

# Support for Study Procedure

## Preamble

The purpose of the Support for Study Procedure is to provide support and direction to both the student and the University for emerging or continued concerns about a student's health, wellbeing and/or behaviour, including the impact this has on their ability to progress on a course at the University. Such concerns may include significant deterioration in engagement, health, appearance, attitude, and particularly when there is an impact on attendance, ability to meet deadlines, succeed academically or participate in normal student life.

There are a number of policies, procedures and regulations this procedure may interact with, including:

- a. [Student of Concern Procedure](#)
- b. [Fitness to Practise Policy](#)
- c. [Non-Academic Misconduct Policy](#)
- d. [Academic Regulations](#)
- e. [Support to Reside Policy](#)
- f. [Interruption of Study Policy](#)
- g. [Student Engagement & Attendance Policy](#)

Please refer to the Support for Study Policy on how these documents interact and where action under one policy, procedure or regulation takes precedence over another.

## IMPORTANT

- a. In the event of a crisis, staff and/or students should report any incidents to the University via a Student of Concern referral and seek help through emergency services and contact security, where appropriate.
- b. If there are significant concerns about a student's circumstances or their health or wellbeing at any stage or in any meeting of this procedure, a Faculty representative (or their nominee) should raise a Student of Concern referral.

## **1. Reasonable Adjustments and Additional Considerations**

- 1.1. At any stage of this procedure, reasonable adjustments to the meetings should be considered. See Appendix 1 (in the policy) for examples of reasonable adjustments that may be considered.
- 1.2. Students under the age of 18 fall within the University's safeguarding framework, which includes structured oversight, monitoring, and designated safeguarding roles. The [Safeguarding Policy and Procedures](#) outlines requirements, such as, regular wellbeing checks, monitoring of accommodation compliance, and the involvement of Designated Safeguarding Officers (DSO) where concerns arise.

- 1.3. King's procedures already include enhanced oversight for under 18 students, including routine check-ins and closer liaison between academic, wellbeing, and residence teams. Within the Support for Study process, these enhanced requirements may translate into:
- Increased frequency of review meetings;
  - More regular wellbeing contact or monitoring;
  - Early referral to specialist services.
- 1.4. Where a student is under the age of 18 and Support for Study is required, staff must:
- Consider whether the process requires any adaptation due to the student's age;
  - Ensure that safeguarding considerations are explicitly reviewed at every stage, and any emerging concerns are escalated to the relevant safeguarding officers as per Procedure 1 of the [Safeguarding Policy](#);
  - Consider whether the student can continue to safely and meaningfully engage with the demands of University life, or whether tailored support, temporary adjustments, or changes to study patterns are required, in accordance with the [academic regulations](#);
  - Ensure that where any meetings take place with a student who is under 18 years of age, these are attended by two members of staff, one of whom needs to have Disclosure and Barring Service (DBS) clearance. This applies to both in-person and online meetings.
- 1.5. Students under the age of 18 may require parental involvement for certain forms of consent, and emergency contact procedures may differ due to the ongoing legal responsibility held by parents/guardians. Financial matters, including fee liability or debt management, also require additional oversight for under 18 students, as outlined within [King's Safeguarding Policy and Procedure](#).

## **2. Representation**

- 2.1. As Stage One Support for Study meetings are often informal and may not be labelled as a Stage One meeting, it would not normally be appropriate for a student to be represented or accompanied at these meetings.
- 2.2. For meetings at Stage Two and Three, the student should be advised that they may be represented by another University member or by a member of the King's College London Students' Union. Additionally, the student may be accompanied by a family member or a friend who will not be able to speak on the student's behalf, unless this is a reasonable adjustment, such as, a sign language communicator or interpreter, which should be agreed in advance of the meeting. The identity and role of any person accompanying the student must be clarified at the beginning of each meeting.
- 2.3. If a student is to be accompanied, the student should give advance notice to the meeting organiser of the person accompanying them.
- 2.4. It is not usually expected that the student will be accompanied by a legal representative, given the nature of the Support for Study process, or when considering that representation by a medical professional might be of more assistance. If the student

would like to have a legal representative attend, then this will normally only be permitted at a Stage Three meeting where the Chair has agreed in advance.

