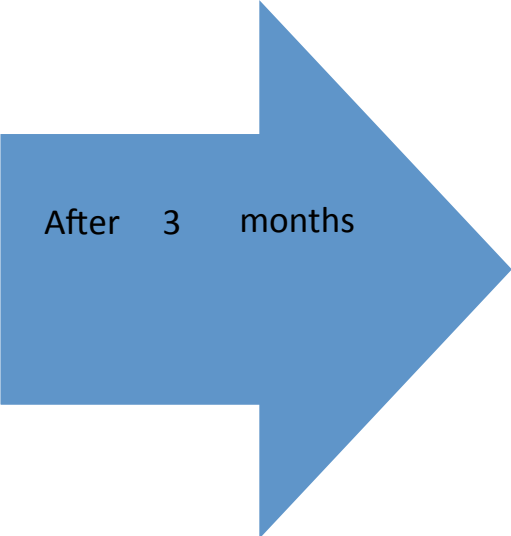


<b>Date :</b> 22 <sup>nd</sup> April 2012	<b>Student:</b> A Student	<b>Course :</b> Healthcare related	<b>University :</b> Any	<b>Year / module</b> Y2	<b>Credits</b> 30 -120
<b>Tutor:</b> Kerry Pace	<b>Sessions allocated:</b> 20 hrs per year	<b>Funding Body</b> Customer Ref Number: xxxxxxxxx	<b>D.O.B:</b> XXXXXX	<b>Propose Review date</b> July 2012	<b>Actual Review Date:</b> 10 <sup>th</sup> July 2012
<b>Key targets for this programme, based on Assessment Reports, identified by tutor and student</b>					<b>Future recommendations/revised targets (after review)</b>
<p><b>1.Organisation skills and time management:</b></p> <p>a) <b>Re-sits essays and exams</b> timetable/mind map for "catching up" so progression can be made to Y3</p> <p>b) <b>Setting personal targets</b> to complete current Y2 academic work</p> <p>c) <b>Filing system</b> - for admin/computer to reduce stress and increase efficiency in time management</p> <p><b>2.Placement</b></p> <p>a) Placement tasks – setting priorities, setting realistic goals</p> <p>b) Making templates to aid memory to complete patient assessments</p> <p>c) Building confidence in self and skills on placement</p> <p><b>3. Revision skills</b> – <b>introduce</b> revision skills for specific exams &gt; especially memory aids and utilising learning style.</p> <p><b>4. Introduce foundation skills</b> relating to essay planning, sentence structure and referencing in preparation for Year 3</p>		 <p>After 3 months</p>			<ul style="list-style-type: none"> <li>• <b>Reflective skills</b> – developing techniques to embed the concept of being a reflective practitioner</li> <li>• <b>Critical thinking skills</b> – modelling a questioning approach to aid different perspectives to demonstrate an enquiring mind through writing</li> <li>• <b>Time management</b> - utilising software and technology to improve time-keeping and hitting deadlines</li> <li>• <b>Organisation –Placement strategies</b> – build confidence in performing under pressure and develop existing templates to increase accuracy in history taking and record keeping</li> <li>• <b>Introduce note –taking techniques</b> – visual and audio notes through reading and lectures and practice</li> <li>• <b>Reading strategy</b> – to introduce SQRRR method to help with book selection, reading the right things, and making basic notes.</li> </ul>
<ul style="list-style-type: none"> <li>• I understand my work is my own responsibility the SpLD tutor cannot advise you about the subject or content of my work.</li> <li>• If I miss booked appointments <u>with less than 24hrs notice</u> there will be a charge for this session or I will lose one funded hour from my sponsor.</li> <li>• If I do not turn up for up to three appointments without giving any prior notice, funding for my support may well be withdrawn from my funding body.</li> </ul> <p><b>I give my permission for Diverse Learners to talk to my funding body on my behalf for the duration of my course.</b></p> <p>Student NAME _____ Student SIGNATURE: _____ Date: _____</p>					