

Support to Study Policy

Student Casework – Education Services

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1. Purpose and Authority

This Policy establishes the University's strategic framework for responding to serious concerns about a student's ability to engage safely and effectively with study due to physical health, mental health, or wellbeing-related factors.

It provides the definitive institutional statement on the University's commitment to student wellbeing, community safety, and the legal and regulatory obligations underpinning the University's jurisdiction to intervene in such matters.

This Policy is subordinate to the Behaviour, Health and Practice Framework, which sets out the overarching institutional approach to student behaviour, health, and professional practice .

All operational procedures, investigatory processes, panel arrangements, precautionary measures, outcomes, appeals, and return-to-study arrangements are governed by subordinate policies, procedures, and schedules, which are subject to this Policy's strategic direction and principles.

2. Strategic Intent

The University establishes this Policy to:

- Safeguard the wellbeing and safety of students, the wider University community, and (where relevant) service users, placement providers, placement staff, and members of the public;
- Enable students to continue in study wherever reasonably possible, through early intervention, reasonable adjustments, and supportive measures;
- Fulfil the University's institutional responsibilities to its student community, reflecting the standard of the reasonably competent higher education institution under common law;
- Ensure transparency, accountability, and regulatory compliance, operating lawfully, proportionately, and consistently with the Office of the Independent Adjudicator (OIA) Good Practice Framework and Office for Students (OfS) Conditions of Registration.

3. Institutional Commitments

The University commits to:

- Respond to concerns fairly, proportionately, transparently, and lawfully, ensuring decisions are evidence-based, procedurally fair, and capable of withstanding internal and external scrutiny;

- Protect individuals and the wider University community, balancing individual support and fairness with collective safety, wellbeing, and the proper functioning of the University;
- Apply the least restrictive outcome appropriate to the circumstances, using formal institutional decision-making only where supportive measures alone are insufficient to manage serious, persistent, or escalating concerns;
- Comply with equality legislation and make reasonable adjustments to ensure that no student is disadvantaged by protected characteristics, disability, or structural inequality.

4. Principles and Decision-Making Standards

All matters arising under this Policy shall be determined in accordance with the following principles:

- Supportive approach: this is not a disciplinary process;
- Procedural fairness: decisions are transparent, evidence-based, and reasoned;
- Proportionality: the least restrictive outcome appropriate to the circumstances will be applied;
- Equality and accessibility: decisions comply with the Equality Act 2010 and reasonable adjustments are considered;
- Shared responsibility: decisions are taken collectively through formal governance arrangements;
- Regulatory defensibility: decisions are capable of withstanding external scrutiny;
- Balancing individual support with community safety, recognising the University's responsibility to protect other students, staff, and the wider University community alongside supporting the student concerned.

5. Equality, Diversity, and Inclusion

This Policy is applied in accordance with the University's commitments under the Equality Act 2010 and the Public Sector Equality Duty.

Decision-making under this Policy adopts an equity-led approach, ensuring procedural fairness, accessibility, proportionality, and bias-aware practice, while maintaining the integrity of fact-finding and risk assessment.

The University recognises that concerns relating to health, wellbeing, functioning, engagement, and readiness to continue in study may be experienced and understood differently by students with protected characteristics, by students with intersecting identities, and by students affected by wider structural or systemic inequalities.

Fairness does not always mean identical treatment. It means ensuring that students are able to understand, access, and engage with the process, and that decisions properly take account of different needs, barriers, and contexts.

The University will consider and implement reasonable adjustments where required so that a student is not placed at a substantial disadvantage in engaging with this Policy.

Decision-makers will take account of the possibility that structural inequality, unequal access to support, cultural misunderstanding, disability-related barriers, trauma, or unconscious bias may affect how concerns arise, how they are perceived, and how students are able to participate in decision-making.

The University will seek to ensure that no student is disadvantaged in the operation of this Policy because of a protected characteristic, intersecting identity, or systemic barrier.

Further detail on equality duties, reasonable adjustments, proportionality, and monitoring is set out in the Behaviour, Health and Practice Framework.

6. Freedom of Speech and Academic Freedom

This Policy is applied in line with the University's legal duty to secure lawful freedom of speech and academic freedom, including the expression of lawful views that may be controversial or unpopular.

Action under this Policy is concerned with the manner, context, and impact of behaviour, not the lawful content of expression, and will be lawful, necessary, and proportionate. The University will balance freedom of expression with safeguarding responsibilities, equality duties, and the rights and dignity of others.

