



Royal Conservatoire *of* Scotland

Enhanced Support to Study Policy

Responsible RCS Officer/s	Deputy Registrar (Student Experience) Head of AAS (or their nominee)
Last update	May 2025
Full Review and Reapproval	August 2023 (next full review May 2026)

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1. Introduction

- 1.1 The Conservatoire has a duty of care to respond appropriately where there are concerns relating to a student's ability to engage with their studies.
- 1.2 Enhanced Support to Study is the policy that the RCS uses to manage a situation where a student demonstrates that they are not fully engaging with their studies because of questions about their health and wellbeing.
- 1.3 If a student elects to suspend their study when an Enhanced Support to Study procedure has not been concluded, the procedure will resume prior to the student's return to study.
- 1.4 The procedure is designed to enable such a student to re-engage appropriately and safely. It recognises that students who present with difficulties should be considered from a supportive perspective. The Conservatoire is committed to promoting positive attitudes towards students with physical or mental ill health.
- 1.5 The procedure also enables the Conservatoire to reserve the right to intervene when a student's behaviour is giving grave cause for concern but sits below the threshold for a mental health crisis intervention (where another policy is required). Giving grave cause for concern is normally a result of activity which appears to place the student at a future risk of harm or seriously disrupts the work of others.
- 1.6 This procedure applies if there is a concern about a student's ability to engage with their studies in the light of their health and wellbeing.
- 1.7 This procedure has 3 stages depending on the level of concern:
Emerging and/or initial concerns (ESS Stage 1);
Continuing and/or significant concerns (ESS Stage 2); and
Persistent and/or grave concerns (ESS F2S Stage 3).

Stage 1	Initial & Emerging Concerns Often used when a student's attendance and/or health record is suggestive of a need for enhanced support to study	ESS1
Stage 2	Continuing and/or significant concerns Often used when a student's attendance, approach to engagement, interaction with their ensemble, and/or health record demonstrates a need for enhanced support to study. Also, when activities behind the concerns indicate that, if a student continues in such a manner, they are unlikely to progress or complete their studies.	ESS2
Stage 3	Persistent / grave concerns Often used when there is concern that a student is unwell to such an extent that they are in jeopardy of non-progression or completion of their studies. This stage can also be referred to as Enhanced Support to Study, Fitness to Study (F2S) and is only called that because of the degree of concerns staff have for a student.	ESS3 (F2S)

- 1.8 Students should be aware that, whilst the Conservatoire has a duty of care to support students with ill health, it is the student's responsibility to be fit to study.

1.9 This policy is non-contractual and may be varied or withdrawn by the Conservatoire.

2. Key principles of this policy

2.1 **Consistent and sensitive approaches** to managing student health and wellbeing when it impacts on their ability to progress and/or complete their studies appropriately.

2.2 **Due regard to confidentiality:** The student (and anyone giving evidence under this policy) may be reassured that any evidence gathered under this policy will be treated with respect, but they should not be promised confidentiality such as to make it difficult to act reasonably in accordance with this policy. Evidence should only be shared with Conservatoire staff and external personnel who need to be directly involved. The Conservatoire will comply with relevant legislation including the Data Protection Act, the Mental Health (Care and Treatment) (Scotland) Act, the Human Rights Act and the Equality Act, and the obligation of confidence.

2.3 **Timely interventions** that increase the chances of better engagement with and completing of studies. When assessing the perceived level of concern about a student's situation, communication is paramount. Early intervention in issues, and recommendations for support, can avoid crisis situations from occurring. Should staff feel that they are not confident about dealing with a situation or feel unsure about whether to invoke this procedure, they are encouraged to seek advice from the Head of Programme or Deputy Registrar who may, where necessary, engage the Disability Advisor and/or the Conservatoire Counselling team.

2.4 **Proportionate responses** to a student's apparent disengagement. Students' studies may be suspended by the Conservatoire because of ill-health as specified by the *Regulations, Codes of Procedures and General Rules* but this can only be done from a place of proportionality.

2.5 **Support which recognizes the mutual obligations** of (1) additional support offered by RCS and (2) responsibility taken by the student, where they are able, to engage with that support.

2.6 **Safeguarding care:** recognition that there are behaviours that demonstrate a student might be at risk of becoming more seriously unwell and that, in those cases, The Conservatoire has a responsibility to intervene.

