

# Academic Policy and Procedure



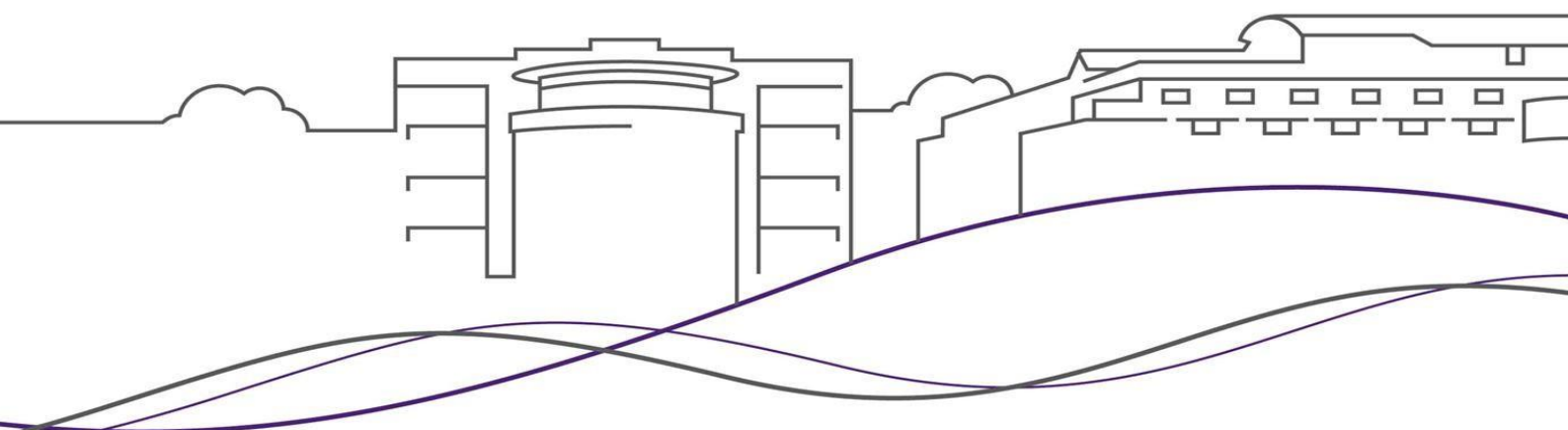
UNIVERSITY  
CENTRE  
SOUTH DEVON

 South Devon College

**HIGHER EDUCATION**

## Study and Wellbeing Review Policy and Procedure

v3.0



## Document Control

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## 1. Introduction

Welcome to the University Centre South Devon's Study and Wellbeing Review Policy. A summary flowchart is available in [Appendix 1](#).

As a student of the University Centre South Devon (UCSD), we (the University Centre) want you (our students) to be reassured about the University Centre's commitment to your health, wellbeing and academic success. Many students receive support whilst they complete their studies, and we encourage all students to access support from the earliest possible opportunity, be that from the University Centre or external services. The support available to students is outlined in the Student Development Policy and on the UCSD website <https://www.ucsd.ac.uk/student-life/support/>

If your health, wellbeing or academic engagement or success begins to give you or the University Centre a cause for concern or starts to impact on your studies, University Centre staff will refer to this policy. That usually means arranging a meeting (in [Appendix 2](#) you can find more information about how we decide):

1. **Initial Concerns Meeting** where there are low-risk, emerging, initial concerns about your health, wellbeing or academic engagement or success
2. **Continuing Concerns Meeting** where initial concerns (discussed at an Initial Concerns Meeting) do not improve, or where there are more serious concerns about your health, wellbeing or academic engagement or success, which we might refer to as medium risk
3. **Serious Meeting** where concerns discussed at a Continuing Concerns Meeting do not resolve or if there are more significant concerns about your health, wellbeing or academic engagement or success which we might refer to as high-risk, we'll hold a meeting to discuss your overall fitness to study<sup>1</sup> including whether or not you should be temporarily interrupted from study
4. **Return to Study Meeting** this is the meeting we will hold when you have requested to return following a period of temporary interruption

At all stages of the policy, the University Centre aims to make decisions *with you* and we listen to what you would prefer to happen in situations where we have concerns about your health, wellbeing and academic engagement or success. We also consider the impact on other students and staff before reaching a decision. For students on professional programmes, all proposed recommendations and action plans are considered in light of operational and training requirements.

## 2. Aims and scope of the policy

Support for your wellbeing is an integral part of UCSD's Student Development Policy, whereby you can self-refer, or be referred by your tutor, for support sessions from the UCSD Wellbeing Team to help you achieve your studies. You may continue to have wellbeing support throughout your course.

However, for some students their wellbeing adversely affects their studies and/or that of others, and additional structured support is required. In these situations, your course team may feel it is appropriate to address your fitness to study and engagement in your course by using the Higher Education Study and Wellbeing Review Policy to provide structured escalating support through Study and Wellbeing Review

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<sup>1</sup> Fitness to study means you being able to take an active part in, and meet the requirements of, your course. This includes you being able to live and work with others and to conduct yourself in ways that do not have an adverse impact on other members of the University Centre and local community.

meetings.

The aims of this policy are:

- To ensure all students benefit from being a member of the University Centre community and can participate in all aspects of their programme of study, with a reasonable chance of obtaining the award for which they are registered
- To ensure all students can engage satisfactorily in any elements of study or assessment which take the form of placements, fieldtrips or work-based learning, particularly in a professional setting
- To ensure no student is prevented, hindered or disrupted from accessing their studies due to the behaviour of another student
- To ensure staff can effectively carry out their duties
- To effectively manage any risks about a student's health, safety and welfare or the health, safety and welfare of other students, staff or members of the community

This policy describes what we will do when we have a concern that:

- Your health is affecting your ability to engage appropriately in University Centre activities; and/or,
- Your engagement with your academic programme of study is declining or your academic performance has decreased; and/or,
- Your health is impacting on other people, such as other students or staff; and/or,
- Your health and safety is at risk.

[Appendix 2](#) gives you examples of scenarios that would involve meetings held under this policy.

Appendix 6 outlines the flow chart for attendance and engagement concerns.

The circumstances when this policy is used might be beyond your control. For example, you may become unwell or experience a deterioration in an underlying health condition or disability, which could be related to your physical or mental health. The focus of this policy is supporting you and all other students to successfully engage in their programme of study and stay well. If your physical or mental health or disability are impacting on you and/or your peers' studies, it may be recommended, or mandated, that you take an interruption or suspension of your studies (break in learning) until you are well enough to re-join the programme.

At all stages, we want you to have the right support to help inform decisions about what happens next, which could include being supported by the University Centre Student Support Hub. We make reasonable adjustments (see [section 10](#)) for students with disabilities to engage with this policy, and welcome feedback from you or an advocate about how we can best do that. For more information about the disability support within the University Centre, visit our webpage:

**Students with Disabilities:** <https://www.ucsd.ac.uk/student-life/students-with-disabilities/>

If you are enrolled on an apprenticeship programme, consideration will be given to your employer and their role in the process and the contractual relationship. This is in accordance with the employer agreement, Commitment Statement and Operation Handbook. In meetings held under this policy, there might be someone in attendance from our apprenticeship team.

