

**The Glasgow School of Art**

**Support to Study Policy Procedure**

**March 2023**

**Policy control**

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Benchmarking	University of Glasgow University of Glasgow Caledonian University of Stirling University of Edinburgh

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**This policy and procedure should only be referred to if there is a significant concern for a student's wellbeing and their capacity to study. All other avenues of support should be explored before initiating action under the policy.**

## **1. Introduction:**

- 1.1 The Glasgow School of Art (GSA) has a responsibility for the wellbeing and safety of all students and seeks to ensure that all students have the opportunity to participate fully in student life, and to study and achieve in a safe and supportive environment. Whilst students are responsible for the management of their own health and wellbeing, at GSA we aim to work in collaboration, and support students who have a recognised disability, temporary or long-term physical or mental health conditions which may have an adverse impact on their ability to study, be part of the studio culture and successful in their studies.
- 1.2 The Equality Act 2010 protects people from discrimination on the grounds of disability and requires that higher education institutions make reasonable adjustments to provision, criteria, and practice where this places a person at substantial disadvantage as a result of their disability.
- 1.3 In addition to making reasonable adjustments for individuals, higher education institutions have a duty to anticipate the requirements of people who use their services and to therefore take steps to ensure that these are designed and delivered in ways that are accessible and inclusive to all.
- 1.4 It is recognised that at times, students may face personal challenges which may impact on their ability to fully participate in their learning. GSA offer a wide range of professional support services and further details of these can be accessed via Student Support. GSA encourage all students to contact Student Support at the earliest opportunity to discuss, formulate and agree support strategies to remove barriers to learning where possible. Any reasonable adjustments agreed or updated will be communicated to staff involved in student learning via the existing *Reasonable Adjustment Report* dissemination procedure.
- 1.5 It is recognised that, at times, staff may face personal challenges when listening to and responding to complex student cases. The Life and Progress Employee Assistance Programme and HR support sections provide access to a range of support strategies and are a source of self-help and wellbeing information.
- 1.6 When assessing the level of concern about a student's capacity to study, communication is paramount. Early intervention, and recommendations for support, can avoid crisis situations from occurring. Should staff feel that they are not confident in dealing with a particular student's situation or circumstances, or feel unsure about whether to invoke this procedure, they are encouraged to seek advice from the Student Support Manager or Head of Student Support and Development.

- 1.7 This policy and procedure should only be referred to if there is a *significant concern* for a student's wellbeing and their capacity to study. All other avenues of support should be explored before initiating action under the policy.

## **2 Purpose and Scope**

- 2.1 The purpose of this policy is to provide suitable and coordinated support to GSA students. This policy is concerned with the wellbeing of the student and the GSA community, and is not disciplinary in nature. As such, a supportive approach will be taken. GSA is committed to removing barriers to learning where possible and promoting a positive approach towards students with mental or physical ill-health.
- 2.2 This procedure is intended to help address the issue giving cause for concern; to find agreed and appropriate ways for the student to continue their study, with the support required, or to take an authorised break from study until they are fit to return and actively engage in student life and study.
- 2.3 No two situations or experiences are alike and this policy and procedure aims to provide a framework to navigate and respond effectively to individual situations which, by their nature, can be sensitive and difficult. Concerns may be prompted by, but not limited to:
- a) The student discloses information to a member of GSA staff which indicates there is a need to consider their capacity to study;
  - b) Someone associated with the student (e.g. a fellow student or friend, colleague, parent/guardian, member of the public, medical professional) raises a concern for or about the student, which indicates that there is a need to consider their capacity to study;
  - c) A student's ability to study is neither manageable nor achievable in relation to specific tasks and/or activities and is out with what would be considered a reasonable adjustment under the Equality Act 2010;
  - d) A student poses a risk to their own health, safety and/or wellbeing and/or that of other persons;
  - e) A progressive or sudden deterioration in a student's engagement or conduct;
  - f) A student's behaviour is impacting adversely on the health, safety or wellbeing of other students and/or staff and it is thought this behaviour may stem from mental or physical ill-health.
- 2.4 The Support to Study Policy applies to all students enrolled on a programme of study at GSA. All other avenues of support should be explored before initiating action under this policy.
- 2.5 The Support to Study Procedure is an internal procedure and is not intended to be a legal process. GSA does not normally use legal professionals in the handling of cases, and

therefore it is not expected that students would be required to do so either. As such the engagement of legal professionals by students in relation to Support to Study is normally not permitted.

