Locating the procedures

- Practice Learning Handbook – section 7

Concerns

- Concerns may be:
  - About the student
    - Low level niggles
    - Serious breaches of HCPC guidance
    - About not meeting the required PCF domain level
  - About the placement (changes, availability of learning opportunities)
Sources of support

- Contact tutor
- Placement co-ordinator (Heather Saunders)
- Module co-ordinators (Ian Mathews and Diane Simpson)
- Practice Educator support groups within the county
- In your own agency - Placement co-ordinators, peers, line managers

Managing concerns – top tips

- Don’t delay
- Many concerns can be dealt with by early intervention
- Consider support for yourself and the student
- Clearly articulate your concerns
- Cross reference to the HCPC code of conduct and ethics for students and the relevant PCF domain appropriate to first/final placement
- If in doubt, ring or email the Contact Tutor or someone in the practice team (Ian, Diane, Heather)
- Listen to your instincts but be specific
- Be open and transparent with the student about the concerns
- Seek resolution

The Process (from the Practice Learning Handbook)

- Between Practice Educator/On Site Supervisor/Student and if applicable, Contact Tutor
- Receive initial feedback
- Literally prior to mid point review

- Involve Contact Tutor who will liaise with module co-ordinator
- Provide reports for the module co-ordinators (copies to student)

- Concerns meeting
- Student also provides a report
- Decision is made at this stage
- May include recommendation on fitness to practice panel

- Practice Quality Assurance Panel/Subject Board
The Concerns Process
• The stages do not necessarily have to be sequential – it depends on the concerns. For example, serious concerns could lead to placement termination/suspension without recourse to stage 1
• The university placement/practice team are always happy to offer advice

Useful guidance re: responding to concerns and reflecting upon the process
• How were power dynamics considered and worked with?
• Clarity of roles and responsibilities
• Review and amend the learning agreement if necessary
• Are assessments of the student robust?
• Has the student received constructive feedback?
• Were the needs of the student identified and addressed?
• Were there sufficient learning opportunities to assess the student?

From: Munro (2014: 134) adapted from Maclean and Lloyd, 2008) and Williams and Rutter (2013: 52)

References