

# Student Support Services

This guide will provide you with information about the holistic student support model at Sheffield Hallam with a focus on the services provided by Student Support Services.



Student Support Services, which is part of the Group Directorate of Student and Academic Services, is a collection of professional and accredited practitioner teams offering a range of information, advice and guidance (IAG) from initial enquiry through to specialist support.

The support is designed to underpin the academic experience by enabling students to access, engage and successfully complete their course. Occasionally we also help students to take a break in study or withdraw if it's in their best interests.

## Introduction

This guide is relevant to all staff at Sheffield Hallam regardless of your role. It is designed to ensure that you can quickly and confidently direct students to the advice and support they need, when they need it.

The guide has been designed around the different elements of the student support model which you will see on the next page. This guide will cover:

- Hallam Help - including a map of help desks on both campuses and an explanation of the channels students can use to ask for help
- Student Support Adviser role
- Specialist Student Support Services
- Students in Distress Guide

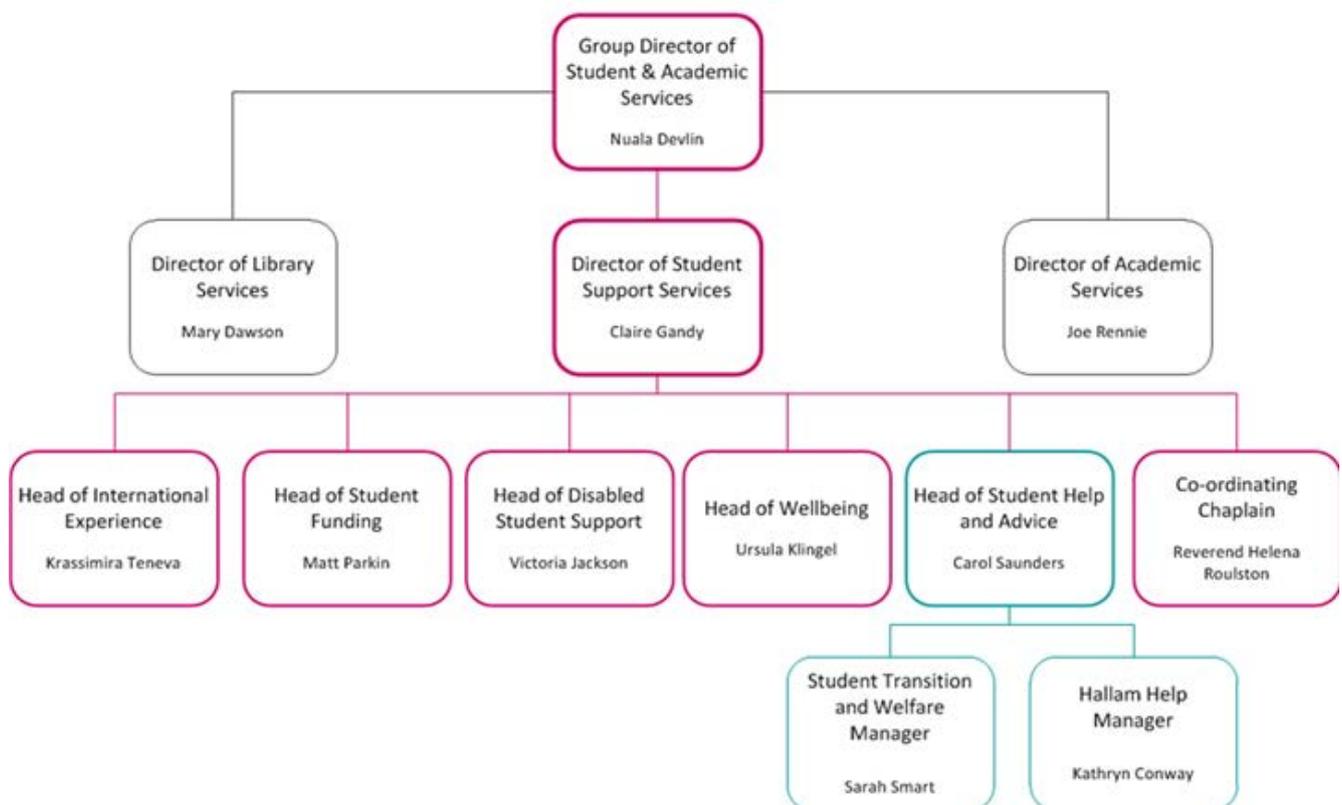
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Structure chart of Student Support Services

