

Corpus Christi College Support to Study Procedures

1. Introduction

- 1.1 The College's Support to Study Procedures set out the steps that will be taken by the College when there is concern that a student's behaviour or health is adversely impacting upon their welfare or academic progress, or that of other students within the Collegiate University community, or has the potential to do so. It applies to all matriculated students (undergraduate and postgraduate).
- 1.2 All students should be encouraged to engage fully with their studies. Decisions made concerning a student's welfare and/or capacity to engage with their studies will be made through a collective and supportive process. Students should be informed about how to access relevant academic skills support, pastoral support and, for students with disabilities, how to ask for reasonable adjustments that will be offered and put in place unless declined by the student.
- 1.3 Where concerns regarding the student's health or behaviour remain after the actions in 1.2 have been taken, the Support to Study Procedures should be initiated.
- 1.4 There are two separate College procedures in this process:
 - a) Support to Study Procedure (**STS**): Informal College action (regular discussion with the student and encouragement to seek support)
 - b) Enhanced Support to Study Procedure (**ESTS**): Formal College action, including structured meetings with action plans and associated deadlines
- 1.5 Most cases can be considered via the STS Procedure in the first instance. If the student's Director of Studies, Tutor and/or Supervisors believe that the student is not responding to the STS Procedure, and/or the situation that prompted the initiation of that procedure has not improved after a reasonable time period, the Senior Tutor may choose to initiate the ESTS Procedure. For more complex or serious cases the ESTS Procedure may be initiated without first following the STS Procedure. Cases causing very serious concern may be referred by the Senior Tutor directly to the [University's Procedure to Support and Assess Capability to Study](#).
- 1.6 The STS and ESTS Procedures are managed by the College regardless of whether the concerns are raised by members of the College, another college, or the student's Faculty or Department.
- 1.7 The College's STS and ESTS Procedures are separate from disciplinary and academic progress procedures; and from the University's Fitness to Practise procedures. Academic performance issues will be addressed by the usual academic assessment

and monitoring procedures. Disciplinary matters will be dealt with under the usual disciplinary procedures unless they clearly result from issues which would be more appropriately addressed by the STS or ESTS.

2. What are the benefits of having the STS and ESTS Procedures?

- 2.2 All students should be able to study in a safe and comfortable environment. The reality of College and University life means that students not only work, but also live, in close proximity to each other. 'Support to study' as used in this document relates to the entire student experience and not just a student's ability to engage with their studies. The STS and ESTS Procedures are intended to help students to live and work in harmony with others, to learn effectively, enjoy their student experience and complete their course successfully.
- 2.3 These Procedures set out for all parties how concerns about a student's welfare, health and/or capacity to engage with their studies will be addressed, and in the course of being applied will provide the individual student with a clear understanding of their full responsibilities and what is expected of them in terms of their commitment to study and life within the Collegiate University community.
- 2.4 If and when a problem arises, steps taken will be limited to those necessary to protect the best interests of the student, and other members of the Collegiate University, while ensuring a consistent and sensitive approach to managing what can be difficult situations. Tutorial, academic, or support staff can initiate the Procedures when they have concerns about a student's current ability to engage with their studies; this will allow issues to be identified and addressed in a structured manner as early as possible.

3. Circumstances under which the STS and ESTS Procedures may be implemented

A wide range of circumstances may lead to the implementation of the STS or ESTS Procedure. These include (but are not restricted to) the following:

- a) The student has an individual learning plan in place but is struggling to manage their studies or other elements of their course;
- b) The student is not attending supervisions, submitting work and/or repeatedly not responding to emails;
- c) The student has complex personal circumstances (for example, health, family or financial issues);
- d) The student regularly submits applications for examination allowances as a result of ongoing health concerns;
- e) The student's health, wellbeing or behaviour is causing concern to others, although there may be no negative impact on their academic work and progression;
- f) The student's behaviour is impacting upon the health and safety of others, or results in unreasonable demands being placed on staff or other students.

- g) [For postgraduates:] a supervisor reports a concern via the Postgraduate Feedback and Reporting System (PFRS)

4. Raising a concern

- 4.1 The Senior Tutor may choose to initiate the STS or ESTS Procedure after receiving a referral from:
 - a) the student's Tutor
 - b) a Welfare Tutor
 - c) the student's Director of Studies
 - d) the student's supervisor (e.g. in the case of a research student)
 - e) the College Nurse or Counsellor
 - f) an external counsellor
 - g) a member of College staff
 - h) a staff member of the student's Faculty or Department
 - i) The Office of Student Conduct, Complaints and Appeals (OSCCA)
 - j) The University's Examination Access and Mitigation Committee

- 4.2 The Senior Tutor, following consultation with the student's Tutor or a Welfare Tutor, will consider the grounds contained in the referral and shall determine whether the concern is likely to be resolved with the informal supportive actions of the STS Procedure. Where the STS Procedure does not appear likely to resolve the concern, or actions equivalent to STS have already been attempted without success, the ESTS Procedure will be initiated. The severity of the problem and the student's engagement with efforts to respond to it will determine which procedure is invoked.

