ASKHAM BRYAN COLLEGE

Support for Study Procedure 2026 – 2028

Equality Impact Assessment: Askham Bryan College recognises the importance of the Equality Act 2010 and its duties under the Act. This document has been assessed to ensure that it does not adversely affect staff, students or stakeholders on the grounds of any protected characteristics.

1. INTRODUCTION

1.1 These procedures outline the methodology to be followed in the event that a student requires support through the Support for Study policy.

2. PROCEDURE

2.1 The procedure has three separate stages. Depending on the specific circumstances of a case, the College's assessment of its severity, and the seriousness of any associated risk, the College reserves the right to initiate action at any stage of this procedure without first commencing or exhausting any preceding stage.

2.2 Please note that in the event of a concern raised about a student with additional learning needs or disabilities or a student who has an EHCP or a student who is considered vulnerable in some way, either as a young person or adult including students who are looked after children – in every case, the Student Service Manager and or HoD of Inclusive Services will be informed and included from the beginning of the process.

Vet Nursing Students/PSRB Accredited Programmes

2.3 The Head of Vet Nursing should be informed if any students on a veterinary nursing programme or PSRB (Professional, Statutory, and Regulatory Body)[1] accredited programmes is subject to any of the stages referred to above as this could also lead to the student becoming subject to the College's Fitness to Practice Policy.

3. DEFINITIONS

3.1 Ability to engage with studies

Students must be able to benefit from and pursue the programme of study for the required period with a reasonable chance of progressing and successfully completing the qualification.

[1] These are external organisations that accredit, recognises, or approve higher education programmes, often leading to professional qualifications or exemptions. They play a crucial role in setting standards and ensuring quality within specific professions.

Students must be able to function independently in academic, work and community environments. It is recognised that some individual SEND students with EHCP plans may be working towards developing their independence, and these outcomes will be part of their plan. A student's mental or physical health needs should not unduly disrupt the learning, research and work of others in the college community. The diversity of our student community means that routes to achievement will vary greatly.

3.2 Reasonable adjustments

Taking reasonable steps to ensure that students are not placed at a substantial disadvantage due to their disability, difficulty or additional need.

The criteria for judging 'reasonable' includes consideration that they do not compromise academic standards, health and safety or the relevant interests of others, including other students. The college has a duty of care to the college community and considers the health and safety of everyone to be paramount. All reasonable adjustments should be practical and financially reasonable.

4. STAGES

4.1 There are three stages to the Support for Study these are as follows;

Informal – Stage 1 - Cause for Concern – Emerging Concerns
Formal – Stage 2
Formal stage 3 – Panel Hearing

NB: If the formal stage 1 does not have the positive outcome the student will attend a panel hearing with a member of STL to discuss next steps.

4.2 If the student is on a vet nursing course or PSRB accredited programme the student will be subject to the Fitness to Practice Policy.

5. RESPONSIBILITIES

5.1 **Senior Leadership Team**

A member of SLT, usually a member of the Assistant Principalship with be responsible for chairing Support For Study meetings, this is when the most serious level of concern has been reached either via progression through earlier stages or there is an emerging or new significant concern about the health and wellbeing of a student

The **Assistant Principal – Student Life** is responsible for the monitoring and review of the policy and procedures.

5.2 **HoD department/ CTL/ Student Service Manager/ Residential Manager/ HoD of Inclusive Services/ HoD of Quality** will chair the stage 2 support for study meetings

The Residential Manager is responsible for chairing concern and formal stage Support for Study meetings for residential students, should the concerns relate to their capacity for independent living.

5.3 **Course Managers & PAD** will meet with the student for stage 1.

6. CONCERNS RELATING TO ACCOMMODATION

6.1 In some cases, concerns may be raised in relation to a student in college accommodation and their capacity to maintain a level of independent living. This may be the case where there is a sudden onset of / deterioration in either a mental health or physical condition. This may or may not also affect their capacity to maintain their studies. In such cases, the Residential Services Manager will first establish with the relevant Course Manager the extent to which studies are being affected.

6.2 If the capacity of the student to continue to fulfil the requirements of their studies is being affected, then the stages outlined above would be followed, with the relevant staff members leading the process, but including the Residential Services Manager in discussions about the outcomes of each stage of the process.

6.3 If the manifestation of difficulties the student is facing is solely in relation to their residential status, then the Procedures for Stages 1-3 above should be followed, including the collection of supporting evidence from medical and other professionals as required.

