

Support for students studying abroad

Guidelines for higher education
Student Services

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AMOSSHE
The Student Services Organisation

Contents

Overview	2
About the guidelines	2
Who do we mean by 'students studying abroad'?	2
What do we mean by 'support'?	2
Who do we mean by higher education provider staff?	3
Staff with professional registrations	3
What should a higher education provider undertake?	3
Reasonable standard of service	3
Limitations of UK-based provision	3
Remote provision	3
Legal jurisdictions	4
Services available abroad	5
Good practice guidelines for online counselling / mental health support	5
Establish service limitations	5
Staff awareness and training	6
Be clear about support limitations	6
Establish what local support is available	7
Good practice guidelines for supporting students in crisis	7
Establish the limitations of interventions	7
Support resources	8
Resources for students	8
Resources for staff	9
Protocol for preparing students to study abroad	9
Student preparations	9
Information for the student	10
Template for data collection ahead of travel / study	10
Templates for communications in advance of an online session	11
Information to be obtained from the student	11
Information to be provided to the student	12
Template for communications at the start of an online session	13
Protocol when a student is in crisis	13
Contributors	13

Overview

About the guidelines

This document provides guidelines for the managers of support services in UK higher education provider (HEP) organisations about supporting students who are studying abroad. Use these guidelines to help you refine your service provision, support your student-facing colleagues, and communicate with students.

Student Services teams will need to work with other institutional teams to implement some of these guidelines (for example, staff responsible for organising study abroad, such as placement and/or course tutors/directors).

These guidelines were collated from input by working groups and reviewers representing AMOSSHE The Student Services Organisation, HUCS (Heads of University Counselling Services), UMHAN (University Mental Health Advisers Network) and various HEPs. Legal advice was provided by Geraldine Swanton from Shakespeare Martineau in October 2020.

Who do we mean by 'students studying abroad'?

These guidelines refer to two distinct groups of students:

- International students who are studying at a UK HEP from their home country outside the UK (most commonly living with friends or relatives). For example:
 - Distance learners.
 - Students who have returned home during the COVID-19 pandemic and are now studying remotely through a blended / hybrid model.
 - Students who have started studying at a UK HEP through a blended / hybrid model of learning and teaching.
- UK or international students studying or working outside the UK as part of their programme (often placed at a HEP or with an organisation). These are most commonly not living with friends or relatives, but have a 'host' HEP or organisation in the country where they are studying / working (for example, students who are on a Study Abroad programme).

What do we mean by 'support'?

These guidelines refer to two main support / intervention situations:

- Delivery of online counselling and mental health support (formal therapeutic relationships) with students studying abroad.
- Support for students in crisis (intervention for students at risk of self-harm / suicide).

For the purposes of these guidelines the term 'support' refers to any interaction with a student by a person in a professional services support role (for example wellbeing, counselling, mental health, safeguarding, disability / dyslexia service). HEPs have varied support structures, post titles and roles, so these guidelines are necessarily generic. Alongside these guidelines you should reflect on and take into account the professional standards and requirements of practise of your support staff for each kind of service, where relevant. Please also note the section called **Staff with professional registrations** on page 3.

While legal guidance has been sought for the development of these guidelines only in relation to therapeutic support, many of the recommendations for good practice contained in this guidance are transferrable to other support service types.

Who do we mean by higher education provider staff?

While this guidance predominantly concerns the increasing numbers of health practitioners with a professional registration (for example, occupational health workers, social workers, psychiatric nurses) working in specialist support roles in HEP Student Services, staff without professional registrations may also find this guidance of value.

Staff with professional registrations

It is important to note that although health practitioners in HEP settings may maintain their professional registrations, they do not (usually) work for the HEP as a registered professional, and their responsibilities in the role are different to being a nurse or social worker. Legally, their work cannot be judged by their professional registration standards. However, if they act unethically and without probity this can negatively impact their fitness to practise in the relevant profession.

What should a higher education provider undertake?

Reasonable standard of service

HEPs exist to provide educational services, so any support services are there to enable positive outcomes— not to provide psychiatric healthcare. HEPs are not a care service or a substitute for proper healthcare.