Further detail on the University's approach to freedom of speech and academic freedom is set out in the Behaviour, Health and Practice Framework.

7. Scope and Jurisdiction

Students to Whom This Policy Applies

This Policy applies to all registered students of the University throughout their period of registration, including during interruptions of study and return-to-study phases.

This Policy applies regardless of a student's location, mode of study, delivery partner, placement, or study-abroad arrangement, unless explicitly stated otherwise.

Pre-Enrolment Support Coordination

The University may also use arrangements aligned to this Policy in a pre-enrolment context where support coordination, reasonable adjustments, or risk planning are required to enable an applicant to start study safely and effectively.

In such cases, the University's actions will normally focus on support planning and readiness to start study, rather than formal restrictions on continuation.

Relationship to Other Policies

This Policy applies where the primary concern is a student's health, wellbeing, functioning, or ability to continue in study safely and effectively.

A student will be managed under this Policy as the single live process, even where behaviour has given rise to concern. Where relevant, the University may refer to the terms and concepts of the Student Conduct Policy to characterise behaviour, without initiating conduct proceedings or duplicating investigation.

This approach ensures proportionate, supportive intervention while maintaining clarity, fairness, and regulatory assurance.

8. Threshold and Scope of Institutional Intervention

This Policy is not limited to concerns that are immediately or obviously serious. It may also apply where concerns are persistent, complex, escalating, or cumulative, and where informal, pastoral, or support-led responses are no longer sufficient to manage the situation fairly, safely, or effectively. Any member of staff may refer a student for consideration under this policy where they have legitimate concerns.

Formal consideration under this Policy may be appropriate where:

- Concerns are serious, persistent, complex, escalating, or otherwise exceed the capacity of informal support arrangements;
- Supportive measures alone are insufficient to manage identified risks or barriers to study; and
- A formal institutional decision is required about the student's continuation, access, support arrangements, or related conditions.

The use of this Policy is exceptional and reserved for circumstances where supportive measures alone are insufficient to manage risk.

9. Early Support, Case Coordination, and Escalation

The University's primary response to concerns about a student's wellbeing or engagement will normally be support-led, through early intervention, pastoral support, reasonable adjustments, and coordinated case management delivered by academic and professional services.

This Policy does not govern routine support activity, wellbeing interventions, or informal case coordination. Those arrangements sit outside this Policy and are intended to enable students to continue in study wherever reasonably possible.

Escalation to formal institutional decision-making will occur only where:

- Concerns are serious, persistent, or escalating; and
- Supportive measures alone are insufficient to manage identified risks; and
- A formal institutional decision affecting the student's registration, continuation, or access is required.

The use of this Policy is therefore exceptional and represents a point of escalation where the University must balance its duties to the individual student, the wider University community, and its regulatory obligations.

Escalation is managed through an approved body or process and by collective decision.

10. University Escalation Pathways and Safeguarding

The University is not a provider of medical, therapeutic, or statutory intervention.

Where serious concerns arise, the University will take protective and emergency action through its serious concerns, safeguarding, and risk-management processes, including immediate protective measures and escalation to statutory health services, emergency services, safeguarding authorities, and/or a student's emergency contact where this is necessary and proportionate.

Such action will be taken in accordance with the University's safeguarding, legal, and data-protection obligations.

11. Student Engagement and Shared Responsibility

Students are expected to engage with this Policy and with reasonable steps taken to support them. The University will make reasonable efforts to inform the student of concerns, explain the process, and invite their response.

Where a student is unable to engage because of health, wellbeing, disability, or other significant circumstances, the University will consider whether it is fair and proportionate to make reasonable adjustments, allow additional time, adapt the process, and/or pause formal decision-making where appropriate.

Where a student is unwilling to engage, or does not engage after being given a reasonable opportunity to do so, the University may continue to consider the matter and make decisions on the basis of the information available, provided that the student has been given clear information about the concern and the process, reasonable opportunities to engage have been offered, and the decision-making process remains fair, proportionate, and evidence-based.

A student's absence of engagement does not, of itself, prevent the University from making a decision where reasonable opportunities to participate have been provided. The reasons for

proceeding in the absence of engagement, and the opportunities that were offered to the student, must be recorded.

Where reasonable opportunities to engage have been offered, the University reserves the right to proceed with decision-making in the student's absence where this is necessary to manage serious or ongoing risk to the student and/or others; reach a timely and proportionate institutional decision; and/or fulfil the University's safeguarding, legal, or regulatory obligations.

