

# Supporting Students' Fitness to Study Guideline

## Section 1 - Purpose and Scope

(1) This Guideline is intended to provide a sample of concerns that may give rise to a fitness to study matter and how matters may be categorised depending on the degree of seriousness of the matter when judged against the below criteria:

- a. Type of issue;
- b. Frequency of concern(s);
- c. Level of experience of the student;
- d. Intent of the student; and
- e. Impact, or potential impact, of the issue(s) including risk to the student and to others.

(2) This Guideline supplements the [Supporting Students' Fitness to Study Policy](#) and [Supporting Students' Fitness to Study Procedure](#).

## Section 2 - Categorisation of fitness to study concerns

	Level 0 Concern	Level 1 Concern	Level 2 Concern
<b>1. Type of Issue</b>	<ul style="list-style-type: none"> <li>Exacerbation of an existing condition that is usually well managed and is capable of remediation in the short term or accommodation through a reasonable adjustment that is not currently in place</li> <li>Impairing the ability of a University staff member or another student to participate in a learning activity</li> </ul>	<ul style="list-style-type: none"> <li>Existing condition that is not well managed but is capable of remediation or accommodation through a reasonable adjustment that is not currently in place</li> <li>Failure to respond to a direction from a University staff member or placement supervisor resulting in minor risk to University community members, and/or patients and/or the wider community (including other students and placement staff)</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing physical disability, medical condition or impairment where a reasonable adjustment cannot be implemented</li> <li>Failure to respond to a direction from a University staff member or placement supervisor resulting (or potentially resulting) in a serious risk to University community members and/or patients and/or the wider community (including other students and placement staff)</li> <li>Failure to disclose an inability to meet fitness to study standards</li> <li>Failure to successfully complete a return to study competency assessment</li> </ul>
	<p>For professionally accredited programs:</p> <ul style="list-style-type: none"> <li>One-off or infrequent instances of: <ul style="list-style-type: none"> <li>failing to engage or actively participate</li> <li>lack of punctuality</li> <li>non-attendance</li> </ul> </li> <li>at compulsory University or placement-based learning activities and without a valid reason</li> <li>Poor communication skills proficiency resulting in minor misunderstandings in responding to and giving instructions</li> <li>Communication issues of a minor nature or seriousness (e.g. inappropriate communication or rudeness that does not lead to, or risk, serious consequences)</li> <li>Inappropriate use of mobile phones or other electronic devices during University or placement based learning activities</li> <li>Inadequate preparation or clean-up of practical placement work area</li> <li>Illegible recording of patient records</li> <li>One-off or infrequent failure to comply with an agreed standard eg infection control protocols including failure to wear the required personal protective equipment</li> </ul>	<p>For professionally accredited programs:</p> <ul style="list-style-type: none"> <li>Frequent instances of: <ul style="list-style-type: none"> <li>lack of punctuality</li> <li>non-attendance</li> </ul> </li> <li>at compulsory University or placement based learning activities without a valid reason</li> <li>Poor communication skills resulting in significant misunderstandings in responding to and giving instructions</li> <li>Leaving assigned post without authorisation from University or placement supervisor</li> <li>Minor breach of confidentiality (e.g. failure to limit the ability of others to hear or see confidential information)</li> <li>Inappropriate use or lack of care of equipment or materials at a placement site</li> <li>Minor breach of health and safety policy/ requirements</li> <li>Deficient, inaccurate or incomplete recording of patient records/reports/case notes/student logs</li> <li>Frequent non-compliance with an agreed standard eg infection control protocols including failure to wear the required personal protective equipment</li> <li>Failure to complete and/or maintain the pre-placement requirements that may be addressed in the short term</li> </ul>	<p>For professionally accredited programs:</p> <ul style="list-style-type: none"> <li>Verbal language skills are not of a sufficient standard to undertake placement activities in the community with persistent failure to improve</li> <li>Intoxication by alcohol or drugs in connection with the practice setting (including being under the influence of prescription drugs that impair performance in the practical placement setting)</li> <li>Serious breach of confidentiality (disclosure of an individual's information to others, where the information was previously unknown, identity impersonation and identity theft)</li> <li>Serious breach of health and safety policy/ requirements</li> <li>Breaching standards of a relevant professional code of conduct, professional association or professional registration body (including failure to maintain student registration where applicable) as well as the Placement Providers policies and procedures</li> <li>Failure to complete and/or maintain the pre placement requirements that is not able to be addressed in the short term</li> </ul>

	<b>Level 0 Concern</b>	<b>Level 1 Concern</b>	<b>Level 2 Concern</b>
<b>2. Frequency of issue</b>	One-off lapse or infrequent	Episodic, frequent and unpredictable	Habitual, continual, constant, predictable
<b>3. Length of experience of the student</b>  <b>Relates to the expectation that the student should be aware of the expected standards of the University</b>	<ul style="list-style-type: none"> <li>Students who have not previously undertaken a learning activity related to work and/or the profession</li> </ul>	<ul style="list-style-type: none"> <li>Students who have had some previous experience in a learning activity related to work and/or the profession</li> </ul>	<ul style="list-style-type: none"> <li>Experienced student</li> <li>After completion of known instruction in profession's or placement organisation's code of conduct, policies and standards</li> </ul>
<b>4. Intent of the student</b>  <b>Intentionality of the act</b>	<ul style="list-style-type: none"> <li>Action is accidental, thoughtless, unintentional or due to lack of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Student could reasonably have been expected to understand the action was undesirable.</li> <li>Action is of a moderate nature</li> <li>Considerations may include whether there was any prior instruction</li> </ul>	<ul style="list-style-type: none"> <li>Actions more deliberate in nature</li> <li>Action is of a serious nature</li> <li>Actions contravene clear instructions</li> <li>Two or more students involved</li> </ul>
<b>5. Impact, or potential impact, of the issue(s) including risk to the student and to others</b>	<ul style="list-style-type: none"> <li>Minor impact on other students' learning opportunities</li> <li>Actions impact in a minor or temporary way on the student's Fitness to Study</li> </ul>	<ul style="list-style-type: none"> <li>Moderate impact on other students' learning opportunities</li> <li>Actions impact in a moderate or temporary way on the student's Fitness to Study</li> </ul>	<ul style="list-style-type: none"> <li>Significant impact on other students' learning opportunities</li> <li>Actions impact in a significant or permanent way on the student's Fitness to Study</li> </ul>
	For professionally accredited programs:  <ul style="list-style-type: none"> <li>No/minor impact on patient/client/public safety</li> </ul>	For professionally accredited programs:  <ul style="list-style-type: none"> <li>Minor/moderate impact on patient/client/public safety</li> </ul>	For professionally accredited programs:  <ul style="list-style-type: none"> <li>Actions impact on the relationship between the University and/or other organisation(s)</li> <li>Significant impact on patient/client/public safety</li> </ul>

## Status and Details

<b>Status</b>	Current
<b>Effective Date</b>	1st January 2025
<b>Review Date</b>	1st January 2030
<b>Approval Authority</b>	Director, Academic Services Division and Academic Registrar
<b>Approval Date</b>	23rd December 2024
<b>Expiry Date</b>	Not Applicable
<b>Policy Owner</b>	Kathryn Blyth Director, Academic Services Division and Academic Registrar
<b>Enquiries Contact</b>	Academic Policy and Programs