

# **Health and Wellbeing Policy for Students**



**Harper Adams  
University**

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## Introduction

The purpose of this policy is to outline the University's position on mental health and wellbeing support for students and the arrangements by which both mental and physical health concerns are considered in relation to a student's fitness to study, with the aim to help all students realise their full academic potential and successfully complete their studies. The policy applies to all students throughout their period of enrolment with the University and includes students: on campus; engaged in University related activities away from campus (such as placements and field trips); in University accommodation. The Human Resources department is responsible for the policy and procedure for dealing with staff who have health problems.

## Our Duty of Care

The University acknowledges that enrolling into higher education is a major event in life and involves a significant number of changes. Students at the University have to allow for such changes as: adapting to a new environment; separation from family and friends; managing financially; and, for international students, adjusting to a new culture.

The University recognises that for the majority of individuals, life as a student is a fulfilling and valuable experience and whilst difficulties may arise, particularly in the first few months of commencing studies, usually these difficulties disappear after talking things through with friends, relatives or staff. However, some problems are more persistent or may be/become a long-term concern.

The University acknowledges that health problems, particularly mental health difficulties, can seriously interfere with academic performance, and can lead to periods of confusion and distress for the student, as follows:

- Minor or short-term problems may impact on a student's immediate capacity to work, resulting in distress and in turn, undermine academic progress.
- More seriously affected students may cause concern for fellow students and members of staff. A student in a serious mental health crisis is uncommon, with the occurrence of self-harm including attempted suicide of a student being rare. It is acknowledged that this is a response to severe mental distress and it can be difficult for all involved.

The University welcomes applications from students with disabilities, including mental health difficulties. Disability is defined as a physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities. This includes students with mental illness such as long term depression, schizophrenia and other conditions. Applicants who have experienced or are continuing to experience mental health problems are encouraged to disclose this on their application form to enable the University to consider and, where appropriate, implement additional support and adjustments, in line with the [University's Admissions Policy](#). Students are, however, expected to take appropriate steps to ensure they remain fit to study, once reasonable adjustments have been put in place, as determined through a study needs assessment report. In these circumstances, where a student is unable to engage in support or treatment to maintain or improve their mental health, the University

may invoke its Fitness to Study Procedures with a view to specify the circumstances within which a student may be permitted to continue as an enrolled student.

The Fitness to Study Policy and Procedure, is outlined from page 10. This sets out how the University may respond to instances where a concern is raised regarding a student's fitness to study and the type of action the University may take to manage the matter and support the student.

## Our Responsibility

In implementing this policy, the University will at all times remain mindful of its legal obligations including its duty of care and its obligations to students under the Equality Act including, in appropriate cases, its obligation to make reasonable adjustments. The University will also remain mindful of the confidential and sensitive nature of medical conditions, physical and mental health difficulties and fitness to study matters and its obligations in respect of confidentiality and data protection legislation.

## Aims

The University aims to provide a supportive environment that will help students with mental health difficulties, physical difficulties and/or medical conditions to reach their full potential. It also aims to promote positive mental health and well-being. The University will implement these aims by:

- Supporting a culture in which challenges to our wellbeing are recognised, talked about and not stigmatised.
- Providing proactive wellbeing interventions through a range of activities, workshops and engagement opportunities for students.
- Adopting a university wide approach to raising awareness of mental health considerations, and offering associated guidance and training to both staff and students.
- Encouraging students with difficulties to seek support.
- Meeting individual support needs via a range of on-going supportive interventions and services, through the Student Services Wellbeing Team, the Learner Support Service, Chaplaincy and Careers Service and the student's Course Team.

Whilst the University makes this commitment, students must also be able to take responsibility for following the advice and guidance that accompanies this support.

## Access to Services

The Student Services Department has a Wellbeing Team: Student Wellbeing Officer; Mental Health Adviser; Counsellor(s) and Student Adviser, who are able to provide talking therapies, advice and support for students with a range of personal challenges, not least mental health difficulties and any associated substance misuse problems.

Students are very much encouraged to refer themselves to this service by calling in to the office, by phone or email. Students will normally be offered an appointment with the Student Wellbeing Officer in the first instance, who will establish any appropriate internal or external referrals, make initial recommendations and support the student from the outset.

Staff and GPs may also refer students to the service, but only with an appropriate consent from the student involved, in order for contact to be facilitated.

Students and staff can use the service for general advice about mental health conditions (including, for example, to assist in their understanding of mental health conditions and the support which is available). However, the service providers will not be able to disclose any information or data regarding any user of the service (including to confirm or deny whether an individual is using the service) unless an appropriate consent has been given. Staff requiring support for themselves should refer to their line manager or the University's Human Resources Department.

## Confidentiality and Disclosure

The service is confidential and information discussed in private sessions will not be divulged to others without the student's express consent, this will be set out in the Student Wellbeing Service Agreement (Appendix 1) and reviewed periodically with the student.

However, in certain emergency situations, including an acute mental health crisis with a high risk of self-harm or harm to others, it may be *necessary* to share information with health, medical and/or emergency services in order to safeguard and facilitate appropriate care for an individual. *Normally*, the decision to contact next of kin, will be made by medical professionals, with the exception of students under the age of 18. In such cases, the University will contact parents or guardians, in line with the [Under 18 Agreement](#). The Student Wellbeing Service Agreement allows students to list a key contact (not necessarily their next of kin), to be contacted as support for the student, in the event of a crisis.

In circumstances where it is considered that the sharing of information may assist in enhancing the student's learning, academic achievement, health, wellbeing and/or wider student experience, the University will seek a student's express consent to the information being shared. In these instances, information would be restricted to staff who are directly involved in the student's education, health and welfare at the University. With the student's involvement, this could be achieved through face to face discussions with staff and the student in informal meetings as required. Students will be encouraged to disclose such information themselves and will be made aware of any potential implications of non-disclosure.

## Service Provision and Roles

The Wellbeing Team will provide services Monday to Friday mainly during normal office hours in undergraduate term-time, with reduced provision out of term-time. The team, through a range of roles, will both provide the following:

- Crisis support and advice with continued support as required;
- Talking therapies, including Counselling and Cognitive Behavioural Therapy
- Informal and formal assessments of the individual's wellbeing, associated risks and needs;
- Routine appointments, drop-in sessions and availability for crisis response
- General advice and information on coping with, and recovering from, mental health difficulties;
- Onward sign-posting and/or referral to other agencies for help and support;
- Liaison with Community Mental Health Team, Crisis Team and local GP;
- Training and education sessions for students and staff to support students.
- Wellbeing workshops and activities to provide proactive interventions to safeguard and promote student wellbeing

There will be joint working within the Wellbeing Team to be able to meet the individual needs of students and the service.

