

KEELE UNIVERSITY

Support to Study Policy

1.0 INTRODUCTION

1.1 Keele University is committed to creating a supportive working, learning and living environment. The University strives to ensure that support is provided for students through the Support to Study Policy. The policy and procedure are intended to support staff and students when a student's health, wellbeing and/or behaviours are having a detrimental impact on their ability to progress academically at the University and enables students to participate effectively in their academic studies and other aspects of their student experience.

1.2 The health and wellbeing of our students is of huge importance to us and we appreciate the need for positive health in order to maximise engagement with learning and associated academic and personal development. The University's [Dignity and Respect Framework](#) and Student Charter supports the University's core values and promotes an inclusive approach to learning and student support.

1.3 There is a growing awareness among professional bodies and groups working in the field of student support of the need for universities to respond appropriately to situations where visible signs of illness, mental health difficulties, psychological, personality or emotional disorders may have a disruptive impact on the functioning of individual students and/or on the wellbeing of others around them.

1.4 The University has a duty of care to respond appropriately to situations where there are substantial concerns relating to a student's mental and/or physical functioning and the impact upon the individual and/or other members of the University community. The University provides a comprehensive and well established range of services which are available to support the health and wellbeing of students, to include an individualised approach to student support.

1.5 All members of the University community have a responsibility to support each other in creating a safe environment which is conducive to study, living and working. Staff are encouraged to address issues through early intervention, positively supporting students through the personal tutoring system.

1.6 This policy acknowledges that other procedures, such as the University discipline procedure may need to be used in addition to supportive measures under this policy, in cases where student behaviour has actively disrupted the ability of other students or staff to learn and teach, or where the behaviour was demonstrably not in line with the Universities values or included offences as set out in Regulation 20 (student discipline)

2.0 PURPOSE

2.1 The purpose of this policy is to:

- a) provide an underpinning clear set of procedures, which can be used by staff when a student's health, wellbeing and/or behaviours are having a detrimental impact on their ability to progress academically at the University;
- b) provide an effective framework to support students in cases where such circumstances are having an adverse impact on the health, safety, wellbeing and/or academic progress of others.
- c) ensure a suitable and coordinated response by academic and support staff, in circumstances where either it is not considered appropriate to apply other internal procedures such as the University's student disciplinary or fitness to practise procedures or where these procedures in themselves are not sufficient;
- d) ensure a consistent and sensitive approach to managing situations or behaviours, which have become problematic;
- e) encourage early intervention and active collaboration between all staff in managing situations where there are concerns regarding a student's fitness to study;
- f) ensure that the University has provided the student with appropriate, proportionate and reasonable support to assist them through their studies.

3.0 SCOPE

3.1 All registered students of Keele University shall be subject to this policy which is outlined within Regulation 10, irrespective of their mode or place of study.¹ In addition, those students who are registered on programmes where fitness to practise requirements are required will also be subject to fitness to practise under Regulation 18.

3.2 This policy should be read in conjunction with the University Regulations, specifically:

- University Regulation 1(a) - 2(d) (Academic Awards);
- University Regulation 10(a-d) (Student Health and Leave of Absence);
- University Regulation 18 (Fitness to Practise);
- University Regulation 20 (Student Discipline);
- Student Charter and Keele Dignity and Respect Framework for Students;
- Keele Code of Conduct for personal tutors;
- Equality & Diversity Objectives.
-

¹ Students studying for an award from Keele University delivered by a partner institution and who are registered students of that partner institution do not come under this policy as student support will be designed and delivered by the partner institution unless specified differently in the legal agreement.

3.3 This policy and procedure does not cover those instances where recourse to Fitness to Practise procedures (Regulation 18) would be a more appropriate course of action. The decision as to the most appropriate course of action should be made by the Head of the student's School in consultation with the Head of Student Support. In the case of dual honours, either Head of School can be used for this purpose.

3.4 This policy does not replace the process or policy for academic warnings². Any action taken under this policy can be taken as soon as issues are apparent.

4.0 APPLICATION

4.1 The aim of the University is to foster independence, self-awareness, resilience and personal responsibility. In this context it is also important that students take an active part in the process, together with appropriate steps to manage their own health and wellbeing in order to fulfil their academic potential. This policy makes provision for the management and wellbeing of students and members of the University and requires a collaborative approach to be taken by all parties to identify the most appropriate solution to the situation.