Stage 1- led by an appointed Warden or an appropriate alternative
Stage 2- led by Residential Services Manager or HoD of Accommodation
Stage 3 – Chaired by AP or Director

6.4 In the event of sudden onset of a significant crisis, such as a suicide attempt, the College will consider withdrawal of the student from accommodation until such time as a Return to Study meeting can effectively be held.

7. STAGES OF THE PROCESS

Stage 1 – Informal Action – Emerging Concerns

7.1 This stage is for use when concerns emerge about a student's health and safety and their ability to study based on a deterioration in health, mental and physical wellbeing or behaviour.

7.2 Where a member of staff has a concern about a student, they should first raise this with the student's course manager or PAD tutor. This should be completed in a supportive and understanding manner that concerns around their fitness to study have emerged and that a potential Support for Study Plan may need to be put in place.

7.3 If the concern relates specifically in relation to their wellbeing whilst in accommodation, the residential manager will undertake the discussion with the student. On completion of the conversation, the outcome of the conversation is to be logged on PM meetings, tagging the staff in, with more in-depth notes added to CPOMS.

7.4 The member of staff will ensure that the student is made aware of the precise nature of the support for study concern the information supporting the concern, including the level of any perceived risk that the student presents to themselves or others.

7.5 The member of staff will attempt to resolve the matter by discussing the matter with the student. The students will be given the opportunity to respond to the concerns raised and to explain their own views on the matter and will be encouraged to think about using one or more of the support services offered by the college (notes to be added to CPOMS). The student and member of staff should agree on actions to be taken, including SMART targets set monitored on Promonitor. A copy of the agreed actions should be given/sent to the student and parents/ guardians (if under 18) including a review date. The student and parents/guardians should be advised that if concerns are not addressed / resolved within the agreed timescales then this will be reviewed and if necessary, move to the next 'stage' of the process.

7.6 It is hoped that in most cases issues can be resolved at this level and that students will respond positively, co-operating fully with the process and taking advantage of the support available.

7.7 At the end of the review period a meeting should be held to discuss any steps taken by the student to address the concerns; this will be completed by CM or CTL. If the concerns have been addressed satisfactorily, this will be noted. Further meetings may be scheduled to continue to monitor the situation/progress and to help ensure continued support is provided to the student to enable them to study effectively.

7.8 If however,…

- The concerns have not been addressed and or resolved, a further review period may be agreed, or the case will move to the next stage
- If a students is unable or unwilling to co-operate with the above process or to modify their behaviour, the college may proceed to deal with the matter at stage 2 or 3.
- The college can implement the procedure at any stage notwithstanding the failure or inability of the student to co-operate.

8. STAGE 2 – FORMAL PROCESS

8.1 This is for use when there is continued concern about a student who has been supported through stage 1 OR there is a significant INITIAL concern about a student.

8.2 If the action taken under stage 1 is not deemed successful by the college (see para 7.8) or the college considers threat the case is too serious to be dealt with through informal action, stage 2 of the procedure may be utilised.

8.3 A meeting of a stage 2 Support for Study shall be chaired by the appropriate HoD department/ CTL/ Student Service Manager/ Residential Manager/ HoD of Inclusive Services/ HoD of Quality. Prior to the meeting, the chair will speak to course manager/ Curriculum Team leader/ Head of Department in order to establish facts.

8.4 The purpose of the meeting will be supportive but to ensure that:

- The student is made fully aware of the nature of the concerns which have been raised
- The students' views are heard and taken account of,
- The student is fully aware of the possible outcome if difficulties remain
- All appropriate support is being provided

7.5 The student will be given at least 5 working days' notice of the Support for Study meeting and informed of the purpose of the meeting. If the student is under 18, parents should also be invited to join (in person or via teams).

7.6 The student may be accompanied at the meeting by either a parent or other family member or friend, fellow student, student union representative, but NOT by a legal adviser. Students with learning difficulties/disabilities may also be supported by a support worker where required to ensure fair access to the process.