The team are based in the Student Services offices in Faccenda and individuals can visit to book an appointment or email see the key contacts section on page 23. All appointments are offered in comfortable and private wellbeing rooms in Faccenda and every effort is made to facilitate appointments in discrete and sensitive manner. Other arrangements can also be made to suit the individual or group.

### Student Wellbeing Officer

The Student Wellbeing Officer provides a triage for further wellbeing support, providing general support for students, liaison with tutors on attendance or engagement issues, and reaches out to students who are a cause for concern, for all manner of reasons. The support of the Student Wellbeing Officer often runs alongside other external support (e.g. alcohol services) and internal support (e.g. counselling or academic guidance). Students often request some level of confidentiality following sensitive disclosures, although the Student Wellbeing Officer will always encourage students to talk to their Course Tutor and, with their consent, will make tutors aware that they are engaging with support.

## Mental Health Adviser

The Mental Health Adviser is a Registered Mental Health Nurse (RMN), with a specialist mental health nursing background. This role is particularly focused on students with moderate to severe mental health difficulties and/or those in mental health crisis, this could be an acute episode or a long term condition, such as severe depression/anxiety, bi-polar disorder, personality disorders etc. Students are seen weekly or fortnightly depending on caseload. The Mental Health Adviser does not normally take direct or Course Tutor referrals, these should be made through the Student Wellbeing Officer, Counsellor or GP.

## Counsellor

The Counsellor is British Association for Counselling and Psychotherapy (BACP) registered, providing a confidential counselling service to students. Students are able to refer themselves to the counselling service directly, this is effective as students find comfort in the confidential nature of the service. Students may not always be seen immediately as there is a high demand for the service, they are usually offered a 6 week course of counselling, longer if needed. The Counsellor works with students to develop techniques so that they are able to cope with their condition or situation themselves, but they are able to return to counselling if needed.

## Placement Counsellors

Harper Adams University also works with other universities to provide placements for their students who have completed an accredited counselling qualification but who are required to complete their post-qualification, voluntary, counselling contact hours. Voluntary placement counsellors who work with students at Harper Adams are supervised by the University Counsellor employed by the University. They also have ongoing supervision that meets the British Association for Counselling and Psychotherapy requirements of ethical conduct and good practice. Whilst on placement they are subject to all policies of Harper Adams University.

The Counsellors and Mental Health Adviser are governed by their respective professional codes of conduct.

## What are talking therapies?

Many people seek talking therapies (or talking treatments), such as counselling or cognitive behaviour therapy (CBT), because they are experiencing unhappiness and want to change the way they are thinking, feeling or behaving and have a better understanding of their feelings and behaviours. Sometimes it can be easier to talk to a stranger than to family or friends and talking therapy gives you the opportunity to express and talk about your feelings and experiences. It can sometimes mean talking about things that have happened in the past, or are happening now. Sometimes students feel that they only need a few sessions to feel better, others feel that their problems don't go away but they find it easier to cope and develop strategies for coping.

Your Counsellor aims to:

- Listen to what you are saying
- Accept you and respect your thoughts and feelings without judging
- Encourage you to focus on yourself and not other people
- Offer you a safe space to express your emotions
- Support you in gaining a deeper understanding of yourself
- Work alongside you in developing answers, and ways of overcoming your difficulties
- Help you to understand and manage your feelings and thoughts
- Offer techniques to help overcome stress and anxiety.

Your Counsellor will not:

- Judge you or tell you what to do
- Talk about you to anyone else without your permission (unless in exceptional circumstances if it was felt there was the possibility of serious risk of harm to yourself or someone else)
- Have a relationship with you other than that of a professional counsellor and client

## Records and Review

The Wellbeing Team will remain mindful of their obligations in respect of confidentiality and data protection legislation, including in relation to individual written records of the students who they see. These records will include the assessment notes and summaries of each session with the student. These records will be kept in a locked filing cabinet at all times and will be accessed by the staff members of the service only, and retained only for the duration of time specified in the University's Data Retention Schedule.

The service will collect and maintain anonymized data to assist in monitoring the service and resource planning. This data may include: the number of students seen, the number of face-to-face contacts with students, the number of face-to-face contacts with staff or fellow students who are concerned about individual students and non-attendance. Data monitoring does not include any personal data.

The service will have a yearly review of its contacts, impact and effectiveness and feedback of the service. This policy will also be reviewed and updated to meet the current and future service requirements. The policy is routinely reviewed by the University's Executive.



## Helping Students in Crisis

If there is an immediate concern for the safety or wellbeing of any student, this should be reported to a member of the Student Services team immediately (contact details are listed in section 13), or alternatively, the emergency services (999).

If any student or member of staff has a serious concern for the health, safety or welfare of a student, this should be reported to the Head of Student Services or Assistant Head of Student Services who will seek appropriate guidance, make an initial judgement of the student's wellbeing and, where appropriate, contact appropriate support agencies. The Student Services office is open from 9am until 5pm Monday to Friday and the team operates an evening and weekend on-call service. Contact details are listed page 23.

A student in crisis may be referred by a member of the Student Services team to appropriate support agencies (for example, emergency services / the GP / out of hours GP / 111 service) which may, depending on the circumstances, refer them to the Crisis Team if it is felt that the student requires immediate specialist help from local mental health services.

The Crisis Team will normally make contact with an individual who it considers most appropriate in the circumstances within 4 hours to make an assessment of the student's mental health and personal safety/wellbeing.

In addition to the steps outlined above, a student presenting a serious immediate threat to themselves or others due to their mental health difficulties should be directed to a designated place of safety which could be a hospital or other area deemed as appropriate. The student will be encouraged to voluntarily accept help, although in exceptional circumstances they may be sectioned under the Mental Health Act for their own safety and that of others.

Students presenting less severe or non-immediate concerns may be referred by the GP, or the Crisis Team, to the Community Mental Health Team (CMHT). The CMHT will assess the student and arrange appropriate further support e.g. psychotherapy, Cognitive Behavioural Therapy etc. Any student who has been hospitalised by the Crisis Team will be offered follow up support from either the local or student's home mental health services, following discharge from hospital.