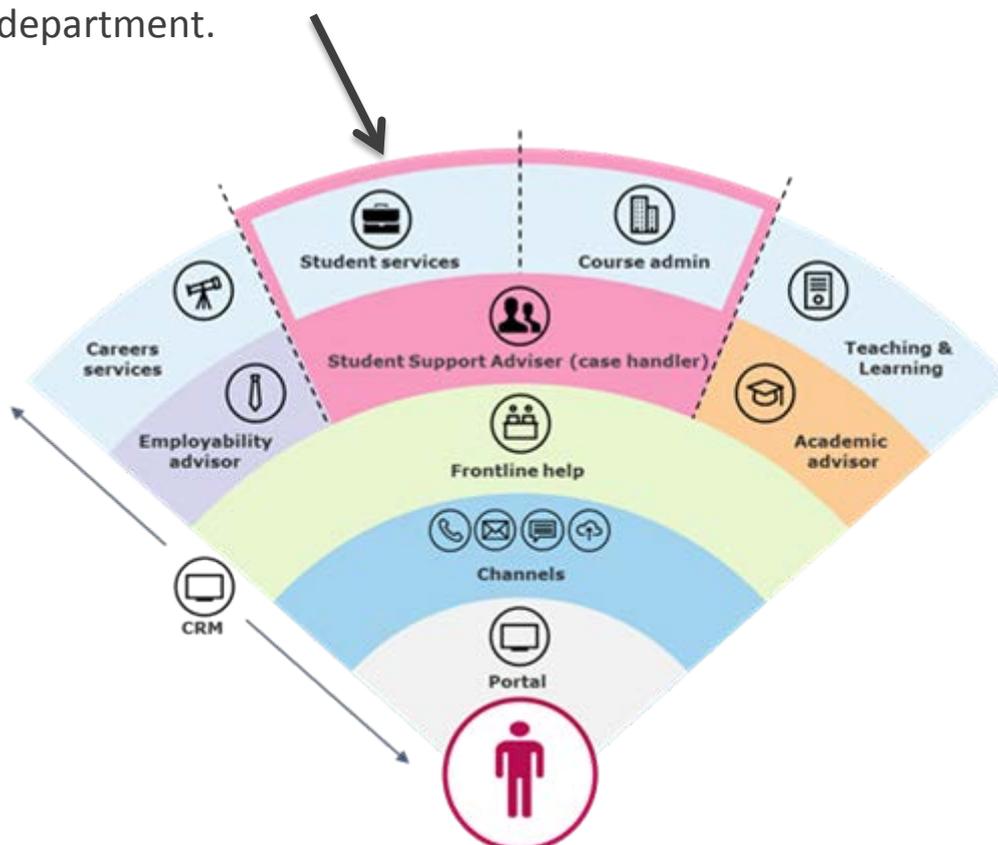
This structure shows you where Student Support Services sits within the Student and Academic Services Group Directorate.

**STRUCTURE CHART  
Student Support Services**



## Student Support Model

This diagram represents the student support model which supports the University's ambition to be the world's leading applied University. It has been created as 'One University, one model' with the aim of creating a consistent and logical experience for students. This course will primarily focus on **Student Support Services** within the Student and Academic Services department.



## Contact Channels

You can contact all Student Support Services through the following channels:

- **Location:** Any Hallam Help Point at City and Collegiate
- **Email:** [hallamhelp@shu.ac.uk](mailto:hallamhelp@shu.ac.uk)
- **Phone:** 0114 225 2222
- **Twitter:** [@HallamHelp](https://twitter.com/HallamHelp)

The following teams also have direct email addresses:

Disabled Student Support: [disability-support@shu.ac.uk](mailto:disability-support@shu.ac.uk)

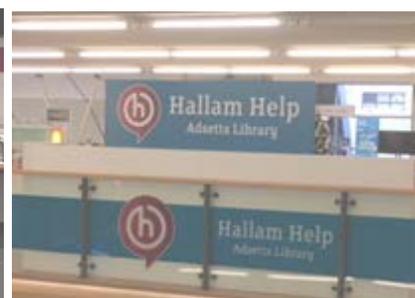
International Experience: [internationalexperience@shu.ac.uk](mailto:internationalexperience@shu.ac.uk)

Student Wellbeing: [student.wellbeing@shu.ac.uk](mailto:student.wellbeing@shu.ac.uk)

## Hallam Help Points

There is a new network of help points, providing more consistent support to both staff and students in easily accessible locations. The new help points will include:

- 11 Hallam Help Points.
- 4 specialist help points in areas where there is a demand for specific support, including accommodation, admissions, wellbeing and careers.
- 2 Students' Union Points (one at each campus).
- 2 reception desks, staffed by Facilities Directorate, providing reception and staff support services in 1-11 and Bryan Nicholson Building.



## Locations of Hallam Help Points

There are new Hallam Help points located in the following buildings:

### **City Campus:**

Cantor  
Charles Street  
Stoddart  
Owen  
Adsetts Library  
Sheaf  
Head Post Office  
Aspect Court

### **Collegiate Campus:**

Heart of the Campus  
Robert Winston  
Collegiate Library  
Collegiate Hall will be a self-help point

[Click here to download map](#)



## CRM and Knowledgebase

Hallam Help have a new way of managing student queries, which includes a Knowledge base to support self-help and a CRM system to respond to, manage and refer queries on to other teams for resolution.

In the first instance, students can self-help to resolve a query by using the Knowledge base which is accessible on MyHallam.

If a student cannot find a resolution through self-help, or they have a more complex query, they can visit a help point, email, phone, online chat or raise a case through the student portal. These will be managed through a CRM system and the majority of queries will be resolved by Hallam Help. The Knowledge base is integrated into the CRM for Hallam Help to refer to when resolving queries.

If Hallam Help cannot resolve the query, it will be referred on to specialist student support services, or a Student Support Adviser, to be resolved.

Watch this [animation](#) to learn more about the journey of a query through CRM.



## Who we are

Hallam Help is the identity badge we have given to the University's frontline help so students can easily recognise their sources of help. You will see the badge around the estate next to help points and increasingly used on some of our key communication channels including the student portal and email.

## What we do

From January 2019 **Hallam Help** (which is part of the Student Help and Advice team) will start to manage all Hallam Help points and all enquiries regardless of the channel. Common queries can easily be resolved by directing a student to Hallam Help. Remember, that does not necessarily need to be face to face. Students can also contact the team via phone, email or MyHallam.