Possible Outcomes

7.7 The stage 2 Support for Study chair can decide on one or more of the following outcomes:

- No further action is required

- To formally monitor the student's progress for a specified period of time. In this case, a written action plan will be agreed with the student, outlining any steps which the student will need to take and or any support/ reasonable adjustments to be provided to the students to help address the concerns raised. Regular review meetings with the student will be arranged with a nominated member of staff (Progress tutor, Course manager, Curriculum team leader) to ensure the action plan is appropriately followed. The student and parents/guardians should be advised that if concerns are not addressed / resolved within the agreed timescales then this will be reviewed and if necessary, move to the next 'stage' of the process.
- To impose a part-time study (where appropriate and available) or that special academic arrangement be put in place. Such recommendations would need to be agreed by the student's department and the student. The student will be informed that unless these arrangements remedy the concerns to the college's satisfaction, their support for study may be considered at stage 3
- Where a student is on work placement, to require the student to suspend the placement, this would need to be discussed with the Employer engagement manager and AP for curriculum.
- With the consent of the student (and parent/guardian if under 18) agree that their studies be suspended for a mutually agreed period of time
- To recommend withdrawing the student from residential accommodation either on a temporary or permanent basis. Where this is the case, the chair will consider how to reasonably support the student to study effectively. Where removal is temporary, a review date will be set and meeting held with Residential Manager (see section 14)
- Refer the case to the relevant member of senior leadership to be considered under stage 3. This will be appropriate in the most serious of cases, where for example evidence of serious risk to either the health and safety of the student or others has been identified and it is thought that suspension or exclusion of the student may(without pre-judgment of the matter) be the appropriate course of action.

7.8 The decision of the Support for Study meeting including the rationale for the outcome will be sent to the student within 5 working days from the date of the meeting and a copy kept on the student's files.

7.9 The meeting notes added to CPOMS and the agreed actions will be documented on Promonitor along with any referrals to support services. A copy of the agreed plan

should be given to the student; a review date should be agreed and included in the action plan/ targets.

9. Stage 3 Support for Study Panel (Formal)

9.1 This is for use either when the most serious level or concern has been reached either via progression through the stages OR there is an emerging or new significant concern about the health and wellbeing of a student (crisis situation)

9.2 This level will only be implemented:

Following a direct referral from stage 2 or if a Head of department/ Student Service Manager/ Residential Manager has recommended that the student should be suspended due to a crisis situation e.g. the student poses such an extreme risk to themselves or others that immediate suspension is appropriate.

OR

If in the opinion of the designated safeguarding lead/ deputy safeguarding leads concerns are raised which are sufficiently serious as to warrant the consideration of the student's suspension or exclusion e.g. if they pose a serious risk to the health & safety of themselves or others or serious disruption to the working of the college.

9.3 As a first step the Head of department/ Student Service Manager/ Residential Manager/ Assistant Principal shall consider whether suspension of the student pending further action is appropriate. If the member of management suspending the student is not the 'relevant' HoD/ AP for that area they should immediately inform the relevant HOD/ AP and if under 18 contact parents, if over 18 where possible gain consent to contact NOK.

9.4 The Assistant Principal for Curriculum or the Assistant Principal for Student Life (for residential students only, where the issues are manifested solely in relation to their residential status) will arrange and chair the stage 3 support for study. The HoD department/ student service manager & or Residential Manager & or HoD of Inclusive Services will brief the AP prior to the meeting with the student and their support.

9.5 An administrator will fix a date for a formal meeting of the stage 3 support for study to hear the case and invite the student to attend to discuss the concerns and relevant issues. The administrator will take notes and upload outcomes to PM following the meeting.

9.6 Due to the nature of disclosures often discovered and the sensitive nature of these meetings all meeting notes will be uploaded to CPOMS.

9.7 The student will be given 5 working days notice of the meeting for the stage 3 support for study. The student will be informed of the purpose of the hearing. The student will also be asked to provide any documentation they with for the chair to consider prior to the meeting.

9.8 The chair will order its proceeding at its discretion and in advance of the meeting, the chair will institute enquiries to assist their deliberations, including seeking feedback from student services/ academic and inclusive services who are working with the

student. The HoD department/ student service manager & or Residential Manager & or HoD of Inclusive services will brief the AP prior to the meeting with the student and their support.

9.9 The student may be accompanied at the meeting by parent/guardian/friend or student union representative, but NOT by a legal adviser. Students with disabilities/learning difficulties may also be accompanied by a support worker where required to ensure fair access to the process.

9.10 The purpose of the meeting will be to consider the support for study concern and the evidence available, and the student's perception of these concerns and to reach an appropriate decision and action plan or another outcome.