2.7 **Balancing student self-management and supportive intervention:** Students should be involved in the management of their own wellbeing wherever possible. However, there may be times where a student is unwilling or unable to work within these procedures. In these cases, the process should continue, with concerns being raised, advice being sought, and action being taken, as appropriate.

3. When to use the policy

3.1 The procedure should be used when concerns about a student are prompted by, for example:

- increasingly significant non-attendance or lack of engagement
- a sudden deterioration in performance or motivation
- mood swings or unusual behaviour (e.g. aggressive, withdrawn, obsessive, overly effusive or elated, distressed, irritable)
- changes in appearance or obvious signs of ill health (e.g. dramatic weight loss or gain, ongoing lack of personal hygiene and care)

- inappropriate behaviour (e.g. inappropriate touching, invading personal space, excessive, unexpected and prolonged laughter or chattering, uncharacteristically bad language such as swearing)
- withdrawal from social, cultural, or sporting activities once considered important
- lethargy or signs of lack of sleep, or unusual disorientation
- obvious signs of substance/ alcohol misuse
- signs of or information about specific episodes (e.g. self-harm/suicidal thoughts or attempts)
- changes in behaviour or health that make the student's use of equipment etc., dangerous to themselves and/or to others

3.2 The procedure should also be used for students returning to their studies after a period of ill-health or suspension of studies that occurred subsequently to a crisis intervention.

When this policy must not be used:

3.3 The procedure must not be used to suspend the studies of students under the following (non-exhaustive) categories:

1.	Approved short absences (e.g. short-term illness)
2.	Situations that can be addressed through Personal Mitigating Circumstances
3.	Disciplinary cases (for relevant procedures see H3 of <i>Regulations, Codes of Procedures and General Rules.</i>) Suspension of studies in disciplinary cases can only be done based on risk assessment as outlined in H3.10.2.
4.	Voluntary authorized interruption of study on health and other grounds
5.	Students who are in debt
6.	Acute medical crisis or emergency situations: For example, where a student is threatening to harm themselves, or has harmed themselves, or has been injured); in these cases, please refer to the Student Mental Health Crisis Intervention Procedure . This EES policy <u>should</u> be used, however, in order to support a student <u>following</u> a crisis.
7.	Academic progress as defined by Examination Boards according to the regulations and procedures defined by the <i>Regulations, Codes of Procedures and General Rules</i> .

4. Who should use this policy?

4.1 This document is to be used by **staff**.

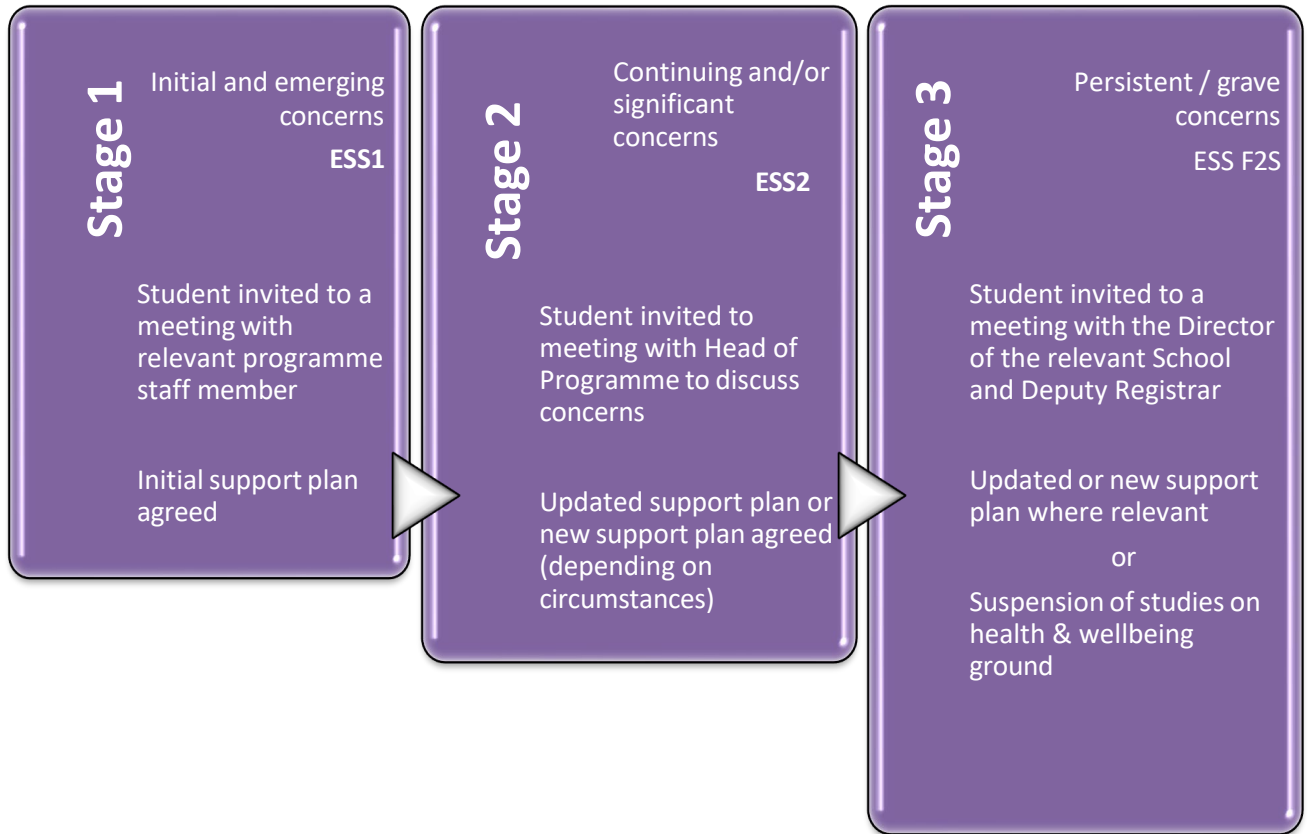
4.2 This document can also be used by **students concerned about their own health** and its impact on their ability to engage with their studies.