The absence of engagement by the student will not, of itself, determine the outcome. However, where engagement has not been possible, the University may need to act protectively in the interests of the student, the wider University community, and the integrity of the process.

12. Malicious or Bad-Faith Concerns

The University recognises that concerns about wellbeing or safety are normally raised in good faith.

A concern will not be regarded as malicious or made in bad faith solely because it is not substantiated, there is insufficient evidence to support escalation, or the matter does not ultimately proceed under this Policy.

Where there is clear and compelling evidence that a concern has been raised maliciously or with deliberate intent to mislead, the University may consider whether that behaviour should be addressed under another appropriate University procedure. Any such consideration will be undertaken separately from decision-making under this Policy and in accordance with principles of fairness and proportionality.

13. Decision-Making Standards

All decisions must be:

- Evidence-based;
- Proportionate to the level of risk;
- Compliant with equality, data protection, and human rights legislation;
- Accompanied by clear reasons.

Decisions under this Policy are based on all relevant evidence available at the time, which may include medical or wellbeing information, information from academic or support services, and evidence of engagement, behaviour, or risk. Where medical evidence is incomplete or unavailable, the University may proceed on the basis of other credible evidence where necessary to manage risk. The absence of evidence does not, of itself, prevent decision-making.

In assessing whether formal action is required, the University will consider factors including the nature, seriousness, and immediacy of any identified risk; the sustainability of continued study with or without adjustments; the impact on the student's wellbeing; the impact on others and the wider University community; and the effectiveness of previous support or interventions.

Risk assessment is dynamic and will take account of changes in circumstances where new information becomes available.

14. Confidentiality and Information Sharing

Information will be handled lawfully, sensitively, and in accordance with data protection legislation.

Information may be shared between relevant University services where necessary to manage serious risk, support decision-making under this Policy, or fulfil legal or regulatory obligations. Where possible, student consent will be sought. In exceptional circumstances, information may be shared without consent where there is a serious risk to the student or others.

15. Decision-Making Outcomes

Decisions under this Policy may include:

- Continuation of study without restriction, where concerns are not substantiated or no formal action is required;
- Continuation of study with support and/or monitoring only, where concerns do not justify restriction but some oversight remains appropriate;
- Continuation of study with support and/or conditions;
- Voluntary or enforced interruption of study;
- Transfer of programme or mode of study (where appropriate);
- Withdrawal from the University as a last resort.

For the purposes of this Policy, "support" may include proportionate review, check-in, coordination, or monitoring arrangements, whether or not active specialist intervention is required.

Where a case under this Policy results in a decision, outcomes will be applied in accordance with the principles of proportionality, consistency, fairness, and transparency. The range of available outcomes, the criteria and decision-making principles governing their application, the authority to impose them, and the arrangements for review and compliance are governed by the Case Outcomes Policy, which applies across the Behaviour, Health and Practice Framework.

Students are entitled to receive clear, written reasons for any outcome applied, information about their rights, and access to support.

Decisions under this Policy may have practical implications for matters such as accommodation, fees, visas, and access to University facilities. Students will be signposted to relevant services for advice on these matters.

16. Student Rights and Procedural Safeguards

Students subject to this Policy have the right to:

- Be informed of concerns and the process being followed;
- Provide a response and submit evidence;
- Be accompanied by a supporter at formal meetings;
- Request a supporter at informal meetings (which will normally be permitted where fair and proportionate);
- Receive written confirmation of decisions and reasons;
- Request reasonable adjustments to the process.

17. Appeals

Students have the right to appeal decisions made under this Policy on specific, defined grounds.

The grounds, scope, process, timescales, and outcomes of appeals are governed by the Behaviour, Health and Practice Appeals Policy, which applies consistently across the Behaviour, Health and Practice Framework and is designed to ensure fairness, accessibility, independence, and compliance with regulatory expectations for effective internal review.

The Appeals Policy sets out students' rights in full, including access to clear information, support throughout the process, and independent consideration of the appeal.

Appeals are considered independently in accordance with the University's appeal procedures. Once internal procedures are exhausted, the student will receive a Completion of Procedures letter and may be eligible to apply to the Office of the Independent Adjudicator for Higher Education.

18. Return to Study

Where a student's engagement with study has been interrupted or restricted as a result of action taken under this Policy, their return to study will be managed fairly, transparently, and in accordance with the **Return to Study Policy**.

That policy applies to all relevant cases arising under this Policy and sets out the criteria, process, decision-making arrangements, and safeguards governing a return to study,

ensuring that decisions are proportionate, evidence-based, and made with due regard to the student's rights and the University's duty of care.

