



Information for NMH providers

Welcome to Bath Spa University

Student Wellbeing Services (SWS) aims to deliver a consistently high level of service to students. The work delivered by Academic Support Workers (ASWs) is critical to this.

ASWs are highly valued and have an important role within the Bath Spa University community. The continued successful collaboration between SWS and Academic Support Workers is vital to ensuring an excellent student experience.

The aim of this handbook is to clarify working practice both for the University and ASWs. It is not intended to be definitive and, as a working document, will be added to and amended as necessary.

Please refer to this document in the first instance before contacting SWS.

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Section One

Campus information & contact details

Newton Park

Newton St Loe, Bath BA2 9BN

Locksbrook

Locksbrook Road, Bath BA1 3EL

Sion Hill

Sion Hill, Bath BA1 5SF

Maps of the campus

<https://www.bathspa.ac.uk/be-bath-spa/campuses/>

• T: +44 (0)1225 875875

• F: +44 (0)1225 875444

enquiries@bathspa.ac.uk

<https://www.bathspa.ac.uk/>

Meet the Disability Service

Kitty Eve - Disability Service Manager

Joe Barton - Disability Advisor (ASC)

Charlotte Ellicott - Disability Advisor (Medical)

Ceri Morgan - Disability Advisor (SpLD)

Emma Weskin - Disability Advisor (MH)

Diana Williams – Disability Advisor (SpLD)

Beverley Jones - Disability Advisor (all disabilities)

Luanne Thornton - Disability Advisor (all disabilities)

Sophie Batchelor – Administrator (disability)

Meet the Management Team

Sara Gallagher - Head of Student Wellbeing Services (SWS)

Bridget Ferguson - Deputy Head of SWS

Felicity Bath – Wellbeing Services Manager

Sarah Ireland - Mental Health Service Manager

Carla Jacques - Mental Health Service Manager

Student Wellbeing Services Contact Details

Email Address: studentwellbeing@bathspa.ac.uk

Telephone Number: 01225 876543

Section Two - Practical Information

Car Parking

- In order to request a parking permit, please email studentwellbeing@bathspa.ac.uk in the first instance as we need to authorise you as a member of staff to the Parking team.
- [Parking permits and prices](#)

Semester Dates

<http://www.bathspa.ac.uk/about-us/term-dates>

Wi-Fi Access

All ASWs can be issued with an email account in order to access the University's WiFi.

Please contact studentwellbeing@bathspa.ac.uk to request an email account.

Guest Wi-Fi is also available for use. Select it when choosing which wifi to connect to, and you will be asked how you wish to connect. e.g. Facebook

Email account

Please use the BSU email to communicate with students. Please clarify when you are available to respond to emails in your out of office message. If you do not have a BSU account please contact us at studentwellbeing@bathspa.ac.uk

ASW email signature

Please can we ask you all to use the following signature on your work emails:

Name

Academic Support Worker - details of role eg Specialist Tutor, Specialist Mentor

Bath Spa University

My working hours are..

I will respond to emails...if your enquiry is urgent please contact Student Wellbeing Services in [My Wellbeing](#)

Out of hours if you are needing immediate support please see below.

[Bath Spa University Security Service: 01225 875555](#)

[AWP Mental Health Response Line: 0800 953 1919](#)

[Samaritans: 116 123](#)

[Shout - crisis text messenger service: text SHOUT to 85258](#)

[Report and Support - online reporting tool for BSU students, staff and visitors:
<https://reportandsupport.bathspa.ac.uk/>](#)

[Join us on: Facebook | Twitter | YouTube | LinkedIn](#)

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Library Access

ASWs (and other casual workers) do not have access to the library materials. Students will be able to provide reading materials.

Minerva (Virtual Learning Environment)

ASWs do not have direct access to Minerva, unless they are a notetaker, BSL interpreter or a Specialist Sighted Support provider. Please contact Student Wellbeing

If you need access to materials in Minerva, these can be accessed during sessions with your student via their account.

Booking a room

- There are NO allocated rooms for ASWs. Students will need to book rooms in advance using [Resource Booker \(bathspa.ac.uk\)](http://ResourceBooker.bathspa.ac.uk)
- Please remind students to cancel any room allocation that is no longer required asap.
- Please use the room allocated and do not occupy any other rooms.
- Please do not store personal items, such as documents or files, in any rooms used.

