



## UKMC Student Support and Wellbeing Policy

(Taught Undergraduate Programmes Only)

### Policy Management and Responsibilities

Date	Author	Summary of Changes	Version	Authorised
25/06/2025	Dr Razia	New institutional policy for undergraduate student wellbeing and support	1	Academic Board September 2025
Policy Owner	The policy is overseen by the Student Experience Committee. Day-to-day implementation and communication responsibilities are delegated to Registrar.			
Additional Responsible Parties	Everyone governed by this framework must engage with and comply with its provisions.			
Assessment	Relevant Details			
Equality Analysis	Completed in June 2025, aligned with UKMC, Equality, Diversity, and Inclusion Policy			
Information Governance	Reviewed for compliance with UKMC data protection and confidentiality practices			
Student-Facing Procedures	Student feedback from Academic Voice forums (May–June 2025) integrated			
Consultation	Relevant Contributions			
Students via Course Reps (CRs)	Engagement via consultations student experience committees and course evaluation meetings by course directors (April 2025)			
Relevant External Stakeholders	Input aligned with CCCU and UoW Student Support policies and OFS guidance			
Authorisation and Version Control				
Authorised by	Student Learning, Teaching & Enhancement Committee (SELTEC). Minor updates may also be authorised by the Registrar on SELTEC’s behalf.			
Authorisation Date	24 June 2025			
Effective From	1 July 2025			
Next Review Date	July 2027			
Document Access and Communication				
Document Location	UKMC   Policies and Legislation			
Dissemination Plan	The policy will be distributed via communication bulletins, academic team briefings, Course Directors, course coordination committee meetings, and relevant regular faculty meetings events.			

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## 1. Purpose

1.1. This policy sets out UKMC's institutional commitment to supporting student wellbeing and mental health. It defines our strategic approach to fostering a supportive, inclusive, and responsive environment that enables all students to engage fully in academic life and personal development.

1.2. Through this policy, UKMC seeks to:

- Promote a deeper understanding of mental health and wellbeing within the student community.
- Encourage early help-seeking behaviours and reduce stigma around mental health.
- Ensure that students have access to timely, confidential, and appropriate support services.
- Maintain a safe, respectful, and equitable learning environment that supports student resilience, growth, and academic success.

## 2. Scope

2.1. This policy applies to all the students enrolled at UK Management College (UKMC). It does not extend to staff members or external service providers and is intended specifically to guide the wellbeing support available to UKMC students throughout their academic journey.

2.2. This policy operates in alignment with the UKMC Inclusive Curriculum Framework (ICF), which governs inclusive academic practice across teaching, learning and assessment. In particular, it supports ICF Principle E (Wellbeing and Flourishing) by embedding wellbeing as a core condition of academic engagement, progression and success, rather than treating wellbeing support as separate from academic delivery.

## 3. Policy Statements

3.1. UK Management College (UKMC) has a responsibility to respond appropriately when concerns are raised about a student's health or wellbeing, particularly where it may impact the student's own safety, academic progress, or the wider university community.

3.2. UKMC is committed to fostering student wellbeing and recognises that positive mental and physical health is essential for academic achievement. This policy aims to provide supportive interventions, not punitive measures such as suspension or exclusion.

3.3. In applying this policy, UKMC staff must adhere to principles of fairness, clarity, timeliness, confidentiality, and a consistent focus on the student's welfare and educational experience.

## 4. Key Principles

4.1. Understanding Mental Health: Mental health refers to an individual's emotional, psychological, and social wellbeing. It affects how a person thinks, feels, interacts with others, manages stress, and makes choices in daily life.

4.1.1. Mental health difficulties may arise from a range of factors, including biological influences, personal experiences, trauma, or family background. These difficulties can be temporary or ongoing, and may affect a student's ability to study, engage socially, or manage everyday responsibilities. Examples include:

**Short-term challenges**, such as stress following a bereavement, illness, or traumatic event.

**Long-term conditions**, such as anxiety disorders, depression, eating disorders, bipolar disorder, schizophrenia, or obsessive-compulsive disorder.

4.1.2. UKMC promotes the use of respectful, inclusive language when discussing mental health. Stigma and judgement can discourage individuals from seeking help. Students experiencing difficulties are encouraged to access support through the appropriate channels.

