

**125**  
YEARS  
1898 - 2023



24  
25

# Annual Equity, Diversity & Inclusion Report

# Vice Chancellor's Introduction

**In a year which has seen many attacks on Equity, Diversity and Inclusion (ED&I) internationally, I am pleased to present our 2024–2025 ED&I Annual Report, which highlights our progress over the past year and reaffirms our enduring commitment to ED&I across our community.**



**A key focus this year has been the development of our ED&I strategy for 2026-2029. Through a detailed maturity assessment of our current practices and a consultation with staff and students across LSTM, we have developed a new strategic framework which will focus our activities and help determine our priorities for the next three years. The final strategy, which builds upon the activities of recent years, will be published in the coming months.**

As we remain steadfast in our commitment to becoming an anti-racist organisation, there has been much activity this year to support LSTM's first submission for the Advance HE Race Equity Charter bronze award. This is the culmination of several years' work and sits alongside other activities as part of our race equity work including the new 'BEACON' career progression scheme which was launched this year specifically to address challenges faced by Black and Minority Ethnic Early Career Researchers. It is also pleasing to see progress on the project to better understand our institutional history - the appointment of a Senior Historian to lead the two-year LSTM-funded project, supported by a dedicated Research Associate and external advisory panel chaired by Professor Stephen Small, will allow us to take forward this critically important work. Alongside this, the digitisation and decolonisation of our archives will help us engage more openly with our heritage.

Preparations for our next Athena SWAN submission, due in October 2027 have gathered pace, with the appointment of a new Chair and a Gender Equity Action Committee. Work in this area will continue to build in the coming year.

**Professor David Laloo**  
**Vice-Chancellor**

# Our Achievements

**This section of the report highlights our key achievements and progress made in strategic priority areas against our 2023 – 2024 goals.**

## Strategy development

ED&I Strategy development launched early in 2025 and included broad consultation of staff and students, development of an outputs report, and a maturity assessment of ED&I practices. Based on the themes, actions and measures identified in the outputs report, iteration of the strategy took place in consultation and co-collaboration with key stakeholders including our ED&I Committee. The strategy will be published and embedded early 2026.

## Race Equity

Work is underway to support our Race Equality Charter submission to Advance HE's Small and Specialist Research Institute Pilot. We are working towards a November 2025 submission date. To support with the submission, we have constituted a Race Equality Charter Self-Assessment Team which feeds into our Race Equity Action Committee. We received positive feedback on our first draft with minor amendments. We look forward to updating on progress.

## Athena Swan

A Gender Equity Action Committee, which will act as our Athena Swan Self-Assessment Team, has been established along with resource committed to support delivery of our current silver Athena Swan Action Plan, and plans for 2027 submission to Advance HE's Athena Swan charter.

We continue to work towards our Gender Equity priorities 2022 – 2027, including targets such as increasing the proportion of women professors and corporate leaders, enhancing the quality and quantity of data on gender equity, and understanding the barriers at career points for women and men's progress.

## ED&I Staff Networks and Engagement

Over the past academic year, our ED&I Staff Networks have successfully delivered several events celebrating diversity and fostering inclusion including sessions on LGBTQ+ inclusive social spaces, reasonable adjustments and Chinese New Year. Our ED&I Staff Networks have played a critical role in advancing ED&I objectives, including co-collaboration of policy reviews, our race equality survey and updating internal intranet pages.

## History and Heritage

We are pleased to confirm that we have appointed the Senior Historian due to lead our 2-year Decolonial History Research Project, seeking to develop a rigorous and decolonial record of the school's history. The project is due to launch in Autumn 2025 and will be guided by an external and independent advisory panel, chaired by Professor Stephen Small.

LSTM's archive collections, housed at the University of Liverpool are a largely untapped resource. Priorities include the return of collection to LSTM and digitisation to enable greater accessibility. Further funding is being sought to facilitate decolonisation of the archives as part of our wider heritage strategy.

## Dignity and Respect

There has been a significant programme of work around sexual harassment, in line with new legislative and Office for Students regulatory changes. We have introduced a new policy and information resource hub around safeguarding students, created rules about managing relationships between colleagues or colleagues and students and developed a stand-alone sexual harassment policy and risk assessment.

We have delivered training to senior managers to raise awareness of their responsibilities and to support them to create an inclusive and respectful culture within their teams. We have provided specialist training on how to investigate sexual harassment complaints sensitively and fairly to a pool of senior colleagues. Our team of Dignity & Respect champions continue to receive quarterly training to support their work and the development of an inclusive culture of LSTM.

We have worked to ensure that dignity and respect remain central to our activities as we implemented a new Freedom of Speech Code of Practice, in line with regulatory requirements and as we respond to the Supreme Court ruling, on the ruled definition of a woman.

## Progression and Development

Significant work has gone into development of a Black and Minority Ethnic Early Career Researcher (ECR) career progression scheme 'BEACON'. The scheme seeks to provide funding to support the career development and capacity strengthening of Black and Minority Ethnic Early Career Researchers. Scoping of the scheme included data analysis to identify the barriers across the education and professional career pipeline for minority ethnic staff and students. It also included consultation with our Black and Minority Ethnic Staff Network. The scheme launched in summer 2025.

## Learning and Development

A variety of ED&I topics were brought to LSTM this year. The induction process continues to highlight the importance of ED&I to LSTM in considering its history and impacting future global health and living the value of inclusivity and creating a healthy Research Culture.

90% of all LSTM staff completed 'Let's Talk about Race' and 'Sexual Harassment Awareness' eLearning. To understand Disability better, the Faculty of Education and HR have been able to gain expertise through LSTM membership to National Association of Disability Practitioners.

ED&I Staff Network Chairs also received training to enhance leadership skills and working in an intersectional way. This has resulted in plans to hold a staff event in February 2026 to promote the work of all ED&I Staff Networks at LSTM.

# ED&I Committee

**We are pleased to have been appointed as ED&I Committee Co-Chairs. This marks an exciting next phase on our ED&I journey, including robust governance.**

We look forward to working closely with the ED&I Manager, Global HR Director and ED&I Staff Networks, amongst many other colleagues, to progress LSTM's ED&I agenda and the LSTM ED&I Strategy.

Our hopes for the future of ED&I at LSTM include supporting implementation of our ED&I Strategy, ensuring strong governance around ED&I to embed accountability and strengthen a culture of inclusion through support of our ED&I Staff Networks and to supporting the Race Equity and Gender Equity workstreams as they work towards charter awards.



**Ms Philippa Tubb**  
**ED&I Co-Chair**



**Professor Rachel Tolhurst**  
**ED&I Co-Chair**

# Race Equity

**This year has seen increased momentum around our application for the Advance HE Bronze Race Equality Charter Award ahead of our planned submission.**

This work has included establishing a Self-Assessment Team, reviewing and analysing staff and student data, as well as surveying staff and students to further understand their experiences in relation to Race Equity at LSTM. As our current Race Equity Action Plan comes to an end in October 2025, we will look to implement the action plan developed based on our Race Equity Charter submission for the next 5 years.