Students are entitled to clear information about the process, access to support, and the opportunity to make representations.

19. Other Policies

This Policy works alongside the following policies, procedures, and guidance, including but not limited to:

- Behaviour, Health and Practice Framework (to which this Policy is subordinate)
- Behaviour, Health and Practice Panels Policy
- Behaviour, Health and Practice Appeals Policy
- Case Outcomes Policy
- Reporting and Precautionary Actions Policy
- Return to Study Policy
- Definitions Document
- Case coordination procedures, evidence standards, risk assessment frameworks, information sharing protocols, and all other operational guidance as set out in schedules and subordinate instruments.

20. Legal and Regulatory Alignment

This Policy is designed to ensure compliance with:

- Equality Act 2010 and the Public Sector Equality Duty
- Higher Education (Freedom of Speech) Act 2023
- Safeguarding frameworks
- Data protection legislation
- Common law duties as a reasonably competent higher education institution
- Office of the Independent Adjudicator (OIA) Good Practice Framework
- Office for Students (OfS) Conditions of Registration

21. Ownership and oversight

Delegated Authority and Institutional Oversight

Support to Study decisions are made under delegated authority from the Vice-Chancellor and Academic Board.

Governance bodies maintain oversight through mechanisms such as regular reporting on fitness to practice cases, equality monitoring, and policy review, ensuring accountability and

alignment with the University's strategic commitments to safeguarding student welfare and upholding professional standards.

Monitoring and Equality Analysis

The operation of this Policy will be monitored through regular reporting and periodic review, including equality impact considerations, to ensure ongoing compliance with regulatory and sector expectations.

The University will:

- Monitor aggregate data on fitness to practice cases (numbers, types, outcomes, timelines, appeals)
- Monitor for equality issues, including whether particular student groups are disproportionately represented
- Use findings to inform training, process adjustments, and policy development

Ownership

Document name:	Casework Panels
Version number:	26_09_01
Equality Analysis:	Yes
Approved by (committee and date):	LTSEC – June 2026
Effective from:	01 September 2026
Next review date:	June 2029
Senior Policy Owner:	Assistant Director (Learning Teaching and Student Experience)
Policy Author:	Head of Student Casework and Insight
Overseeing committee:	Learning Teaching and Student Experience Committee
Compliance measures:	Annual Casework Report External scrutiny via the OIA
Related policies, procedures and codes of practice:	• Student Conduct and Disciplinary Policy • Support to Study Policy • Fitness to Practice / Professional Suitability Policy • Behaviour, Health and Practice Panels Policy (Casework Panels) • Behaviour, Health and Practice Appeals Policy (including any Part B Reporting-Student Request for Review as approved) • Reporting, Risk Assessment and Precautionary Actions Policy • Case Outcomes and Sanctions Policy • Return to Study Policy

	• Master Definitions Document (BHP definitions) • Policy Governance Framework (the umbrella governance instrument for UWE policies) • Complaints Policy and Procedure for Students; Complaints Policy for Non-Students; and, once approved, the Policy on Reportable Complaint Outcomes to the Office for Students • Academic Appeals Policy, as the distinct route for challenges to academic judgment • Freedom of Speech Policy and Code of Practice (currently v1.4, November 2025) • Dignity at Work and Study Policy and the University's Anti-Racism Strategy commitments • Statement of Expectations and Duty of Care Framework • Safeguarding arrangements and the University's Prevent duty response • Data Protection Policy, Records Retention Schedule, and the Advocate CMS Data Protection Impact Assessment • Academic Regulations and Student Terms and Conditions (as the contractual context within which this Framework operates)
Related legislative and/or regulatory requirements	• Office for Students regulatory framework and ongoing conditions of registration • Statutory external student complaints scheme • Equality Act 2010, • Higher Education (Freedom of Speech) Act 2023, • Higher Education (Freedom of Speech) Act 2023, • UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025 • Consumer Rights Act 2015 • Digital Markets, Competition and Consumers Act 2024 • Higher Education and Research Act 2017 • Prevent duty • Children Acts 1989 and 2004, • Care Act 2014

	• Protection from Harassment Act 1997 • UKVI Student Sponsor Guidance • PSRB standards and reporting duties
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22. Version history

Version	Date	Summary of changes	Author
26_09_01	01/09/2026	N/A - new	Head of Student Casework and Insight

Schedules

The following Schedules form part of this Policy and should be read in conjunction with it:

Schedule 1: Definitions

This Policy uses terms that have specific meanings within the Behaviour, Health and Practice framework. Details can be found in the Framework for Student Behaviour, Health and Practice

Schedule 2: Precautionary Actions

The criteria, scope, procedures, decision-making authority, review mechanisms, and students' rights in relation to precautionary actions are set out in full in the Reporting and Precautionary Actions Policy.