4.2 Application of this policy is based on a formal risk assessment to reduce the risk of future harm. This will consider the potential risks to the individual, their peers and the organisation. The University will take appropriate action as outlined in the three stages of the support to study procedure and in line with the risk assessment to mitigate any potential risks at each stage of the procedures.³

4.3 The following instances, behaviours and circumstances may give rise to the use of this policy when the student's health or behaviour:

- a) poses a risk to their own health, safety and/or well-being and/or that of others;
- b) is at risk of disrupting or negatively affecting the teaching, learning and/or experience of other students;
- c) is at risk of negatively affecting the day-to-day activities of the University;
- d) is impacting adversely upon the health, safety or wellbeing of other students/or staff.

²

<http://www.keele.ac.uk/media/keeleuniversity/policyzone/paa/Academic%20Warnings%20Policy%20Apr14.pdf>

³ Where other members of the Keele Community have been harmed in some way by behaviours it may be necessary to invoke the Student Discipline procedures (Regulation 20) in parallel to the Support to Study Procedures

Keele University Support to Study Procedure

This procedure is part of Keele University's Support to Study Policy.

1.0 The procedure is intended to be supportive and to:

- respond to a situation effectively and swiftly to ensure that disability-related reasonable adjustments have been considered and where appropriate put in place;
- ensure the best interests of both the student and the University community are considered in relation to the student's personal situation,
- to ensure appropriate University level support is available in relation to the students' health, mental health and/or wellbeing;
- support the student in trying to progress, meet the required learning outcomes and complete their course wherever possible;
- identify a clear and structured plan of how to progress with defined boundaries and expectations;
- allow appropriate and measured action to be taken based on a clear risk assessment, which may include providing reasonable adjustments, the suspension of a student's studies for a set period of time, repeating a year of study, suspension from campus, or part of the campus, i.e. halls of residence, or in the most serious cases, withdrawal/suspension from studies.

2.0 Structure of the Procedure

2.1 The procedure has 3 stages each of which represents the degree of concern and/or the perceived seriousness of the situation. The 3 stages are:

- Stage 1 - Initial stage (Emerging concern - informal discussion)
- Stage 2 - Enhanced Concern (School intervention)
- Stage 3 - Serious concerns (Support to Study Panel)

2.2 A record of all informal meetings and panel meetings, and of agreed action plans should be maintained and kept in the student's personal file on the student records system.

2.3 If a student fails to engage or is unable or unwilling to cooperate with this procedure for the management of the support to study policy, the University may recommend an appropriate course of action without input from the student.

3.0 Who can instigate the procedure?

3.1 Stages 1 and 2 of the procedure can be invoked by a member of staff with a direct link or primary responsibility for the student's needs. For example:

- an appropriate member of staff from the student's School, e.g. Personal Tutor, programme director, supervisor or relevant other member of staff such as year tutor, school manager, etc.
- a member of staff from one of the University Student Support Services

3.2 Where other members of staff have concerns about a student's health, wellbeing and behaviour they should contact their manager and/or the Head of their School/Service/Head of Student Support where appropriate.

3.3 The particular circumstances can vary, however once concerns have been raised about a student, the Head of School will assign a suitable equivalent lead which will normally be the Personal Tutor. In circumstances where the Personal Tutor would not be possible or appropriate, an alternative member of staff from the student's School, e.g. programme director, supervisor or relevant other member of staff such as year tutor, school manager, etc would become the designated as the 'lead person' to take the matter forward.

3.4 The procedure may be invoked and resolved at any stage. In most cases, stages 1 and 2 should be used before escalation to stage 3. In cases where there is serious and significant concern for the welfare of the student or their University environment, or where the concerns are not remedied by the agreed actions at stage 1, a decision should be taken by the lead person upon the advice of either the Head of School, or Head of Student Support, for a Case Review Panel to be convened to escalate the case directly to either stage 2 or 3.

3.5 Stage 3 can only be instigated by the Head of School or their nominee in agreement by the Head of Student Support and Development Services, or nominee.

