

What is this guide about?

This guide aims to provide a brief introduction to the University's Support to Study Procedure. We advise that you read this guide in conjunction with the full procedure, which can be found at:

[myUCA > A-Z > Student Regulations > Support to Study Procedure](#)

What is Support to Study?

Support to Study is a procedure that supports students experiencing issues regarding their wellbeing which may be negatively affecting their own, or others', ability to study and take part fully in university life.

It is designed to look at how to offer students help to remain on their course or placement and to achieve their best potential. Sometimes an interruption of studies is the best choice for a period of time. The procedure also sets out how to re-engage a student who is returning to study after an interruption.

Who does it apply to?

Any current student at UCA, including students on placement. If a student is already on interruption, the return to study section may apply to them if the student is requesting to resume studies.

Who initiates it?

Usually Course Leaders would initiate the procedure in conjunction with staff in Library & Student Services (LSS) but the process can be initiated by other staff, where deemed appropriate. For any advice, please see the contact list on page 4 of this document for the details of the Student Wellbeing Manager and the Learning Enhancement & Support Manager on your campus.

When to initiate it?

Support to Study would usually be initiated upon agreement with appropriate staff in LSS and where it is clear that other existing policies aren't appropriate in handling the issue.

If, for example, the issue relates to behaviour, it might be best to explore if the University Rules for Student Conduct would be a better vehicle to use. Or if the issue relates to attendance, this might come under the Common Credit Framework procedures for withdrawal under section 3.8.

All appropriate policies can be found at: [myUCA > A-Z > Student Regulations](#)

Academic staff should have ongoing conversations or informal meetings with students, as these can be pivotal in helping to resolve issues before they become too problematic. If, however, these issues haven't seemed to be resolved and other policies aren't appropriate to handle the situation, this might be an appropriate time to consider if Support to Study is the right approach.

How does it work? Support to Study is divided into 3 stages:

Level 1 – Cause for Concern Meeting: This level is appropriate when concerns begin to develop about a student's wellbeing. It involves an informal meeting and would usually include one academic member of staff and one representative from Library & Student Services (LSS).

This is an opportunity to determine if there are known (or perhaps undiagnosed) issues of physical or mental health which might be causing difficulties. This is also a chance to explore what support a student needs.

Progression from Level 1 to Level 2 is **not automatic**. If appropriate resolution takes place at this stage, no further action or progression to Level 2 may be needed.

However, progression to Level 3 can be initiated automatically without a Level 2 meeting taking place at any time if deemed necessary.

Level 2 - Student Support and Fitness to Study Review Meeting

This level is appropriate when there is an on-going, further or serious cause for concern about a student's fitness to study. This meeting involves a formal meeting with a student, academic members of staff, appropriate members of LSS and any other persons deemed relevant to attend. This meeting will:

- Address concerns raised, look at available evidence and determine whether or not the student's fitness to study is impaired.
- Hear a student's response to concerns raised and hear what the student needs.
- Consider what action has already taken place to support the student and the effectiveness of this.
- Identify what actions might be appropriate moving forward.
- Set out what will happen if either the student or the University does not complete any actions what will happen if there is further cause for concern.

Progression from Level 2 to Level 3 is **not automatic**. If appropriate resolution takes place at this stage, no further action or progression to Level 3 may be needed.

Level 3 - Fitness to Study Panel Meeting

This level is appropriate if:

- a) There are on-going concerns which have not been resolved under Level 1 or 2.
- b) There are critical concerns about the safety of the student, or
- c) There are concerns about others' ability to study or work in a healthy or effective environment.

This meeting involves a formal meeting with the student, academic members of staff, appropriate members of LSS and any other persons deemed relevant to attend. This meeting will:

- Provide an opportunity for the panel to consider information about the unresolved concerns, for the student to respond to these concerns and for the panel to reach a decision on whether the student's fitness to study is impaired.
- Consider the actions taken and support provided before this stage and the student's engagement with support provided.
- Decide on an appropriate outcome.
- Ensure that the student is provided with confirmation of the panel's decision.

What are the possible outcomes?*

*these outcomes are not exhaustive, and may include other outcomes not explicitly listed here

At Level 1 Cause for Concern Meeting	At Level 2 Student Support and Fitness to Study Review Meeting (all options at Level 1, as well as the below)	At Level 3 Fitness to Study Panel Meeting (all options at Level 1 and 2, as well as the below)
No further action is required as concerns are resolved.	A recommendation that the student should interrupt studies for a set period of time. Ideally this would be by mutual agreement.	Termination of accommodation contract with the University.
The student is signposted to an appropriate service for support. For example, University disability services or to external services.	The student is signposted to an appropriate service for support. For example, University disability services or to external services.	A recommendation that the student is required to interrupt their studies, including from a placement, for a set period of time.
A wellbeing action plan is put in place where an agreement is made of what the student and University will do. This may be monitored through regular meetings with the student and a designated member of staff for a set period.	A wellbeing action plan is put in place where an agreement is made of what the student and University will do. This may be monitored through regular meetings with the student and a designated member of staff for a set period.	Exceptionally, a recommendation that the student is suspended or expelled.
Referral of the matter to other procedures. For example, Student Conduct.	Referral of the matter to other procedures. For example, Student Conduct.	-

What will the University do in this process?

- The University will inform students of the nature of meetings in writing and in advance – no Support to Study meeting will be initiated without a student being told that it relates to Support to Study and what Level of the procedure it will involve.
- The University will provide relevant information (such as this document) or access to the full Support to Study Procedure so that students are able to read up on what the procedure involves.
- The University will hold any and all information disclosed during the process sensitively and with due regard to the Data Protection Act.
- The University will send written outcomes of meetings in the time set out in the procedure according to the appropriate Level (usually within 5 working days).
- If there has been an interruption to a student's study, the University will aim to support the student to return if possible (see section 11 of Support to Study Procedure for details).

What rights and responsibilities do students have in this process?

- Students are not required to participate in the process but it would be to their advantage to do so, as meetings may progress regardless.
- Students can bring an advocate to meetings including a friend, family member, Student Union rep or other non-legal advocate or representative, as long as they inform the chair of the meetings with due notice.
- Students may be able to have legal representation at Level 3 if agreed by the chair of the meeting in advance.
- Students are not required to submit medical or other evidence relating to their physical or mental health but it may be to their advantage to do so.
- Students are expected to meet any expenses they might incur as a result of the process (for example travel cost, professionals for reports, legal representation).
- Students can appeal decisions made under the policy as long as they meet the appropriate criteria (see section 12 of Support to Study Procedure for details).
- Students dissatisfied with the final outcome may be able to refer the outcome of the case as a complaint to the Office of the Independent Adjudicator for Higher Education (see section 13 of Support to Study Procedure for details).

For advice and further information about the Support to Study Procedure, please contact the Learning Enhancement & Support Manager at the relevant location or the Student Wellbeing Manager:

Campus	Contact Name	Contact Details
Canterbury	Learning Enhancement & Support Manager John Sutter	E: jsutter2@uca.ac.uk T: 01227 817314
Epsom	Learning Enhancement & Support Manager Paula Clark	E: pclark@uca.ac.uk T: 01372 202461
Farnham & Royal School of Needlework	Learning Enhancement & Support Manager Guy Reynolds	E: greynolds3@uca.ac.uk T: 01252 892709
Rochester & Maidstone Studios	Learning Enhancement & Support Manager Sharon Hocking	E: shocking@uca.ac.uk T: 01634 888734
All campuses	Student Wellbeing Manager Matthew Stinson	E: mstinson@uca.ac.uk T: 01372 202570