9.11 The student shall be notified of the decision made by the chair with reasons and in writing within 5 working days of the stage 3 support for study meeting.

9.12 This may include one or more of the following outcomes:

- To formally monitor the student's progress for a specified period of time. In this case, a written action plan will be agreed with the student, outlining any steps which the student will need to take and or any support/ reasonable adjustments to be provided to the students to help address the concerns raised. Regular review meetings with the student will be arranged with a nominated member of staff (PAD, CM, CTL) to ensure the action plan is appropriately followed. The student and parents/guardians should be advised that if concerns are not addressed / resolved within the agreed timescales then this will be reviewed and the student may be removed from the course.
- To impose a part-time study (where appropriate and available) or that special academic arrangement be put in place. Such recommendations would need to be agreed by the student's department and the student. The student will be informed that unless these arrangement remedy the concerns to the college's satisfaction, their support for study may be considered at stage 3
- Where a student is on work placement, to require the student to suspend the placement, this would need to be discussed with the Employer engagement manager and AP for curriculum.
- To temporarily suspend the student – if this has not already happened (and parent/guardian if under 18) or agree that the student does not attend college for a fixed period of time.
- To recommend withdrawing the student from residential accommodation either on a temporary or permanent basis. Where this is the case, the chair will consider how to reasonably support the student to study effectively. Where removal is temporary, a review date will be set and meeting held with Residential manager. (see section 12)
- To exclude the student

10. RECORDING

10.1 All occurrences of support for study should be recorded by the person leading/ chairing the meeting on PM meetings.

10.2 Under learner meetings, the Meeting category is 'Support for study. The correct stage 1,2 or 3 should then be selected as appropriate. Notes and minutes from the meeting should be uploaded as a password protected document to CPOMS.

10.3 It is NOT college policy to give consent to students or their representative to record the meeting itself on any electronic device.

11. CONFIDENTIALITY

11.1 All college staff are governed by the requirements of GDPR and the Data Protection Act 2018. Under these acts, all data relating to a person's physical or mental health is regarded as sensitive, personal data. The college's policy on Data Protection contains guidance on the use of sensitive information e.g. details about students' mental health or condition and should be consulted by staff. 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 consent, unless they are/have put themselves or others in danger or unless required to do so by law.

11.2 Sensitive data, for the purpose of this policy, is deemed to be information given in confidence concerning, for example a student's ill-health or disability, including mental health issues.

11.3 In all cases where, in the member of staff's judgement, it would be in the students' best interests to disclose sensitive information (so that appropriate support may be provided) the students' 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 the information, and the likely consequences of giving or withholding consent (e.g. additional support strategies such as reasonable adjustments including additional time in exams) Once consent has been obtained and recorded on Promonitor (evidence uploaded), it is the responsibility of the person passing on the information to ensure it is done based on the terms agreed.

11.4 If the student chooses not to provide consent, every effort should be made to respect this, except where legal requirements are required. In the scenario, the implications of non-disclosure in terms of additional support should be made clear. However, there exist rare occasions when a student's consent is withheld, or it is impractical to try and obtain it, when confidentiality may be broken. These include (but not exclusively):

a) When a student's mental health has deteriorated to the extent of threatening their own safety
b) When a student is at risk of serious abuse or exploitation
c) When the student's behaviour is adversely affecting the rights and safety of others
d) Where a member of staff would be liable to civil or criminal procedure if the information was not disclosed (e.g. if a crime has been committed)

11.5 Staff should consult with the college data protection officer if they believe there is a need to break commitment to confidentiality. Initial discussion should not identify the student until the grounds for breaking confidentiality have been established and agreed upon.

12. AN ATTEMPT TO TAKE LIFE

12.1 Where an attempt to take life has happened, the student will have short period of 5 working days away from their studies to enable them to seek external support (crisis teams where necessary) and to allow for time for a support for study meeting to be

arranged and ensure that the college can put support in place for the students return back to their studies. This meeting will take place with either Residential Manager (if student is in accommodation) or Student Service Manager (if a day student)

13. RETURN TO STUDY

13.1 After a period of time of suspension on health grounds, OR where a student has withdrawn as the result of a SFS meeting, the decision as to whether to permit the student to return to study will be made by the chair.