3.6 In the case of a dual honours student, either School can instigate the procedure however the opposite School must be made aware of the instigation of the process.

4.0 Timeframes

4.1 It is anticipated that the timeframes for action plans specified within the procedure are sufficient but may be amended based on a reasonable judgement of the circumstances. This decision should be made by the lead person in consultation with the Head of Student Support or Head of School. The timeframes stated should be set (where appropriate) during term time to ensure support and engagement of the student can be monitored effectively.

5.0 Confidentiality and record keeping

5.1 At all times, staff operating this policy or procedure will adhere to the guidelines laid down within the Data Protection Act to ensure that the appropriate level of confidentiality is maintained.

5.2 Where personal information is shared it is only released to only those who are part of the University's Support to Study procedures and other relevant officers of the University as appropriate.

5.3 This includes the storage of records and data and sharing of information for the purposes of dealing with the student case.

5.4 If it is determined that an offence has been committed, the incident is normally referred for consideration by the University discipline committee. This, and notes on the support to study process will be placed on the student's file and shared with the relevant Head(s) of School and other relevant officers of the University.

6. Available Support and Representation

6.1 Students have the right to be accompanied to any formal meetings by a member of the University. A member of the University is defined in Statute 2 as being a member of staff, a fellow student, a member of the ASK team or from another University support service, or an elected officer of the Students Union. Members of the University asked by the student to support and/or represent them may attend the whole meeting. Notification of the names and status of the friend or representative must be given to the Chair of the appropriate Panel at least 24 hours in advance of the meeting for approval.

7. Stage 1 – Initial stage (Emerging concern - informal discussion)

7.1 Stage 1 should be used when there are **emerging** concerns about a student's health, wellbeing, behaviour, and the impact this is having on their academic engagement or on other students/staff.

7.2 Concerns may include (but are not restricted to):

- a deterioration in physical or mental health;
- dramatic change in presentation and or behaviour;
- concern for safety of the student and/or others;
- unexplained absence and/or engagement with University environment;
- ability to meet deadlines, ability to succeed academically.

7.3 The lead person who will normally be the Personal Tutor (see 3.4) should make contact with the student via their Keele email address or letter to request an informal discussion to outline the nature of the concerns. The student should be given clear information about the Support to Study procedure, with particular emphasis on the fact that it is designed to be a supportive process.

7.4 As stage 1 is intended to be relatively informal, it is recommended that a face-to-face meeting normally takes place within 10 working days to discuss the concerns. The student may be accompanied in a supportive capacity, (section 6 of this procedure), this is in addition to enabling the student to be supported by a professional support worker at the meeting. The lead person should provide the opportunity for the student to discuss any issues they have. The following should be discussed with the student:

- the precise nature of the concern(s) being raised. (clear examples should be provided as an illustration of the concerns);
- the relevant University boundaries and rules of student conduct;⁴
- the support available to students;
- identification and drawing up of a stage 1 action plan to support the student with clear targets to be reviewed within 2-4 weeks.

7.6 In the majority of cases, stage 1 should be adequate to enable the student to re-engage appropriately with their studies and the University community.

7.7 Review of the Stage 1 action plan:

The lead person should review the circumstances with the student within 2-4

⁴ <http://www.keele.ac.uk/aboutus/studentcharter/>

weeks of the initial meeting. The review can be face-to-face or, if this is not possible, via email/telephone in a timely manner. Students should be reminded at this stage that a continuation of the same or any additional concerns could result in escalation to stage 2 of this procedure.

7.8 Possible outcomes from the Stage 1 should include:

1. no follow up action necessary;
2. referral to appropriate support services;
3. referral by the lead person, to stage 2 of this process.

7.9 Automatic escalation:

If the student fails to engage either by non-attendance at the meeting or by showing no commitment to the action plan, the lead person should escalate the case to stage 2 of the process.