All UK HEPs have a contractual duty to provide support services to a reasonable standard. The duty of care of HEP support services arises where control can reasonably be exerted over the circumstances in which the support is provided.

UK-based HEPs have an obligation to provide support for students who are studying abroad:

- For their mental health and wellbeing in general.
- In the event of a physical or mental health (or other) emergency / crisis.

The requirement to provide support services to a reasonable standard is true in all circumstances, so a HEP should not refuse altogether to provide support to students who are abroad. To do this might not align with any contractual agreement undertaken by the student, or any expectations of support raised by the HEP. Also, refusal to support students abroad altogether might discriminate against some student groups.

Limitations of UK-based provision

There is a difference between a reasonable standard of service provided to a student face-to-face on campus in the UK, and what a HEP can reasonably provide to a student who is abroad.

HEPs should take account of changes to arrangements for delivery (for example, online formats, legal contexts) to ensure that the standard of provision is reasonable.

Managers of services should establish the limitations of what support they can provide to a reasonable standard, and ensure that practitioners and students understand these limitations.

Remote provision

Remote support (for example through video or phone calls) has limitations (for example, difficulty reading the student's body language / circumstances, lack of contacts with support services local to the student). The duty of care of HEP support services arises where control can reasonably be exerted over the circumstances in which the support is provided. Therefore providing support remotely is a major limitation on the standard of a service.

In situations where a student is too unwell to receive or seek support themselves (and therefore their ability to engage in certain forms of support is unknown, or unclear), it is reasonable for services provided to be especially limited. For example, the student may be able to engage in crisis support in the country where they are living, but may not be able to engage in remote sessions with practitioners in the UK.

Professional bodies (for example BACP UC - British Association for Counselling and Psychotherapy: Universities and Colleges, HCPC - Health and Care Professions Council) providing guidance to staff with professional qualifications in support roles articulate the differences between online and face-to-face provision, and identification of students who are not suitable for online support, regardless of their geographical location.

It is important that all staff involved in support for students studying abroad have sufficient training in online digital intervention, in order to ensure that services are provided to a reasonable standard.

It is also important that HEPs clearly articulate to students the limitations of what they can do.

See **Good practice guidelines for online counselling / mental health support** on page 5 and **Good practice guidelines for supporting students in crisis** on page 7.

Legal jurisdictions

UK HEPs are governed by UK law, but students living abroad are subject to local laws. A UK HEP might take reasonable steps to be aware of the laws relevant to wherever a student is, but it is not feasible for HEPs to maintain up-to-date knowledge of specific laws in all countries, territories, states and regions. Furthermore, it is not reasonable for each practitioner to assess the legal context for each student on a case-by-case basis.

In different jurisdictions individual practitioners might not be insured to provide some types of support. For example, guidance from BACP states:

“Offering services as counsellor, psychologist or psychotherapist in these locations without the appropriate licence or legal authorisation may be a civil wrong and/or criminal offence.”

(www.bacp.co.uk/media/2162/bacp-working-online-supplementary-guidance-gpia047.pdf)

Where HEPs / individuals assume responsibility for care beyond their role they can be held legally accountable for delivering against that responsibility.

Therefore, UK HEPs should recognise differences in legal jurisdictions as a further limitation on the services they can provide, and establish a limited service standard accordingly. Managers of services should ensure that practitioners understand these limitations.

UK HEPs should clearly indicate to students abroad that the support they can receive is limited, what the limitations are, and the reasons for this.

Information for students studying abroad should be prefaced by terms and conditions that indicate compliance with UK law only in the provision of any support. Professional bodies have such statements in their own guidance, for example BACP:

“One way of reducing the uncertainty is to explicitly state in the contract that the work is being undertaken in accordance with the laws of the practitioner’s own country and any disputes will be subject to that country’s law.”

(www.bacp.co.uk/media/2162/bacp-working-online-supplementary-guidance-gpia047.pdf)

See **Templates for communications in advance of an online session** on page 11 and **Template for communications at the start of an online session** on page 13.

Services available abroad

UK HEPs cannot be held accountable for the quality, nature and speed of services delivered by other organisations in the location abroad where the student is studying (for example local statutory services, charities).