- 4.3 This document may also be provided to **students who are having the Enhanced Support to Study process applied to them.**
- 4.4 In accordance, students are not expected to follow the procedure in this policy in relation to students other than themselves.
- 4.5 Students with concerns about other students should raise them with a member of staff, or a representative of the Students' Union. **The responsibility for applying the ESS sits with staff.**
- 4.6 Staff are expected to manage situations wherever they feel confident to do so within the parameters of their professional role and should consult with the Head of Programme, Deputy Registrar, Conservatoire Counsellor and the Disability Advisor if they feel unable to deal with a situation or need advice or guidance on how best to proceed with a student.
- 4.7 Concerns that a student's engagement with their studies is affecting their ability to progress/complete can, however, be raised by both staff and students.

5. The Stages

- 5.1 There are three stages of Enhanced Support to Study. Each stage represents an increase in the severity of concern that is being felt about a student.
- 5.2 In the event of a student's attendance, performance, conduct and/or behaviour being a concern to a tutor because they are affecting a student's ability to engage with or complete their studies or they are affecting others' ability to progress or complete their studies, the following procedures should be followed:
- Seek advice from the Deputy Registrar or the Disability Advisor to check whether a Learning Agreement is in place for the student before initiating an ESS meeting with the student.
 - If the student discloses to any staff member a medical issue which is likely to constitute a disability (i.e. a physical or mental impairment which has a substantial and long-term adverse impact on ability to carry out normal day to day activities) or the Conservatoire is otherwise on reasonable notice of such an illness then by law (the Equality Act 2010) the institution is 'deemed to know' of the disability, the staff member must inform the Conservatoire Disability Advisor who will arrange a Learning Agreement meeting.
- 5.3 Concerns that a student's engagement with their studies is affecting their ability to progress/complete can, however, be raised by both staff and students.
- 5.4 A visual summary of the stages is provided below:
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ESS VISUAL SUMMARY OF THE STAGES



5.5 STAGE 1:

When the level of concern is initial or emerging, stage 1 **ESS** should be introduced. The student should be invited to meet with a designated member of the programme team and an initial support plan agreed (see Appendix 2 for ESS support plan proforma).