### **3. Relationship between the Student Conduct Policy and Misconduct Procedure**

- 3.1 GSA aim to create a safe and secure learning environment and an ethos of respect for equality and diversity. In line with this, all students are expected to conduct themselves in an appropriate manner and adhere to GSA's Student Conduct Policy & Misconduct Procedure.
- 3.2 When student behaviour does not meet the expectations outlined in our Student Conduct Policy & Misconduct Procedure, disciplinary procedures may be invoked. However, it is recognised that in some instances, student conduct or engagement, which does not meet the expectations of the GSA, may be linked to mental or physical health conditions, or other adverse personal circumstances. The existence of this policy is not an indication that the GSA will take no action under the Student Conduct Policy & Misconduct Procedure, in response to student conduct which is linked to/with physical or mental health conditions, or other personal circumstances. Whether action is initiated under the Student Conduct Policy & Misconduct Procedure, or this policy will depend on the individual circumstances of a case and will be determined by the relevant Programme Leader or Head of School/Department with support from the Head of Student Support and the Head of Registry.
- 3.3 It may be that continuing to study or reside at GSA accommodation could be detrimental to the safety or wellbeing of the student, or another member of the GSA community (students, staff or visitors). In these circumstances, the GSA has a duty, and reserves the right to consider, whether the student is fit to continue to study and reside at that time and to take mitigating action if not.

### **4. Key Responsibilities**

- 4.1 The student has responsibility for early disclosure of identified support need, engagement with Student Support if required and liaison with their academic department.
- 4.2 The Head of School/Department and the Head of Student Support and Development are responsible for the management and implementation of both the policy and the accompanying procedures with guidance from the Head of Academic Registry.
- 4.3 All members of staff are responsible for acting within the framework of this procedure and accompanying policy where a student's behaviour gives them cause for significant concern.

### **5. Data Protection and Confidentiality**

- 5.1 GSA is governed by the General Data Protection Regulation and will treat all personal information (including sensitive personal information relating to students' mental and physical health) as confidential.
- 5.2 Personal information obtained under this policy and procedure will remain confidential, shared only with members of staff involved in decision making or in order to offer the student appropriate support i.e. the relevant Programme Leader or Head of School/Department with support from the Head of Student Support and the Head of Registry.
- 5.3 GSA may ask the student for their agreement to share their personal information obtained under this policy and procedure with other relevant staff. Should the student require a Reasonable Adjustment Report this can be instigated by Student Support.
- 5.4 GSA may ask the student for their permission to share personal information obtained under this policy and procedure with relevant professionals outside GSA in order to offer the student appropriate support or to enable the operation of this policy and procedure. For example, your GP other health care provider.

## **6. Invoking the Procedure**

- 6.1 If a student has concerns about a fellow student, they should raise these with the member of GSA academic or support staff that they feel most comfortable with e.g. Personal Tutor. The student raising the concern is not expected to deal with the situation. The staff member should report this to the relevant Programme Leader or Head of School/Department who will explore all other avenues of support including referral to Student Support before initiating action under this policy. For example, if a Design student raises a concern about a Fine Art student, The Fine Art Programme Leader or Head of School/Department should be informed. A suggested format has been provided to support you with this process, see Appendix 1 Support to Study Referral Form.
- 6.2 If concerns are identified by, or raised with a member of staff, that staff member must communicate with the relevant Programme Leader or Head of School/Department (See Appendix 1 Support to Study Referral Form) who will explore all other avenues of support including referral to Student Support before initiating action under this policy.
- 6.3 The Programme Leader/Head of School/Department will be supported by the Head of Student Support or the Student Support Manager in determining if there should be an attempt at informal frontline resolution or if the level of concern indicates that the Support to Study Procedure should be initiated.
- 6.4 Frontline resolution will be undertaken by the academic department with support from Student Support.

