

Professionalism Support and Reflection Plan (ProSPR)

Scope

ProSPR is designed to support students in developing professional capabilities through reflective practice and collaborative planning. When concerns arise about professional conduct, competence, or wellbeing, ProSPR provides a structured, transparent, and fair process that puts students' development first. The primary goal is early intervention through supportive, restorative conversations that help students grow as professionals and succeed in their chosen career.

This framework helps:

- Address challenges early
- Develop professional capabilities
- Receive structured support
- Reflect and learn from experience
- Promote success in the chosen profession.

This framework applies to all undergraduate, postgraduate, and doctoral students enrolled in the School of Health & Medical Sciences (The School) programmes, especially those programmes associated with Professional, Statutory and Regulatory Bodies (PSRBs).

The application of the framework will ensure equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

To be read in conjunction with:

This framework should be read in conjunction with the relevant PSRB Codes and Standards, Fitness to Practise (Train) Policy, Precautionary Suspension from Practice Policy, Disclosure and Barring Service Policy. Other relevant policies may include but not limited to:

- Student Learning Agreement,
- Student Charter,
- Student Conduct Guidance,
- Programme Handbook,
- Support for Study Policy,
- Interruption of Study Policy,
- Regulations 13 Student Disciplinary
- Assessment Regulations

This framework reflects current practice and may be reviewed or updated to reflect regulatory or institutional changes. Reasonable steps will be taken to communicate any material amendments.

1. Introduction

1.1 The School seeks to create:

- an open, inclusive, and supportive culture to address issues as they arise;
- an environment where individuals can disclose concerns (which may include mental and/or physical health or other personal circumstances) in a safe space;

1.2 This framework seeks to enable students to be given every opportunity and support to improve their performance whilst managing concerns. The School will work with relevant support services within the University to ensure reasonable adjustments, where appropriate and if feasible, are in place for the student.

1.3 Students are required to demonstrate not only academic ability but also personal and professional commitment to their chosen profession from admission and throughout their training/academic programme.

1.4 Any student aspiring to gain entry to their chosen profession is required to adhere to their relevant professional code of conduct. This code of conduct underpins the competencies for practice throughout the programme.

2. What this will framework be used for

2.1 This framework provides a structured process for addressing concerns about students':

- Professional conduct (behaviour, communication, attitude)
- Professional competency (practice skills, clinical judgment)
- Character (honesty, integrity, professional boundaries)
- Health and wellbeing (when affecting safe practice)

2.2 When concerns arise in these areas, ProSPR ensures they are addressed:

- Promptly - within clear timeframes
- Fairly - with opportunity for students to respond
- Supportively - through collaborative action planning
- Appropriately - with the right level of intervention

3. What this framework will NOT be used for

3.1 This framework should not be used to address:

- concerns about academic performance
- serious fitness to practice concerns (for example allegations of physical harm, sexual misconduct, bullying and harassment)
- isolated, low level academic integrity matter

ProSPR Process

4. Referral

4.1 A ProSPR Referral (Appendix A) is a structured approach seeking early intervention, fostering a proactive, supportive, and constructive dialogue between the student and academic and (where applicable) practice partners. Through the referral, both staff and students can quickly highlight concerns, ensuring that a tailored, beneficial action plan is collaboratively developed, reflecting the University's commitment to student development and public safety.

4.2 The referral should refer to specific incidents and provide detail and evidence so that it is clear to follow.

4.3 When this framework is engaged, accurate records will be kept to:

- ensure fairness and accountability
- help track progress
- inform external bodies where needed (regulatory bodies, Office for Students, OIA)
- protect both the student and the University

4.4 Students have the right to:

- See all evidence and documents related to their case
- Receive copies of meeting minutes
- Understand how decisions are made
- Access their ProSPR records

5. Possible Grounds for Referral

5.1 It is vital that students always uphold professional standards (in both learning and practice settings) to ensure public trust and confidence in the student's chosen profession (in line with the requirements of the relevant PSRB) as well as to uphold the values of the community of City St George's, University of London.

5.2 A student may be referred to ProSPR in the event of any low-level concern related to their character, professional conduct or competency. Concerns may include singular or minor concerns related to:

- Unsafe practice
- Lack of honesty and integrity
- Lack of professionalism
- Poor timekeeping
- Inappropriate behaviour (rudeness, aggression, dress and not following instruction when appropriate)

6. Concerns about students' health and well-being

6.1 Students must demonstrate that they are of good health, which means that they are capable of safe and effective practice either with or without reasonable adjustments. This does not mean the absence of a health condition or disability. However, if ill health affects the achievement of learning outcomes and/or behaviour during the programme, this needs to be considered accordingly. Health concerns must be addressed and reviewed in accordance with occupational health guidance, and relevant University guidance. It may be advisable to hold a case conference with relevant health and support services within the University, in order to assess the case, support students, and agree the best options in addressing concerns about health.

Reasonable adjustments to allow students to undertake their chosen programme of study should be considered at the point of admission, and during any point of the programme, as appropriate, and in accordance with relevant University guidance.