**Our key highlights over the past academic year have included:**

**BEACON Scheme:** BEACON is a programme that has been developed in response to data evidencing systemic under-representation of BAME Early Career Researchers, and slower career progression due to racialised barriers. BEACON has been developed in collaboration with Post Docs and our BAME Early Career Researchers Group, as well as those involved in research management and development processes in LSTM. This will allow racially minoritised researchers to take action to develop their career.

BEACON was launched in July 2025 with successful funding recipients being able to start their career development actions by January 2026. The fund will offer one large and several smaller grants to enable the researcher to move to the next step of their career journey. The funding call sits firmly in the internal research funding calls of LSTM. BEACON's success will support LSTM's ambition for an increased number of BAME identifying Researchers working at the Reader or Professorial level.

**Decolonising Education and Research at LSTM:** Much work has taken place around decolonising research and education at LSTM. This has included the development of a "Decolonisation Toolkit" to provide guidance to staff and students on how to decolonise their teaching and research practices. In addition, an online "Decolonising LSTM" portal has also been implemented to provide further reading, tools and resources.

**Racial Literacy:** The Racial Literacy Sub-Group has continued to review opportunities for messaging and learning in relation to race equity across LSTM. As well as ensuring regular communications to staff and students around race equity, events and seminars have also been held.

**Black History Month event 2024:** A panel event was held by LSTM's ED&I Team in October 2024 focussing on 'Decolonising and Liberating the Archives: Race Health and Tropical Medicine'. This external event saw a panel discussion with leading experts and provided the opportunity for public viewing of items from LSTM's collections.

**Black Science Bootcamp 2025:** LSTM hosted the third "Black Science Bootcamp" in July in partnership with University of Liverpool. The project aims to encourage Year 10 and 11 young people from Liverpool who identify as Black into STEM. Students attended campus to participate in a range of workshops and seminars, with positive feedback received from the participating students.

**Dr Uzoh Egere**  
Race Equity Action  
Committee and  
Race Equity Self-  
Assessment Team  
Chair



**Lucy Tomlinson**  
Race Equity  
Project Manager





# Gender Equity

**Work on gender equity continues and has included appointment of an Athena Swan Lead and Chair, and establishment of a Gender Equity Action Committee. Membership is currently being finalised, but the committee will play a key role in leading an Athena Swan Self-Assessment Team and charter efforts. The committee's first meeting is scheduled for September, marking an important step in driving forward our ED&I agenda.**

Key highlights over the 2024/2025 academic year have included the launch of a Gender Equity Survey which gathered valuable insights from staff and students about their experiences and perceptions of gender equity at LSTM. The results are being analysed and will be shared within the LSTM community in due course. They will be used to track progress against the current five-year plan (initiated in 2022) and to identify new challenges for action. LSTM also successfully hosted a Women in Innovation event in March 2025, aligned with International Women's Day. The event was very well received, generating positive feedback from attendees.

We are delighted to see growing momentum for the Women at LSTM network, with several colleagues expressing interest in joining the initiative. In March 2025, we also held our first Women in Innovation Day as part of Innovation Week and aligned with International Women's Day, which was a great success and provided valuable insights and networking opportunities.

Many of these have since developed into conversations on how we can collaborate, including innovations in the women's health space pioneering revolutionary menstrual care products that enhance women's health through disruptive technologies.

Our Athena Swan Lead and Chair of Gender Equity Action Committee, Dr. Becky Jones-Phillips, recently delivered a session at the Women in Innovation workshop in Malawi, which has sparked interest from MLW, MUBAS, and KUHES in establishing the first Gender Equity Charter for Malawi. Looking ahead, we are developing a seminar series of inspirational female leaders in global health whom we hope to welcome to LSTM in the coming months and inspire and motivate our colleagues, driving forward our gender equity agenda.

**Dr Becky  
Jones Phillips**

**Athena Swan  
Lead and Gender  
Equity Action  
Committee Chair**



**Lorelei Silvester**

**Athena Swan  
Project Manager**



# Equity, Diversity and Inclusion Staff Networks

## Disability and Carers' Network

The Disability and Carers' Network (DCN), together with the Neurodivergent Network sub-group, has continued to build its membership and establish peer support across the staff and student communities at LSTM. This has been achieved through formal meetings and informal networking/peer support/social events. One formal event, in which the DCN hosted an expert external speaker, was focused on 'reasonable adjustments' and will inform the development of actions on this theme in the coming year.

Strengthening of the network behind the scenes has been taking place via Network Leadership training, and increased

connectivity with the other diversity networks at LSTM. Members have also engaged in the recent consultations around the development of the new ED&I Strategy.

The DCN has worked to raise awareness of disability and caring responsibilities with help from LSTM's External Communications team. In recognition of UK Disability History Month and International Day of Persons with Disabilities, three network staff shared their stories via blogs that were released on LinkedIn in December 2024. In recognition of Carers' Week in June 2025, two network members with caring responsibilities were profiled through internal communications as a news item.



**Dr Kelly Johnston**

**Disability and  
Carers' Network  
Chair**



**Lauren Sandford**

**Disability and  
Carers' Network  
Chair**



## LGBTQ+ Network

The LGBTQ+ Staff and Student Network has continued to play a central role in raising awareness, visibility, and inclusion across LSTM. This year, the committee organised key events for LGBTQ+ History Month and Pride Month, including a talk and networking event with guest speaker Dr Beth Meadows (Glasgow Caledonian University) on LGBTQIA+ nightlife spaces, as well as a regular series of socials that fostered community and visibility on campus.

We also supported Sahir House, a local LGBTQ+ charity, through fundraising activities such as bake sales, redirecting planned Pride contributions when the official LCR Pride was cancelled. These activities helped strengthen our connection to both the internal LSTM community and the wider Liverpool LGBTQ+ community.

Alongside events, the committee has worked on embedding inclusivity more structurally. We finalised and are about to implement an LGBTQ+ travel safety survey, aiming to inform future training for staff and students undertaking overseas work.

The network has also pushed for improvements to institutional ED&I training, advocating for a more comprehensive LGBTQ+ module that sits alongside other core modules. In addition, we reviewed and gave feedback on institutional policies and processes to ensure they better reflect and represent LGBTQ+ staff and students.

Membership of the network has grown, with over 70 members now part of the LGBTQ+ and Allies group. Cross-network collaboration has also been strengthened, with representatives actively contributing to shared training, events, and a planned cross-network collaboration forum. Looking forward, we aim to consolidate our branding, expand awareness campaigns, and continue building external partnerships with other higher education institution's LGBTQ+ networks.



**Giorgio Praulins**

**LGBTQ+  
Network Chair**

## Black, Asian and Minority Ethnic (BAME) Network

Over the past year, the BAME Network has expanded its leadership structure to distribute responsibilities more effectively, introducing co-roles for secretary, events coordination, and communication. This initiative has enabled the network to broaden its activities and strengthen member engagement.

The year was marked by challenges arising from anti-migration rhetoric nationally, which heightened anxiety and racial tensions for staff and students. In response, the network worked closely with ED&I and school leadership to provide timely information, guidance, and support to members, while emphasising vigilance and wellbeing.

