

Division of Nursing, Midwifery and Social Work

Individual Support in Practice Plan (ISPP)

Student and Staff Guidance

Background Information

This guidance, and the process to which it refers, aims to support students in discussing their disability, specific learning difficulty and/or long-term health condition¹ with their Academic Advisor (AA) and devising an Individual Support in Practice Plan (ISPP). This discussion must take place once the student has had an assessment with DASS (Disability Advisory and Support Service) and/or OH (Occupational Health), and then on a regular basis as needed. This process will help students to discuss with those able to support them, any reasonable adjustments² suggested by the DASS advisor and/or OH and any other approaches that may help to support their practice learning. Academic adjustments will have been recommended by the student's DASS advisor and will already be in place, so the process described here focuses entirely on practice learning.

The student and their AA will discuss the student's needs and draw up a plan of proposed reasonable adjustments to support the student's practice learning. The form on pages 3-4 of this document supports this process. The student will be given a hard copy of the plan so that they can discuss it with their practice supervisor/assessor/ practice educator (and others as needed) when they start each identified learning environment and as their learning experience progresses.

A copy of this Individual Support in Practice Plan (ISPP) will be placed on the student's file. If the student has agreed to information being disclosed⁵, it will also be shared with other staff within the University and in practice who have a need to know about the student's disability and planned adjustments so that they can provide support.

Student Responsibility

Most programmes within the Division of Nursing, Midwifery and Social work are preparing students for a role as a health or social care professional. Because of the standards of conduct required in these professions, we encourage all students to take personal responsibility for their own learning. We, therefore, expect students with disabilities to take responsibility for ensuring that they engage with their AA to develop a plan for their support in practice learning as well as engage with the adjustments that have been put in place for them. We also expect students to take responsibility for informing others of their needs and letting them know if these needs change⁵.

It is good practice for students to reflect on the effectiveness of any reasonable adjustments and discuss these with their practice supervisor/assessor/practice educator and AA. Students should evaluate the plan with their practice supervisors/assessor/practice educator during their learning experience but particularly at the final meeting. If necessary, students should discuss any evaluation of the plan

and any amendments to the plan with their AA prior to each subsequent identified learning environment. This should lead to consideration of any changes that may be required to the plan to make sure it is effective.

Notes:

1. Throughout this document the term 'disability' will be used to denote a disability, specific learning difficulty or long-term health condition
2. 'Reasonable adjustments' are enshrined in the Equality Act (2010) which states that we must, by law, make reasonable adjustments to avoid people with disabilities being put at a disadvantage compared to non-disabled people. The object of 'reasonable adjustments' is to avoid, as far as possible and by reasonable means, the disadvantage a student experiences because of their disability.
3. Reasonable adjustments can only be implemented in the practice setting if they do not affect the student's ability to achieve the practice learning outcomes for their programme (in accordance with professional standards) and depending on the nature and requirements of individual practice learning environments. Sometimes the adjustments suggested by the DASS advisor may not be feasible and, therefore, would not be considered reasonable.
4. Students do have the right to choose not to disclose their disability/health condition to their practice supervisor/assessor and other staff in the practice setting or at the University. However, if they do not disclose the nature of their condition, their practice supervisor/assessor/practice educator will not be able to support them with this or ensure that they are fit to practice and that appropriate adjustments are made. This may affect student performance in the practice setting and may, ultimately, affect their ability to pass the practice unit. Their decision not to disclose must be recorded in the student record and/or practice assessment document (PARE). It is professional practice for students of health and social care to take responsibility for their own ability to practice safely and effectively. We, therefore, encourage students to disclose information, to their practice supervisor/assessor/practice educator and anyone else who needs to know, that may affect their practice learning. Students may wish to provide practice staff with the minimal information required for them to be able to understand their needs.

Further Information

A flow chart of the ISPP process is provided on page 5 for further information and clarification.

Individual Support in Practice Plan

To be completed together by the student and Academic Advisor as a record of plan and discussion

GENERAL INFORMATION

Student Name:				
Student university ID no:				
Academic Advisor Name:				
Programme of study:				
Start date:				
Student permission to disclose relevant information to appropriate persons	University	Yes/No	Practice	Yes/No
<p>Notes: It is the student's responsibility to inform the Division if they no longer wish to disclose information to their identified learning environment For more information, see the Division's guide to disclosure: "Opening the Door to Support for Nursing, Midwifery and Social Work Students in Practice: Guidelines for Students with Disabilities, Specific Learning Difficulties and Long-Term Health Conditions"</p>				
Support Requirements advised by DASS advisor and/or OHS:				
Additional brief background information:				
Student's current strategies to manage their disability/specific learning difficulty /long-term health condition:				
Academic support, including examinations support (agreed with DASS advisor):				
Alternative format requirements (if required and agreed with DASS advisor):				
Mobility support requirements (if required and agreed with DASS advisor):				
Latex allergy:	Yes		No	
Other allergies:	Yes		No	

