

*Supporting Students  
with Additional Needs  
when undertaking their  
Placement*

Dr Barry Fearnley

Module Leader Social Work Student Placements

The number of UK-domiciled entrants to full-time first degree courses with a known disability was 44,250 in 2015-16, which was an increase of 56 per cent since 2010-11. Of those with a known disability, about 18,750 (42 per cent) were in receipt of Disabled Students' Allowance (DSA).

The most common type of disability is a specific learning difference, such as dyslexia, dyspraxia or Attention Deficit Hyperactivity Disorder. In 2015-16, almost half of those students with a known disability who started a higher education programme had a specific learning difference.

<http://www.hefce.ac.uk/analysis/HEinEngland/students/disability/>

---

# Supporting Students with Additional Needs when undertaking their Placement

Identified need through discussions with students



Working Group with students



Identify and held meetings with:

- Student Support Services – Dyslexia, Mental Health, Social Sciences
- Access Statements
- Equality, Diversity and Inclusion
- External partners
- Teaching Partnership

# Supporting Students with Additional Needs when undertaking their Placement

## Equality Act 2010

Under the Equality Act 2010 you are considered disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

## HCPC

Guidance on Conduct and Ethics for Students

<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>

## HCPC

Health, Disability and Becoming a Health and Care Professional

<https://www.hcpc-uk.org/globalassets/resources/guidance/health-disability-and-becoming-a-health-and-care-professional.pdf>

# Supporting Students with Additional Needs when undertaking their Placement

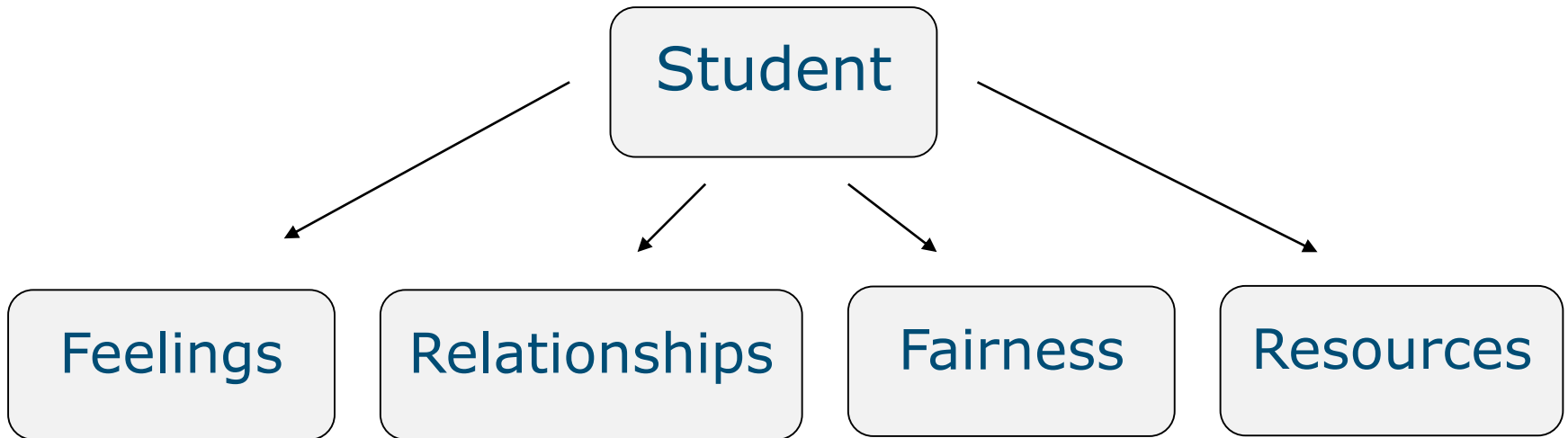
- Meetings with students
- Team meeting
- Practice Educator CPD Workshops
- Teaching Partnership Events
- PE 1 and PE 2

# Students with Additional Needs

## Continuum



# Focus groups - feedback



# Focus groups - feedback

## Feelings

- like a burden
- uncertainty
- anxiety
- triggers



# Focus groups - feedback

## Relationships

### ▪ Practice Educator

- Judgemental
- stigma
- unreliable
- stereotypes
- power

### ▪ Tutor

- trust
- role of the tutor
- contact with the tutor
- scared

### ▪ Student Support Services

- mixed

# Focus groups - feedback

Fairness

- assessment
- pass / fail

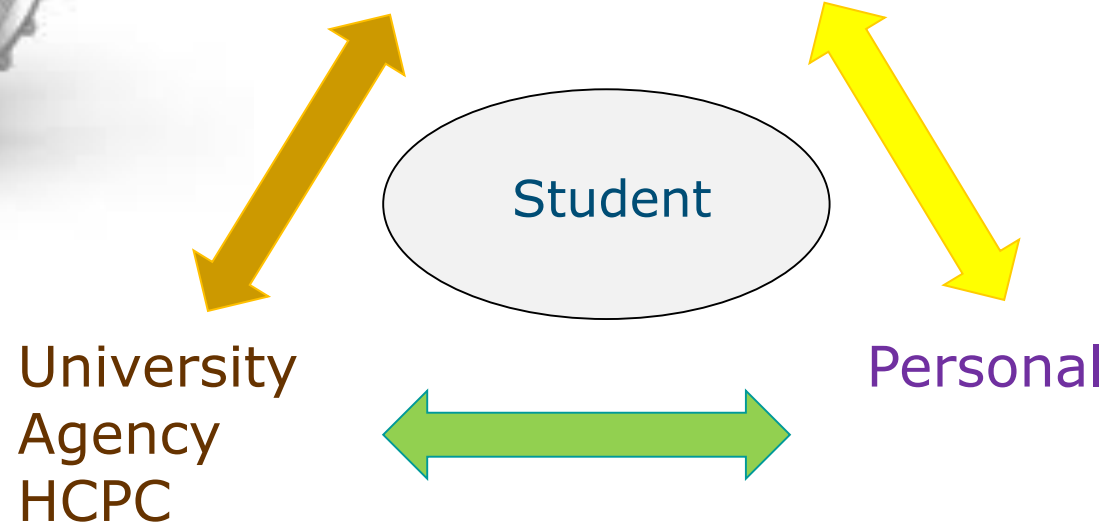
# Focus groups - feedback

## Resources

- Laptop
- Software
- Access to information



Tutor  
Social Work Team  
+  
Practice Educator  
Practice Mentor Assessor (PMA)  
Workbased Supervisor  
Placement Co-Ordinator  
Team Manager



# Focus groups - feedback

## What next?

- Placement development
- Student – placement preparation
- Practice educator course / CPD workshops

Student feedback	Plan of action	Mechanism	By whom

# Focus groups - feedback

What next?

- More in-depth study – questionnaire

# Thank you

Dr Barry Fearnley  
Senior Lecturer in Social Work  
Chaucer Room 3302  
Direct Line 0115 848 4367  
email [barry.fearnley@ntu.ac.uk](mailto:barry.fearnley@ntu.ac.uk)



# Professional Capabilities Framework

