



UK COLLEGE
OF BUSINESS AND COMPUTING

Fitness to Study Policy

Field	SWS 7.2 Fitness to Study Policy
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External reference points	Equality Act 2010; Data Protection Act 2018
Linked policies	ASQ 1.7 Extensions and Extenuating Circumstances Policy; SWS 7.1 Student Support and Wellbeing Policy; SLCC 6.1 UKCBC Terms and Conditions; SLCC 6.4 Student Charter and Disciplinary Policy; SLCC 6.5 Student Withdrawal, Suspension and Transfer Policy; ASQ 1.5 Academic Appeals Policy and Procedure; SLCC 6.3 Complaints Policy.
Audience	All enrolled students at UKCBC

1. Purpose

The purpose of this Fitness to Study Policy is to ensure that all students are able to engage safely, effectively, and appropriately in their studies and in the wider learning environment. The policy provides a clear framework for identifying and responding to concerns about a student's physical, mental, or emotional wellbeing when these concerns may be affecting their academic engagement, behaviour, or ability to meet the requirements of their programme.

UK College of Business and Computing (UKCBC) is committed to promoting a supportive, inclusive, and compassionate educational environment. We recognise that students may face personal, health-related, or external challenges that impact their capacity to study. This policy outlines the processes available to assess concerns, offer appropriate support, and determine the most suitable steps to help students continue or return to their studies in a manner that safeguards both their wellbeing and the interests of the wider college community.

The Fitness to Study Policy aims to ensure that decisions are made transparently, sensitively, and in partnership with the student wherever possible, while upholding academic standards, ensuring safety, and the process is underpinned by the principles of fairness and consistency.

2. Policy Statement

UKCBC is committed to promoting a safe, inclusive, supportive, and accessible learning environment in which students are enabled to participate fully in their studies.

The College recognises that physical health, mental health and emotional wellbeing, disabilities, pregnancy, caring responsibilities and personal circumstances may affect a student's ability to engage with their studies at particular times.

The purpose of this policy is not to penalise students experiencing health or wellbeing difficulties, but to ensure that appropriate support, reasonable adjustments, and intervention measures are considered where concerns arise regarding a student's ability to engage safely and effectively in their programme of study. The College will apply this policy fairly, consistently, proportionately, and in accordance with its obligations under the Equality Act 2010, data protection legislation, and principles of procedural fairness.

3. Scope

This policy applies to:

- All enrolled students at UKCBC across all campuses and modes of study.
- Situations where concerns arise about a student's wellbeing, behaviour, or capacity to study safely and appropriately.
- Staff who may need to refer or support students through this process

4. Definitions

For the purposes of this policy, the following definitions apply.

4.1 Wellbeing

The ability of a student to satisfactorily and fully engage as a member of the learning community, in a progressive and supportive manner. It considers their physical, emotional and mental health along with their behaviour and social interactions with fellow students and staff alike.

4.2 Confidentiality

The ethical and legal obligation to protect personal, sensitive, or private information from being disclosed, accessed, or shared without appropriate authority or legitimate need. It ensures that information provided in trust is handled securely, shared only with authorised individuals, and used solely for the purpose for which it was obtained.

4.3 Fairness and Consistency

The principle of making decisions and taking actions in an impartial, transparent, and balanced manner. It ensures that all individuals are treated equitably, regardless of their protected characteristics, similar cases are handled in the same way, and procedures are applied reliably and without bias. This helps maintain trust, integrity, and confidence in institutional processes.

4.4 Reasonable Adjustments

Appropriate modifications or support measures designed to remove or reduce disadvantages experienced by students with disabilities, including long term physical or mental health conditions, in accordance with the Equality Act 2010.

4.5 Fitness to Study

A student's capacity to engage safely, effectively, and appropriately in their programme of study and wider learning environment. Fitness to Study considers whether a learner is able to participate in their academic activities while maintaining their own wellbeing and safety, as well as that of others within the UKCBC community.

5. Roles and Responsibilities

Head of Registry: as Policy Owner, holds overall responsibility for the implementation, operational effectiveness and periodic review of this policy, and prepares the annual Fitness to Study Monitoring Report for the Executive Leadership Team.

Senior Lecturer or Student Support and Experience Manager: meets the student at the Stage 2 Review Stage, with a Student Support representative and the Safeguarding Lead where appropriate.