- 2.5. When considering whether to grant a student's request for their legal representative to attend a Stage Three meeting, the Chair will take certain factors into account, such as the seriousness of the matter, including the possibility that the student may be withdrawn from the University, whether representation from a medical professional may be of more assistance, and whether the request could amount to a reasonable adjustment. In taking these factors into account, the Chair will balance the interests of all the parties when considering whether legal representation is appropriate.

### **3. Initiation of the Procedure**

- 3.1. The procedure can be initiated at any stage, depending on the circumstances of the student. It is not a requirement that earlier stages be attempted sequentially prior to escalation to the next stage.
- 3.2. Stages One and Two can be recommended by any member of staff (academic or professional services) who is closely involved in student support or academic progression. If a member of staff has a concern but is unsure as to the next steps, they should raise their concerns with the appropriate Faculty/Service Area Designated Safeguarding Officer or Student Support Manager who will take the concern forward as appropriate.
- 3.3. Stage Three can be initiated by:
  - a. The Student of Concern Management Group (or delegated members) following consideration via the Student of Concern Procedure
  - b. The Associate Director, Student Conduct & Appeals (or their nominee) following a referral by a Faculty. This will usually occur where matters cannot be resolved at Stage Two, actions agreed at an earlier level meeting have not been achieved, or only partially achieved either due to increasing concerns about the student's wellbeing and the support in place not being sufficient to support them, or the student not engaging appropriately with support or with the process. The Faculty should make a referral to Student Conduct & Appeals for a Stage Three meeting and the Associate Director, Student Conduct & Appeals (or their nominee) will ascertain whether the case meets the threshold for this. Student Conduct & Appeals may consult with the Student of Concern Management Group or members of that group in making a decision.
- 3.4. In cases where there are significant concerns, the Faculty should first refer the student via the Student of Concern Procedure for initial assessment. The Student of Concern Management Group will decide whether the case meets the threshold for a Stage Three meeting or whether alternative action should be taken. Alternative action may include holding a Stage Two Supported meeting. See Section 7 of the policy for further information on serious concerns and interaction with the Student of Concern Procedure.
- 3.5. For referral at any stage, parties may need specialist support on how to proceed and may wish to consult with the relevant central services or external services (in relation to

professional programmes) at any stage during this procedure. This includes but is not limited to:

- a. Teams across the Students & Academic Services Directorate, such as Student Support & Wellbeing Services, Student Administrative Services, and Academic Regulations, Quality & Standards,
- b. Occupational Health Services

3.6. In cases where there are challenges in the relationship between a student and their Faculty, it may be that ongoing communication regarding any conditions is managed by the Support for Study team.

3.7. Options which may be discussed at different stages of the Support for Study Procedure:

|                                                                                                                                                                                                                                                                                                                       | <b>Stage 1</b>                  | <b>Stage 2</b> | <b>Stage 3</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------|----------------|
| Support from teams across the Students & Academic Services Directorate, e.g. <ul style="list-style-type: none"> <li>• Counselling &amp; Mental Health</li> <li>• Student Advice, Welfare &amp; Wellbeing</li> <li>• Disability Support &amp; Inclusion</li> <li>• Visas &amp; International Student Advice</li> </ul> | Yes                             | Yes            | Yes            |
| King's Inclusion Plan                                                                                                                                                                                                                                                                                                 | Yes                             | Yes            | Yes            |
| Personalised Assessment Arrangements                                                                                                                                                                                                                                                                                  | Yes                             | Yes            | Yes            |
| Extra academic support available via KEATS or online resources                                                                                                                                                                                                                                                        | Yes                             | Yes            | Yes            |
| Transfer of course*                                                                                                                                                                                                                                                                                                   | Yes                             | Yes            | Yes            |
| Transfer of university*                                                                                                                                                                                                                                                                                               | Yes                             | Yes            | Yes            |
| Voluntary interruption                                                                                                                                                                                                                                                                                                | Yes                             | Yes            | Yes            |
| Change in mode of attendance*                                                                                                                                                                                                                                                                                         | Yes                             | Yes            | Yes            |
| Mandatory interruption*                                                                                                                                                                                                                                                                                               | No                              | No             | Yes            |
| Mandatory interruption due to serious concerns in relation to physical or mental ill health                                                                                                                                                                                                                           | No                              | No             | Yes            |
| Suspension/exclusion**                                                                                                                                                                                                                                                                                                | No                              | No             | Yes            |
| Alternative Residences arrangements                                                                                                                                                                                                                                                                                   | No                              | No             | Yes            |
| Withdrawal by the student                                                                                                                                                                                                                                                                                             | Escalate for further discussion | Yes            | Yes            |
| Withdrawal by the University                                                                                                                                                                                                                                                                                          | No                              | No             | Yes            |

