



## UKMC Support to Study Policy and Procedure

### Policy Management and Responsibilities

Date	Author	Summary of Changes	Version	Authorised
25/06/2025	Dr Razia	New institutional policy and procedure for undergraduate student support	1	Academic Board
Policy Owner	The policy is owned by the head of wellbeing. It is overseen by the Student Experience Committee and EDI committee. Day-to-day implementation and communication responsibilities are delegated to Registrar, wellbeing teams and academic services office.			
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 (August 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. Policy Statement

1.1. UKMC acknowledges that students may encounter medium or long-term wellbeing challenges beyond their control. These difficulties may affect their ability to participate fully in learning and assessment activities and may not be adequately addressed by the Exceptional Circumstances procedure.

1.2. The Temporary Learning Agreement (TLA) and Learning Support Plan (LSP) provides a structured approach for supporting students during such periods. It outlines how tailored adjustments can be made to help students manage their academic responsibilities alongside personal difficulties, with the aim of enabling successful progression and completion of their studies within the affected academic year.

## 2. Policy Purpose

2.1. Support to Study at UKMC and is delivered by the Student Wellbeing Team. It offers tailored learning adjustments for students whose wellbeing difficulties are affecting their ability to study. A TLA / LSP is a formal agreement between the student and UKMC that may include coursework extensions, or postponed assessment where appropriate, with the aim of helping students complete their studies within the current academic year.

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, this policy supports ICF Principle B (Equity and Access) by ensuring reasonable and proportionate academic adjustments, and ICF Principle E (Wellbeing and Flourishing) by embedding wellbeing support within academic decision-making rather than treating it as separate provision.

## 3. Key Definitions

3.1. In the context of this procedure, the UKMC defines three main time periods:

- **Short-term** is something which affects a student for no more than 14 calendar days.

- **Medium-term** is something which affects a student for more than 14 calendar days and up to the duration of a Semester or Trimester.
- **Long-term** is something which affects a student for more than a single Semester or Trimester and (potentially) up to a maximum of the end of a student's current academic year.

3.1.1. Temporary Learning Agreement (TLA) is a formal academic support plan designed to assist students who experience unexpected, non-disability related, medium- or long-term personal circumstances that adversely affect their ability to meet academic requirements.

3.1.2. Learning Support Plan (LSP) is a formal support plan developed for students who have a disclosed and evidenced disability, long-term medical condition, or specific learning difficulty. It records agreed reasonable adjustments to ensure inclusive and fair access to teaching, learning, and assessment.

#### 4. Eligibility Criteria for a Support to Study

4.1. The Support to Study process provides tailored academic adjustments for students experiencing health or wellbeing difficulties that significantly impact their ability to engage with learning, teaching, or assessment. This support may take the form of a Temporary Learning Agreement (TLA) or a Learning Support Plan (LSP), depending on the nature and duration of the issue.

4.2. A TLA is a formal, time-limited agreement developed between the student and UKMC, outlining specific learning and assessment adjustments due to short- or medium-term personal difficulties. A student is eligible for a TLA if they meet all the following:

- **Active study status:** The student must be currently enrolled and actively engaging with their course.
- **Engagement in development process:** The student must be able to participate in the TLA discussion and agreement. Passive or indirect involvement is not permitted. If a student cannot engage, other options such as Interruption should be discussed.

- **Timeliness of request:** The issue must be raised early enough in the academic year for the TLA to be of practical benefit. Requests made late in the academic year may not be approved, although a new TLA may be considered at the start of the following year if the issue persists.
- **Nature of the issue:**
  - The circumstances are medium- or long-term in duration (but not permanent).
  - They are exceptional, unforeseen, and beyond the student's control.
  - They significantly affect the student's ability to engage with academic activities or complete assessments as scheduled.
- **Standard of Supporting Evidence:** Supporting evidence must be provided and must meet the standards outlined in section 4.4.
- **Exclusion:** TLAs will not be agreed if the student's needs can be more appropriately supported through another route (e.g., LSP or Interruption).
- **Faculty Panel referral:** In cases where criteria are not fully met but the Course Director and PAT believe a TLA is still appropriate, the case may be referred to the Faculty Panel for a decision.

4.3. An LSP is intended for students with permanent or long-term conditions, including physical or mental health issues, that require ongoing academic adjustments.

A student may be eligible for an LSP if:

- They experience a long-term or permanent condition that significantly impacts their learning or assessments.
- The condition is confirmed through appropriate supporting documentation (see 4.4).
- They are willing to engage with the Student Wellbeing Team through the Support to Study Procedures.
- The condition is not adequately supported through a TLA or short-term arrangements.

LSP offer structured support over an extended period and are reviewed periodically in consultation with the wellbeing team.

