcomes for the student and may avoid the situation becoming more complex.

The procedure aims to support students to remain on their programme of study wherever possible. However, it is acknowledged that there are occasions where all options of support have been exhausted, and the student is not well enough to continue. In such instances the procedure may recommend interruption or withdrawal from studies as the best support outcome for the circumstances.

Interruption from studies may sometimes be the outcome of Wellbeing and Support for Study Procedures, but there are occasions where a student's own request for an interruption may be an indicator that they are experiencing health and wellbeing difficulties. Staff should consider whether to use the procedures to explore support arrangements for a period of interruption and to facilitate a successful return to study.

For the purposes of this procedure, 'days' excludes weekends, bank holidays and centre closure days, unless specifically referred to as working days.

4. Instigation of the procedure

Stages 1-3 of the procedure can be recommended by any member of staff who is closely involved in student support or academic progression.

Stages 1-4 can be instigated by a member of the centre Senior Leadership Team, for example the Head of Student Services or Head of Teaching and Learning, after consultation with appropriate colleagues from the centre and central team including:

- Centre Director
- Safeguarding and Prevent Lead (central team)

Staff with concerns about a student's wellbeing should speak to the Head of Student Services (or equivalent) who will advise on the Wellbeing and Support to Study Procedure, what might be helpful for the student and what steps to take next.

For advice about use of this procedure please contact:

- Head of Student Services or Centre Director
- Safeguarding and Prevent Lead (central team)

5. Stages of Support

The procedure has 4 stages (Appendix A). The stages represent the degree of concern and/or the perceived seriousness of the situation. Depending on the concern raised, it may be appropriate to move straight to a higher Stage. However, in most cases Stages 1, 2 and 3 should be considered before escalation to Stage 4. Some student cases may stay at the same stage or move between Stages 1 and 3 and may never reach Stage 4. Other student cases may allow for a 'step-down' to a lower stage if it is felt that the student is engaging well with support and concerns have reduced as a result. Students are encouraged to engage with OnCampus and access all support available to them. If a student chooses not to engage, then this procedure may continue without their involvement.

In all cases, a meeting is intended to be a positive, supportive and timely process; it should focus on the current issues and future steps. The meeting should always consider risk to the student, their studies and to others. The purpose of the meeting is to agree a set of actions and strategies that will support the student to improve their engagement with their course and potential outcomes.

The timing of any meeting should consider the student's outstanding exams, assessment submissions or other academic commitments; meetings may need to be slightly delayed to accommodate deadlines.

Possible meeting outcomes and sources of support include:

- Taking some limited time out: a short-term suspension to allow the student to be assessed by a medical professional, access support services both within and outside of the centre or for the centre to obtain further information
- Referral to appropriate internal and external specialist services
- Involvement of the partner institution if they have one
- Recommend specific academic arrangements for example submitting extenuating circumstances, suspending studies, changes of mode of study
- Use of the student's emergency contact
- A timeframe for actions to have taken place or for improvements to have been made for example, an improvement in attendance to be monitored for x number of weeks
- A framework to monitor adherence and progress, for example checking-in with specific staff at regular periods
- Suspension with conditions. For example, a student who is suspended from their studies may be prohibited from participating in centre activities and may also be prohibited from entering the centre premises or have restricted rights to enter the premises, for their own safety or the safety of others
- Requirement to withdraw. For example, if taking into account the individual circumstances of the case and any supporting medical evidence, it is determined by a Stage 4 panel that: there

is no reasonable prospect of the student re-engaging with their programme; and/or their academic position is irretrievable; and/or the experience of studying and living in a higher education environment is putting the student or someone else's health or life at risk. This outcome should only be considered in the most serious cases

- Any other action considered to be appropriate and proportionate.

6. Taking action under the Wellbeing and Support to Study Procedures in the event of an emergency

In cases involving an emergency, where there is a perceived threat to health and safety of the student or to other students or staff, the Head of Student Services (or nominee) will undertake a risk assessment. Decisions about any immediate actions that may be required as a result will be delegated to the Site Leadership Emergency Team (SLET) after consultation with appropriate colleagues from the centre and central team, including the Centre Director and Safeguarding and Prevent Lead (central team).

Actions could include:

- Emergency Suspension - if it is considered that the risk to the student or to others is very high and an immediate emergency suspension is the most appropriate course of action. Any student who has been detained under the Mental Health Act will be referred for an immediate emergency suspension. Exceptionally, emergency suspension may include specific allowances, such as the permission to take an examination or to enter OnCampus premises to attend a meeting with a member of the centre Senior Leadership Team. The terms of the suspension will be individual to each case and will be notified to the student in writing.
- Emergency Withdrawal - if it is considered that the risk to the student or to others is very high and permanent withdrawal is the most appropriate course of action. This outcome should only be considered in the most serious cases.
- Any other action considered to be appropriate and proportionate.

Refer to Appendix B for further detail.

7. Returning to Study

The Wellbeing and Support to Study Procedure aims to support students to remain on their programme of study wherever possible. In cases where the outcome of the Wellbeing and Support to Study Procedure (any stage) result in an interruption to study, students will be supported to return to study if appropriate (Appendix C).

It is important to note that an interim suspension of studies is not a disciplinary sanction, but is intended to allow a period of time for a full assessment of the circumstances with regard to the student and his/her course of study.

8. Stages of Support: Step-down process

There may be some cases which allow for a 'step-down' to a lower stage if it is felt that the student is engaging well with support and concerns have reduced as a result. Refer to Appendix D for further details.

9. Arrangements for Monitoring and Review of the Wellbeing and Support to Study Procedure

The Wellbeing and Support to Study Procedure will be subject to annual review, and will report to the Executive Board at the end of each academic year. The review will be led by the CEG Safeguarding and Prevent Lead, in consultation with appropriate staff from centres, central team and external professional services (Appendix D).

10. Procedures Relating to Review and Appeal of Decisions

In the case of a decision that the student is suspended from **ONCAMPUS** for a specified period or that the student is withdrawn, the student may appeal against the decision via the **ONCAMPUS Student Complaints Procedure and Policy**.

Refer to Appendix E for detail about the appeals process.

11. Confidentiality and Disclosure

There may be occasions where **ONCAMPUS** judges that it would be in the best interests of the student to disclose sensitive information, e.g. to the student's designated Emergency Contact or to an external agency such as the Community Mental Health Team. In these circumstances, the student's informed consent should be obtained where possible.

If the student chooses not to provide consent, the implications of non-disclosure should be made clear. However, there may be rare occasions where it is the student's consent is withheld or it is impracticable to obtain it, when confidentiality may be broken for example:

- If the student is putting their life at risk
- If the student is putting the life of someone else at risk
- If their mental health has deteriorated to a serious level such that they are unable to maintain daily living routines and relationships
- A student is at risk of serious exploitation or abuse
- If the student's behaviour is adversely affecting the rights of others
- If staff are being placed in a position in which their professional integrity is compromised.

Before disclosing information without consent, staff should consult with the CEG Safeguarding and Prevent Lead (or nominee).

Appendix A: Wellbeing and Support to Study Procedure – Stages of Support

The Wellbeing and Support to Study Procedure has 4 stages. The stages represent the degree of concern and/or the perceived seriousness of the situation. Depending on the concern raised, it may be appropriate to move straight to a higher Stage. However, in most cases Stages 1, 2 and 3 should be considered before escalation to Stage 4. Some student cases may stay at the same stage or move between Stages 1 and 3 and may never reach Stage 4. Other student cases may allow for a 'step-down' to a lower stage if it is felt that the student is engaging well with support and concerns have reduced as a result. Students are encouraged to engage with **ONCAMPUS** and access all support available to them. If a student chooses not to engage, then this Procedure may continue without their involvement.

In all cases, a meeting is intended to be a positive, supportive and timely process; it should focus on the current issues and future steps. The meeting should always consider risk to the student, their studies and to others. The purpose of the meeting is to agree a set of actions and strategies that will support the student to improve their engagement with their course and potential outcomes.

Where the concern has arisen outside **ONCAMPUS**, e.g. in **ONCAMPUS** managed accommodation or from a university partner, the member of staff from **ONCAMPUS** may be accompanied by an appropriate member of staff e.g. from the accommodation or university teams.

The timing of any meeting should consider the student's outstanding exams, assessment submissions or other academic commitments; meetings may need to be slightly delayed to accommodate deadlines.

Who can instigate the procedure?

Stages 1-3 of the procedure can be recommended by any member of staff who is closely involved in student support or academic progression.

Stages 1-4 can be instigated by a member of the centre Senior Leadership Team, for example the Head of Student Services or Head of Teaching and Learning, after consultation with appropriate colleagues from the centre and central team including:

- Centre Director
- CEG Safeguarding and Prevent Lead.