## Fitness to Study Policy and Procedures

### Introduction

The purpose of this policy is to outline the University's arrangements for ensuring that students who experience poor physical or mental health are fit to study, with the aim to help all students realise their full academic potential and successfully complete their studies. The policy applies to all students throughout their period of enrolment with the University and includes students: on campus; engaged in University related activities away from campus (such as placements and field trips); in University accommodation.

In implementing this policy, the University will at all times remain mindful of its legal obligations including its duty of care and its obligations to students under the Equality Act 2010 including, in appropriate cases, its obligation to make reasonable adjustments. The University will also remain mindful of the confidential and sensitive nature of health issues and fitness to study matters and its obligations in respect of confidentiality and under data protection legislation.

Harper Adams is committed to supporting student wellbeing and recognises that a positive approach to the management of physical and mental health issues is critical to student learning and academic achievement. The University also has a duty of care to all within its community and a responsibility to take action to support those in distress, or causing significant concern and presenting a risk to self or others. This will include, for instance, situations where students show visible signs of illness, mental health difficulties, or emotional disorders that may have a negative impact on the health, safety, learning and wellbeing of the student and others. There may be instances where a student's health or wellbeing causes the University concern regarding the student's fitness to study on a course, including within a placement, and/or as a member of the University community. This may arise where, for example, the University is concerned that:

- A student poses a risk to his/her own health, safety or wellbeing and/or that of other persons;
- The student's behaviour is, or is at risk of, negatively affecting the teaching, learning and/or experience of other students, for example in accommodation, lectures or through notable poor attendance;
- The student's behaviour is or is at risk of negatively affecting the day-to-day activities of the University and/or a placement provider.

This procedure sets out how the University may respond to instances where a concern is raised regarding a student's fitness to study and the type of action the University may take to manage the matter and support the student. Staff dealing with this procedure will:

- Consider what internal and external support is available for students;
- Work holistically with appropriate colleagues to support the student with their wider student experience;
- Seek appropriate guidance from staff with relevant expertise across the University when implementing the procedure.

Any student who is invited to attend a meeting to review their fitness to study may be accompanied by an enrolled student, Students' Union representative or staff member, for support. Students with disabilities may alternatively, choose their support worker, or students undergoing therapy may choose to bring their therapist or counsellor. Meetings will be conducted with sensitivity and discretion and a member of the Wellbeing Team, normally the Student Wellbeing Officer, will be present at such meetings. The University will continue to follow the procedure where a student is unwilling or unable to participate, where it is considered reasonable to do so.

The student remains responsible for maintaining or improving their own fitness to study at all times and if this responsibility is not effectively fulfilled, a student's studies may be suspended temporarily or discontinued permanently. A review, within the Fitness to Study Policy and Procedure, might be implemented where:

- There are a number of worrisome third party reports regarding a student, from friends, flat-mates or staff
- A student has not engaged in studies for a significant period of time without reasonable cause, for example, poor attendance over 2 weeks or more, or regular patterns of poor attendance.
- There is concern about how a student might manage whilst on placement, field trip, or studying abroad, where the University might be unable to fulfil a duty of care, have taken into account reasonable adjustments.

This policy promotes good working practices with students in difficulty or with impairments and provides guidance to ensure that problematic situations are managed sensitively and consistently. The guidance outlines the procedures necessary to respond swiftly to those occurrences when a student presents as unwell and his/her ability to study sufficiently well to succeed may be compromised.

### Early Warning Signs

Individuals experiencing difficulties, may present some warning signs, symptoms or behaviours that could indicate that there is a problem. Responding to the situation at the earliest opportunity and promptly establishing interventions gives the student the best opportunity for success. Things to look out for may include any of the following non-exhaustive list:

- Withdrawal from usual activities, interaction
- Lack of engagement or a reduction in engagement
- Poor attendance
- Reduction in quality of work
- Struggling to meet deadlines
- Lack of or a reduction in communication (e.g. ignoring requests to meet)
- Not looking after themselves (unkempt appearance, poor personal hygiene)
- Mood swings or a change in mood / behaviour
- Self-harm
- Expressing thoughts of suicide
- Change in eating habits – weight gain / weight loss
- Destructive or reckless behaviour
- Excessive alcohol consumption
- Drugs misuse (including prescribed)
- Avoidance
- Saying "I'm fine" and brushing things off (but appearing to be otherwise)
- Catastrophising

## Procedure and Levels of Concern

The aim is to establish a suitable response, by academic and professional services staff, in circumstances where it is not considered appropriate to apply other student procedures, such as the [Attendance Policy](#), in light of the identified concerns regarding a student's health or wellbeing. Accordingly, concerns that challenging behaviour, including low engagement with studies, is caused by poor health require considered and sensitive management rather than disciplinary sanction. Notwithstanding this, the University is not prevented by this procedure, from implementing other approved procedures in circumstances where there are concerns regarding a student's health or wellbeing.

The procedure also covers circumstances within which a student will be signposted to other agencies, such as a local GP or a voluntary agency which can provide appropriate support and / or practical assistance, dependent on the student's circumstances. Students and Staff should also familiarise themselves with the University's [Drugs and Alcohol Policy](#).

In a situation where there is a perceived imminent danger to the student or others, serious risk of damage to University property or the University's reputation, the Vice-Chancellor is empowered to take immediate action to temporarily suspend the student from their studies and exclude them from the University's property, for a time period to be determined at their discretion. Such an action would invoke the Level 3 Fitness to Study procedures which would be expedited as promptly as possible but normally within seven days of a temporary exclusion or suspension being applied.

Concerns about a student's health or behaviour should be acted upon promptly, as early action/intervention can often prevent a situation from developing into a crisis. This procedure incorporates three levels of concern. The cause for concern can result in the procedure being initiated at any level although it is hoped that most situations can be remedied by action taken at levels 1 or 2. The University reserves the right to vary the procedure as appropriate in the interests of fairness and/ or health and safety concerns for the individual or others. The particular level of concern and associated process to be followed will be at the discretion of the University.

If there are concerns about student confidentiality, staff members should consult with members of the Student Services team without revealing the student's identity. If it is then agreed that a significant / valid degree of concern exists, the staff member, in consultation with a senior manager, will direct the University's level of response. The particular stage of the process to be followed will be at the discretion of the University (depending on the perceived seriousness of any health problem/risk).