## **2.1. Urgent concerns about welfare**

In an emergency, for example a member of staff at the University Centre becoming aware of a serious concern about your welfare, we may notify emergency services, South Devon College security, the University Centre Student Support Hub and/or the college safeguarding team. Depending on what has happened, we may consider immediately interrupting you from study (see [section 2.1.1](#)) and notifying someone external to the University Centre (see [section 4.1](#)).

### **2.1.1. Immediate interruption from study or break in learning for apprentices**

[Appendix 3](#) includes a flowchart about the process of immediate interruption from study or break in learning.

Following a risk assessment, if it is recommended (for your safety or the safety of others) that you do not visit University Centre or South Devon College premises, you may visit campus to attend meetings held under this policy, with prior agreement from the University Centre.

## **2.2. Applicants and pre-admission support**

[Appendix 4](#) includes a flowchart about how this policy is used for prospective students and applicants.

We want to ensure everyone who applies to study at the University Centre is able to engage with their chosen programme. Where there is a concern that, due to health, wellbeing or disability, you may be unable to fully engage with your programme, this policy is used.

## **2.3. Safeguarding and Prevent**

We want our University Centre community to be safe and conducive to work, study and the enjoyment of a positive experience for all. Any concerns that someone may be at risk of harm, abuse, exploitation or radicalisation are taken seriously. The University Centre works with the South Devon College Designated Safeguarding Lead and Local Safeguarding Leads who receive referrals and may initiate a report to the relevant local authority. Find out more in the South Devon College Safeguarding/Child Protection and Vulnerable Adults Policy and the Prevent Duty.

**Safeguarding (including Prevent):** visit <https://www.southdevon.ac.uk/about-us/policies-and-downloads>

## **2.4. Sexual violence, domestic abuse and misconduct**

If we have noticed a change in your behaviour that worries us and we are concerned about your health, wellbeing or academic success, any conversation we have with you will be about what will help you, not the detail of what has happened to lead to this.

If you disclose that you have been the victim of a crime or an incident of sexual violence or misconduct, you do not need to provide us with details of the incident. We will signpost you to appropriate support and professionals, and it is your choice whether to make contact with them. With your consent, we can do this on your behalf if you would like us to.

At all times we will adhere to college data protection and confidentiality protocols, see Section 4.

## 2.5. Fitness to Practise

This policy runs parallel to the University Centre's Academic Regulations and a number of other relevant policies such as the Fitness to Practise and Cause for Concern Policy. If you are on a professionally accredited programme, for example in health, social care and education, the Fitness to Practise and Cause for Concern Policy will apply to you.

If you are on a programme that is Professional, Statutory or Regulatory Body accredited (PSRB), we may be required to provide reports of meetings held under the Fitness to Practise and Cause for Concern policy with the relevant body. This is because of their mandate to protect the public and the profession (see your programme handbook for more information or ask a member of staff in the Faculty Office).

## 2.6. Attendance and engagement

Students are supported to achieve their qualification in accordance with the Student Development Policy. UCSD implements a proactive approach to supporting students' persistence in their studies, and considers lower attendance and achievement to be indicative of disengagement. UCSD recognises the importance of attendance and expects students to have, at a minimum, 85% attendance to their programme commitments. Appendix 6 outlines the flow chart the University Centre will use to monitor your engagement with learning.

## 3. Responsibilities within the Study and Wellbeing Review Policy

Who	Responsibilities
Dean of Higher Education	For the overall management and implementation of this policy
HE Wellbeing team	For day-to-day operation and administration of this policy, including keeping records of meetings
All University Centre staff	For acting within this policy where they have concerns about a student's health, wellbeing or academic engagement or success
Students	You must let us know if your ability to study or engage with others safely as a member of the University Centre community changes, or if you become unwell. You should engage with this policy by attending meetings and communicating with staff, including completing any action plan

## 4. Data protection and confidentiality

The University Centre complies with current data protection legislation including the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. We treat all personal information as confidential within the terms of the legislation, and recognise that within this policy, we will also process special category data about students (e.g. relating to students' health or personal circumstances).

**South Devon College Data Protection and Privacy Notices:** <https://www.southdevon.ac.uk/about-us/policies-and-downloads>

We share your personal information only amongst members of staff, including your teaching team and members of the Student Support Hub, who need to know in order to offer you support including being able to use this policy (which includes if we are required to notify an accrediting PRSB).

We will ask for your agreement to share personal information obtained under this policy with relevant professionals outside of the University Centre so that they can support you. Without your consent to do so, we will not pass on this information except if we had a safeguarding concern (see [section 2.3](#)). If you are an international student, you should be aware that we might be required to report any interruption to study or withdrawal from study to the UK Visa and Immigration Department.

#### **4.1. Talking to trusted friends, parents or supporters**

If you or the University Centre are concerned about your health, wellbeing or academic engagement/success, we encourage you to talk to someone about this like a trusted friend, parent, supporter or a medical professional.

It is your decision to share the details of any meetings held under this policy with your next of kin or emergency contact. The only time we might do this, without your consent, is where we have very serious concerns about your welfare, e.g. if your health has deteriorated and you are seriously unwell/at risk of serious harm. In such instances we may also liaise with emergency services. Section 9 of your Student Contract outlines this.

<b>Student Contract:</b> <a href="#">Consumer Rights for UCSD Students   University Centre South Devon</a>
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#### **5. Initial Concerns Meeting**

[Appendix 2](#) explains the circumstances that may lead to an Initial Concerns Meeting.

We will write to you via email (to your University Centre email address) to organise a meeting. Normally we will give you at least 3 working days' notice of any meeting.

At an Initial Concerns Meeting, a member of staff from your Programme Team will discuss their concern with you to identify how we and other external services might be able to help; this could be your personal tutor and a member of Wellbeing team, or other relevant staff. At the meeting, we expect you to inform us if there are any underlying issues which might have led to us being concerned, so that we know how best to support you (you do not need to provide detailed information to us, only the nature of any underlying issues).

Your personal tutor will take notes and communicate the outcome from this meeting and an action plan, which we hope will address the concerns (see [Appendix 5](#) for a template).

If an Initial Concern Meeting leads to us being more concerned about your academic progression, health or wellbeing, we may arrange a Continuing Concerns Meeting, where we may bring in other members of staff to advise, for example member of the Student Support Hub.

We keep a written record of all meetings on our online systems. Records are usually via email, MS Teams or on a University Centre system, such as OnTrack, and you will receive a copy of the record of meetings including any action plan. The personal tutor will share the action plan with the student following the meeting.

If you are unable to attend the meeting, please notify the organiser as soon as possible. Failure to attend the meeting without prior notification of your non-attendance, may result in the meeting proceeding without you in attendance. If this happens you will be notified of the discussion and outcome of the meeting by email within three-working-days.



## 6. Continuing Concerns Meeting

[Appendix 2](#) explains the circumstances that may lead to a Continuing Concerns Meeting.

We arrange a Continuing Concerns Meeting where either:

- An Initial Concerns Meeting (including action plan) has not sufficiently addressed the concerns we have about your health, wellbeing or academic engagement or success; or,
- You have chosen not to or have been unable to engage with the support offered or complete the action plan, within an appropriate timeframe; or,
- The concerns we have about your health or wellbeing are more serious or have escalated

### 6.1. What happens at a Continuing Concerns Meeting

We will write to you via email (to your University Centre email address) to organise a meeting and we will record details of what we discuss. Normally we will give you at least 3 working days' notice of any meeting.

