

DRAFT Student Protection Plan

Version Control

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| 5. Department / function: | Faculty of Education |
| 6. Approved by: | Learning and Teaching Committee |
| 7. Date of approval: | 12/10/2022 |
| 8. Next review date: | At most 3 years from now |
| 9. Date of Equality Impact Assessment (assessment enclosed): | 07/10/2022 |
| 10. Accessibility checked: Yes/no | Use the Accessibility Checker in the Word Toolbar, or see Accessibility guide |
| 11. Does this policy apply to LSTM Group (LSTM and subsidiaries?) Yes / no | YES If yes, consult Group Legal and IP Advisor |
| 12. All policies will be added to the LSTM website unless an exception is provided here | N/A |
| 13. If this policy has been reviewed, has this resulted in a minor or major changes? | Major |
| 14. Does this policy ensure that there is no modern slavery or human trafficking in our supply chains or in any part of our business? | N/A |

Modifications from previous version of document

| Version | Date of issue | Details of modification |
|---------|---------------|--|
| 2.0 | TBD | Major rewrite, focussing on providing simple and accessible information for students. Moved on to LSTM's new policy template. |
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1. Introduction and Context

1.1 LSTM's Student Protection plan applies to all students registered with LSTM.

1.2 LSTM's Student Protection Plan sets out what we will do to protect your interests and ensure the continuity of your studies in the case of substantial changes to your programme of study. These mitigating actions are called student protection measures.

In summary, the Student Protection Plan outlines:

- the type of changes that are covered (and not covered) by the Plan
- what might happen if any of these changes interrupt your studies, or place the continuity of your studies at risk
- our assessment of how likely the risk is to happen, which may vary depending on your programme or where you are studying
- what we are doing to mitigate the likelihood of these risks occurring
- what actions we will take if the Plan is triggered, to protect the continuity of your studies
- how we would communicate, consult, and support you to continue or complete your studies, or how you can be refunded or compensated if this is not possible.

1.3 LSTM's learning provider reference number is UKPRN [10003958](#)

1.4 The Student Protection Plan is part of our quality assurance procedures. Under the Office for Students regulatory framework for all English providers of Higher Education, it is a mandatory requirement for LSTM to have an approved, published and accessible plan in place (<https://www.officeforstudents.org.uk/>).

2. Equality and Diversity

2.1 LSTM is committed to promoting equality of opportunity, combatting unlawful discrimination and promoting good community relations. We will not tolerate any form of unlawful discrimination or behaviour that undermines this commitment and is contrary to our equality policy.

This policy required an Equality Impact Assessment which can be found at the end of this policy document.

3 Safeguarding

3.1 In line with our Safeguarding policy and procedures, LSTM's processes reflect our organisational commitment to keeping children and vulnerable adults safe.

4 Scope

4.1 This policy applies to all students who are registered or who have applied to register for a programme of study at LSTM.

4.2 Students registered on programmes of study awarded by partner institutions are likely to be covered by the arrangements set out by the partner provider institution and you should refer to them if necessary.

4.3 The table below details what is covered and what is not covered under the plan.

| Covered: | Not covered: |
|--|--|
| Material / major changes such as those listed in the boxes below: | Minor adjustments and improvements to your programme, such as in response to student feedback, external examiner reports and professional accreditation requirements. |
| Closing or suspending your specific course | If we are no longer accepting new students onto a particular version of the programme. This applies to new applicants even if we are teaching out those that are currently registered on that version. |
| Closing a campus - the location on which your course is taught | Minor adjustments to your module content, assessment patterns or delivery modes. |
| Implementing changes to your specific course, for example the removal or addition of core modules. | Changes to your timetable, including rooms, buildings, or close-by locations. |
| No longer providing the course to you for any other reason, for example: <ul style="list-style-type: none"> • We cease operating and exit the market. • We lose our student sponsor licence which allows us to recruit and register international students. • A partner institution involved in your course is unable to continue or discontinues to deliver your specific programme. • You face permanent or temporary changes or disruptions to services, resources or support essential to study (e.g., industrial action/IT infrastructure/ pandemic) that materially affects your education and student experience. • We close or reorganise the Department which delivers your specific programme and there is not the specialist subject knowledge to continue teaching your course. | Changes to supervision for research students. These changes are covered by the Code of Practice on Postgraduate Research Degrees). |

5 Key Risks and Mitigations

5.1 This section details our assessment of risk to the quality and continuation of your programme of study, the evidence for that assessment and the plans we have in place to ensure we reduce that risk and can provide ongoing support, if required.