4.2. Duty of Care: UKMC holds a duty of care towards all enrolled students. This includes:

- Promoting and maintaining a supportive and inclusive environment for student wellbeing.
- Providing a high standard of education that supports the learning needs of all students.
- Taking reasonable steps to ensure student safety and welfare on campus and during university-related activities.

- Offering appropriate support services to students experiencing difficulties.

4.3. Fostering a Supportive and Inclusive Ethos: UKMC actively cultivates an environment in which all members of its community—students, staff, and visitors—feel respected, valued, and psychologically safe. This includes a sustained institutional focus on promoting diversity, equity, inclusion, and belonging (DEIB) across all facets of academic and student life.

4.3.1. The UK Management College affirms that all students, irrespective of background, identity, ability, or personal circumstance, have the right to access education in an environment free from discrimination, stigma, or marginalisation. Inclusive practice is embedded not only in academic delivery but also in UKMC culture, student services, and policy development. The institution recognises that inclusion extends beyond disability or mental health to encompass race and ethnicity, gender identity and expression, sexual orientation, religion or belief, age, neurodiversity, and socioeconomic background.

4.4. Senior leadership plays a pivotal role in driving UKMC’s wellbeing agenda. The Vice Chancellor, senior executives, Dean, and Heads of Department are expected to demonstrate visible, strategic, and sustained commitment to student mental health and wellbeing. Leaders will actively engage with wellbeing initiatives, endorse inclusive practices, and advocate for systemic improvements in student support.

4.5. UKMC will provide ongoing training and professional development opportunities to ensure that all staff—academic, professional services, administrative, and pastoral—are equipped to support the wellbeing of students in their respective roles. This includes but is not limited to:

- Mental health awareness and first aid
- Inclusive and trauma-informed teaching practices
- Effective communication and safe disclosure handling
- Referral pathways to internal and external support services
- Training will be delivered through a blend of mandatory sessions, on-demand resources, and role-specific learning opportunities. The goal is to embed a shared understanding and consistent response across the institution.

4.6. The university recognises students as active partners in shaping the wellbeing landscape, not passive recipients of support. Their lived experience, insights, and feedback are critical to the development of effective, relevant, and responsive policy and practice.

4.6.1. Mechanisms for student engagement will include:

- Structured representation on wellbeing and policy advisory groups
- Regular consultation with the Students' Union
- Focus groups, surveys, and co-design workshops
- Transparent communication on how student input informs decision-making

4.7. Recognising the complexity of student needs, the UK Management College will maintain and strengthen proactive relationships with external agencies and healthcare providers to support continuity of care and specialist intervention.

4.7.1. Partnerships will include, but are not limited to:

- NHS mental health services and local GPs
- Crisis intervention teams and safeguarding professionals
- Community-based mental health charities and peer-led organisations (e.g., Mind, Samaritans, YoungMinds)

4.7.2. These collaborations will facilitate appropriate and timely referrals, joint planning for students with complex or high-risk needs, and integrated care across institutional and clinical boundaries.

4.8. Faculties and academic departments will be encouraged to embed wellbeing principles directly within the curriculum and broader learning experience. This approach supports the development of lifelong wellbeing skills while reinforcing the message that mental health and academic performance are not mutually exclusive.

4.8.1. Curriculum design should incorporate themes of resilience, stress management, and emotional literacy, where pedagogically appropriate.

4.8.2. Assessment practices should consider workload balance, feedback cycles, and deadline clustering to minimise undue stress and promote sustainable academic engagement.

4.8.3. Lecturers and Module leaders should explore opportunities to include reflective learning, peer collaboration, and wellbeing check-ins as part of inclusive pedagogy.

UKMC recognises that student wellbeing is supported not only through individual intervention, but also through inclusive curriculum design, assessment pacing, learning environments and teaching practices that reduce unnecessary pressure and promote psychological safety.

## 5. Fit to Study

5. 1. A student is considered "fit to study" if they are mentally and physically able to:

- Participate in academic and placement activities, with reasonable support or adjustments where needed.
- Engage in a manner that does not cause serious disruption to the university community.
- Maintain their own safety and not pose a risk to others.

