

SUPPORT TO STUDY POLICY 2025-27

APPROVED BY SELT ON June 2025

Applies to:	
Harrogate College	
Keighley College	
Leeds City College	
Leeds Conservatoire	X
Leeds Sixth Form College / Pudsey Sixth Form College	
Luminate Group Services	
University Centre Leeds	X

CHANGE CONTROL

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1. Introduction

- 1.1. For the purpose of this Policy, University Centre Leeds and Leeds Conservatoire will be known as 'The Provider'.
- 1.2. The Provider seeks to maintain an environment which is safe and conducive to teaching, learning, research, and the wellbeing of all. As such, the Provider is committed to supporting students and recognises the importance of their health and wellbeing in relation to their academic progress and Provider experience.
- 1.3. This is not a disciplinary process, but a way of supporting students to ensure that they can, wherever possible, continue to study with the appropriate levels of support in place to ensure their continued wellbeing. Issues which may otherwise be investigated as a disciplinary matter may be considered under the Support to Study policy and procedure if they are the result of an underlying physical and/or mental health and wellbeing difficulty.
- 1.4. Students are responsible for the management of their own wellbeing. This policy and procedure is intended to facilitate collaboration between the student, School, Student Support, and external services, as appropriate. Where a student is unable or unwilling to cooperate in the management of their wellbeing, this policy and procedure makes provision for proceeding without input from the student.
- 1.5. At any stage in the Support to Study process, a student may be suspended from the Provider on an interim basis in accordance with Section E of the Academic Regulations for the Conduct.

2. Policy overview

- 2.1. Many students may sometimes find it harder than usual to focus on their course, this is usually manageable by applying for extensions under the additional consideration process.
- 2.2. The Provider recognises that, occasionally, medical, psychological, behavioural, or emotional problems – or other adverse circumstances, such as temporary or long-term disabilities or mental health conditions can affect an individual's capacity to fully engage both with student life and their academic progression.
- 2.3. The Provider is committed to supporting student wellbeing and recognises that a positive approach to the management of physical and mental health is crucial to student learning and academic achievement.
- 2.4. This policy explains how The Provider supports students when circumstances are no longer manageable.

3. Purpose

- 3.1. The Provider takes its duty of care to all seriously. The Support to Study (STS) policy and procedure is intended to provide a framework to support students where physical or mental ill health and/or disability is having an adverse impact on their studies, and/or ability to live independently and safely, and/or is impacting on the health, safety, wellbeing, or academic progress of others. This policy and procedure may also be applied pre-enrolment.

- 3.2. The Provider is committed to a supportive community of learning where students participate fully in their academic studies and wider student experience. The Provider aims to provide a positive and supportive approach to the management of physical and mental health to support academic achievement and student experience. We expect our students to act responsibly and to behave in ways that do not compromise either their own wellbeing or that of other members of the Provider community in line with the Student Code of Conduct. We also recognise that, in some circumstances, students may experience difficulties or have conditions that may require additional support in order for them to meet their responsibilities.
- 3.3. The Provider recognises that there are sometimes circumstances where it is in the best interest of a student and of the community for a student not to be studying, even if the student does not agree.

4. Scope

- 4.1. The Support to Study policy and procedure aims to promote a positive and inclusive environment enabling students to engage effectively with all aspects of their studies, encouraging students to be proactive in seeking help and support at the earliest opportunity.
- 4.2. There is a potential overlap between this policy and other Provider policies. The Provider reserves the right to suspend action under this policy and procedure if it considers that the matter would more appropriately be dealt with under another policy and/or procedure.
- 4.3. Any student or prospective student may raise a concern about their own requirement for support to study, and any student or member of staff may raise a concern about another student's need for support under the Support to Study Policy. In addition, the Provider will consider concerns raised by persons external to the Provider including, but not limited to; the Police, GP or other medical professionals, placement supervisors, family members and landlords or accommodation managers.
- 4.4. The policy and procedure may apply to a wide range of situations, including but not limited to:
- Students who have disclosed difficulties with their mental/physical health, and/or wellbeing and would benefit from support under this policy and procedure.
 - Students with complex circumstances relating to their mental health, physical health, wellbeing and/or inclusive support needs.
 - Students who are not attending, submitting work and repeatedly not responding to contact for reasons thought to be connected to their mental/physical health, wellbeing and/or inclusive support needs.
 - Students who regularly apply for additional considerations
 - Students who pose a risk to themselves or others, or whose behaviour is adversely affecting the experience of others.
 - Students with support needs that fall outside the scope of the support and other services which the Provider can reasonably be expected to provide either directly or indirectly.
 - Student who are unable or unwilling to cooperate in the management of their wellbeing.
 - Prospective students with pre-existing conditions who require enhanced support to enable their transition to Higher Education

5. Support to Study Guiding Principles

5.1. Students whose behaviour may be dealt with as a disciplinary matter, but evidence (from an internal or external source) has been provided to show that the student's behaviour may be the result of an underlying mental health, wellbeing and/or inclusive support need. The Support to Study framework is intended to be open, understanding, and productive. The aim is to make appropriate interventions that support students and improve their situation to allow for re-engagement with their studies.