## Levels of Concern

Level 1 – Initial concerns emerge about a student’s fitness to study (for example early warning signs have been observed or reported)

A member of staff who knows the student, normally the Course Manager or Course Tutor, or occasionally, the Student Wellbeing Officer, should approach the student in a supportive way and indicate that there is a concern about the student’s fitness to study. The leading member of staff will then ask the student to meet with them, giving at least 24 hours’ notice, providing a copy of this policy and procedure and advising the student that:

- The aim of the meeting is to discuss the concern(s) about the student, seek the student’s perceptions and response and to identify any additional, reasonable, support needs;
- Other appropriate members of staff might be consulted to assist with the matter, or attend the meeting, to provide support (advise who this will be);
- The student may be accompanied, if they wish, as set out on page 10.

It should also be made clear to the student that it is their responsibility to maintain their fitness to study and that there is a recognised concern within the University.

The meeting should be conducted with sensitivity and discretion, firstly outlining the concerns, seeking the student’s response and reassuring them of the purpose of this procedure (and ensuring that they understand it).

The student and leading member of staff should agree on actions to be taken, and the student should be sent an email or letter, by the leading member of staff, within 5 working days, summarising the meeting and actions that have been agreed. In any situation where it is not possible to reach an agreement, the member of staff will determine appropriate outcomes and recommended actions. The outcomes may include, but not be limited to:

- A clear action plan being put in place (with the student’s agreement, where possible)
- Reasonable adjustments in relation to assignment submissions and the spreading out of deadlines
- Reasonable adjustments in relation to exam load scheduling
- Reasonable internal support arrangements such as counselling, general wellbeing and academic guidance and expectations of engagement with support
- Consideration of and referral to external support services or agencies
- Clear communication of expectations and consequences

- Reasonable adjustments in relation to attendance; no less than 66% attendance over an extended period, for example, per term or the remaining period of a term. This should be clearly outlined to the student in relation to their study load.
- The matter being referred to another level of the procedure (eg Level 2 or Level 3) in cases where the meeting has prompted increased concern or the need for a more comprehensive plan

The student and leading member of staff should also set a time for a further meeting to review the situation. The email or letter, from the leading staff member to the student, should clearly indicate the time and place of this review meeting. All Level 1 correspondence should be circulated to/between the Course Manager, Course Tutor and Student Wellbeing Officer.

The student should also be informed that the same or additional causes of concern could result in their fitness to study being more widely considered by moving to Level 2.

*Level 2 - Continued concern about a student's fitness to study which has not improved following initial intervention at level 1, or significant initial concern about a student.*

The student will be invited to attend a meeting, which should be communicated and conducted in the same way as level 1. The meeting should be led by a member of the Course Team (either Course Manager or Course Tutor), along with the Student Wellbeing Officer. Cases that have progressed from level 1 should include the member of staff who initiated level 1 proceedings.

The meeting may also include other staff who are familiar with the student's situation and their support needs such as the Learner Support Manager or Head of Student Services.

The leading staff member from the Course Team, should approach the student in a supportive way and indicate that there is *continued* or *significant* concern about the student's fitness to study. The student should be informed of the purpose of the meeting and advised of any documents they may need to bring (for example, medical evidence). The leading member of staff will ask the student to meet with them, giving at least 24 hours' notice, providing a copy of this policy and procedure and advising the student that:

- The aim of the meeting is to discuss the concern(s) about the student, seek their perceptions and response and to identify any additional, reasonable, support needs;
- Other appropriate members of staff might be consulted to assist with the matter, or attend the meeting, to provide support (advise who this will be);
- The student may be accompanied, if they wish, as set out on page 10.

The purpose of the meeting will be to ascertain the student's perception of the issues identified and also to ensure that the student clearly understands University expectations regarding their fitness to study. It will be important to identify, agree and communicate a comprehensive and reasonable action plan following the meeting. In any situation where it is not possible to reach an agreement, the members of staff present will determine the appropriate outcomes and recommended actions. The outcomes might include, but not be limited to:

- An action plan being put in place (with the student's agreement, where possible)
- Reasonable adjustments in relation to assignment submissions and the spreading out of deadlines
- Reasonable adjustments in relation to exam load
- Reasonable internal support arrangements such as counselling, general wellbeing and academic guidance and expectations of engagement with support
- Consideration of and referral to external support services or agencies
- Clear communication of expectations and consequences
- Reasonable adjustments in relation to attendance; whilst noting that no less than 66% attendance over an extended period is permissible. The approval of reasonable adjustments to attendance levels will only be approved where student attainment levels are satisfactory or where attendance at mandatory, competency-based skills development sessions is not affected. This should be clearly outlined to the student in relation to their personal study load.
- The matter being referred to Level 3 of the procedure in cases where the meeting has prompted increased concern or the need for definitive action.

The consequences of not adhering to the action plan should be clearly outlined to the student. The consequences may include suspension or withdrawal from studies. A short summary of the meeting, the agreed action plan and the consequences of non-compliance should be sent to the student, by the leading member of the Course Team, within 5 working days of the meeting. Regular review meetings should be set up with the student and communicated to those involved, by the leading member of the Course Team.

Level 3 - The most serious level of concern can be reached either through progression from Levels 1 and 2 or directly if there are *significant* and / or *immediate* concerns about the student's fitness to study

Within the Level 3 procedure, there are normally two elements:

- 1) A meeting between two members of the University's staff (typically one each from the student's course team and Student Services but not necessarily so) and the student to:
  - Discuss the nature of the concern and how it may be managed by the University;
  - Seek the student's perception and allow the student to respond to the concern(s);
  - Seek appropriate input from other relevant members of staff and consider any relevant documents which may include letters, statements, attendance records, medical notes and correspondence.

And;

- 2) A case conference attended by relevant members of staff and, at the discretion of the University, relevant external professionals. The student will not normally be present, but may, at the discretion of the Chair, be invited to attend part of the meeting. The purpose of the case conference is to:
- Discuss the matter, consider any relevant evidence/reports and any action already taken and potential further action
  - Make recommendations, including those in the following non- exhaustive list:
    - No further action is taken;
    - Matter referred to an earlier stage of the procedure;
    - An further action plan is drawn up and put in place;
    - Further reasonable support or adjustments agreed;
    - Clear expectations are agreed in relation to attendance
    - The student is referred for appropriate medical assessment;
    - The student is withdrawn from placement;
    - Student be permitted to continue on a part-time basis;
    - A period of voluntary interruption is recommended;
    - The student should be suspended / excluded / withdrawn from studies.

### Level 3 Case Conference

A case conference will be called by the Chair of the Fitness to Study Panel, the Director of Academic Services (or nominee). The panel will comprise of staff members who are familiar with the student's situation and others who are independent of the student, as determined by the Chair. Typically, this will include at least three of the following, or their nominee, in addition to the Chair, who is deemed to be independent of the student: Head of Student Services; Student Wellbeing Officer, Mental Health Adviser; Counsellor; Learner Support Manager and the student's Course Manager or Course Tutor.