Fitness to Study Panel: considers the evidence at Stage 3 and determines the least restrictive outcome that addresses the concerns; it does not determine disciplinary or academic misconduct.

Executive Leadership Team: receives the annual Fitness to Study Monitoring Report.

6. Equality, Disability and Reasonable Adjustments

UKCBC is committed to meeting its obligations under the Equality Act 2010. The College recognises that physical, emotional and mental health conditions, disabilities, and long-term medical conditions may affect a student's ability to engage with their studies at particular points in time. The existence of a disability, health condition, pregnancy, or protected characteristic does not in itself constitute a lack of fitness to study.

The Fitness to Study process will not be used to disadvantage, penalise, or exclude a student solely on the basis of a disability or health condition. Before any decision is made to require an interruption or to withdraw a student on fitness to study grounds, the College will:

- Consider whether the student may be disabled within the meaning of the Equality Act 2010.
- Explore and, where appropriate, implement reasonable adjustments.
- Consider alternative supportive measures, including adjustments to study patterns, assessment arrangements, pastoral support, or temporary modifications to engagement expectations.
- Consider medical or professional evidence provided by the student.

The College recognises that behaviour, academic performance, or attendance concerns may arise as a consequence of an underlying physical or mental health condition, disability, emotional wellbeing difficulties, or challenging personal circumstances. Where such links are identified or reasonably suspected, the College will seek to address the underlying cause through support and adjustment rather than immediate progression to restrictive measures. In such cases, the College will adopt a supportive, fair, and compassionate approach, seeking to understand the underlying circumstances and identify appropriate support measures or reasonable adjustments.

Any decision to require an interruption or to withdraw a student under this policy will only be taken where:

- There is clear and evidenced indication that the student's current capacity to study presents a significant risk to their own safety or wellbeing, the safety of others, or the effective functioning of the learning environment; and
- Reasonable adjustments and supportive interventions have been considered and are not sufficient to mitigate that risk; and
- The decision is proportionate, evidence based, and consistent with the College's legal duties.

All decisions under this policy will be made in a manner that is non-discriminatory, proportionate, and consistent with the principles of equality, inclusion and procedural fairness.

7. Threshold for Fitness to Study Intervention

The Fitness to Study process will only be invoked where there is credible and evidence-based concern that a student's current physical health, mental health, or emotional wellbeing is significantly impairing their ability to engage safely and effectively with their programme of study or the wider learning environment.

For the purposes of this policy, the threshold for progressing beyond informal support is met only where one or more of the following apply:

- There is a demonstrable and sustained inability to meet the essential academic or professional requirements of the programme, despite appropriate support and reasonable adjustments having been considered.
- There is a significant and identifiable risk to the student's own health, safety, or wellbeing.
- There is a significant and identifiable risk to the health, safety, or wellbeing of other students, staff, or members of the College community.
- The student's behaviour or level of engagement is causing serious and sustained disruption to teaching, learning, or support activities, and this disruption is reasonably linked to health or wellbeing concerns.
- The existence of personal difficulties, temporary stress, financial hardship, pregnancy, or changes in personal circumstances will not in themselves meet the threshold for formal Fitness to Study action unless they result in one of the impacts described above.

The College will always seek to resolve concerns at the earliest and least restrictive stage. Formal panel consideration, a required interruption, or withdrawal will be used only where proportionate, evidence based, and necessary after supportive measures have been explored.

8. Relationship with Discipline and Academic Misconduct

The Fitness to Study Procedure is a supportive and welfare-focused process designed to assess whether a student's health, wellbeing, or associated circumstances are affecting their ability to engage safely and effectively with their studies. It is not a disciplinary, punitive, or misconduct process and does not replace or supersede the other processes such as academic misconduct process, disciplinary process, academic progression process or safeguarding or conduct process.

Where concerns involve both wellbeing issues and potential breaches of College regulations:

- The appropriate disciplinary or academic procedures may continue separately.
- Information may be shared between processes where lawful and necessary.
- Appropriate support arrangements may be implemented alongside disciplinary proceedings.
- Health or wellbeing concerns will not exempt students from regulatory requirements but will be considered where relevant.

The existence of a Fitness to Study concern does not prevent the College from applying any other relevant policy or procedure where circumstances require.

Similarly, the existence of disciplinary, academic, or conduct concerns does not automatically indicate that a student is unfit to study.

