

Managing a student not making the progress expected

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The AEI, with its practice learning partners, should have appropriate resources and staff in place to manage student progression. No student should progress through a course, or enter the register, who is not fit to do so. The AEI, with their practice learning partners, is responsible for putting in place the right processes to ensure this does not happen.

Assessors should be aware of any concerns regarding student performance, including any concerns that may have been raised in the practice environment or by practice assessors.

Once an assessor is aware of concerns around student performance, they may have a role in improving the student's performance. For example, they may have a role to play in developing and making recommendations for an action plan for a student who is struggling to achieve their programme outcomes. What role the assessor might play in this process will depend on a number of different factors, such as the nature of the issues (for example, whether they have occurred in the practice or academic setting), the student's stage of learning and the assessor's involvement in it, and any policies or procedures within their AEI for improving student performance.

If a student has not met the required actions in the action plan and it becomes apparent that they will not improve, the assessor should take any appropriate action, which may include recommending the student does not progress (see section on [assessment for progression](#)).

Any decisions taken should be done through discussion between the nominated practice assessor and the academic assessor, following any academic processes set in place by the AEI and their practice learning partners.

If there is an immediate concern or risk to the public from the student's performance assessors must take appropriate action, such as recommending the student for removal or suspension from a practice learning environment or course. This should be done through the appropriate process (such as the AEI's student fitness to practice processes) as set out by the AEI and should involve both the practice and academic assessor.

If the student is also an employee of a healthcare organisation, possibly in the practice area where they are having practice experience (as may well be the case for apprentices, for example), there should be a decision made as to under what policy this will be managed (i.e. that of the employing healthcare organization, that of the AEI, or both).

Students with disabilities are entitled to have reasonable adjustments considered in relation to their practice learning. However, while reasonable adjustments may be made to the way that a student meets a competency or standard, the competency or standard itself cannot be adjusted. Therefore, a decision will need to be made before a student starts a course, and at relevant points within the programme, as to whether they will be able to meet all the competencies of the course, taking into account what reasonable adjustments can be made if for example they have a disability.

We are aware that a student's personal circumstances may change during the course of the programme, and AEIs should make sure that any such conversations are linked to their current and ongoing health and character requirements.