13.2 Students will only be permitted to return if the college is satisfied that the individual is fit to study and able to comply with any conditions imposed on their return. 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 to continue to study such as GP letter and or evidence of appropriate support systems. Evidence submitted must be from recognised health workers such as mental health professionals etc they must have sufficient knowledge of the student and the demands of education in order to make an informed decision regarding their return to studies (as opposed to general wellbeing). The decision to all return to study must also consider compliance with any conditions imposed, regulatory requirements and the availability to support upon return.

13.3 The relevant HoD of department in conjunction with Residential Manger (if student is residential) should draw up a support to study plan. The plan should be agreed with the student before they return to study and regular review meetings should be arranged once a start date has been agreed with the student and HoD, so that the students progress can be monitored and modified should it need to be. The student must provide continued co-operation in this respect and such review meetings may continue for part or all of their remaining time at college.

14. RETURN TO ACCOMMODATION

14.1 In cases where a student has been temporarily removed from accommodation under these Procedures, the Residential Services Manager will consider at the time of the set review date whether the student will be able to return to accommodation and on what basis. This consideration will take into account evidence supplied by the student from recognised medical professionals in relation to the capacity of the student to return effectively to accommodation. Once the decision has been made, this will be communicated to the student within 5 working days of the review date.

14.2 In the event that a student wishes to appeal against the decisions, the procedure in Section 15 should be followed.

15. APPEALS

15.1 A student may appeal against the outcomes of the Support for Study only at Stage 3 (FE) stage 2 or 3 (HE) If a student fails to attend the meeting without good reason and/or has not notified staff of their reason for non-attendance, they forfeit the right to appeal.

15.2 Appeals must be in writing and must include the grounds of the appeal and any new

evidence/information to be brought to the appeal. Appeals against Stage 3 outcomes must be addressed to the Chief Executive's Office. Appeals must be made within 5 working days of the date of the letter advising of the outcome.

HE Students only

15.3 A completion of procedures (CoP) letter will be provided following completion of the appeal stage.

Independent External Review for Higher Education Students

15.4 If a Higher Education student is dissatisfied after completing all stages of the appeal process, they are entitled to ask the Office of the Independent Adjudicator for Higher Education (OIA), an independent ombudsman service, to review their case. For more information please visit: www.oiahe.org.uk. The OIA will only consider cases from students who remain dissatisfied once all internal appeal stages have been exhausted and a Completion of Procedures (CoP) letter has been issued by the College.

Grounds of Appeal

15.5 At the end of a Stage 3 (FE) Stage 2 or 3 (HE) Support for Study meeting the student will be informed that they have the right to appeal.

15.6 Students may only appeal on the following grounds:

a) New evidence can be brought that demonstrates that the student was not responsible for the incident in question. The evidence must not have been considered during the meeting, must be factual rather than opinion (hence character references are inadmissible), must be from a reliable (independent) source and must evidence a material change to the extent to which the burden of proof is met.
b) That there has been a procedural irregularity or that the college has acted outside its policy. In which case it is incumbent on the student to identify the procedural irregularity or policy breached by the College.
c) That any sanctions imposed are too harsh. The student must evidence that the sanctions are disproportional or are impacting on them or their family in an unintended or inappropriate way.

Appeal process

15.7 The Chair of the appeal will be independent of the stage 3 chair and will consider the appeal they will act depending on the grounds. The Chair of the appeal has 3 possible outcomes to the appeal. The Chair of the appeal can call the student to a meeting to discuss the appeal.

15.8 The Chair considering the appeal can find:

- That the appeal was vexatious or otherwise designed to undermine or frustrate the College's SFS procedures. In this case the chair may increase the severity of any sanctions;
- Against the appeal in which case the outcome and any sanction stands;

- To partially uphold the appeal. In which case the chair of the appeal may decrease the severity of the any sanctions;
- To fully uphold the appeal:
  - In that the finding of the original SFS meeting Chair was erroneous. In which case the meeting will be removed from the student's record; OR the College failed to follow policy, in which case the meeting will be removed from the student's record.

15.9 The Chair of the appeal will write to the student and explain the outcome of the appeal against the grounds outlined by the student, within 10 working days of the appeal meeting. ***There is no further right of appeal under this policy.***

16. APPEAL AGAINST REMOVAL FROM STUDIES

Timescale for Appeal

16.1 Notice of appeal must be lodged with the Chief Executive's office within five working days of the date of notification of exclusion and must give the grounds and brief particulars of the appeal. The recommendation will not be considered until the expiry of the period for lodging the appeal.