Precautionary actions may be informed by PSRB requirements and public protection considerations.

Categories of Precautionary Action

The University may, where justified by risk assessment, impose precautionary actions in the following categories:

Category	High-Level Description	Policy Principle
Temporary Suspension	Suspension of the student's right to attend University premises, facilities, or activities, either in whole or in part.	To be used only where no less restrictive measure would adequately manage the identified risk. Must be clearly specified in scope and subject to regular review.
Access Restrictions	Restriction or modification of access to specific premises, facilities, services, or activities (e.g., particular buildings, teaching spaces, student accommodation, online platforms).	Must be tailored to the nature of the risk and specify permitted and prohibited activities or locations.
Non-Contact or Proximity Restrictions	Requirements that the student refrain from contact or proximity with specified individuals or groups.	Must be clearly defined, communicated, and enforceable. May mirror or complement external bail conditions or court orders where applicable.
Conditional Attendance or Engagement	Conditions attached to the student's continued registration, attendance, or engagement with academic or co-	Must be clearly specified, achievable, and directly

	curricular activities (e.g., attendance at support meetings, adherence to a risk management plan, supervision arrangements).	related to the management of identified risk.
Other Tailored Measures	Any other measures deemed necessary and proportionate to manage specific risks not covered by the above categories.	Must be justified by risk assessment, clearly documented, and compliant with the principles of lawfulness, necessity, and proportionality.

Risk Bands

Precautionary actions are informed by an assessment of risk, categorised into the following bands:

Risk Band	Definition	Policy Expectation
Low Risk	Concern identified but limited evidence of immediate or serious risk to individuals or the community.	Precautionary action unlikely to be justified. Alternative risk management strategies (e.g., voluntary agreements, signposting to support) should be considered.
Medium Risk	Credible evidence of risk that may cause harm to individuals or disruption to the community if not managed.	Precautionary action may be considered. Measures should be tailored, proportionate, and the least restrictive necessary. Regular review is mandatory.
High Risk	Clear and credible evidence of serious risk of significant harm to individuals or the community.	Precautionary action is likely to be necessary and may include more restrictive measures such as temporary suspension. Must be authorised at an appropriately senior level and subject to frequent and rigorous review.
Critical / Immediate Risk	Imminent risk of serious harm to individuals or the community requiring urgent intervention.	Immediate precautionary action may be authorised to prevent harm. Must be reviewed at the earliest opportunity and confirmed, varied, or lifted following formal risk assessment.

Schedule 3: Case Panels

The composition, procedures, terms of reference, authority, and decision-making protocols for fitness to practice panels are set out in full in the Behaviour, Health and Practice Panels Policy.

Panels may include external professional representatives and operate in accordance with relevant PSRB requirements.

Schedule 4: Outcomes

The range of available outcomes, criteria and principles governing their imposition, authority to impose outcomes, review and compliance arrangements, and implications of non-compliance are set out below.

Outcomes may include requirements to meet professional standards, referral to or notification of PSRBs, and conditions necessary to protect the public.

Comprehensive Outcomes and Sanctions Matrix

This matrix provides a comprehensive ladder of potential outcomes and sanctions, starting from the least restrictive and escalating to the most serious (permanent expulsion with no right to return). It is applicable across all three frameworks, with framework-specific notes and language provided where necessary.

The matrix is indicative and non-exhaustive. Decision-makers retain discretion to apply outcomes individually or in combination, and to tailor outcomes to the specific circumstances of each case.

The university uses a unified outcomes matrix and the table below omits outcomes that are not applicable to Support to Study cases.

Level	Outcome/Sanction Type	Description and Examples	Support to Study	Duration / Notes
0	No further action / Not proven / Case closed	Allegation not proven on the balance of probabilities (Conduct/FtP); or assessment determines no formal outcome necessary (Support to Study); or outcome not proportionate.	✓	N/A
1	Informal resolution / No formal sanction	Matter resolved informally (e.g., through mediation, coaching, conversation, signposting to support). No formal finding or sanction recorded.	✓	N/A