A key highlight was the successful extension of the network to include students, transitioning towards a staff -student network. The inaugural engagement event, held both online and in person, attracted strong participation and generated valuable proposals, including student representation on the network committee and joint events to support new students' sense of belonging. Work with Student Supports Office is ongoing to embed these initiatives.

The network has continued to celebrate cultural diversity through events such as Chinese New Year, Diwali and Ramadan, fostering awareness and inclusivity across the School. In collaboration with the Learning and Development team, members also contributed to shaping the BEACON initiative, designed to support BAME staff in advancing their academic careers and leadership with a formal launch expected in the coming months.

Responding to members' feedback, consultations have begun on the network's name to ensure greater inclusivity, with a survey planned to gather wider input.

The year saw significant focus on discussion around race equity, particularly in addressing concerns raised by the race equity survey. The network is working with ED&I to mitigate the negative impact of the survey's presentation, including to provide trauma workshops, safe spaces for dialogue and follow-up meetings to co-create meaningful actions for change.



**Dr Yussif Alhassan**

**BAME Network  
Chair**

# Education

## **The Faculty of Education (FoE) has taken proactive steps to advance ED&I across key areas including student support, staff development, and institutional culture.**

Over the past year, support for disabled and neurodivergent students has been significantly strengthened. Five colleagues have registered with and completed comprehensive training through the National Association of Disability Practitioners.

Enhanced monitoring of students who disclose disabilities or have Independent Learning Plans (ILPs), combined with collaborative approaches to addressing challenges, has contributed to strong outcomes across our learning community.

To support inclusive teaching and learning environments, the FoE has embedded Blackboard Ally across all Brightspace modules to enhance the accessibility of digital learning resources – enabling staff to identify and improve the accessibility of uploaded content, while also providing alternative formats for students. In 2025 LSTM will reach a milestone of 70% of content rated as accessible, with a clear plan to exceed 90% accessibility by 2027.

Improvements to our approach to student feedback has enabled the FoE to gather richer insight around student perceptions—particularly related to race equity. For the first time, questions prompting students to reflect on their experiences of race equity and propose ways to ensure all students feel valued were included in the Postgraduate Taught and Research Experience Surveys (PTES/PRES).

This initiative generated 84 responses, the majority of which were constructive and positive; notably, 76% of PTES respondents identified as Black, Asian or Minority Ethnic (BAME). Insights from this feedback have informed the development of further initiatives, including the expansion of the Postgraduate Research Development Programme to offer sessions on writing positionality statements—building on the success of our established decolonisation content.

Addressing harassment and victimisation continues to be a key priority. Ten staff members have been trained as Safeguarding Focal Points, equipped to recognise and respond to a wide range of behaviours that may impact student safety and wellbeing. Additionally, five colleagues are currently being trained as Dignity & Respect Champions, with a specific focus on fostering inclusive learning environments and addressing any conduct that undermines LSTM's values.

Principles of Decolonisation have been developed within the LSTM Curriculum Design Framework and made available to all who teach and support students. Key FoE colleagues have also been involved in the adaption of a Decolonising Toolkit for student use. As we progress this work, we aim to integrate it more into the broader journey of Inclusivity which will be a key focus of our forthcoming portfolio review.

The FoE continues to nurture an inclusive and connected academic community through a variety of cultural exchange and social integration events, delivered in collaboration with the Student Experience & Wellbeing Team and student representatives.

# Our Goals

## 2025 – 2026

### ED&I Strategy 2026 – 2029

From the new academic year 2025 – 2026 we will launch and embed our ED&I Strategy.

Our ED&I Strategy will cover four key workstreams:

- Fostering a culture of inclusion and promoting a strong sense of belonging
- Communication, understanding and allyship
- Embedding intersectionality and equity throughout institutional practices
- Leadership and accountability

### Race Equality Charter

We hope to achieve our bronze Race Equality Charter Submission in 2026 and will launch, embed and progress the related action plan.

### Athena Swan

We will launch our Gender Equity Action Committee meetings, seek to establish a Women's Network, and begin scoping, including data analysis to support our 2027 submission.

### History and Heritage

Our Decolonial History Research Project will be underway, and we expect to see appointment of the Post-Doctoral Research Associate and engagement across staff, students, external stakeholders and affected communities around research outputs

We will have launch our External Advisory Panel and host an inaugural lecture for the appointed Senior Historian.

# Pay Gap Data

**LSTM's Pay Gap Report complies with the Equality Act 2010 which stipulates the annual reporting of pay gap using standard statutory calculations.**

The data contained in this report relates to LSTM staff only. Employees of Innovative Vector Control Consortium (IVCC), iiDiagnostics and the Well Travelled Clinic (WTC) are not contained within this set.

The data presented in this report represents all full pay relevant employees (in accordance with the prescribed calculation methodology) at the snapshot date of **31st March 2025**.

Statutory reporting information is denoted by (\*).

Ethnicity and disability pay gap reporting is not yet mandatory, but LSTM has chosen to report on this data in a similar manner to the gender pay gap.

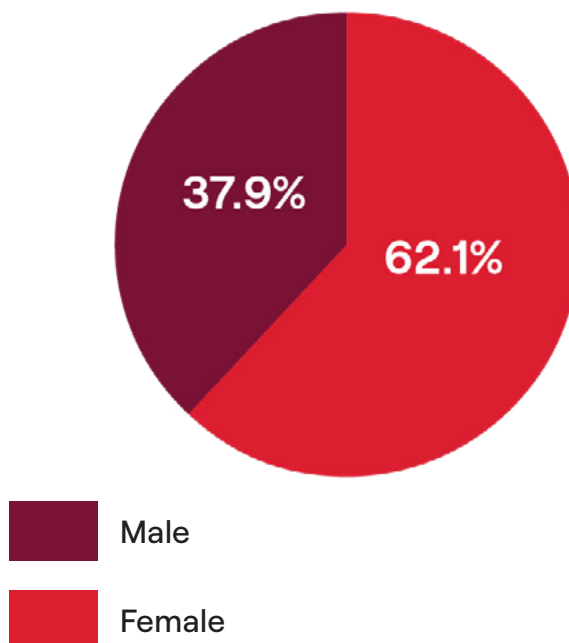
The ethnicity pay gap therefore shows the percentage difference between the average and median earnings of Black, Asian and Minority Ethnic (BAME) colleagues when compared with white colleagues.

The disability pay gap shows the percentage difference between the average and median earnings of disabled colleagues when compared with non-disabled colleagues.