Staff with concerns about a student's wellbeing should speak to the Head of Student Services (or equivalent) who will advise on the Wellbeing and Support to Study Procedure, what might be helpful for the student and what steps to take next.

Stage 1: Low Risk Concerns - informal support and action planning

Centre staff will often engage in informal support and action planning with students as part of their regular interactions. Support and action planning should be used in most cases where the risk to the student's health and wellbeing is low; their academic position is vulnerable but recoverable and the impact of their behaviour on others is limited.

The Head of Student Services (or nominee) will arrange a meeting with the student. The nature of the concern should be explained to the student, and they should be encouraged to discuss the

issues; it is possible that they will not have realised the impact of their actions. If appropriate, this is an opportunity to provide information to the student about relevant **ONCAMPUS** policies and procedures, and support that is available locally. It should also be explained that if the concern continues to be an issue, it could result in an escalation to Stage 2 of this Procedure.

The Head of Student Services (or nominee) will co-ordinate the support which should include consideration of the following:

- Identification of a Lead Person to manage the Stage 1 support
- Involving the Personal Tutor for academic support
- Involving the appropriate staff from Student Services
- A target to improve attendance or engagement
- Signposting to specialist support internally and externally
- Agreed actions for the student to complete
- A follow-up date to review progress.

It is anticipated that the student will respond positively, co-operate and access the available support or, where appropriate, change their behaviour.

The meeting should be followed up within 5 working days with a letter to the student setting out any agreed actions and, if appropriate, arrangements for a follow-up meeting with the student at a later date, which should be kept in the restricted access area of the student's EBS file (Appendix G).

If the student is unwilling or unable to respond positively, the Head of Student Services may then decide to invoke Stage 2 of the Procedure.

Stage 2: Emerging Concerns

The meeting should normally take place within 10 working days of the original referral.

Stage 2 is used when efforts to improve a student's situation through informal support and action planning have not been successful or where there are emerging concerns and risks about a student's health, wellbeing and/or behaviour and the impact this is having on their ability to progress on their course. Such concerns may include significant deterioration in health, appearance, attitude, particularly where there is an impact on attendance, missed meetings and failure to meet deadlines, succeed academically, or participate in normal student life; these may be a sign of an emerging health and wellbeing issue. In these circumstances, a student may benefit from a more structured intervention, and may be referred by a member of the centre Senior Leadership Team to Stage 2 of the policy.

The Head of Student Services (or equivalent) will be the 'lead person'.

Stage 2	Case Meeting Procedure
2.1	<p>The lead person should:</p> <ul style="list-style-type: none"> • Gather information on the issue(s) and concerns • Collate any other relevant details about the student (eg non-attendance, missed deadlines, isolating behaviours) • Clarify what action has been taken so far, and whether anyone has discussed these concerns/issues with the student • Consider whether the situation should be discussed with their line manager
2.2	<p>The lead person should contact and/or approach the student, in a sensitive and understanding way, to request a meeting, as a result of concerns being raised about them in relation to their health, wellbeing and/or studies. This could be done by email</p>

	<p>or letter, but where appropriate a face to face discussion should precede a written communication. The student should be given clear information that this meeting takes place within the Wellbeing and Support to Study Procedure, with particular emphasis on the fact that it is intended to support the student. Ideally the meeting should take place in person, but if appropriate the meeting could be held by video call or telephone.</p>
2.3	<p>Other relevant members of staff may be invited to the meeting. However, as Stage 2 is intended to be relatively informal it is recommended numbers attending are kept to a minimum, and efforts should be made to make sure the student does not find the meeting intimidating. The student should be informed who else will be present and the reason they will be there.</p>
2.4	<p>The meeting with the student should take place in a private space and the following points should be considered and included as appropriate:</p> <ul style="list-style-type: none"> • Identification/explanation of the concern being raised. Clear examples are helpful • Opportunity for the student to give their perspective on what is happening. • Clarification of whether this has happened before and, if so, what previously was helpful • Clarification of relevant ONCAMPUS boundaries and rules that the student needs to be aware of • Clarification of the student’s personal responsibility (eg to be ‘well enough’ to study and to be respectful of others). • Consideration of what would be helpful and make the difference to the student in order to support them and minimise concerns • Discuss with student consent to share with parent/next of kin • Signposting the student to any relevant ONCAMPUS, university or other external support services that they may benefit from (eg NHS). <p>Clarification of agreed actions and options to support the student and minimise the concern. Examples may include:</p> <ol style="list-style-type: none"> 10. Referral to appropriate internal and external specialist services 11. Use of the student’s emergency contact <ul style="list-style-type: none"> • Taking some limited time out 12. Involvement of the partner institution if they have one 13. Recommend specific academic arrangements for example submitting extenuating circumstances, suspending studies, changes of mode of study 14. A timeframe for actions to have taken place or for improvements to have been made for example, an improvement in attendance to be monitored for x number of weeks 15. A framework to monitor adherence and progress, for example checking-in with specific staff at regular periods <p>Agreement of a date to meet again to review the situation and who needs to attend. The length of time between the meeting and the review should be agreed by all present, taking into account relevant academic and personal factors.</p> <p>Explanation that a continuation of the same or any additional concerns could result in escalation to Stage 3 of this procedure.</p>

	<p>If the student is unwilling or unable to respond positively, the member of staff from the ONCAMPUS centre should discuss the situation with the CEG Safeguarding and Prevent Lead and, if necessary, a relevant partner university representative. ONCAMPUS may then decide to invoke Stage 3 of the Procedure.</p>
2.5	<p>A report of the meeting and agreed action should be documented by the lead person in the meeting, and an 'Emerging Concerns' letter sent to the student no more than 5 working days after the meeting has taken place (Appendix H)</p>
2.6	<p>A copy of this report and letter should be kept in a confidential place within the student's file for an agreed period of time in accordance with the CEG Retention Policy.</p>
2.7	<p>The Stage 2 review meeting should include:</p> <ul style="list-style-type: none"> • Review of how the student has been since the first meeting and if recommended actions have been completed • Explanation/exploration of any further concerns arising • Exploration of further/ongoing support required. <p>Agreement regarding whether further action is necessary. If the concern has been resolved no further action may be necessary. If concerns continue or have increased, new targets should be agreed and/or consideration given regarding escalation to Stage 3.</p>
2.8	<p>In cases where the student is invited but fails to attend Stage 2 meetings:</p> <ul style="list-style-type: none"> • The situation should be discussed in the student's absence • If there are straightforward options about how to proceed, agreed expectations, support options and plans should be communicated to the student with a timescale for completion and date of review • If the situation is more complex or unclear, steps should be taken to escalate to a Stage 3 meeting. <p>The student should be made aware that if they fail to take the opportunity to meet to discuss concerns about their health and wellbeing and/or fails to provide any supporting evidence of an underlying issues, then it may be necessary to consider using Disciplinary Procedures, as appropriate, as an alternative route to investigate concerns.</p>

Stage 3: Ongoing Concerns

Stage 3 of the procedure is used where there is continued and ongoing concern following Stage 2, or when there is significant concern about a student's health, wellbeing, behaviour, safety and/or ability to study, and where a higher Stage response from the centre is required. In cases where it is unclear whether the student's situation presents a serious risk of harm to themselves or others advice should be sought from the Safeguarding and Prevent Lead (central team) or alternative member of the central team staff with appropriate experience and authority, to consider how best to apply these procedures (including direct referral to Stage 4).

A Stage 3 meeting should be a joint case meeting which includes the student, relevant people who have an academic or support role with the student, and also someone who holds responsibility and decision making authority for **ONCAMPUS**, usually the Safeguarding and Prevent Lead (central team). In most cases escalation to Stage 3 suggests the need to seek input from appropriate support

services at the partner university, for example their student support team. Where **ONCAMPUS** accommodation is a relevant factor, a member of staff from the Livein Team or residence team might attend. Together an assessment can be made of the student’s understanding of the impact that their health and/or behaviour is having upon them and/or the wider campus community, and ensure the student understands **ONCAMPUS** and the university partner’s expectations regarding fitness to study.

The Head of Student Services (or equivalent) will be the ‘lead person’.

