



Fitness to Study Policy

What is fitness to study?

Fitness to study refers to a student's ability to fully and positively engage with their training and to fulfil the expectations of the course without negative impact on other students or staff. Reasonable adjustments will be made or other support put in place for students with learning or physical disabilities, as set out in our Equal Opportunities and Disability policies.

What is the purpose and scope of this policy?

This policy is designed to support the needs of students. The training at ArtsEd prepares students for the professional theatre, film and television industry, and in order to succeed a student must be able to meet industry standards of punctuality, commitment, engagement and preparation.

All students will be required to demonstrate their ability to meet the following reasonable expectations:

- that they are able to attend and engage effectively in a range of classes, workshops, rehearsals, lectures and tutorials, including with staff, students and professionals
- that they can undertake private study without supervision
- that they can participate in assessments throughout the academic year, with adjustments if required
- that they are consistently punctual and abide by ArtsEd's lateness and attendance policies
- that they are aware of their own health and safety, and that of others, including changing behaviour if it is pointed out to them that they are potentially breaching health and safety requirements
- that they are abiding by ArtsEd's student regulations

When should the fitness to study policy be applied?

The policy may be applied in relation to student behaviour while on ArtsEd premises or at other venues booked by ArtsEd for classes, rehearsals or performances.

Each application of this policy will be based on individual circumstances. The following list provides examples of situations where the policy may be applied, but should not be considered exhaustive.

- The student declares difficulties related to physical or mental health, disability, alcohol or drug problems, or other personal circumstances
- The student behaves in a manner indicative of the above circumstances
- A third party such as another student, staff member, or healthcare professional reports concerns about a student's wellbeing, health or personal circumstances that are having a negative impact on their ability to engage with their studies
- Multiple complaints are received about the student from other students and/or staff
- The student is in serious and continuous breach of the lateness and attendance policy
- The student behaves in a way that would usually be considered a disciplinary matter but there is reason to believe this may be due to underlying causes which could provide mitigating factors

What happens if a student's fitness to study is questioned?

In the first instance, students and/or staff should bring the matter to the attention of the relevant Head of Year. They will then, in consultation with other senior members of staff where appropriate, follow the procedures outlined below.

Normally there will be a three stage process once it has been established that a fitness to study issue has arisen.

Risk Assessment

An initial risk assessment should be undertaken to identify the level of risk to the student and/or to others and to consider whether the student's presence at ArtsEd puts the student and/or others at an unacceptable risk or exacerbates the student's difficulties. See appendix 1, risk assessment.

Stage 1 - informal

The Head of Year has a conversation with the student setting out concerns, explaining how or why the student is not meeting his or her obligations, and proposing strategies for resolving the situation.

The possible outcomes at Stage 1 of the process are:

- the matter is considered resolved and no further action is needed
- the issue is referred to the School of Acting or School of Musical Theatre Exec (as appropriate, according to the programme of study of the student concerned) and a **Wellbeing Action Plan**¹ is drawn up, which may include referral to additional support services
- the matter is referred directly to the next stage.

Stage 2 – formal

¹ See appendix 2

The Head of Year and another senior member of staff (normally another member of the Exec) have a formal meeting with the student which outlines the continuing problems, clarifies the relevant ArtsEd rules and regulations and the student's own personal responsibility - for example to be well enough to study and to be respectful to others - and explains the agreed strategy for managing the situation, setting out a reasonable timeframe for seeing improvement.

The student may choose to be accompanied by a friend (whose name must be approved by the Head of Year at least 24 hours in advance of the meeting²) but the friend attends in a supportive capacity only and is not permitted to speak or otherwise act on behalf of the student. Proxies for students will not normally be allowed.

The possible outcomes at Stage 2 of the process are:

- an updated Wellbeing Action Plan is agreed, which may include further referral to support services
- the student decides that he or she wishes to interrupt studies for a period
- the student is made aware that if there is no improvement, the matter may be escalated to the next stage, at which the student may be withdrawn from the course

Stage 3 - final

If there has been no resolution of the problems or change in behaviour, the Principal and Head of Year will meet with the student with a view to determining whether the student may either continue on the course, be suspended for a period of time (through intermitting their training) or be withdrawn from the course entirely.

In cases of exceptional risk, and on the Principal's judgement, the process may move directly to Stage 3. At all stages, a note of the outcome of each stage will be recorded, which sets out what is expected of the student.