## Opening Hours

Face to face services will operate:

**8.45am - 5.00pm Mon – Thurs**

**8.45am - 4.45pm Fri**

Hallam Help Libraries:

**9.00am - 5.00pm Mon - Fri**

24/7 virtual Library support and IT help is available

Phone, email and online channels will operate:

**08.45am - 5.00pm Mon – Fri**

## Self Help

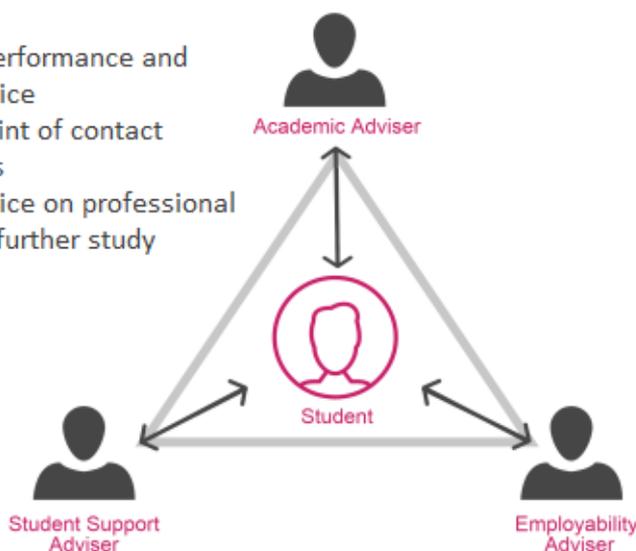
You can encourage students to use the self help resources available via [MyHallam](#) (student portal) to find answers to common questions in the Knowledge base. By helping students to use this more frequently, we can increase their confidence in using online information and encourage their independence. Students are now encouraged to raise enquiries and cases via MyHallam, which will enter the CRM.

Familiarise yourself with the [Sheffield Hallam University Graduate Attributes](#).

A key element of the model, which supports the University's Shaping Futures strategy, is the triangle of support on offer to students. All students have access to three named Advisers who can provide advice and information for common issues relating to their professional area.

### AA

- Monitoring academic performance and providing academic advice
- Providing a personal point of contact throughout their studies
- Providing academic advice on professional development including further study



### SSA

- Triage students to access appropriate services
- Pastoral support and advice
- Preventative interactions
- Working with AA & EA to provide holistic support

### EA

- Employability advice and information
- Job search support
- CV checking and interview preparation
- Promotion of placements, internships and graduate opportunities

## Student Support Advisers

The services delivered by Student Support Advisers are now managed by the Student Help and Advice team. Student Support Advisers will deliver a drop in and appointment service which students will be able to access from Hallam Help Points.

Each student will have a named Adviser who will work closely with academic departments to ensure the advice provided takes into account the design and delivery of the student's course. Advisers will also support activities and interventions which are designed to ensure students transition in and through their course successfully.



## Specialist Student Support

The specialist Student Support teams at SHU include:



Disabled Student Support



International Experience



Multifaith Chaplaincy



Student Funding



Student Wellbeing

**Hallam Help is the front-facing team for these services.**

Students can book appointments with specialist student support services at a Help Point, through Hallam Help contact channels or can be referred through a Student Support, Academic or Employability Adviser.



## Disabled Student Support

Disabled Student Support (DSS) provides Study Needs Assessments and learning contracts for students who have disclosed a disability and provided medical evidence. The service can help students to obtain appropriate medical evidence to enable them to access support. Reasonable adjustments for their learning, teaching and assessment activities are recommended and outlined in a learning contract, such as extensions for deadlines or extra time in exams.

For students who are eligible for Disabled Students' Allowances (DSA), we are lucky to have Sheffield Regional Assessment Centre (SRAC) in-house. SRAC is highly rated nationally and students and applicants are strongly advised to use SRAC to ensure they receive the best support package possible.

### What to look out for?

Students often don't realise that an ongoing condition which impacts on their ability to study, such as dyslexia or depression, can come under the umbrella of what the University considers to be a disability. Disclosure brings students under the protection of the Equality Act 2010 and helps to ensure they won't be disadvantaged. We know that learning contracts help disabled students perform as well as their non-disabled peers.

Information about students' learning contracts is available, on a need to know basis, via the [online class lists](#) # symbol, or the [online learning contract system](#).

## What should you do?

### Query 1

**If a student is seeking general information about the service or wants to speak to a specialist about their individual circumstances**

Refer the student to the Disabled Student Support pages on [MyHallam](#).

Students can speak to a specialist by calling into Disability Drop In. Current opening times are available on [this page](#).

Contact by email [disability-support@shu.ac.uk](mailto:disability-support@shu.ac.uk) or call 0114 224 3964 if you want to speak to a member of staff directly.

### Query 2

**When a student has a disability, dyslexia or a long-term medical condition**

DSS needs a copy of the student's medical evidence, or a recent diagnostic assessment report in order to provide the student with a learning contract and to help them to apply for funded support.

If the student needs evidence of a medical or physical condition, or a mental health problem, you can refer them to this [online information](#).

If the student needs a diagnostic report as evidence of a Specific Learning Difficulty, such as dyslexia or dyspraxia, refer them to Disability Drop-In to arrange an assessment. If the student already has a report, you can either refer them to Disability Drop-In, or help them register with DSS online via My Student Record and upload their report.

### Query 3

**If a student has a mental health or emotional difficulty**

If a student's mental health will impact for the duration of their course, and they will benefit from some adjustments to their learning, teaching or assessment activities,

encourage them to understand the benefits of having a learning contract and advise about getting medical evidence (see Query 2).