The meeting will be prepared for and chaired by the senior academic representative. You will attend this meeting with members of staff such as:

- An academic representative such as your Programme Lead, Programme Co-ordinator, Curriculum Head or Higher Education Co-ordinator (who will usually Chair the meeting and take notes)
- A member of staff from University Centre Student Support Hub, acting in an advisory capacity and not as an advocate for you

If you have any objections about members of staff due to be at the meeting, you should contact the Chair of the meeting as soon as possible.

Prior to the meeting, we would suggest you contact the UCSD Wellbeing team for independent support including helping you prepare for a meeting as well as attending with you, if you wish. You can also invite a friend to accompany you. You cannot bring a legal representative to the meeting unless the decision might include excluding you from professional registration permanently, without right to appeal, thereby preventing you from following your intended career. This includes any meetings conducted over a videoconference or telephone, where you may be asked to confirm that no-one else is present. If the meeting may result in you being excluded from professional registration permanently, without right to appeal, we will advise you of this before the meeting.

If you are unable to attend the meeting, please notify the organiser as soon as possible. Failure to attend the meeting without prior notification of your non-attendance, may result in the meeting proceeding without you in attendance. If this happens you will be notified of the discussion and outcome of the meeting by email within three-working-days.

## **6.2. Possible outcomes from a Continuing Concerns Meeting**

At a Continuing Concerns Meeting, you should work with the staff present to agree an action plan to address the concerns that you or the University Centre have identified. This action plan might include:

- ✓ You attending regular meetings with a member of University Centre staff, and/or
- ✓ You engaging with University Centre support services, and/or
- ✓ You engaging with your programme of study through a structured attendance and engagement action plan, and/or
- ✓ You engaging with external professionals such as a GP, mental health services or applying for the Disabled Students' Allowance

There will be a review date for all actions including a date of a future meeting to review your progress against the action plan (normally this will be within 15 working days but could change depending on the nature of your programme). The personal tutor will be responsible for monitoring progress against the action plan and setting up a Serious Concerns meeting if you are not able to meet your commitments set out in the action plan.

We will encourage you to complete the actions put in place and demonstrate that you've done this. If you are unable or choose not to complete the action plan, we may arrange a Serious Concerns Meeting (see [section 7](#)) with the possibility of you being interrupted from your programme or have a break in learning until you are able or willing to re-engage appropriately, or being withdrawn from your programme. The chair of the meeting, usually the Curriculum Head, will share the action plan with the student following the meeting.

## **7. Serious Concerns Meeting**

[Appendix 2](#) explains the circumstances that may lead to a Serious Concerns Meeting.

We use this stage of the policy where either:

- A Continuing Concerns Meeting (including action plan) has not sufficiently addressed the concerns we have about your health, wellbeing or academic engagement or success; or,
- You have chosen not to or have been unable to engage with the support offered or complete the action plan, within an appropriate timeframe; or,
- The concerns we have about your health or wellbeing or the health and wellbeing of others are more serious or have escalated and we need to discuss your overall fitness to study; or,
- You have been immediately interrupted from study (see [section 2.1.1](#)) and we need to meet to make a decision about your overall fitness to study

### **7.1. What happens at a Serious Concerns Meeting**

We will write to you via email (to your University Centre email address) to organise a meeting and we will record details of what we discuss. Normally we will give you at least 3 working days' notice of any meeting.

At a Serious Concerns Meeting, you will be meeting with members of staff such as:

- An academic representative such as a Curriculum Head or Assistant Principal (who will usually Chair the meeting and take notes)
- A member of staff from University Centre Student Support Hub, acting in an advisory capacity and not as an advocate for you
- An academic representative from the programme team

If you have any objections about members of staff due to be at the meeting, you should contact the Chair of the meeting as soon as possible.

This meeting is an information-based discussion, after which the University Centre makes a decision about what to do regarding your studies, to address the concerns that have been identified. You'll be provided with a copy of all information the other members of the meeting will have access to, so that you can prepare and understand what sorts of things will be discussed.

You have the opportunity to give us your own description of the situation and your views about the best way forward, and you can share with us what your preferred outcome from the meeting is. We will want to hear about your ability and willingness to engage in support, whether from the University Centre or externally.

As well as hearing from you, we may obtain additional information from an expert, such as a registered health or social work practitioner, if appropriate. This could include a letter from your GP, or a report from a psychiatrist, clinical psychologist or an occupational health specialist. The University Centre will make decisions based on the full range of information and will not act upon the specific opinions or recommendations of any single professional. Any information received to inform this decision is treated with sensitivity and confidentiality, and is disclosed only to those who need to see it to reach a decision.

You can bring someone else with you to support you, such as a member of College staff or fellow student.

You cannot bring a legal representative to the meeting unless the decision might include excluding you from professional registration permanently, without right to appeal, thereby preventing you from following your intended career. This includes any meetings conducted over a videoconference or telephone, where you may be asked to confirm that no-one else is present. If the meeting may result in you being excluded from professional registration permanently, without right to appeal, we will advise you of this before the meeting.

The Chair will facilitate the discussion at the meeting and will consider various options for you (see [section 7.2](#)). The chair of the meeting, usually the Curriculum Head, will share the action plan with the student following the meeting.

We will pause the meeting as often as is needed, for example if you want to take a break or have a private conversation with the person attending with you. Once the discussions have finished, the meeting will be paused for the Chair to make a decision about the way forward. At this time, you may be asked to leave the meeting to allow for the Chair to make the decision, before this is shared with you.

If you are unable to attend the meeting, please notify the organiser as soon as possible. Failure to attend the meeting without prior notification of your non-attendance, may result in the meeting proceeding without you in attendance. If this happens you will be notified of the discussion and outcome of the meeting in writing within 10-working-days.

## **7.2. Possible outcomes from a Serious Concerns Meeting**

A key purpose of this meeting is to support you to engage with your studies. We will consider options including implementing an action plan to resolve the concerns that led to the meeting, a change in your mode of study or to a more suitable programme of study, temporary interruption from study or, in some cases, a recommendation to the Vice Principal Quality (or nominee) that you are withdrawn permanently from both the Programme and study with UCSD. If the meeting is held with an applicant who has not yet enrolled, the outcome of the meeting could include their enrolment being deferred (see [Appendix 4](#)).

Aside from this policy, you may choose to interrupt your studies at any point. If you decide you want to interrupt or if we decide to interrupt you from study, this will normally last for the remainder of the academic year.

The decision made at a Serious Concerns Meeting will be communicated to you as soon as is practically possible, and where possible we will do this verbally (in all cases the decision will be given in writing). We will try to do this the same day of the meeting if the timing allows, but if not, we may reconvene soon after. If we have been unable to meet with you to inform you of the decision, we will write to you to let you know the outcome. We will confirm in writing the outcome of any meeting within 10 working days.

When we write to you about an interruption from study, we will explain the process you can use to request to return to study (see [section 8](#)). If you do not request to return to study, and do not respond to communications, you will be withdrawn from your programme of study. This does not mean you cannot apply to study again at the University.