\* Any change to mode of attendance, such as an interruption, move to part-time study, or a transfer of course may be discussed with the student at Stage 1, as indicated in the table. However, where this moves beyond an initial discussion and there are concerns under Support for Study, it is recommended that there is a wider conversation within the Faculty, which may include the Senior Tutor, the Designated Safeguarding Officer or Student Support Manager.

\* These outcomes are subject to the student continuing to meet the requirements set out in the academic regulations. Whilst a course of action may be considered and recommended, this

cannot be confirmed until confirmation is given that this is possible in relation to the [academic regulations](#), the programme specification or an [exemption](#) is sought and approved.

\*\* A Stage Three Panel may make a recommendation that suspension/exclusion be considered under the [academic regulations](#) on Emergency Powers to exclude or suspend (chapter 8).

- 3.8. The meetings detailed below under the Support for Study Procedure may be a single or series of meetings held at each stage, as deemed appropriate by the parties involved.

**4. Stage One Meeting – Informal Departmental Meeting (named Support for Study Stage One)**

- 4.1. Aim: Explore at the department level the student's situation with regard to their academic studies, progress and engagement; identify any additional support which might be needed; and signpost to the relevant University support services.
- 4.2. A Stage One meeting may be initiated for one or more of the following reasons:
- a. The student may benefit from additional support to enable them to engage with their studies to their full potential, but there are no concerns that the student may not be fit enough to study;
  - b. Signposting rather than referring to support is appropriate, as the student is considered able to access this support directly.
- 4.3. When a student is identified as having a difficulty that is impacting adversely on their academic engagement, an informal but structured meeting should be held between the Student and Personal Tutor (PT) / Professional Services staff member. The staff member coordinates this meeting and takes notes during the session (where possible, via the Personal Tutoring dashboard). They should normally inform the relevant Designated Safeguarding Officer or Student Support Manager that a Stage One meeting has been convened.
- 4.4. These meetings do not have to be labelled a Stage One Support for Study meeting, as discussions may take place at regular meetings, such as personal tutor/personal tutee meetings. Any reasonable adjustments to the meeting should be considered.
- 4.5. During the meeting, the following points should be considered, as appropriate:
- a. Identification/explanation of the concern being raised (clear examples can be helpful);
  - b. Opportunity for the student to give their perspective on what is happening;
  - c. Information about the Support for Study Procedure, advice about possible outcomes and next steps;
  - d. Clarification on whether the particular circumstances have happened before and, if so, what was previously helpful;
  - e. Clarification of relevant University boundaries and rules that the student needs to be aware of (such as the regulations on maximum periods of registration, module completion and academic progress);
  - f. Clarification of the student's personal responsibility (e.g. to be 'well enough' to study and to be respectful to others);

- g. Consideration of what would be helpful and make a difference to the student in order to support them and minimise concerns;
  - h. Signposting the student to any relevant University Support Services that they may benefit from;
  - i. Clarification of agreed actions and options to support the student and minimise the concern (e.g. extended deadline, accessing Support Services, etc);
  - j. Where appropriate, agreement of a date to meet again to review the situation and of who needs to attend. The length of time between the meeting and the review should be agreed by all present, considering relevant academic and personal factors;
  - k. Explanation that if the concern continues, or if further concerns arise, escalation to Stage Two of the procedure may be considered to ensure that the appropriate level of support is able to be offered to the student.
- 4.6. Notes and actions should be shared with the student and retained by the staff member.
- 4.7. A case may be escalated to the next stage, 'held' for further review at this level, or 'closed', depending upon the circumstances.