## Query 4

### **If a student has disclosed a disability but does not want to use DSS and have a learning contract**

- Other support is available without providing medical evidence or registering with DSS: Signpost the student to workshops they can book through the [Skills Centre](#) and [Assistive Technology Service](#).
- If the student has disclosed a mental health difficulty, AD(H)D or as being on the autism spectrum, you could [refer](#) them to the Inclusive Support team.

## What happens next?

Once a student has provided DSS with suitable medical evidence, the service will follow up and offer a learning contract and help them access appropriate funded support, which may include support workers and assistive technology. What might be appropriate will depend upon the nature of the student's disability; its impact on their course; their mode of study, and their funding status.



## International Experience

International Experience (IE) are a specialist service which supports international and home students. They provide advice, guidance and support to all students undertaking international exchanges, and to those who seek to develop global awareness on campus.

This includes:

- Specialist advice and support for international students pre-arrival, on-arrival and on-course which includes welcoming services, social transition support and visa advice.
- Advice and guidance to all students planning to spend a period abroad for study, course related placement or work experience.
- Opportunities for all students to engage globally on campus through projects which develop their intercultural skills and global awareness.

The team are also a specialist escalation point for refugee and asylum seeker students. Information on frequently asked questions can be found on [MyHallam](#).

## What to look out for?

If a student (or someone acting on their behalf) wants to talk to a specialist about their individual circumstances, they need to contact Hallam Help to book a short appointment (20 min).

Under UKVI rules, some students need a Biometric Residence Permit (BRP) in order for them to be able to study in the UK.

Students who need to collect their Biometric Residence Permit should be signposted to the Owen Hallam Help Point.

## What should you do?

### Query 1

#### **When a student has a query about a Tier 4 visa extension or about applying for a new Tier 4 visa**

If a Tier 4 student enquires about a visa extension, you should advise them to contact Hallam Help who will book them a short 20 minute appointment with an international experience adviser.

If a Tier 4 student's visa is expiring imminently, they must attend an urgent appointment. Call 0114 2253489 if there isn't one available for booking.

If a student wants to change or start a new course, they must see an international experience adviser to establish whether the student can get a new visa and whether they can apply from the UK or will need to travel to their home country.

**Please do not process any course changes before this appointment has taken place.**

### Query 2

#### **When a student needs a different visa**

Please establish what kind of visa the student is referring to.

- If it is a new Tier 4 visa - see Query 1.
- If it is Tier 2 (work visa) or Tier 1 (graduate entrepreneur), a visa to another country (e.g. Schengen), advise the student to check [MyHallam](#) for guidance and to attend a drop in session.

### Query 3

#### **If a student has a query about passport, visa or BRP card issues**

If a student has lost or damaged their visa, BRP card or passport please advise them to read the guidance on [MyHallam](#) and then book a short appointment bringing all required documents.

If a student's BRP or visa vignette are wrong they need to book a 20 minute appointment.

Please advise students in the following situations to attend a drop in session:

- If a student needs to travel home and their passport is in the Home Office
- If a student has applied for their visa more than 8 weeks ago and have not heard anything

If you receive an email enquiry from a student whose visa has been curtailed, please forward the enquiry to an international experience adviser by emailing [internationalexperience@shu.ac.uk](mailto:internationalexperience@shu.ac.uk)

## Query 4

### **If an international student needs financial support or has difficulties paying their fees**

If an international student has short-term difficulties paying their fees, please advise them to read the guidance on [MyHallam](#) and propose a payment plan by filling in [this form](#).

Please refer the student to Hallam Help to book a short appointment if you have reasons to believe that the financial issues are more serious, e.g. because they haven't got the money, their sponsor has stopped paying their tuition fee and/or their maintenance grants or they are affected by sudden, unexpected changes.

If an EU student has been in the UK for **less than** three years, follow the above process. An EU student who has been in the UK **longer** than three years is classed as a home student. If they are in financial hardship they should be referred to Student Finance. If they have issues with the Student Loan Company not recognising their eligibility for a student loan, they need to be referred to the Student Union Advice Centre.

## Query 5

### **If an international student is homesick or need social and emotional support**

All new international students are offered a Culture Connect Mentor on arrival at Sheffield Hallam. If they have chosen to stay in the scheme, please advise them to contact their mentor for support. If they have opted out, discuss whether they will benefit from joining it now. If they decide they would like to join, please email [internationalexperience@shu.ac.uk](mailto:internationalexperience@shu.ac.uk) to request a mentor.

You can also refer the student to [MyHallam](#) for information and advise them to start attending the regular social events offered by International Experience or the Student's Union.

If you have reasons to believe that students are affected by extreme culture shock (presenting with severe homesickness, anxiety or feeling unsafe) please advise them to register with Student Wellbeing.

## Query 6

### **If a student is planning to or currently doing a period abroad for study, course related placement or work experience**

Please refer students who are planning to undertake mobility abroad to [www.shu.ac.uk/current-students/goglobal](http://www.shu.ac.uk/current-students/goglobal) for information about opportunities and funding options.

If a disabled student is planning to spend a period abroad and needs to discuss reasonable adjustments, please refer to Hallam Help to book an appointment with a disabled student adviser.

If a student is currently abroad and experiencing difficulties, which cannot be resolved via self-help or by the student support adviser, please refer the student to Seirse McKinney, who is the named specialist adviser for students undertaking international exchanges.

## What happens next?

One-to-one appointments cannot be self-booked online. Students have to go to a Hallam Help Point to book an appointment. The following groups of students can contact their named adviser directly:

- Refugee and asylum seeker students – contact Helen Paskins
- Incoming exchange and study abroad students – contact Seoirse McKinney

Where specialist input is required and can be delivered to groups, they will offer group sessions to students which can be booked via UniHub.

