

Guidelines on Placement Planning – when a student’s RAP recommends that the ‘Placement Planning Process’ is followed.

1. The Disability Adviser includes a recommendation in the student’s RAP to follow the Placement Planning Process
2. At the earliest opportunity, the Academic Adviser* invites the student to attend an **initial meeting** to discuss the upcoming placement. This invitation should also be extended to the student’s Disability Mentor (or their Disability Adviser where they do not have a Mentor). The purpose of this meeting is simply for the AA to **provide the student with information** about the forthcoming proposed placement.
3. The information provided at the initial meeting may include:
 - The location of the placement
 - The organisational structure and typical arrangements for supervision and mentoring on placement
 - Shift patterns and opportunities for breaks
 - An example of a ‘typical day’ and examples of the types of unexpected/unplanned events which might arise
 - An explanation of the assessment criteria. What skills will have to be demonstrated, with some practical examples. For each, what would constitute a fail or a pass, with practical examples
 - An explanation of how feedback will usually be given
4. The Academic Adviser **schedules a follow up meeting** – to take place one week after the first meeting. The student is in the meantime **given a week to reflect on the information provided**, and to discuss with their Mentor and any others (e.g. a parent, partner or friend). This is an opportunity for the student, **with the support of others** to identify any concerns, potential difficulties or support needs for this placement.
5. This **follow up meeting** is attended by the student, Academic Adviser, Disability Adviser (and Disability Mentor if appropriate). The purpose of the meeting is to **discuss identified concerns/issues, and to begin to explore reasonable adjustments**. The Placement Planning Record (PPR) form should be used to shape and inform the discussion, and topics covered may include:

- Travel/transport to placement
- Transition support – e.g. pre-placement visits
- Placement environment
- Disclosure
- Supervision/mentoring arrangements
- Feedback arrangements
- Other reasonable adjustments required
- Monitoring/reviewing of arrangements

The meeting is, in effect, a placement needs assessment meeting – i.e. identifying potential impacts on placement and reasonable adjustments to minimise impact. It is also context specific - addressing the needs of this single placement setting. It may include a discussion about feedback from previous placements, and strategies/skills that the student may be able to transfer to this new setting

6. **Any further action required** (on the part of the Academic Adviser, student or Disability Team), which may include:

- Agreeing information to be shared with placement provider (disclosure and recommended adjustments – where these have been identified)
- Further discussion with placement provider, Professional/Accrediting Bodies etc on the reasonableness of proposed adjustments
- Arranging pre-placement visits or practice runs of journey etc

*Academic departmental structures and staff responsibilities may vary. If the Academic Adviser is not the appropriate person to lead on placement planning then these responsibilities should fall to the relevant staff member, e.g. Placement Coordinator, Programme Leader or Academic Disability Coordinator etc.