

## Managing a student not meeting the progress expected

Reference: PA3-C Last Updated: 19/12/2018

The practice assessor should be aware of any concerns regarding student performance. Including any concerns that have been raised in the academic environment or under previous (if any) practice assessors.

Once the practice assessor is aware of concerns around student performance they should have a role in improving the student's performance. This can be done by putting in place action plans or by working directly with the practice supervisors, academic assessor or student. What role the practice assessor might play in this process will depend on a number of different factors, such as the role of the practice assessor in the student's journey and the way in which practice learning is organised.

If it becomes apparent that the student will not improve or has not met the required actions in a plan the practice assessor should take appropriate action, such as recommending the student be failed on a placement, or **recommending that they do not progress**. This should be done through discussion with the nominated academic assessor, following any 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 the practice assessor must take appropriate action, such as recommending the student for removal or suspension from a placement or course. This should be done through the appropriate process (such as fitness to practice) as set out by the AEI, and should involve the academic assessor.

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.

The AEI, with its practice learning partners, should have appropriate resources and staff in place to manage student performance. 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.