| Risk | Mitigation Plans | Probability | Impact | Evidence for Assessment |
|--|--|-------------|--------|---|
| Significant material changes to a programme in an academic cycle | Robust programme approval process. Material changes to be approved with sufficient notice to allow existing students to complete on existing format or have a choice to go onto new format of programme. | Low | Medium | The approval process requires student consultation on the changes and as such if there is a change to be made within the programme, this will be done in consultation and agreement with the student body wherever possible. Individual students wishing to withdraw or suspend studies can do so in discussion with the programme director. If changes occur before the start of the programme, the student may also choose to defer to a future cohort. |

| Risk | Mitigation Plans | Probability | Impact | Evidence for Assessment |
|--|---|--------------------|---------------|---|
| Significant change to the mode of delivery of a programme in an academic cycle | Contingency, Emergency and Disaster recovery planning in place to recover services or adapt as required. Appropriate software, hardware and staff training in place to move to online / blended learning quickly. Sufficient resources developed in advance to ensure that learning outcomes can be met. Moving from online to face to face is very unlikely. We have seen in recent years that, whilst unlikely, moving classes from face to face to online, for example during local or national lock down scenarios, does happen where absolutely necessary. | Low | Medium | Advance planning and communication to students of potential impact will reduce any adverse impact for the students. If there is a change to be made to the mode of the module, this will be done in consultation and agreement with the student body wherever possible. Individual students wishing to withdraw or suspend studies can do so in discussion with the programme director. |
| A decision is taken not to run a programme for the subsequent year | Process in place to provide sufficient notice for students be notified before making any commitment to enrol. Ensure clear messaging to existing enquirers and applicants to notify of change. | Low | Medium | Applicants and enquirers would be notified well in advance of course commencement of any potential changes |

| Risk | Mitigation Plans | Probability | Impact | Evidence for Assessment |
|---|--|--------------------|---------------|---|
| Closure or suspension of recruitment to a programme | Academic QA process for programme closures that is based on looking at transitional arrangements for programme closure and based in evidence to support decision. | Low | High | This would be very unlikely to happen as it would require approval for the programme closure or suspension of recruitment and not valid for the existing cohort if they have already commenced studies. |
| Institutional Closure | Strong governance structure with Board of Trustees having oversight of the internal management structures. OfS scrutiny. Established for over 120 years, strong financial governance and strategic plan. | Low | High | Very unlikely given the strong footprint and relevance our activity, financial and structural soundness. Established QA governance. |
| Loss or restriction of HEI / Degree awarding status | Strong governance structure with Board of Trustees having oversight of the internal management structures. OfS scrutiny. Established for over 120 years, strong financial governance and strategic plan. | Low | High | Very unlikely given the strong footprint and relevance our activity, financial and structural soundness. Established QA governance. |
| Closure of a campus | Clear process for decision making at strategic level tough Management committee and Board of Trustees for campus related issues. | Low | High | Unlikely for this to happen without extensive consultation and evidence gathering to support the decision as well as a comprehensive plan for transitional arrangement for affected students. |

| Risk | Mitigation Plans | Probability | Impact | Evidence for Assessment |
|---|---|--------------------|---------------|---|
| Removal of Student Sponsor License | UKVI compliance process in place alongside UKVI Steering Group which reviews best practice of UKVI compliance, closely follows changes to policies announced by UKVI and seeks advice from UKVI and external advisors where needed. | Low | High | Unlikely considering UKVI compliance structure that is continually enhanced and updated to reflect best practice in the sector. |
| Industrial action by staff | Contingency planning in place in advance of known periods of industrial action to reduce impact on students. | Medium | Medium | Advance planning and communication to students of potential impact will reduce any adverse impact for the students |
| Unanticipated departure of key members of Staff | Succession planning is embedded within LSTM's Strategic Plan through Planning for growth priority in LSTM Strategic Plan. | Low | High | LSTM has clear deputies in place for key positions as part of contingency planning. |
| Other disruption (where unable to anticipate / outside of LSTM control) | Contingency, Emergency and Disaster recovery planning in place to recover services or adapt as required. | Medium | Medium | Advance planning and communication to students of potential impact will reduce any adverse impact for the students |

6 Financial Arrangements

6.1 Our Code of Practice on the Payment and Refund of Tuition Fees covers consideration of a tuition fee refund in the unlikely event that we cannot continue to provide your programme of study, or we cannot find you a suitable alternative programme or provider.

6.2 LSTM has sufficient cash reserves to provide refunds and/or reimbursements in line with our policy.

7 Communication

7.1 This section details how we will communicate with applicants, current students and staff regarding this plan and how we will revise it periodically to ensure it is up to date.

7.2 LSTM is committed to communicating any changes to students as early as possible, with clear information and options. All reasonable steps will be taken to minimise the resultant disruption to those services and to affected students by, for example:

- offering affected students, the chance to move to another programme
- delivering a modified version of the same programme
- helping affected students to switch to a different provider

7.3 Where a student is required to transfer programme or move to another institution there are likely to be implications for student finance arrangements. LSTM's Admissions Team will be notified of students affected in the event of any the above steps being taken. Admissions will contact affected students and provide detailed information, advice and guidance based on their individual circumstances.