In the same letter we will let you know the support you can access, which may include a meeting with Student Services who can help you transition to interruption. Disability Services will also be able to support you if you later plan to return to study and wish to apply for the Disabled Students' Allowance, which you are encouraged to do well in advance of requesting to return.

In the event of continued non-engagement with your academic programme and the Student Support Hub, the University Centre, as a publicly funded organisation, has a responsibility to withdraw you from your programme of study to protect proper use of public funds. If the Serious Concerns Meeting agree to withdraw you from your studies you will be notified of the decision to withdraw you within 10-working-days of the meeting, and your withdrawal will be confirmed and Student Finance England or your apprentice employer notified within 10-working-days of your notification of the decision to withdraw. Please see Appendix 6 for the non-engagement flow chart.

## **8. Return to Study**

If you choose to interrupt or are temporarily interrupted from your programme (including a break in learning on an apprenticeship), you may at a later date want to resume study. Similarly, you may be returning to repeat credits you did not achieve previously. Our priority in such situations is ensuring you are ready or well enough to return and successfully engage in your programme and student life at that time.

### **8.1. If you are returning after an interruption**

You must contact us, giving at least six weeks' notice, if you want to request to return to study.

Upon hearing from you that you would like to return to study after an interruption we will work with you to assess your fitness to resume study which could include:

- Us sending you a short form to complete, providing more information about the request
- If relevant, you could send evidence like a letter from a registered health professional, social worker, law enforcement professional or anyone else who has been supporting you professionally
- We might ask you to provide a short reflective statement (usually around 500 words but certainly no more than 1,000), explaining why you want to return and any support you might need
- We may arrange a meeting to discuss your potential return or we may liaise with you over email/telephone/videoconference to collate relevant information

Having reviewed the relevant information, the Dean of Higher Education and Academic Registrar (or nominee) makes the decision about your return to study. The outcomes will usually be either:

- You return to study; or
- Your interruption is extended (for example if we do not have enough information on your case or are not content that the previous concerns or risks have been sufficiently resolved); or
- In some cases, we may decide that you should be permanently withdrawn from the course of study

If you are returning to a registered health, social care or education programme, there may be a requirement to complete a new Disclosure and Barring Service (DBS) and Occupational Health check.

### **8.2. If you are repeating with attendance**

If the Award Board offer you the opportunity to repeat with attendance you will be notified within your Transcript documentation. If you wish to accept the offer to Repeat with Attendance, we will work with you to ensure you are ready to engage with your learning and the correct support is in place, potentially this can involve:

- An Initial Concerns meeting (see Section 5) to discuss your Repeat with Attendance usually prior to enrolment to ascertain what actions you and UCSD can put in place to support your learning and wellbeing.

## **9. Rearranging or not attending a meeting**

We will try to accommodate requests to move meeting dates to allow everyone to attend. You can request one postponement of this nature, but we expect everyone to adjust their diaries to allow meetings to take place within a timely manner. If you do not attend a meeting we have arranged, it may go ahead in your absence. We will write to let you know if this happens.

Alternatively, you may feel unable or not want to attend a meeting. We will work with you to try to enable you to attend any meeting and overcome any barriers to doing so, such as making reasonable adjustments (see [section 10](#)), and we encourage students to attend with someone else for support. If you wish, you can provide a written statement or verbal recording in advance of a meeting, instead of attending.

## 10. Support and reasonable adjustments as part of this policy

When arranging a meeting and supporting you under this policy, we will give you notice of the date and time of any meetings and will consider any adjustments you may require in order to engage fully with the policy. For example, you may prefer to attend remotely via videoconference, or have regular breaks. In all cases, you must notify the Chair of the meeting in good time (and no later than 24 hours) before the meeting of any questions you wish to ask about the meeting.

We are an inclusive organisation and we take seriously the responsibility we have to make reasonable adjustments for students. If you have a disability and in order to engage with this policy require there to be adjustments, you should let us know as soon as possible and at least within 24 hours of the meeting.

A reasonable adjustment is as an alteration to a procedure, which is necessary for a disabled student to be able to engage with that procedure. We will consider adjustments as reasonable if they:

- Remove or reduce the possible barriers to you engaging with the policy or being disadvantaged by it
- Are practical to make
- Are affordable
- Do not harm or adversely affect the health and safety of other people

## 11. Appeals

You can appeal against decisions made within this policy. By decisions, we mean a decision by the University Centre to put into place an action plan with you, a decision to temporarily interrupt you from study, or a decision to recommend permanent withdrawal from your programme of study. To do this, you need to complete the appeal form and submit it (found within the [Appeals procedure](#)), with any supporting evidence, to the Deputy Head of Higher Education at [university@southdevon.ac.uk](mailto:university@southdevon.ac.uk) within 10 working days of the decision being notified to you.

Any decision made under this policy will stand pending the outcome of an appeal, see [section 11.2](#).

**Complaints and appeals:** <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

### 11.1. Grounds for appeal

The appeals procedure is not a means of setting aside professional judgements of University Centre staff with respect to your wellbeing in accordance with this policy. You may submit an appeal on the following grounds:

- Material procedural irregularity or other administrative error; or,
- There is new evidence which for good reason, you were unable to provide at the time that the decision was taken under the Study and Wellbeing Review Policy; or,
- Bias, or reasonable perception of bias during the procedure; or,
- The decision made was unreasonable; or,
- The action which has been taken is disproportionate, or not permitted under the Study and Wellbeing Review Policy

### **11.2. The appeal procedure**

- Appeals against decisions within this policy at an Initial Concerns Meeting or Continuing Concerns Meeting will be considered by a Curriculum Head or Assistant Principal (or nominee)
- Appeals against decisions made at a Serious Concerns Meeting or following a Return to Study request will be considered by an Assistant Principal (or nominee)

The person considering the appeal will not normally have been involved in the decision against which you are appealing.

After you submit your appeal, the Deputy Head of Higher Education will acknowledge this within ten working days of receipt of the appeal form. This Faculty Office will then provide a pack of information about your appeal to the person considering the appeal (see above). The person considering your appeal may conduct additional enquiries if they need clarification on any points of fact or supplementary information to make an informed decision. They shall then decide to uphold or reject (see [section 11.3](#) and [section 11.4](#)) your appeal. If an appeal is lodged within 10-working-days, any programme withdrawal will be put on hold whilst the appeal is being considered.

The University Centre endeavours to conclude appeals made against decisions taken under the Study and Wellbeing Review Policy within 20 working days of receipt of the appeal form, however, complex cases may take longer and you will be advised accordingly and provided with updates.

Any decision made under this policy will stand pending the outcome of an appeal; for example, if you were interrupted from study, that interruption would stay in place until the appeal process has concluded. If your appeal is upheld, it does not mean that the original decision will automatically be overturned. Your case will be reconsidered under the relevant stage of this policy and a new decision will then be made.

### **11.3. If your appeal is upheld**

If your appeal is upheld, the Deputy Head of Higher Education will inform you in writing within ten working days of the decision being made, and the case will be referred back to the relevant stage of this policy to be reconsidered. If possible, the people who are involved in the reconsideration of the case will not have been involved when the case was originally considered.

You may not subsequently appeal a decision taken following reconsideration of the case at the relevant stage of this policy and will be deemed to have completed the University Centre's internal procedures. You will be issued with a Completion of Procedures letter to refer your case to the Office of the Independent Adjudicator if you remain dissatisfied.