Actions

- 5.5.1 Invite student to ESS 1 meeting
- 5.5.2 Record on the Stage 1 Action Plan.
- 5.5.3 A copy of the Support Plan must be sent to the student within 5 working days of the meeting.
- 5.5.4 Ask the student to confirm the plan by signing it or confirming in writing via their RCS email account.
- 5.5.5 Enhanced Support for Learning tab on the student file is ticked 'yes'
- 5.5.6 Ask **Programme Support Manager** to upload signed document to Student Record (Tab: Files)
- 5.5.7 If a Support Plan cannot be agreed at Stage 1, and if the circumstances give rise to increased concern the proceedings must move to Stage 2.
- 5.5.8 Undertake a review meeting between 2-3 weeks.
- 5.5.9 If at review meeting, student progress as a result of attendance, performance, conduct and/or behaviour remains a concern escalate to Stage 2.
- 5.5.10 If in between initiating the Stage 1 and the review meeting concerns grow – escalate to stage 2.
- 5.5.11 Review meetings should follow with an updated Support Plan. This should be sent within 5 days of the review meeting for the student to sign, prior to an update being added to the student record.
- 5.5.12 If at review meeting, things are going as hoped, consider:
 - (a) re-review in 4 weeks;
 - (b) no review but request to leave stage 1 open in case it helps to revisit;
 - (c) formally closing the stage 1 as complete

5.6 STAGE 2:

When the level of concern is continuing and/or significant concerns, a **stage 2 ESS** should be used. The student should be invited to a meeting with the Head of Programme to discuss concerns and an updated support plan or, depending on the circumstances, a new support plan should be agreed.

Actions

- 5.6.1 Invite student to ESS 2 meeting
- 5.6.2 Record on the Stage 2 Action Plan.
- 5.6.3 A copy of the Support Plan must be sent to the student within 5 working days of the

meeting.

- 5.6.4 Ask student to confirm plan by signing it or confirming in writing via their RCS email account.
- 5.6.5 Enhanced Support for Learning tab on the student file is ticked 'yes'
- 5.6.6 Ask **Programme Support Manager** to upload signed document to Student Record (Tab: Files)
- 5.6.7 If a Support Plan cannot be agreed at Stage 2, and if the circumstances give rise to increased concern the proceedings must move to Stage 3.
- 5.6.8 Undertake a review meeting between 2-3 weeks.
- 5.6.9 If at review meeting, student progress as a result of attendance, performance, conduct and/or behaviour remains a concern escalate to Stage 3.
- 5.6.10 If in between initiating the Stage 2 and the review meeting concerns grow – escalate to stage 3.
- 5.6.11 Review meetings should follow with an updated Support Plan. This should be sent within 5 days of the review meeting for the student to sign, prior to an update being added to the student record.
- 5.6.12 If at review meeting, things are going as hoped, consider:
 - (a) re-review in 4 weeks;
 - (b) no review but request to leave stage 1 open in case it helps to revisit;
 - (c) formally closing the stage 2 as complete

5.7 STAGE 3:

When the level of concern is persistent/ grave concerns, this constitutes a need to intervene using **ESS3 Enhanced Support to Study**. ESS3 represents a significant intervention with a student and is intended to ensure support is being fully engaged with. A stage ESS3 can be used to suspend studies on health and wellbeing grounds.

Actions

- 5.7.1 In initiating Stage 3, the Director of School or other appropriate nominee will call a 'Enhanced Support to Study (F2S) Panel' meeting with the student to discuss the situation.
- 5.7.2 This panel is composed of the following individuals:
 - Director of School
 - The Deputy Registrar
 - Appropriate representatives from Academic Administration and Support
 - The student and any representative they wish to bring but it may include such other people as the Conservatoire considers appropriate in the circumstances.
- 5.7.3 The Enhanced Support to Study Panel will clearly identify the nature of the concerns and the student should be encouraged to discuss the issues, including the potential impact on themselves and others. The Panel will then determine an agreed action which will normally be one of the following:
 - conclusion because there is no longer a concern regarding the student's ability to engage; or

- reverting to Stage 1 or 2 because the level of concern regarding the student's ability to engage has decreased; or
- a Support Plan; or
- a recommendation for suspension on health and wellbeing grounds in whole or in part.

5.7.4 If the Enhanced Support to Study Panel determines that there will be an updated Support Plan, the student will be invited to meet with the Director of School and Deputy Registrar or nominees to receive and discuss the Plan. The Plan will have a specified review date, and the consequences of not adhering to the Support Plan will be made clear, i.e. suspension of studies. Where a student is not suspended, a stage 3 ESS F2S presumes that regular review meetings will occur until an improvement is seen in the student's engagement with their studies.