4.4. Whether applying for a TLA or LSP, students are required to submit appropriate and sufficient written evidence in support of their request. Evidence must meet the following requirements:

- Form:
  - Must be a formal written document (not verbal statements, videos, or audio files).
  - Clearly identify the student and, if relating to another person (e.g., caring responsibilities), must explain the connection.
  - Be dated and relevant to the student's current academic year.
  - Demonstrate that the issue is medium- or long-term and has an academic impact.
- Source:
  - Must come from a recognised professional or organisation, such as:
    - A GP or mental health professional
    - An employer (where relevant)
    - Registered charities, external support services (e.g. Citizens' Advice)
    - Faith or community leaders
- Not accepted as sole evidence:
  - Statements from parents, friends, or partners
  - Social media posts, appointment slips without context, undated letters, or outdated documentation
  - Verbal or anecdotal reports

- Screenshots of texts, prescription photos, or any material lacking professional verification

4.5. Students may request that existing evidence already held within UKMC be included in their case but must specify what evidence and from which department or individual.

## 5. Length of Time in TLA and LSP

### 5.1 Duration of TLA

- A TLA is a temporary academic adjustment plan. It is usually put in place for one semester or trimester.
- The TLA must have a clearly defined start and end date, agreed during the planning stage.
- A TLA cannot extend beyond the student's current academic year.
- If circumstances continue beyond the academic year, a new TLA must be agreed at the start of the next year after further assessment.
- If the student's needs evolve into a long-term condition, the TLA may be closed and replaced with an LSP or the student may be advised to apply for an Interruption of Studies.
- If evidence is incomplete, a timeframe will be provided for the student to submit missing documentation. If the evidence is insufficient, the request for a TLA may be declined, and alternative support options will be offered.

### 5.2 Duration of LSP

- An LSP may remain in place for an extended period, including across multiple academic years.
- LSPs are intended for ongoing or permanent needs and are reviewed periodically by the wellbeing team.
- Adjustments outlined in the LSP may be updated following changes in the student's condition or academic progress.

## 6. Procedures

### 6.1. Student wellbeing request:

6.1.1. Students may apply directly by contacting the UKMC Wellbeing Department. Alternatively, a Student Success Tutor (SST) may recommend a TLA/LSP on the student's behalf by referring them to the UKMC Wellbeing Team.

6.1.2. Once a student has disclosed a disability, long-term health condition, mental health difficulty, or any personal circumstances that may impact their ability to engage with their academic studies, they will be invited to contact with a student wellbeing officer. This communication provides an opportunity to explore the student's situation in a supportive and confidential environment, ensuring their voice is heard and their needs are clearly understood.

6.1.3. A Wellbeing Support Plan (TLA/LSP) begins with a discussion to determine whether it is the right support option for the student's needs. An initial discussion with the Student Wellbeing Officer should take place in person or virtually (Call, text or email). Email-only discussions are not recommended.

6.1.4. If a student cannot be contacted or fails to provide valid evidence within 14 calendar days of the initial request or referral, the Student Wellbeing Officer will close the case or wellbeing request. The student retains the right to submit a new request at any time should support be required in the future.

### 6.2. Student Eligibility

6.2.1. All TLA/LSP requests will be reviewed by the Course Directors following the procedures. Course Directors are not obliged to approve a TLA/LSP unless the student meets eligibility criteria, the adjustment is suitable for their situation, and the timing allows it to be beneficial.

6.2.2. Students are not required to accept a TLA/LSP and may decline at any time. Their decision will be recorded in accordance with policies and procedures.

### 6.3. Draft a TLA/LSP form

6.3.1. Following this discussion, the Student Wellbeing Officer will take responsibility for drafting a Temporary Learning Adjustment (TLA) or Learning Support Plan (LSP) form. This



document serves as a written summary of the student's support requirements and sets out any recommended reasonable adjustments to assist with their academic participation. This procedure does not create, amend, or override academic regulations. All academic adjustments proposed through a TLA or LSP are subject to Course Director approval and must align with programme requirements and assessment regulations.

6.3.2. The adjustments recorded in the form may include, but are not limited to:

- Flexible deadlines or extensions for coursework submissions
- Permission to record lectures or access alternative formats of teaching materials
- Scheduled rest breaks during examinations or assessments
- Modified attendance expectations where appropriate
- Access to additional learning or mental health support services

6.3.3. The form should be drafted clearly and accurately based on the situation and evidence provided, reflecting both the student's needs and the professional judgement of the Wellbeing Team.

6.3.4. The draft will then be shared with the Course Director for review and agreement. No adjustments will be considered approved until the Course Director has formally agreed to the proposed plan.

6.3.5. The TLA/LSP form is a confidential document and should be handled in accordance with the institution's data protection and privacy policies. The student should be given a copy of the draft and be invited to confirm that the information recorded reflects their understanding of the conversation and the support discussed.