The purpose of the panel is to ascertain the facts of the case and to discuss an appropriate course of action. Witnesses, including from external sources, such as an appropriate practitioner deemed suitable by the Fitness to Study Panel, may be called to provide oral evidence or to provide written statements.

The student may, at the Chair's discretion, also be invited to attend at one point during the proceedings and may have an enrolled student, Students' Union representative or staff member to accompany them for support. Students with disabilities may alternatively, choose their support worker, or students undergoing therapy or counselling may choose to bring their therapist or Counsellor, including the University's Counsellor.

The actions arising out of the case conference will be agreed, documented and circulated to all in attendance and to the student, within 5 working days, by the Chair of the Fitness to Study Panel who has authority to implement the decision of the panel. All actions should have specific time frames where appropriate and adherence to such time frames will be a condition of any continuation or re-entry to programmes of study.



Where withdrawal for the course of study and possibly exclusion from the University's premises is determined, a letter should be sent via registered mail to the address at which the student has most recently confirmed as their home address and their University accommodation. The same letter should be sent to all of the student email accounts known to the University.

Appeals against any outcome of the Fitness to Study Panel's consideration of level 3 concerns should be made to the Vice-Chancellor, in writing, within 21 days of the date of notification of the outcome, who will review the evidence considered by the Panel, in conjunction with the appeal lodged by the appellant. Appeals will only be considered on the following grounds:

- Procedural irregularity;
- Unreasonable disproportionate decision;
- New material evidence which was not previously reasonably available

The Vice-Chancellor will review all written documentation and may, at their discretion, invite the appellant to a meeting to discuss any points of contention and consult with other University staff and external appropriate professional. The outcomes of the appeal may include one from the following, non-exhaustive list:

- Appeal dismissed;
- Decision overturned with a different outcome to that agreed by the Fitness to Study Panel, albeit that the student remains not able to study;
- Decision overturned with the appellant permitted to resume their studies within the terms set out by the Vice-Chancellor.

The Vice-Chancellor's decision in relation to the appeal is final and concludes the University's procedures. Once the University's appeals procedure has been exhausted, the student will be issued with a 'Completion of Procedures' letter and advised to contact the Office of the Independent Adjudicator for Higher Education (OIA) if they are dissatisfied with the outcome. The OIA will determine whether the student's complaint is eligible under its rules.

## Returning to Study

In the case of a postponement, a student should be informed, in the written outcomes of the Panel hearing, of the arrangements by which fitness to return to study is agreed. Likewise, students choosing to postpone study on ill health grounds, agreed outside of this procedure with their Course Manager or Course Tutor, should be made aware of this policy and

Each student's case will vary depending upon the context and specific circumstances out of which the original concern arose. In all cases, return to study will be dependent upon evidence of fitness to study and evidence of sustained, meaningful engagement with appropriate support systems by the student.

Evidence that the panel will consider in making its judgement, may include:

- A statement from the student setting out their desire to return to study, their engagement with treatment to improve and maintain their health, their intentions

relating to future treatment, as well as their written permission for the University to request a written statement from the student's key health professional. The student should seek guidance on who the University considers is suitably qualified as the key health professional who should make this assessment.

- A statement from staff outlining any areas of concerns in relation to the student's health about which they specifically seek advice or evidence from a health professional, in relation to the student's ability to cope with the demands of higher education.
- A statement from the student's key health professional. Evidence submitted from the student's key health professional should have sufficient knowledge of the student and their treatment and the demands of higher education, in order to make an informed assessment regarding feasibility return to study. In particular, specific reference should be made to the student's capacity to return to and commit to study, including an indication of the key health professional's judgement of the student's ability to cope with the following requirements of routine higher education level study:
  - Cognition
  - Pace
  - Persistence
  - Reliability
  - Conscientiousness and motivation
  - Interpersonal functioning
  - Honesty, trustworthiness
  - Stress tolerance
  - Other specific requirements.
  - A study needs assessment report where appropriate

Annex 1 illustrates a typical report template that a qualified health professional is normally asked to complete, where there are or have been concerns over a student's fitness to study (either during their study to plan adjustments and support, or in order to return to study).

The University reserves the right to request its own appointed health professional to provide their independent judgement of the student's ability to cope with the routine demands of higher education study, alongside the associated reasonable adjustment needs.

The decision to allow a student to return to study will be made by the Fitness to Study Panel, taking into account evidence from the student, staff, health professional(s) and study needs assessment reports. The student might be required to meet with the Panel to clarify aspects of the evidence provided to assist the Panel in making its decision. If the student is required to meet with panel members, or a sub-group of it, they may be accompanied by support worker, enrolled student, Students' Union representative or staff member. The Panel must be assured of fitness to study, taking into account the willingness and capacity of the student to comply with any conditions imposed, and the ability of the University to meet the identified support needs upon return.

The Panel's recommendation will be confirmed in writing, including any conditions of return to study and notified to the student within five working days of the panel hearing.

When a student's return to study is not permitted and the student wishes to challenge this, the

student should appeal to the Vice Chancellor within 21 days of the notification, who will review the evidence considered by the Fitness to Study Panel in conjunction with the appeal lodged by the appellant. Appeals will only be considered on the following grounds:

- Procedural irregularity;
- Unreasonable disproportionate decision;
- New material evidence which was not previously, reasonably, available

The Vice-Chancellor will review all written documentation and may, at their discretion, invite the appellant to a meeting to discuss any points of contention and consult with other University staff and external appropriate professional. The outcomes of the appeal may include one from the following, non-exhaustive list:

- Appeal dismissed;
- Decision overturned with a different outcome to that agreed by the Fitness to Study Panel, albeit that the student remains not able to study;
- Decision overturned with the appellant permitted to resume their studies within the terms set out by the Vice-Chancellor.

The Vice-Chancellor's decision in relation to the appeal is final and concludes the University's procedures. Once the University's appeals procedure has been exhausted, the student will be issued with a 'Completion of Procedures' letter and advised to contact the Office of the Independent Adjudicator for Higher Education (OIA) if they are dissatisfied with the outcome. The OIA will determine whether the student's complaint is eligible under its rules.

A student's continued fitness to study is the responsibility of the student, although the University will monitor this throughout the continuation of their studies. Regular review meetings should be arranged with the student's Senior Tutor so that a student's progress and attendance can be monitored and student support modified if necessary.