However, where host institutions or organisations are involved, the scope of the support available is often described in the equivalent of a 'memorandum of understanding', in which contractual arrangements set out the policy and procedures being followed in relation to students being hosted. UK HEPs should ensure that these agreements are in place and up to date, and that the approaches of the UK HEP and host organisation are aligned.

Good practice guidelines for online counselling / mental health support

These guidelines refer to the delivery of online counselling and mental health support (formal therapeutic relationships) with students studying abroad.

Establish service limitations

Managers of HEP services should individually assess the limitations and boundaries of the nature and extent of support that a service can provide. Take account of the limitations of remote provision and unknown legal jurisdictions outlined above (see **Limitations of UK-based provision** on page 3).

UK HEPs can reasonably exert some control over the limitations of the services they provide depending on the circumstances of students studying abroad and any need for counselling and mental health intervention.

For an online session, the limitations can be managed to an extent by ensuring that:

- The technology platform in use has sufficient security levels for the confidentiality of the session, and that it is stable and fit for use.
- The implications / risks of communications technology breaking down during a session have been considered and mitigated.
- The practitioner has sufficient and suitable qualifications and training for to provide support online.

Managers of HEP services should also assess which services are available to different students in different circumstances and at different times. For example, establish the support is available for 'non-attending' students, or students who are not registered or enrolled, and what support is available out of term times.

You may not be able to offer all kinds of support to all kinds of students, but this is only an extension of what HEPs do anyway for students on campus (for example, some students would be assessed as not suitable for counselling, but may still have access to other kinds of services).

Remember that services are limited to ensure that the support you provide is to a reasonable standard given the circumstances. The limitations should also protect the practitioner from undertaking too much in situations that may be beyond their ability to help, or beyond the boundaries of what they should provide (for example outside of usual standard operation

procedures or as specifically agreed by the support services for the circumstances of students studying abroad).

Managers of HEP services should work with other HEP departments to identify which students are abroad and when on university business (for example placements team, academic teams).

Staff awareness and training

Once the limitations of provision are established, managers of HEP services should ensure that practitioners / student-facing staff are fully aware of these limitations, and the circumstances in which the limitations apply.

It is important that all staff involved in support for students studying abroad have sufficient training in remote interventions (online, digital, phone) to ensure that services are provided to a reasonable standard.

Inform other HEP teams who may have contact with students while they are studying overseas about the service limitations (for example, International Student Advisers, International office staff, registry, compliance staff). This can help them to understand why a full support service may not be an option, and also help manage students' expectations.

When outsourcing to third parties (for example for online mental health support) HEPs should ensure that these partners are fully aligned to the HEP's approach, and that the support is provided to a reasonable standard.

Where host institutions or organisations are involved, UK HEPs should ensure that service agreements are in place and up to date, and that the approaches of the UK HEP and host organisation are aligned.

Be clear about support limitations

HEPs should make the limitations of services explicit and upfront to students. Both the model (for example an online short-term intervention, rather than treatment) and the nature of the support must be clearly described to the student ahead of the intervention in order to manage expectations of the parameters of both the practitioner's and the HEP's role in relation to support for the student.

The way in which this is described is a matter for each HEP, but be clear about what you do *not* offer, and describe clearly what you *do* offer. If some kinds of support will be refused for some students in certain circumstances, explain why (for example, legal reasons, and to protect the student, the staff practitioner and the HEP).

HEPs should ensure that the support they are able to provide is described accurately. Legal limitations on delivering therapeutic interventions in some countries mean that any video / telephone contact should be described differently (for example emotional support, rather than mental health advice). However, as discussed above (see **Legal jurisdictions** on page 4) it is impractical for UK HEPs to account for every possible law or regulation around the world. Therefore in the circumstances the HEP should be as clear as possible in descriptions of the nature of the support and its limitations in order to show a reasonable attempt to mitigate this difficulty.

When describing services to students, HEPs should explain the qualifications and professional standards that staff need to follow in the UK. This is especially useful for international students, in whose countries terms such as 'psychiatrist' may be used by anyone (with or without associated with professional qualifications). Also, be explicit about what 'confidentiality' means in the context

of support (for example, explain that using the service will not prejudice the student's academic grades).