Stage 3	Case Meeting Procedure
3.1	<p>The student should be informed of the meeting and its purpose in a clear, written statement from the lead person, at least 2 working days before the meeting, but where possible a longer period of notice should be given, especially where medical evidence is required. Ideally the meeting should take place in person, but if appropriate the meeting could be held by video call or telephone.</p> <p>This statement should include:</p> <ul style="list-style-type: none"> • The purpose of the meeting • A link to the Wellbeing and Support to Study procedure • Advice on whether the student needs to provide any specific documents • Who will attend the meeting and the reason they will be there • An explanation that the meeting will be confidential and that personal information relating to the health of the student will only be shared with those who have a direct involvement in the meeting • Explanation that the student is welcome to attend and can be accompanied by someone in a supportive capacity (for example a friend or family member), but not normally by someone acting as an advocate. Disabled students may also be accompanied by a support worker e.g. sign language interpreter or mental health worker/disability adviser as appropriate to their needs • If a student decides not attend, they will be given the opportunity to provide a written statement in advance to be considered at the meeting • Date, time and venue of the meeting.
3.2	<p>The meeting should cover the following:</p> <ul style="list-style-type: none"> • Identification/explanation of the issue/concern (providing clear and specific examples), and any past relevant information • Opportunity for the student to give their perspective on the issues and if appropriate a history of events, past experiences and helpful strategies or support for managing these issues • Clarification of relevant ONCAMPUS regulations • Consideration of realistic academic timelines in relation to outstanding assessments • Clarification of the student’s responsibility at ONCAMPUS (eg to be ‘well enough’ to study and to be respectful of others) • Consideration of what would be helpful or make the difference to the student in relation to their support and in order to minimise the concerns • Signposting the student to any relevant university support services • Clarification of agreed actions and support options to change and improve the current situation (e.g. extensions, taking some sick leave, deferral, interruption, accessing university support services)

	<ul style="list-style-type: none"> • Explicit clarification of the consequences of failing to complete the agreed actions, and/or a continuation of the cause for concern • Agreement of any interim monitoring or measures to be recorded in an action plan setting out any reasonable support measures and any conditions that the student is required to follow, which may relate to their health and wellbeing, academic studies and/or behaviour • Agreement of a date to meet again to review the situation.
3.3	<p>A report of the meeting, agreed actions and the student Action Plan should be documented on behalf of the meeting coordinator.</p> <p>The Action Plan will include a review date, and it will be made clear to the student that failure to stick to the Action Plan may result in Stage 4 being invoked.</p>
3.4	<p>A letter should be sent to the student and copied to all other attendees of the meeting no more than 5 working days after the meeting has taken place. The student will be required to confirm acceptance of the terms of the Action Plan in writing (Appendices I and M)</p>
3.5	<p>A copy of the meeting report, letter, actions and Action Plan should be kept in the confidential restricted access area of the student's EBS file for an agreed period of time in accordance with the CEG Retention Policy.</p>
3.6	<p>The Stage 3 meeting will designate responsibility to monitor the process and ensure the review meeting takes place. This will usually be the lead person in the Stage 3 meeting.</p>
3.7	<p>The Stage 3 review meeting should include:</p> <ul style="list-style-type: none"> • Review of how the student has been since the first meeting • Review of whether agreed actions have been undertaken • Explanation/exploration of any further concerns arising • Consideration of new or ongoing relevant mitigating evidence • Exploration of further/ongoing support/adjustments that may be necessary. <p>Agreement regarding whether a further action plan is necessary. If the concern has been resolved no further action will be necessary. If concerns continue or have increased an action plan may be put in place for further review at Stage 3, or a Stage 4 meeting may be suggested.</p>
3.8	<p>If the student does not attend any of the agreed meetings:</p> <ul style="list-style-type: none"> • The situation will be discussed in the student's absence • If there are straightforward options about how to proceed, agreed expectations, support options and plans will be communicated to the student with a timescale for completion and date of review. • If the situation is more complex or unclear, steps will be taken to escalate to a Stage 4 meeting. <p>The student should be made aware that if they fail to take the opportunity to meet to discuss concerns about their health and wellbeing and/or fails to provide supporting evidence of any underlying issues then it may be necessary to consider using Disciplinary Procedures, as appropriate, as an alternative route to investigate concerns.</p>
3.9	<p>If the student does not engage positively or fails to stick to the Action Plan, or if the meeting finds more serious concerns about the student's fitness to study, the matter</p>

	should be referred to the Centre Head (or nominee). It is then likely that Stage 4 will be invoked.
--	---

Stage 4: Serious Concerns

Stage 4 of the procedure is used where there is serious or persistent concern about a student's health, wellbeing and/or behaviour, safety and/or ability to study and cope. In most cases escalation to this Stage will follow when attempts to address concerns through Stages 1-3 options for support have been exhausted. However, in some cases it may be appropriate to proceed directly to Stage 4.

A Stage 4 Case Conference may be appropriate in one or more of the following circumstances:

- Where health, wellbeing, behaviour and/or ability to study is seriously compromised
- Where attendance at lessons is having a negative impact on the students' health or wellbeing
- When all other options to deal with the situation have been explored locally and all reasonable adjustments have been put in place and a wider perspective is required, for example health or university staff
- Where the student has been given sufficient time and opportunity (usually through Stages 1-3 of this procedure) to benefit from adjustments put in place
- Where there is no possibility of successful completion of study
- When a higher Stage of decision making and authority is required
- Where there are serious concerns regarding risk to the health and safety of the student and/or where there is a perceived threat and risk to others.

The decision to convene a Stage 4 Case Conference will be made following discussion between the Head of Student Services and Centre Director (or nominee).

Where possible the objective of a Stage 4 Case Conference will be to ensure that **ONCAMPUS** has considered all possible options to enable the student to continue their studies. The meeting will consider the student's present situation taking into account any past academic/personal circumstances and any other relevant internal and external regulations. However escalation to Stage 4 signifies real concern about the student's current ability to safely function in the higher education environment and successfully progress their study. The Stage 4 meeting may therefore consider whether it may be in the best interests of the student for the meeting to consider as an outcome a non-voluntary interruption or withdrawal of the student from study.

If the agreed action is an interim suspension of studies, the terms of the interim suspension will be specified, including any arrangements relating to access to support services or accommodation, or whether the student can continue with their studies and/or assessments, and if so in what form. The timeframe will be specified where it is only possible for the student to return to study at a certain point in the academic calendar.

It is important to note that an interim suspension of studies is not a disciplinary sanction, but is intended to allow a period of time for a full assessment of the circumstances with regard to the student and their course of study.

Stage 4	Case Conference Procedure
4.1	<p>A Stage 4 Case Conference will be convened and will include the Centre Director, the centre Head of Student Services (or equivalent), the CEG Safeguarding and Prevent Lead or alternative member of the central team staff with appropriate experience and authority. The meeting should also include appropriate support services at the partner university, for example the student support team, disability advisor, medical professionals/representatives from the university community mental health team, chaplain. Where ONCAMPUS accommodation is a relevant factor, a member of staff from the Livein Team or residence team might attend.</p> <p>Consideration needs to be given as to who else needs to attend, which may include academic representation from the ONCAMPUS academic team and the centre programme leader.</p> <p>A Chairperson will be appointed from the team to brief the members about the Procedure and a Secretary will be appointed to take a record of the proceedings.</p>
	<p>In considering membership of the Stage 4 panel, care should be taken to balance the need to bring together the right combination of people to consider the student's case 'in the round'. In all cases, the student needs to be made aware at the outset of who will be included. In order to prevent unnecessary distress, the student will not normally be invited to attend the Stage 4 meeting, but will be given the opportunity to provide a written statement in advance to be considered at the meeting.</p> <p>However, if a student wishes to, they will be able to attend the Case Conference. In exceptional cases where the student wishes to attend and there is a clear indication that attendance at a full formal meeting would be seriously detrimental to a student's health, the Chairperson of the meeting may consider the possibility of arranging a two stage process, where the student has the opportunity to meet a smaller number of people after the first meeting. The role of the initial meeting (if the student is not present) is to present key information to the Chairperson and to debate potential options regarding the student's health, wellbeing, behaviour and academic progress. Final decisions are made after the smaller meeting when the student is present.</p>
4.2	<p>The student should be informed of the meeting and its purpose in a clear, written statement from the member of staff coordinating the meeting, at least 2 working days before the meeting, although wherever possible more notice should be given. Where appropriate, the likelihood of escalation to a Stage 4 meeting (and potential consequences to study) should have been clearly explained to the student in the preceding meetings at Stage 3. The statement should include all the information:</p> <ul style="list-style-type: none"> • The purpose of the meeting • A link to the Wellbeing and Support to Study procedure • Advice on whether the student needs to provide any specific documents • Who will attend the meeting and the reason they will be there • An explanation that the meeting will be confidential and that personal information relating to the health of the student will only be shared with those who have a direct involvement in the meeting • Explanation that the student is not expected to attend. However, should they ask to attend and the Chairperson agrees, they can be accompanied by someone in a supportive capacity (for example a friend or family member), but not normally by someone acting as an advocate. Disabled students may