Level	Outcome/Sanction Type	Description and Examples	Support to Study	Duration / Notes
2	Verbal warning / Expectations reminder	Oral reminder of expected standards and behaviours. May be delivered by senior staff, personal tutor, or case officer. Not recorded as a formal sanction.	✓	N/A
3	Outcome letter setting expectations	Formal written warning confirming breach/concern and setting out expected future conduct. Remains on record for a defined period (e.g., remainder of studies or up to 12 months).	Not applicable (use supportive language: "outcome letter setting expectations")	Typically 12 months or remainder of registration
4	Acceptable Behaviour Contract / Action Plan	Written agreement setting out expectations, support arrangements, and review milestones. Used to support behaviour change and monitor progress.	✓ (Support to Study Action Plan)	Typically 3-12 months with regular review
8	Attendance on educative/reflective programme	Requirement to complete training, workshop, or programme (e.g., consent education, professional ethics, substance awareness). Cost may be borne by the student where proportionate.	Not applicable (but training may be recommended as part of support)	Cost and duration specified; completion required
9	Restorative justice / Restorative practice	Facilitated process aimed at repairing harm and relationships through dialogue (direct or indirect). Only available: - Where both/all parties consent. - In harassment/sexual misconduct cases, only where explicitly requested by the reporting student and assessed as safe and appropriate. - Never appropriate as sole outcome in serious sexual misconduct cases.	✓ (optional, where appropriate)	Victim-led; trauma-informed facilitation required
10	Short-term access management or restriction	Temporary restriction from specific facilities, buildings, or areas of campus (e.g., library, gym, specific building).	✓ (framed as protective arrangement)	Up to 7 days
11	Time-limited access restriction	Restriction from specific facilities, services, or campus areas for a defined period (e.g., up to one academic term).	✓ (framed as protective arrangement)	Up to one term

Level	Outcome/Sanction Type	Description and Examples	Support to Study	Duration / Notes
13	Non-contact arrangement / setting protective boundary	Formal requirement that the student has no contact (direct or indirect, including via social media or third parties) with specified individual(s). Essential in harassment/sexual misconduct cases.	✓ (framed as protective boundary)	Duration specified; breach is serious escalation
14	Exclusion from specific activities or events	Prohibition from attending or participating in specific activities, events, trips, placements, or extracurricular activities.	✓ (framed as temporary adjustment)	Time-limited or permanent
17	Suspension from specific placement, module, or activity	Temporary or permanent removal from a placement, practice setting, module, or clinical/professional activity where fitness, conduct, or risk concerns arise.	✓ (framed as temporary measure pending assessment or support)	Time-limited or permanent
18	Temporary withdrawal from university (time-limited)	Temporary exclusion from the University (all or specified parts of campus, activities, and teaching) for a defined period. Used where serious breach or risk requires temporary removal. Student remains registered but cannot attend.	✓	Specified period (e.g., one term, one academic year)
19	Mandatory interruption of studies / Supported Withdrawal from registration (time-limited)	Requirement to interrupt studies and withdraw from registration for a defined period. Used in Support to Study cases where student needs time away to address health, wellbeing, or capacity concerns; also available in Conduct/FtP for serious cases. Conditions for return must be specified.	✓ (termed "supported withdrawal" or "mandatory interruption")	Time-limited; conditions for return specified
23	Permanent withdrawal of registration	Permanent termination of registration and expulsion from the University with no right to return at any time. Reserved for the most serious cases where: - The conduct or risk is so serious that the student cannot safely or appropriately remain part of the University community. - There is no realistic prospect of safe return	✓ (last resort; termed "permanent withdrawal of registration")	Permanent; no re-entry possible

Level	Outcome/Sanction Type	Description and Examples	Support to Study	Duration / Notes
		or fitness to study. - Lesser sanctions are insufficient to protect individuals or the University.		

Framework-Specific Notes on the Matrix

Support to Study Cases

- **Language must be non-punitive** throughout. Use "outcomes," "arrangements," "conditions," and "supported withdrawal" rather than "sanctions," "penalties," or "expulsion."
- **Lower-level outcomes** (Levels 1-14) focus on support, adjustments, boundaries, and action plans to enable safe study.
- **Levels 18-19** (suspension/withdrawal) are used where the student needs time away from study to address health or wellbeing concerns, with clear conditions for return.
- **Level 23** (permanent withdrawal) is a last resort used only where:
 - The student lacks capacity to engage safely with study and this cannot be addressed.
 - Risk to the student or others cannot be managed even with extensive support and adjustments.
 - The student is unwilling or unable to engage with support measures.