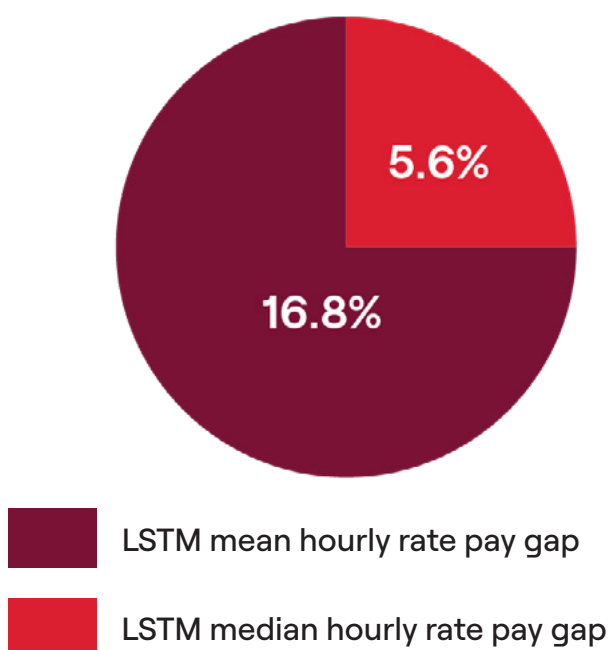
The snapshot date used for ethnicity and disability pay gap reporting is also 31st March 2025.

## Gender Pay Gap

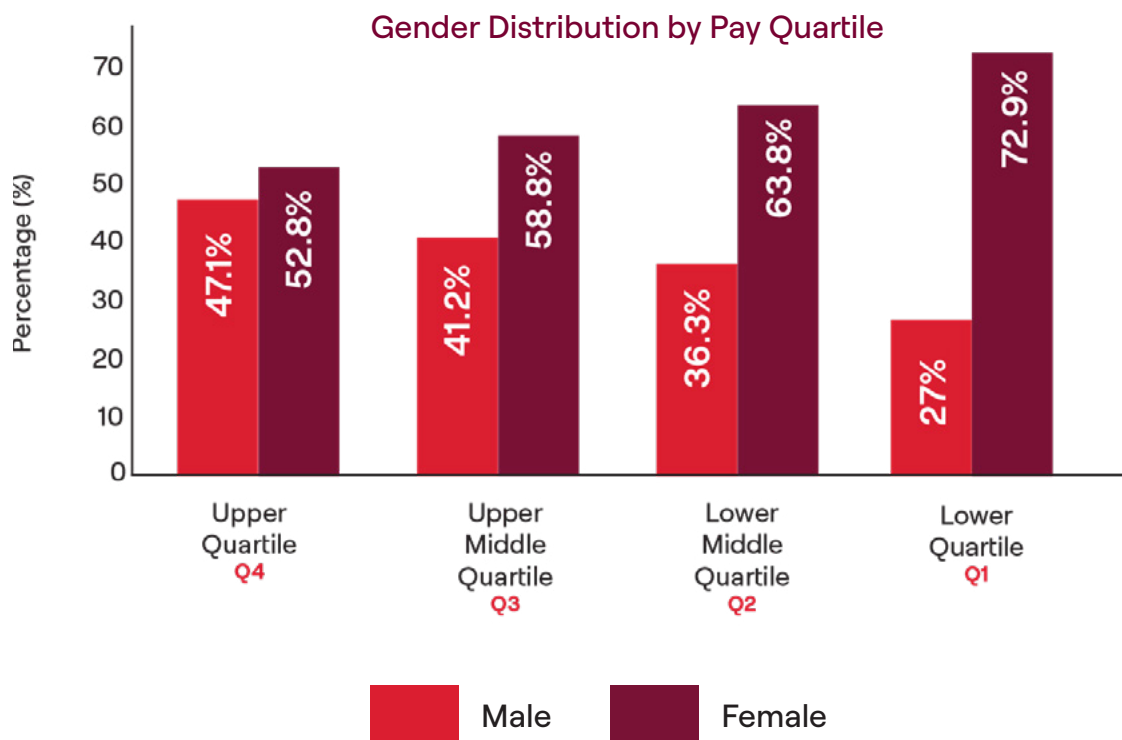
At the snapshot date of **31st March 2025**, our headcount of full-pay relevant employees for gender pay gap reporting was:



The median and mean hourly gap (\*) was:



Percentage of male and female employees in each pay quartile (2025) (\*):



In the context of 62.1% of the LSTM population being female, the 2025 results show an over-representation of females in the lower and lower middle quartiles and an under-representation of females in the upper and upper middle quartiles.



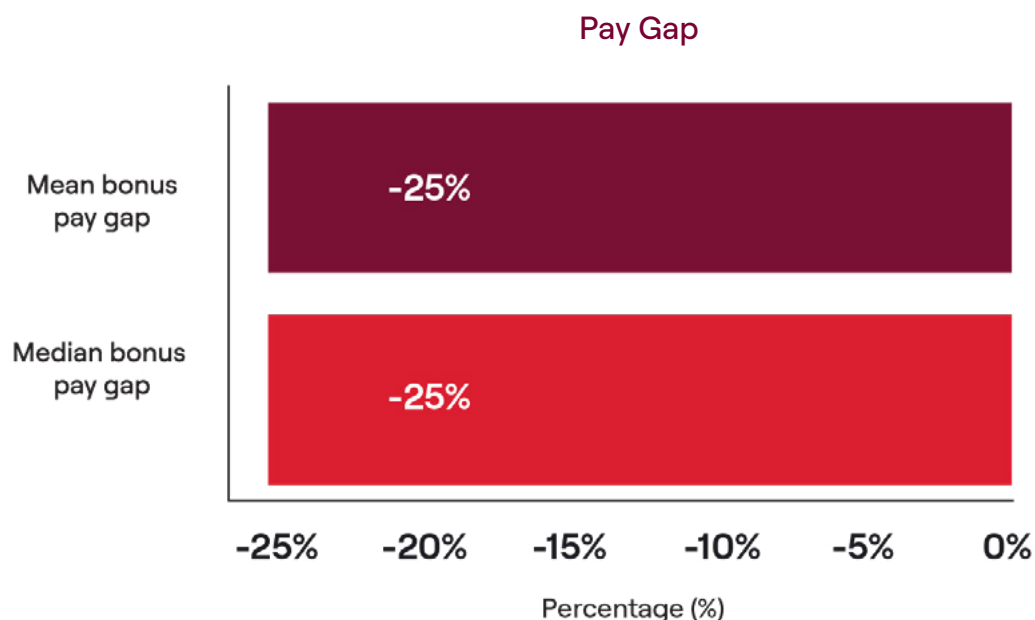
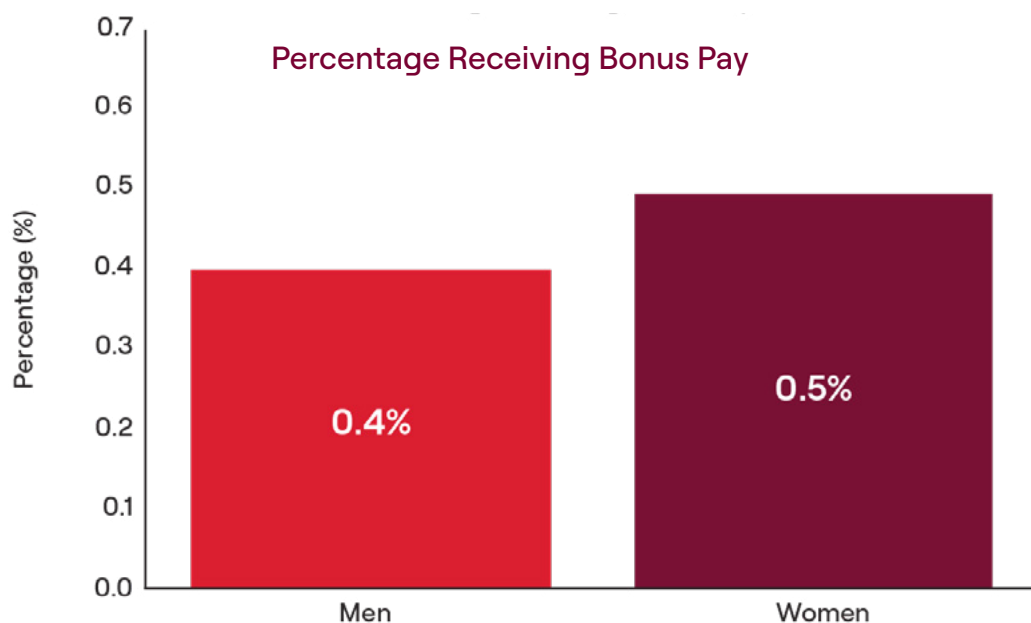
## Bonus Pay Gap (\*):