Hearing Appeals

16.2 A member of the Executive team only can hear an appeal against a Chair's recommendation for permanent exclusion of a student.

Appeal Meetings

16.3 If a notice of appeal is lodged within the time allowed, an appeal meeting Chaired by an authorised individual will be arranged to take place (normally) within fifteen working days of the notice of appeal being lodged. The student will be given at least three working days' notice of the time and place of the appeal meeting and will be entitled to be accompanied by one other person of their own choosing (e.g. parent/ carer) OR by a representative of the Students' Union, but not by a member of the legal profession acting in a professional capacity. Any documents considered at the SFS meeting will be available to the Chair for the purposes of the appeal, together with the notes of the meeting.

16.4 At the appeal meeting, the student will be invited to explain the grounds of the appeal and to state their case. The Chair of the original SFS meeting who made the decision to remove from studies will be asked to respond to the appeal and explain the reasons for their decision. The Chair of the Appeal meeting may ask questions of the student and the member of staff and will then consider whether to allow or dismiss the appeal. Witnesses will not be asked to attend except possibly in relation to any relevant new evidence of 'fact' which has come to light since the original meeting (as opposed to a character witness).

Outcomes of Appeal against removal from studies

16.5 If the appeal is allowed, the Chair of the Appeal meeting may decide that alternative

measures should be taken. The Chair may also decide that no further action should be taken.

16.6 If the appeal is dismissed, or the original recommendation of the SFS meeting Chair will stand. This will be completed within 10 days of the appeal letter been acknowledged and within five working days of the appeal meeting, the decision of the Chair will be confirmed in writing to the student. There is no further right of appeal under this policy.

17. FUTURE ENROLMENT AT THE COLLEGE

17.1 All students who are involved in a Support for Study stage 3 will be referred to the Admissions Panel on re-application to the College, i.e. on application to progress either onto a new programme or to progress onto a subsequent year of the same programme. The Admissions Panel will review information about the student taken from curriculum staff to ensure that no further concerns have been raised about the student. In some cases, the panel may take the difficult decision to not allow the students to return to College. This will be in the rare cases that in spite of support put in place for the student, they have continued to demonstrate the significant concerns. The decision will be communicated to the student within 5 working days of the Panel meeting.

17.2 The Admissions Panel will also consider where appropriate any application to return into accommodation by these students, particularly but not exclusively around the ability to keep them safe and supported whilst in accommodation.

18. MONITORING AND REVIEW

18.1 The Assistant Principal - Student Life will maintain oversight of the effectiveness of these arrangements. This policy and the implementation which underpin it will be reviewed biennially by the Assistant Principal – Student Life.

19. SUPPORTING/ RELATED DOCUMENTS

- Behaviour Intervention Policy & Procedure
- Support for Study Policy
- Fitness to Practice Policy

20. RELEVANT LEGISLATION

20.1 In all aspects of this policy the college will comply with the following legislation:

- Data Protection Act 2018
- General Data Protection Regulations (GDPR)
- Equality Act 2010
- Keeping Child Safe in Education (KCSIE) 2026

21. DOCUMENT HISTORY

Date of Issue: 7th September 2026
Approved on: 26th August 2026
Next review: June 2028
SLT Owner: Assistant Principal – Student Life
Author: Assistant Principal - Student Life
Publication requirements: PUBLIC

APPENDIX A Invitation to Support for Study meeting

Reference
Date

Address

Dear [Student Name],

INVITATION TO A Support For Study : Stage XX

We would like to invite you to a Support For Study meeting to discuss how we can best assist you with your ongoing studies at college. Our aim is to ensure you feel supported and have the resources you need to continue successfully.

During the meeting, we hope to:

- Understand any challenges you may be experiencing.
- Explore ways the college can provide guidance and support.
- Work together to create a positive plan for your continued progress.

The meeting details are as follows:

Date and time: XX
Place: XX
Chair of the meeting: XX

Overall attendance:

Recent attendance:

Please contact [Enter email] to let us know whether you are able to attend at this time.

You are welcome to be accompanied by a representative of the Students' Union, a family member, or a fellow student if you would like support during the meeting. Please note that college policy does not allow meetings to be recorded.