Escalation Thresholds and Aggravating Factors

Decision-makers should escalate to a higher level of outcome where one or more of the following escalation thresholds are present:

Escalation Threshold	Description	Examples
Significant harm or impact	Serious harm (physical, psychological, emotional, financial, academic, or reputational) caused to individuals or the community.	Assault; sustained harassment; serious distress; significant financial loss; damage to professional reputation or public trust.
Repeat or persistent behaviour	Previous findings, warnings, or outcomes; pattern of behaviour despite earlier interventions.	Breach of Acceptable Behaviour Contract; repeat harassment after warning; multiple incidents.
Deliberate intent or premeditation	Behaviour was planned, calculated, or deliberate rather than reckless or negligent.	Premeditated harassment; planned cheating; deliberate breach of restrictions.
Misuse of power or position	Exploitation of authority, trust, or positional advantage.	Staff-student relationship misconduct; abuse of peer mentor or representative role.
Criminality indicators	Behaviour has criminal characteristics or has resulted in police involvement or conviction. (Note: University determines code breaches, not criminal guilt.)	Assault; theft; fraud; hate crime; sexual offences; drug supply.
Safeguarding or serious risk	Significant risk to vulnerable individuals, children, or others requiring protective action.	Risk to placement patients/service users; safeguarding concerns; threat of violence.
Lack of insight or engagement	Student shows no understanding of impact, refuses to engage, or denies responsibility despite evidence.	Refusal to attend meetings; denial despite clear evidence; blame-shifting; lack of remorse.
Breach of previous outcome or restriction	Non-compliance with earlier sanction, contract, or protective measure.	Contact with individual despite non-contact order; failure to complete required training; breach of exclusion.

Decision Factors: What Panels and Decision-Makers Consider

In determining outcomes, decision-makers must consider and record (briefly, in the written rationale) the following factors:

a) Nature and seriousness of the behaviour or concern

What standard, policy, or professional requirement was breached? How serious is the breach in context?

b) Impact and harm caused

What harm was caused to individuals (including the reporting party), the community, the University, or (in Fitness to Practise cases) patients or the public? Consider physical, psychological, emotional, financial, academic, and reputational harm.

c) Intent and degree of responsibility

Was the behaviour deliberate, reckless, negligent, or unintentional? Was there premeditation or misuse of power?

d) Pattern, persistence, and compliance

Is this a first incident or part of a pattern? Has the student complied with earlier outcomes, support plans, or restrictions? Is there evidence of repeat behaviour despite interventions?

e) Risk and protection needs

What is the current level of risk to the student, others, or the University? Are restrictions, non-contact arrangements, or removal necessary to manage risk?

f) Engagement, insight, and likelihood of change

Has the student cooperated with the process? Do they demonstrate understanding, acceptance of responsibility, and insight into the impact of their behaviour? Is there evidence of learning or genuine commitment to change?

g) Mitigating circumstances

Are there relevant, evidenced mitigating factors (e.g., health conditions, personal circumstances, first offence)? Mitigation affects the severity of the sanction, not the standard of proof or the finding itself.

h) Consistency with previous cases

Have similar cases resulted in similar outcomes? Decision-makers should consider (but are not bound by) outcomes in comparable cases to promote consistency, whilst recognising that each case turns on its own facts.

Recording Decisions: Minimum Requirements

Written Rationale

All outcome decisions must be accompanied by a written rationale (in the decision record, panel minutes, or outcome letter) that includes:

a) Findings

- What concerns were established.

b) Starting point

- What level of the matrix was considered first, and why.

c) Key factors considered

- Brief commentary on each of the decision factors (section 7) relevant to the case.

d) Outcome(s) chosen and why proportionate

- What outcome(s) have been imposed.
- Why a lower outcome is insufficient (where escalation has occurred).
- How the chosen outcome is proportionate to the behaviour, impact, risk, and circumstances.

e) Duration, conditions, monitoring, and consequences of breach

- What the student must do or not do.
- How long the outcome applies.
- How compliance will be monitored.
- What will happen if the outcome is breached (e.g., escalation, further proceedings).

f) Communication and appeal

- Confirmation that the outcome letter includes reasons and details of the appeal route, grounds, and deadline (where applicable).

Clarity and Workability

Outcomes must be clear, specific, and workable. Vague or unenforceable outcomes undermine fairness and protection. Where conditions or restrictions are imposed, they must be sufficiently detailed to enable compliance and monitoring.

Framework-Specific Guidance: Applying the Policy in Practice

Purpose

Support to Study outcomes are non-punitive, supportive, and protective. They enable students to engage safely with their studies and University life with appropriate support in place, and they protect the health, safety, and wellbeing of the student and others. Withdrawal or termination of studies is a last resort.