**Some of the services provided by International Experience are regulated by the Office of Immigration Services Commissioner and can only be provided by qualified staff.**



Sheffield is a multi-ethnic city and the student population of Sheffield Hallam University reflects this diversity. The Multifaith Chaplaincy seeks to meet the religious and spiritual needs of all members of the University whether they are affiliated to a particular faith or not. The chaplaincy fulfils this role through personal 1-1 support, religious guidance, advice and information, providing opportunities to explore faith and belief and ensuring there are spaces for prayer and stillness.

## **What to look out for?**

The Multifaith Chaplaincy is an associate member of the Student Wellbeing team and works closely with the team, with a particular role in supporting students who have been bereaved.

Chaplaincy can help if students come to you with questions about religion and belief, they are struggling with grief, they are facing difficult decisions, they are isolated, lonely or homesick or they need someone to listen to them.

## **What should you do?**

### **Query 1**

**If a student is seeking general information about the service or wants to speak to a specialist about their individual circumstances**

Refer students to the Multifaith Chaplaincy pages on [MyHallam](#).

Contact the Coordinating Chaplain (Helena Roulston) directly on 01142253153 or email [chaplaincy@shu.ac.uk](mailto:chaplaincy@shu.ac.uk).

## Query 2

### **When a student has a query related to faith, belief or religion**

Staff briefing notes on Religious Observation can be found on the [staff intranet site](#), or direct the student to the Coordinating Chaplain (Helena Roulston).

## Query 3

### **When a student has died**

Contact the Coordinating Chaplain (Helena Roulston) who will then make contact with the family to offer support and continue to be the University contact for the family should they have any further questions. A University procedure is put into place whereby all the relevant services within the University are notified.

Support for the family is also offered from the faculty with a letter of condolence and from the Vice-Chancellor with a phone call and a letter.

Helena will also work alongside the faculty to offer appropriate support to students and staff affected. Support is tailored to the needs of those affected and may range from information in an email to a memorial service.

## Query 4

### **When a student requests an adjustment on religious grounds**

As a university Sheffield Hallam has agreed that it will meet requests for adjustments on religious grounds where it is practical, proportionate and reasonable to do so. The chaplain is happy to provide guidance on what appropriate adjustments might consist of.

For more information please email [chaplaincy@shu.ac.uk](mailto:chaplaincy@shu.ac.uk) or call 01142253153.

## What happens next?

The Multifaith Chaplaincy is available to all faiths and none, and to all students and staff. It is here to provide 1-1 support, religious activities (such as guided prayer and meditation) and advice on religious places of worship. The Multifaith Chaplaincy team consists of a team of 14 advisers from religious and Humanist backgrounds.

In partnership with Student Wellbeing and Hallam Active, the chaplaincy currently offers Active Wellbeing classes (supported fitness opportunities to encourage a healthy lifestyle). The chaplaincy is also involved in cross university projects addressing wider issues of social justice and environmental concern.

To speak to a chaplain, don't hesitate to:

- Call 0114 225 3153 or 07831175562
- Email [chaplaincy@shu.ac.uk](mailto:chaplaincy@shu.ac.uk)
- Call into the office at the Multifaith Centre, Owen Level 2

For more information search 'chaplaincy' on MyHallam, or visit [go.shu.ac.uk/chaplaincy](http://go.shu.ac.uk/chaplaincy)

## Our Spaces

**At City Campus** we have the Multifaith Centre on Level 2 of the Owen Building which includes the chaplaincy office, a quiet room for prayer and meditation, Muslim prayer rooms and two other meeting rooms.

**At Collegiate Campus** there is 'The Retreat' - a space for prayer and meditation - on Level 2 of the Oaklands Building, and Muslim prayer rooms on Level 1 of the Oaklands Building.

These rooms are available during the working day, with an out-of-hours quiet/prayers room on Adsetts Level 4.



## Student Funding

The Student Funding Team remove financial barriers to study and living for disadvantaged students, and raises the financial literacy of all students. They deliver a range of Bursary and Scholarship schemes on behalf of the University and design and deliver content to help students with their money skills.

### What to look out for?

The team aim to provide practical and financial support to any student who is in financial distress with a particular emphasis on anybody who falls into one of our priority groups:

- Students on high intensity or high costs courses
- Students with caring responsibilities
- Students under 25 who are estranged from their family or who have spent time in Local Authority Care
- Student parents with more than one child
- Disabled Students
- Transgender Students
- Students with Refugee status

### What should you do?

#### Query 1

**If a student is seeking general information about the service or wants to speak to a specialist about their individual circumstances**

If a student wants general information about the service then this can be obtained either directly from a Hallam Help Point or from [MyHallam](#).

If a student (or someone acting on their behalf) wants to talk to a specialist about their individual circumstances a scheduled appointment can be booked by contacting Hallam Help.

Drop-ins are advertised for urgent appointments and in extreme circumstances staff can seek advice regarding short notice appointments by calling 0114 225 2184.

## Query 2

### **When a student has a finance query**

First line enquiries will be resolved by Hallam Help in the first instance or self-serve via the Knowledgebase.

Queries relating to invoices received for fees and/or accommodation or any queries regarding payment of monies due to the University should be directed to the [Finance Directorate](#).

Queries where a student is struggling to obtain funding for their course or would like general advice regarding funding, scholarships or bursaries should be directed to Student Funding by creating a case in CRM in the first instance. Students can do this at a Help Point or online via [MyHallam](#).