	<p>also be accompanied by a support worker e.g. sign language interpreter or mental health worker/disability adviser as appropriate to their needs</p> <ul style="list-style-type: none"> • The meeting should take place in person but video or telephone format can be made available if deemed appropriate by the Chairperson. • Date, time and venue of the meeting. <p>In cases where there is an indication that the student may be vulnerable and that the formal written invitation may exacerbate an underlying health condition, steps should be taken to meet the student personally to explain why the meeting is necessary and reassure them of the intention to offer support. However, it is important to also indicate to the student that escalation to Stage 4 represents a serious concern about their health, wellbeing and behaviour, and the impact this is having on their time at ONCAMPUS.</p>
4.3	<p>The student should be encouraged to prepare in advance for the meeting by speaking to key staff and obtaining any necessary documentation and reports, and giving consent for disclosure of medical reports. The student may wish to write a short summary report for the meeting.</p>
4.4	<p>In preparation for the meeting the key staff may be invited to write a summary report of the present and past relevant/key issues. The contribution of representatives will be subject to Data Protection legislation and/or professional codes of confidentiality. This information will be sent to the meeting co-coordinator and may be circulated to people attending the meeting.</p>
4.5	<p>At the meeting the following aspects should be included:</p> <ul style="list-style-type: none"> • Summary of presenting situation, concern(s) being raised, and past relevant information • Opportunity for the student to give their perspective of current issues and if appropriate history of events, past experiences and helpful strategies or support for managing the issues. This will normally be done via a written statement submitted in advance • Clarification of relevant ONCAMPUS regulations • Clarification of the student's personal responsibility at ONCAMPUS (eg to be 'well enough' to study and to be respectful of others) • Identification of any further information which may be required • Clarification of the options available to the student at this stage which could include: <ul style="list-style-type: none"> ○ no further action is required; or ○ to agree an enhanced Action Plan; or ○ to recommend an interim suspension of the student's studies to enable a full assessment of the circumstances with regard to the student and his/her course of study to be carried out. • Consideration of what would be helpful or make the difference to the student in relation to the options available • Signposting the student to any relevant university support services • Clarification of agreed options/actions and support options that the student is encouraged to access • Explicit clarification of the consequences of failing to complete the agreed actions, and/or a continuation of the causes for concern. • Agreement of any interim monitoring or measures. • Agreement of a date to meet again to review the situation, if appropriate.

4.6	The aim of these procedures is to consider all possible options to support the student, in order that they have the best chance of completion. However, there may be some occasions when all available reasonable support options have been exhausted, and where staff attendees consider the student is not well enough to remain at ONCAMPUS or where there is no possibility of successful completion of study. In this case the staff attendees may recommend withdrawal from studies.
4.7	The Chairperson has the authority to make the final decision if the staff attendees are unable to make a unanimous decision. The decision will be detailed in a letter and conveyed, in person wherever possible, to the student by a member of Student Services.
4.8	A report of the meeting and agreed actions should be documented by the Chairperson of the Stage 4 Case Conference.
4.9	Documentation regarding the outcome of the Stage 4 meeting and arrangements for review will be held in the restricted access area of the student's EBS records.
4.9.1	<p>A copy of the letter should be sent by email to the student and to all other attendees of the meeting no more than 5 working days after the meeting has taken place (Appendix K). The letter will include an invitation, where appropriate, for the student to meet with members of the Case Conference team, to receive and discuss the outcome of the Case Conference. ONCAMPUS will aim to arrange the meeting within 15 working days of the Case Conference. The student may be accompanied by a friend, parent, guardian or agent for support at this meeting. Where an interim suspension of studies has been agreed, this meeting will include consideration of any issues arising e.g. financial, academic etc.</p> <p>In cases where there is an indication that the student may be vulnerable and that the formal written outcome may exacerbate an underlying health condition, steps should be taken to meet the student personally to explain the outcome and the consequences of such, and appropriate follow-ups should be put in place subsequently to support the student.</p>
4.9.2	If the agreed action is an enhanced Action Plan, this plan will have a review date. It will be made clear that if the student does not stick to the Action Plan, this could result in further action under this Procedure, including an interim suspension of studies. The Action Plan will be created by the person nominated by the Chairperson of the Case Conference and will be reviewed by the Case Conference team on the agreed date.

4.9.3	<p>In cases where an interruption to studies is agreed it must be made clear what needs to happen in order for a return to study to be considered:</p> <ul style="list-style-type: none"> • The terms of the interim suspension will be specified. The terms should include any arrangements relating to access to support services or Livein accommodation, or whether the student can continue with their studies and/or assessments, and if so in what form • The timeframe will be specified where it is only possible for the student to return to study at a certain point in the academic calendar • The terms may include responsibilities for arranging further meetings, obtaining satisfactory evidence that the original concerns are overcome or under control before being permitted to return to study, and completing relevant documentation. These actions need to be confirmed and included in the meeting notes • The required evidence will be specified in the outcome letter, and will include a report from an appropriately qualified professional expert approved by ONCAMPUS, with sufficient knowledge about the health and wellbeing of the student during the relevant period and its potential impact, confirming that the student is fit to study on a particular course and as a member of the ONCAMPUS community, and recommending any reasonable support measures for ONCAMPUS to consider • The following service providers must be informed: Centre Director, Programme Lead, Livein Team Accommodation Manager, who will inform relevant staff as appropriate • Students should be clearly advised of the impact of the interruption on their anticipated completion date. • Advice should be sought from CEG Immigration and Compliance services regarding any interruption which is likely to exceed two months, as this may have implications on the student’s visa • Students should be advised that any failure to co-operate with ONCAMPUS may result in disciplinary action and/or Withdrawal from studies.
4.9.4	<p>Actions following an interim suspension: A suspension of studies will be reviewed at regular, agreed points, in the light of any developments or upon receipt of the report and any other evidence received. Such a review will not normally involve a hearing or submissions made in person.</p> <p>The student will be required to provide or co-operate with ONCAMPUS in obtaining satisfactory evidence that the original concerns are overcome or under control before being permitted to return to study. Any failure to co-operate with ONCAMPUS may result in disciplinary action and/or Withdrawal from studies.</p> <p>The Chairperson will consider the report and any other evidence, and will consult with staff from the Case Conference. They may decide:</p> <ul style="list-style-type: none"> • the student is fit to study and should be allowed to resume the course, subject to an Action Plan identifying relevant support and any conditions. Regular review meetings will be arranged with the student so that progress can be monitored and further support arranged if necessary; • to recommend that the student remains unfit to continue and should be suspended for a further specified period. Their return to study will be subject to an Action Plan;

	<ul style="list-style-type: none"> to recommend that the student is not fit to study and should be withdrawn from the course. <p>A copy of the decision and associated reasons will be provided to the student in writing within 10 working days of the review.</p>
4.9.5	In cases where withdrawal of the student is the outcome of the Stage 4 Case Conference this must be notified to the Immigration and Compliance team and to the partner university in the case of ICAS students.
4.9.6	Where withdrawal is an outcome, appropriate arrangements will be made to support the student on their exit from ONCAMPUS .
4.9.7	<p>It may only be possible for a student to return to study at certain points in the academic calendar, depending on the particular circumstances of the student and the course of study.</p> <p>If a student decides to voluntarily interrupt their studies at any stage of the Procedure, ONCAMPUS will be entitled to request satisfactory evidence that the original concerns have been overcome or under control, before the student can be re-admitted at a suitable point in the academic year.</p>
4.9.8	If the student wishes to make written representations against the outcome from the Case Conference, they must write within 10 working days to the Chairperson who will review the matter and respond to the student within 10 working days of receiving the written representations.
4.9.9	<p>In the case of a decision that the student is suspended from ONCAMPUS for a specified period or that the student is withdrawn, the student may appeal against the decision via the <u>ONCAMPUS Student Complaints Policy</u>.</p> <p>A student may submit a Request to Review Decision of Wellbeing and Support Case Conference against a decision reached at Stage 4. Students should note that a request for review of a decision will only be accepted if there is evidence of the following:</p> <ol style="list-style-type: none"> Procedural irregularity Bias, or failure to reach a reasonable decision in handling the process Evidence of further material circumstances which could not reasonably have been expected to have been submitted for consideration by the Panel. <p>Refer to Appendix E</p>

APPENDIX B

Taking action under the Wellbeing and Support to Study Procedures in the event of an emergency

In cases involving an emergency, where there is a perceived threat to health and safety of the student or to other students or staff, the Head of Student Services (or nominee) will undertake a risk assessment. Decisions about any immediate actions that may be required as a result will be delegated to the Site Leadership Emergency Team (SLET) after consultation with appropriate colleagues from the centre and central team.

The SLET may consist of the following staff or nominees:

- Centre Leadership Team
- Representatives from the central Senior Leadership Team

NB Any student who has been detained under the Mental Health Act will be referred for an immediate emergency suspension.