Section Three - Important Information for supporting students

Rights of Students

Students are requested to contact Student Wellbeing Services directly if they have any issues surrounding the support they are offered.

Concerns about a Student

Whilst you should usually try to get the student's consent before sharing confidential information, if you have concerns about the safety, well-being and/or academic progress of a student, please inform Student Wellbeing Services as soon as possible via studentwellbeing@bathspa.ac.uk

Student Wellbeing Services is a multi-disciplinary team of professionals and practitioners. Advice and guidance can be given to students on a range of issues including finance, mental health, accessibility/disability, Support to Study process, DSA support. There is also a full time [medical service](#) at Newton Park campus .

Our team of qualified mental health advisors have a range of qualifications including psychotherapy, counselling and social work. Students struggling with their mental health or with university life can book a mental health appointment and is an opportunity to receive support and guidance on any issues they are experiencing. If they need another appointment, they can book again. There is no limit on the number of appointments a student can receive.

If a student needs to be referred for additional or different support, the mental health advisor will advise the student. Referral pathways include:

Counselling

If counselling is the best option for the student, a mental health advisor may refer them to our small counselling team who offer up to 6 sessions. Most of our counsellors are trainee counsellors. The mental health advisors will discuss what is best for them. They may also be referred to counselling services outside of the University.

Mindfulness

Mindfulness has been proven to help students with the demands of university life and helps to lower stress levels.

Bath MIND Groups

Wellbeing groups for students run by [Bath Mind](#)

Support to Study

For students needing more support with their studies or with independent living. You can find out more here [Support to study – Bath Spa University](#) .

Enhanced Support Process

Often working in conjunction with the Support to Study process, the Enhanced Support Process is for students who are in crisis, experiencing significant difficulties with their studies or with independent living due to their mental health.

- Students can access services by logging a query on [My Wellbeing](#) or by booking an appointment directly online at a time that suits them. Two calendars are available - one for virtual sessions and one for face-to-face sessions.
- If you have concerns for a student's wellbeing, you can:
 - make a referral to Student Wellbeing Services with a student's permission.
 - familiarise yourself with the University's guidance to staff about student mental health and well-being (Appendix 2)
 - contact Security (x5555) if you have an immediate concern for someone's safety.

Student Engagement

- If a student is not engaging in support e.g. repeatedly not responding to emails, or you are unable to find an agreed time to meet, please notify Student Wellbeing Services.
- Once notified, Student Wellbeing Services will invite them in for a discussion about their support.

Third Party Contact

- If you are contacted directly by a third party (parent/carer) regarding a student you are working with, please refer them to Student Wellbeing Services. It is important that we check consent to share has been given by the student before disclosing any information.
- Student Wellbeing Services will inform students that they should not pass on ASW contact details to a third party.

Exceptional Circumstances

- Exceptional Circumstances is the formal procedure whereby a student can inform the University they are experiencing difficulties that are having, or that have had a significant impact on their academic progress, such as: personal illness, illness of a close family member, bereavement or a situation beyond their control.
- If an application for Exceptional Circumstances is approved, students are able to submit work at a later point as an uncapped first attempt/submission. Exceptional Circumstances is not an extension of a deadline and cannot be used as this.
- Further details about Exceptional Circumstances and an application form can be accessed by students [My Services](#)
- Independent third party evidence such as medical certificates or a supporting letter from a GP, or Practitioner must be provided to verify an application for Exceptional Circumstances
- For further information and guidance, please refer the student to SWS

Student Wellbeing Services and Academic Access Plans (AAPs)

- Student Wellbeing Services is responsible for the circulation of a student's AAP to the academic staff. AAPs are available to view by academic staff on Power Bi. Students can view them on e:Vision
- An AAP contains recommendations regarding reasonable adjustments for teaching, learning and assessment.

Work in the Summer Semester and outside the Academic Year

- Please note that many students go home after the exams in June. **ASWs are requested to confirm with students if they wish their support sessions to continue following exams before arranging any sessions.**
- **ASWs are requested to consult with Student Wellbeing Services before agreeing to work with a student outside of the academic year.** This is to ensure there are the necessary hours available within a student's DSA and that Student Finance agrees the support can continue e.g. because the student has exceptional circumstances or outstanding assignments.