### **11.4. If your appeal is rejected**

If your appeal is rejected, you will be informed in writing by the Deputy Head of Higher Education within ten working days of the decision being made, and will be deemed to have completed the University Centre's internal procedures.

Once you have completed the University internal procedures, we will produce a Completion of Procedures letter which may advise you on any next steps available to you, depending on your qualification. This might include the Office of the Independent Adjudicator (OIA) who are the Complaints ombudsman for Higher Education

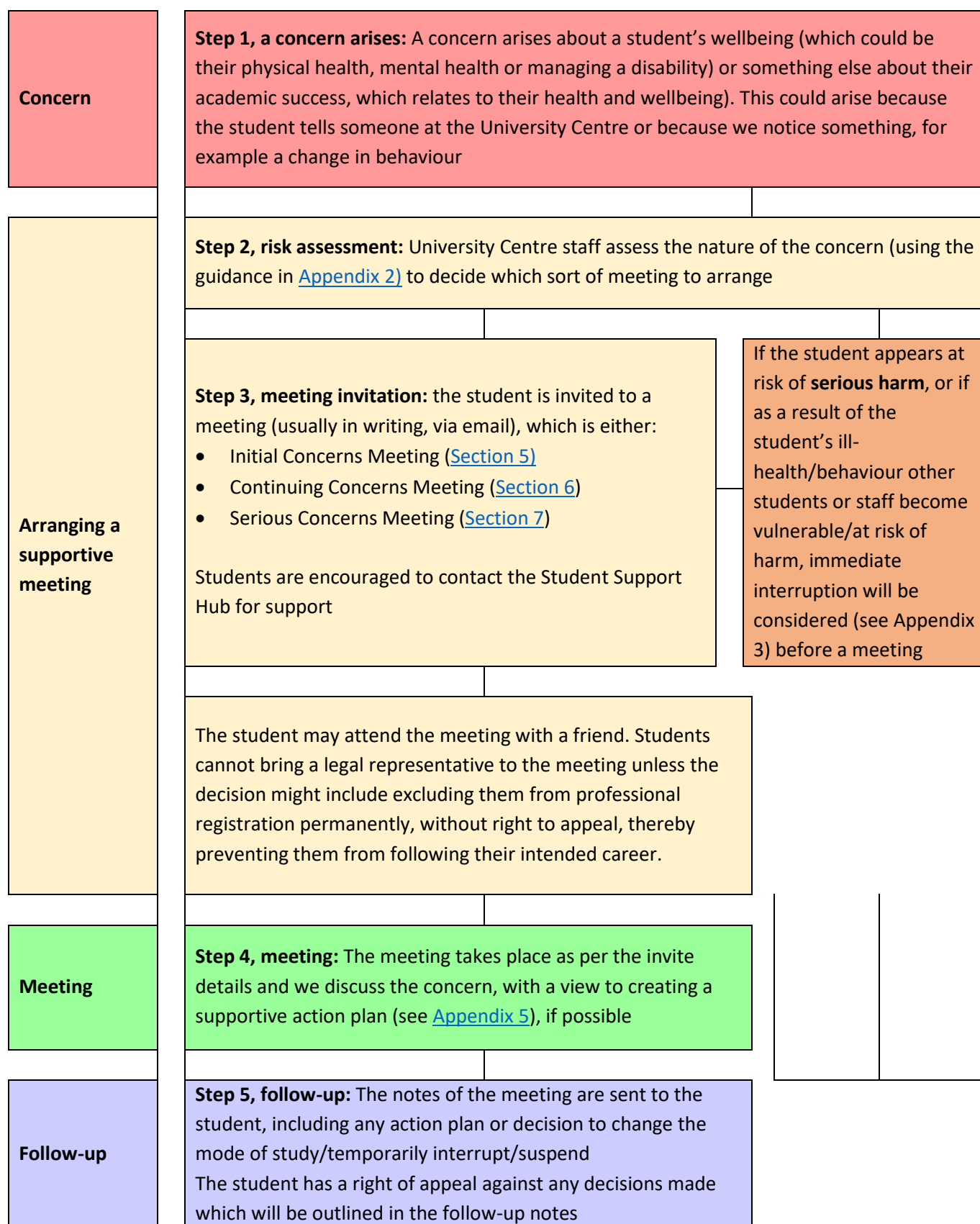
This must be done within 12 months of the date of the Completion of Procedures letter you will receive once you have completed the University internal procedures.

Further information is available via [the OIA](#).

**Office of the Independent Adjudicator:** <https://www.oiahe.org.uk/>



## Appendix 1 – Study and Wellbeing Review Policy flowchart



## Appendix 2 – How the University Centre assesses risk

This section explains how we assess risk in order to decide if a concern is ‘low’, ‘medium’ or ‘high’ risk. When we refer to risk, we mean the risk of a student becoming unwell or coming to harm, risk to academic underperformance, and/or the risk of other students or members of staff becoming unwell or coming to harm.

We assess each cause for concern about a student on a case-by-case basis, with individual circumstances taken into consideration before deciding on a course of action. Illustrative examples on how the University Centre would assess certain types of scenario in terms of risk are below. The considerations when assessing risk are as follows (this is not an **exhaustive** list):

- Can the student reassure us of their ability to keep themselves safe? Is there evidence of this?
- Are any other people (students, staff, housemates, etc) at risk of harm?
- Is the student accepting help and support?
- Can we overcome the concern(s) with adjustments and an action plan?
- Will the student agree to, and engage in, an action plan?
- Does the action plan sufficiently mitigate the risks of the student or others coming to harm?
- Is the student likely to fail the year?
- How has the student behaved previously when concerns have arisen (if applicable)?

Nature of concern	Risk level & meeting
Student has a diagnosed disability and is struggling to fully engage in their programme, the student wants to consider alternative assessment and/or reasonable adjustments, <b>which are straightforward for the University Centre to implement</b> within the programme (this could also arise as a result of the student submitting a claim for extenuating circumstances)	Low risk; ICM
Student is not <b>engaging with their academic programme</b> , e.g. has low attendance at sessions and is missing deadlines (which could events such as include discussion groups/study tasks); student describes low mood	Low risk; ICM
Student has an upcoming fieldtrip and requires a <b>discussion around reasonable adjustments/potential alternative assessments</b> and support	Low risk; ICM
Any concerns identified and discussed at an Initial Concerns Meeting <b>are not satisfactorily resolved</b> within a reasonable timeframe and additional help is required from support services/external organisations	Medium risk; CCM
Student is experiencing vulnerability, such as suicidal ideation or an eating disorder and is voicing this to support teams or having been the recent victim of a crime, such as sexual assault; the student <b>assures the University Centre of their ability to stay safe and demonstrates they are actively seeking help</b> (from external services and/or disability and/or mental health advisors)	Medium risk; CCM
Any concerns identified and discussed at a Support to Study Meeting <b>are not satisfactorily resolved</b> within a reasonable timeframe and additional help is required from support services/external organisations	High risk; SCM
Student is self-harming or voicing strong suicidal intent. Student may be <b>relying on considerable support from flatmates or course peers</b> , affecting the health of their flatmates or course peers	High risk; SCM