LSTM did not run an institutional bonus scheme in 2025.

However, a very small number of colleagues were eligible for payments, which qualify as bonuses under Gender Pay gap legislation.

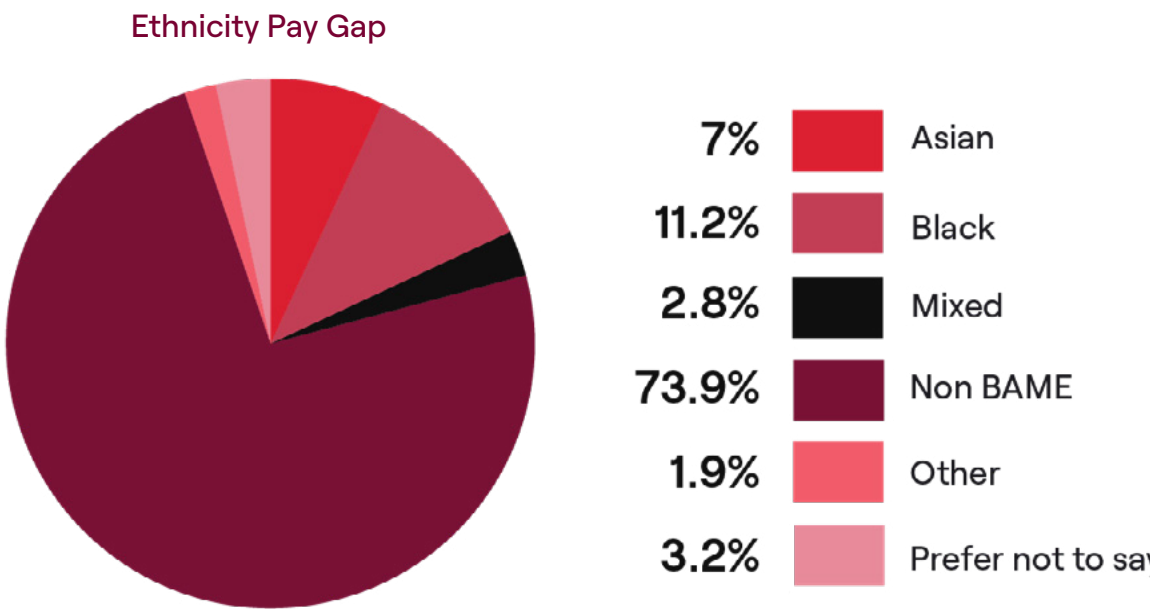
The percentage of males and females who received a bonus is displayed below, followed by the median and mean bonus pay gaps.

In 2025 the bonus pay gap slightly favours women but reflects the small number of people receiving a bonus.