9. Indicators of Potential Fitness to Study Concerns

The College recognises that students may experience periods of difficulty during their studies and that most personal, academic, health, or welfare issues can be effectively addressed through routine support mechanisms. The existence of a difficulty, health condition, disability, or personal challenge does not automatically indicate that a student is unfit to study.

Concerns regarding a student's fitness to study may arise where there is credible evidence that a student's physical health, mental health, emotional wellbeing, or associated behaviour is significantly affecting their ability to engage safely and effectively with their programme of study, or where there is a significant impact on the wider College community.

Concerns may be raised by a variety of sources, the College will consider all concerns sensitively and objectively, taking account of the individual circumstances of each case, the available evidence, and the student's own perspective.

The following indicators may suggest that a Fitness to Study assessment should be considered. These indicators are illustrative rather than exhaustive and must be considered in context.

- Significant deterioration in attendance or engagement and academic participation.
- Concerns Relating to Mental Health and Emotional Wellbeing
- Evidence of risk of harm to self.
- Evidence of risk of harm to others.
- Serious changes in behaviour, mood, communication, or personal presentation.
- Repeated safeguarding or welfare concerns.
- Significant deterioration in an existing physical or mental health condition.
- Behaviour causing serious and sustained disruption to teaching or learning.

- Situations where academic performance or conduct concerns appear linked to wellbeing difficulties.

10. Fitness to Study Process

The Fitness to Study Process is intended to provide a structured, fair, and supportive framework for responding to concerns regarding a student's ability to engage safely and effectively with their studies.

The process is designed to:

- Support students experiencing health, wellbeing, or personal difficulties.
- Promote early intervention and preventative action.
- Reduce the likelihood of a crisis developing.
- Enable students to continue studying wherever possible.
- Ensure risks to the student or others are appropriately managed.
- Facilitate timely access to internal and external support services.
- Ensure decisions are reached fairly, consistently, and transparently.

The College will normally seek to resolve concerns at the earliest possible stage and through the least restrictive intervention available.

Progression through the stages of this process is not automatic. The College reserves the right to move directly to a higher stage where the seriousness of the concerns, level of risk, or available evidence indicates that immediate intervention is necessary.

At every stage, students will be treated with dignity, respect, compassion and fairness regardless of their protected characteristics and will be given an opportunity to participate meaningfully in decisions affecting them.

A Fitness to Study concern may be raised by any individual who has genuine concerns regarding a student's wellbeing, safety, capacity to engage with study, or impact on the wider College community and the concerns may be communicated verbally or in writing.

Upon receiving a concern, the College shall undertake an initial assessment to determine the most appropriate course of action whether progression to formal stage is required.

Decisions under this policy shall be based on the balance of probabilities and supported by credible evidence.

Evidence may include:

- Attendance and engagement records;
- Academic records;
- Risk assessments;
- Medical or health professional reports;
- Safeguarding records;
- Statements from relevant staff;
- Information provided by the student.

No single source of evidence shall be determinative. The Panel shall consider all available evidence collectively and assess whether there is sufficient evidence to conclude that the Fitness to Study threshold has been met.

10.1 Stage 1: Support Stage: Initial and/or emerging concerns

The Support Stage is intended to address emerging concerns through informal discussion, support, and early intervention. Most concerns should be addressed at this stage wherever possible.

Where appropriate, a member of staff will meet with the student in a supportive, confidential, and non judgemental environment to:

- Discuss concerns in a supportive manner.
- Understand the student's perspective.
- Identify any underlying issues.
- Explore available support options.
- Agree practical actions and interventions.

The discussion should focus on identifying solutions and reducing barriers to engagement wherever possible.

Possible actions may include:

- Referral to Student Support Services.
- Referral to Wellbeing Services.
- Safeguarding support.
- Academic support arrangements.
- Reasonable adjustments.
- Financial support guidance.
- Study skills assistance.
- Signposting to external agencies.
- Development of a Learner Support Plan

Where concerns are successfully addressed, no further action under this policy will normally be required. The outcome of Stage 1 will be recorded and reviewed where appropriate.

10.2 Stage 2: Review Stage: Continuing and/or serious concerns

The Review Stage is intended to provide a structured review where concerns have continued despite support; Increased in severity and reached a level requiring formal discussion.

The student will normally receive written notification of invitation detailing the concerns identified; the reasons for the review; the date and time of the meeting; any information available to the College; their right to submit evidence and their right to be accompanied.

Normally, not less than five working days' notice will be provided.