HEPs should also be clear with respect to who is considered to be the HEP's students and during which periods of time (for example, whether support is available for 'non-attending' students, and out of term times). HEPs should also be clear about which service or organisation is responsible for providing each type of support.

HEPs should avoid setting expectations that they can affect or influence cultural or other stigma / issues in the country where the student is living.

Establish what local support is available

Limitations can be mitigated to some extent up front by establishing a protocol that asks students to provide details of local support resources:

- Before travel, or ahead of the student starting study from abroad
- At the start of support session / intervention.

Students in their own home country may be best placed to know what local support is available. However, it may be that the student does not know or is unable to provide these details. In either case, the HEP can attempt to identify local support, and where this information is not available, the HEP should be clear with the student that this is a limitation on the support they can provide remotely.

See **Protocol for preparing students to study abroad** on page 9 **Template for data collection ahead of travel / study** on page 10.

Good practice guidelines for supporting students in crisis

These guidelines refer to support for students in crisis (interventions for students at risk of self-harm/suicide).

Establish the limitations of interventions

The intervention of HEPs in such crisis situations for students studying abroad is severely limited. Each situation must be handled on a case-by-case basis.

UK HEPs must be clear about the limits their duty of care. It may be within a HEP's legal duty of care to call emergency services or the student's emergency contact / next of kin to mobilise / assist with access to emergency support, but the HEP cannot be responsible for how the emergency services in a particular country may respond. HEPs should not raise expectations of emergency or long-term mental health support for students studying abroad, and should be clear that it may not be possible to broker local mental health support.

The practitioner should be supportive to the student but articulate the limits of what support they are able to provide.

The practitioner needs to make a judgement about the student's human autonomy and their capacity for self-care. Since HEPs do not have custody or control of an individual they cannot be deemed responsible for a person of sound mind, but are expected to take reasonable steps within their power to protect the student's right to life where the student is at real and immediate risk.

If there is any degree of risk to the student's health and safety (for example active self-harm, suicide ideation, distress associated with health and safety) when supporting a student, refer them to local

services. If there is no evidence of risk, consider whether support can be provided according to the established service limitations, taking account of the individual's location, circumstances and access to health services. If there is any risk at all, then it is advisable that support is solely provided by the local services where the student is located.

In some situations, contacting the student's next of kin or emergency contacts may exacerbate a crisis situation. Also, the student themselves may refuse, ahead of the need for intervention, to provide contacts, or give consent for the HEP to make contact. Therefore HEPs should consider on a case-by-case basis whether to contact the next of kin, depending on the individual circumstances of the student.

UK HEPs should not attempt to broker local support for the student (for example, a local counsellor). UK HEPs do not have the local knowledge to do this, and may put the student at risk by recommending unreliable services. The student should be encouraged to explore local services if possible.

Practical support for students in such situations may need to be addressed (for example, organising travel home, financial support). These issues may be dealt with differently at different HEPs. The practitioner working with the student needs to advise those responsible about the situation.

Where possible, contractual arrangements and support service policies can be established with host institutions / organisations.

The limitations of the support a UK HEP can provide remotely may be frustrating and worrying. However, this needs to be balanced with the impact on HEP staff responding to students in crisis overseas. It is important not to place undue burdens or expectations on staff to manage a situation where there are severe structural limitations on what that member of staff can achieve.

Practitioners should contact and discuss approaches with their line manager during the emerging situation, and also debrief with them afterwards. If the student is attached to a host HEP or organisation, feed back to the host about the situation.

See:

- **Protocol for preparing students to study abroad** on page 9
- **Template for data collection ahead of travel / study** on page 10
- **Protocol when a student is in crisis** on page 13.

Support resources

Resources for students

HEPs are resource-rich in terms of online tools, platforms, websites, videos and more to help students stay well.

In addition, charities such as Student Minds (www.studentminds.org.uk), Charlie Waller Trust (charliewaller.org) and Mind (www.mind.org.uk) provide many free resources that are available online from abroad.

A wealth of online self-directed student support is also available from commercial providers. These include Togetherall, SilverCloud Health, Feeling Good app, FiKA, UniHeads and Kooth Student (online anonymous support). Many of these services are available around the clock to allow for different time zones.