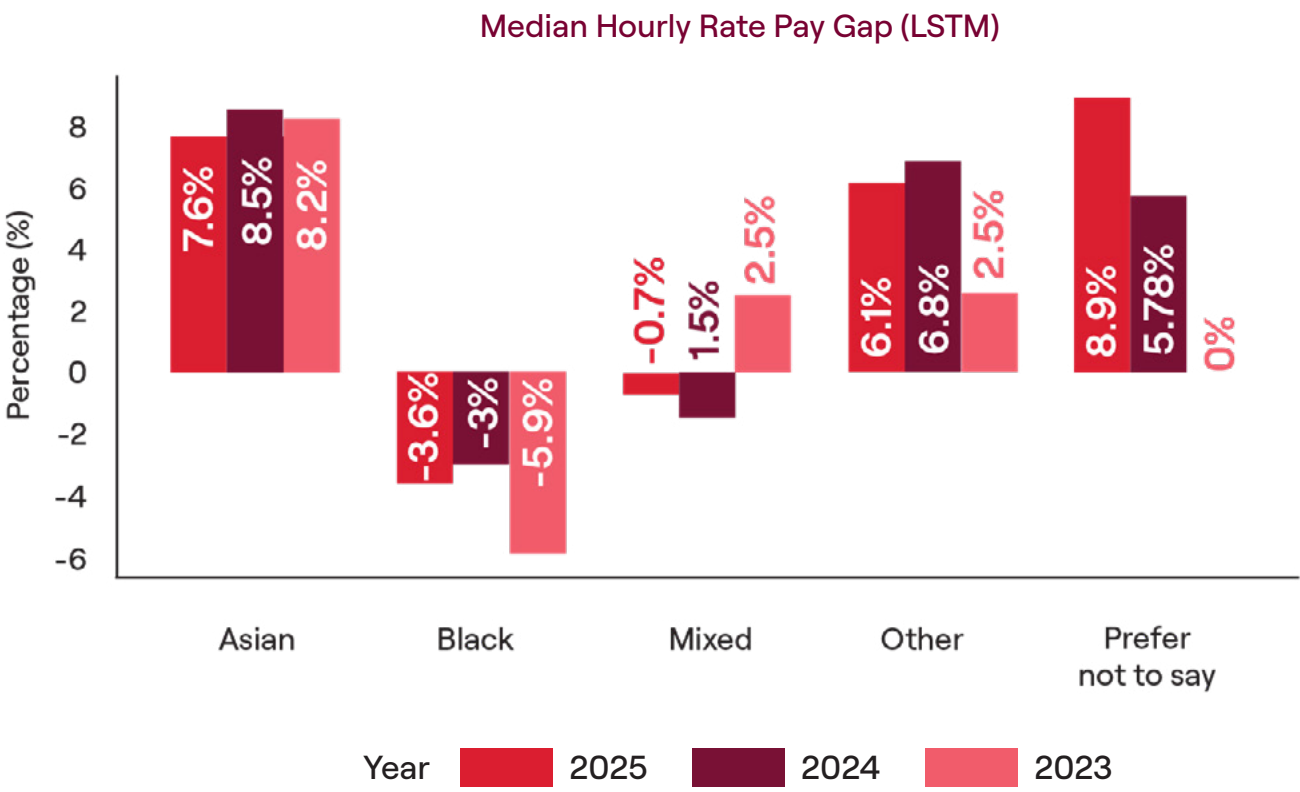


# Ethnicity Pay Gap

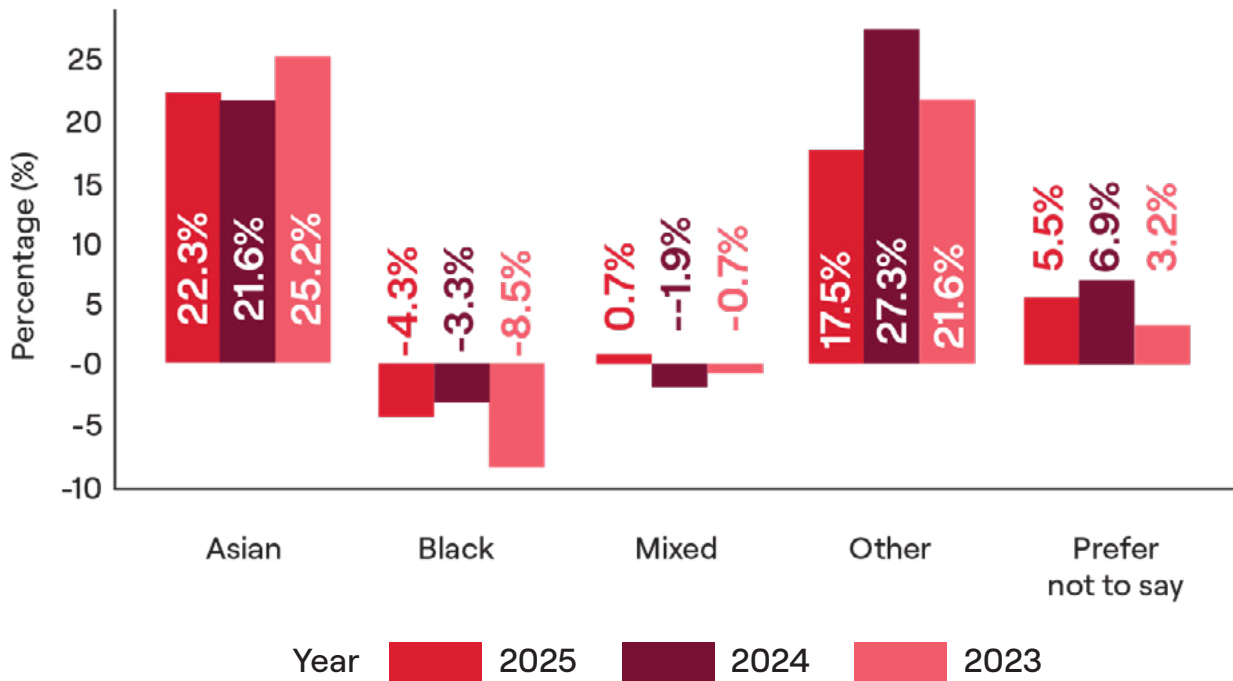
At the snapshot date of **31st March 2025**, our headcount (full-pay relevant employees) for ethnicity pay gap reporting was:



The median and mean hourly rate ethnicity pay gaps for 2025 and the two preceding years are displayed in the tables below:

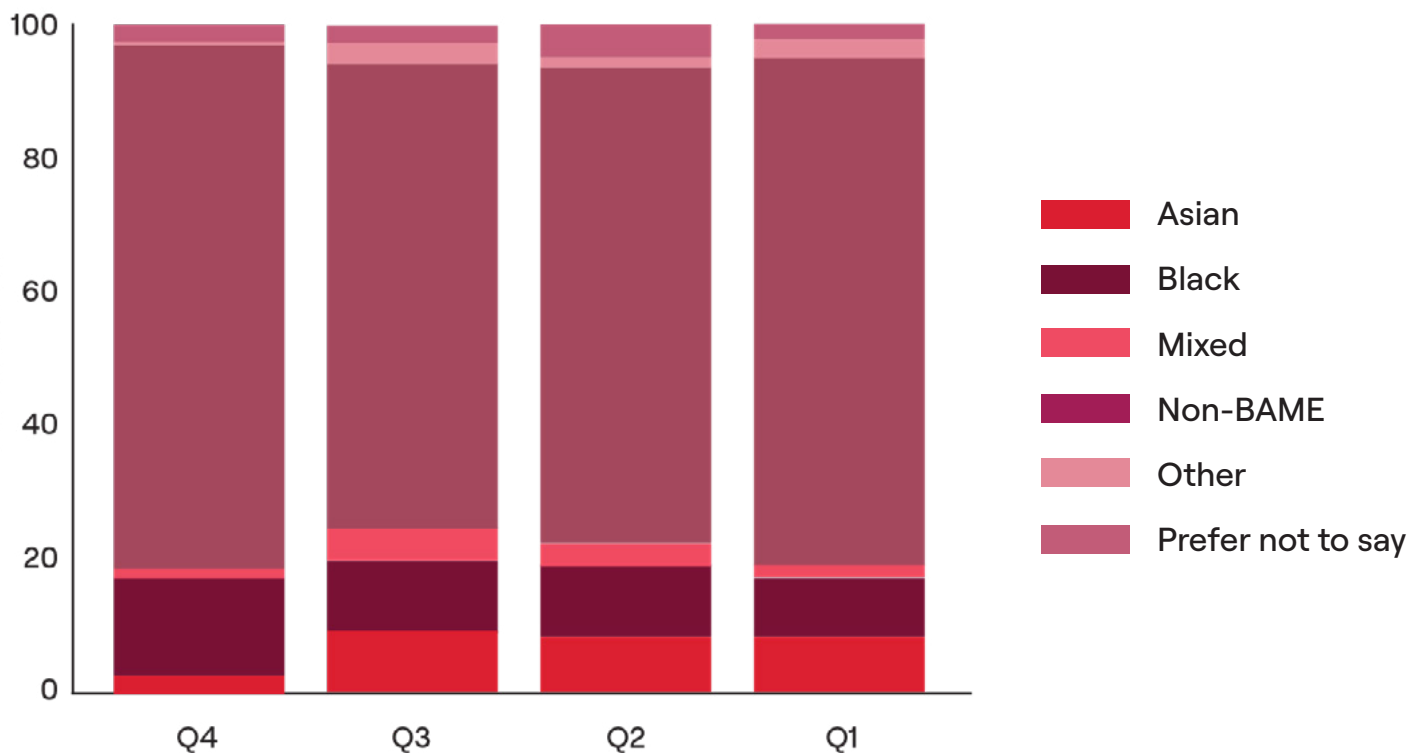


Mean Hourly Rate Pay Gap (LSTM)