Additional Hours

- **Any recommendations for additional hours must come from the Needs Assessor.** The student should contact their Needs Assessor giving details of how many hours are needed and including detailed reasons on why these are necessary. The Needs Assessor will then contact Student Finance if appropriate to apply for extra hours.

Boundaries & Professional Conduct

Contact with Academic Tutors:

- If a student requests support which requires contact with Academic Tutors they should be referred to Student Wellbeing Services. This situation may occur if they require an extension to an assignment, to request a reasonable adjustment or clarify information regarding their Academic Access Plan (AAP). It can cause confusion for Academic Tutors if there are too many points of contact.
- Student Wellbeing Services record all requests for reasonable adjustments and need to ensure sufficient evidence is available to support this. To request an extension for an assignment students should email the Tutor directly in the first instance.

Attending meetings with Academic Tutors:

- ASWs are able to attend meetings with a student and their Academic Tutor if requested, to enable the student to participate and to make their own decisions.

The following types of interactions with students are not permitted:

- Giving students a lift in your vehicle
- Loaning money to a student
- Meeting students in any other location other than at a University campus, assigned placement or a public place such as a library. It is not appropriate to meet at your own

or the student's home.

Section Four - Short notice cancellations/missed sessions

- Student Finance England (SFE) will suspend DSA funding where there are 2 or more sessions cancelled at short notice in a semester.

Responsibilities of ASW

ASW absence:

If you are unwell or absent at short notice, please inform your employer and the students that you are booked in to see that day.

Student absence:

- Please inform your employer as soon as possible if a student cancels/misses a booked session without giving 24 hours' notice and ask the student to provide a reason for their absence to you by email. Please forward this to your employer as written evidence is required for Student Finance.
- If a student misses/cancels two sessions without adequate notice, please inform your employer and Student Wellbeing Services and do not arrange any further sessions until you have received confirmation from your employer that you may do so. Student Wellbeing Services will contact the student to check the reasons for their absence and reinforce the student's responsibilities (detailed below) before informing the employer about future sessions.
- If less than 24 hours' notice is given, you are entitled to claim for the two missed/cancelled sessions.

Responsibilities of student:

If the student is unable to attend a session, they are required to:

1. Give the ASW at least 24 hours' notice. If less than 24 hours' notice is given, the ASW will be entitled to claim for the missed session.
2. Provide a reason for their absence in writing via email with the date of the session that will be missed and send it to the ASW.

If a student misses/cancels two sessions in one semester without providing the requisite notice, their DSA sessions will be suspended. Student Wellbeing Services will discuss this with the student and notify the employer about any future sessions.

Section Five

Appendix 1

The following is guidance for academic staff but may be helpful in your roles:

Guidelines for Staff: Students and Mental Health

Tutors and frontline staff are often the first point of contact for a student experiencing distress and will also be alert to changes in student's behaviour, which may indicate a problem and a need for support.

These guidelines are to give practical and general guidance for staff, where there is concern a student may be experiencing mental health difficulties.

1. In determining whether someone is experiencing mental health distress and if it is necessary and/or appropriate for you to consider taking action, it may be useful to think about the following:

- Has the student told you they have a problem?
- Has someone else expressed concern, such as another student or colleague?
- Have there been any significant changes in the student's appearance, such as sudden weight loss/gain or decline in personal hygiene?
- Do they smell or sound different, e.g. can you smell alcohol, or is their speech very loud/quiet?
- Have you noticed a difference in the mood of the student compared with how they are usually? (We can all experience a 'bad' day, but we need to be mindful of the potential there may be a problem when the day turns into a week, or month.)
- Have you noticed a change in their behaviour, such as being uncharacteristically withdrawn in class or absent, being inappropriate relative to the situation or not completing work?

It is important to note that we all may experience one or more of these factors at any given time and that none in isolation indicate a mental health difficulty. The fact that some of the above factors may be present might suggest a need for greater concern, investigation or to seek advice from Student Wellbeing Services.