- 6.5 The student should be given the opportunity to explain their own views on the cause for concern, and encouraged to access appropriate support. Examples of support at this stage could include:
- A meeting with their Personal Tutor or other academic member of staff
  - Referral to Student Support Services which can include a registration appointment and agreement of any required reasonable adjustments, access to disability or learning support
  - Referral to welfare@gsa.ac.uk
  - Access to the GSA Mental Health and Wellbeing Service
  - Referral to the Compassionate Distress Response Service or other external agency
  - Access the GSA Counselling Service via: <https://live.unicicms.com/gsamhw/>
  - Clarification of expected behaviour
  - With student permission, communication and information sharing with external support services
  - Instigate a Safeguarding Referral Adult Protection Policy and Reporting a Disclosure
- 6.6 If the student discloses to any staff member a disability (i.e. a physical or mental impairment which has a substantial and long-term adverse impact on their ability to carry out normal day to day activities) then by law (the Equality Act 2010) GSA is 'deemed to know' of the disability. The staff member must offer the student the opportunity to inform the Disability Support or Learning Support Service (via [learningsupport@gsa.ac.uk](mailto:learningsupport@gsa.ac.uk)) who will meet with the student to discuss potential support and with the student's permission, prepare a Reasonable Adjustment Report detailing any agreed reasonable adjustments and relevant support strategies. All students are entitled to refuse this support.
- 6.7 In most cases, it is likely that the student will respond positively to the member of staff showing concern and will seek and engage with appropriate help and support required to resolve the situation. The member of staff should follow up, at an agreed time, with the student to ensure that their wellbeing is supported by appropriate resources, if required.
- 6.8 If the Programme Leader/Head of School/Department is satisfied that there is no concern which may impact on the student's capacity to study or present a risk of harm to themselves and/or others, no action is required.
- 6.9 If the student does not engage with the process or the level of concern remains, the Support to Study Procedure should be initiated.
- 6.10 Any informal discussions, advice and any undertakings made by a department and/or the student should be documented by the relevant School using a Support to Study Record Sheet; Appendix 2

## **Support to Study Procedure**

### **7. Procedure Stage 1: Raise a Concern and Instigate a Support to Study Review**

7.1 If, despite all usual forms of support being offered, a member of staff has or is made aware of a concern that a student's conduct or demeanour may call into question their capacity to study, based on the criteria set out in section 2.3, a Support to Study Review Referral can be prepared (See appendix 1) by documenting:

- the student's name, programme of study;
- the concern that exists regarding the student;
- specific details of the conduct or presentation that has led to/contributed to the concern;
- details of any steps that have already been taken to support or resolve the concern.

It is expected that all reasonable efforts will have been made by staff to provide appropriate academic and pastoral support before a referral is made.

*NB please refer to section 8.9 where in exceptional circumstances, stage 2 of the procedure can be initiated.*

7.2 Referrals should be submitted to your Head of School/Department who will review the concern and agree how to proceed. This may include liaising with the Head of Student Support, the Student Support Manager, the Head of Academic Registry or a qualified mental health professional e.g. GSA Mental Health Adviser or an external practitioner (if the student gives permission).

7.3 The Head of School/Department will agree which members of staff could most appropriately discuss the concern with the student and will liaise with the relevant members of staff to organise a Support to Study Review Meeting, chaired by a member of academic staff. This meeting will be undertaken by at least one member of academic staff e.g. a Personal Tutor; a member of academic staff who works with the student or a Programme Leader with support from relevant professional support services e.g. School Administrator, a member of staff from Student Support Services generally a Mental Health Adviser with policy and procedural guidance from the Head of Academic Registry if required. Specific arrangements will be determined on a case-by-case basis.

7.4 The student may be supported by a representative of their choice such as a member of staff of the Students' Association; a fellow student; a parent/guardian; or a support worker or mental health professional. The accompanying person will not be expected to contribute to the meeting unless expressly invited to do so by the Chair (member of academic staff) of the meeting or the student is unable to speak for themselves.