Student is <b>aggressive towards their house/course-mates or staff</b> as a result of their mental health, and/or causing a level of self-neglect to themselves and/or the environment, affecting others	High risk; SCM
Student is experiencing serious vulnerability (such as suicidal ideation with access to means, or a serious eating disorder) and is <b>unable to assure staff of ability to keep themselves safe/does not demonstrate help-seeking behaviour</b>	High risk, SCM
Student is experiencing psychosis and this impacts upon their ability to function (including study), including <b>presenting risk of harm to self or others</b> , and requires secondary mental health care	High risk, SCM
Student has been discharged from <b>Emergency Department</b> following a suicide attempt or serious self-harm	High risk, SCM

\*ICMICM (Initial Concerns Meeting); CCM (Continuing Concerns Meeting); SCM (Serious Concerns Meeting)

**Notes supplied by the teaching team:**

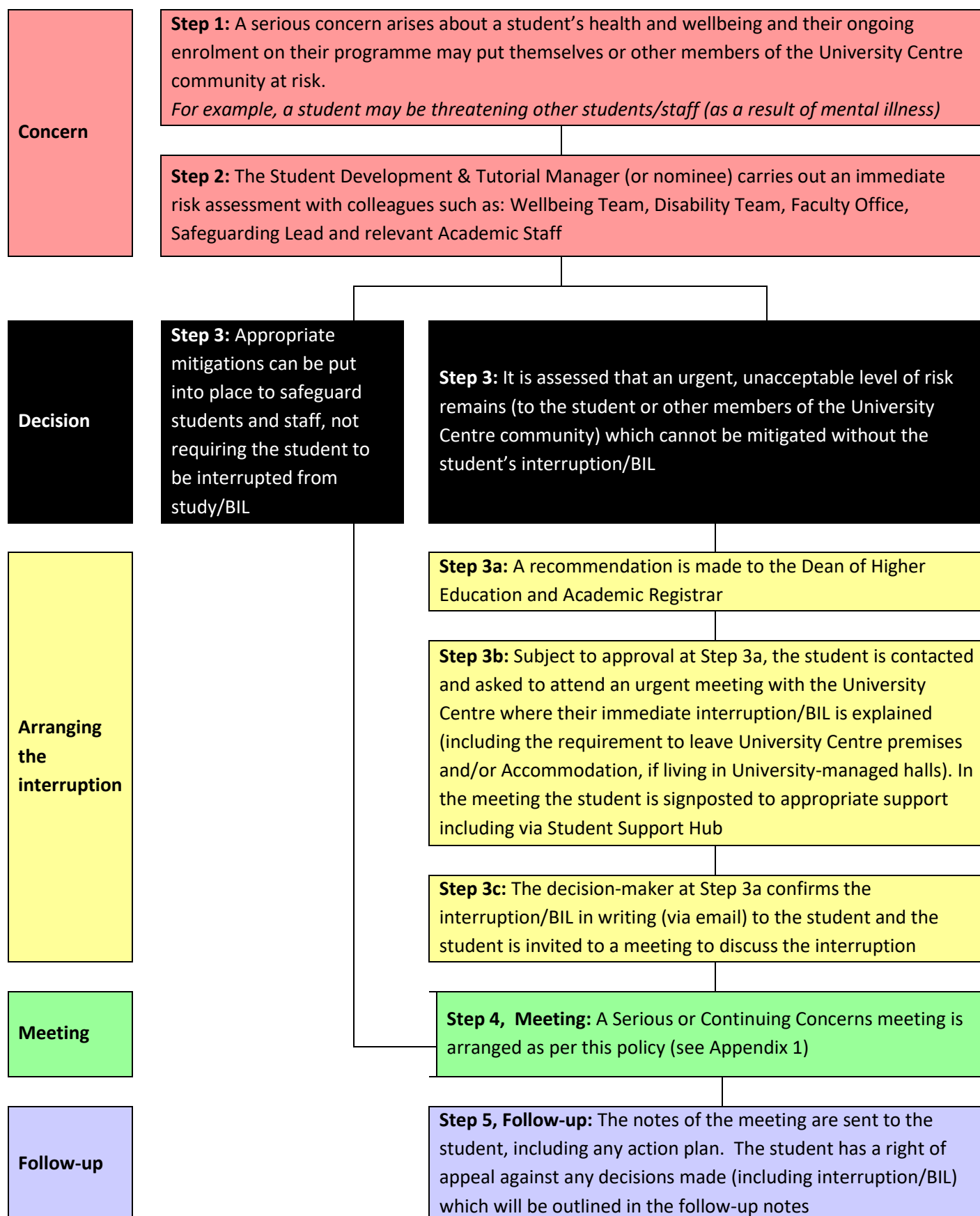
**Comments from HE Student Development & Tutorial Manager:**

**Recommendation to Dean of HE:**

**Decision:**

## Appendix 3 – Immediate interruption (or ‘break in learning’)\* flowchart

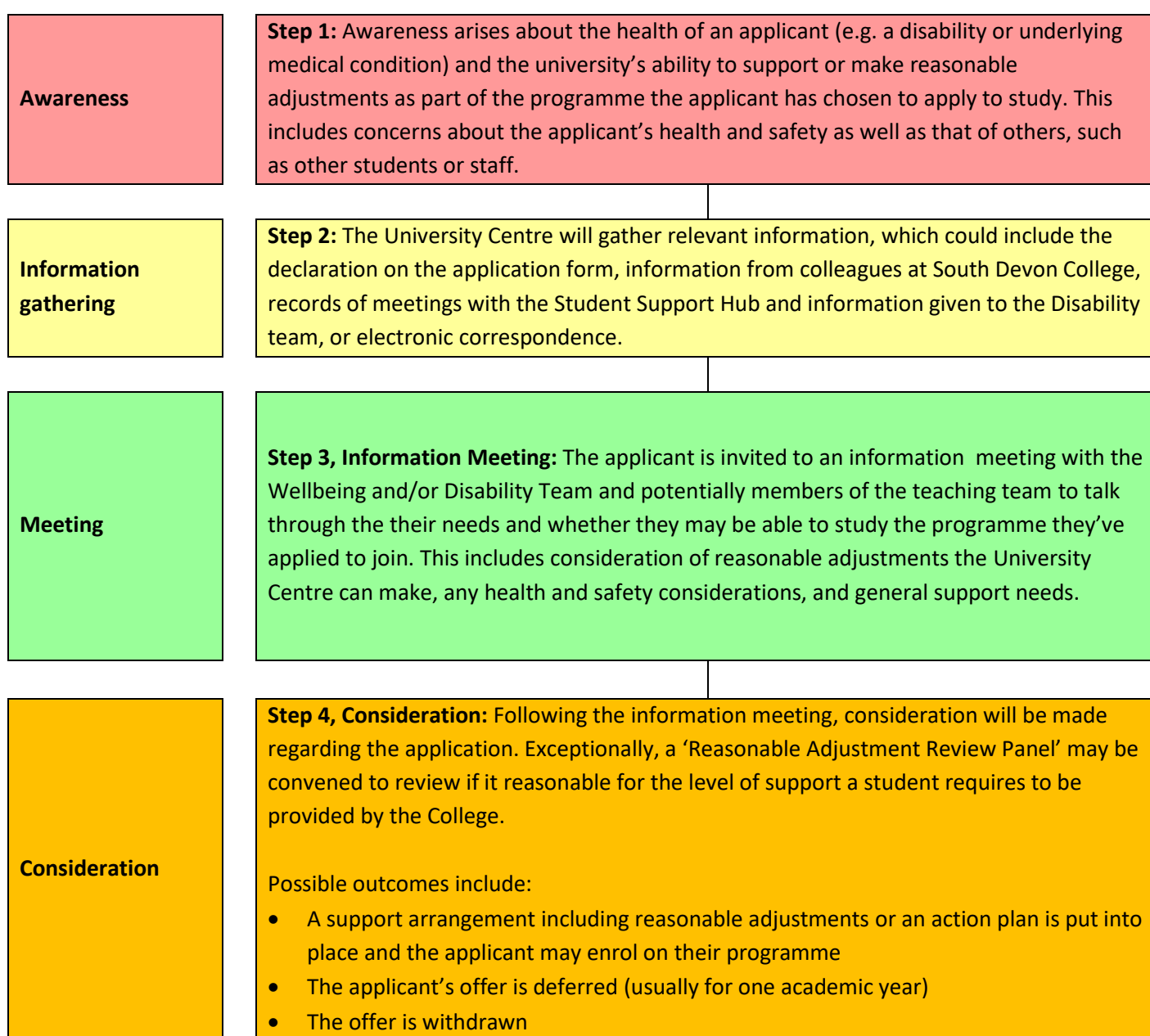
\*Break in learning (BIL) is terminology used in relation to apprenticeship programmes