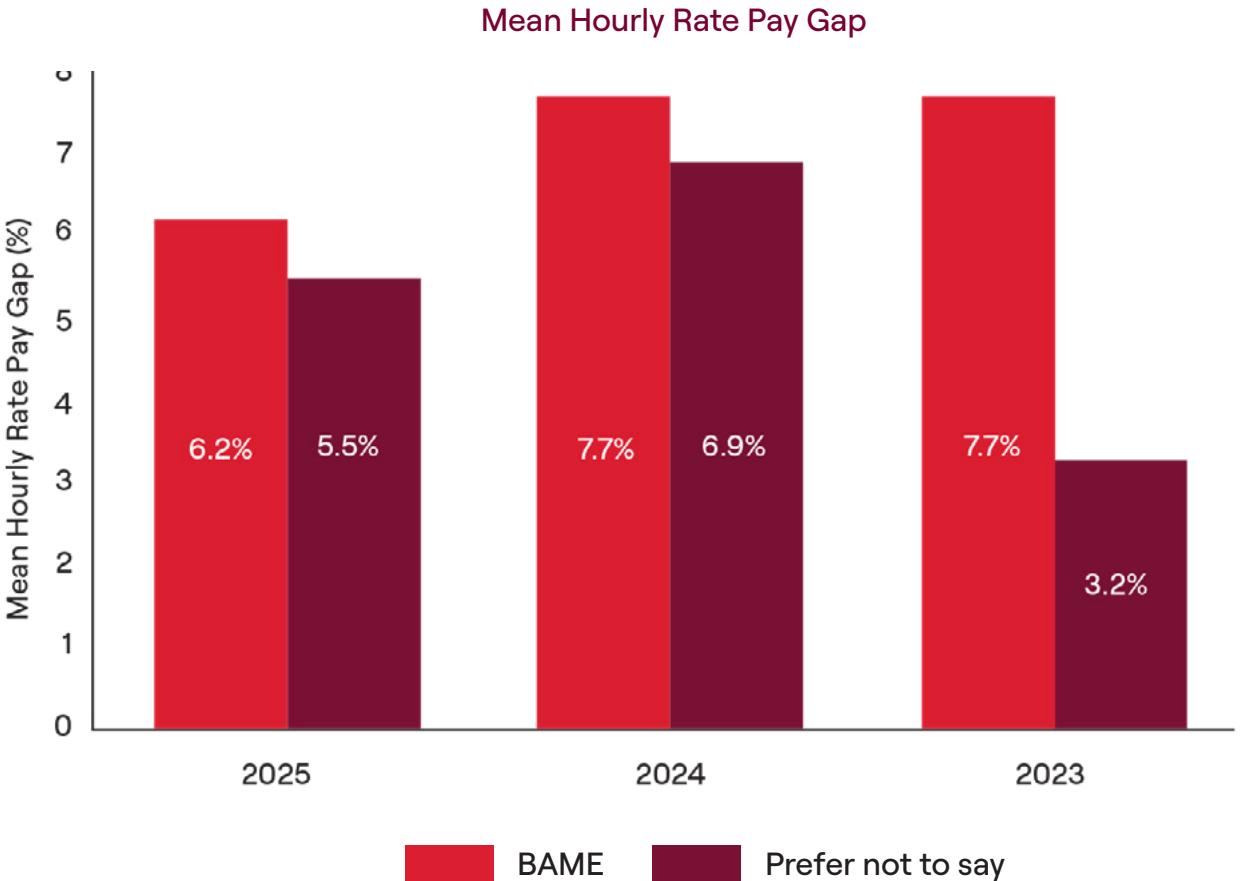
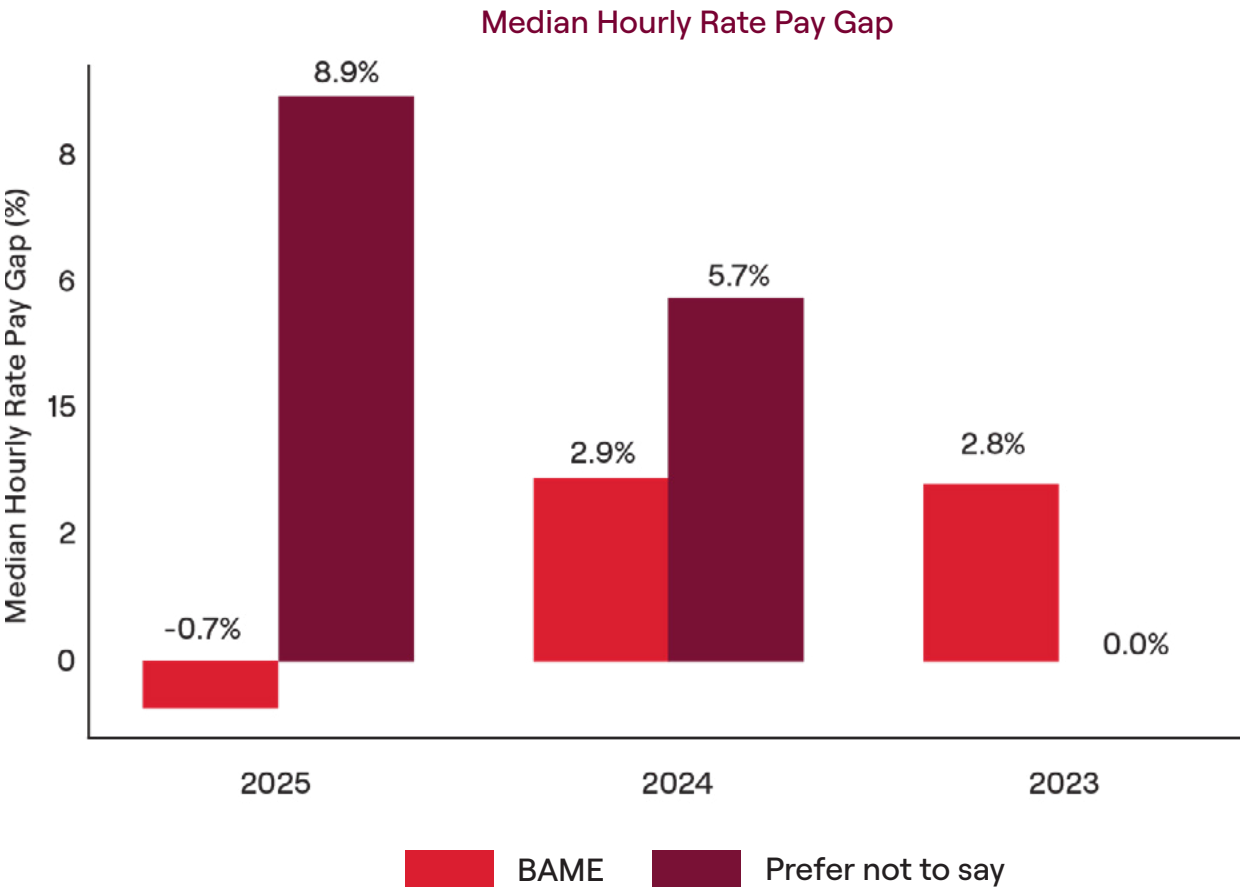
There is a consistent favourable mean and median pay gap for Black colleagues. For colleagues who identify as Asian or Other, there are consistent adverse mean and median pay gaps.