In-depth queries relating to SFE/NHS funding should be directed to the Students Union Advice Centre.

## Query 3

### **When a student is undergoing financial hardship**

This depends on the level of hardship. All students should present to Hallam Help in the first instance.

Hallam Help will determine whether or not it is appropriate to refer a student initially to the Student Union for debt advice, to a hardship loan application or to Student Funding for emergency food vouchers and potentially a 1:1 appointment.

Drop-ins are advertised for urgent appointments and in extreme circumstances staff can seek advice regarding short notice appointments by calling 0114 225 2184.

## Query 4

### **When a student needs money management support**

In these cases students should book into an appointment with Student Funding via CRM or by presenting to Hallam Help. It is anticipated that students will need to fill out our money skills assessment form or engage with the Blackbullion self-service (online money-management) via [MyHallam](#) in advance.

## Query 5

### **Scholarship and Bursaries Queries**

Non-receipt of payment queries should be directed to the [Finance Directorate](#).

Eligibility queries should be dealt with via self-help information from the Knowledgebase on [MyHallam](#), or through Hallam Help. Complex queries should be directed to Student Funding.

Queries relating to evidence that must be provided to prove eligibility for a Scholarship or Bursary award should be sent to Student Funding

## What happens next?

The Student Funding team delivers targeted financial support to a range of students based on their needs, background and course. They also provide a range of 1:1 and group appointments to help students improve their money skills and to advise them regarding their funding options and support which might be available from their Funding Body.

To speak to an adviser don't hesitate to:

- Call 0114 225 2184
- Email [transitions@shu.ac.uk](mailto:transitions@shu.ac.uk)
- Call into your nearest Hallam Help Point



## Student Wellbeing

Sheffield Hallam University has a multi-disciplinary Student Wellbeing Service which employs wellbeing practitioners and an inclusive support team. Practitioners are professionally trained and their role is to offer specialist advice and support for emotional distress, complex life situations, mental health difficulties and sexual violence and harassment.

The inclusive support staff work directly with students who are referred because of a disability or other reason that may increase their risk of not completing their studies. Currently targeted groups are students with mental health difficulties, AD(H)D, autism, carers, care-leavers and estranged students.

### What to look out for?

Students are most likely to disclose that they are experiencing any personal or emotional difficulty to a member of staff whom they feel comfortable with in the first instance. This is often a tutor, Student Support Adviser or other member of a faculty with whom they have regular contact.

If students are more reluctant to disclose directly that they are experiencing difficulties, signs to look out for are mainly about changes to their usual pattern of behaviour and engagement. This could include; reduced attendance, tiredness during taught sessions, avoiding social contact, inappropriate responses such as anger, stress or withdrawal from participating in the course activities.

## What should you do?

### Query 1

**If a student is seeking general information about the service or wants to speak to a specialist about their individual circumstances**

Refer the student to the Wellbeing pages on [MyHallam](#).

Students can also contact the Student Wellbeing reception which is on Surrey Level 1, just past the SHU Medical Centre. Contact the team in person, by e-mail [student.wellbeing@shu.ac.uk](mailto:student.wellbeing@shu.ac.uk) or calling 0114 2252136.

The reception is open:

Mondays, Tuesdays and Thursdays from 8.45am to 5pm

Wednesdays 11am to 5pm

Fridays 8.45am to 4.45pm

The Coordinating Chaplain can speak to students in confidence about personal issues. Email [h.roulston@shu.ac.uk](mailto:h.roulston@shu.ac.uk) or call 0114 225 3153.

### Query 2

**If a student has a mental health or emotional difficulty**

In the first instance, it is recommended students have a look at the free, online support service [Big White Wall](#) which covers a wide range of support options including direct messaging for anyone experiencing emotional distress.

They can also book directly on to a [wellbeing group session](#) or find selected self-help information for specific issues online [here](#). If there is a more persistent, complex or ongoing mental health difficulty, students can [register online via Unihub](#) with the wellbeing service and request specialist support or look at the pages related to [specific issues](#).

If they might benefit from the practical 1-1 support provided by the Inclusive Support Team and have disclosed they have a mental health difficulty, AD(H)D or as being on

the autism spectrum on their university record, you could complete the [referral form](#) for the student.

### Query 3

#### **When a student has a communicable or notifiable disease**

The University has an effective action plan for dealing with meningococcal or other communicable diseases which includes providing a briefing for frontline staff prior to each academic year.

If you receive a report of a possible or actual case of meningococcal disease (i.e. meningitis) and/or septicemia, measles or TB within the University community, please complete [this form](#) and send it **immediately** by email to Joe Rennie, Director of Academic Services.

More information about the reporting process can be found [here](#).

### Query 4

#### **When a student reports discrimination, victimisation or harassment**

There is a specialist team of liaison officers based in student wellbeing who are trained to support students experiencing sexual violence, discrimination or harassment.

Students and staff can report anonymously or with personal details directly online by going to the [Report and Support web pages](#).

They can also contact student wellbeing reception at Owen Level 1 if online reporting is not a preferred option, and the staff on reception will direct them to members of the team. Alternatively, e-mail the team directly on [sexualviolenceliasonteam@shu.ac.uk](mailto:sexualviolenceliasonteam@shu.ac.uk).

## Query 5

### **When a student is trans or transgender and is seeking advice and support**

For emotional support related to their transition or status, students can access support after registering with Student Wellbeing. There is also a bespoke [Information for Trans Students](#) leaflet created by Wellbeing for Sheffield Hallam students.