- 4.3 The Senior Tutor may consider making a referral directly to the [University's Procedure to Support and Assess Capability to Study](#). There are several factors that can determine whether the University procedure is most suitable to use, including whether:
 - a) the behaviour that has prompted the concern is occurring primarily within a University setting;
 - b) the student's relationship with the College has broken down;
 - c) there are reasonable grounds to consider that a formal assessment of the student's capability to study is required;
 - d) evidence of a serious risk to the health and safety of the student or others has been identified and it is thought that temporary suspension, withdrawal of the student from their course, or removal of the student's University membership may be the appropriate course of action (in this case a referral to Stage 2 of the University's procedure would be required).

- 4.4 Anonymous referrals or concerns raised by other students shall only be acted upon in exceptional circumstances as the Senior Tutor sees fit, having regard to the seriousness of the issues raised and the fairness to any individuals mentioned in the referral. The Senior Tutor may also consider that the identity of the individual or

individuals raising the concern may need to be withheld or protected at any stage in the procedures.

- 4.5 If concerns are raised while a student is on authorised study away from Cambridge (e.g. is on a Year Abroad, has Leave to Work Away, or is on a placement), the College will discuss with the other institution and the University Department, where appropriate, alternative arrangements that might address concerns.
- 4.6 Unless the student is still legally a child (that is, not yet 18 years old), parents/guardians may be informed that the STS/ESTS Procedure has been invoked only with the express consent of the student. Such consent should be communicated to the Senior Tutor.

5. Support to Study Procedure

- 5.1 If the Senior Tutor determines that concerns about a student's welfare and/or ability to engage with their studies warrant it, a member (or several members) of College staff designated by the Senior Tutor will approach the student and explain that concerns have emerged. The primary designated staff member would usually be the student's Tutor, but another member of the pastoral support team and/or the student's Director of Studies may also be involved. Should the Tutor or other member of staff require advice or guidance on how to approach the matter, they should contact the Senior Tutor.
- 5.2 The designated member(s) of College staff should make the student aware of the precise nature of the behaviour that has caused the concerns to be raised. The designated member(s) of staff, involving others as appropriate, will attempt to resolve the matter by informal discussions with the student. The student should be given the opportunity to explain their own views on the matter.
- 5.3 The student should be encouraged to use one or more of the support services offered by the University or the College. The designated member(s) of College staff will also formulate objectives that the student will be encouraged to meet with associated deadlines. Examples of these objectives include, but are not limited to, attending supervisions; submitting work; or engaging with counselling.
- 5.4 It may also be necessary to consider whether all 'reasonable adjustments' to the academic arrangements and support have been put in place to enable the student to study effectively. In most cases, issues can be resolved at this level and the student will respond positively. It may be necessary to obtain independent corroboration as to whether support offered is being taken up.
- 5.5 A review period should be determined by agreement between the designated member(s) of the College and the student. At the end of this period, a meeting should be held to discuss steps taken by the student to address the concerns about their welfare and/or ability to engage with their studies. If the concerns have been

addressed satisfactorily, this will be noted. Further meetings may be scheduled to continue to monitor the situation.

- 5.6 If, however, after a period of time agreed between the Senior Tutor and designated member(s) of College staff, the concerns have not been addressed to their satisfaction, a further review period may be agreed or the case may move to the ESTS Procedure.
- 5.7 The informal discussions, advice, and any undertakings made by the College and/or the student should be documented and kept confidential to the designated College staff member(s), the Senior Tutor, the Tutorial Office, and the student. An email setting out what has been agreed should be sent to the student. If the concern was raised by another person as listed in 4.1 above, the Senior Tutor will inform them that a discussion has taken place, and that action has been agreed to address their concerns.