- 7.5 The student will be notified of the date and time of the Support to Study Review 5 working days in advance via email, phone or in person with confirmation in writing. The letter will explain the nature and purpose of the meeting, who they can bring with them for support and who else will be present.
- 7.6 The purpose of the meeting is to ensure that:
- The student is fully aware of the nature of the concerns raised
  - The student's views are heard and taken account of
  - A course of action agreed e.g. action plan, support agreed or specified behaviour required
  - The student is aware of the possible outcomes if difficulties/ill-health remain.
- 7.7 The aim at this stage of the procedure is to engage with the student to seek to resolve the concerns that have arisen. The student will be given the opportunity to provide their view on the situation. Discussion will take place with the student to explore and understand the basis of concerns, behaviour or presentation, potential support options, behavior required and how GSA might support the student to continue their studies. If appropriate, the student will be encouraged to access one or more of the support services offered by GSA, or external support services such as the NHS.
- 7.8 A review period and follow up meeting will be determined by the staff members at the meeting, in discussion with the student, which the student will be required to attend. During this period, the student should take steps to resolve concerns, utilising support services if agreed to be appropriate. A date for a follow up meeting, prior to the end of the review period will be agreed.
- 7.9 A confidential record should be kept of the discussion by the academic department, including what was discussed and what actions the student and the GSA agreed. This should be provided to the student within seven days of the meeting date.
- 7.10 The student follow-up meeting should be held approximately one week prior to the end of the review period, normally involving the same staff members who participated in the Support to Study Review. At this meeting, steps taken by the student and staff to address the concern will be discussed; this may involve reference to evidence or correspondence provided by other staff in the institution. If the staff members consider that the concern has been addressed satisfactorily, this will be noted and recorded. If appropriate, further meetings may be scheduled to continue to monitor the situation/progress and help ensure that continued support is provided to the student to enable them to demonstrate their capacity to study. If the concern has not been addressed satisfactorily, a further review period may be agreed, or the case may move to stage two of the procedure, as appropriate in the circumstances.

- 7.11 At the conclusion of any course of action taken under stage 1 of the procedure, the discussions, advice and any actions taken by the student and/or the GSA should be documented in a summary document to be provided to the student and relevant staff; appendix 2
- 7.12 If a student is unable or unwilling to co-operate with the stage 1 procedure during the defined period, the Head of School/Department, in consultation with relevant staff e.g. Student Support and Academic Registry will decide whether or not it is appropriate for stage 2 of the procedure to be initiated, or for action to be taken through another policy.

## **8. Procedure Stage 2: Capacity to Study Review**

- 8.1 If the student has not engaged with action taken under stage 1, the action has not been successful, or **the case is too serious to be dealt with under stage 1, stage 2 of the procedure can be initiated.**
- 8.2 Formal consideration of a student's capacity to study will be undertaken by the Glasgow School of Art's Capacity to Study Review Group consisting of:
1. The appropriate Head of School or nominated deputy (Chair);
  2. A member of Academic Support staff (record of the meeting);
  3. The Head of Academic Registry or nominated other;
  4. The Head of Student Support and Development or nominated other;
  5. An Officer of the Students' Association or nominated other
- 8.3 Representatives from other areas of GSA such as Accommodation Services or Student Support Services may also be invited to contribute to the Group's considerations in an advisory capacity, where appropriate. The Head of Academic Registry (or nominee) will act as adviser to the Group in terms of policy and procedure. The student may be supported by a representative of their choice such as a member of staff from the Students' Association; a fellow student; a parent/guardian; or a support worker or mental health professional. The accompanying person will not be expected to contribute to the meeting unless expressly invited to do so by the Chair or the student is unable to speak for themselves.
- 8.4 Depending on the circumstances of the matter to be considered by the Group, prior to the Capacity to Study Review Meeting, a medical assessment, in English, may be sought, if required, usually from the student's GP or other appropriate health professional. The student will be encouraged to obtain this to enable their difficulties to be addressed in the most appropriate manner possible and potentially to support capacity to study. This assessment will ensure that the student's diagnosis, if appropriate, and prognosis can be fully understood so that the most appropriate outcome for the student can be sought.

This assessment, in tandem with other information, such as relevant student conduct investigations, diagnostic reports, or Needs Assessment reports completed by qualified GSA staff e.g. Mental Health Adviser/Counsellor/Disability Adviser, as well as evidence submitted by staff or other students, will be used to determine the following matters:

- a) the nature and impact of any mental and/or physical condition experienced by the student;
- b) the prognosis of any mental and/or physical condition experienced by the student;
- c) whether the student will be receiving any ongoing medical treatment or support, either from the GSA or from external agencies;
- d) any impact the ongoing behaviour/presentation may have or risk it may pose to the student or others;
- e) the extent to which the condition may affect their capacity to study (including capacity to reside in GSA accommodation and otherwise manage the demands of student life);
- f) whether any additional reasonable adjustments could be made by the University to support the student to effectively study or remain at GSA.