Suspension of Studies

5.7.5 If the action is a suspension of studies, the student will be invited to meet with the Director of School and Deputy Registrar or nominees to receive and discuss this outcome. In certain cases, it may be necessary to inform the student verbally indicating that the suspension is immediate and that a formal letter will follow.

Return to Studies

5.7.6 Any suspension of studies will not be lifted until the student has provided appropriate medical and/or other relevant evidence from their GP or other relevant professional that persuades the Conservatoire that the student is fit to return to study. The Conservatoire may ask the medical professional to answer specific questions or consider specific issues, and will not make a decision to lift the suspension until satisfied that the student is fit to return to the Conservatoire.

5.7.7 Prior to lifting a suspension of studies, The Conservatoire may require to undertake any or all of the following:

- attend an interview with relevant staff to verify that the student is fit to return to the Conservatoire.
- re-audition prior to re-commencement of their programme in order that an assessment of their skills and learning needs might be made.
- attend an appointment with a medical professional appointed by the Conservatoire.

5.7.8 The Conservatoire will make every effort to allow the student to continue with their studies, within the limits set by the Conservatoire's Regulations. This may include repeating periods of study. The ability to repeat or return to study will depend upon the feasibility and reasonableness of such a proposal, and will be decided on a case by case basis.

6. Additional associated regulations

6.1 Students **must be given 48 (2 working days) hours notice** when called to attend an ESS meeting for the first time.

6.2 The student must be informed that they have the right to be accompanied by someone at each meeting, this could be a member of the Students' Union, a friend, a family member, or a support worker, mental health worker.

6.3 Signed support plans should be uploaded to the students' record in the Student Record system under the tab **file** by the relevant **Programme Support Manager**.

Disciplinary Action

6.4 If a student breaches any of the Conservatoire's regulations including this policy, the breaches will be considered under the Disciplinary Procedure. Students will not be exempt from a disciplinary investigation because they are being considered under this Enhanced Support to Study policy. Each case will be considered on its own merits, with due regard given to issues relating to ill health.

Monitoring

6.5 Data will be collected on the use of this procedure as follows:

- numbers of cases at each stage of the procedure
- numbers of suspensions of study

- final outcomes e.g. return to study

6.6 All of the above will be monitored by programme, and by gender, ethnicity, disability, age, religion/belief and sexual orientation where possible, to ensure fairness and access to opportunity.

6.7 Academic Administration and Support will collect this data and will raise any issues which arise directly with Schools as appropriate.

7. A summary of key people involved at each stage is visualized below:

Level of Concern	Staff Responsible	Action	Possible Outcomes
Stage 1 - Initial and/or emerging concerns	Tutor / Level Coordinator / Head of Department	Student is invited to a meeting to discuss concerns.	Identify support options and agree an initial Support Plan (Appendix 1) and set review date 2-3 weeks after initial meeting. Or Move to Stage 2 if the level of concern has increased
Stage 2 - Continuing and/or significant concerns	Head of Programme	Student is invited to a meeting to discuss concerns.	Identify support options and agree a Support Plan (Appendix 1) and set review date 2-3 weeks after initial meeting. Or Move to Stage 3 if the level of concern has increased

Stage 3 - Persistent and/or grave concern	Director of School / Deputy Registrar	Student is invited to a meeting to discuss concerns.	Identify support options and agree an updated Support Plan (Appendix 1) and set review date 1-2 weeks after initial meeting. Or Suspension of studies
ESS Return to Study	Head of Programme (following confirmation of intention to return/receipt of medical information/audition)	Student invited to meeting to discuss support plan requirements	Identify support options where required. Or Conclude no support required. Set check in date

8. Appeal Procedure

8.1 Appeals against the decision to suspend studies may be submitted to the Deputy Principal. Appeals should be submitted in writing within 14 days of the date on which the student receives notification of suspension by the Director of School.

8.2 Appeals will only be considered on the following grounds:

- The Enhanced Support to Study Panel followed a defective procedure or reached a wholly unreasonable decision.
- There are exceptional personal circumstances that may warrant the overturning of the Panel's decision which it was not reasonably possible for the student to raise at the time of the Enhanced Support to Study Panel meeting or earlier. The appellant must explain why such exceptional personal circumstances were not made known to the Panel. Where it was reasonably possible for an appellant to have reported exceptional circumstances to the Panel prior to its meeting, but did not do so, those circumstances cannot subsequently be founded upon as grounds for appeal.