If the support required is related to medical and practical support, the team would recommend one or more of the following:

- Seeing a GP or encouraging them to register with the SHU medical centre which is a branch of Porterbrook Clinic who offer a transgender service for patients and is part of the [Sheffield Gender Identity service](#)
- [Sheffield LGBT network](#)
- [Hallam Union Advice Centre](#)

## What happens next?

There are a large number of options available for students to help them to manage their wellbeing whilst at University. The team would always encourage early interventions and have regular wellbeing promotion events throughout the year where they raise awareness about topics in collaboration with other organisations who can also help. These are advertised on [MyHallam](#) as they become available.

The service also runs weekly [wellbeing group sessions](#) during term-time which are available to all students without the need to register with the service. Please encourage students to book online to access these by following the above link.

## Being Student-centred

### **Maintaining Boundaries**

Professional boundaries define effective and appropriate interaction between a member of staff and a student. Boundaries exist to protect both you and the student. When working in a one-to-one situation providing information, advice or guidance it is important to be clear about the boundaries of your role and what you can offer the student. It is helpful to clarify this in your first meeting with a student.

### **Why are they important?**

There are a number of reasons why it is critical to maintain these boundaries during your subsequent interactions:

- It helps manage the expectations of the student about the limits and responsibilities of your role and what help you can provide.
- It reduces the risk of the student being given inaccurate information which could have a detrimental impact on them.
- It reduces the risk of the student becoming dependent on a single individual for their support. Learning the appropriate way of accessing support is an important 'life skills' lesson and could help vulnerable students in particular to safeguard themselves in the future.

Consider the consequences of having loose or poor professional boundaries.

## Scenario Question

**You've got a student in front of you, they start talking to you about personal issues and asking for advice. Which one of the following would you do?**

**A:** Continue listening to the student for as long as you feel the student needs you.

**B:** Make a decision about whether the issue the student is presenting to you is within the boundaries of your role. Tell them that you're sorry you can't help them, if it is not part of your role.

**C:** Explain to the student what the boundaries of your role are and what help or advice you are able to provide. If the issue strays beyond those boundaries refer the student on.

Answers are on the following page.

## Answers:

**The correct answer in this scenario is C.**

Being clear on your own boundaries and clearly communicating that to students is really important. Effective referral is a key part of the student support model and can have a positive impact on the student experience.

### **Why not A?**

It may seem the right thing to do to put this student first and 'go the extra mile' but it can be easy in these circumstances to start to offer advice or information which is outside the boundaries of your role. You are also setting a precedent which might make it more difficult to establish boundaries around time and availability with this student in the future.

### **Why not B?**

Our aim is to keep students at the 'heart of what we do' and ensure they get the support they need. If you decide you are not the right person to support this student then it is important that you take responsibility for signposting them to the person who is, so all students can feel part of a supportive community.

## Noticing Changes

If you notice a change in a student's behaviour, you should not ignore it.

- Speak to the student and see how they are. Just by being a friendly face and a supportive voice you can help. Whilst it might not be your role to support them directly you can signpost them to appropriate help such as an Academic Adviser.
- Check with colleagues to see if they are aware of any issues and whether they could help.
- It's good practice to record interactions with students - this can be particularly helpful if you should need to make a referral to another service.

## Scenario Question

**You've noticed that a particular student has recently been late and missed some classes. He is enthusiastic but is struggling to meet deadlines and often looks tired. Which one of the following might you do if you noticed this change in a student's behaviour?**

**A:** Ignore it until someone else says something

**B:** Speak to the student directly and/or talk to colleagues or the student's Academic Adviser

**C:** Send the student to Student Wellbeing

Answers are on the following page

## Answers:

### **The correct answer in this scenario is B.**

If you notice a change in a student's behaviour, you should not ignore it. Speak to the student and see how they are, and check with colleagues or the student's Academic adviser to see if they are aware of any issues.

### **Why not A?**

If you have noticed something out of the ordinary for this student it may be that other colleagues have also picked up that something may be wrong. Early intervention is an important part of our model of student support and sharing information between colleagues is key.

### **Why not C?**

Student Wellbeing operates a stepped care model. They provide specialist therapeutic and case management appointments specifically for students who need targeted and pro-active support. Many students do not need this level of intervention and may be supported through support with time management and health promotion initiatives/resources.

## Confidentiality

Students have the right to confidentiality to protect their interests and to ensure that relationships based on trust can be developed and maintained. You should work to the following guidelines when handling personal data related to the delivery of specialist student support services.

- 1.** Be familiar with the Privacy Notices particularly those relating to the user groups you are predominantly working with e.g. [applicants](#) and [students](#).
- 2.** Be familiar with the principles for processing personal data, see your local Information Asset Register and [GDPR guidelines](#).
- 3.** Be familiar with the [Notice for family members](#) which explains how the University responds to enquiries from parents and family members in line with [Student Privacy Data Protection](#) policy.
- 4.** Understand the rules around consent:
  - a. Consent means the data subject actively opting in
  - b. Consent can be withdrawn at any time
  - c. We don't always need consent to use someone's personal data.
- 5.** Make use of the [Confidentiality and Sharing of Information Consent Form](#) for Learning Contracted or Disabled related information when requesting student consent to share data of this nature with external organisations and agencies.
- 6.** Note that Subject Access Requests are now free and have a deadline of 1 month from date of receipt.
- 7.** You should notify the IT Service Desk on 3333 of any data breaches as soon as you become aware of the breach. The Service Desk will direct relevant incidents to the University's Data Protection Officer.

## Dealing with unusual or emergency situations

### Supporting Students in Distress

The [Supporting Students in Distress](#) guide provides staff with information on what to do if you come in to contact with a student in distress - whether you have specific responsibility for pastoral support, or you simply work with students in the course of your job.