Action under the Wellbeing and Support to Study Procedures in the event of an emergency		
If the SLET decides that there is a threat to the health and safety of the student, other students or staff, they may take the actions set out below:		
To request that the CLET exercises the authority to recommend an emergency suspension in the form of an interruption from the programme of study	To request that the CLET exercises the authority to permanently withdraw the student from ONCAMPUS .	Any other action considered to be appropriate and proportionate
The decision to temporarily suspend and/or withdraw the student from all or part of ONCAMPUS , and the reasons why this action is being taken may be communicated verbally in the first instance. When this is the case, written confirmation outlining the reasons for this decision and notice of the right of appeal should be provided within 5 working days. The letter will include information regarding the student's right to request a review of this decision, as outlined in Appendix E.		
In the case of an emergency suspension, this letter will state the criteria that the student must meet for the suspension to be lifted (including provision of up to date medical evidence if relevant) and the timescales for review and return to study. The letter should also contain details of support options while the student is temporarily suspended/withdrawn. Exceptionally, emergency suspension may include specific allowances, such as the permission to take an examination or to enter ONCAMPUS premises to attend a meeting with a member of the centre senior leadership team. The terms of the suspension will be individual to each case and will be notified to the student in writing.		
The decision to temporarily suspend a student will be reviewed by ONCAMPUS at regular intervals so as to ensure that any relevant change in circumstance are considered in a timely manner.		
Right of Appeal against emergency suspension and/or withdrawal: The student may appeal against the decision to temporarily suspend and/or withdraw themselves from all or part of ONCAMPUS . Refer to Appendix E for further information about the process.		

Appendix C

Returning to Study

In cases where the outcome of the Wellbeing and Support to Study Procedure (any stage) result in an interruption to study, the procedure for considering a return to study should be made clear to the student at the time of their interruption.

In all cases the student will be asked to provide satisfactory evidence that they have overcome the original difficulties and be well enough to return to study. This evidence must include an independent medical report, and may also include other evidence, for example submission of a piece of academic work, or further evidence presented by the student to demonstrate their recovery. The precise nature of the evidence required from the student will be dependent on the individual circumstances in each case, but in all cases it is expected that this will involve a report from a recognised independent health professional who is practising in the country of study and has sufficient knowledge about the health and wellbeing of the student during the period of interruption, and the potential impact that returning to study might have.

Where the decision to interrupt studies has been instigated, the Head of Student Services (or equivalent) will make arrangements for return to study. Consideration should be given to the ongoing support needs of the returning student.

For students who interrupt their studies as a result of a Welfare and Student Support Procedure, a review should be instigated early in their return to studies to ensure that the student's needs are being considered, support options explored and put in place, and any relevant boundaries and expectations discussed.

Appendix D

Step-down from higher to lower Support to Study stage

There may be some cases which allow for a 'step-down' to a lower stage if it is felt that the student is engaging well with support and concerns have reduced as a result. In these cases, the centre should be satisfied that:

- Sufficient time has been given make an informed decision
- Overall risk has reduced to satisfy the appropriate stage
- Lowering the stage will not pose a barrier to the level of support required by the student
- Any necessary medical evidence is brought into consideration
- Once confirmed, the necessary stage change has been made within EBS

A step-down meeting should be proportionate to the current stage and situation of the student's case, and so participants may vary. The student should be involved, along with relevant people who have an academic or support role with the student. For students currently on Stage 3 or above, someone who holds responsibility and decision-making authority for ONCAMPUS, usually the Safeguarding and Prevent Lead (central team) should also be involved. There may also be a need to seek input from appropriate support services at the partner university, for example their student support team. Where ONCAMPUS accommodation is a relevant factor, a member of staff from the Livein Team or residence team.

Together an assessment can be made of the student's engagement with the procedure and review of any impact that their health and/or behaviour is having upon them and/or the wider campus community, and ensure the student understands ONCAMPUS and the university partner's

expectations regarding fitness to study. Additionally, all parties must be satisfied that a step-down to a lower stage meets the criteria listed above.

In all cases where changes are made to a student's Support to Study stage, this must be updated via EBS within the Learner Log accompanied by notes and via the student's Progress and Wellbeing tab.

The Head of Student Services (or equivalent) will be the 'lead person'.

5.1	<p>The student should be informed of the meeting and its purpose in a clear, written statement from the lead person, at least 2 working days before the meeting, but where possible a longer period of notice should be given, especially where a review of medical evidence required. Ideally the meeting should take place in person, but if appropriate the meeting could be held by video call or telephone.</p> <p>The statement should include:</p> <ul style="list-style-type: none"> • The purpose of the meeting • A link to the Wellbeing and Support to Study procedure • Advice on whether the student needs to provide any specific documents • Who will attend the meeting and the reason they will be there • An explanation that the meeting will be confidential and that personal information relating to the health of the student will only be shared with those who have a direct involvement in the meeting • Explanation that the student is welcome to attend and can be accompanied by someone in a supportive capacity (for example a friend or family member), but not normally by someone acting as an advocate. Disabled students may also be accompanied by a support worker e.g. sign language interpreter or mental health worker/disability adviser as appropriate to their needs • If a student decides not attend, they will be given the opportunity to provide a written statement in advance to be considered at the meeting, if necessary. • Date, time and venue of the meeting.
5.2	<p>At the meeting the following aspects should be included:</p> <ul style="list-style-type: none"> • An overview of the original issue/concern (providing clear and specific examples), and the reasons for considering a step-down to a lower stage. • Opportunity for the student to give their perspective on the issues and if appropriate, any additional history of events, past experiences and helpful strategies or support for managing these issues • Clarification of relevant ONCAMPUS regulations • Consideration of realistic academic timelines in relation to outstanding assessments • Clarification of the student's responsibility at ONCAMPUS (eg to be 'well enough' to study and to be respectful of others) • Consideration of what would be helpful or make the difference to the student in relation to their support and in order to further minimise the concerns

	<ul style="list-style-type: none"> • Signposting the student to any additional relevant university support services, where necessary • Clarification of any additional agreed actions and support options (e.g. extensions, taking some sick leave, deferral, interruption, accessing university support services) • Explicit clarification of the consequences of failing to follow the agreed actions, and/or a continuation of the cause for concern, in which case escalation to a higher stage will be considered as necessary • Agreement of any interim monitoring or measures to be recorded in an action plan setting out setting out any reasonable support measures and any conditions that the student is required to follow, which may relate to their health and wellbeing, academic studies and/or behaviour • Agreement of a date to meet again to review the situation, where necessary
5.3	A report of the meeting, agreed actions and the student Action Plan (where required) should be documented on behalf of the meeting coordinator. In cases where an Action Plan is necessary, this will include a review date, and it will be made clear to the student that failure to stick to the Action Plan may result in a higher stage being invoked.
5.4	A letter should be sent to the student and copied to all other attendees of the meeting no more than 5 working days after the meeting has taken place (Appendix N). The student will be required to confirm acceptance of the terms of the Action Plan (where required) in writing.
5.5	A copy of the meeting report, letter, actions and Action Plan (where required) should be kept in the confidential restricted access area of the student's EBS file for an agreed period in accordance with the CEG Retention Policy.
5.6	<p>A Step-Down meeting will designate responsibility to monitor the process and ensure the review meeting takes place. This will usually be the lead person in the Step-Down meeting.</p> <p>The review meeting should include:</p> <ul style="list-style-type: none"> • Review of how the student has been since the first meeting • Review of whether agreed actions have been undertaken • Explanation/exploration of any further concerns arising • Consideration of any new or ongoing relevant mitigating evidence • Exploration of further/ongoing support/adjustments that may be necessary. <p>Agreement regarding any amendments needed to the Action Plan (where required) is necessary. If the concern has been resolved no further action will be necessary.</p>
5.7	<p>If the student does not attend the Step-Down meeting:</p> <ul style="list-style-type: none"> • The situation will be discussed in the student's absence • If there are straightforward options about how to proceed, agreed expectations, support options and plans will be communicated to the student, with any necessary timescales for completion and date of review.

	<p>The student should be made aware that if they fail to take the opportunity to meet or provide any supporting evidence (if felt this is required) then they may continue to remain on their current stage for the time-being.</p> <p>Important: If at any point the meeting finds more serious concerns about the student's fitness to study, the matter should be referred to the Centre Director (or nominee) and review whether it is necessary to escalate to a higher stage and follow the relevant escalation process.</p>
--	---

APPENDIX E

Arrangements for Monitoring and Review of the Wellbeing and Support to Study Procedures

The Wellbeing and Support to Study Procedures will be subject to annual review, and will report to the Executive Board at the end of each academic year. The review will be led by the CEG Safeguarding and Prevent Lead, in consultation with appropriate staff from centres, central team and external professional services.

The review will report on the following:

- The number of Wellbeing and Support to Study cases over the period
- The outcome of cases where an interruption to study has been recommended
- The number of students who have returned to study following a period of interruption
- The number of students withdrawn from a programme of study

The annual review will also consider the perceived effectiveness of the Wellbeing and Support to Study procedures, and where necessary will make recommendations to the Executive Board for appropriate changes to the procedure.