## Appendix 4 – Admissions flowchart

South Devon College welcomes applications from applicants with disabilities, and complies with relevant legislation regarding disability. We welcome applications from people with disabilities and we support many applicants and students by making reasonable adjustments to enable them to effectively access their programme and engage with student life. Applicants will be subject to standard academic selection procedures. Some students may be invited to attend an information meeting to ensure that the college can provide the required support, to indicate where any adjustments may need to be made and to discuss the capabilities required to complete the programme. Therefore, it is essential that students notify [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk) as soon as possible.

This Appendix outlines the procedure we follow when we need to discuss with an applicant any underlying medical condition or disability which might affect their ability to engage in the programme for which they have applied. Please also refer to the UCSD Admission Policy.



### Follow-up

**Step 5, Follow-up:** The applicant will hear the outcome of the meeting in writing within 10 working days of the meeting. The applicant may appeal against the decision as part of this policy (see section 11).  
If the applicant's offer is deferred, if they later want to request to study we will use this policy to review what has happened in the intervening time and make that decision (see section 8).

Please also note the following:

1. At the point an applicant enrolls, the applicant becomes a student. At that point, we cannot withdraw an offer. However, students needs may then be considered within the standard Wellbeing Review meeting process and could result in an interruption from study
2. In all cases, the Student Support Hub can advise applicants/students

## Appendix 5 – Wellbeing Review Meeting notes and action plan template

<b>Name of Student:</b>	<b>Course and level of study:</b>
<b>In attendance:</b> <i>(The Chair and minute taker is usually the most senior member of the academic team present, Programme Leader/ Coordinator, HEC, Curriculum Head, AP)</i>	
<b>Date of Meeting:</b>	
<b>Study and Wellbeing Review stage:</b>	<b>Outcomes of previous meeting (if relevant):</b>
<b>Concerns that have led to this Study and Wellbeing Review meeting</b> <i>(To be completed by the academic and/or wellbeing team prior to the meeting to aid the Chair)</i>	
<b>Staff comments</b> <i>(Comments from academic and support staff in a restorative and supportive manner, to be recorded in the meeting.)</i>	<b>Student comments</b>
<b>Conclusions from the Chair:</b> <i>(This could include an agreed action plan, referral to additional internal or external support, clarification about or direction to relevant policies or procedures, clarification about current grade profile/credit accumulation, ECs, module attempts, student finance etc., and reminders of UCSD support available)</i>	<b>Final comments from the student:</b>

***This Action Plan template includes examples, which are fictional and based on a student named 'Amelia'***

<b>Aim</b>	<b>Actions</b>	<b>Who is responsible for this action</b>	<b>Deadline</b>
<i>For Amelia's mental health to improve</i>	<i>Contact GP for support and to discuss medication review</i>	<i>Amelia</i>	<i>Within 5 days of date of meeting</i>
<i>As above</i>	<i>Visit the Student Hub to start application for Disabled Students' Allowance</i>	<i>Amelia</i>	<i>Within 5 days of date of meeting</i>
<i>To review progress against the action plan</i>	<i>Arrange follow-up Support to Study Meeting to review this action plan</i>	<i>Faculty Registrar Office</i>	<i>Meeting to be arranged 3 weeks after first meeting</i>
<i>To enable Amelia's academic success</i>	<i>Amelia and Personal Tutor to meet to discuss coursework deadline</i>	<i>Personal Tutor to let Amelia know availability for 1-1 tutorial</i>	<i>Within 10 days of date of meeting</i>



## Appendix 6 – Attendance and engagement flowchart

UCSD uses the following process to monitor students' attendance, and actively encourages re-engagement if students' attendance and engagement causes concern. Please note the number of weeks used for monitoring are academic weeks of the students' programme, excluding holidays, not calendar weeks.

Non-engagement is defined as non-attendance in scheduled learning activities, non-submission of work, non-engagement with draft submission activities, and/or non-engagement online learning expectations. Therefore, if the student can reassure their tutor by providing evidence that they have listened back to the lessons and are working on their assessments, they would be considered engaging.

Moodle and MS Teams activity data and insight information can be used to demonstrate students' engagement in learning activities. Attendance registers are used to support this and must be completed accurately by the entire programme team. A Present mark is used for in-person attendance, and an Academic Absence is given for engaging offsite e.g. joining the lesson via Teams due to ill-health; or listening back to live lessons and engaging in online activities. Absences should be given when students are not present in-person in scheduled learning activities or demonstrating engagement in their studies as above.

If a student is not achieving the expected level and does not pass more than one piece of work in an academic year without staff being aware of any extenuating circumstances, they would be invited to attend an Initial Concerns meeting. This is intended to be a supportive meeting to determine if any additional help should be offered to the student and will review personal and academic support systems.

<b>Concern</b>	<b>Step 1, a concern arises:</b> A concern arises about a student's engagement in their programme of study from the academic team.	
<b>Monitoring</b>	<p><b>Step 2a:</b> After one week of non-engagement, personal tutor contacts student and to determine support needs.</p> <p><b>Step 2b:</b> After two weeks of non-engagement and/or no contact with the personal tutor or wellbeing team. The tutor invites the student to an Initial Concerns meeting.</p>	<p>If tutor not able to contact student, refer to the Wellbeing team</p> <p>If the student notifies that they are unable to attend the meeting, rearrange the date once.</p>
<b>Information gathering</b>	<b>Step 3:</b> The academic team collate information about the student's attendance, engagement in class and online learning, engagement with draft submissions, and summative submission.	