6. Enhanced Support to Study Procedure

- 6.1 If the student's Director of Studies, Tutor and/or Supervisors believe that the student has not responded to the STS Procedure, or the situation that prompted the initiation of that process has not improved after a reasonable time period, or it is felt that the case is too serious to be dealt with informally, the Senior Tutor may choose to instigate the ESTS Procedure.
- 6.2 The student's Faculty or Department may be informed on a 'need to know' basis that the ESTS Procedure has been initiated and the reasons for this. The student's Head of Faculty or Department or other nominated person, who might for example be the student's supervisor in the case of a research student, may be invited to provide a written report on any concerns they have that might relate to the case review.
- 6.3 The student will be required to attend an Enhanced Support to Study meeting with a case review group convened by the Senior Tutor. The group will usually be made up of the Senior Tutor (or a deputy) and the student's Tutor or a Welfare Tutor, and may include others as deemed appropriate by the Senior Tutor, including the student's Director of Studies or other Faculty/Department representatives. The Senior Tutor may request that the College Nurse and/or a representative from the University Counselling Service or other University support service also attend to advise the group. At the Senior Tutor's discretion, a member of the Tutorial Office may be present at meetings of the case review group to take notes.
- 6.4 The student will normally be given at least 7 days' notice of the Enhanced Support to Study meeting taking place. The student will be informed of the purpose of the meeting, including a summary of the behaviour which has led to the meeting taking place, and will be informed that they may bring an appropriate supporter to the meeting, such as a Cambridge Students' Union representative, a fellow student or other representative. A support worker may also accompany students with a

disability. The student will notify their Tutor or the Senior Tutor 24 hours in advance whether they will be accompanied and, if so, by whom. Where the student has an Accessibility and Disability Resource Centre (ADRC) advisor, this person may also attend to provide expert information in relation to any adjustments or other support options that may be discussed.

- 6.5 During the meeting, the designated College members will outline the concerns that have led to the meeting taking place and the student will be given an opportunity to provide a response or present their views. Where a student disagrees that there are concerns, then this should be noted, with the student still having the opportunity to agree to engaging with supportive actions. The student should be made aware of the possible outcomes if difficulties remain (see 6.12).
- 6.6 After discussion with the student, the case review group will determine supportive actions with which the student must engage in the immediate days and weeks following the meeting. Any actions that will require the input of staff outside of the College must be agreed with the relevant staff or service before the supportive action is finalised.

Some examples of supportive actions may include:

- a) additional meetings with College fellows or staff to discuss behaviour expectations or academic work;
 - b) additional study skills or language sessions;
 - c) mentoring, which can either be specific mentoring to support a student in managing their studies with a disability or more general mentoring (mentoring should only be carried out by staff, not peers);
 - d) interim milestones or deadlines for academic work to ensure that formal deadlines will be met;
 - e) the student engaging with the ADRC, counselling or other medical or health professionals, including agreeing to undertake further assessments, including with the Mental Health Advice Service;
 - f) a review of reasonable adjustments in place;
 - g) the student not contacting or communicating with named staff or students, or to only communicate or contact named staff or students as explicitly defined by the action;
 - h) using named College facilities or buildings as explicitly defined, for example, not using particular spaces out of hours or without supervision.
- 6.7 Within 7 days of the meeting taking place, the student will receive from the primary designated College member a summary of the content of the meeting and a list of the agreed objectives and supportive actions (i.e. a support plan), and a date of review to check that the objectives have been met and/or agreed actions have improved matters. The student will be required to confirm agreement to the proposed actions and objectives within 7 days of receiving the written copy. A copy of the support plan will be kept in the student's file and may also be sent to the

student's Faculty or Department on a 'need to know' basis. In the case of a postgraduate student, a copy may be sent to their supervisor.

- 6.8 At the end of the agreed review period, the student and designated College members will reconvene to discuss whether the student has engaged with their support plan.
- 6.9 If a student has engaged with their support plan, and the group agrees that the student has progressed enough to assuage the concerns which initiated the procedure, the student will no longer be required to engage with the ESTS Procedure. Instead, they will continue to receive College support via the STS Procedure (i.e. a more informal support system) with their Tutor and/or other designated College members. This will continue until those College members are confident that the student no longer requires enhanced support.
- 6.10 If a student has engaged with their support plan, but the actions have not yet had the desired impact, the group will agree upon a new support plan and a new review date.
- 6.11 This process will continue until the group agrees that the student has progressed enough to allay the concerns which initiated the procedure, or that a continuation of the ESTS Procedure is no longer useful due to the student's sustained failure to comply with the agreed support plan(s).
- 6.12 If a student does not agree to any objectives being set or any supportive actions being put in place, or if the student has failed to comply with their support plan, the possibility of the student's intermission or withdrawal will be discussed. The Senior Tutor may also consider referral of the student's case to Stage 2 of the [University's Procedure to Support and Assess Capability to Study](#).