Checklist: prepare for midpoint review

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|  **Midpoint review**  |
| Key questions | Suggestions |
| Who designs the review process? | * T Level course leader and/or tutors
* Specialist work placement assessment team
* The employer
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| What is its main purpose? | * To consider what the employer is providing and how the student is responding
* To assess whether the expectations identified in the industry placement agreement are being met.
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| What should it cover? | * The student’s performance and behaviour against learning goals
* Activities undertaken by the student, including projects they have been involved in, ideas they have contributed, and their evidence, for example in laboratory notebooks
* Whether the employer’s expectations are being met
* Any concerns over absence or other issues
* Whether the role provides experience that develops skills and matches the occupational specialisms for the appropriate pathway
* Welfare and safeguarding
* Whether the student is being sufficiently stretched by the work they are doing on the placement
* Whether the student is having a positive experience
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| Who is involved? | * Course leaders and/or tutors with the expertise to ensure that technical knowledge and requirements for the relevant scientific pathway are understood and accurately recorded
* The student
* Placement supervisor and mentors
* Staff involved in providing pastoral care
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| How is it carried out? | * Face-to-face, virtually or by telephone. It’s good practice to carry out at least two of the reviews face-to-face
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| What should the student know? | * When and where the assessment takes place?
* Who’s involved?
* What the process is?
* What they need to bring with them, for example, evidence of learning, and reflections?
* How are outcomes of the assessment recorded?
* Who is the information shared with?
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| How is progress tracked? | * Providers often use a standardised process to track student’s progress while they’re on placement
* Software packages may be used such as Grofar, MAPS, Collsys
* Employers can track and monitor progress themselves
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| How do employers give feedback? | * Employers should know what they are reporting on before the placement starts
* Providers may supply templates to make sure employers provide the relevant information, incorporating progress indicators
* Templates should include ‘free-form’ sections for employers to write their feedback, as well as limited choice questions
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| What are the outcomes? | * Assurance that students are enjoying and benefiting from the placement and that employers are happy with the way it’s going
* Any adjustments that must be made, such as moving students to alternative roles, departments, or even new placements
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