## **5. Stage Two Meeting – Departmental Meeting (named Support for Study Stage Two)**

- 5.1. Aim: Explore a student-led discussion (where a student elects to attend) on support and academic study options where a continued or ongoing concern has been identified, and for the University staff member to facilitate a formal structured package of support for the student.
- 5.2. The Stage Two departmental meeting can either:
- a. Be managed and convened solely by departmental staff as described below; or
  - b. In addition to (a), include specialist teams from the Students & Academic Services Directorate who attend to support the Faculty in the meeting and provide enhanced support to the student in helping them engage with their studies. In such instances, this meeting will be noted as "Support for Study Stage Two Supported".
- 5.3. A Stage Two meeting may be initiated for one or more of the following reasons:
- a. The student does not attend a Stage One 'departmental' meeting and there is reason to believe that their difficulties are ongoing;
  - b. Actions agreed at a Stage One 'departmental' meeting have not been achieved and the student's difficulties are ongoing, or where it is felt that additional input into support options may be helpful;
  - c. The student's difficulties are identified as putting the student's academic progress/engagement at risk and they may not be fit enough to study. For example, there may be a history of poor engagement with studies and an increased likelihood of deterioration due to known additional needs. Therefore, a conversation around academic options, including deferring assessments through the Mitigating Circumstances Process, taking a period of voluntary interruption, or discussing a change to their mode of attendance (where

- possible, in line with programme requirements), or accessing further support, is considered appropriate;
- d. The student may benefit from direct input from an appropriate support team in the Student & Academic Services Directorate. They may have been unable to seek this support directly and may benefit from a direct referral;
  - e. As a result of a referral through the Student of Concern Procedure. In such instances, the Student of Concern Management Group will liaise with the Faculty/Department's Designated Safeguarding Officer, regarding information that can be shared (and to whom) to aid the process;
  - f. De-escalation from Stage Three, where a student is found able to continue with their studies at a Stage Three meeting.
- 5.4. Where the student is identified as having a significant difficulty that is impacting adversely on their academic engagement, as above, the staff member who led or attempted to organise the Stage One meeting should inform the Designated Safeguarding Officer (DSO) or Student Support Manager (or their nominee), who will be responsible for initiating Stage Two proceedings and maintaining oversight.
- 5.5. A formal, structured meeting between the student is arranged by the Designated Safeguarding Officer (or their nominee). It is normally attended by either the Senior Tutor (ST) and/or Personal Tutor (PT) (or their nominee) and/or Designated Safeguarding Officer/Student Support Manager. Specialist teams may also be in attendance as per 5.2(b). A representative from the student's programme may also be in attendance, if not already attending the meeting in a different capacity.
- 5.6. During the meeting, the following points should be considered, as appropriate:
- a. Identification/explanation of the issue(s)/concern(s) (providing clear and specific examples), and of any past relevant information;
  - b. Opportunity for the student to give their perspective on the issue(s)/concern(s) and, if appropriate, a history of events, past experiences and helpful strategies or support for managing these;
  - c. Clarification of relevant University boundaries and regulations (such as the regulations on maximum periods of registration, module completion and academic progress);
  - d. Consideration of realistic academic timelines in relation to outstanding assessments, ensuring that this is explored in line with the relevant academic regulations on module completion and academic progress;
  - e. Clarification of the student's responsibility at the University (e.g. to be 'well enough' to study and to be respectful to others);
  - f. Consideration of what would be helpful or make the difference to the student in relation to their support and in order to minimise the issue(s)/concern(s);
  - g. Signposting the student to any relevant University Support Services;
  - h. 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, and where applicable in line with programme regulations, part time study or a change to mode of attendance);
  - i. Explicit clarification of the consequences of failing to complete the agreed actions, and/or a continuation of the cause for concern;