8. Stage 2 – Enhanced concern (School intervention)

8.1 Stage 2 of this procedure may arise where there are moderate and more **enhanced** concerns about the student's health and wellbeing or other concerns affecting the student's ability to operate within the University context. Stage 2 may be instigated in the following circumstances:

- either as a direct referral to stage 2 or as a result of where there are enhanced, more significant concerns for the welfare of the student;
- where action taken under support to study stage 1 does not resolve the issue or where a student fails to engage with the process at stage 1 of this procedure;
- where there are on-going concerns in relation to a student's health, well being, behaviours, safety and/or ability to study;

8.2 The lead person should discuss the student's circumstances with their Head of School or nominee and/or the Head of Student Support. If appropriate, a decision can be taken by the lead person upon the advice of either the Head of School or Head of Student Support for a Case Review Panel to be convened to address the concerns. At this stage depending upon the circumstances of the concern, this may lead to immediate escalation to stage 3 of the process.

8.3 The Case Review Panel should be convened by students' School and should include the student in addition to (two or more) of the following members of staff:

- the Programme Director, or appropriate designated senior member of staff to Chair the Panel;
- the lead person from stage 1 (if this has been escalated from stage 1 - if this was not the student's Personal Tutor/Supervisor, then the Personal Tutor should act as a 4th member of the panel, where the case has come directly to stage 2, a lead person should be designated by the Head of the student's School);
- a representative from relevant support services (for example a Disability, Mental Health or Student Support Adviser).

NB: For professionally accredited programmes, the Case Review Panel may be replaced by the Health and Conduct Committee. The composition of the Health and Conduct Committee would be constituted in line with its normal terms of reference.

8.5 The student may be accompanied in a supportive capacity, (section 6 of this procedure) in addition to enabling the student to be supported by a professional support worker at the meeting. The lead person should provide the opportunity for the student to discuss any issues they have.

8.6 It is recommended that the Case Review Panel takes place normally within 10 working days of the commencement of Stage 2.

8.7 The invitation should be sent to the student via their Keele email address or letter normally providing at least 5 working days' notice and include the following additional information:

- an outline of the purpose of the meeting;
- a request for any documentary evidence required for the meeting;
- a list of the members of staff present at the meeting;
- reference to the student's entitlement to be accompanied in a supportive capacity (see section 6 of this procedure).
- in addition, the student is entitled to be supported by a professional support worker at the meeting. (the representative must not be someone acting as a legal advocate. Examples of professional support workers would be e.g. sign language interpreter or Mental Health Worker/Disability Adviser as appropriate to their needs, or member of ASK.)

8.8 The Case Review Panel should be a supportive process and should include:

- identification/explanation of the issue/concern (providing clear and specific examples), and any past relevant information;
- an 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;
- a review of the student's standing at the University (academic and in relation to other processes such as academic misconduct, student discipline, academic warnings/non-engagement) and the implications thereof;
- clarification of relevant University expectations and Regulations (University Charter/Dignity and Respect Framework);
- clarification of the student's responsibility at the University (e.g. 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;
- information in relation to appropriate support available and, if necessary, referred to any support services as appropriate;
- consideration as to whether the case should be referred for consideration under Regulation 18 to the Fitness to Practise Committee;
- identification of an action plan to support the student with clear targets to be reviewed within 2-4 weeks;
- clear guidelines on the Support to Study Policy with possible outcomes resulting from their case moving to stage 3.

8.9 Stage 2 Panel Meeting: Case Review Panel possible outcomes:

NB: Where the case has not already being referred to the Health and Conduct committee or Fitness to Practise Committee, a referral can be made as one of the possible outcomes at this stage.

The outcome from a Stage 2 Case Review Panel would be one or more of the following:

1. **resolution:** personal tutor to resume regular personal tutor meetings;
2. **drawing up of a stage 2 action plan**, to be reviewed within 2-4 weeks to include details of the steps the student will need to take to improve the situation and the requirement to attend regular monitoring meetings during the period of review;
3. **referral** to appropriate support services;
4. **compulsory leave of absence** in accordance with Regulation 10;
4. **referral** by the Chair of the panel to **escalate the case to stage 3** of this Process;

8.10 Review of the Stage 2 action plan:

The review of the stage 2 action plan will be undertaken by the lead person, in collaboration with the Chair of the stage 2 review panel or their designated alternative. If the situation is not resolved, one of the following options should be considered:

