



POINT BLANK

MUSIC SCHOOL

POLICY 020 FITNESS TO STUDY

DOCUMENT CONTROL BOX

People in scope:					
All students	HE Students	Professional Students	All staff and students	Staff only	
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Sites in scope:			Publication:		
All	London	Online	Internal	Public	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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Document Revision History

Version Log

Committee / Approval Date	Author	Version	Publication Date	Page Reference & Summary

Related Documentation

Document Reference No. (Policy version / Supporting doc. #)	Document Type	Link or Dept. Owner	Document Title

1. PURPOSE

- 1.1 The purpose of this policy is to provide, in detail, Point Blank's approach to ensuring there is a consistent and supportive approach when assessing an individual's capacity to satisfactorily participate and fully engage as a Point Blank student.
- 1.2 It is the intention of this policy to inform students on when and how Point Blank will intervene when concerns for their fitness to study may arise.
- 1.3 This policy also serves as a guide for staff to ensure a consistent, fair and equitable approach to supporting individual students with their own unique circumstances.

2. POLICY DETAILS

- 2.1 The term 'fitness to study' refers to an individual's ability to participate fully and satisfactorily as a student and member of the wider Point Blank community. It is about character, competence and health.
- 2.2 Concerns about a student's fitness to study may arise at any time throughout the student's studies. Point Blank will ensure that all staff who may be aware of any of these matters are alert to the possibility of fitness to study implications for students.
- 2.3 This policy should be used in the following circumstances:
 - i. A student has disclosed concerns about their own fitness to study, in relation to factors concerning their health, wellbeing, or other circumstances that pose a barrier to the successful and enjoyable engagement with their studies and life as a student.
 - ii. A student's personal circumstances, disability or mental health difficulties have rendered successful progression on their programme of study neither manageable nor achievable, despite initial interventions and/ or adjustments.
 - iii. The student's behaviour is, or is at risk of, negatively affecting the teaching, learning and/ or experience of other students and this is due to circumstances outside of their control.
 - iv. A student has applied for consideration of Extenuating Circumstances for the same circumstances for more than two terms; and/ or has not engaged with the reasonable adjustments process; and/ or it is not appropriate to apply the reasonable adjustments procedure.
 - v. A student with reasonable adjustments in place has still not been able to make sufficient progress on their programme of study.

An indicative list of issues that may give rise to a fitness to study concern is provided in item 7.1 below.

- 2.4 This policy should be used when all other appropriate procedures, processes or options for support have been considered and/ or exhausted.
- 2.5 This policy may also be applied if there are concerns about a prospective student or applicant to Point Blank, which may result in the refusal of a place on the chosen programme of study.
- 2.6 Point Blank will ensure that, where causes for concern regarding a student's fitness to study arise, the student is made aware of the actions, behaviours or other information that have given rise to the concern.
- 2.7 The student will always be given reasons for any decisions reached about the student's health or behaviour, and will be supported in knowing what to do about it.

- 2.8 An outcome of the fitness to study process may be to enforce a temporary interruption or remove a student from their programme of study. Decisions to take this action will be grounded by the following underlying principles:
- i. Any and all adjustments and interventions put in place for students must be reasonable and proportionate.
 - ii. Where reasonable and proportionate adjustments and interventions are not sufficient in supporting the student in being successful, it is not appropriate to put in place adjustments or interventions that are not reasonable or proportionate.
 - iii. It is not reasonable to allow a student who is unable or unwell to continue to incur tuition fee liability when they are not going to be able to be successful.
 - iv. All reasonable and appropriate attempts and strategies to re-engage the student in their studies and make them accessible have been exhausted.
- 2.9 In some circumstances, it is appropriate to enact this policy as an emergency measure. This is known as an emergency fitness to study.
- 2.10 Emergency fitness to study assessments can only be requested and enacted by the Designated Safeguarding Lead.
- 2.11 Circumstances that may make an emergency fitness to study necessary include but are not limited to:
- i. Being detained under Section 2 of the Mental Health Act.
 - ii. Being admitted to hospital as an in-patient.
 - iii. Being detained for a criminal offence.
 - iv. Being drafted for military service.
- 2.12 In the case of an emergency fitness to study, the student and their emergency contact will be informed that the student's enrolment will be suspended along with details of what happens when they are in a position to discuss the next steps.
- 2.13 The student will be given the opportunity to go through the formal stages of the fitness to study process when they are available and well enough to do so.

3. POLICY SCOPE

- 3.1 This policy applies to students at Point Blank London studying higher education courses.
- 3.2 This policy also applies to students studying higher education programmes with Point Blank Online.

4. RELATED POLICIES

- Safeguarding Policy
- Withdrawal, Interruption and Transfer Policy
- Reasonable Adjustments Policy
- Disability and Wellbeing Support Policy

5. POLICY OWNER

This policy is under the responsibility of the Student Engagement and Experience Committee. The responsible committee will ensure the cyclical review of this policy is carried out in line with Point Blank's Quality Assurance Framework.

The Student Engagement and Experience Committee delegates the operational responsibility of this policy to the following staff:

- Registrar
- Designated Safeguarding Lead
- Student Experience Manager
- Senior Student Retention Officer
- Student Experience Officer
- Senior Student Support Officer
- Disability Support Coordinator

6. PROCEDURES

The relevant procedure to accompany this policy is the Fitness to Study Procedure and can be found at www.pointblankmusicschool.com/legal/public-policies/.

7. EXHIBITS, APPENDICES AND FORMS

- 7.1 Examples of issues that may lead to fitness to study concerns, where a student's needs or personal circumstances deem it inappropriate to use the student disciplinary procedures, include:
- academic misconduct (for example plagiarism, cheating in examinations, forging records)
 - other disciplinary offences that appear to be linked to a disability, mental health (for example antisocial, abusive or threatening behaviour, sexual misconduct, violence, bullying or harassment, damage to property, internet access abuse, substance/alcohol abuse);
 - health and safety breaches;
 - failure to disclose convictions or other information that the student is required to disclose;
 - failure to engage with investigations into unacceptable behaviour;
 - poor self-management, lack of personal accountability;
 - dishonesty;
 - behaviour away from the student's studies, including:
 - criminal conviction e.g. violent offence; offence of dishonesty
 - disruptive behaviour in the community including at the student's halls of residence/ student accommodation;
 - safeguarding concerns;
 - poor mental or physical health or serious physical impairment that interferes with the student's ability to study safely and successfully;
 - failure to seek help or engage with appropriate services in relation to health issues.

8. REFERENCES AND SUPPORTING INFORMATION

- 8.1 Internal
- Student Experience Strategy
 - Teaching, Learning and Assessment Strategy
- 8.2 External
- OIA Good Practice Framework