APPENDIX F

Procedures Relating to Review and Appeal of Decisions

A student may submit a final Request to Review Decision of Wellbeing and Support to Study against a decision reached at Stage 4 and against actions taken under emergency circumstances. Students should note that a request for review of a decision will only be accepted if there is evidence of the following:

- a) Procedural irregularity
- b) Bias, or failure to reach a reasonable decision in handling the process
- c) Evidence of further material circumstances which could not reasonably have been expected to have been submitted for consideration by the Panel.

All relevant evidence which is to be considered must be submitted with the appeal application. **ONCAMPUS** will not gather evidence on a student's behalf.

Students should lodge any request for review by completing and submitting a Request to Review Decision of Wellbeing and Support to Study Case Conference form to studentcomplaints@OnCampus.global.

The form should explain the reasons for the appeal within 10 working days of being notified of a decision at Stage 4.

The appeal will be reviewed by the Chief Academic Officer or a relevant appointed senior member of staff ("Reviewing Officer"). The Reviewing Officer may be asked to review the way the process has been handled. The Reviewing Officer will review the appeal and exercise discretion and judgement as to whether further investigation is necessary. The Reviewing Officer will acknowledge receipt of the appeal within 5 working days of receipt. Indicative timescales for this stage are that a response will be sent within 4 weeks of receipt of complaint form by the Student Complaints Team. If this is not possible, an alternative timescale will be issued to the student.

In the cases of decisions made under the Wellbeing and Support to Study Procedure, the right of appeal to a Review of Wellbeing and Support to Study Panel replaces the right of appeal under the Student Complaints Policy or Academic Appeals Policy.

Completion of Procedures

If **ONCAMPUS** are unable to resolve the situation to the student's satisfaction, and there are no further steps available to the student, a formal "Completion of Procedures" letter will be issued. This provides a formal confirmation that the student has exhausted the internal appeals process.

APPENDIX G

The ONCAMPUS Student Guide to the Wellbeing and Support to Study Policy and Procedure

Introduction

The Student Wellbeing and Support to Study Policy and Procedure is a supportive procedure which is designed to help our students when health-related issues cause problems. The Procedure encourages students to take an active part in the management of their health and wellbeing so they can fulfil their academic potential and make the most of their student experience. The procedure is not just about academic studies; it is also about the ability to live independently and safely whilst studying with **ONCAMPUS** and to interact appropriately with others.

You may be involved in this process if a member of the **ONCAMPUS** team is concerned for you, perhaps because you have been missing lessons, struggling with your studies or seem unhappy. We also welcome students letting us know if they are finding it hard to managing their health and wellbeing and would like some support.

The procedure has been designed to ensure that **ONCAMPUS** has provided our students with every reasonable support to enable them to complete their studies. The procedure may also be used when **ONCAMPUS** has concerns about the impact of a student's behaviour on their own safety or the safety of others. Additionally, other student cases may allow for a 'step-down' to a lower stage if it is felt that the student is engaging well with support and concerns have reduced as a result.

The information which follows provides an overview of the Student Wellbeing and Support to Study process.

The Process

There are four stages to the process shown in the diagram below. Some students will join at Stage 1 and not move beyond this stage. Other students might join at Stage 1 and progress through Stages 2, 3 and 4 depending on their individual circumstances and support needs. It is also the case that some students might join the process at Stage 2, 3 or 4, or that a 'step-down' to a lower stage may be appropriate.

Meetings take place at each stage of the process. They are friendly and supportive. The meetings will include relevant staff, for example a member of the pastoral team, and focus on the current issues a student is facing. The student might want to share evidence with the panel from their doctor or any professionals who are providing them with support. There will be a discussion about actions and strategies that will support the student to improve their engagement with their studies and potential results. The student will have opportunity to explain their position and answer questions which the staff might have. The staff will make recommendations for support and discuss what impact these could have with the student.

The timing of any meeting will take into account exams, assessment submissions or other academic commitments.

Stage 1	Low Risk Concerns - informal support and action planning
If a member of staff is concerned about a student, they will speak to someone from the pastoral team in their centre who will arrange to meet with the student. This is an informal session and an opportunity for the student to find out why the member of staff is worried. The student and the member of the pastoral team will agree some actions that will provide support for the student.	

Stage 2	Emerging Concerns
<p>This Stage is used when the informal support and action planning have not been successful or where there are more serious emerging concerns and risks about a student's health, wellbeing and/or behaviour and the impact this is having on their ability to progress on their course. Such concerns may include significant deterioration in health, appearance, attitude, particularly where there is an impact on attendance, missed meetings and failure to meet deadlines, succeed academically, or participate in normal student life; these may be a sign of an emerging health and wellbeing issue. In these circumstances, a student may benefit from a more structured intervention and support from the pastoral team in centre. The student will be fully involved in discussions about the actions that can be taken to provide them with support.</p>	

Stage 3	Ongoing Concerns
<p>Stage 3 of the procedure is used where there is ongoing concern following Stage 2, or when there is significant concern about a student's health, wellbeing, behaviour, safety and/or ability to study, and where a higher Stage response from the centre is required. Stage 3 usually involves other support services, perhaps from the ONCAMPUS central team, the accommodation team or the student support team at the partner university. The student is invited to join the meeting where actions to provide further support will be discussed and agreed.</p>	

Stage 4	Serious Concerns
<p>Escalation to Stage 4 signifies real concern about the student's ability to successfully progress with their study; reasons for the concern could include the student's health, wellbeing, behaviour, safety or ability to study and cope. In most cases escalation to this Stage will follow when attempts to address concerns through Stages 1-3 have been exhausted. However, in some cases it may be appropriate to proceed directly to Stage 4.</p> <p>A Case Conference will be held to discuss whether it may be in the best interests of the student to have a break from their studies for a specific period of time, or to be withdrawn from the course.</p>	

Step-down from higher to lower Support to Study stage	
<p>There may be some cases which allow for a 'step-down' to a lower stage if it is felt that the student is engaging well with support and concerns have reduced as a result.</p> <p>A review meeting will be held to consider the student's health, wellbeing, behaviour, safety or ability to study and cope. The student should join the meeting where actions to provide further support will be discussed and agreed.</p>	

Action under the Wellbeing and Support to Study Procedures in the event of an emergency

If it is believed that there is a threat to the health and safety of the student, other students or staff, it may be that emergency action is taken which could include:

- emergency suspension in the form of an interruption from the programme of study
- permanent withdrawal of the student from **ONCAMPUS**
- any other action considered to be appropriate and proportionate

What happens if I require Stage 4 Support?

There will be a Case Conference meeting to discuss your support. In some cases, the staff on the panel may decide that attending the Case Conference could have a negative impact on your wellbeing. In this case, you might not be invited, but will be given the opportunity to provide a written statement in advance to be considered at the meeting.

Depending on your circumstances you might be invited to meet with a medical professional, for example an independent psychiatrist or occupational health therapist. They will be engaged by **ONCAMPUS** for this purpose and **ONCAMPUS** will pay their fee. This be a supportive meeting where you can talk to a medical professional about your experiences. You should let us know if you cannot attend. The medical professional will write a report for the panel giving their independent clinical perspective on your health and your ability to study and live independently. They will make recommendations about the support that you might need.

Possible outcomes from the Case Conference meeting

The staff on the panel need to decide if you're able to continue or resume your studies, and what support or other actions you need to do so. There are three possible outcomes:

1. You are allowed to continue your studies, usually on the condition that you engage with a support plan or other specific recommendations from the panel.
2. You are required to suspend your studies for a period of time. This may be if you need time to be assessed by healthcare professionals. Any conditions of that suspension will be communicated to you in writing after the meeting.
3. You are required to withdraw from your course. This will only happen if the panel decide that:
 1. there are no other options that will help you
 2. your academic position is irretrievable
 3. being at university is putting your or someone else's health or life at risk.

If you are studying under a visa, suspension or withdrawal will have an impact on your visa. If this is the outcome you should get advice from the CEG Immigration and Compliance Team.

The Chairperson of the Case Conference will write to inform you of the decision made by the Panel.

What happens if action is taken under the Wellbeing and Support to Study Procedures in the event of an emergency

If senior managers in your centre think there is a threat to your health and safety or the safety of other students or staff, they may take the actions set out below:		
Emergency suspension in the form of an interruption from the programme of study	Your permanent withdrawal from ONCAMPUS .	Any other action considered to be appropriate and proportionate
The decision to temporarily suspend and/or withdraw you from all or part of ONCAMPUS , and the reasons why this action is being taken may be communicated verbally in the first instance. When this is the case, written confirmation outlining the reasons for this decision and notice of the right of appeal should be provided within 5 working days. The letter will include information regarding your right to request a review of this decision.		
In the case of an emergency suspension, this letter will state the criteria that you must meet for the suspension to be lifted (including provision of up to date medical evidence if relevant) and the timescales for review and return to study. The letter should also contain details of support options while you are temporarily suspended/withdrawn. Exceptionally, emergency suspension may include specific allowances, such as the permission to take an examination or to enter ONCAMPUS premises to attend a meeting with a member of the centre senior leadership team. The terms of the suspension will be individual to each case and will be notified to you in advance in writing.		
The decision to temporarily suspend you will be reviewed by ONCAMPUS at regular intervals so as to ensure that any relevant change in circumstance are considered in a timely manner.		