- recommendation for additional support services to enable the student to resolve the situation;
- recommendation for a specific academic arrangement, which may include a compulsory leave of absence, following full consideration of the implications of this for the student. (Such recommendations should be agreed by the student's School and where appropriate the student. The student should be given a clear indication of the proposed return date and regular reviews should be built in. In cases where compulsory leave of absence is agreed it must be made clear what needs to happen in order for a return to study to be considered;
- referral to stage 3 Support to Study Panel. This should be agreed with the Head of the student's School and will only be appropriate in serious cases. Examples can include where there is evidence of a risk to the health and safety of the student or others in the University community;
- referral, if appropriate, to the Fitness to Practise or Health and Conduct Committee under Regulation 18. This should be agreed with the Head of the Student's School (This course of action would be used when it is considered that, temporary suspension, compulsory leave of absence or withdrawal may be the appropriate course of action or if the student has not agreed to a recommendation or action plan made under stage 2.)

8.11 Returning to Study

8.12 If compulsory leave of absence is a recommendation of the stage 2 panel, the procedure for considering a return to study should be made clear to the student at the time of them being notified.

8.13 Students should also be advised that periods of any leave of absence (voluntary or compulsory) do count towards their allowed maximum period of registration (Ordinance IV) and that they may not normally be allowed to return to the University to complete their studies once they have reached their maximum period of registration.

8.14 Re-engagement with studies should only be allowed, in all cases with the permission to the Head of Student Support and Development Services (or their nominee).

8.15 The student will be required to provide satisfactory evidence, to include medical evidence from a registered healthcare professional/occupational health, who may be nominated by the University, to confirm the student has overcome the original difficulties and is well enough to return to their studies.

8.16 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 professional with sufficient knowledge about the health and wellbeing of the student during the period of leave, and the potential impact that returning to study might have.

9. Stage 3 – Serious concerns (Support to Study Panel)

9.1 Stage 3 of the procedure should be used where there is **serious** or persistent concern about a student's health, wellbeing and/or behaviours, safety and/or ability to study and cope at the University. In most cases escalation to this stage will follow attempts to address concerns through stages 1 and 2. However, in some cases it may be appropriate to proceed directly to stage 3, examples of a circumstances where a direct referral to stage 3 is appropriate are listed below (8.5). Exceptionally, it may be appropriate also to refer a student under Regulation 20 for consideration by the Discipline Committee.

9.2 In all cases the decision to convene a stage 3 Support to Study Panel will ordinarily be made by the Head of the student's School in partnership with the Head of Student Support and Development Services (or their nominee should be contacted in the first instance.)

9.3 The objective of a stage 3 Support to Study Panel is to ensure that the University considers all possible options to support the student.

9.4 The student may be accompanied in a supportive capacity, (section 6 of this procedure) in addition to enabling the student to be supported by a professional support worker at the meeting.

9.5 The lead person should provide the opportunity for the student to discuss any issues they have.

9.6 The panel should include:

- Head of Student Support and Development Services or nominee (Chair);
- Head of the Student's School or nominee;
- the lead person from stage 1;
NB: If this is not the Personal Tutor/Supervisor they should be included as a member of the panel; where the case has come directly to stage 3, a lead person should be designated by the Head of the Student's School.
- a representative from relevant services (for example a Disability or Mental Health Coordinator/ASK Adviser or chaperone to the student in a supportive capacity).

9.7 Examples of when it may be appropriate to proceed directly to stage 3 are:

- where the Support to Study Panel or health care professional/occupational health advisor considers that the health, wellbeing and ability to study is significantly affected by the students' condition;
- when all other options to deal with the situations have been explored locally and a wider University perspective is required;
- 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;
- where an immediate temporary suspension is considered to be in the best interests of the student or the University.

9.8 Student Support and Development Services should will convene a Support to Study Panel normally within 10 working days of the case being escalated to level 3. The student will be guided to the Support to Study Policy and University Support links. The invitation will normally provide at least 5 working days' notice and include the following additional information:

- the purpose of the meeting
- a request for any specific documentary evidence (e.g. medical evidence);
- an outline of the members of staff present at the meeting;
- reference to the student's entitlement to be accompanied (this would normally be a person defined under Statute 6.4) i.e a member of the University staff, student or graduate, in addition to enabling the student to be supported by professional support worker at the meeting. (the representative must not be someone acting as a legal advocate. Examples of professional support workers would be e.g. sign language interpreter or Mental Health Worker/Disability Adviser as appropriate to their needs as laid out in Regulation 8.12.7.1)

9.9 Prior to the meeting the University may seek additional evidence where appropriate in relation to the student's circumstances.