- j. Agreement of any interim monitoring or measures;
  - k. Agreement of a date to meet again to review the situation, if deemed necessary.
- 5.7. A discussion with the student around options such as deferring assessments or taking a voluntary interruption is considered appropriate under Stage Two. Such discussions should normally take place prior to escalating to Stage Three.
- 5.8. The Designated Safeguarding Officer (or their nominee) joins the meeting to record notes, agreed actions and review date (where necessary). These are shared with all individuals present in the meeting and retained by the Faculty.
- 5.9. A case may be escalated to the next stage, 'held' for further review at this level, de-escalated or closed, depending upon the circumstances. Escalation may be considered if not enough progress has been made against any of the actions and the difficulties persist. It may be appropriate to liaise with the Student of Concern Management Group to determine appropriate next steps where a student is either not engaging in agreed actions, or their circumstances have changed.
- 6. Stage Three Meeting – University Specialist Support Meeting (named Support for Study Stage Three)**
  - 6.1. Aim: Staff-led meeting in which further options for support are explored, as well as possible courses of action available, including mandatory interruption or, in very limited circumstances, withdrawal of the student by the University.
  - 6.2. Information on who can initiate a Stage Three meeting can be found in section 3 above. A Stage Three meeting may be initiated for one or more of the following reasons:
    - a. Concerns around the student's fitness to study remain;
    - b. Actions agreed at an earlier level meeting have not been achieved, or only partially achieved;
    - c. There has been previous action taken at Stage Two and options including voluntary interruption have been discussed with the student;
    - d. There are known mental health and/or welfare concerns that bring into question the student's fitness to study. This referral may be made following liaison with the Student of Concern Management Group;
    - e. The student was unable to engage at Stage Two;
    - f. Where the student is considered to be at high risk and the risk means that they may not be fit to study, or their circumstances mean that they are not able to engage with their studies at the expected level. In such circumstances, a Student of Concern report should be submitted in the first instance so any immediate safety concerns can be addressed (examples may include where the student is actively engaging in self-harm and there is known suicidal ideation, or where the student has made a recent attempt on their life);
    - g. A case is referred by the Student of Concern Management Group or by the student's Faculty.

- 6.3. The Support for Study team will review the case and/or recommendation by the Student of Concern Management Group and where there is a significant concern about a student's health and wellbeing and their ability to study and cope at University, including their fitness to study, the student's situation will be considered at a Stage Three meeting. Where this is agreed, the Support for Study team will:
- a. Convene a panel who will provide input into the decision about further support for the student;
  - b. Arrange a Stage Three meeting between the Panel and the student.
- 6.4. The Stage Three Panel members will include:
- a. A meeting facilitator/chair. This will normally be a member of staff from Student Support & Wellbeing Services;
  - b. An academic representative from the student's Faculty, such as the Senior Tutor or an appropriate nominee, to provide information and ask questions relating to the student's programme of study and their academic engagement;
- and may also include:
- c. Representatives from the Students & Academic Services Directorate, as appropriate to the case, to provide specialist knowledge around areas of support that may be beneficial to the student. This may include a mental health practitioner to conduct an assessment with the student;
  - d. Designated Safeguarding Officer (or their nominee), to provide information around Faculty-led support measures;
  - e. A representative from King's Residences, if relevant.
- 6.5. The quorum of the Panel shall be two and must include an academic representative from the student's Faculty.
- 6.6. A Coordinator/Manager within the Support for Study team will be in attendance to provide advice and guidance on any relevant policies and procedures, in addition to the Panel members (minimum of two).
- 6.7. In all instances, the Faculty and any other Student Support & Wellbeing Services will be consulted in advance of the meeting, to ensure all relevant information is considered.
- 6.8. The University may seek advice and recommendations from the student's medical team (i.e. a Psychiatrist or a GP) in regards to their present fitness to study and/or capacity and insight into difficulties. Where external medical evidence is not available, the Panel, on behalf of the Student of Concern Management Group, will make a decision regarding a mandatory interruption based on the recent information available regarding the student's presenting concerns/issues.
- 6.9. Evidence about previous support interventions and all relevant data are collated so there is a clear understanding of the student's circumstances. The Support for Study team will provide the student with general information about the process in advance of the meeting, with a clear outline of the structure of the meeting being given at the

start of the meeting, including a summary of the potential outcomes. Notes are taken by the Support for Study team.

6.10. During the meeting, the following aspects may be included:

- a. Summary of presenting situation, concern(s) being raised, and past relevant information;
- b. 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 these;
- c. Clarification of relevant University boundaries and regulations (such as the regulations on maximum periods of registration, module completion and academic progress);
- d. Clarification of the student's personal responsibility at University (e.g. to be 'well enough' to study and to be respectful to others);
- e. Identification of any further information which may be required;
- f. Clarification of the options available to the student at this stage which could include options such as continuing at University with clear deadlines/agreements in place, a period of interruption, where applicable in line with programme regulations, part time study or a change to mode of attendance, or a recommendation for withdrawal of the student;
- g. Consideration of what would be helpful or make a difference to the student in relation to the options available;
- h. Signposting/referring the student to any relevant University Support Services;
- i. Clarification of agreed options/actions and support options that the student is encouraged to access;
- j. Explicit clarification of the consequences of failing to complete the agreed actions, and/or in the case of a continuation of the cause(s) for concern, which would normally involve further consideration of the case at Stage Three, with potential mandatory interruption or withdrawal if there is ongoing non-engagement with the agreed conditions;
- k. Agreement of any interim monitoring or measures;
- l. Agreement of a date to meet again to review the situation, if appropriate;
- m. In cases where interruption is the outcome, the meeting should consider and make explicit what is required to happen before the student is permitted to return to study;
- n. If a student is also residing in a King's Residence, consideration under the [Support to Reside Policy](#) may also be made at this meeting.