This meeting is an opportunity for you to share your thoughts, ask questions, and let us know any ways we can support you. If any information has been gathered previously regarding your situation, it will be shared and discussed with you during this meeting.

If you have any questions about the process, please don’t hesitate to contact college. A copy of the Support for Continuing Studies policy is enclosed for your reference.

We look forward to meeting with you and working together to ensure you have the support you need.

Yours sincerely,

[Name]
[Job Title]

Appendix B

Support for Study - Meeting Checklist

Name of Student	
Date of Meeting	
Time	
Venue	
Summary of concerns	**SFS Stage X :**

Panel

	Name	**Role**
Chair		
Investigating Officer if required		
Note-taker		
In attendance		

HoD/ CTL Briefing the Chair

Name	**Role**

Before the Hearing

Procedure	**Yes / No**	**Comment**
Student notified in writing about the meeting?	**Yes**	
Guidance sent to student?	**Yes**	
Date of meeting re-arranged for any reason?		
Student confirmed attendance		

At the Hearing

	Yes / No	**Comment**
Did the student attend the meeting?		
Was the student accompanied?		
If yes, name and role of support representative:		

Appendix C

Checklist for the Chair (during the meeting)

Please tick to confirm that each required element of the Hearing was covered:

		Y/N
Introduce all present.		
Outline the reason for the meeting.		
Explain the process to be followed.		
Describe the possible outcomes of the meeting.		
Ask the student to confirm their understanding of the process and possible outcomes.		
Background to concerns/evidence presented.		
Ask the student to respond to the concerns / evidence and/or present their own version of events.		
Give the student the opportunity to ask questions.		
Give the panel the opportunity to ask questions.		
Give the student (and parent/carer if present) the opportunity to provide any further information they feel is relevant, including any mitigations, such as any significant mental health concerns, other external factors affecting mindset / behaviour.		
It will be a rare occasion, but if the student/their representative does suggest that significant factors have resulted in the behaviours, at this point it may be appropriate to adjourn the meeting and ask the student for permission to contact any external parties who are supporting them – CAMHS, psychologist, social workers etc. Advise that the meeting will be reconvened once responses received.	If there are no significant mitigating factors presented, the meeting can be concluded and outcomes/targets agreed	
Where this is a stage 2 meeting, clear and agreed support for study plan must be agreed and SMART targets set on PM.		
Confirm that the outcome if a Stage 3 will be in writing following deliberations of panel.		
Where this is a stage 3 meeting inform that if the student is able to continue this will include a clear and appropriate support for study plan and SMART targets which must be agreed to prior to returning to college.		
Will this go to the Admissions Panel to consider accommodation for the next academic year?		
If this is going before the Admissions Panel has the student/parent/carer been informed?		
Explain that the Admissions Panel could decline: an application to study a new course; an application to progress to subsequent years of an existing course; an application to student residential accommodation.		
In the case of Stage 3 meetings, if removal from studies might be the recommended outcome explain that that is one of the options being considered but it could only be approved by a member of the Executive team.		
Explain the right of appeal at Stage 3 and timelines.		

SUPPORT FOR STUDY PROCEDURE 2026-2028

Meeting Chair's Notes

Outcome

What outcome was agreed? [This should include details of an adjournment if that was considered necessary]

Upheld? Y/N	
If upheld, remind the student how long this will remain on record (Stages 1, 2 and 3 - current year	
Support for Study plan agreed and added to PM meeting, and PM comments for staff to see.	
SMART Targets agreed	• • • • • • •

SUPPORT FOR STUDY PROCEDURE 2026-2028

After the meeting

	Yes / No	**Comment**
Has the meeting been recorded on Promonitor in line with the guidance on sharepoint?*		
If the 'Stage' has been downgraded – has this been reflected on Promonitor?*		
Have outcomes/targets been recorded on Promonitor and made visible in Proportal, SMART targets and clarity on who will review them?*		
In the case of Stage 3 has an outcomes letter been sent to the student/parent/carer confirming outcomes of the meeting and location of targets and support for study plan agreed with student and parent prior to their return		

***this needs to be within 5 working days of the meeting**

Appeal

	Yes / No	**Comment**
Has the student appealed the decision?		
Was the appeal upheld?		
If so on what grounds?		
Has the meeting record on ProMonitor been amended to reflect this?		

Checklist completed by:

Name	Date

Signature of Panel Chair:

Name	Date