PRACTICE SPECIFIC INFORMATION

Practice Area:	
Date of commencement in the students' identified learning environment	
Year/Unit title:	
Practice Education Facilitator:	
Practice Supervisor / Assessor / (if known):	
Practice support plan (suggested by DASS and discussed at this meeting):	
Student signature: <i>I agree with the above support plan and will take responsibility for its implementation with the support of university and learning environment staff:</i> <hr/>	Date:
Academic Advisor Signature: <hr/>	Date
<p>Notes:</p> <ul style="list-style-type: none"> • The AA should seek support, if required, from the Disability Champion (DCh), Practice Education Facilitator (PEF), Practice assessor/supervisor and/or others in devising a feasible plan if required. An AA and/or PEF visit to practice may be necessary (including risk assessment, if required). • The student will receive a hard copy of this document to discuss with the practice assessor/supervisor at the preliminary interview. The Practice assessor/supervisor and student should record this discussion in the student's record of practice achievement (hosted on PARE). • If adjustments are complex, the AA may discuss the plan with the Programme Director and/or Disability Champion. The Disability Champion and/or AA will liaise with the Academic Lead for Practice Governance/Academic Lead for Midwifery (especially if there are implications for allocated placements) and/or PEF/Staff in identified learning environments • A copy of this document should be placed on the student file and sent to the student's programme director and Disability Champion. • Copies of any risk assessment carried out in practice should be shared with the Division - send to the SSO at DisabilityNMSW@manchester.ac.uk <p>Important note: any attachments to emails sent with support plans or other student information must always be password protected. Support plans must not be copied and pasted into the email body.</p>	

Student identified as having additional learning support needs

Referred to **DASS** (and **OHS** if required) for assessment
(Staff or student should complete DASS/OHS referral form)

DASS:
Encourages and gains student's written consent for disclosure to the **Division and Practice**
Defines any reasonable academic adjustments
Identifies potential adjustments in PL if relevant

DASS notifies **SSO** (NMSW)
SSO notifies **AA** and **PD** by email** and places info on drive shared with **DCh**
DCh will inform **ALPG** or **ALMP** if there are implications for the identified learning environment

AA:
Discusses with student feasibility, implementation and responsibilities for potential adjustments for PL (with support from **DCh** or senior learning environment advisors if needed).
Reconfirms student consent to inform practice.

No adjustments in PL feasible/required

AA records discussion on **ISPP**, copy placed on student file** and sent to **DCh** and **PD**
(**AA** consults with **DCh** for advice and support if required)

Prior to each new allocated placement **AA** revisits
Discussion with student (within 2 weeks of confirmation of identified learning environment)

Student has additional needs or requires implementation support

Key

- PL - practice learning
- DASS** - Disability Support Office
- SSO** - Student Support Office
- DCh** - Disability Champion
- AA** - Academic Advisor
- ALPLG** - Academic Lead for Practice Governance
- ALMP** - Academic Lead for Midwifery Practice
- PEF** - Practice Education Facilitator
- ISPP** - Individual Support in Practice Plan
- PAD** - Practice Assessment Document (PARE)

Reasonable adjustments feasible/required

Student and **AA** complete **ISPP** and devise a draft plan of proposed reasonable adjustments in PL.

AA seeks support, if required, from **PEF**, Practice supervisor/ practice assessor or other practitioners in devising a feasible plan.

Student receives hard copy of completed document and discusses with practice supervisor / practice assessor at preliminary interview (with support of **AA** or **DCh** if necessary). Practice supervisor / practice assessor records discussion and outcome on the students **PAD** (hosted on **PARE**).

Completed document placed on student file and sent to **PD** and **DCh****.

AA informs **ALPG** / **ALMP** / **PEF** if student requires complex PL

If adjustments are complex **AA** discusses with **PD** and/or **DCh**
DCh or **AA** will liaise with **ALPG**/**ALMP**/**PEF**/staff in the learning environment to discuss and agree plan and arrange risk assessment if required*

Student and practice supervisor / practice assessor discuss adjustment

If adjustments are not feasible for clinical/practical/professional reasons, student's needs change or additional support of student from practice supervisor / practice assessor is required, discussion takes place with student, practice supervisor / practice assessor and **AA** with support of **DCh** and/or **DASS** as needed.

* Copies of any risk assessment carried out in practice should be shared with the Division - send to the **SSO** at studentsupport.nursing@manchester.ac.uk

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