8.3 The Deputy Principal (or their appropriate nominee) will investigate the grounds of appeal in any manner that is deemed appropriate in order to gather full and relevant information before making a judgment on the appeal. The Deputy Principal's judgement will normally be issued within 14 working days of the date when an appeal is received.

8.4 The Deputy Principal may reach one of the following conclusions:

- 8.4.1 That the appeal is not upheld. The Deputy Principal or their nominee will write to the appellant to inform them that the appeal was not upheld and that the Conservatoire's procedures have been concluded.
- 8.4.2 That the appeal is upheld. The Deputy Principal or their nominee will arrange for another Enhanced Support to Study Panel, with different members to the original Panel, to consider the case. The Deputy Principal will identify the grounds upon which the appeal was upheld.

8.5 Appeals against the decision of a reconvened Enhanced Support to Study Panel will not normally be permitted.

8.6 In cases where the student is dissatisfied with the outcome arising from the operation of this policy, they may take the complaint to the Scottish Ombudsman, which is an independent, impartial and free service established by the Scottish Government to investigate complaints against organizations providing public services (including higher education) in Scotland. Full details are available at <http://www.spsso.org.uk/>

FURTHER GUIDANCE

Enhance Support to Study Meetings

The purpose of the meeting(s) will be to ascertain the student's perception of the issues that have been identified, including the impact which health and/or wellbeing are having on the student's ability to engage with their studies.

Following each meeting a Support Plan will be produced. A copy of this Plan will be disseminated to the student and relevant staff in the Conservatoire as appropriate. A copy of the Support Plan should be kept on the student's file subject to the retention provisions within the Data Protection Act 1998. The purpose of keeping it on file is to ensure that the Conservatoire is providing all necessary support, to ensure that the student is sufficiently fit to continue to study.

The student will be informed that engaging with each stage of the policy is mandatory and refusal to engage may, if the circumstances give rise to increased concern about Enhanced Support to Study, result in further progression to a later stage.

Stage 1 – Emerging and/or initial concerns

Stage 1 is initiated if a Tutor, Level Coordinator, or Head of Department or Head of Programme has emerging or initial concerns about an individual student's engagement with their studies. The student will be invited to meet with the member of staff to discuss the issues and with the member of staff who has raised the concern (if appropriate).

The meeting with the student will be held by any of the following staff: Tutor / Level Coordinator / Head of Department.

During the meeting the nature of the concerns should be clearly identified, documented, and communicated to the student in an initial Support Plan ([Appendix 1](#)). The student should be encouraged to discuss the issues, including the potential impact on themselves and others. The Plan, which will ideally be agreed, will be devised to provide support for the student and expectations for the student and staff to observe. The Support Plan will have a review date, and the consequences of not adhering to the Support Plan must be made clear to the student. This may involve progressing to Stage 2 of the procedure.

The student and member of staff should agree a date to meet, generally within 2- 3 weeks of the initial meeting, to review the situation, to confirm that the student has accessed support, and to discuss the effectiveness of that support. If there are any concerns of a potential escalation of issues, it is better to hold the review meeting sooner rather than later.

The key points and action points arising from this discussion should be recorded and communicated to the student and a copy of the updated Support Plan must be sent to the student within 5 working days of the meeting.

There should generally be more than one point of contact with the student at this stage before progressing to another stage or concluding the ESS procedure on the basis that there are no longer any concerns.

Where there is no response to contact or the level of concern continues or has otherwise increased, the member of staff should seek advice from the Head of Programme. This may also include a decision to progress to Stage 2.

Stage 2 – Continuing and/or Significant Concerns

Stage 2 is initiated if the Head of Programme has continuing and/or significant concerns about an individual student's Enhanced Support to Study. The student will be invited to meet with the Head of Programme to discuss the issues and with the member of staff who has raised the concern (if appropriate).

During the meeting the nature of the concerns should be clearly identified, documented, and communicated to the student in an initial Support Plan ([Appendix 1](#)). The student should be encouraged to discuss the issues, including the potential impact on themselves and others. The Plan, which will ideally be agreed, will be devised to provide support for the student and expectations for the student and staff to observe. The Support Plan will have a review date, and the consequences of not adhering to the Support Plan must be made clear to the student. This may involve moving to Stage 3 of the procedure, where a suspension of studies may be considered necessary.