	The wellbeing team collate information about the student's engagement with disability, employability, study and wellbeing support, including any externally provided disability support.	
<b>Arrange a supportive meeting</b>	<p><b>Step 4, meeting invitation:</b> the student is invited to a meeting (usually in writing, via email), which is either:</p> <ul style="list-style-type: none"> <li>• Initial Concerns Meeting (<a href="#">Section 5</a>)</li> <li>• Continuing Meeting (<a href="#">Section 6</a>)</li> <li>• Serious Concerns Meeting (<a href="#">Section 7</a>)</li> </ul>	Students are encouraged to contact the Student Support Hub for support with their learning, engagement and wellbeing.
	The student may attend the meeting with a friend. Students cannot bring a legal representative to the meeting unless the decision might include excluding them from professional registration permanently, without right to appeal, thereby preventing them from following their intended career.	
<b>Meeting</b>	<b>Step 5, meeting:</b> The meeting takes place as per the invite details and we discuss the concern, with a view to creating a supportive action plan (see <a href="#">Appendix 5</a> ), if possible	If the student does not attend the meeting with no prior notification, the meeting can take place without them.
<b>Follow-up</b>	<p><b>Step 5, follow-up:</b> The notes of the meeting are sent to the student, including any action plan or decision to change the mode of study/temporarily interrupt/suspend</p> <p>The student has a right of appeal against any decisions made which will be outlined in the follow-up notes</p>	
<b>Continued non-engagement</b>	<p><b>Step 6:</b> If the student continues to not engage with the programme for four consecutive weeks and has not completed the actions set out in the previous Wellbeing Review meetings, they can be notified of their withdrawal from the programme.</p> <p>Students will be notified by the University Centre Faculty Office of the decision to withdraw them within 10-working-days of the meeting, and your withdrawal will be confirmed and Student Finance England or your apprentice employer notified within 10-working-days of your notification of the decision to withdraw.</p>	

## Appendix 7 – Guidance to staff coordinating Support and Wellbeing Review meetings

### a. Initial Concerns Meeting ([Section 5](#))

The student's personal tutor invites attendees to the initial Concerns meeting, coordinates the development of the action plan, and confirms the action plan to the student after the meeting. The Tutor invites the student and should cc. the invite (programme team, Curriculum Head and HEwellbeing@). The Tutor should send the action plan with SMART targets set for a reasonable timeframe to all attendees.

Sample text inviting the student to the Initial Concerns Meeting:

*We are concerned about your engagement in learning or wellbeing (\*delete as appropriate) and would like to invite you to an Initial Concerns Meeting so that we can develop a plan of action to support your achievement with your studies. This meeting is in accordance with our Study and Wellbeing Policy: <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>*

*Our concerns are (please give details, this may include details of attendance at scheduled learning activities, Moodle/Teams activity, engagement with classroom learning, formative assessment or draft assessment, submission of summative assessment)*

*The meeting will be held at the University Centre in the Student Support Hub at XXX (give at least three working days activity). If you are unable to attend in-person but can join online, or need to change the date of the meeting, please let me know when you are available. If you do not attend the meeting, it may go ahead without you.*

*Following the Initial Concerns Meeting, we will write to you with the action plan. Your engagement in the action plan will be monitored by the programme team and/or HE Wellbeing team. Failure to comply with the action may result in an escalation of the Support and Wellbeing Review policy.*

### b. Continuing Concerns Meeting ([Section 6](#))

The student's Curriculum Head invites attendees to the Continuing Concerns meeting, coordinates the development of the action plan, and confirms the action plan to the student after the meeting. The Curriculum Head invites the student and should cc. the invite (programme team, Curriculum Head and HEwellbeing@). The Curriculum should send the action plan with SMART targets set for a reasonable timeframe to all attendees.

Sample text inviting the student to the Continuing Concerns meeting:

*Following the Initial Concerns Meeting on XXX, we remain concerned about your engagement in learning or wellbeing and completion of the action plan (\*delete as appropriate) and would like to*

*invite you to a Continuing Concerns Meeting so that we can review the plan of action to support your achievement with your studies. This meeting is in accordance with our Study and Wellbeing Policy: <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>*

*Our concerns are (please give details of how the student has not met the previous action plan, this may include details of attendance at scheduled learning activities, Moodle/Teams activity, engagement with classroom learning, formative assessment or draft assessment, submission of summative assessment)*

*The meeting will be held at the University Centre in the Student Support Hub at XXX (give at least three working days activity). If you are unable to attend in-person but can join online, or need to change the date of the meeting, please let me know when you are available. If you do not attend the meeting, it may go ahead without you.*

*Following the Support to Study Meeting, we will write to you with the action plan. Your engagement in the action plan will be monitored by the programme team and/or HE Wellbeing team. Failure to comply with the action may result in an escalation of the Support and Wellbeing Review policy.*

### **c. Serious Concerns Meeting ([Section 7](#))**

The student's Curriculum Head invites attendees to the Serious Concerns meeting, coordinates the development of the action plan, and confirms the action plan to the student after the meeting. The Curriculum Head invites the student and should cc. the invite (programme team, Curriculum Head and HEwellbeing@). The Curriculum should send the action plan with SMART targets set for a reasonable timeframe to all attendees.

Sample text inviting the student to the Serious Concerns meeting:

*Following the Continuing Concerns Meeting on XXX, we remain concerned about your engagement in learning or wellbeing and completion of the action plan (\*delete as appropriate) and are inviting you to a Serious Concerns meeting so that we can review the plan of action to support your achievement with your studies. This meeting is in accordance with our Study and Wellbeing Policy: <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>*

*Our concerns are (please give details of how the student has not met the previous action plan, this may include details of attendance at scheduled learning activities, Moodle/Teams activity, engagement with classroom learning, formative assessment or draft assessment, submission of summative assessment)*

*The meeting will be held at the University Centre in the Student Support Hub at XXX (give at least three working days activity). If you are unable to attend in-person but can join online, or need to change the date of the meeting, please let me know when you are available. If you do not*

*attend the meeting, it may go ahead without you.*

*Following the Serious Concerns meeting, we will write to you with the action plan. Your engagement in the action plan will be monitored by the programme team and/or HE Wellbeing team. Failure to comply with the action may result in your withdrawal from your programme of study.*

**d. Withdrawal from the programme notification**

If the student fails to comply with the Serious meeting action plan, they can be notified of the decision to withdraw them from their programme of study. The student's Curriculum Head should formally notify the university@ email address of their request to withdraw the student.

An email should be sent from the university@ email address and a hardcopy letter to the student's home address. All parties should be cc. into the notification (programme team, Curriculum Head and HEwellbeing@).

Sample text notifying the student of their withdrawal:

*This is notice that you will be withdrawn from XXXX at the University Centre South Devon on XXX.*

*You have been unable to meet the actions set out in the action plans developed during meetings as part of the Study and Wellbeing Policy: <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>*

*As a publicly funded organisation, UCSd has a responsibility to withdraw you from your programme of study when you are not engaging with it to protect proper use of public funds. You are being notified that in ten-working-days from the date of this communication on XXX will be withdrawn from the programme, Student Finance England and/or your apprentice employer will also be notified on this date.*

*If you believe you have actively re-engaged with your studies and met the conditions of the action plan set out in the Serious or Continuing Concerns meeting (\*delete as appropriate), you may appeal before the withdrawal date by emailing [university@southdevon.ac.uk](mailto:university@southdevon.ac.uk)*

*If you would like to receive support*