6.11. One or more of the following outcomes may be discussed under Stage Three, where all other options have been considered and have either been unsuccessful in supporting the student to the required level, or they are not considered appropriate:

- a. **De-escalation to Stage Two:** A continuation of study with conditional or recommended support measures, and de-escalation of the case to Stage Two. Cases will normally be de-escalated for ongoing review under Stage Two for a period of time considered appropriate by the Faculty. Once the case is de-escalated, follow-up with the student will be Faculty-led. If the student is close

to completion of their course, then further review under the Support for Study Procedure may not be necessary;

- b. **Voluntary Change of Registration Status:** A discussion can be facilitated with the student about study options, including a transfer of programme or institution, changing to or from full or part time study, interrupting and withdrawing. A change to mode of study may require an exemption to the academic regulations and cannot be authorised by the Support for Study Panel.
- c. **Voluntary Interruption:** A student may choose to interrupt of their own accord at any time and may also consider interruption to safeguard their welfare as part of the Support for Study Procedure. Where a student chooses to voluntarily interrupt their studies, they should be made aware of the academic regulations on maximum periods of registration and module completion and how an interruption may impact their academic progress (see the [Interruption of Study Policy and Procedure](#)).
- d. **Mandatory Interruption:** A Stage Three Panel may interrupt a student on a mandatory basis if it considers this to be in the best interests of the student. In the case of mandatory interruption, all other options of support whilst studying must have been considered and, if not feasible, a rationale provided. A Stage Three Panel may interrupt the student without meeting them beforehand, if it is considered appropriate to act without delay and there are serious concerns relating to physical or mental ill health. Advice will be sought from relevant teams across the Student & Academic Services Directorate and the Faculty. Further information about mandatory interruption can be found in Section 7 below.
- e. **Withdrawal by the Student:** A student may choose to withdraw of their own accord at any time, but it is recommended that they discuss alternative options with the University.
- f. **Withdrawal by the University:** Withdrawal from the University will only take place in very limited exceptional circumstances including, but not limited to, when a student has previously interrupted on a voluntary basis, where the University has previously interrupted them mandatorily, or where the University considers that alternative options are not feasible or have been exhausted. A rationale will be provided for this decision.

6.12. The Panel will discuss the case in private. The Chair of the Panel will lead on discussions and will make the final decision, in consideration of the views of the Panel members and the information available.

6.13. Any decision to order a mandatory interruption without inviting a student to a Stage Three meeting, and any decision to order a withdrawal from the University, must be approved by the Director of Student Support & Wellbeing Services (or an appropriate nominee).

#### *Additional Considerations*

6.14. Cases may remain at Stage Three for review where there have been significant or recent health and safeguarding concerns, or previous non-engagement with conditions agreed alongside de-escalation.

- 6.15. In exceptional circumstances, a Stage Three Panel may consider whether repeat teaching of a module or year would be an appropriate mechanism to support a student to re-engage with their studies. This needs to be considered carefully, particularly in relation to changes to course content, credit load, and any implications to funding, visas or the student's financial situation. The Panel may wish to offer this to a student, however, this will require an exemption to be submitted via the Exemptions Procedure and subsequent approval by the Vice-President Education & Student Success or their nominee, prior to confirming the option to the student. See [regulations 3.35 and 3.36](#).

