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| Concerns process initial meeting | | | | | | | |
| Guidance: Concerns meetings can be instigated at any point in a PLO where there are issues related to a student’s suitability and/or capability (e.g. there are concerns that the student is at risk of failing). The primary purpose of the concerns process is to identify opportunities for improvement and/or additional support. Wherever possible students should remain in a PLO for the duration of the specified time for their level of study. This said, a student may be asked to leave a PLO where their conduct is felt to pose a risk to safety or welfare of people using a service.  Concerns meetings should be chaired and recorded by tutors. The time and location of any concerns meeting will be set by the tutor. Students have the right to bring a representative from the Student’s Union to any meeting. All parties will be sent copies of the meeting minutes and any resulting action plan. Where appropriate, information regarding a concerns process may form the basis for a referral and/or part of an ongoing suitability/fitness-to-practise/disciplinary process(es). The MASW Programme Director and Chair of the Practice Assessment Panel will be informed of any concerns meeting and action plans. | | | | | | | |
| Student information | | | | | | | |
| Student name | |  | | | | | |
| Practice Educator | |  | | | | | |
| On-Site Supervisor | |  | | | | | |
| Tutor | |  | | | | | |
| Meeting information | | | | | | | |
| Meeting date | |  | | | | | |
| Location | |  | | | | | |
| People present at meeting | |  | | | | | |
| Concern details and action planning | | | | | | | |
| **Concern(s)** | | | **Evidence** | **Mapping to National Occupational Standards (NOS) and Code of Professional Practice (CoPP)** | | **Action(s) needed to effect positive and sustained change** | |
| Numbered bullet points should be utilised to aid with clearly identification of information. | | | This should include: (i) specific dates, times and details of incidents, etc.; (ii) evidence may be added as appendices to and cross-referenced in below. | Tutors should take the lead in mapping concerns to the NOS and CoPP. | | This should include: (i) clear identification of responsibilities; (ii) timescales; (iii) indicators of how it will be apparent an identified action/change has been met/achieved. | |
|  | | |  |  | |  | |
| Summary comments and additional information | | | | | | | |
| Please note: All parties are invited to record comments in this section; however, not including comments and/or signing below will not prevent this information being entered to a PAP and/or used in any Fitness-to-Practice (or associated suitability) processes. | | | | | | | |
| Student |  | | | | | | |
| Practice Educator |  | | | | | | |
| On-Site Supervisor |  | | | | | | |
| Tutor |  | | | | | | |
| Other |  | | | | | | |
| Review meeting | | | | | | | |
| Date and time |  | | | | | | |
| Location |  | | | | | | |
| Confirmation and signatures | | | | | | | |
|  | Name | | | | Signature | | Date |
| Student |  | | | |  | |  |
| Practice Educator |  | | | |  | |  |
| On-Site Supervisor |  | | | |  | |  |
| Tutor |  | | | |  | |  |
| Other |  | | | |  | |  |