- Wherever possible, adjustments will be made to the Support to Study policy and procedure to enable all students to engage fully and positively with the process.
- This policy and procedure seek to promote early intervention and active collaboration between students, staff and third parties, where applicable, to ensure a consistency of approach.
- The Provider recognises that concerns about a student's wellbeing may be raised by a variety of individuals, including, but not limited to, the student themselves, staff, other students, health professionals and family members.
- Matters will be dealt with sensitively and in a coordinated manner across the Provider
- The Provider encourages all students to seek help and support from the appropriate service(s) at the earliest possible opportunity.
- The Provider provides a range of support services that help students in our academic community deal with aspects of student life that can inhibit learning. These support services do not replace those provided by external services such as those offered within the NHS.
- The Provider expects its students to be able to live and work with others and to conduct themselves in ways which do not have an adverse impact on other members of the Provider and the local community.
- There are 3 incremental stages of the policy and procedure, however action can be initiated at any stage, depending on the situation.
- There is also scope within the policy and procedure to conduct Return to Study meetings and conferences for those students who have had a break in study because of their mental health and/or wellbeing.
- Where a student is unable or unwilling to participate in this procedure, the Provider will continue with the process where it is deemed necessary to do so, particularly if there is risk involved to the student, other students or staff.
- Students may be accompanied and/or represented by a person of their choosing throughout this procedure, however, they cannot be represented by a lawyer acting in a professional capacity at any stage of the procedure, nor can this person represent the student on their behalf.
- In most cases, students will continue their studies with the Provider while the matter is considered, however where the Provider considers it appropriate, the matter may be referred to the Group Head of Student Services or nominee, for consideration of a temporary interruption to study in the best interests of the student.

6. Extensions & Additional Considerations

6.1. The Provider recognises that circumstances arise that may affect a student's ability to complete assessments within deadlines. These are referred to as additional considerations.

Additional considerations are those which:	<ul style="list-style-type: none">• Affect a student's ability to attend or submit assessment(s)• Are outside a student's control• Are supported with original documentary evidence
Acceptable additional considerations could include:	<ul style="list-style-type: none">• Bereavement or family illness (where negative impact on the student can be evidenced)• Illness or accident• Mental Health requirements• Hospitalisation• Victim of crime• Evidenced transport cancellation• Court attendance• Traumatic incident• Serious family illness (where negative impact on the student can be evidenced)•

6.2. A student may require support where additional circumstances exist if:

- The student is unable to submit assessed coursework on time
- The student is unable to sit an examination or other scheduled assessment on the required date

6.3. Any additional considerations request made will be treated confidentially.

6.4. The Provider operates a support to study principle in that students who undertake assessments declare themselves fit to take that assessment and/or are fit to practice. The Provider will not normally consider any application for mitigation in relation to that assessment. Only where there are additional considerations will the Provider consider such an application, for example, if a student becomes ill during an examination.

6.5. Students who feel they are not fit to take the assessment, are encouraged to apply for an extension or submit a claim for mitigation based on additional consideration(s) at the earliest opportunity, to be considered by the Extensions and Additional Consideration panel.

6.6. If you do not take an assessment and have not submitted a claim for additional consideration, then your assessment will normally be recorded as a non-submission.

7. Procedure

7.1. How to apply for additional considerations (LC and UC) The policy is implemented by appropriate procedures and guidance which are reviewed and signed off by the relevant Head of Department/School, for example:

- Academic Regulation (UC) and (LC)
- Support to Study procedure (Appendix 1)
- Student Support Strategy (UC & LC)
- Reasonable Adjustments Policy
- Extensions and Additional Considerations Policy and Procedure
- Attendance monitoring procedure

8. Breach of policy

8.1. If the policy is not followed, students who need it may not get the support required for them to re-engage, either in the current academic year or after a period away from their studies.

9. UK Quality Code for Higher Education

9.1. LEG HE Provision curriculum-related policies align with the [Expectations and Core Practices of the UK Quality Code for Higher Education](#). This is mandatory for higher education providers in all parts of the UK.

9.2. The relevant Expectations and Core Practices for support to study are covered by the theme 'Enabling Student Achievement':

9.3. Expectation for quality

- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education. (Assessment; Concerns, Complaints and Appeals; Enabling student achievement; Learning & teaching; Monitoring & evaluation; Partnerships)

9.4. Core practices for quality

- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider supports all students to achieve successful academic and professional outcomes.
- The provider designs and/or delivers high-quality courses.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.

REVIEW**Owner:** Student Support and Wellbeing**Introduced:****Last review:** May 2025**Next Review:** July 2027

The Provider reserves the right to review the policy at any time.

<u>Change Summary</u>		
<u>Version</u>	<u>Date</u>	<u>Summary of Changes</u>