When outsourcing to third parties, HEPs should ensure that these partners are fully aligned to the HEP's approach, and that the support is provided to a reasonable standard.

All key resources for students should be curated, kept up-to-date, and made easily accessible to students (for example, see www.plymouth.ac.uk/student-life/services/student-services/shine).

Resources for staff

A UK HEP's capability to provide support for students studying abroad, including the speed of any emergency response, will be impacted by the student's location, the knowledge of local emergency services and potential language barriers.

The group compiling these guidelines considered creating a repository of information about local services abroad for supporting students, and concluded that the resources required to maintain the accuracy of the information would outweigh its sustainable value. Furthermore, pursuing and relying on information that may be inaccurate or out of date may lead HEPs to embark on actions that might increase their risk of liability and accountability.

For reference, the following may be helpful sources of information to provide for staff when supporting students abroad:

- Emergency services in EU countries can be accessed through similar services in the UK and there are translators available. You can find information about EU and international emergency services here: eena.org/about-112/whats-112-all-about.
- Embassy details, and some information on cultural considerations, or at least what to consider and some easy steps that staff can take to deploy some support in a crisis. You can find the details of UK embassies abroad here: www.gov.uk/world/embassies and foreign embassies in the UK here: www.gov.uk/government/publications/foreign-embassies-in-the-uk.
- Students studying in their home countries, and study country peers are best placed to understand the health service and support infrastructures of that country.
- Host institutions or organisations may be prepared to take some responsibility or offer in-house support to hosted students. Contractual documented agreements should be followed.

UK higher education sector organisations with remits for students abroad include:

- UKCISA (UK Council for International Student Affairs) – www.ukcisa.org.uk/
- Universities UK International (UUKi) – www.universitiesuk.ac.uk/international

Protocol for preparing students to study abroad

Here is a suggested protocol or standard operating procedure for preparing students to study abroad. The details will be determined by each HEP's local context. Staff and students should be fully appraised of the protocol and expectations / limitations of support provision.

Student Services teams will need to work with other institutional teams to implement some of these guidelines (for example, staff responsible for organising study abroad, such as placement and/or course tutors/directors).

Managers of HEP services should also work with other HEP departments to identify which students are abroad and when on university business (for example placements team, academic teams).

Student preparations

Staff should empower students to:

- Engage in conversation from the point of welcome and induction to think and act to in a way that sustains mental fitness.
- Encourage students to build a mindset that they should / can expect to 'be well' while studying, regardless of where they are studying.
- Create their own positive mental health strategies, so that they can identify when they may need to seek additional support.
- Understand what support is available how to access it. For some students this might include a version of a safety plan, which is drawn up ahead of travel.
- Engage in the following activities:
 - Register their full details with support services ahead of travel abroad to study, and ahead of any support intervention, using an equivalent of the 'Support for students studying abroad' template below.
 - Sign to confirm that all details are correct at the time prior to travel, and that the student understands they have responsibility to notify the HEP should any of the details change at a later stage whilst they are abroad.

Information for the student

HEPs should ensure that students are adequately prepared with respect to:

- Providing clear written information about the level and type of support that students can expect in the period of their enrolment as a student and while studying overseas.
- (Where deemed necessary) risk assessments, safety plans (general and specific to any known physical and/or mental health condition) and serious mental health and high risk issue screening. As mentioned earlier, it is reasonable for the services provided to be limited in situations where the student is too unwell to receive or seek support themselves, and so has limited individual capacity.
- Strategies and practical signposting for self-care, including 24/7 emergency helplines and self-directed support (see 'Resources for students' above).
- Signposting to support (with respect for religious, cultural and timescale considerations, as well as legal / insurance matters).
- Learning adjustments.
- Comprehensive medical insurance to cover their routine and emergency medical needs.
- Providing information for the student to familiarise themselves with reciprocal arrangements with institutions / organisations hosting students studying abroad (or placement companies).
- Providing information for the student to familiarise themselves with an understanding of the services for mental health available in their study country abroad.

Template for data collection ahead of travel / study

Here is a suggested template proforma for data collection ahead of a student's travel abroad or start of study. The details will be determined by each HEP's local context.

Student Services teams will need to work with other institutional teams to implement some of this data collection (for example, staff responsible for organising study abroad, such as placement and/or course tutors/directors).