8.5 The purpose of the meeting will be to ensure that:

- a) The student is made fully aware of the nature of the concerns which have been raised;
- b) Any steps that have already been taken by the GSA to support the student or address the concerns are discussed;
- c) The student is fully aware of the possible outcomes of the meeting;
- d) The student's views are heard and taken account of;
- e) A decision is taken on the student's capacity to study.

8.6 The Group's deliberations and decision-making on a student's capacity to study will take place privately and, as such, the student will not be present at that stage of the meeting. The Review Group may decide:

- a) That no further action is required;
- b) The student continues with their study with an appropriate Support to Study Plan in place. Regular review meetings with the student will be arranged with a nominated member of staff to ensure that the plan is being appropriately followed and/or that reasonable support to enable the student to study effectively is being provided. The student will also be informed of the consequences of any breaches of the plan, which might involve their capacity to study being considered by the Group again;
- c) The student opts to take an authorised Leave of Absence for a mutually agreed period of time up to one academic year;

- d) Recommend that, based on the circumstances, action would be more appropriate under Student Conduct Policy & Misconduct Procedure rather than action being taken through this policy;
- e) The Group concludes that the student is not fit to study at this time and a LOA is mandatory.

8.7 Where the Group concludes that the student is not fit to study, they will be required by GSA to take a *mandatory* period of leave of absence, comprising a minimum of one semester and a maximum of one academic year. In reaching any decision arising from this procedure, the Capacity to Study Review Group will determine whether the student's emergency contact should be informed, and discuss with the student whether any statutory services should be contacted.

8.8 The decision of the Capacity to Study Review Group, together with a concise record of the meeting, should be sent to the student within five working days of the date of the meeting, and a copy kept locally by the academic team. The note will be made available to relevant staff who need to know the outcomes of the meeting in order to provide ongoing support to the student or other students affected e.g. Programme Leader, Head of Student Support Services, Head of Accommodation Services, Personal Tutor. Registry will record any associated Leave of Absence as linked to Support to Study.

### **Emergency action**

8.9 **In cases of urgency**, where the student may pose an immediate risk to themselves or others within the Glasgow School of Art community, a consideration may be taken, on the basis of the available information, by the Head of School, Head of Student Support and the Academic Registrar/nominee acting in concert. As a result of taking an *urgent consideration* of a student's capacity to study, the Head of School, Head of Student Support and the Academic Registrar/nominee may make any of the decisions open to the Capacity to Study Review Group as set out in section 8.6, and as appropriate must also then progress the implementation of the provisions of sections 8.7 and 8.8.

## **9. Right of Appeal**

9.1 A student can appeal the outcome/decision of the Capacity to Study Review Group using GSA-Code-of-Procedure-for-Appeals.

9.3 Grounds for appeal are as follows:

- There was a failing in the procedures employed in the decision making process, which caused the decision or penalty to be unsound, inappropriate or unfair.
- New information is available, which was not available at the point the decision was made, and that could cause the decision to be unsound.

## **10 Return to Study**

- 10.1 Following any Leave of Absence determined by this policy, the decision as to whether the student should return to study or to reside in GSA accommodation will be made by the Capacity to Study Review Group.
- 10.2 Each student's case depends on individual specific circumstances, however, in all situations, return to study will be conditional upon satisfactory medical evidence being provided. Medical evidence should be in English and from a GP or relevant health professional who has sufficient knowledge of the student's circumstances to be able to make an informed statement about the student's health and wellbeing.
- 10.3 Any decision will consider the student's progress in health, safety and wellbeing during their agreed absence, compliance with any conditions set for the return from suspension of study, and advice from the relevant Programme Leader/Personal Tutor. GSA will also consider any external letters of support from medical professionals presented and advice from the Head of Student Support and Development.
- 10.4 If GSA is satisfied that the student is fit to study/reside and able to comply with any previously stipulated conditions required to facilitate their return, support will be provided to the student in making the transition back into student life, as per a "support for study" plan (See appendix 2/4). This plan will be determined by the Capacity to Study Review Group in consultation with other staff, as appropriate, and may require the student to attend regular review meetings/engage with Student Support Services). Non-attendance at these review meetings may result in the Capacity to Study Group having to review the student's capacity to study again, as per the procedure above.
- 10.5 If GSA is not satisfied that a return to study is appropriate, any of the outcomes in section 8.6 can be considered.

