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## **Fitness to Study Policy**

### **1. Introduction**

- 1.1 The Language Gallery (TLG) is committed to providing a supportive, inclusive, and safe learning environment in which all students can engage fully with their studies and achieve their academic potential. The Fitness to Study policy sets out the framework through which TLG responds where there are concerns that a student's health, wellbeing, or behaviour may be impacting their ability to participate effectively in their academic programme. The purpose of this policy is to ensure that students are supported appropriately and proportionately, while also safeguarding the wellbeing of the individual student, other students, and staff, and maintaining academic standards.
- 1.2 The Fitness to Study process is not a disciplinary procedure and does not replace existing academic regulations, extenuating circumstances, and Academic Misconduct procedures and other relevant processes where these apply. Instead, it is intended to provide an additional mechanism through which concerns can be managed sensitively and consistently, with a focus on student wellbeing, retention, and academic success.
- 1.3 By having a clear Fitness to Study Policy in place, TLG seeks to:
- promote early identification and support for students experiencing difficulties.
  - ensure consistency and fairness in decision-making.
  - meet its duties of care to students and staff.
  - and uphold its responsibilities under relevant regulatory, safeguarding, and data protection frameworks.

### **2. Scope of the Policy**

- 2.1 This Fitness to Study Policy applies to all students enrolled at TLG. The policy may be applied at any point during a student's period of enrolment where concerns arise that a student's health, wellbeing, or behaviour may be impacting their ability to engage effectively with their studies, participate safely in the academic environment, or meet the requirements of their programme.
- 2.2 Where concerns fall more appropriately under another procedure, TLG will ensure that students are signposted clearly and that processes are applied consistently and fairly. The Fitness to Study procedure may operate concurrently with other procedures where appropriate, with due regard to confidentiality, data protection, and the student's wellbeing.

### **3. Policy Principles**

The Fitness to Study Policy is underpinned by the following principles, which guide its application and decision-making at all stages:

- 3.1 The policy aims to support students in continuing their studies. Decisions will be made with the student's wellbeing, academic engagement, and long-term success as central considerations.
- 3.2 Concerns should be identified and addressed at the earliest appropriate stage to prevent escalation and to enable timely support, advice, or reasonable adjustments.
- 3.3 Actions taken under this policy will be proportionate to the nature and severity of the concern and will take account of the individual circumstances of the student.
- 3.4 The procedure will be applied fairly and consistently, with clear communication to students about concerns, outcomes, and next steps. Students will be given the opportunity to engage with the process and to provide relevant information.
- 3.5 Information will be handled sensitively and in accordance with data protection requirements. Only those with a legitimate need to know will have access to information relating to a student's circumstances.
- 3.6 This policy is not disciplinary in nature and will not be used to address matters of academic misconduct or breaches of student conduct, which are dealt with under separate policies where applicable.
- 3.7 Students are encouraged to engage with support offered, while TLG commits to providing clear guidance, appropriate support, and reasonable adjustments where possible.

### **4. Reporting a Concern**

A concern can be initiated by anyone who has a sufficient level of concern about a student's health, safety and mental wellbeing; this includes academic lecturers and professional support staff. Staff members' concerns about a student's welfare should normally be raised with the Wellbeing Team in the first instance. Students who feel their personal circumstances are negatively impacting their ability to engage effectively with their course can initiate contact with their support staff who can effectively escalate this to the Wellbeing Team and subsequently, the relevant Course Director.

## **5. Managing Cases**

### **5.1 Stage 1- Initial Concerns**

- 5.1.1 Concerns about student behaviour may be brought to the attention of the Course Director by the student support officers or the lecturer.
- 5.1.2 The Course Director initiates an informal conversation with the student to discuss emerging concerns relating to wellbeing, engagement, or behaviour.
- 5.1.3 The discussion focuses on understanding the student's circumstances and signposting to appropriate support where required. This can be supported by the wellbeing team.
- 5.1.4 A brief record of the interaction is recorded by the Course Director and sent to the Student Support team to maintain a record. This is done in line with data protection requirements. Any actions agreed will also be shared with the student.
- 5.1.5 Relevant information is cascaded, where appropriate, to key stakeholders such as Student Success Tutors and lecturers to support coordinated awareness and monitoring.
- 5.1.6 This stage is informal in nature and does not involve formal decisions or outcomes.
- 5.1.7 Any safeguarding concerns highlighted will be directed to the safeguarding team.

### **5.2 Stage 2- Formal Intervention**

- 5.2.1 Students may progress to Stage 2 following escalation from Stage 1 or may be supported directly at this stage where appropriate.
- 5.2.2 The Course Director and a designated member of the Wellbeing Support Panel contact the student to attend a formal meeting.
- 5.2.3 The student's circumstances are discussed, and an Individual Learning and Support Plan is agreed.
- 5.2.4 The plan sets out agreed support measures, expectations, review points, and any reasonable adjustment required in-line with the reasonable adjustments policy.
- 5.2.5 The agreed plan is cascaded to relevant stakeholders to enable effective monitoring and implementation.

5.2.6 Follow up meetings with the student are scheduled to review the effectiveness of the plan and explore further options if required.

5.2.7 Records are maintained in line with institutional record-keeping and data protection policies.

### **5.3 Stage 3- Serious/ Persistent Concerns**

5.3.1 A Fitness to Study Panel is constituted, consisting of the Registrar and the Head of Student Success.

5.3.2 Responsibility for the case transfers to the Panel, which reviews all relevant information and invites the student to a formal meeting.

5.3.3 Following consideration, the Panel may recommend:

- an updated Individual Learning and Support Plan.
- a temporary break in study with clear guidance provided on any finance implications and return to study conditions.
- termination of studentship where continued registration is no longer appropriate.

5.3.4 Where relevant, actions under other institutional policies may also be considered, including the Attendance and Engagement Policy or the Academic Misconduct Policy.

5.3.5 Outcomes and reasons for decisions are communicated to the student formally in writing, along with information on next steps.

### **5.4 Request for Review**

5.4.1 If a student does not agree with the outcome of Stage 3, they may be eligible to request a review in accordance with Lincoln Bishop University's Code of Practice for Support for Study.

5.4.2 The appeal for a Review of the Support for Study outcome should include brief details of the case and the grounds for the appeal and should be accompanied by any other supporting documentation.

5.4.3 Following completion of the Lincoln Bishop's procedures, a completion of procedure letter is issued to the student, this letter outlines the decision reached with justifications and relevant information for further review at the Office of the Independent Adjudicator for Higher Education (OIA).

5.4.4 The Office of the Independent Adjudicator (OIA), has the role to independently review the application of TLG and Lincoln Bishop University's procedures.



**The Language  
Gallery**

Student may contact them at [www.oiahe.org.uk](http://www.oiahe.org.uk) or from:

OIA

Second Floor Abbey

Wharf 57-75

Kings Road

Reading RG1 3AB

## **6. Policy Review**

This policy is reviewed annually or as required to maintain alignment with academic regulations and institutional requirements.