9.10 The student should be encouraged to prepare in advance for the meeting by speaking to key staff, including Advice and Support at Keele (ASK). The student may additionally wish to write a short summary report for the meeting.

9.11 The Panel will convene 30 minutes (at least) prior to arrival of the student to familiarise members with the circumstances. Once the student is present, the panel will consider the following:

- (i) a summary of presenting situation, concern(s) being raised, and past relevant information;
- (ii) the perspective of the student to include the summary written report by the student outlining the current issues, history of events, past experiences and helpful strategies or support for managing the issues;
- (iii) identification of achievements made from a previous action plan(s) relating to this policy;
- (iv) relevant University expectations and Regulations (University Charter/Dignity and Respect Framework);
- (v) the expectations of the student's personal responsibility at the University (Dignity and Respect framework, Student Charter);
- (vi) any further information such as medical evidence;
- (vii) the consideration of options available to the student at this stage e.g. part-time study with support, a compulsory leave of absence , or a

- recommendation for withdrawal of the student, and their implications;
- (viii) referral to any relevant University Support Services from which they may benefit;
- (ix) explicit clarification of the consequences of failing to complete the agreed actions, and/or a continuation of the causes for concern;
- (x) agreement of any interim monitoring or measures, if appropriate;
- (xi) the agreement of a date to meet again to review the situation.

9.12 Stage 3 Support to Study Panel: Possible Outcomes

9.12(a) In cases where the conduct cause for concern is raised with possible implications regarding a student's fitness to practise in line with their professional registration for example such as the GMC, NMC, HCPC, the Chair of the stage 3 committee will refer the decision only to the Health and Conduct Committee to make a recommendation for the final outcome to be made.

9.12(b) In all other circumstances, the panel will make a recommendation to the Director of Planning and Academic Administration for the final outcome of the stage 3 panel, possible outcomes are as follows:

9.12(1) resolution no follow up action necessary;

9.12(2) temporary suspension in line with Regulation 10 until such time as the student has been assessed by a medical professional, accessed support services both within and outside of the University or until the University has obtained further information where necessary;

9.12(3) compulsory leave of absence with conditions in line with Regulation 10. A student who is suspended from the University may be prohibited from participating in University activities and may either be prohibited from entering the University premises or have restricted rights to enter the premises. The terms of the period of any compulsory leave of absence will be notified to the student in writing, depending on the circumstances of the case. If leave of absence is recommended the panel should make sure that both they and the student are fully aware of the implications;

(The student should be given a clear indication of the proposed return date and regular reviews should be built in.)

Any leave of absence under these circumstances should be greater than 15 days' duration but normally no more than 12 months' duration, during which time a student is not undertaking any study. The student will be required to complete their award within the maximum period of registration set out in Ordinance IV;

9.12(4) requirement to withdraw. If the stage 3 Support to Study Panel concludes, taking into account the individual circumstances of the case and any supporting medical evidence, that there is no reasonable prospect of the student

re-engaging with their programme, a recommendation will be made to the Deputy Vice-Chancellor that the student is permanently withdrawn from the University. This recommendation should only be made in the most serious cases and be based on a risk assessment conducted by the stage 3 Support to Study Panel;

9.12(5) recommendation for additional support services to enable the student to resolve the situation;

9.13(6) any other action considered to be appropriate and proportionate.

10.0 NEXT STEPS:

The Panel recommendation will take into account the following information when making its decision:

10.1 When a student's health, wellbeing and/or behavior is having a detrimental impact on their ability to progress academically and function effectively the University, following the procedure outlined in the Support to Study Policy, will seek to identify appropriate measures to support the student. The Support to Study procedure comprises of three stages supported by a risk assessment process.

10.2 Risk-related Measures.

10.2(1) Where there is concern in relation to student's health, wellbeing and/or behaviour, the University may impose immediate conditions on that student to ensure that a full and proper investigation can be carried out and/or to safeguard the student or others whilst the concerns are being considered.