## **7. Mandatory Interruption by the University**

- 7.1. Under this policy and procedure, a decision to mandatorily interrupt a student in their best interests can only be made by a Stage Three Panel (described above) and where:
- a. the student does not agree to a voluntary interruption and the University has serious concerns for the student's health, wellbeing and ability to thrive in an academic environment; or
  - b. it is considered appropriate to act without delay and there are serious concerns relating to physical or mental ill health. The Student of Concern Management Group, or nominees of that group, may interrupt the student without meeting them beforehand. Examples may include, but are not limited to, a stay in hospital of 3 days or more, or a series of hospital admissions for a shorter period of time.
- 7.2. In such instances as outlined in 7.1(b), the University will convene a Panel (see 6.3-6.7 above). The University will seek advice and recommendations from the student's medical team (i.e. a Psychiatrist or a GP) in regard to their present fitness to study and/or capacity and insight into difficulties. Where external medical evidence is not available, the Panel, on behalf of the Student of Concern Management Group, will make a decision regarding a mandatory interruption based on the most recent information available regarding the student's presenting concerns/issues.
- 7.3. Before a mandatory interruption is recommended, there must be due consideration of the [academic regulations](#) on maximum period of registration and module completion. If an interruption would result in the student exceeding the parameters permitted under these regulations, this will require an exemption to be submitted via the Exemptions Procedure and subsequent approval by the Vice-President Education & Student Success or their nominee, before the student is interrupted.
- 7.4. Where a mandatory interruption is subsequently agreed, the Support for Study team will inform the student in writing of the decision, including any conditions attached. Before making contact with the student, the University will also consider whether to contact the student directly or via their Trusted Contact, or a medical professional who is supporting the student.
- 7.5. The student will receive the relevant advice and support regarding their student funding, housing, student visa compliance, as appropriate. Provided any conditions set alongside the decision of mandatory interruption have been met, a date will be agreed

to review the student's circumstances at a Stage Three Review meeting prior to resuming study. The outcomes as listed in the section above will be available.

- 7.6. The University will interrupt the student until such time as the Stage Three Panel deems that the student is able to return to studies with any recommendations or conditions to help them to do this.

#### *Mandatory Withdrawal*

- 7.7. Under this policy and procedure, a decision to withdraw a student in their best interests can only be made by a Stage Three Panel (described above). If it is deemed necessary to withdraw a student from the University, a rationale will be provided. The University will offer support during this transitional period, such as, support with alternative accommodation or advice on immigration or finances. Please also see [academic regulations on withdrawal from the University](#) (8.21-8.35).

### **8. Non-Engagement**

- 8.1. At any stage of this procedure, where the student does not engage, the University may offer a further meeting (as appropriate) with the student and/or escalate the case to the next stage if there are serious concerns about their health and wellbeing. A decision may be made in the absence of the student at the first meeting. Where a decision is made to allow the student a further opportunity to attend, normally, a maximum of two meeting opportunities would be given.
- 8.2. Where there has been non-engagement at Stages One and Two, the Designated Safeguarding Officer (or their nominee) may refer a student to the Associate Director, Student Conduct & Appeals (or their nominee) to ask for a Stage Three meeting. In this instance, the Department will ensure all steps have been taken in line with the [Attendance & Engagement Monitoring Policy](#).
- 8.3. If a student does not engage with the procedure, the University may ultimately decide to interrupt or withdraw them in their absence, where there are serious concerns about the student's health and wellbeing (see 6.11, 7.1-7.7).
- 8.4. In addition, consideration should also be given as to whether the [Student Engagement & Attendance and Prolonged Lack of Contact Procedure](#) or the Insufficient Academic Progress [regulations](#) should be used. The Student of Concern Management Group may be consulted in any decisions around lack of engagement and the appropriate next steps. In this instance, the Department will ensure all steps have been taken in line with the [Attendance & Engagement Monitoring Policy](#). A summary of actions taken by the Department in line with this policy may be required so that the Student of Concern Management Group can make informed decisions about next steps.
- 8.5. If there is repeated non-engagement at Stage Three, the University may issue an outcome, as listed in Section 5 of the policy.
- 8.6. Where the outcome under Stage Three is a continuation of study with conditions and the student does not engage with these conditions, the student will be reminded of the requirements of the conditions. If there is continued disengagement with the

conditions, the case may be re-referred to a Stage Three meeting and the appropriate outcome, as outlined in Section 5 of the policy, will be decided.

- 8.7. Where the Attendance & Engagement Monitoring Policy has concluded and there is non-engagement with Support for Study at Stage Three, provided the support options have been clearly communicated to the student, then the case may be closed under the Support for Study Policy. Action may be taken under the academic regulations if academic requirements are not met.