Much of this information will be available through your Student Record Systems. Check with the student that this information is up to date, and ask the student to supply any corrections or missing information. If some information remains missing or incomplete, ensure that the essential

information is collected in advance of a support session, as outlined in **Information to be obtained from the student** on page 11.

Data should include:

- Student name
- Student ID number
- Date of birth
- Mobile phone number
- An alternative means of contact in case of emergency should the agreed contact mechanism fail
- Email address(es) – university and personal
- Next of kin contact number, email and details (for example, relationship to the student)
- Emergency contact number (first nominated)
- Emergency contact number (second nominated)
- Term time address
- Permanent address
- Address whilst overseas
- Overseas residency start date
- Period of time anticipated to be overseas
- Overseas residency end date / anticipated end
- GP or equivalent contact details in UK and/or abroad
- Wi-fi / technical arrangements / deficits
- Risk assessment(s) completed and any red flag concerns
- Safety plan for:
 - Strategies for self-care / safety plans for physical and mental health discussed, adjusted for overseas study and documented
 - Signposting to support provided (observing religious, cultural and timescale considerations, as well as legal / insurance matters)
- Comprehensive medical insurance cover secured – for routine and emergency medical needs
- Note of any screening for/of serious mental health issues, especially where there is deemed to be high risk of harm to self or others
- Note of measures used to determine circumstances in which duty of care permits prevention of a student from studying abroad (for example fitness to study / support to study / fitness to practise).
- Learning needs adjustments discussed, adjusted for overseas study and documented
- Note of differences in application of generic induction / orientation activities according to circumstances of living and/or study

Templates for communications in advance of an online session

Here are two suggested templates of communications for students studying abroad to be sent in advance of attending online support appointments. The details will be determined by each HEP's local context.

Information to be obtained from the student

Ahead of any live online appointment for support / intervention delivery to a student outside of the UK, obtain in writing from the student (for example, by email):

- Current address / location at which the conversation / session will be held

- Current online contact details (from which the online meeting will be held) and agreed approach should contact be lost mid-support / intervention
- The name and contact details of a family member or friend who either lives with them or close by and would be able to converse with the member of the staff in English, in the event of an emergency during a telephone or online session
- Name and contact details of a local GP or equivalent if not already known, or if changed since first provided
- Name of a lead practitioner in secondary mental health care (if they have one) and contact details if not already known
- Phone number for emergency services in the country of the student's current residence

Some of this information may be recorded already (see **Template for data collection ahead of travel / study** on page 10), in which case check with the student that this information is up to date, and ask the student to supply any corrections or missing information.

Information to be provided to the student

Ahead of any live online appointment for support / intervention delivery to a student outside of the UK, provide the following information to the student in writing (for example, by email). This template may be valuable for all students in relation to all online support / interventions, both in the UK and abroad.

Provide the following recommendations for students:

- Start your appointment from a safe confidential space where you will not be overheard (you can use headphones for increased confidentiality)
- Ensure that your mode of communication (for example Zoom) is password protected
- Use a secure, password-protected source of wi-fi with adequate firewalls and virus protection

Ahead of any live online appointment for support / intervention delivery, send in writing:

- Your HEP's equivalent of a 'Student Experience Privacy & Consent' form if there are any indications of risk or need for referral / information sharing
- An explanation of the use of such information (for example "We would only use such information with your consent or if we believed that your life or that of another was at risk")
- An explanation of how the student can change their emergency contact or next of kin details
- An explanation of the parameters and limitations of support / intervention being provided, and what would occur in situation of crisis (for example the following statement might be included: "Please note that we cannot be responsible for any emergency mental health care that is subsequently provided and we cannot make a referral to any secondary psychiatric care in the country where you are residing")
- A disclaimer statement with respect to technical issues during the support session / intervention, explaining that the practitioner cannot control technical capability or capacity during the online communication (the following phrases may be of help: "If we get let down by technology at some point during our session, we will attempt to reconnect, but if unsuccessful will continue by phone or reschedule the session via email" and "Video communication adds an element of insecurity in relation to the confidentiality of information that is beyond the control of either the University of X or the student")

Template for communications at the start of an online session

Here is a suggested template of communications for students studying abroad to be provided at the beginning of an online support appointment. The details will be determined by each HEP's local context.