## Data Protection

All University staff are governed by the requirements of data protection legislation. All data relating to a person's physical or mental health is regarded as sensitive, personal data. In general, all personal data of a sensitive nature given to a member of staff by a student should be treated as confidential and should only be disclosed with the student's express consent. Sensitive data, for the purpose of this policy, is deemed to be information given in confidence concerning, for example, a student's mental health state.

## Confidentiality

In all cases where, in the member of staff's judgment, it would be in the student's best interests to disclose sensitive information in relation to their mental health, (e.g. so that appropriate support may be provided) the student's informed consent should be obtained where possible. It will be necessary to inform the student why there might be a need to disclose sensitive information, who will have access to this information and the likely consequences of giving or withholding consent (for example, in relation to the provision of reasonable adjustments,

including examination arrangements). Once consent has been obtained, it is the responsibility of the person passing on the information to ensure it is done on the terms agreed with the student.

If the student chooses not to provide their consent, this decision should be respected. In this scenario, the implications of non-disclosure in terms of additional support and possible impact on academic success and progression should be confirmed with the student. However, rare occasions exist when the student's consent is withheld, or it is impracticable to try to obtain it, when confidentiality may be broken. These include:

- When the student's mental health has deteriorated to the extent of threatening his/her personal safety
- When the student is at risk of serious abuse or exploitation
- When the student's behaviour is adversely affecting the rights and safety of others
- Where the member of staff would be liable to civil or criminal procedure if the information were not disclosed (for example, if a crime had been committed).

Staff should consult with either the University Secretary, Director of Academic Services or Head of Student Services if they believe there is a need to break the commitment to confidentiality, unless there is an immediate risk of harm to the individual or others. Other than in a crisis situation, initial discussion should not identify the student until the grounds for breaking confidentiality have been established and agreed.

## Additional Information

### Categories of Common Mental Health Difficulties

This section is for information only and should only be used as a guideline. It is NOT designed to be used for diagnosing mental illness. Listed below are some of the more common mental health illnesses and a brief outline of symptoms.

- **Anxiety:** A state of anxiety that can be persistent and out of control for the individual, which can be very distressing with intense physical symptoms. These can be: agitation, disturbed sleep patterns, a significant change in appetite, digestive difficulties, headaches, shaking, sweating and palpitations or panic attacks.
- **Depression:** Signified by a persistent low mood, lack of motivation, low self-esteem, withdrawing away from other people. Symptoms can be: negative thoughts, sleep disturbance, problems with concentrating and remembering things. Weight loss or increase in weight due to comfort eating
- **Bipolar Affective Disorder (or Manic Depression):** Symptoms can be: persistent changes of mood that may be extreme in nature with problems in controlling the levels of mood. A distorted perception of self, leading to mood swings and behaving excessively (ranging from being loud and disruptive to being isolated and withdrawn from others).
- **Psychosis:** Acute psychosis can be caused by traumatic events, substance *misuse*, alcohol problems or a more serious illness such as schizophrenia. It can present with the following symptoms: disordered thoughts, hallucinations, hearing voices, paranoia, and delusional thoughts e.g. persecution or his/her thoughts and actions being controlled by others.
- **Phobias:** A phobia is an intense fear, usually of one specific focus, such as fear of being with two or more people (social phobia, being in small spaces with the feeling of being trapped claustrophobia). There are many other phobias that can interfere with the individual's everyday life.
- **Post-Traumatic Stress Disorder (PTSD):** An abnormal and often delayed reaction to events such as an assault, a period of intense stress, or an accident. Symptoms often include: high anxiety, sleep disturbance, nightmares, loss of confidence and distress.
- **Obsessive Compulsive Disorder:** Repetition of behaviour patterns or repetitive thoughts, such as the need to check something many times before leaving a room. For example, checking the door is locked many times before going to bed, or having to do a task in a particular order before you feel satisfied.
- **Eating Disorders**
  - **Anorexia Nervosa:** Distorted self-image, low self-esteem, and excessive exercise with weight loss
  - **Bulimia:** Binge eating followed by induced vomiting and /or diarrhoea with weight fluctuations.

## Contacts

### University Staff

Rebecca Hayhurst – Head of Student Services

01952 815222 / 07970 494691

[rhayhurst@harper-adams.ac.uk](mailto:rhayhurst@harper-adams.ac.uk)

Lesley Plimbley – Student Wellbeing Officer

01952 815176 / 07966 572689

[lplimbley@harper-adams.ac.uk](mailto:lplimbley@harper-adams.ac.uk)

Marcia Williamson – University Counsellor

01952 815473

[mwilliamson@harper-adams.ac.uk](mailto:mwilliamson@harper-adams.ac.uk)

Lucy Sorbie – Mental Health Adviser

01952 815473

[lsorbie@harper-adams.ac.uk](mailto:lsorbie@harper-adams.ac.uk)

Jane Hill – Learner Support Manager

01952 815417

[jhill@harper-adams.ac.uk](mailto:jhill@harper-adams.ac.uk)

### Out of Hours Staff (term-time)

Arran Edgar / Stephen Lake – Residences Officers

01952 815334 / 07969 472913

[aedgar@harper-adams.ac.uk](mailto:aedgar@harper-adams.ac.uk) / [slake@harper-adams.ac.uk](mailto:slake@harper-adams.ac.uk) /  
[accommodationoffice@harper-adams.ac.uk](mailto:accommodationoffice@harper-adams.ac.uk)

### Student Wardens

Duty Warden (out of hours) 07976 881772

Final year students are selected every year for the Student Warden Team. They are resident on-campus in each Hall of Residence and act as the first point of contact for resident students. Resident students are introduced to, and encouraged to familiarise themselves with, the Warden Team.

Two wardens are on duty every night to provide first aid cover and general assistance for student problems.

## Chaplaincy

The University has an experienced team of part-time chaplains from a range of denominations, who all have their own places of worship and congregations, as well as caring for the students at Harper Adams. Although the University does not possess a chapel, the chaplaincy team makes weekly visits for informal discussion and prayer, these meetings take place in the Quiet Room in Faccenda. Students of any denomination, faith, or none at all are all welcome to call.

The Chaplaincy Team aims to:

- Offer friendship, pastoral care and spiritual counsel
- Help build up the community by working in collaboration with the University and local community
- Link with local religious groups and provide information about the different faiths represented in the region
- Encourage spiritual, ethical and moral debate within the University

Members of the Chaplaincy are regularly available, for the weekly drop in, the informal reflection time and at other times. All students and staff are welcome to contact them at the University or at home.