**9. Conditions, Recommendations and Review Meetings following an Interruption**

- 9.1. The Stage Three Panel may set conditions or recommendations to help a student to return to their studies following a period of interruption. These conditions and recommendations can be applied in cases of either voluntary or mandatory interruption. Conditions must be met whereas recommendations are encouraged but not enforced.
- 9.2. For example, the University may require the student to engage with support whilst on interruption and/or provide medical evidence from an independent medical professional stating that they are fit to study. The Panel may also make specific recommendations around the support that a student should seek whilst on interruption, such as engagement with their GP, a mental health professional, or the University's Disability Support & Inclusion team. A student will need to meet a condition but does not have to meet a recommendation in order to return to studies. Conditions and recommendations may include academic factors.
- 9.3. A date will be agreed to review the student's circumstances prior to resuming study, normally at a Review meeting. In order for a Stage Three Review meeting to be convened, the student will be required to provide evidence from an independent medical professional that they are well enough to engage with the process. In most cases, any conditions set as part of the decision to put in place a mandatory interruption must be met before a Review meeting will be scheduled. Once these requirements are established, the student will normally be invited to a Review meeting to discuss their current circumstances and wellbeing as well as access to support, including whether there are any additional support needs and whether any adjustments may be needed to their studies. As part of the outcome of the Stage Three Review, further meetings with specific support teams, Faculty or Residences, may be recommended or set as a condition.
- 9.4. During a period of interruption put in place under the Support for Study Policy, a student may receive communication from their Faculty and/or from external agencies/organisations regarding arrangements for returning to study. Such emails and communications do not guarantee that a student will be returning to study at the end of the agreed period of interruption and normally, any decision regarding a return to study will only be made at a Support for Study Stage Three Review meeting (see 9.1-9.3 above).
- 9.5. Ongoing lack of engagement with conditions attached to a mandatory interruption will trigger a Review meeting to be convened, which the student will normally be invited to

attend. This lack of engagement with conditions may lead to withdrawal under the Support for Study Policy.

## **10. Appeals Procedure**

- 10.1. A student may appeal against a decision reached at Stage Three as per the Support for Study Policy. Students should appeal via [Student Conduct & Appeals](#) on the relevant form within ten working days of being notified of a decision at Stage Three.
- 10.2. The appeal will be considered by the Vice President of Education & Student Success (or their nominee), following a review of all information relating to the case. The Vice President of Education & Success (or their nominee) will determine whether any aspects of the appeal warrant further consideration, and if so, they will either refer all, or certain aspects, of the appeal for further consideration at an Appeal Panel. The outcome will normally be sent to the student within 15 working days. There is no further right to appeal internally. If the appeal is to be heard, an Appeal Panel will be appointed. If the appeal is rejected, reasons will be given.
- 10.3. The Appeal Panel shall be made up of staff who were not members from the Panel who made the decision at Stage Three (the Original Panel). The outcome from the Vice President of Education & Student Success (or their nominee) may set out specifics in relation to the appropriate composition of the Appeal Panel.
- 10.4. The student will be invited to attend the Appeal meeting and the Chair of the Original Panel may be asked by the Chair of the Appeal Panel to either provide written representations regarding the original decision and the grounds of appeal, or they may be invited to attend the Appeal meeting to answer questions of the Panel.
- 10.5. The Appeal Panel may reject or uphold the appeal. The student will normally be told of the outcome within 5 working days.
- 10.6. If the appeal is rejected, there are no further internal steps that the student can take with the University and the student will be issued with a Completion of Procedures letter. A student can then escalate their case to the [Office of the Independent Adjudicator \(OIA\)](#).
- 10.7. Where the Appeal Panel upholds the appeal, the previous decision of the Original Panel will be annulled. The Appeal Panel may replace the original decision with a decision of their own. The letter communicating this decision will be a Completion of Procedures letter. The Appeal Panel may instead refer the case back to a Stage Three meeting to reconsider the decision, which the student will be invited to attend. The Panel of this Stage Three meeting may be the same as, or contain members of, the Original or the Appeal Panel. The Panel will consider all information available and will decide on one of the outcomes, as listed in Section 5 of the policy.
- 10.8. If the Stage Three Panel decide the outcome is either a period of mandatory interruption or withdrawal, then the student will be issued with a Completion of Procedures letter. A student can then escalate their case to the OIA.