5.2. Where concerns arise that a student may be unable to meet these expectations, UKMC may initiate a supportive response, led by the Academic Office in liaison with the Wellbeing. This includes situations where:

- A student's conduct might otherwise trigger disciplinary action but appears to be linked to an underlying health issue.
- A student's wellbeing presents a potential risk to themselves or others.
- A student's engagement with their course is significantly affected by physical or mental health concerns.

5.3. If, after all reasonable support and adjustments have been considered and implemented, a student is deemed unable to meet the requirements of being fit to study, UKMC reserves the right to suspend or terminate the student's enrolment. This decision will be made following a thorough, fair, and supportive process, prioritising the student's wellbeing and in accordance with UKMCs' Fit to Study procedures.

5.4. To ensure a fair, transparent, and student-centred approach to wellbeing and academic participation, the institution should strengthen its guidance on fitness to study by adopting a clear, structured process. While existing definitions are helpful, they should be supported by a staged framework for assessing and responding to cases where a student's health, behaviour, or personal circumstances may impact their ability to fully engage with their studies or community life.

5.5. Fitness to study refers to a student's capacity to manage the demands of academic work and student life without posing a risk to themselves, others, or the academic environment. Concerns may arise due to mental or physical health challenges, behavioural issues, or significant personal difficulties.

5.6. Implementing a structured, three-stage process would promote consistency and fairness in handling concerns:

#### Stage 1: Initial Concern and Early Support

Concerns are raised by staff who have observed signs of disengagement, distress, or health-related difficulties. A supportive, informal conversation is held with the student, and they may be referred to internal or external support services. Reasonable academic adjustments may also be considered to help the student remain engaged.

#### Stage 2: Formal Review and Risk Assessment

If issues persist or if there is evidence of escalating risk, a formal review meeting is arranged with relevant staff (e.g., academic advisors, wellbeing teams, student services). The student is encouraged to participate and provide any relevant medical or personal information. This stage results in a structured action plan, which may include temporary interruption of studies, further assessments, or increased support.



### Stage 3: Decision-Making and Return to Study Planning

Where ongoing study is not currently appropriate, a formal decision may be made regarding temporary suspension or specific conditions for a student's return. A clear return-to-study process—based on evidence of improved wellbeing, engagement with support, and a reintegration plan—should be established to ensure the student is ready to resume studies successfully.

5.7. Students should receive clear written communication at each stage, including reasons for decisions, available support, and their rights to representation or appeal. Decisions must be proportionate, evidence-based, and made in consultation with appropriate professionals. Documentation should be maintained in line with data protection requirements.

### 6. Relevant Legislation

6.1. Mental Health Act (2007) outlines the rights of individuals experiencing severe mental health challenges, including provisions for treatment under certain conditions if a person poses a significant risk to themselves or others.

6.2. Equality Act (2010) protects individuals with long-term physical or mental health conditions from discrimination. UKMC has a duty to provide reasonable adjustments to ensure equal access to education.

6.3. Data Protection Act (2018) governs the processing of personal data and ensures that individuals' information is handled lawfully, fairly, and transparently. Under this legislation, UKMC has a responsibility to protect the confidentiality and privacy of students' personal and sensitive data, including information related to mental health. Any sharing of such data must be necessary, proportionate, and with a lawful basis—typically with the individual's consent, unless there is a significant risk to the individual or others that justifies disclosure under safeguarding obligations.

## 7. Roles and Responsibilities

7.1. Academic Staff: Identify and respond appropriately to signs of distress or disengagement in students and encourage students to access support from the Wellbeing Team or external healthcare providers.

7.2. Admission Team: Invite applicants to disclose any disabilities or mental health conditions early in the process and liaise with the Wellbeing Team to establish support plans before the student begins their course.

7.3. Wellbeing Team: Provide confidential mental health and wellbeing support to students, collaborate with academic staff and external providers to develop and implement support plans. Wellbeing team is also responsible for leading the coordination of the Fit to Study process, including convening meetings and documenting outcomes.

## 8. Level of Concerns

8.1. The UK Management College is committed to supporting students whose health, wellbeing, or behaviour is impacting their ability to progress and participate in campus life. The Support to Study Procedure provides a structured, staged approach to identifying concerns and implementing appropriate interventions. The process is underpinned by the principles of early intervention, collaboration, and reasonable support.