Appealing the decision made at the Stage 4 Case Conference or Actions Taken under Emergency Circumstances

You may appeal against a decision reached at Stage 4 or against actions taken under emergency circumstances. Please note that a request for review of a decision will only be accepted if there is evidence of the following:

- a) Procedural irregularity
- b) Bias, or failure to reach a reasonable decision in handling the process
- c) Evidence of further material circumstances which could not reasonably have been expected to have been submitted for consideration by the Panel.

All relevant evidence which is to be considered must be submitted with the appeal application. **ONCAMPUS** will not gather evidence on a student's behalf.

Students should lodge any request for review by completing and submitting a Request to Review Decision of Wellbeing and Support to Study Case Conference form to studentcomplaints@OnCampus.global within 10 working days of being notified of a decision at Stage 4.

The appeal will be reviewed by the Chief Academic Officer or a relevant appointed senior member of staff ("Reviewing Officer"). The Reviewing Officer may be asked to review the way the process has been handled. The Reviewing Officer will review the appeal and exercise discretion and judgement as to whether further investigation is necessary. The Reviewing Officer will acknowledge receipt of complaint within 5 working days of receipt. Indicative timescales for this stage are that a response will be sent within 4 weeks of receipt of complaint form by the Student Complaints Team. If this is not possible, an alternative timescale will be issued to the student.

What if my appeal is unsuccessful?

If your appeal is unsuccessful. You will be withdrawn from the programme of study. If studying under a visa, **ONCAMPUS** will inform the relevant visa authority. Your centre team will guide and support you through the next steps which you will need to take.

APPENDIX H

Student Letter Template Stage 1: Low Risk Concerns – informal support and action planning

[Student name]
Student number []
Sent by email to: []
[Date]

Wellbeing and Support to Study, Stage 1 Informal Meeting - Summary and Agreed Actions

Dear _____,

Thank you for speaking with today, *particularly as it is a difficult time for you at the moment.*

The purpose of this meeting was to discuss some *academic, attendance and engagement* concerns that we have and to set agreed actions to be reviewed in *2 weeks*, on *<insert date>*. We also discussed the support that would be helpful to you, includingONCAMPUS Welfare Team, teachers, GP etc ...

When asked how you were feeling at the moment you said... When asked how you felt your studies were going at the moment, When asked what support would be helpful to you, ...

To summarise the discussion we had about the areas that are causing concern: *<change/remove 1/2/3 according to need>*

1. Academic Progress

We discussed that.... Whilst you initially said you did not require academic support, we agreed that it would be useful to....

Agreed actions: (include actions and schedule)

2. Attendance

We discussed the importance of attending 100% and that if for an exceptional reason you were to miss a class it is important that you communicate with me, so that I can speak to the Attendance Team and teachers...

Agreed actions: (include actions and schedule)

3. Engagement (responding to ONCAMPUS communication)

I highlighted that at times you are very confident engaging with me for example when.... However, there are times that it is difficult to get a response from you. I explained that it is important that you continue to engage with us, so that we are aware of what is going on and can offer support. We discussed that if...

Agreed actions: (including actions and schedule)

As discussed we will meet to review these agreed actions on... Furthermore, that if there is no improvement in these areas we may have to consider Wellbeing and Support to Study Stage 2.

If there is anything you are unsure of from this letter, it is important that you contact me as soon as possible.

Yours sincerely

APPENDIX I

Student Template Letter Stage 2 - Emerging Concerns Meeting

[Student name]
Student number []
Sent by email to: []
[Date]

Dear []

Wellbeing and Support to Study Stage 2, Emerging Concerns Formal Meeting - Summary and Agreed Actions

Thank you for speaking with today. The purpose of this meeting was to discuss some *academic, attendance and engagement* concerns. Despite the actions agreed at the Stage 1 meeting on, some concerns have continued.

We have discussed and agree a set of actions to be reviewed in *2 weeks*, on *<insert date>*. We also discussed the support that would be helpful to you, includingONCAMPUS Welfare Team, teachers, GP etc ...

When asked how you were feeling at the moment you said... You said the reasons why there had been *no/little* change since the Stage 1 meeting were ...When asked how you felt your studies were going at the moment, When asked what support would be helpful to you, ...

To summarise the discussion we had about the areas that are causing concern: *<add/remove 1/2/3 according to need>*

1. *<insert focus>*

We discussed that.... We agreed that it would be useful to....

Agreed actions: (include actions and schedule)

2. *<insert focus>*

We discussed...

Agreed actions: (include actions and schedule)

3. *<insert focus>*

Brief account of discussion

Agreed actions: (including actions and schedule)

As discussed we will meet to review these agreed actions on... Furthermore, that if there is no improvement in these areas we may have to consider Wellbeing and Support to Study Stage 3.

If there is anything you are unsure of from this letter, it is important that you contact me as soon as possible.

Yours sincerely

APPENDIX J

Student Template Letter Stage 3 – Ongoing Concerns Case Meeting

[Student name]
Student number []
Sent by email to: []
[Date]

Dear []

Wellbeing and Support to Study, Stage 3 Ongoing Concerns Case Meeting - Summary and Agreed Actions

This letter is to inform you of the outcome of your Stage 3 Case Meeting which was held on <insert date>. The meeting was chaired byand attended by the following staff from your centre;..... . <insert name> from the **ONCAMPUS** central team and <insert name> from the support services at university were also in attendance.

The Case Meeting provided an opportunity for us to discuss with you the impact that your health and/or behaviour is having upon you and/or the wider campus community.

At the meeting we discussed concerns around *your health, academic progress and attendance including ...*

We also discussed the **ONCAMPUS** and _____ university expectations regarding your fitness to study including:

An Enhanced Action Plan was discussed and agreed. A copy of this plan has been shared with you and those who attended the meeting.

As discussed we will meet to review these agreed actions on... We want to provide you with the very best support to continue your studies but, as explained at the meeting, please be aware that any failure to co-operate with the **ONCAMPUS** centre team and the actions in this plan is likely to mean that Stage 4 will be invoked. This may also result in disciplinary action and/or withdrawal from studies.

If there is anything you are unsure of from this letter, it is important that you contact me as soon as possible.

Yours sincerely

APPENDIX K Student Template Letter Stage 4 Case Conference Outcome - Interim Suspension

[Student name]
Student number []
Sent by email to: []
[Date]

Dear []

Wellbeing and Support to Study Case Conference, Stage 4 Outcome: Interim Suspension – Not Fit to Study

This letter is to inform you of the outcome of your Case Conference which was held on <insert date>. The meeting was chaired byand attended byThe case conference was held due to concerns around your health, academic progress and attendance.

The following evidence was presented to me by the **ONCAMPUS** <insert centre> staff to review:

- Academic feedback
- Attendance data
- Detailed welfare notes held by **ONCAMPUS** <insert centre>

It is my understanding that ...

I have taken into account all of the above and do not believe that there is a reasonable prospect of you re-engaging with the course and successfully passing at this time. The outcome of the Case Conference was that you will now be placed on **Interim Suspension**, as you are not fit for study. This is not a disciplinary sanction but is intended to allow a period of time for you to focus on your health and wellbeing and a full assessment of your circumstances to take place with regard to your course of study. Your suspension begins today, <insert day and date> with immediate effect. Please be aware that any failure to co-operate with the **ONCAMPUS** centre team and the conditions of this interim suspension may result in disciplinary action and/or withdrawal from studies.

If you wish to appeal against the outcome of the Case Conference, you must write to me within 10 working days of receiving this letter. I will review the matter and respond to you within 10 working days of receiving your letter. With your letter you must provide satisfactory evidence that these concerns are overcome or under control. This evidence must include a report from an appropriately qualified professional expert, approved by **ONCAMPUS**, who has sufficient knowledge about your health and wellbeing and its potential impact on your successful completion of the course. The appeal must be provided to me by 12:00pm on <insert day, date, time > at the very latest. Further guidance on making an appeal can be found via the **ONCAMPUS** Student Complaints Procedure and Policy which I have attached to the email by which you are receiving this letter.

The interim suspension means that you are not able to attend your lessons during the suspension period and you should not communicate with your teachers. Instead, the **ONCAMPUS** <insert centre> welfare team will check-in with you <insert regularity> regarding your welfare and to understand how you are getting on. A member of the **ONCAMPUS** <insert centre> welfare team will contact you to arrange an online meeting within 15 days of the Case Conference to discuss the outcome of the meeting. You are welcome to have a friend, parent or guardian at this meeting for support.

