

Code of Practice on Student Support & Welfare

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Superseded Version:	2.1
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Target Audience	
People who need a detailed knowledge of the Code of Practice	Dean of Education; Academic Registrar; Student Experience Officer; Programme Directors; Programme Administrators; Prevent Lead
People who need a broad understanding of the Code of Practice	Current and prospective students; all staff involved in teaching students
People who need to know that the Code of Practice exists	All staff

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1 Introduction and Context

- 1.1 This Code of Practice is intended to provide information for applicants to the Liverpool School of Tropical Medicine (LSTM) and students and staff of LSTM on the principles and procedures underpinning student support and welfare. It outlines LSTM's approach to student support and welfare and explains the institutional, national and legal context within which the processes function.
- 1.2 LSTM aims to ensure the health and well-being of all LSTM students and also to provide additional support where necessary to students with disabilities. LSTM considers the single term 'disability' to cover a broad range of physical and sensory impairments, medical conditions, specific learning difficulties and mental health difficulties.
- 1.3 LSTM ensures that in all policies, procedures and activities, including strategic planning and resource allocation, consideration is given to the removal of social, attitudinal and environmental barriers so that all students can participate fully in all aspects of the academic and social life of the institution.
- 1.4 LSTM is committed to delivering a fully inclusive learning environment that enables all students to achieve their learning objectives and to fulfil their academic, personal and professional potential. LSTM will make reasonable adjustments in order to ensure no student is disadvantaged.
- 1.5 This Code of Practice complies with all current statutory and legislative requirements including the Data Protection Act 1998 and the Equality Act 2010. It is set within the context of the UK Quality Code for Higher Education Chapter B4 (Enabling student development and achievement, March 2013) the Prevent Guidelines and definition of Prevent Duty contained within the Counter-Terrorism and Security Act, February 2015 and the HEFCE guidance to Relevant Higher Education Bodies (RHEBs).

Related documents are:

- LSTM Student Charter
- Code of Practice on Admissions
- Code of Practice on Assessment and Feedback
- Procedure for Examination Arrangements for Students with Additional Support Needs
- Guidelines for Marking and Feedback for Students with Specific Learning Difficulties
- Guidelines on Supporting Documentation for Learner Support Claims
- Overview of the Personal Tutoring System
- Emergency Mental Health Procedure
- LSTM Policy in Response to Prevent Guidelines
- Procedure for Reporting Student Prevent concerns

2 Scope

- 2.1 This Code of Practice applies to all LSTM staff and to all applicants for and students studying on LSTM programmes and short courses.

3 Roles and Responsibilities

- 3.1 The Dean of Education will:
- 3.1.1 Appoint appropriately qualified staff responsible for implementing student support and welfare processes
 - 3.1.2 Implement an institutional framework that aims to ensure that student support processes are consistently and fairly applied
- 3.2 The Student Experience Officer will:
- 3.2.1 Ensure that all published information clearly outlines the support services available to LSTM students and accurately reflects the level of support available
 - 3.2.2 Provide advice and assistance on student support to all students before and after arrival
 - 3.2.3 Meet with individual students to discuss specific support needs as required
 - 3.2.4 Arrange needs assessments and liaise with module convenors, laboratory teaching staff and programme administrators as required to implement the support identified in a student's Individual Learning Plan
 - 3.2.5 Provide staff involved in teaching students with information that explains their responsibilities with respect to the support of students
 - 3.2.6 Organise the personal tutor system for MSc students, allocating tutors, monitoring return of reports and providing referral advice for tutors as required
 - 3.2.7 Refer students to external mental health support services.
 - 3.2.8 Take responsibility for reporting any Prevent-related student concerns to the LSTM Prevent Lead.
- 3.3 Programme Administrators will refer applicants and students with enquiries relating to student support to the Student Experience Officer.
- 3.4 Directors of Studies will:

- 3.4.1 Review Individual Learning Plans for students with disabilities, and ensure compliance with support requirements as advised by the Student Experience Officer
- 3.4.2 Share disability information with teaching staff as appropriate.
- 3.5 All staff involved in teaching will implement support as advised on a student's Individual Learning Plan

4 Health & Wellbeing

- 4.1 LSTM students on courses lasting six months or more must register with a local GP practice in order to obtain health advice from the NHS in the usual way. The Student Experience Officer is responsible for providing information to students regarding the process of registering with a GP.
- 4.2 For those students studying on a course of less than six months' duration, information on local NHS Walk-in and other emergency services will be provided by the Student Experience Officer.
- 4.3 If a student expresses the need for talking therapies to the Student Experience Officer, they will be encouraged to book an appointment with their GP to discuss their problems and have their name added to the NHS psychotherapy waiting list. For the period during which the student is waiting to access NHS support, the Student Experience Officer can arrange a short course of counselling sessions.
- 4.4 If a member of staff is concerned that a student is a risk to themselves or others, they should refer to the *Emergency Mental Health Procedure*.
- 4.5 The Student Experience Officer will maintain an online Health & Wellbeing resource within the Student Intranet.

5 Disclosure of Disabilities

- 5.1 In line with the *Code of Practice on Admissions*, prospective students will be given the opportunity to disclose specific needs through the application process in order that support may start at an early stage. Students should be aware that disclosure of a disability or health issue will be used for positive purposes such as to improve service and facilities within LSTM and will not disadvantage the candidate's application.
- 5.2 To aid in disclosure at the application/pre-arrival stage, LSTM will ensure that all published and web-based material accurately reflects the level of support

available and clearly outlines support services available to LSTM students with disabilities.

