Midpoint Review Meeting

UNIVERSITY OF GLOUCESTERSHIRE

The Midpoint Review Meeting is an enabling process and should be attended by the student, Practice Educator, Placement Supervisor (if there is one) and Link Tutor. It should be held, other than in exceptional circumstances, during the weeks outlined in the key dates section of the module guide and take place in the placement. In exceptional circumstances it may take place at the University by mutual agreement. The meeting will be chaired by the Link Tutor.

Preparation for the meeting should take place by discussing the form and sections on Mahara completed by the student, during a (three-way if there is a Placement Supervisor) supervision session in advance of the meeting. The paperwork should be sent to the Link Tutor 2 days prior to the Midpoint Reviewing Meeting taking place.

Students should prepare for the meeting by completing the **Summary of work undertaken since the placement agreement meeting** on the Mahara page. This section should include specific details about the number, type and range of cases, being specific about the context for the service user in relation to age, ethnicity and need (being mindful to keep this brief to ensure confidentiality) and the tasks undertaken. They should document their specific use of social work skills, theories, methods of intervention, legislation, policy and research, all appropriately referenced. This should be completed in sufficient time for the three way meeting. The student will also need to print this section of the Mahara page for this meeting.

It is important that the dates of all supervision and who undertook that supervision, using Placement Supervisor or Practice Educator, are recorded. Similarly, any health and safety issues that have arisen must be documented.

The Practice Educator will provide evidence, through completion of the personal development plan review and specific commentary relating back to the learning needs identified at the Placement Agreement Meeting. The Practice Educator should clearly indicate within their commentary how the evidence meets the Professional Capabilities Framework (BASW, 2018) (which incorporates the Guidance on Conduct and Ethics (HCPC, 2016)). **Key sources of evidence will be the fully completed written report of the first formal direct observation of practice and a piece of service user feedback, both of which should be available at the meeting for discussion.**

Where the Placement Supervisor is a separate role they should provide brief comments on the student's achievements, potentially highlighting areas of capability not identified by the student.

In both sections, the Practice Educator and Placement Supervisor should confirm or contest the capabilities claimed by the student, using the format (PCF1-9) and the Practice Educator should indicate the level of progress made to date.

Finally, all parties should identify any outstanding or further areas of development needed to help the student focus their attention leading into the final stages of the placement.

Where the progress of the student is unsatisfactory the training team should consider what actions and timescales need to be taken by the student to improve their performance. This

should be recorded as an informal plan (Stage 1) using the **Action Plan** form available on the website and Moodle.

Where completed, a copy of the Midpoint Rreview form and any action plan should be forwarded to all parties within 5 working days. The Placement Supervisor and Practice Educator are responsible for monitoring and signing off the action plan once achieved. They should refer to the Placement in Difficulties guidance should actions not be achieved within the agreed timescales or the nature of any concerns being sufficient to warrant consideration of a Stage 2 meeting within 4 weeks of the Midpoint Review Meeting.

Where the form is agreed on the day it should be signed by all parties before the meeting closes. A PDF copy of the signed form should be circulated to all signatories electronically. The PDF should be uploaded to the relevant section of the portfolio on Mahara by the date of the Final Placement meeting. Where additions or adjustments to the form are required, the student should make the amendments, secure the signatures of the Placement Supervisor (where there is one) and Practice Educator and arrange to meet their Link Tutor during a study or recall day for signature. They should then follow the guidance for uploading.

Mid-point Review Meeting Record

Student name	
Days completed to date	
Revisions to end date	
Revisions to submission date	

Dates of supervision since placement agreement meeting (list all dates indicating in brackets whether this has been by P.S or P.Ed)	
Health and Safety incidents that may have arisen (please ensure that any incidents are noted in relation to what they were, what the impact was and how they were addressed. These should cover both physical and mental health issues).	

Students should ensure that they have a printed copy of the Midpoint sections from Mahara available for discussion at the meeting.

Personal Development Plan Review			
Student's self-identified learning need	Learning opportunities undertaken	Outcome Achieved	PCF Domain met

Practice Educator comments on progression and/or achievement of learning needs identified in the Placement Agreement

Placement Supervisor comments (if applicable)

Progress against the PCF		
Good progress [ ]	Satisfactory progress [ ]	Unsatisfactory progress [ ]

Areas for further development *(do not complete if unsatisfactory progress is recorded – refer to guidance in handbook)*

Identified learning need	Learning opportunities to meet	Outcome to be demonstrated	PCF Domain to be met

Signatures of those attending	
Student	
Placement Supervisor	
Link Tutor	
Date	

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