Mr David Hill (Roman Catholic)

01952 813004

[david2007hill@hotmail.co.uk](mailto:david2007hill@hotmail.co.uk)

Mr James Whately (Methodist)

01952 813959

[james.whately@btinternet.com](mailto:james.whately@btinternet.com)

Mr John Fowler (Methodist / U.R.C)

01952 812458

[jfowler@harper-adams.ac.uk](mailto:jfowler@harper-adams.ac.uk)

## Other Resources

### **Alcoholics Anonymous**

Alcoholics Anonymous is a fellowship of men and women who share their experience, strength and hope with each other that they may solve their common problem and help others to recover from alcoholism.

Tel: 0845 7697555

<http://www.alcoholics-anonymous.org.uk>

### **Axis Counselling**

A comprehensive, confidential and flexible counselling service for those in Shropshire and Telford & Wrekin who have suffered sexual violence.

Tel: 01952 278000

<http://www.axiscounselling.org.uk/>

**beat (Eating Disorders Association)**

beat is the leading UK charity for people with eating disorders and their families. beat is the working name of the Eating Disorders Association. The association offers help, advice and support to those suffering from Anorexia, Bulimia, Binge Eating as well as other eating related disorders.

Tel: 0808 801 0677

Email: [help@b-eat.co.uk](mailto:help@b-eat.co.uk)

<https://www.beateatingdisorders.org.uk/>

**The Basement Project**

Provides support groups for those who have been abused as children and people who self-harm.

Tel: 01873 856524

<http://freespace.virgin.net/basement.project>

**Big White Wall**

An online mental health and wellbeing service offering self-help programmes, creative outlets and a community that cares. When you're dealing with everyday stressors or major life events, we'll help you get through it.

<https://www.bigwhitewall.com/v2/Home.aspx>

**British Pregnancy Advisory Service**

bpas provides help to women with an unplanned pregnancy, or a pregnancy they choose not to continue with.

<http://www.bpas.org/>

**Carers Trust**

Carers Trust works to improve support, services and recognition for anyone living with the challenges of caring, unpaid, for a family member or friend who is ill, frail, disabled or has mental health or addiction problems. With a Network Partners, we aim to ensure that information, advice and practical support are available to all carers.

<http://www.carers.org>

**CRUSE**

A national charity, which offers free, confidential help to bereaved people. Daytime helpline: 0844 477 9400

Email: [helpline@crusebereavementcare.org.uk](mailto:helpline@crusebereavementcare.org.uk)

<http://www.crusebereavementcare.org.uk>

**Depression Alliance:**

The leading UK charity for people affected by depression. The charity provides information about symptoms and treatment for depression as well as research, publications and local groups.

Tel: 0845 123 23 20

<http://www.depressionalliance.org/>

**The Glade (Sexual Assault Referral Centre)**

The Glade Sexual Assault Referral Centre (SARC) is a local, specialist centre which provides a 24 hour service of care to women and men who have been raped or sexually assaulted.



Tel: 0808 178 2058

<http://www.theglade.org.uk/>

### **Mental Health Foundation**

The foundation exists to help people survive, recover and prevent mental health problems

<http://www.mentalhealth.org.uk>

### **MIND**

Mind is the leading mental health charity in England and Wales. They work to create a better life for everyone with experience of mental distress.

Tel: 0845 766 0163

<http://www.mind.org.uk/>

Telford Mind 76-83 Severn Walk Telford 01952 588367 social support and advice See Facebook page or website Telford mind. Local Voluntary Group.

### **MoodGYM**

A free self-help program which teaches cognitive behavioural therapy skills to people vulnerable to depression and anxiety. A link is provided, in good faith, on the Students Against Depression website, but it is up to the individual to determine whether the site is appropriate for his/her needs. Using MoodGYM should not be seen as a substitute for professional help or therapy, and should be part of a wider strategy for tackling depression.

<https://moodgym.com.au/>

### **No More Panic**

Website and chat forum for sufferers of panic, anxiety, phobias and Obsessive Compulsive Disorder. <http://www.nomorepanic.co.uk/>

### **Rethink (National Schizophrenia Fellowship)**

Rethink is the operating name of the NSF exists to help everyone either as a sufferer, carer, family or friend who is dealing with or recovering from severe mental illness.

Tel: 0845 456 0455

<http://www.rethink.org/>

### **Royal College of Psychiatrists**

Website: [www.RCPSYCH.ac.uk](http://www.RCPSYCH.ac.uk)

### **Samaritans**

Confidential emotional support available 24 hours a day. Tel: 08457 909090 (local call rate)

Email: [jo@samaritans.org](mailto:jo@samaritans.org) <http://www.samaritans.org.uk>

### **SANE**

SANE exists to provide emotional support and information to anyone affected by mental illness. Saneline offers 7 days a week, out-of-hours telephone line 6.00 pm to 11.00pm for anyone coping with mental illness, whether they are sufferers, carers, or concerned relatives.

Tel: 0845 767 8000

[http://www.sane.org.uk/what\\_we\\_do/support/](http://www.sane.org.uk/what_we_do/support/)

**Skill**

The National Bureau for students with disabilities.

Tel: 020 7450 0621

Email: [sally@skill.org.uk](mailto:sally@skill.org.uk) \_

<http://www.skill.org.uk>

**Switchboard LGBT+ Helpline**

10am - 10pm LGBT+ helpline – a place for calm words when you need them most. We're here to help you with whatever you want to talk about. Nothing is off limits, and we understand how anxious you might feel before you pick up the phone.

Tel: 0300 330 0630

<https://switchboard.lgbt/>

**Students Against Depression**

A web based support organisation which offers UK students comprehensive information and discussion about all area relating to depression.

<http://www.studentsagainstdepression.org>

## **APPENDIX 1**

### **Student Wellbeing Service Agreement**

Student ID Number	
Forename(s)	
Surname (Family Name)	

This agreement is between the above named student and \_\_\_\_\_ the University  
\_\_\_\_\_ on behalf of Harper Adams University Student Wellbeing Team.

#### **Retention of Records and Use of Data:**

I agree to The Student Wellbeing Team holding records as follows:

- Electronic records relating to my engagement with the service e.g. initial date of engagement, dates of attendance and missed appointments. Electronic files will be password protected in a folder only accessible to the Student Wellbeing Team and used for reference.
- Paper records relating to session notes, correspondence, support plans and disclosures. Paper records will be stored in an individual file, in locked filing cabinets accessible by the staff member responsible for your support, in a locked cupboard/room. The staff member responsible for support will use these records for reference and ongoing review of your support.
- Records will be retained for 6 years after the academic year in which I last had contact with the Student Wellbeing Team, with the exception of sensitive disclosures which will be retained for 6 years post-graduation in order for those records to be released, at my request (e.g. to support a Police investigation).