A copy of the Support Plan must be sent to the student within 5 working days of the meeting. If a Support Plan cannot be agreed at Stage 2, and if the circumstances give rise to increased concern about engagement with study the proceedings must move to Stage 3.

The student and member of staff should agree a date to meet, generally within 2- 4 weeks, to review the situation, to confirm that the student has accessed support, and to discuss the effectiveness of that support. The key points and agreements, including action points arising from this discussion should be recorded and communicated to the student and a copy of the updated Support Plan must be sent to the student within 5 working days of the meeting.

There should generally be more than one point of contact with the student at Stage 2 before progressing to Stage 3 or concluding the Enhanced Support to Study procedure on the basis that there are no longer any concerns. Where there is no response to contact or the level of concern continues or is otherwise increased, the Head of Programme should seek advice from the Director of School. This may also include a decision to progress to Stage 3.

Stage 3 – Persistent and/or Grave Concerns

Suspension of studies would only be recommended in the most serious of cases, and when all avenues of support have been exhausted and when the student has not chosen to suspend their studies voluntarily. Suspension of disabled students would be after all reasonable adjustments have been made to avoid any substantial disadvantage as a consequence of this Enhanced Support to Study policy. The suspension is intended to give the student time away from studies to address health and wellbeing issues, in order to return to the Conservatoire and resume study at the earliest opportunity.

Appendix 1 Support Plan

Enhanced Support to Study - Support Plan	
Date	
Student Name	
Programme / Year of Study	
Staff Member / Title	
Learning Agreement	No / Yes Please insert any relevant details as appropriate
Stage (Please circle one)	1 = emerging or initial concerns 2 = continuing and/or significant concerns 3 = persistent or grave concerns
Brief outline of the concerns discussed:	
Outline of support services discussed (e.g. Conservatoire Counsellor, GP, Welfare Staff, etc.)	
Student comments	
Student Action Points	

(e.g. medication and support requirements, review meetings etc.)	
Staff Action Points (e.g. communication with other members of staff, assessment arrangements etc.)	
Any other information / comments	
Outcome (e.g. No action, monitor and review in 2-4 weeks, progress to next stage etc.)	
Date of review (which must be within 2-4 weeks)	(insert date)

Declaration:

I have read and understood the Enhanced Support to Study policy and understand that until the Conservatoire is satisfied that the concerns about my Enhanced Support to Study have been resolved I may progress to later stages within the policy.

I understand the nature of the concern(s) raised as explained to me and outlined in this document as well as the possible impact/consequences that this/these concern(s) may have upon my own Enhanced Support to Study.

I also understand the impact that this/these concern(s) may have upon the community of staff and students who are working and studying at the Conservatoire and to which I belong. I have agreed to work towards the Support Plan outlined above, which has been developed to support me.

I understand that, if I am unable or unwilling to carry out the Support Plan, the Conservatoire will need to consider taking appropriate or remedial actions as my situation may require.

I understand and consent to information surrounding my Enhanced Support to Study being shared to those people considered necessary by the Conservatoire including the Director of School and the Head of AAS (or their nominee).

I realise that any non-attendance or other failure on my part can be reported to the appropriate service and acted upon. Whilst I understand that the Conservatoire has a duty of care to support me, ultimately I am responsible for my own health and wellbeing and it is my responsibility to be fit to study.

I am also signing to agree to my progress being reviewed within the time specified above in order to review the improvement I have made.

Students Name _____ Signature _____

Staff Member _____ Signature _____

Date _____ Review date _____

Student consent and agreement to progress being reviewed received by email on
Date _____

Appendix 2

List of contacts

Procedural Advice

M.Green@rcs.ac.uk

Marie Green, Deputy Registrar

Support

counselling@rcs.ac.uk

Counselling Services

disabilityservice@rcs.ac.uk

Disability Service

G.Mackenzie@rcs.ac.uk

Gillian Mackenzie, UKVI Compliance and International Student Experience Manager

Advocacy

<https://www.rcs.ac.uk/studyhere/studentssupport/bystudentsforstudents/>
Students' Union

counselling@rcs.ac.uk
disabilityservice@rcs.ac.uk

Counselling Services
Disability Service

External Professional Support

<http://www.nhs24.com/findlocal/>
<http://www.nhs24.com/Togetherall>

GP
NHS24
Access with your RCS email address