7.4 As part of our commitment to inclusivity, equality, and diversity, we will provide dedicated support to any students with additional needs who are affected by disruption to programmes and/or services.

7.5 Questions about or feedback on this policy can be directed to the Academic Registrar via studentsupport@lstmed.ac.uk

8 Equality Impact Assessment (EIA)

(Please refer to the [EIA guidance document](#))

Equality Impact Assessment: Section 1

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|--|-------------------------|
| Title of policy/process: | Student Protection Plan |
| Policy owner job title: | Academic Registrar |
| Date of EIA: | TBD |
| Policy relevant to: Staff / students / visitors etc: | Students |
| Summary of any consultation with stakeholders: | None required. |
| This policy has been checked for accessibility on: | 07/10/2022 |
| This policy does impact people, and therefore does require an EIA | |

Section 2:

| Ref. | Protected Characteristic (Equality Act 2010) | Yes / no | Potential issues to consider, any data obtained | Potential actions that can be taken to mitigate against impact |
|------|---|----------|---|--|
| 1.1 | Is it likely that the policy or framework could have a positive or negative impact on a group depending on their ethnicity? | No | Impacts all students equally. | None required. |
| 1.2 | Is it likely that the policy or framework could have a positive or negative impact on a group depending on their gender? | No | Impacts all students equally. | None required. |
| 1.3 | Is it likely that the policy or framework could have a positive or negative impact on people during pregnancy or maternity? | No | Impacts all students equally. | None required. |
| 1.4 | Is it likely that the policy or framework could have a positive or negative impact on people with disabilities? | No | Impacts all students equally. | None required. |
| 1.5 | Is it likely that the policy or framework could have a positive or negative impact on people due to their sexual orientation? | No | Impacts all students equally. | None required. |
| 1.6 | Is it likely that the policy or framework could have a positive or negative impact on people due to their religion, belief, or lack thereof? | No | Impacts all students equally. | None required. |
| 1.7 | Is it likely that the policy or framework could have a positive or negative impact on people who are trans? | No | Impacts all students equally. | None required. |

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| 1.8 | Is it likely that the policy or framework could have a positive or negative impact on people due to their age? | No | Impacts all students equally. | None required. |
| 1.9 | Is it likely that the policy or framework could have a positive or negative impact on people due to marriage or civil partnership? | No | Impacts all students equally. | None required. |
| 2.0 | We are committed to endeavouring to ensure that there is no modern slavery or human trafficking in our supply chains or in any part of our business. | N/A | This policy is not relevant to the supply chain. | None required. |

| Ref. | Other groups who could be impacted (acquired characteristics) | Yes / no | Potential issues to consider, any data obtained | Potential actions that can be taken to mitigate against impact |
|------|--|-----------------|--|---|
| 2.1 | Is it likely that the policy or framework could have a positive or negative impact on people due to their contract type (part-time or full-time)? | No | Not relevant to this student policy. | None required. |
| 2.2 | Is it likely that the policy or framework could have a positive or negative impact on people due to their contract status (fixed-term or indefinite)? | No | Not relevant to this student policy. | None required. |
| 2.3 | Is it likely that the policy or framework could have a positive or negative impact on people due to their grade? | No | Not relevant to this student policy. | None required. |

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|-----|--|-----------------|---|---|
| 2.4 | Is it likely that the policy or framework could have a positive or negative impact on people with dependents or caring responsibilities? | No | Impacts all students equally. | None required. |
| Ref | PREVENT Duty | Yes /no | Potential issues to consider, any data obtained | Potential actions that can be taken to mitigate against impact |
| 2.5 | PREVENT: Does this policy/proposal impact on any of the following areas of <u>PREVENT</u> duty: (a) staff and student welfare (b) events and external speakers (c) training in relation to PREVENT | Yes No No | This policy ensures that student protection is paramount. | None required. |
| 2.6 | Is a separate risk assessment required? | No | This is a risk assessment. | |

Conclusion

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| a. What issues are highlighted by the EIA process? Summarise the action you will take to mitigate against them, or how you've changed your policy to remove the issues. | None |
| b. If you consider intersectionality of protected characteristics, are the issues compounded? Summarise the action you will take to mitigate against the issues. | N/A |
| c. Are there are groups of people who aren't recorded so far, who may be adversely impacted by this policy/framework? | N/A |
| d. Are there any opportunities within the policy/framework to particularly promote equity? | This policy applies equally to all students. |
| e. Does the policy/framework need amendment after the outcome of the EIA process? | No |
| f. Timeline for amendment, review and further consultation with key stakeholders. | N/A |
| g. Any additional comments | N/A |