The meeting will normally include the student, Senior Lecturer or Student Support and Experience Manager; Student Support representative and Safeguarding Lead where appropriate.

Evidence considered during the meeting may include:

- Attendance records.
- Engagement records.
- Academic performance information.

- Student Support documentation.
- Safeguarding reports.
- Medical information submitted by the student.
- Professional recommendations.

Medical evidence may be helpful but is not mandatory. Access to such information will be restricted to authorised individuals on a need to know basis only.

Outcomes may include:

- Continuation of study with no further action.
- Enhanced support measures.
- A revised Learner Support Plan.
- Additional reasonable adjustments.
- Further monitoring and review.
- Referral to Stage 3 where necessary.

The outcome will normally be communicated in writing within five working days.

10.3 Stage 3: Fitness to Study Panel

The Fitness to Study Panel represents the formal stage of the process and is reserved for situations where:

- Serious concerns exist.
- Significant risks have been identified.
- Previous interventions have not resolved concerns.
- Immediate review is required in the interests of safety or wellbeing.

The Panel shall determine:

- Whether the student is currently able to engage safely and effectively with their studies.
- Whether additional support measures could mitigate concerns.
- Whether risks identified are manageable.
- Whether an interruption or withdrawal should be considered.

The Panel shall not determine disciplinary or academic misconduct.

Students will be encouraged to participate fully in the process that may include attending the meeting; submitting written evidence; presenting information directly to the Panel and providing supporting documentation.

And the student has the right to be accompanied by a supporter, friend, family member, or student representative at the meetings.

The Panel shall seek the least restrictive outcome that appropriately addresses the concerns, and the decision shall normally be confirmed in writing within five working days.

The written outcome will normally include:

- The decision reached.
- The reasons for the decision.
- Evidence considered.

- Support arrangements available.
- Any conditions attached to the outcome.
- Timescales for review.
- Appeal rights and deadlines.

Accurate records shall be maintained throughout the Fitness to Study process such as referral information; meeting notes; risk assessment; action plans; correspondence and outcome letters. All records shall be maintained securely and handled in accordance with the College's Data Protection Policy and applicable legislation.

In reaching a decision, the Panel shall consider:

- The student's attendance and engagement history;
- Compliance with agreed support plans;
- Academic participation and progression;
- Medical and professional evidence available;
- Whether the student has engaged with support services;
- Risks to the student and others;
- The effectiveness of reasonable adjustments already implemented;
- The student's own views and representations.

11. Principles Governing Interruption and Withdrawal

UKCBC is committed to supporting students to remain engaged with and successfully complete their studies wherever this is safe, appropriate, and reasonably practicable. The primary purpose of the Fitness to Study process is to identify and address barriers to learning and then facilitate support, promote wellbeing, and enable continued participation in education rather than to restrict access to learning.

Accordingly, any decision to require an interruption or to withdraw a student from their studies under this policy shall be regarded as a significant measure and must be exercised with care, fairness, and proportionality and shall only be considered where:

- All reasonable adjustments have been explored.
- Alternative support measures have been considered.
- Decisions are supported by evidence.
- Actions are proportionate to identified risks.

Withdrawal from study shall be regarded as a measure of last resort.

No Fitness to Study Panel shall recommend an interruption or withdrawal unless satisfied that:

- Appropriate support interventions have been considered;
- Reasonable adjustments have been explored and implemented where practicable;
- Less restrictive alternatives have been assessed;
- The proposed action is proportionate to the identified risk.

Any decision to require an interruption or to withdraw a student will be communicated to the student in writing, with a clear explanation of:

- The evidence considered.
- The risks identified.
- Why alternative measures were insufficient.

- The conditions, if any, for future return to study.

This policy may operate alongside, but does not replace:

- Student Disciplinary Procedures;
- Student Conduct and Safeguarding Procedures;
- SLCC 6.5 Student Withdrawal, Suspension and Transfer Policy;
- Academic Progression Procedures;
- Student Complaints and Academic Appeals Procedures.

A Fitness to Study outcome may result in an interruption, proposed to or required of the student, or in withdrawal where appropriate; however, any such action must also comply with the requirements of the relevant policy and awarding partner regulations. Decisions relating to termination of studies shall only be implemented following completion of the relevant approval process and consideration of the student's right of appeal. Registry puts any change of status into effect under SLCC 6.5 Student Withdrawal, Suspension and Transfer Policy.