6.3.6. This step is crucial to ensuring that appropriate academic support is identified and formalised in a timely manner, allowing students to continue their studies with greater confidence and equal opportunity.

6.3.7 When drafting the LSP, PEEPs should be developed alongside the LSP where needed. This ensures operational staff know to action it as part of the student support.

6.4. Approval of a TLA/LSP

6.4.1. Once the draft Temporary Learning Adjustment (TLA) form or Learning Support Plan (LSP) form and supporting evidence have been completed, the documents must be submitted to the Course Director (or equivalent) for review and approval.

6.4.2. The Course Director will consider the following when deciding whether to approve the TLA/LSP:

- Whether the evidence provided meets the eligibility criteria.
- Whether the draft process has been followed correctly and completely.
- Whether the proposed adjustments are appropriate, clearly defined, and aligned with course requirements or relevant professional standards.
- Whether any proposed extensions or deferrals are compatible with the academic calendar and examination board deadlines.

6.4.3. After reviewing the draft, the Course Director may:

- Approve the TLA / LSP in full.
- Request amendments before approval.
- Decline the TLA/LSP, providing clear reasons.

6.4.4. The decision will be communicated to the wellbeing officers, who will in turn inform the student. If adjustments are requested, the wellbeing officer will update the draft after further discussion with the student and resubmit it for final approval.

6.4.5. If the TLA/LSP is approved, the wellbeing officer will ask the student to confirm their acceptance of the TLA/LSP and agree to the responsibilities outlined in it. The student should provide confirmation within 6 calendar days.

6.4.6. If the student does not respond within the required timeframe, the TLA/LSP will not be implemented. In such cases, the SST and wellbeing officer will notify the student that the original assessment arrangements will apply. If the student later responds, the SST will refer the case to the Course Director to decide whether it is still feasible to implement the TLA/LSP. If deadlines have passed, the Course Director may modify the TLA/LSP or, if necessary, decline implementation with reasons and suggest alternative support options.

## 6.5. Implementing an agreed TLA/LSP

6.5.1. Once the TLA/LSP has been formally approved by the Course Director and the student has confirmed their acceptance, the wellbeing officer will be responsible for coordinating its implementation. This includes:

- Sending the confirmed TLA/LSP to the academic office to ensure it is recorded and actioned appropriately.
- Where relevant, sharing the TLA/LSP with the academic lead of any secondary subject the student is enrolled in.

6.5.2. The academic office will then be responsible sharing the TLS/LSP, which includes:

- Informing the SSTs of the student.
- Notifying all Module Leaders and lecturers involved about any changes to deadlines, assessments, or other academic arrangements outlined in the TLA/LSP.
- For students holding a Student Route visa, alerting the Compliance Team to ensure any academic changes remain in line with immigration requirements.
- Keeping an official copy of the TLA/LSP within the student's academic record.
- Arranging and confirming all necessary adjustments to academic and assessment processes as described in the TLA/LSP.

## 6.6. Managing and monitoring an agreed TLA/LSP

6.6.1. The wellbeing officer and the SST is responsible for overseeing and monitoring a student's engagement with their agreed TLA/LSP. Regular review meetings of the student with the SST and the wellbeing officer ensure the TLA/LSP remains appropriate and effective.

6.6.2. The SST must schedule regular review discussions to:

- Confirm the TLA/LSP still meets the student's needs or discuss alternatives such as interruption or closure.
- Monitor progress against agreed assessment deadlines or dates.
- Check if the student has used recommended academic or wellbeing support.

- Ensure the student is meeting all TLA/LSP responsibilities.
- The initial review date is set when the TLA/LSP is agreed. Further reviews are arranged either currently or during the first review.
- Minimum review points include:
  - Before the end of each academic term to assess progress and confirm if the TLA/LSP remains necessary.
  - Before the TLA/LSP end date to arrange closure or discuss possible extension with the Course Director.

## 6.7. Extension of TLA/LSP

6.7.1. Any extension requires Course Director approval and should only occur in exceptional cases.

6.7.2. If approved, the SST updates records and informs relevant parties.

6.7.3. If declined, the student is notified and may request a formal review.

## 6.7.4. Additional or Early Reviews

- The SST may call extra reviews if there are concerns about engagement, wellbeing, or missed deadlines.
- Students may request additional or earlier reviews if their circumstances change or if they foresee difficulties meeting deadlines.

## 6.7.5. Rescheduling review:

- Students should request rescheduling in advance, providing reasons and proposed new dates.
- The SST will approve if reasonable or agree an alternative date.

## 6.7.6. Missed Reviews

- If a student misses a review without notice, the SST will:
  - Remind the student that attendance is mandatory.

