

### **Raising Concerns.**

Any concern must be alerted to the student as soon as possible through constant feedback. Involvement of the PEF/CHEF as well as Academic assessor

This document should be used in conjunction with the '*Flowchart for Raising Student Proficiency Concerns*'.

### **Role Definition**

**Practice supervisor (PS)** - will support the learning of the student in practice and will contribute to student assessments which are recorded in the PAD. They will raise any concerns to the PA, PEF/CHEF and AoS/AA.

**Practice assessor (PA)** - will conduct and record objective, evidence-based practice assessments in the PAD which are informed by direct observation, collaboration with PS and student self-reflection. They will raise concerns with the PEF/CHEF and AoS/AA.

**Academic assessor (AA)** - must be a registered nurse, midwife or SCPHN based in an approved education institution. In collaboration with practice assessors will assess a student's progression. This may or may not be the Advisor of Studies (AoS) as some AoS are not registered nurses/midwives/SCPHN.

**Practice Education Facilitator/Care Home Education Facilitator (PEF/CHEF)** - support the practice placement and should be informed by the PS/PA of any concern as soon as it arises.

**Student** - The student should be central to this process which in itself will be a learning opportunity.

### **Initial meeting with student**

- Ensure the AoS/AA is clearly identified
- Check previous placement review for issues of concern/development plans
- Ensure any reasonable adjustments are in place

### **Initial concerns identified**

- Document any preliminary concerns or issues, and particularly any student discussions about the same within the 'additional information' part of the PAD
- Student should be encouraged to document their experiences of the same
- Advise the AoS / AA of the concerns identified by email

### **Creation of the development support plan**

- If the concerns are unresolved, then a development support plan should be created. To note, a delayed development support plan may result in the student appealing placement decisions i.e., 'achieved' or 'not achieved'

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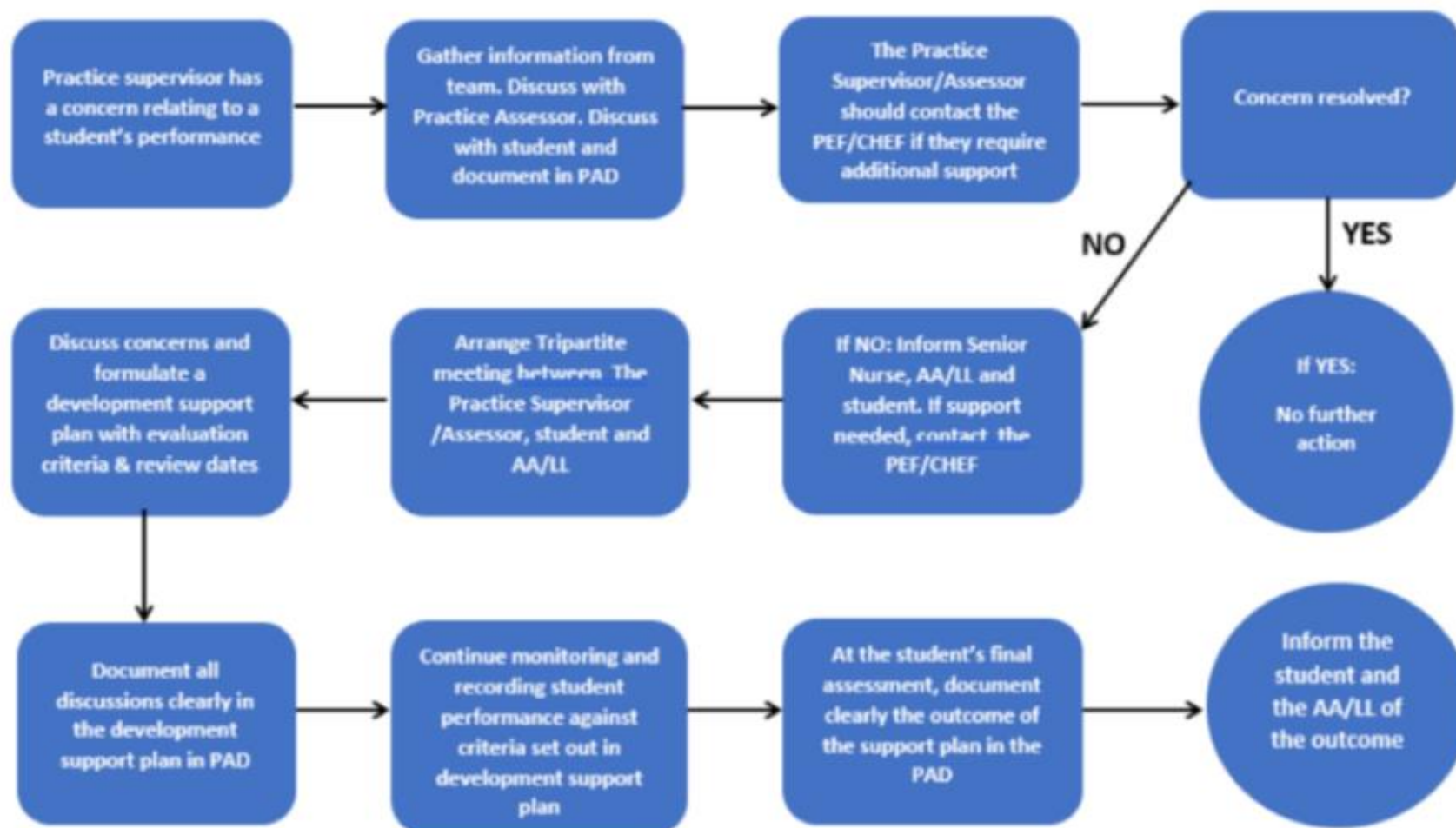
For review: 6 months initially (October 2022) and annually thereafter

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Proved by the Practice Learning Committee: July 2022

- The PS/PA completes the development support plan with support from the PEF and AoS/AA. The student should be actively involved in this process. To note, this is a tripartite process, although practice develops the written document
- The development support plan must be documented, either within the PAD or attached to the PAD
- The student must have adequate time to be supported, to develop and improve their practice.
- If the student fails their placement, the AoS/AA should complete the 'AoS reporting form', This form will be emailed to all AoS's at the conclusion of each of their Learning Groups' placement. This should be emailed to: [j.smith@dundee.ac.uk](mailto:j.smith@dundee.ac.uk)

## Practice Supervisor / Assessor Flowchart for Raising Student Proficiency Concerns



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