8.1.1. Stage One: Preliminary Support and Early Intervention: This initial stage is activated when concerns are raised about a student's engagement, wellbeing, or academic progression, but where the concerns are not deemed severe or urgent. It is designed to promote early resolution and collaborative problem-solving.

The Concern Evaluation Unit (CEU) with Wellbeing Officers and Student Success Tutors is convened to review the situation and engage with the student in a supportive dialogue.

An informal meeting may be held with the student to identify the challenges they are facing and to agree on a tailored support plan.

An Action Plan may be developed, setting out realistic, time-bound steps the student can take to re-engage with their studies and address the underlying issues.

Monitoring of progress is typically carried out over a period of 2–4 weeks, with adjustments to support as needed.

The emphasis at this stage is on pastoral care, proactive engagement, and the use of university support services.

**8.1.2. Stage Two: Formal Review and Enhanced Support Measures:** Stage Two is initiated when there is evidence that concerns persist beyond Stage One, or when issues are of a more serious or complex nature requiring coordinated input.

A Formal Review Panel is convened, led by the Wellbeing Officers and attended by relevant academic and support staff, alongside the student.

The purpose of the panel is to evaluate the ongoing concerns, consider any previous interventions, and develop a comprehensive Formal Action Plan.

The panel may request updated medical or specialist evidence to inform the recommendations.

Outcomes may include further support, temporary withdrawal, or conditions placed on continued study.

Students have the right to respond to the panel's findings and, where appropriate, may appeal the outcome on specified procedural or evidential grounds.

**8.1.3. Stage Three: Exceptional Review and Critical Intervention:** This stage is reserved for exceptional or critical circumstances where there is a significant and immediate risk to the student or others, or where previous interventions have not been effective.

A Support to Study Panel is convened with trained, impartial members and chaired at a senior level.

The panel undertakes a detailed review of the case and all available evidence, including any failure to engage or comply with previous Action Plans.

Outcomes at this stage may include suspension, temporary or permanent withdrawal, or referral to external agencies where necessary.

The student is entitled to be accompanied at the panel and to present any relevant evidence or mitigation.

Stage Three may be entered directly if the urgency or severity of the situation warrants immediate attention.

## 9. Student Wellbeing and Academic Support

9.1. UKMC is committed to supporting the overall wellbeing of students through confidential services addressing mental health, disability, and personal challenges. The Student Wellbeing Team provides:

Emotional and psychological support including referrals to external health services, counselling and wellbeing workshops.

Ongoing wellbeing check-ins and proactive initiatives fostering resilience and inclusivity.

Coordination with academic departments to ensure students receive appropriate support and adjustments.

9.2. Students are strongly encouraged to proactively engage with the Wellbeing Team at the earliest opportunity to access available support services. The Wellbeing Team is accessible via email at [student.wellbeing@ukmc.ac.uk](mailto:student.wellbeing@ukmc.ac.uk) or by visiting the Wellbeing Office at any of the UKMC campuses.

9.3. To address the diverse needs of students, UKMC offers structured support through:

Exceptional Circumstances (EC): For short-term personal challenges impacting academic requirements.

Temporary Learning Agreements (TLA): For medium-term difficulties unrelated to disability, enabling tailored academic adjustments in collaboration with academic staff.

Learning Support Plans (LSP): For students with long-term health conditions or disabilities, providing reasonable adjustments aligned with legal requirements.

These mechanisms are designed to support student success while maintaining academic integrity. For detailed guidance on eligibility, application, and management of these supports, please refer to the UKMC Student Support to Study Policy and Procedure.

## 10. Monitoring and Review

10.1. To enhance early identification and management of student-related concerns, the institution will establish a Concern Evaluation Unit (CEU) — a structured, cross-functional body responsible for the systematic review of emerging academic, behavioural, and wellbeing issues.

10.2. The CEU will convene on a Bi-weekly basis to ensure timely, coordinated, and student-centred responses. The unit will include representatives from academic departments, student support services, wellbeing, and safeguarding teams, operating under a clearly defined remit.

10.3. Core functions of the Concern Evaluation Unit include:

Monitoring and Identification: Reviewing relevant indicators and referrals to detect patterns of concern that may impact a student's ability to progress or participate.

Case Management: Assigning lead personnel to each case and initiating appropriate early-stage interventions or support frameworks.