At the beginning of any live online appointment for support / intervention delivery to a student outside of the UK, the practitioner should:

- Blur their background (Microsoft Team / Skype) or insert a pattern background (Zoom) if required to disguise the room they are in
- Check that the student is at the address they have provided
- Check the quality of their internet and phone connection and charging capacities
- Check whether the student is alone in the property
- Identify if there someone nearby to support them if necessary
- Make it clear that any non-therapeutic contact is just that
- If / when starting therapeutic work, articulate the limitations of the service being provided, as outlined in the information sent in advance to the student. The service is limited because of UK law, and professional standards and guidelines.
- Follow the HEP's guidance on maintenance of security whilst online
- Ensure that the student is aware of the maximum length of the call in advance, and stick to it

Protocol when a student is in crisis

Here is a suggested protocol or standard operating procedure for when a student studying abroad discloses to a practitioner in the UK that they are experiencing a crisis (for example, a situation which may cause harm to themselves or others), or the practitioner assess them to be at risk. The details will be determined by each HEP's local context. Staff and students should be fully apprised of the protocol and expectations / limitations of support provision in advance, as detailed above.

The practitioner should:

- Seek the support of a named family member / friend as liaison
- Call the UK emergency services (999) or international emergency services (112 – see eena.org/about-112/whats-112-all-about) and they can pass the call on to the emergency services in another country. In the EU translation services have to be provided.
- Call the embassy for that country in the UK and ask them to call for help
- Where the student discloses suicidal thoughts / ideation or intent, reference can be made to the self-help resources (for example www.papyrus-uk.org/im-thinking-about-suicide):
- Refer the student to any self-help mental health apps or online services (if your HEP has them set up), for example:
 - MindShift app
 - WellMind app
 - In Hand app
 - SilverCloud Health
 - Student Space
- Refer to helplines that students can use from abroad (see www.befrienders.org for suggestions).

Contributors

Here are the key contributors to these guidelines:

- Julie Crabb, Head of Student Support & Wellbeing, Middlesex University, AMOSSHE representative
- Andy Shanks, Director of Student Wellbeing, The University of Edinburgh, AMOSSHE representative
- Geraldine Swanton, Legal Director, Shakespeare Martineau
- Alan Percy, Visiting Professor in Psychology, Fudan University, Shanghai, Past Chair of HUCS (Heads of University Counselling Services) 2019-20, Chair of MWBHE (Mental Wellbeing in Higher Education) 2018-21, Head of Counselling, University of Oxford, AMOSSHE and HUCS representative
- Kelly Robinson, Head of Counselling and Mental Health Service, Lancaster University, AMOSSHE representative
- Michael McMillan, Head of Counselling, Staffordshire University, AMOSSHE and HUCS representative
- Michael Bryant, Head of Student Counselling, Goldsmiths, University London, HUCS representative
- Nahid Saiyed, Assistant Director, Student Services, Student Wellbeing, University of Birmingham, AMOSSHE representative
- Philip Brooke, Mental Health Practitioner, Northumbria University
- Andy Muir, Mental Health Practitioner, Northumbria University
- Frances Singleton, Mental Health Practitioner, Northumbria University
- Lydia Pell, Head of Student Advice and Wellbeing, SOAS University of London, UHMAN (University Mental Health Advisers Network) trustee, AMOSSHE representative
- Benjamin Parsons, Head of Engagement, AMOSSHE The Student Services Organisation
- Vicky Groves, Cardiff University, HUCS representative
- Allie Scott, University of the Highlands and Islands, HUCS representative
- Anne Bentley, Student Wellbeing Services Manager, University of Plymouth, AMOSSHE and HUCS representative
- Marie Kan, Acting Head of Counselling & Mental Health Service, University of the Arts, London, AMOSSHE and HUCS representative
- Jane Harris, Assistant Head of Student Support (Mental Health and Wellbeing), University of Leeds, AMOSSHE and HUCS representative
- Lorraine West, Counselling and Mental Wellbeing Manager, Brunel University London, AMOSSHE and HUCS representative