12. Return to Study Process

UKCBC is committed to supporting students who have experienced a period of interruption or absence to successfully return to their studies at the earliest appropriate opportunity. The College recognises that returning to study following a period of ill health, personal difficulty, or wellbeing-related concerns can be challenging and that students may require additional support during the transition back into academic life.

The purpose of the Return to Study process is to:

- Facilitate a safe, supportive, and sustainable return to learning.
- Ensure that any risks previously identified have been appropriately addressed.
- Confirm that suitable support and reasonable adjustments are in place.
- Enable students to re-engage successfully with their programme of study.
- Promote student wellbeing, retention, and academic success.
- Ensure that the student, the College, and where appropriate external partners, have clear expectations regarding the student's return.

The College will seek to adopt a supportive and collaborative approach throughout the return process and will work in partnership with the student wherever possible.

13. Confidentiality and Data Protection

The College recognises that Fitness to Study cases often involve sensitive personal and medical information.

All information obtained through this process will be processed sensitively, securely, and confidentially in accordance with:

- UK GDPR.
- Data Protection Act 2018.
- UKCBC Data Protection Policy.

Information will be:

- Stored securely.
- Restricted to authorised staff.
- Shared only on a need-to-know basis.
- Retained in accordance with approved retention schedules.

Special category data such as medical information will be handled with enhanced safeguards.

Students will normally be informed where information is shared, including the purpose of the disclosure.

However, information may be shared without consent where:

- There is a serious safeguarding concern.
- There is a legal obligation.
- There is a significant risk to the student or others.
- Disclosure is otherwise permitted by law.

Records generated through this process will normally be retained for six years following completion of studies unless legal or regulatory requirements specify otherwise.

14. Student Support during the process

Throughout the process the student will be informed of and, where appropriate, supported to access Academic support and Student welfare and wellbeing services. Students will have access to:

- Student Support and Wellbeing Services.
- Academic support services.
- Safeguarding support.
- Reasonable adjustments where appropriate.
- Information regarding external health, counselling, and welfare services.

Students subject to Fitness to Study proceedings shall have the right to:

- Receive written notification of concerns;
- Access documents and evidence being considered;
- Submit written evidence;
- Attend and participate in meetings or hearings;
- Be accompanied by a supporter or representative;
- Respond to concerns before a decision is made;
- Receive written reasons for any decision;
- Access an independent appeal process.

15. Appeal

Students have the right to appeal a Fitness to Study decision through ASQ 1.5 Academic Appeals Policy and Procedure or SLCC 6.3 Complaints Policy, depending on the nature of the decision.

A student may appeal a Fitness to Study decision only on the following --grounds:

- Administrative --and procedural error or material irregularity: That an administrative error or material irregularity occurred during the conduct of the Fitness to Study process. Procedural error shall include alleged administrative or clerical error, and bias in the operation of the procedure.

- Relevant personal circumstances: exceptional circumstances, illness, or other relevant factors were not made known which the student believes would have affected the Panel's decision or were not properly considered.
- Reasonable justification for nondisclosure: The student must demonstrate a valid reason for not disclosing these circumstances at the time the Fitness to Study concern was ---raised.

Any appeal against the decision must be submitted in writing, in accordance with ASQ 1.5 Academic Appeals Policy and Procedure or SLCC 6.3 Complaints Policy, and must be lodged within 10 working days of receiving the Panel's decision.

16. Awarding Partner Requirements

For programmes delivered under franchise, validation, or partnership arrangements, UKCBC will comply with the requirements of the relevant awarding organisation.

Where required:

- Report Fitness to Study concerns to Partner promptly.
- Maintain records in accordance with Partner requirements.
- Interruption and withdrawal decisions will be reported to the awarding partner.
- Withdrawal recommendations will be communicated to the awarding partner.
- Partner approval will be obtained where partnership agreements require it.
- Students will be informed of any impact on registration or progression.

Where partner regulations conflict with local procedures, partner regulations shall take precedence.

17. Operational Requirements and Communication of Outcomes

To ensure transparency, consistency, procedural fairness, and effective governance, all formal Fitness to Study decisions must be appropriately documented, communicated, and retained in accordance with UKCBC's record management, safeguarding, and data protection requirements.