Referral and Escalation: Assessing whether concerns warrant progression to formal stages of the institution's Support to Study procedures.

Accountability and Documentation: Maintaining a confidential central register of reviewed cases, decisions made, and follow-up actions, with regular reporting to senior governance bodies.

10.4. Each case reviewed by the CEU will have a clearly defined timeline for follow-up, typically within a 2–4 week period, with outcomes tracked for effectiveness and compliance.

10.5. The Concern Evaluation Unit ensures that student issues are addressed in a timely, fair, and supportive manner, fostering a proactive culture of care, academic integrity, and institutional responsibility.

## 11. Data Protection, Confidentiality, and Information Sharing

11.1. The handling of sensitive health data must comply fully with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). All members of staff, students, and relevant stakeholders are required to understand and apply these legal frameworks to ensure the appropriate management of personal and special category data, particularly in contexts involving health, wellbeing, or safeguarding concerns.

11.2. Confidentiality is a fundamental principle that protects individuals' rights to privacy. However, this principle must be balanced with the necessity to share information in specific, justified circumstances, such as where there is a risk of harm to the individual or others, a legal obligation, or a safeguarding concern.

11.3. To support this balance, the University will provide explicit guidance on:

When confidentiality must be upheld: All sensitive information disclosed in confidence must be treated respectfully and securely. This includes student health records, mental health disclosures, disability support needs, or wellbeing concerns.

When information may or must be shared: In circumstances where there is a significant risk of harm, criminal activity, or safeguarding concerns, disclosure to appropriate third parties (e.g., health professionals, safeguarding officers, law enforcement) may be necessary. Such disclosures must be limited to the minimum necessary and well documented.

How to share information appropriately: Staff must follow defined procedures for information sharing, including gaining consent where appropriate, ensuring disclosures are proportionate and necessary, and recording all actions taken. Where consent is not possible or is overridden for safeguarding reasons, this must be justified and documented.

Maintaining trust while ensuring compliance: Individuals should be made aware, through privacy notices and relevant communications, of the limits of confidentiality from the outset of

any disclosure. Transparency about information use helps build trust and prevents misunderstandings.

11.4. The UK Management College provides a practical example of how to navigate this balance between confidentiality and necessary disclosure. The policy outlines best practice in managing sensitive data while ensuring legal compliance and maintaining public trust. Staff are encouraged to consult this resource when seeking further clarification or examples.

## 12. Guidance and Provisions

Students are strongly advised to consult these policies directly when their queries relate to partner-specific provisions. The table ensures that students and staff can refer to these documents easily, supporting informed decision-making and regulatory compliance. A dedicated table will be provided with live links to ensure easy access to partner-specific support to study policies:

University	Link to Interruption Policy
Canterbury Christ Church University (CCCU)	
University of Wolverhampton (UoW)	<a href="#">University of Wolverhampton's Support to Study Policy</a>

UKMC encourages students to carefully review these documents and seek further clarification from the partner university's policy support teams when necessary.

## 13. UKMC Points of Contact and Support

For guidance or support relating to the support to study, students should contact the appropriate member of staff as indicated below:

Role	Department	Email
Wellbeing Officers	Wellbeing Department	Student.wellbeing@ukmc.ac.uk

Students are encouraged to maintain regular contact with the Wellbeing Officers during the

process.

#### 14. Related UKMC Policies

This section provides a cross-reference to other institutional policies that may interact with or support the implementation of the Support to Study and Wellbeing Policy. These policies ensure that interruption processes are aligned with academic regulations, safeguarding, and equality duties. Staff and students are advised to consult these documents when submitting or processing interruption requests, especially where implications extend beyond a temporary break from studies.

The list of support and wellbeing policies, and other student facing policies can be found at [UKMC | Policies and Legislation](#).

#### 15. External Reference Points

In this section, include relevant legal, regulatory, or sector standards the policy aligns with.

UK Public General Acts, Equality Act 2010, Accessed online at:

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

UK Public General Acts, Disability Discrimination Act 1995, Accessed online at:

<https://www.legislation.gov.uk/ukpga/1995/50/contents>

UK Public General Acts, Data Protection Act 2018, Accessed online at:

<https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

UK Public General Acts, Mental Health Act 2007, Accessed online at:

<https://www.legislation.gov.uk/ukpga/2007/12/contents>