Typical case types and indicative outcome ranges

Support to Study Concern	Examples	Low-Level Range (Early Intervention / Support Focus)	Mid-Level Range (Increased Support / Protective Arrangements)	High-Level Range (Withdrawal / Last Resort)
Health or wellbeing affecting study engagement	Mental health condition affecting attendance; physical health impacting participation; disclosed disability requiring adjustments.	Levels 1-8 (signposting, action plan, adjustments, training referrals)	Levels 11-14 (access arrangements, structured support plan, non-contact boundaries where needed)	Levels 19, 23 (supported interruption with return conditions; permanent withdrawal only where unfitness unmanageable)
Behaviour giving cause for concern (related to health/wellbeing)	Disruptive behaviour linked to mental health; repeated non-engagement; behaviour causing concern but not appropriate for disciplinary action.	Levels 1-8 (conversation, action plan, signposting to support, acceptable behaviour expectations)	Levels 11-14 (structured boundaries, access arrangements, support plan with monitoring)	Levels 19, 23 (mandatory interruption where risk unmanageable; permanent withdrawal as last resort)
Risk to self	Self-harm; suicidal ideation; high-risk behaviour affecting safety.	Levels 1-8 (urgent signposting, action plan,	Levels 11-19 (protective arrangements, access limitations, supported	Levels 19, 23 (mandatory interruption where immediate risk; permanent

		liaison with wellbeing services)	interruption with external support plan)	withdrawal only where student lacks capacity to engage and risk unmanageable)
Risk to others	Concerning behaviour towards peers/staff; threatening behaviour; inability to manage behaviour safely.	Levels 1-13 (action plan, protective boundaries, non-contact arrangements where needed)	Levels 11-19 (restrictions, supported interruption with conditions for return and risk management plan)	Levels 19, 23 (mandatory interruption where serious risk; permanent withdrawal only as absolute last resort where risk unmanageable)
Lack of engagement with support	Refusal to engage with offered support; non-attendance at meetings; unwillingness to cooperate.	Levels 1-8 (repeated attempts to engage, clear communication of expectations)	Levels 11-19 (formal expectations letter, escalation to case conference, mandatory interruption with return conditions)	Levels 19, 23 (where unwillingness to engage creates unmanageable risk; permanent withdrawal only where no alternative)

Key principles

- **Language must be non-punitive.** Use "outcomes," "arrangements," "supported withdrawal," "conditions for return," not "sanctions" or "expulsion."
- **Lower-level outcomes** (Levels 1-14) focus on enabling safe study through support, adjustments, and boundaries.
- **Mandatory interruption** (Level 19) is used where the student needs time away to address health/wellbeing concerns, **with clear, achievable conditions for return** (e.g., evidence of engagement with external support, medical clearance, risk management plan).
- **Permanent withdrawal** (Level 23) is an absolute last resort used only where:
 - The student lacks capacity to engage safely with study and this cannot be addressed through support or time away.
 - Risk to the student or others cannot be managed even with extensive adjustments, restrictions, and external support.
 - The student is persistently unwilling to engage with support measures and this creates unmanageable risk.

Combining Outcomes

Principle

Outcomes may be applied individually or in combination where this is proportionate and necessary to achieve the aims of protection, learning, risk management, and (where relevant) marking seriousness.

Common Combinations (Examples)

Combination	Rationale	Frameworks
Written warning + educative programme + non-contact arrangement	Marks seriousness, promotes learning, and protects affected individual.	Conduct, Fitness to Practice
Restitution + fine	Repairs loss and marks seriousness/deters similar conduct. Must justify why both needed.	Conduct
Suspension from placement + action plan + return conditions	Protects patients/service users whilst enabling student to demonstrate improved fitness.	Fitness to Practice
Action plan + access restrictions + non-contact arrangement	Provides support and structure whilst managing risk to others.	Support to Study
Time-limited expulsion + conditions for return application	Marks extreme seriousness but recognises possibility of change and rehabilitation.	Conduct, Fitness to Practice

Schedule 5: Appeals

The grounds, procedural requirements, timescales, submission process, scope of review, composition of appeal panels, and outcomes available on appeal are fully set out in the Behaviour, Health and Practice Appeals Policy.

Schedule 6: Return to Study

The principles, criteria, processes, and decision-making arrangements governing when and how a student may resume study following interruption or restriction are set out in the Return to Study Policy.

Return to study decisions may take account of professional standards, placement requirements, and PSRB expectations.