#### **Confidentiality and Duty of Care:**

The Student Wellbeing Team work holistically, to offer the best level of support to all students, whilst still maintaining confidentiality where possible and appropriate (e.g. anonymised case discussion). Occasionally it is deemed necessary to involve parties outside of the Student Wellbeing Team, I understand that in these situations I would be consulted on such matters and receive copies of any correspondence.

I consent / do not consent to the following:

The Student Wellbeing Team may liaise with my GP on a confidential basis, when necessary, examples may include: to suggest a review of medication or to request a referral for other services.

- ☐ Yes  
☐ No

The Student Wellbeing Team may liaise with other members of the Student Services team or Course Team, on a confidential and limited basis, if deemed necessary for my care examples may include: out of hours support arrangements or to support mitigating circumstances (for which a supporting statement form may be completed):

- ☐ Yes  
☐ No

The Student Wellbeing Team may liaise with other appropriate professionals within and outside the university on a confidential basis, if necessary e.g. Drugs and Alcohol Services:

- ☐ Yes  
☐ No

**I understand that if the Student Wellbeing Team believes I am a risk to myself or others, liaison with my GP and/or other relevant parties, may become necessary without my consent.**

I understand that The Student Wellbeing Team (or any University department) do not usually liaise with parents unless I have requested this. I understand that in the event of an emergency situation (e.g. a mental health crisis) it may be deemed appropriate to contact a relative or close friend of my choice and consent will be sought at that time. I understand that should I be unable to consent then the key contact listed below may be contacted (this contact can be changed at any time, at your request):

Name	
Relationship (e.g. parent, sibling, friend)	
Contact Number	

**Access to the Service:**

I understand that access to the service may involve a waiting period, referral to other services or an alternative member of the team. I also understand that the number of appointments offered will be determined on a case by case basis and on the condition of continued engagement.

I agree to:

- Give 48 hours' notice, where possible, should I wish to cancel any appointments or group sessions offered, and understand that I would usually lose a session if I do not give 48 hours' notice.
- If I wish to cancel a session I will contact the office by Email: XXX or Phone: XXX

Signed (student):

Date:

Signed (staff):

Date:

## **APPENDIX 2**

### **FITNESS TO STUDY MEDICAL ASSESSMENT**

#### **Information for GP or other appropriate professional:**

Harper Adams University's [Student Health and Wellbeing Policy](#) aims to ensure all students can study and perform to the best of their ability, in a safe and comfortable environment. On occasions, it is necessary to review an individual's fitness to study due to health related reasons, including mental health difficulties. A medical or professional assessment is then required to help the University assess when / whether a student is fit to continue with their studies, able to cope with the demands of the course (including work placement) and university life and whether any adjustments need to be made. The student's consent in Section 1 allows you to provide this information and for us to contact you for further information if required.

Using the information provided by the student (regarding their reasons for postponement) and any additional comments from relevant University staff in section 2, please comment on each of the items listed in Section 3, where appropriate, indicating any areas of concern or need for additional support. The information you provide will be treated in confidence and is retained in the student's file in accordance with data protection legislation and the University's retention schedule. Many thanks for your support with this assessment process.

This form should be signed by the student and presented to the appropriate health professional responsible for their care. Once completed, please return this form to Mrs Rebecca Hayhurst - Head of Student Services, at the University address (above). This form can be made available in alternative formats from the Head of Student Services: 01952 815222 / [rhayhurst@harper-adams.ac.uk](mailto:rhayhurst@harper-adams.ac.uk)

<b><u>SECTION 1 (To be completed by the student):</u></b>			
Student Name (and ID)			
Date of birth			
Course and Year of Study			
<b>Student consent</b>			
I agree to my GP/other appropriate professional providing Harper Adams University with a medical assessment of my fitness to resume my studies, both using this form and through alternative or follow-up communication, if required.			
Student signature		Date	

**SECTION 2 (To be completed by Registry Office/ Student Services/ Course Team:**

The student's fitness to study or their return to study (following postponement), is being considered for the following reasons. The University seeks an update of his/her current situation and his/her ability to cope with the demands of academic study, undertaking placements and student life more broadly, including independent living.

Additional comments or concerns to be completed by the student's course management team and /or other relevant University staff, should the student be on or due to commence placement, consideration should be given to the nature of the placement and any perceived risks:

N/A

Completed by: Rebecca Hayhurst – Head of Student Services

**SECTION 3 (to be completed by appropriate medical professional / primary care provider):**

Medical assessment of [name of student]:

Date of commencement of care for current health condition:

Date of discharge (unless ongoing):

Frequency / Regularity of Appointments:

**1. The nature and extent of any medical / health condition from which the student is suffering:****2. The prognosis:**

3. The extent to which the student's condition may affect his/her fitness to study and manage the demands of student life in relation to each of the following:					
Factors:	Potential effect(s) on performance in relation to study, work placement or student life (living and socialising with others) and suggested adjustments if needed:	Estimate of frequency of support requirements (tick as appropriate):			
		None	Monthly	Weekly	Daily
<b>Cognition:</b> <i>Knowledge, understanding, memory and application of skills</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Pace:</b> <i>Ability to perform tasks at reasonable speed</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Persistence:</b> <i>Ability to concentrate and stay with a task until complete</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Stress Tolerance:</b> <i>Ability to withstand study and exam pressure, to meet deadlines and scrutiny of performance (study/work)</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Reliability:</b> <i>Attending lectures, or work placement, on time and every day, in spite of personal difficulties</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Motivation:</b> <i>Desire and determination to succeed</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Interpersonal:</b> <i>Ability to get along with students, staff and colleagues (including in shared</i>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>living environments and work placement)</i>					
<b>Honesty:</b> <i>Ability to be truthful, and direct, acting without manipulation or lying</i>		○	○	○	○
<b>Academia:</b> <i>Presentation skills, problem solving, group work, self-study</i>		○	○	○	○
<b>Physical:</b> <i>Ease of movement, strength and personal comfort (in study or work environments)</i>		○	○	○	○
<b>Mood and Thoughts:</b> <i>Ability to manage negative thoughts and feelings</i>		○	○	○	○
<b>4. Your contact details</b>					
Name/Title/Profession					
Address					
Telephone					
Email					
Signature		Date			