2. What you can do if you are concerned

- Try not to avoid the situation or pretend nothing is wrong, as this could make the situation worse, or result in it lasting for longer.
- Approach the student in an empathetic and understanding way.

Remember to be sensitive to issues relating to sexuality, race, religion, culture and gender.

- Just by asking the student how they are may give them the opportunity to discuss their concerns with you – they might only want a listening ear. • Be prepared to listen and give some time if you are able. If there are constraints on your time, tell the student this at the start and consider arranging a different time.
- By being open and honest with the student in your initial contact will help to develop a level of trust between you. A student might often avoid seeking help because of concerns about the consequences of telling someone.
- Whilst you should usually try to get the student's consent before sharing confidential information with someone else, if you are unsure on how to help the student you can contact Student Wellbeing Services, in confidence.
- Do not offer help that is beyond your role. We all have something to offer, but it is critical we are aware of what we can realistically and are qualified to do. It is not your responsibility to solve the student's problem. Also, you should consider any potential conflict of your role and whether you have someone to consult or give you support.
- The student may not always identify they have a problem or may not want to acknowledge it. Do not humour them i.e. by pretending there isn't a problem if it is clear to you there is.
- How you respond to your concerns will largely depend on your assessment of their situation. The key consideration is the safety and well-being of the student and those around them.

3. When a student does not want to talk

- If the student is not ready to accept help or talk about their problem, do not ask insensitive or intrusive questions. Respect the right of the student if they do not wish to discuss things. Offer them an open invitation to come back and talk to you in the future.
- However, if you are still concerned about a student who has refused help, speak to your employer or Student Wellbeing Services.

4. When a student does want to talk

- If the student does discuss their problem with you, do not give advice that is beyond the boundaries of your role. Rather, listen and encourage the student to seek the appropriate help – you can always make the referral, or initial contact, (with their permission) for them.
- Do express your concern, but remember you are not a therapist or a counsellor. Consult with Student Wellbeing Services for advice on what to

do or encourage the student to make contact with SWS or their GP.

5. Dealing with crisis situations

Whilst very rare, there may be instances where a student's behaviour gives serious cause for concern. Such situations will vary, from concern being raised because a student has indicated they are experiencing suicidal ideation, to exhibitions of bizarre or random behaviour, which raises concern that the student or others may be at risk.

In all crisis situations, ensuring your safety and that of others, including the individual is paramount.

The following notes may help:

- Try to remain and appear calm and adopt a non-threatening approach.
- If there are other students nearby, calmly ask them to leave the area.
- Some situations can be distressing – if you do not feel confident to approach the student, then go and get help.
- Ensure appropriate people are contacted, such as your employer, Student Wellbeing Services and Security.
- If there is serious concern about the individual do not hesitate to call 999

Appendix 2

Exceptional Circumstances Policy

Further information [Exceptional circumstances](#)

Appendix 3

Arrangements to Implement the University Health and Safety Policy

Management Responsibilities

The Vice-Chancellor, as Chief Executive of the University, is responsible, together with the Board of Governors, for all health, safety and welfare matters within the University and as such is directly culpable in law for any negligence or offence under any of the relevant statutory provisions.

The responsibility for health, safety and welfare matters are delegated to the Heads of Schools and Departments. Area Safety Managers are appointed to take charge of

the direct day to day implementation of the University Health and Safety Policy within the areas of the institution which are specifically allocated to their area/department/school.

The duties of Area Safety Managers are in section 1.5.

Area Safety Managers are required to appoint Safety Teams where appropriate and Fire Wardens. The duties of these appointees are presented in section 1.5. Nominees must be given appropriate training and written guidance as to what is expected of them. A copy of their duties must be available in the School/Department.

Staff and Student Responsibilities

All employees of the University are legally obliged to take reasonable care for the health and safety of themselves and others who may be affected by their acts or omissions. They need to cooperate with management as regards any duty or requirements imposed on the University. Students are non-employees of the University but are expected to fulfil the same obligations as that of employees.

All persons are legally required not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare. For example, it is a criminal offence to move a fire extinguisher away from its fire point. Such interference or misuse is a disciplinary matter.

Health Safety and Environment Advisor

The Health Safety and Environment Advisor is responsible for the operation of the SHE Office, which provides a support service to the University in respect to advising and documenting the health and safety standards and also monitoring and auditing health and safety performance.