Limitations of this policy

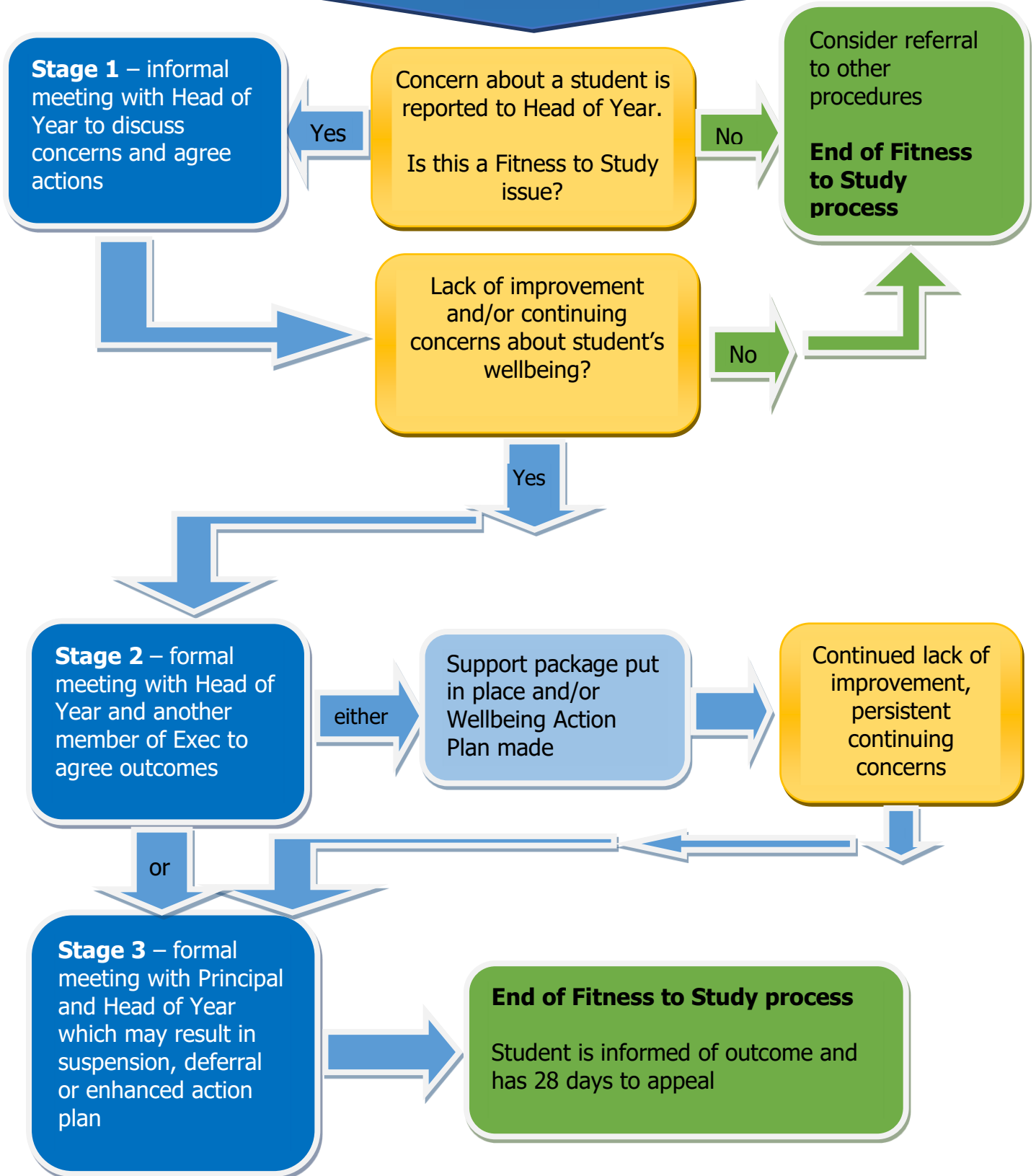
Disciplinary: Students may be referred to disciplinary procedures when their behaviour continues to be disruptive to other students and/or staff and there is no indication of the student's willingness to engage with the Fitness to Study procedure

Assessment Regulations/unsatisfactory progress: this policy should not be used for issues related solely to a student's academic performance, unless the student's poor performance is deemed to be caused by the factors noted above

Extenuating circumstances: this policy should not be applied when a student is incapable of being assessed for a specific project or class because of ill health or personal circumstances.

² If approval is denied, for example where the named friend is or has been subject to disciplinary procedures, the student may nominate another friend to attend with them. As above, this must be approved at least 24 hours before the meeting.

Fitness to Study Process



Appendix 1 Fitness to Study: **Risk Assessment**

Name of Student:

Course:

Year group:

1.	Briefly explain the situation and why fitness to study has been questioned:		
2.	List all the identified risks and assign to each risk an assessment of seriousness (S) and likelihood (L). Use a scale of 1-5 with 5 being the highest seriousness and highest likelihood:		
		S	L
3.	Has the student disclosed a disability?	Yes	No
4.	Does the student have a Disabled Student Allowance (DSA)?	Yes	No
5.	List any condition which may contribute to risk:		
6.	What has been done to minimise the risk from occurring:		
7.	What has been done to minimise the impact of the risk if it does occur:		
8.	State what other action has been taken, if not detailed above:		
	Risk assessed by:		Date:
	(please print)		

Appendix 2 Fitness to Study: **Wellbeing Action Plan**

Student's name:

Staff present at meeting:

Concern raised by:

Brief outline of concern:

Student's response to concerns raised:

Feedback and action plan following meeting with student:

STUDENT DECLARATION:

1. I understand the nature of the concern(s) raised by ArtsEd, as has been explained to me and outlined in this document.
2. I have agreed to work towards the action plan outlined above, which has been developed to support me.
3. I understand that if I am unable or unwilling to carry out the action plan, ArtsEd will need to consider taking appropriate or remedial actions.
4. I understand and consent to the information in this document being shared with other relevant services within ArtsEd in order for me to receive the appropriate help and support.
5. Whilst I understand that ArtsEd has a duty of care to support me, ultimately I am responsible for my own health and wellbeing and it is my responsibility to be fit to study.

Student name.....

Student signature.....

Staff member.....

Staff signature.....

Date.....

Review date.....