- 5.3 A student who did not disclose a disability at application stage may choose to do so at any time during their studies to any member of staff.
- 5.4 Disclosed information will be shared only with the consent of the student and for the purpose of providing care, support or protection.
- 5.5 All staff must respect the confidentiality of protected personal information about students. Confidentiality may be breached only in cases where it can be justified in the public interest or duty of care owed to other students and staff.

6 Disability Support

- 6.1 Disabled students who require reasonable adjustments to minimise the disadvantage caused by their disability must provide appropriate documentation that verifies the existence of the disability before reasonable adjustments can be recommended. Further information on suitable documentation can be found in the *Guidelines on supporting documentation for learner support claims*.
- 6.2 In accordance with Data Protection legislation, LSTM cannot contact or request documentation from any external third party (e.g. a GP) on a student's behalf. This responsibility lies with the student, as does any cost involved in the production of such documentation.
- 6.3 LSTM reserves the right to terminate the registration of a student who is deemed to have gained an unfair advantage by obtaining learner support on the basis of supplying fraudulent information.
- 6.4 A student who indicates that support is required and supplies appropriate evidence will be referred to a Needs Assessor. If the student is eligible for Disabled Students Allowance, the needs assessment will be arranged by the relevant funding authority. The student will discuss the effects of his or her disability or specific learning difficulty with the Needs Assessor, who will provide a report suggesting strategies to help overcome the impact of the disability on study.
- 6.5 Reports will be shared with the student and the Student Experience Officer and with other staff as appropriate and with the consent of the student.
- 6.6 A student who requires a formal assessment of a Specific Learning Difficulty, whether a first assessment or an update of an earlier one, will be referred to an educational psychologist who will discuss the results with the student and send

a confidential report to LSTM. The student will have an opportunity to discuss the report with the Student Experience Officer.

- 6.7 In line with the *Code of Practice on Assessment and Feedback*, LSTM will make reasonable adjustments for students with disabilities with respect to examinations and other assessments.
- 6.8 Information on reasonable adjustments for examinations is detailed in the *Procedure for Examination Arrangements for Students with Additional Support Needs*. A student who requires reasonable adjustments to be implemented during examinations will be informed of the arrangements at least one week before the date of the examination.
- 6.9 Reasonable adjustments for sympathetic marking are detailed in the *Guidelines for Marking and Feedback for Students with Specific Learning Difficulties*.
- 6.10 Students should contact the Student Experience Officer to discuss funding options for disability support.
- 6.11 International students should initially contact their home government for information about accessing appropriate funding. Sponsors may also be able to provide a student with an additional grant to cover any extra expenses that may arise because of a disability.
- 6.12 LSTM will work with students who are not eligible for any external funding to ensure support needs are met and reasonable adjustments are implemented.
- 6.13 Any equipment purchased by LSTM to support students with a disability will remain the property of LSTM. The equipment will be loaned to the student for the period of study and must be returned at the end of the programme. Students will be required to cover the repair or replacement costs if equipment is damaged or lost.

7 Personal Tutor System

- 7.1 Personal tutorials offered by academic staff are an integral part of the pastoral and academic support for all students on MSc programmes. The effectiveness of personal tutorials is a responsibility jointly shared between staff and students.
- 7.2 Each MSc student will be allocated an academic member of staff who will act as their Personal Tutor throughout the duration of their studies.
- 7.3 Personal Tutors should meet with their tutee on at least three occasions during the academic year.

- 7.4 Academic staff who act as personal tutors will signpost students with welfare issues to the Student Experience Officer so that support can be implemented. Matters discussed with a tutee should remain confidential unless they have given their explicit consent to discuss matters with other members of staff. The only time a tutor should consider breaking confidentiality would be on the rare occasion that there were concerns a student might be at risk of harming themselves or others, or if the tutor has concerns relating to *LSTM's Policy in Response to Prevent Guidelines as part of the Counter-Terrorism and Security Act 2015*. If this is the case, tutors should contact the Student Experience Officer for further advice (Section 8).
- 7.5 Students are expected to engage fully with their Personal Tutor and should participate actively in arranged sessions.
- 7.6 Further guidance on the remit of a Personal Tutor can be found in the *Overview of the Personal Tutoring System* document.

8 Mechanisms for reporting concerns

- 8.1 If a member of staff or student is concerned about a student's wellbeing, they should refer this to the Student Experience Officer who will then take responsibility for implementing all necessary support.
- 8.2 The Student Experience Officer and the Academic Registrar will hold regular 'Students of Concern' meetings where student welfare will be discussed. Other staff members involved with a particular student e.g. Personal Tutor, Director of Studies may also be invited to these meeting to provide input.
- 8.3 If staff members have concerns in relation to *LSTM's Policy in Response to Prevent Guidelines as part of the Counter-Terrorism and Security Act 2015*, this should be referred to the Student Experience Officer who will then call a 'Students of Concern' meeting to discuss the individual involved. If deemed necessary, the Student Experience Officer will then refer this matter to the Prevent Lead within the school. The *Procedure for Reporting Student Prevent concerns* gives further guidance.

Annex of Modifications		
Version	Date of issue	Details of modification from previous version
1.0	14.12.16	Code of Practice has replaced the Code of Practice on Supporting Students with Disabilities to cover all aspects of student support and welfare including LSTM's approach to PREVENT
2.1	24.01.19	Minor edits to replace reference to Director of Education with Dean of Education
2.2	14.11.22	Minor edits to reflect changes to Target Audience. Updated reapproval date.