There is information on how to deal with an [emergency situation](#), [reporting incidents](#) and supporting victims of [sexual violence](#). You can also find the Universities [safeguarding policy](#) on there.

### Specific Issues

There is also information about how to support students with a [specific issue](#), and what to look out for in order to spot a problem. Issues include:

- Alcohol and substance misuse
- Anxiety and panic attacks
- Bereavement
- Conflict between students
- Disoriented or erratic behaviour
- Eating disorders
- Muggings, physical attack or violent crime
- Sexual violence
- Self-harm
- Suicidal thoughts

Please familiarise yourself with the content of the Students in Distress guide and refer to it regularly in order to maintain relevant knowledge on supporting students and dealing with emergency situations.

## Scenario Question

**Which one of the following scenarios would you consider to be an 'urgent' situation that requires an immediate response?**

- A:** A student is in reception crying and stating they are depressed, and demanding to talk to someone about their exam performance
- B:** A student has said in a meeting that they were sexually assaulted last night and thinks that they would like to talk to someone about it soon
- C:** A student tells you they are struggling, they want to leave the University, they lost a family member several months ago and can't cope with the demands of the course
- D:** Whilst discussing their plans for their study abroad year a student reveals that they have a history of depression and made a suicide attempt a few years ago whilst at school

Answers are on the following page

## Answers:

**The correct answer in this scenario is B.**

This would be considered to be an 'urgent' situation as there is an important window of opportunity for victims of sexual assault to get timely medical support and also have forensic evidence gathered.

### **Why not A?**

It can be distressing to see someone who is visibly upset but the urgency of the response needs to be focused on the issues they are presenting and also their ability to engage with the solution. If a student wishes to discuss their exam performance and consider their options then they can be booked in with a Student Support Officer/Adviser. They are likely to get more out of the appointment if they are calm and able to listen and engage with the Adviser.

### **Why not C?**

In most cases this would not require an immediate, same day response. In this instance the student is disclosing some significant issues including withdrawal and bereavement. A Student Support Adviser can talk to the student about the options available to them including accessing specialist support. There are some key deadlines associated with withdrawal that should be taken into account.

### **Why not D?**

This would not require an immediate, same day response. The information the student is revealing suggests that they may need some additional support in order to be successful whilst studying abroad. If the student has a diagnosis of depression then they may be eligible for support from Disabled Student Support. Exposure to suicide, such as a previous attempt, is a risk factor and therefore it is important that the student is clear what support they can access whilst they are abroad.

## Policies and Procedures

The University aims to create an environment in which all students are challenged, supported and encouraged to succeed. We are committed to ensuring students receive a high quality experience which culminates in achieving an award.

However, student engagement with assessment may be affected by disability, ill health or other difficult personal circumstances. The regulations, policies and guidance below help to give the right support to help students to complete studies as close to the normal course duration as possible.

[Break in Study](#)

[Extenuating Circumstances](#)

[Fitness to Practise](#)

[Capacity to Study](#)

[Opt Out of Studies](#)

[Student led Withdrawal](#)

[Students with Learning Contracts](#)

[Transfers](#)

For advice and guidance on regulations, policies and procedures please contact the Regulations and Policy Team via email [! Regulations and Policy](#)

It may also be useful to know about the following policies in relation to supporting students:

[Conduct](#)

[Student Disputes](#)

[Assessment, Progression & Awards](#)

### **Assessment 4 Students**

[Assessment 4 Students](#) is a tool that provides students with assessment guidance and is available on MyHallam. You can refer students to this resource if they have queries relating to assessment policies and procedures.

## Self-Care

There are many ways you can get help for your wellbeing at SHU. Some of the ways you can look after yourself are listed below.

### **Staff Wellbeing**

The [Staff Wellbeing website](#) has lots of information about Wellbeing support offered at SHU. Book a free health check with [SHU Wellness](#), learn how you can incorporate the 5 ways to wellbeing into your routine and make use of the [A-Z of resources](#).

### **Big White Wall**

[Big White Wall](#) is a safe, online community for people who are anxious, feeling down or not coping. It's available 24/7 and completely free to use with your SHU login. Your use of the site is anonymous.

### **Employee Assistance Programme**

As part of the Hallam Deal, the [Employee Assistance Programme](#) provides staff with an online, telephone and face-to-face employee support service offering practical and emotional support on these key areas:

- Family Issues
- Bereavement
- Trauma
- Relationship Issues
- Stress related conditions
- Tax Information
- Medical Information
- Money management and debt support

The EAP is a free confidential service completely separate and independent of the services offered by the University's Occupational Health services.

## Further Training

The following training courses are available on Core Portal:

- Capacity to Study briefing
- Introduction to Student Regulations & Policies: UG PG Taught
- Early Resolution of Complaints
- Communicating Effectively with Students
- Sexual Violence Reporting Introduction
- Sexual Violence Report and Support Workshop
- Student Administration Academic Conduct Training
- Supporting Student Diversity
- Supporting Students through difficult circumstances

Mental Health training at SHU is being prioritised and is currently under review. Please check Core for latest information.

### **Other recommended training:**

- [Zero Suicide Alliance](#) have a free 20 minute online suicide prevention course
- [Being an Academic Adviser](#) is accessible from Blackboard
- There is also some online courses you can complete for [Managing Stress](#), [Work/Life balance](#), [Building Resilience and Mindfulness](#) available on the intranet.

## Complete

[Click here](#) to provide your feedback on this resource