- Arrange a new date within seven days.
- Warn that failure to attend again may lead to early termination of the TLA/LSP.
- If the student misses the rescheduled review, the SST informs the Course Director, who will decide on next steps, including possible closure of the TLA/LSP or further university procedures.

#### 6.7.7. Non-compliance

- If a student is not meeting TLA/LSP requirements, the SST will arrange a review to understand the issues.
- Following discussion, the SST and student will decide whether the TLA/LSP should continue or be replaced by alternative support (e.g., interruption).
- If non-compliance persists despite support, the SST will follow procedures for ending the TLA/LSP (Section 10).
- Failure to engage in required reviews will also lead to consideration of TLA/LSP termination.

#### 6.8. Ending an agreed TLA/LSP

6.8.1. When the agreed TLA/LSP end date is reached and support is no longer needed, the Student Wellbeing Officer will confirm its conclusion and notify the Course Director(s), Course Administrative team, and relevant Module Leads.

6.8.2. If a student informs the Student Wellbeing Officer before the end date that the TLA/LSP is no longer required (for example, due to resolved circumstances or an interruption), the Student Wellbeing Officer will agree on an end date with the student, note any assessment implications, update records, and inform relevant staff.

6.8.3. If a student fails to meet TLA/LSP responsibilities and does not engage with the Student Wellbeing Officer to address this, the Officer will notify the Course Director. The Course Director will then decide whether to initiate other University procedures (such as Raising a Concern or Attendance processes) or refer the case to the Faculty Panel to consider terminating the TLA/LSP.

## 7. Student Responsibilities

- 7.1. Review and understand all information about the TLA/LSP process provided by the Course Team and University, seeking clarification when necessary.
- 7.2. Inform their SST or Student Wellbeing Officer promptly if they require support or extensions.
- 7.3. Take part in initial and follow-up discussions regarding their TLA/LSP, providing any necessary evidence to support their request.
- 7.4. Confirm their acceptance of any agreed TLA/LSP within the required timeframe.
- 7.5. Follow the conditions of the agreed TLA/LSP, including meeting extended deadlines or rescheduled assessments, and notify their Student Success Tutor if further changes are needed.
- 7.6. Attend review meetings when requested.
- 7.7. Advise their Student Success Tutor early if they need additional support or changes to their TLA/LSP.
- 7.8. Be aware of the possible consequences of requesting extensions or deferrals, including impacts on future deadlines, result release times, and, for visa holders, potential effects on visa status or Graduate Route eligibility.
- 7.9. Students are expected to act honestly and responsibly in using the TLA/LSP process. Any misuse may result in disciplinary action according to the University's Student Conduct Procedure.

## 8. Staff Responsibilities

### 8.1 Role Clarification

Academic staff (lecturers and module leaders) are responsible for noticing, documenting, and reporting academic or engagement-related concerns, including emerging patterns that may indicate barriers to learning. Academic staff are not expected to assess need or determine adjustments.

Student Success Tutors (SSTs) coordinate academic monitoring, follow-up, and data triangulation, acting as a bridge between academic teams and the Wellbeing Team.

The Wellbeing Team retains responsibility for assessing support needs, determining eligibility, drafting Temporary Learning Agreements (TLAs) and Learning Support Plans (LSPs), and holding confidential and sensitive information in line with data protection requirements.

8.2 Wellbeing Team must apply the TLA/LSP procedure fairly, consistently, and promptly, considering each request impartially.

8.3 Approved TLA/LSP cases should be referred to the Faculty Panel promptly. Students must be informed if requests are declined, with reasons and review options provided.

8.4 Compliance Teams must be informed of TLA/LSP affecting Student Route visa holders' attendance or engagement.

8.5 Wellbeing Team must keep staff informed and securely maintain TLA/LSP records, reporting deferrals to Boards of Examiners.

8.6 Suspected misconduct related to TLA/LSP will be addressed under the Student Conduct Procedure.

8.7 Wellbeing Team provides data to Registry Services as required.

8.8 Panels meet regularly to review arbitration requests and communicate decisions promptly to Course Directors.

## 9. Quality Assurance

UKMC recognises that inclusive curriculum design, assessment pacing, and learning structures play a preventative role in supporting student wellbeing, reducing the need for reactive interventions.

9.1. The faculty will annually review anonymised data on TLA/LSP use to identify good practices and areas for improvement.

9.2. UKMC will also conduct an annual review of TLA/LSP arrangements, including those at Partner Institutions.

9.3. Any sensitive personal information disclosed during TLA/LSP processes will be handled confidentially and stored according to the Student Privacy Notice.

9.4. TLA/LSP will not appear on a student's final transcript.

## 10. 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.

## 11. 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.

## 12. 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 Policy and Procedure. 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](#).

## 13. 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>