Yours sincerely,

APPENDIX L

Student Template Letter Stage 4 Case Conference Outcome: Not Fit to Study and Notice of Withdrawal

[Student name]
Student number []
Sent by email to: []
[Date]

Dear []

This letter is to inform you of the outcome of a Case Conference which was held on <insert date>. The meeting was chaired byand attended byThe case conference was held due to concerns around your health, academic progress and attendance.

The following evidence was presented to me by the **ONCAMPUS** <insert centre> staff to review:

- Academic feedback
- Attendance data
- Detailed welfare notes held by **ONCAMPUS** <insert centre>

It is my understanding that ...

I have taken into account all of the above and do not believe that there is a reasonable prospect of you re-engaging with the course and successfully passing at this time. The outcome of the Case Conference was that you are not fit for study and **it has been recommended that you should be withdrawn from your programme so that you can focus on your health and wellbeing**. Therefore, this letter serves as notice of withdrawal from your **ONCAMPUS** programme of study. This means that you are no longer able to attend your lessons and you should not communicate with your teachers.

If you wish to appeal against the outcome of the Case Conference, you must write to me within 10 working days of receiving this letter. I will review the matter and respond to you within 10 working days of receiving your letter. With your letter you must provide satisfactory evidence that these concerns are overcome or under control. This evidence must include a report from an appropriately qualified professional expert, approved by **ONCAMPUS**, who has sufficient knowledge about your health and wellbeing and its potential impact on your successful completion of the course. Medical reasons can only be accepted when supported by evidence from a current medical practitioner, registered in the UK with the General Medical Council.

The appeal must be provided to me by *12:00pm on <insert day, date, time >* at the very latest. Further guidance on making an appeal can be found via the **ONCAMPUS** Student Complaints Procedure and Policy which I have attached to the email by which you are receiving this letter.

Your wellbeing remains of great importance to us. Therefore a member of the **ONCAMPUS** <insert centre> welfare team will check-in with you <insert regularity> regarding your welfare and to understand how you are getting on.

Yours sincerely,

APPENDIX M

Wellbeing and Support to Study Appeal – Confirmation of Withdrawal

[Student name]
Student number []
Sent by email to: []
[Date]

Dear []

Further to my letter dated <insert date> which gave you Notice of Withdrawal, I have not received an appeal letter from you. Therefore, in accordance with our Wellbeing and Support to Study policy, this letter is to inform you that you have now been withdrawn from your studies.

As you have now been withdrawn from your studies we would like to remind you of your visa conditions and your right to be in the UK. We are also obliged to independently report such withdrawal to the UKVI and, if relevant, the fee payer for your course fees. As a result of our reporting of sponsorship withdrawal to the UKVI your student visa will no longer be valid, and you should not attempt entering the UK on that visa.

My colleague will be in contact shortly to assist you through withdrawal process.

Yours sincerely,

APPENDIX N

Wellbeing and Support to Study - Appeal Outcome

[Student name]
Student number []
Sent by email to: []
[Date]

Dear []

In accordance with our Wellbeing and Support to Study policy, the content of your appeal letter which I received at [insert time and date].

You state that...

However, I have reviewed the actions taken by members of our well-being team which include...

You were asked to provide additional evidence to support your return to lessons I have reviewed this evidence and...

I have therefore considered your appeal, the support you have received from **ONCAMPUS** [insert centre] staff and your response to this support. Taking all of this into account, I conclude that there is insufficient evidence to show that you are fit to return to the programme of study. I therefore regret to inform you that we are withdrawing you from your above course, with effect from the date of this letter.

As you have now been withdrawn from your studies we would like to remind you of your visa conditions and your right to be in the UK. We are also obliged to independently report such withdrawal to the UKVI and, if relevant, the fee payer for your course fees. As a result of our reporting of sponsorship withdrawal to the UKVI your student visa will no longer be valid, and you should not attempt entering the UK on that visa.

My colleague will be in contact shortly to assist you through withdrawal process.

Yours sincerely,

APPENDIX O

Student Template Letter – Step-Down to a Lower Stage

[Student name]
Student number []
Sent by email to: []
[Date]

Dear []

Wellbeing and Support to Study Stage Step-Down: Formal Meeting - Summary and Agreed Actions

Thank you for speaking with today. The purpose of this meeting was to provide an overview of the original concerns raised in relation to your Wellbeing and Support to Study >insert stage< and the reasons for considering a step-down to a lower stage.

We have discussed and agree that a step-down to Wellness and Support to Study >insert stage< is appropriate, due to your engagement with the support offered and progress made as a result >insert any additional information as necessary<. We also discussed a new support plan which includes >insert necessary detail/Action Plan<.

Please confirm acceptance of the terms of the support plan in writing to >insert appropriate staff member<.

We want to provide you with best and most appropriate support. It is therefore important that we keep open the conversations that have been shared. A review meeting will be arranged and communicated to you when appropriate. You are required to attend this meeting.

If at any stage there are further concerns raised around your wellbeing, the Wellness and Support to Study process will be followed to consider whether it is necessary to move you to a different stage of support.

Your wellbeing and progress are important to us. Please know that our wellbeing team are here to support you .

If there is anything you are unsure of from this letter, it is important that you contact me as soon as possible.

Yours sincerely,

APPENDIX P

ONCAMPUS Wellbeing and Support to Study Action Plan Stage 1 (or 2)

Name of Student:

Student Number:

Support Required	Action	Evaluation Indicators	Responsible	Start	End	Notes	Review wk beg

Signed: _____ (Student) Date: _____

Signed: _____ (Staff) Date: _____

APPENDIX Q

ONCAMPUS Wellbeing and Support to Study Enhanced Action Plan Stage 3

Name of Student:

Student Number:

Support Required	Action	Evaluation Indicators	Responsible	Start	End	Notes	Review wk beg

Signed: _____ (Student) Date: _____

Signed: _____ (Staff) Date: _____

APPENDIX R

Wellness Recovery Discussion Framework

NB: The questions in this form are intended as guidance to help the student and staff member explore student wellbeing needs and the support they will find most helpful.

A summary of outcomes from this discussion should be included in the post-wellbeing and support to study meeting letter and will help inform the Wellbeing and Support to Study Action Plan.

Confidentiality:

It is helpful to explain the following to students and seek their agreement:

1. To co-ordinate support during your time at XXXX, we may need to share information about your support needs with other staff. We would only share information on a 'need to know' basis.
2. There may be occasions where ONCAMPUS judges that it would be in the best interests of the student to disclose sensitive information, e.g. to the student's designated Emergency Contact or to an external agency such as the Community Mental Health Team. In these circumstances, the student's informed consent should be obtained where possible.

If the student chooses not to provide consent, the implications of non-disclosure should be made clear. However, there may be rare occasions where it is the student's consent is withheld or it is impracticable to obtain it, when confidentiality may be broken for example:

- If the student is putting their life at risk
- If the student is putting the life of someone else at risk
- If their mental health has deteriorated to a serious level such that they are unable to maintain daily living routines and relationships
- A student is at risk of serious exploitation or abuse
- If the student's behaviour is adversely affecting the rights of others
- If staff are being placed in a position in which their professional integrity is compromised.

Before disclosing information without consent, staff should consult with the CEG Safeguarding and Prevent Lead or nominee.

Student Signature:

Date:

Staff Signature:

Date:

1. What helps you stay mentally healthy during term time?
(e.g. taking an adequate lunch break, exercise before/after lessons, social activities, eating healthily)
2. What can your **ONCAMPUS** centre staff do to proactively support you to stay mentally healthy during term time?
(e.g. regular meetings with key staff, academic support)
3. Are there any situations that can trigger poor mental health for you?
(e.g. timetable changes, academic deadlines, home sickness)

4. How does experiencing poor mental health impact you during term time?
(e.g. decision making, prioritising tasks, time management, concentration, headaches, confusion, drowsiness, depression)

5. Are there any early warning signs that we might notice when you are starting to experience poor mental health?
(e.g. changes in appearance or behaviour, withdrawal from social contact)

6. What support could be put in place to minimise the triggers or help you to manage the impact?
(e.g. extra time with your tutor or student support team)

7. Are there elements of your individual working style or character that it would help other staff or students to be aware of?
(e.g. having a weekly action plan, having particularly high or low energy in the morning or afternoon)

8. If we notice early warning signs that you are experiencing poor mental health, what should we do?
(e.g. talk to you discreetly, contact someone that you have asked us to contact)

9. What steps can you take if you start to experience poor mental health? Is there anything we need to do to help you with this?
(e.g. take a break from a lecture, go for a walk, ask someone for support)

10. Would you like us to contact someone if you are feeling mentally unwell? In most circumstances would not contact the person without your permission. However, if we believe
(please give full name, phone number, email address and relationship to you)

11. Is there anything else that you would like to share?