10.2(2) In the event that the University believes that a student presents a threat of harm to themselves, other students and/or members of the University or to University property, the University may temporarily suspend the student. Temporary suspensions are precautionary for the safety of the student wellbeing or that of University staff or students.

10.2(3) For the purposes of this procedure, temporary suspension is defined as a partial or total ban on attendance at the University, including at learning, teaching or assessment activities, including placements; and/or on participation in University activities, and/or on attendance at or access to specified facilities or parts of the University (including residential accommodation); and/or on exercising the functions or duties of any office or committee membership in the University or the Students' Union.

10.2(4) A temporary suspension will be based upon the outcome of a formal risk assessment through the stage 3 support to study panel, authorised by the Deputy Vice Chancellor or their nominee. The temporary suspension will be for a specific period of time.

10.2(5) Students enrolled on a course that requires them to undertake practical training in a professional role involving patients, pupils, clients or service users, or where the end qualification provides a direct license to practise or is a requirement for a license to practise may also be temporarily excluded from their

studies by a Health and Conduct Committee or Fitness to Practise Committee under Fitness to Practise (Regulation 18).

10.2(6) In each case of temporary suspension, the student will be informed in writing of the specific restrictions placed upon them, of the timescale and manner by which the suspension will be reviewed and of their right to appeal.

10.2(7) All efforts will be made, as far as is possible, to reduce the impact of any temporary suspension on the student's studies.

10.3 A temporary suspension will be reviewed 4 weeks from the date that it came into effect or earlier upon receipt of the outcome of an internal investigation, evidence of external developments or significantly altered circumstances of the student.

10.4 The temporary suspension shall normally remain in place until such time as any investigation and or confirmation from a health care professional has been obtained.

10.5 Where a student who is also an employee of the University or the Students' Union has been temporarily excluded, the Director of Human Resources and/or the Students' Union will be notified to consider whether any further action is required under their procedures.

11 Permanent withdrawal from the University

11.1 In rare cases, following a risk assessment within the support to study procedure, a temporary suspension may lead to a permanent withdrawal from the University. A permanent withdrawal has to be approved by the Deputy Vice-Chancellor .

12 Appeal of Decisions

12.1 A student has the right of appeal against the final decision of this process and any penalties that are imposed. Such an appeal should normally be lodged in writing with the Pro-Vice Chancellor (Education and Student Experience) within 10 working days from the date of the letter informing them of the panel decision. Appeals may only be made on one of both of the following grounds:

- i) procedural irregularity in the conduct of the case;
- ii) there is new evidence that can be substantiated, including extenuating circumstances, which was not known at the time, and may have affected the outcome had it been known to the

Authorised Officer/Committee and there is a valid reason for not making it known at the time.

12.2 Appeals against the decision of an Authorising Officer will be heard by the Support to Study Appeals Panel. The composition of the Appeals Panel hearing must be different to the original Support to Study Panel and Chaired by the Pro-Vice Chancellor (Education and Student Experience).

12.3 A student subject to temporary suspension may appeal to the Pro-Vice Chancellor (Education and Student Experience). Such an appeal should normally be lodged within 10 working days from the date of the letter informing them of the temporary suspension.

12.4 The Pro-Vice Chancellor (Education and Student Experience) may reject the appeal and lift the temporary suspension or modify the terms of the temporary suspension or reject the appeal so that the temporary suspension remains in force. This decision will be notified to the student in writing.

13. Returning to Study

13.1 In cases where the outcome of the Support to Study procedures results in a leave of absence, the procedure for considering a return to study should be made clear to the student at the time of them being notified.

13.2 In all cases the student will need to obtain permission to return from the Head of Student Support and Development Services (or their nominee).

13.3 The student will be required to provide satisfactory evidence, to include medical evidence where appropriate, that they have overcome the original difficulties and are well enough to return to study. 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 with sufficient knowledge about the health and wellbeing of the student during the period of leave, and the potential impact that returning to study might have.

13.4 Where a student returns to study after a temporary suspension or leave of absence under this procedure, the Head of Student Support or nominee should consult with the student's Head of School to establish that arrangements and reasonable adjustments are in place to support the student's return.