7. Immediate Referral to Fitness to Practise (Train) Panel

7.1 There may be occasions when a student's conduct is deemed sufficiently serious or an individual's safety or safety of others may be compromised. In this case, immediate referral to the Fitness to Practise (Train) Process may be appropriate

8 Initial fact-finding meeting

8.1 An informal fact-finding discussion may be arranged as soon as possible after the concern was identified.

8.2 The discussion will normally involve the **student** and relevant **academic or practice staff** familiar with the matter. Its purpose is to:

- gain a shared understanding of the concern,
- explore the student's perspective,
- agree whether the issue can be resolved through reflection and agreed developmental actions.

8.3 The **Course Officer**, or nominee, may attend to provide administrative support.

8.4 A short written note of agreed points and actions will be shared with the student. Students will be encouraged to seek advice or support from the **Students' Union** should they wish.

9. Supportive Action Planning

9.1 An Action Plan should focus on supporting improvement and may include the following elements, as appropriate:

- a clear summary of the concern(s) identified;
- agreed actions or goals to address the concern;
- clear success criteria, setting out how improvement will be demonstrated;
- any agreed academic, professional, or pastoral support;
- a review point or timeframe, where ongoing monitoring is considered helpful;
- confirmation of the plan by the student and staff member.

9.2 Where relevant, the plan may also include signposting to appropriate support services for

personal or wellbeing-related issues (for example: Student Health Service, Occupational Health, Disability Support, or Support for Care Leavers). Where a student disputes the basis for engaging this framework, the Programme Director will review the available information to determine whether the Plan remains appropriate or whether alternative action should be taken.

10. Meeting Outcomes

9.3 Following consideration under this framework, one of the following outcomes may be agreed:

- To continue within the Reflection and Development Plan framework, with an agreed action plan to support the student's development.
- To conclude that the concerns are not substantiated and that no further action is required.
- To undertake further information-gathering where clarification is required before an appropriate outcome can be determined.
- Where concerns relating to a student's character, professional conduct, competence, health, wellbeing, or the safety of others are considered sufficiently serious, the matter may be referred directly to a fitness to practice investigation. This may occur at any stage, including following an initial discussion or subsequent review.

11. Progress Review Meetings

11.1 Where it is considered helpful, one or more progress review meetings may be arranged to consider progress against the agreed Action Plan.

11.2 At a progress review, consideration will be given to the extent to which the agreed actions have been completed and whether the concern has been appropriately addressed. Possible outcomes may include:

- confirmation that the agreed actions have been completed and that the matter is resolved, allowing the process to be concluded;
- agreement of revised or additional actions where partial progress has been made;
- identification that further review may be helpful to support improvement.

Where concerns persist or progress indicates that the matter may be more serious than initially understood, a referral to a fitness to practice investigation may be appropriate.

12. Monitoring

12.1 A termly meeting will take place to discuss any concerns regarding students referred into the ProSPR process.

12.2 The **ProSPR monitoring group (PMG)** will comprise:

- Head of Student Regulatory and Compliance Team
- Academic Director for Student Conduct and Compliance
- Academic Director for Student Wellbeing
- Programme Directors wishing to discuss any students

12.3 The group will act a source of support/guidance with regards escalation into Fitness to Practice (TRAIN) or disciplinary procedures.



SCHOOL OF HEALTH & MEDICAL SCIENCES

Professionalism Support and Reflection (ProSPR) Plan

This form should be completed by the Programme Director (PD) or their nominee.

This form is to be used at the initial and review meetings. Where consent is given, a copy of this form should be sent to the student, the student's Personal Tutor, the member of practise-based staff where relevant, and Programme Director and a copy to be sent to the Course Officer to be placed on the student's file.

A. Nature of Concern(s)	
Please tick which is applicable: ☐ Character, Professional Conduct and/or Competency Concern(s) ☐ Health and Well-being Concern(s) ☐ Other Does this concern involve serious or immediate risk to patients, service users, the student, or others? If 'Yes' or 'not sure', please email scc@sgul.ac.uk for advice	
B. Student details	
Name Student ID No: Student email:	
C. Programme Details	
Student's Programme and Cohort:	
Student's Academic Advisor:	
Details of Clinical/Practice Area (if relevant):	

D. Background/Summary of reason for ProSPR

Please provide details of specific concern(s)/ incident(s) raised. Include dates, times and include evidence where possible and as appropriate.

Where concerns could be related to a student's fitness to practise, please reference the specific standards or codes of conduct to the appropriate Professional, Statutory and Regulatory Body (PSRB) e.g., [Nursing and Midwifery Council Code](#), [Health & Care Professions Council](#), [General Optical Council](#), [General Medical Council](#).

Purpose of meeting

Background information:

Summary of concerns discussed:

E. Evidence of Concern(s)

All relevant evidence depending on the nature of the concern(s) (e.g., Practice Assessment Documents (PADs), emails, statements, letters, occupational health report). All evidence **must** be detailed below and attached with the referral.

