



**1. Principles**

- 1.1. We know that studying for a University award, and the experience of being a student can be life changing. However, the timing of when you attend University may not be right in terms of your physical and/or mental health. As we know the level of work involved in completing an award, we may have more insight into your ability to engage in your studies to complete an award than you do. Our usual starting point is to assume that all students are able to take an active part in managing their own independence and personal responsibilities and are fit to study unless otherwise indicated.
- 1.2. This Policy allows us to decide whether you are physically or mentally capable of engaging with your studies and university life to the best of your ability and potential. This Policy explains the process we will follow and the principles that underpin our decision making to determine whether you are fit to study with us.
- 1.3. Our approach to making decisions about your fitness to study is:
  - a. Clear and accessible. This means this Policy is widely available and written in such a way that you should not need additional support in understanding what being fit to study is, how we can and will assess your fitness, and the measures we can put in place to support and protect your physical and mental wellbeing. However, for all students referred through this Policy we recommend you speak to your Student Experience Officer and/or the Students' Union for assistance.
  - b. Confidential, impartial, and fair. This means that we will treat cases of possible unfitness to study using this Policy as being serious and ensure that those making these decisions have no reasonable perception of bias or conflict of interest.
  - c. Timely, flexible, and proportionate. This means that we will work as quickly as we can to assess your fitness to study. If we can assess your fitness to study early, we may be able to put support in place, rather than place you on an Interruption of Studies by reason of being unfit to study. However, we may skip earlier stages (as outlined below) where circumstances demand this, and also require removal from our accommodation. We will seek to apply the stages as set out below but will use discretion where needed to flex the approach taken.
  - d. Embedded and informative. This means we will use the experience of assessing fitness to study to inform enhancements and improvements to our processes and awards. We do this through our formal committees.
- 1.4. The process for deciding fitness to study is rigorous, impartial, and evidence based. Therefore, any decision to deem you unfit to study must be similarly evidence-based and proportionate and informed by academic judgment.
- 1.5. Throughout this Policy, we refer to courses and modules and specific job roles. However, our collaborative partners may use different terminology such as programmes and/or units and have different job titles for key staff. Schedule A details Collaborative Partners' exemptions.
- 1.6. Identifying if you are potentially unfit to study can be difficult, and we will, where possible, consider a broad range of views and expertise, all of which must be evidence-based. This means that the evidence must be factual as far as possible, and (unless written by a clinician) not seek to offer a medical or other opinion that goes beyond the role and expertise of the individual offering it. Decisions about possible support will usually require an academic judgment regarding ability to engage with studies and/or university life.
- 1.7. Behaviour that is raised as an allegation of misconduct (either academic or general) may be considered through this Policy where this forms part of the concerns raised regarding fitness to study. Similarly, allegations of potential unfitness to study raised through this Policy may be referred through any other Policy or Regulation if deemed appropriate.
- 1.8. We have the burden of proof. This means that it is for us to establish that you are not fit to study. You will be given reasonable opportunities to explain your behaviour and, as relevant,

present evidence in support of your explanation. For example, we will likely ask you for a letter of support from a clinician (GP, Psychiatrist) where you are currently under their care and receiving therapeutic or medical intervention.

- 1.9. You are required to read and understand these Regulations, including being familiar with any updates made during your studies. Any questions regarding this Policy should be referred to the Student Wellbeing & Disability team.
- 1.10. At all times the application of this Policy will meet the expectations of UK Data Protection law and General Data Protection Regulations. This means that specific detail and information about Fitness to Study cases is kept confidential as far as possible and disclosed only to those deciding your fitness to study. We do not routinely disclose that you have been subject to a fitness to study review unless required to do so as part of a lawful request made by an authorised external agency or organisation.

## **2. Stage One – Initial or Early Concern**

- 2.1. Stage One relates to initial or early concerns about your health, wellbeing, and/or behaviour. Such concerns can be raised by you, your classmates, roommates, or a member of our staff. Stage One concerns are normally best handled by a member of staff you are familiar with such as a personal tutor. Where you have nominated one, we may reach out to your nominated wellbeing contact for help.
- 2.2. The emphasis from staff involved in Stage One concerns should be sensitive and with an emphasis on support. This may include inviting you to an informal meeting to check in with you and to share any concerns that have been raised. You will be made aware before any such meeting what it is about, so you do not feel ambushed. Where available, evidence of your attendance and/or engagement may be shared with you if this is contributing to the concerns raised. Other members of staff may be included and attend the meeting if appropriate, and you can bring a friend or other support not acting in a legal capacity to the meeting.
- 2.3. You will be given specific information about the nature of the concerns raised, including factual information such as times and dates of incidents, specific behaviour that has been witnessed, attendance records and concerns of others. You will be given an opportunity to respond to the evidence and explain your situation. Depending on your situation, we may encourage you to engage with additional support services, either provided by us or external (such as your GP). Discussion and actions should be documented by the staff member. Within five working days the meeting summary and any actions should be provided to you and to the Student Wellbeing & Disability team to store on your record.
- 2.4. Where concerns remain after the Stage One meeting (or if you fail to appropriately engage), you may be referred for consideration under Stage Two or Stage Three.
- 2.5. Where you are found fit to study at this stage, we may request a three-month follow up review meeting. The review meeting should discuss the following:
  - a. Review how you have been since the first meeting.
  - b. Describe and explore any further concerns.
  - c. Explore any further or ongoing support needed.
  - d. Review the progress of the agreed actions; and
  - e. Agree whether further action is needed. If the concern has been resolved, no further action may be needed. If concerns continue or have increased, the meeting should consider progression to Stage Two.