Organisation

Health and Safety Committee

The Health and Safety Committee is made up of University Officers with responsibilities for managing Health and Safety issues within their various Schools / Departments. Trade Union representatives (Safety Representatives) and University personnel represent the various staff groups. The Health and Safety Committee reports to the Directorate.

The terms of reference of the Health and Safety Committee are set out in Section 1.7 and the membership is listed in Section 1.8.

School / Department Safety Team

Area Safety Managers are recommended to appoint appropriate members of their

School / Department into a Safety Team to assist with the implementation of BSU Safety Policy at "local level".

January 2008

Appendix4

Lone Working

The Health and Safety Executive defines lone workers as those who work by themselves without close or direct supervision. For the purposes of this guidance lone workers are considered as those undertaking solitary work out of sight and hearing range of someone who could assist directly in the event of an accident or illness.

Lone working in the course of work for the University whether on its premises or off campus such as during field trips and home working are addressed by this guidance. The employer is responsible for conducting risk assessments in all these work situations.

Risk Assessment

The Heads of School or Department are required to ensure that the risks of lone working is assessed and recorded ahead of the work starting. The likelihood and consequence of foreseeable accidents needs to be considered and adequate controls and emergency arrangements need to be implemented.

Individuals working on their own, particularly at unsocial hours and in remote locations, are likely to be unable to obtain prompt emergency aid due to the absence of other persons close at hand. Working alone is generally not more risky with regards to undertaking work, but in the event of an injury, accident or other incident the lone worker is more likely to remain unattended for a significant time.

Lone working must not be undertaken if it is reasonably foreseeable that an accident would be sufficiently serious that a second person needs to be present to respond. The following are examples where lone working should normally be prohibited:

- Entry into Confined Spaces (as defined by the Confined Spaces Regulations);
- Use of ladders where the height of the ladder is such that footing by a second person is required and the ladder cannot be adequately secured;
- Erection of scaffolding;
- Use of dangerous machines where there is a risk of entanglement, entrapment, crushing, impact or injury from cutting or shearing, stabbing or puncture;
- Work on or near live electrical conductors;

- Work in laboratories involving flammable fluids, asphyxiants, toxic and corrosive substances.

The Risk Factors That Need To Be Assessed Include:

- Suitability of the individual (physical, mental and work experience) to work alone;
- Nature and condition of any equipment, tools or items to be handled;
- Presence and handling of dangerous substances, e.g. substances subject to COSHH Regulations(harmful to health), DSEAR Regulations (flammable, explosive), cryogenic and radioactive materials;
- Work environment - remoteness, effect of weather conditions for external tasks, possible unprovoked violence due to presence of unwanted persons;
- Emergency arrangements, particularly the summoning of assistance for first aid;
- Communication systems - use of mobile telephone, pager, two-way radio etc.

Person's Suitability

The medical condition of the individual including any disability, however minor such as impaired hearing or sight, may rule out lone working. The ability of the individual to deal with foreseeable injury accidents, fire and periods of personal isolation needs to be assessed.

Machinery, Equipment, Materials Or Handled Items

Particular attention needs to be given to work involving dangerous machines, electrical safety, hazardous and dangerous substances and manual handling.

Environment

Safe access to the work area is important so that adequate illumination is provided day and night. The security arrangements to control the possible access of unwanted persons needs to be considered. The remoteness of the work area may be such that emergency response would be unacceptably delayed.

Emergency

Where emergency facilities are inaccessible, for example working in remote locations, lone workers should be trained to use and be provided with a first aid kit.

In certain situations, the use of personal alarms may be appropriate.

Communications

The lone worker should report to a supervisor or designated responsible person such as security staff on a regular basis to confirm his/her well being. This could be done using an internal phone, mobile phone or pager at regular intervals or at an agreed frequency that is varied according to the risk of particular tasks. Such arrangements provide a means to summon aid in an emergency.

Supervision

Although lone workers cannot be constantly supervised, there is a duty on the University to provide appropriate control of the work. In addition information, training and instruction needs to be provided to ensure the risks are understood by the lone worker and the necessary safety precautions are carried out.

March 2004