17.1 Outcome Letters

Following a Fitness to Study Panel or Review Panel decision, the student shall receive a written outcome letter, normally within ten working days. The letter should include:

- The decision reached and the reasons for the decision.
- A summary of the evidence considered.
- Any relevant risk factors identified.
- Support measures and reasonable adjustments to be provided.
- Any conditions attached to the decision and associated timescales.
- Review and monitoring arrangements, where applicable.
- The student's right to appeal, including the applicable procedure and deadlines.
- Any relevant implications for awarding bodies, partner institutions, placements, or sponsorship arrangements.

17.2 Record Keeping and Audit Trail

UKCBC shall maintain a clear and accurate record of all Fitness to Study cases, including:

- Referral documentation and evidence considered.
- Records of meetings, hearings, and decisions.
- Risk assessments and support interventions.
- Correspondence with the student and relevant parties.
- Outcome letters and appeal records.

Records shall be retained in accordance with UKCBC's Data Protection and Records Management requirements and must provide a clear audit trail demonstrating that decisions were fair, proportionate, and evidence based.

17.3 Safeguarding and Information Sharing

Where information needs to be shared with awarding bodies or partner institutions, UKCBC shall ensure that:

- Information is shared only on a need to know basis.
- Data protection and confidentiality requirements are maintained.
- Appropriate safeguarding procedures are followed.
- A record is kept of any information shared and the reasons for sharing it.

18. Monitoring and Governance

The College is committed to ensuring that the Fitness to Study Policy is implemented consistently, fairly, proportionately, and in accordance with its legal, regulatory, and contractual obligations.

Overall responsibility for the implementation, operational effectiveness, and periodic review of this policy rests with the Head of Registry, who shall act as the Policy Owner.

Oversight of the policy shall be exercised through the College's governance structure to ensure that decisions made under the policy remain transparent, evidence-based, and subject to appropriate scrutiny. The Executive Leadership Team (ELT) shall maintain strategic oversight of the policy and be responsible for reviewing institutional trends, identifying risks, and ensuring adequate resources are available to support its effective implementation.

The Head of Registry shall prepare an annual Fitness to Study Monitoring Report for consideration by the Executive Leadership Team. The report shall include, where appropriate:

- Case Activity
- Outcomes
- Appeals and Complaints
- Equality and Inclusion Monitoring
- Risk and Trend Analysis
- Recommendations

The College reserves the right to undertake periodic quality assurance audits of Fitness to Study cases to evaluate the compliance with policy requirements; accuracy of record keeping, adherence to procedural timescales, consistency of decision making, quality of communication with students, effectiveness of support interventions; compliance with data protection requirement.

Records generated through the Fitness to Study process shall be retained and managed in accordance with the College's Records Retention Schedule and Data Protection Policy.

The Head of Registry shall ensure that:

- Records are stored securely.
- Access is restricted to authorised personnel.
- Sensitive personal data is protected appropriately.
- Retention periods comply with legal and regulatory requirements.
- Records are disposed of securely when retention periods expire.

This policy shall normally be reviewed every **two years**; an earlier review may be undertaken where required due to various reasons; any substantive amendments to this policy shall be subject to the College's policy approval and governance processes before implementation.

Anonymised Fitness to Study case data may be reviewed periodically to monitor consistency, identify trends, and support continuous improvement of student support, safeguarding, and decision making processes across UKCBC and its partner provision.

Version History

Version	Date	Author	Summary of changes	Approved by
1.1	September 2026	Head of Registry	Role titles updated following organisational restructure.	
1.2	23 October 2026	Head of Registry	Operational provisions incorporated from the Head of Registry's October 2026 revision — evidential standard and Panel decision criteria, safeguards before suspension, interruption or withdrawal, relationship to other procedures, expanded student rights, partner reporting, and a new section on operational requirements and communication of outcomes; section numbering corrected to run sequentially; front sheet, footer and cross references updated for approval; student status terminology aligned with SLCC 6.5 (Fitness to Study outcomes are a proposed or required interruption, or	Quality of Education Committee

Version	Date	Author	Summary of changes	Approved by
			<p>withdrawal; suspension is reserved for the disciplinary process) and garbled text in section 14 corrected. QoE policy review comments of 22 October 2026 (Joshila Ramgolam and Santhy Krishnan) incorporated: wording on emotional wellbeing, equity and confidentiality, Learner Support Plan, appeal grounds and routes, and section 16.4 moved into section 17. Section 2 reframed in neutral terms (physical health, mental health and emotional wellbeing) following staff comment of 23 October 2026. Roles and Responsibilities section added, sections and cross references renumbered, external reference points completed, in line with GA 3.1 (26 October 2026).</p>	