## **3. Stage Two – Serious or Continuing Concern**

- 3.1. Stage Two relates to concerns that cannot reasonably be handled at Stage One; which have been considered under Stage One but have not significantly improved; or which otherwise warrant being escalated without Stage One consideration. Such concerns can be raised by you, your classmates, roommates, or a member of our staff. Stage Two concerns are

normally best handled by a member of staff you are familiar with such as a Director of Content with support from the Student Wellbeing & Disability team. Where you have nominated one, we may reach out to your wellbeing contact for help.

- 3.2. The emphasis from staff involved in Stage Two concerns should be sensitive and with an emphasis on support. This will include inviting you to a meeting with the Director of Content and a senior member of the Student Wellbeing & Disability team to check in with you and to share the concerns raised. You will be made aware before any such meeting what it is about, so you do not feel ambushed. Where available, evidence of your attendance and/or engagement may be shared with you if this is contributing to the concerns raised. Other members of staff may be included and attend the meeting if appropriate, and you can bring a friend or other support not acting in a legal capacity to the meeting. If you fail to appropriately engage, we may proceed in your absence.
- 3.3. At least three working days beforehand, you will be given specific information about the nature of the concerns raised, including factual information such as times and dates of incidents, specific behaviour that has been witnessed, attendance records and concerns of others. You will be given an opportunity to respond to the evidence and explain your situation. Depending on your situation, we may take no action or put any of the following in place:
  - a. Support and/or reasonable adjustments are agreed.
  - b. A period of monitoring to give you time to evidence improvement. An action plan will be agreed and signed by you and the Director of Content. This may include an agreement on appropriate support to be provided and/or appropriate behaviour to be expected. You will be informed of the consequence of breaking the agreement, which will lead to your case being referred to Stage Three.
  - c. You are referred to Stage Three.
  - d. You agree to take a voluntary Interruption of Studies with agreed conditions of return. Sources of support available to you whilst on an Interruption will be identified.
- 3.4. Discussion and actions should be documented by the Director of Content. Within five working days the meeting summary and any actions should be provided to you and to the Student Wellbeing & Disability Support team to store on your record.
- 3.5. Where concerns remain after the Stage Two meeting (or if you fail to appropriately engage), you may be referred for consideration under Stage Three.

#### **4. Stage Three – Critical or Persistent Concern**

- 4.1. Stage Three relates to concerns that cannot reasonably be handled at Stages One or Two; or which have been considered under Stage Two but have not significantly improved. Such concerns can be raised by you, your classmates, roommates, or a member of our staff. Stage Three concerns are normally best handled by the Head of Student Experience and Wellbeing or their nominee. Where you have nominated one, we will normally reach out to your wellbeing contact for help.
- 4.2. The emphasis from staff involved in Stage Two concerns should be sensitive and with an emphasis on preserving your physical and mental health and promoting recovery. This will include inviting you to a Panel meeting. You will be made aware before any such meeting what it is about, so you do not feel ambushed. Where available, evidence of your attendance and/or engagement may be shared with you if this is contributing to the concerns raised. Other members of staff may be included and attend the Panel as appropriate, and you can bring a friend or other support not acting in a legal capacity to the meeting. Where we feel it is reasonable, we may proceed in your absence.
- 4.3. At least 24 hours beforehand, you will be given specific information about the nature of the concerns raised, including factual information such as times and dates of incidents, specific behaviour that has been witnessed, attendance records and concerns of others. You will be given an opportunity to respond to the evidence and explain your situation.

- 4.4. The Panel meeting will be chaired by the Head of Student Experience and Wellbeing and will also consist of two senior members of the University (normally the Director (Content), Course Leader or a Head of Service). We will carefully consider the Panel membership based on the nature of the issues to be discussed. Other relevant staff members may be invited, where it is deemed appropriate.
- 4.5. Depending on your situation, we may take no action or put any of the following in place:
  - a. Support and/or reasonable adjustments are agreed.
  - b. A period of monitoring to give you time to evidence improvement. An action plan will be agreed and signed by you and the Director of Content and/or Head of Student Experience and Welfare. This may include an agreement on appropriate support to be provided and/or appropriate behaviour to be expected. You will be informed of the consequence of breaking the agreement, which will lead your case being referred for consideration for Interruption of Studies or withdrawal.
  - c. You agree to take a voluntary Interruption of Studies with agreed conditions of return. Sources of support available to you whilst on an Interruption will be identified.
  - d. Place you on an Interruption of Studies with agreed conditions of return. Sources of support available to you whilst on an Interruption will be identified.
  - e. Withdraw you from your studies.
- 4.6. Discussion and actions should be documented by the Head of Student Experience and Wellbeing or their nominee. Within five working days the meeting summary and any actions should be provided to you and to the Student Wellbeing & Disability team to store on your record.
- 4.7. If you are dissatisfied with the outcome and you can establish one or more of the grounds, you may submit an [Academic Appeal \(Formal Stage\)](#) within ten working days of the outcome of the Stage Three Fitness to Study Panel.

## **5. Schedule A**

This Policy (set out above) applies to Regent's University London provision delivered directly at Regent's University London or through our Collaborative Partners except as detailed below:

### **DOMUS Academy**

5.1. TBC.

### **Istituto Marangoni (London)**

5.2. TBC.

### **Istituto Marangoni (Paris)**

5.3. TBC.

### **Liverpool Media Academy (LMA)**

5.4. TBC.

### **MACROMEDIA**

5.5. TBC.

Approved at Regent's Academic Committee 20 March 2024