F. Student Support and Reflection (Student-facing section)

The following are available to you as sources of support. The member of staff completing this form will work through these options with you.

Consider the following as appropriate (*delete whichever is not relevant prior to sharing plan with student/their academic advisor)

1. You may wish to arrange a GP appointment / discuss a referral to Occupational Health. You should discuss possible referral and consent to share information with essential members of your programme team and disabilities team (if required)
2. You can access support via the Student Counselling Service [HERE](#) (be sure to follow directions to the appropriate campus support)
3. You can also access [24/7 ON-LINE SUPPORT](#) if needed.
4. Learning and Study support is available. More information and to book 1:1 appointments as well as advice for specific guidance [HERE](#).
5. If you have a long-term physical or mental health condition, or a disability, it is important to seek advice and support if not already, or if your situation changes during your time on your programme. The university will make reasonable adjustments to support your learning and assessments where this applies, with input from Occupational health and DISABILITY SERVICE. We can only do this if you let us know you need support.
6. You can register with the Disability team, by completing the form via the [DISABILITY SERVICE](#) web pages.
7. If you (or a member of your programme team) believe you may have a possible SpLD (Specific Learning Difficulty) – you can be directed to the [DISABILITY SERVICE](#) web pages for advice with regards screening. The Disability team will be able to advise if a meeting is required to discuss further and (where appropriate), can arrange onward referral.
8. If you need support related to Student finance and/or funding, you can contact [Student Finance & Funding | Student Hub | City St George's, University of London](#).
9. If you have a concern or needs related to pastoral support you may wish to access support here: [Getting Started | Student Hub | City St George's, University of London](#)
10. Information about interruption or withdrawing from studies is available here: [Withdrawal From Studies | Student Hub | City St George's, University of London](#)
11. [Extenuating Circumstances](#) - circumstances that are unforeseen and are out of your control, which may negatively affect your performance in an assessment; for example, a recent bereavement of a relative, or an illness or injury affecting yourself.
12. [Student Pregnancy, Maternity and Paternity and Parenting](#)
13. Referral to ProSPR monitoring Group (PMG) – where you may benefit from regular review/discussion re support from a multi-disciplinary perspective, you may be referred for entry into the PMG confidential register.

The ProSPR process is designed to identify where you may need support and to guide you in reflection of your learning journey.

G. Consent to share

As part of the ProSPR process, notes from this meeting will only be shared with individuals where deemed necessary and appropriate. Please indicate that you consent to share details as above with:

Your personal tutor [INSERT NAME]	Consent given / Consent not given
Practice-Based staff [INSERT NAME]	Consent given / Consent not given

Other [INSERT NAME AND DETAILS]	Consent given / Consent not given
Please note that in the event of identified safeguarding or patient safety risk, this information may be shared without consent. <u>A copy of this form will remain in your student file</u>	
Signature of person completing form:	
Role of originator: <i>(e.g. lecturer, clinical tutor, practice staff, personal tutor, administrative member of staff, fellow student)</i>	Date:
Signature of Student:	Date:

Preparing and completing a ProSPR action plan checklist

Action Plans should include the following aspects:

- ☐ Identify Concerns linked to University policies and procedures and PSRB standards where appropriate;
- ☐ Agree Action/targets in relation to the concern(s) using SMART method as a guide;

S	Specific	Are actions/targets detailed and specific to the concerns? Ensure you are exact with 'who, what, where, when, why and which?'
M	Measurable	How will the student know that they have achieved the actions/target? What is the intended outcome?
A	Achievable	Are actions reasonable and relevant and within a reasonable time frame?
R	Relevant	How do the actions/targets align with the concerns and expectations of the student?
T	Time-bound	What is the timeline for achieving the actions/target?

- ☐ Explicitly state how the issues are to be resolved with specific success criteria; How will the student demonstrate they have successfully met the criteria? How will it be measured and by when?
- ☐ Agree on:
 - a support plan;
 - a date for review (if necessary);
- ☐ Signed by the student;
- ☐ Signed by the Programme Director/person completing the plan/review;

- ☐ Identified support for health and wellbeing (e.g. Occupational Health; Disability Support; Support for Care Leavers)
- ☐ Identified support for Academic elements and Personal Development (e.g. Learning Support; Careers Service and Library)

ProSPR Meeting Action Plan

This form should be completed in a meeting with the student present.

A. Initial Action Plan			
Agreed actions/ targets/ support identified		Concern addressed (policy/PSRB standard reference)	Date for completion
1.			
2.			
3.			
4.			

A. Signature* of Academic / Practice Member of Staff

Date:

B. Signature* of Programme Director/ or nominee:

Date:

I understand that the actions / targets above have been initiated to support me and I agree to work towards them. If they are not met, I understand it may affect my programme progression and/or may constitute grounds for referral to Fitness to Practice (Train) procedures.

C. Student's Signature*:

Date:

*In lieu of a signature, evidence of email communication(s) will suffice.

This form should be completed in a meeting with the student present and can be duplicated if a further review meeting is deemed appropriate.

11