**Appendix 1**

**SUPPORT TO STUDY REFERRAL FORM**

Referrals should be submitted to your Head of School/Department

<b>Student's surname</b>	
<b>Student's first name</b>	
<b>Matriculation No.</b>	
<b>Programme/Year of study:</b>	
<b>Date:</b>	
<b>Reason for Referral?</b>	<p>Note concern that exists regarding the student</p> <p>Please provide specific details of the conduct or presentation that has led to/contributed to the concern.</p>
<b>What criteria (ref section 2.3 of policy) does the student meet?</b>	
<b>What support is currently in place?</b>	
<b>What steps that have already been taken to support or resolve the concern.</b>	
<b>Date</b>	
<b>Staff signature</b>	

**Appendix 2 SUPPORT TO STUDY RECORD SHEET**

*This record sheet is provided to record any discussions, advice and undertakings made by the department and/or the student, for the benefit of the department and the student. Records should be stored in accordance with GDPR and held by the relevant Head of School or Academic Support Manager.*

<b>Student's surname</b>	
<b>Student's first name</b>	
<b>Matriculation No.</b>	
<b>Programme/Year of study:</b>	
<b>Date:</b>	
<b>Attendees:</b>	
<b>Reason for meeting:</b> (detail any incidents/concerns/other avenues explored) Why has policy been initiated?	
<b>What criteria (ref section 2.3 of policy) does the student meet</b>	
<b>Risk and/or implications for student/others:</b>	
<b>Notes of Discussion:</b> (opportunity for student to outline their current situation)	

<b>Recommendation/Action taken:</b>	
Attendance/ engagement requirements	
Required behaviour	
Requirement to engage with support services and/or medical services (Permission gained?)	
Timescales for review meeting	

<b>Student signature:</b>	
<b>Staff signature</b>	
<b>Review date:</b>	

**Appendix 3 SUPPORT TO STUDY SUPPORT PLAN**

*This individual Support Plan outlines the support recommended following Capacity to Study Review Meeting held on xxx*

*Records should be stored in accordance with GDPR and held by the relevant Head of School or Academic Support Manager.*

<b>Student's surname</b>	
<b>Student's first name</b>	
<b>Matriculation No.</b>	
<b>Programme/Year of study:</b>	
<b>Date:</b>	
<b>Attendees:</b>	
<b>Reason for meeting:</b> (detail any incidents/concerns/other avenues explored) Why policy initiated?	
<b>Risk and/or implications for student/others:</b>	
<b>Notes of Discussion:</b> (opportunity for student to outline their current situation)	

<b>Recommendation/Action taken:</b>	
Attendance/ engagement requirements	
Required behaviour	
Requirement to engage with Student Support Services and/or medical services such as NHS mental health services or specialist services (permission gained?)	
Referral to other appropriate agencies	
Short break from studies	
Longer break from studies such as a Leave of Absence	
Timescales for review	

<b>Student signature:</b>	
<b>Staff signature</b>	

**APPENDIX 4 CAPACITY TO STUDY REVIEW MEETING - suggested format to aid discussion**

*Records should be stored in accordance with GDPR and held by the relevant Head of School or Academic Support Manager.*

<b>Student's surname</b>	
<b>Student's first name</b>	
<b>Matriculation No.</b>	
<b>Programme/Year of study:</b>	
<b>Date:</b>	
<b>Attendees:</b>	
<b>If the student is not in attendance, has the student been notified in writing?</b>	
<b>Reports made available for the Panel:</b>	
<b>Reason for meeting:</b> (detail any incidents/concerns/other avenues explored) Why policy initiated? Confirm that Stages 1 and 2 have taken place & the outcome	
<b>Risk and/or implications for student/others:</b>	
<b>Notes of Discussion:</b> (opportunity for student to outline their current situation)	

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<b>Recommendation/Action taken may include the following:</b>	
The student continues with their study with an appropriate Support to Study Plan in place	Details: Review date
The student takes an authorised Leave of Absence for an agreed period of time and Registry are advised of any conditions imposed	Details:
To recommend that, based on the circumstances, action would be more appropriate under <u>Student Conduct Policy &amp; Misconduct Procedure</u>	
the Group concludes that the student is not fit to study, the decision taken must be clear as to whether or not the student is fit to continue as a student of GSA, and whether or not the student is fit to reside in GSA accommodation.	
The student's enrolment is concluded and Registry are advised.	Details:
<b>Student signature:</b>	
<b>Staff signature</b>	