Ethnicity Distribution by Quartile



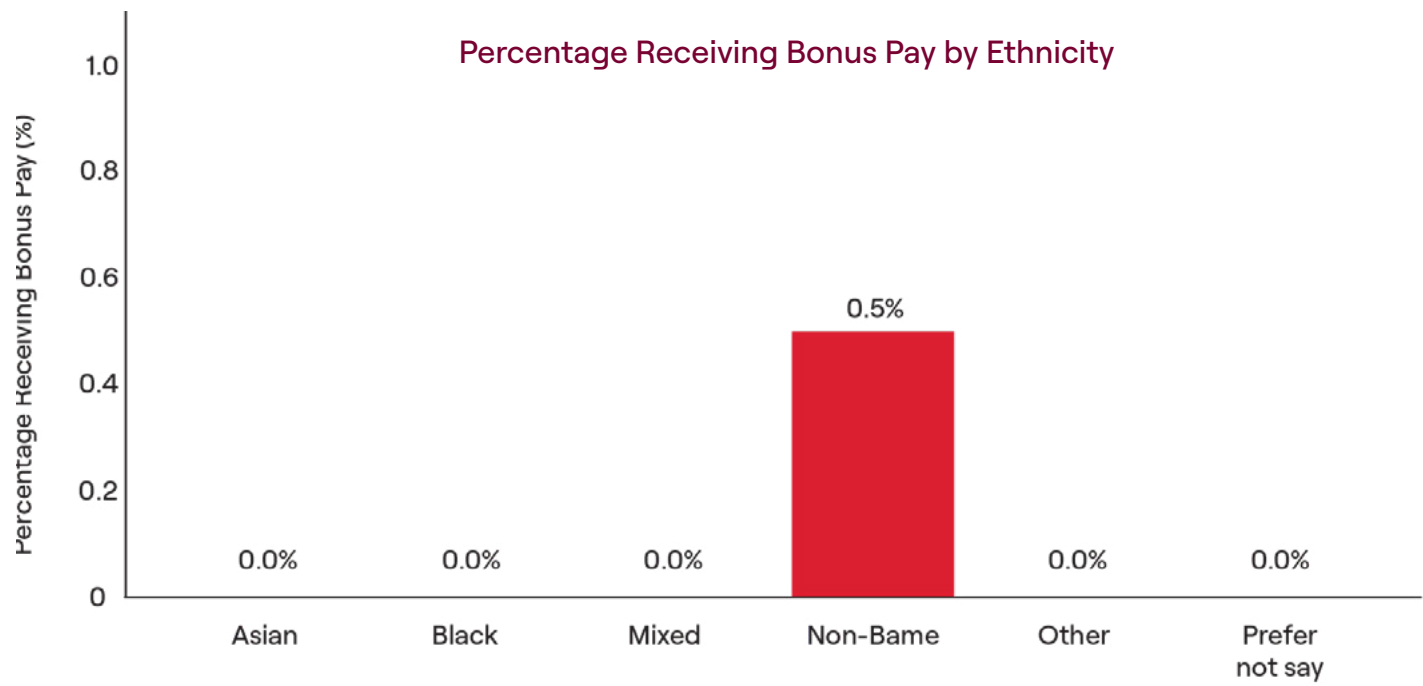
In the context of overall headcount, Black and Non-BAME colleagues are over-represented in the upper quartile. Asian colleagues are under-represented in the upper quartile and over-represented in other quartiles.

A simplified (two-factor) analysis of the median and mean ethnicity pay gap in 2025 and the 2 preceding years is displayed below:

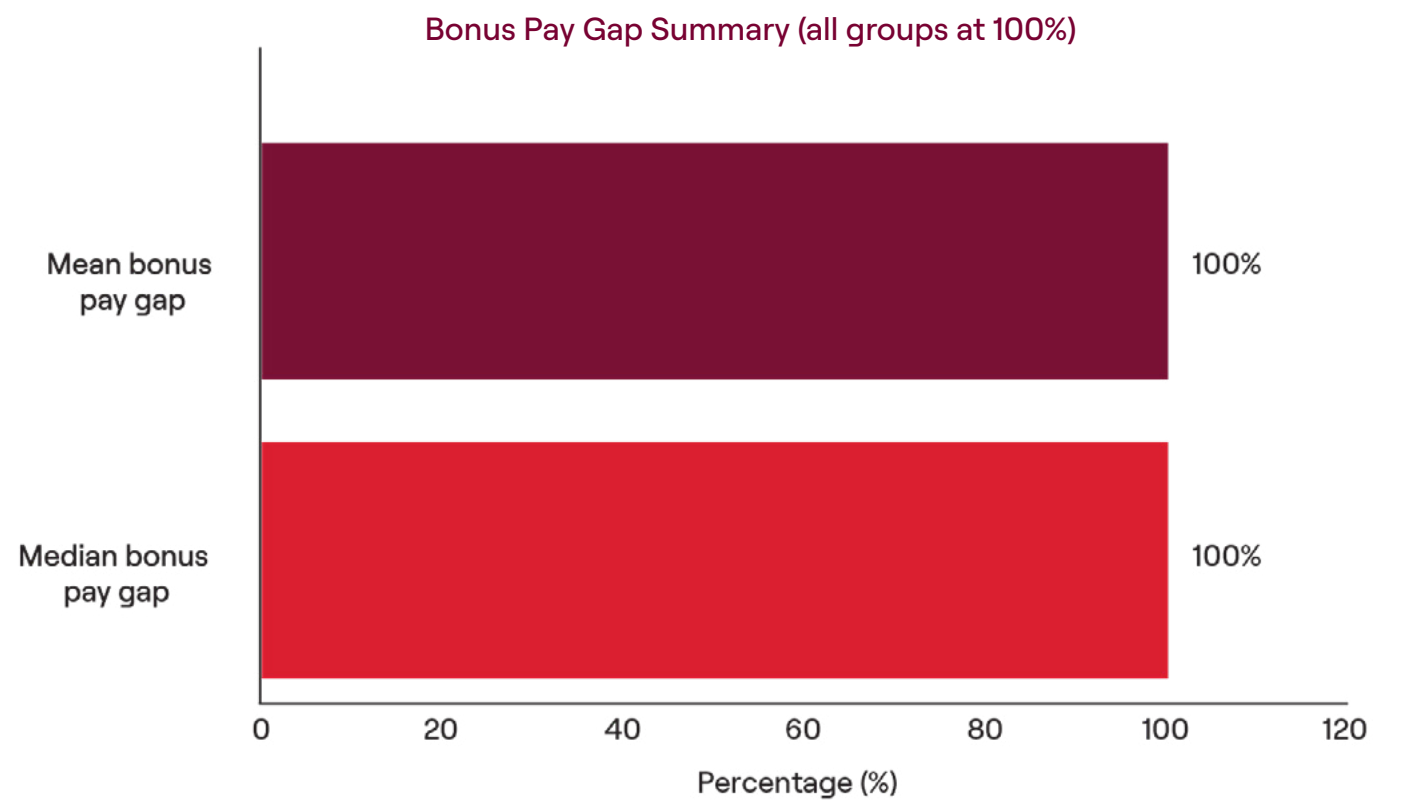


Ethnicity bonus pay gaps:

As outlined above, only a very small number of colleagues received payments that qualify as bonuses for reporting purposes. The proportion of staff who received a bonus in 2025 is:



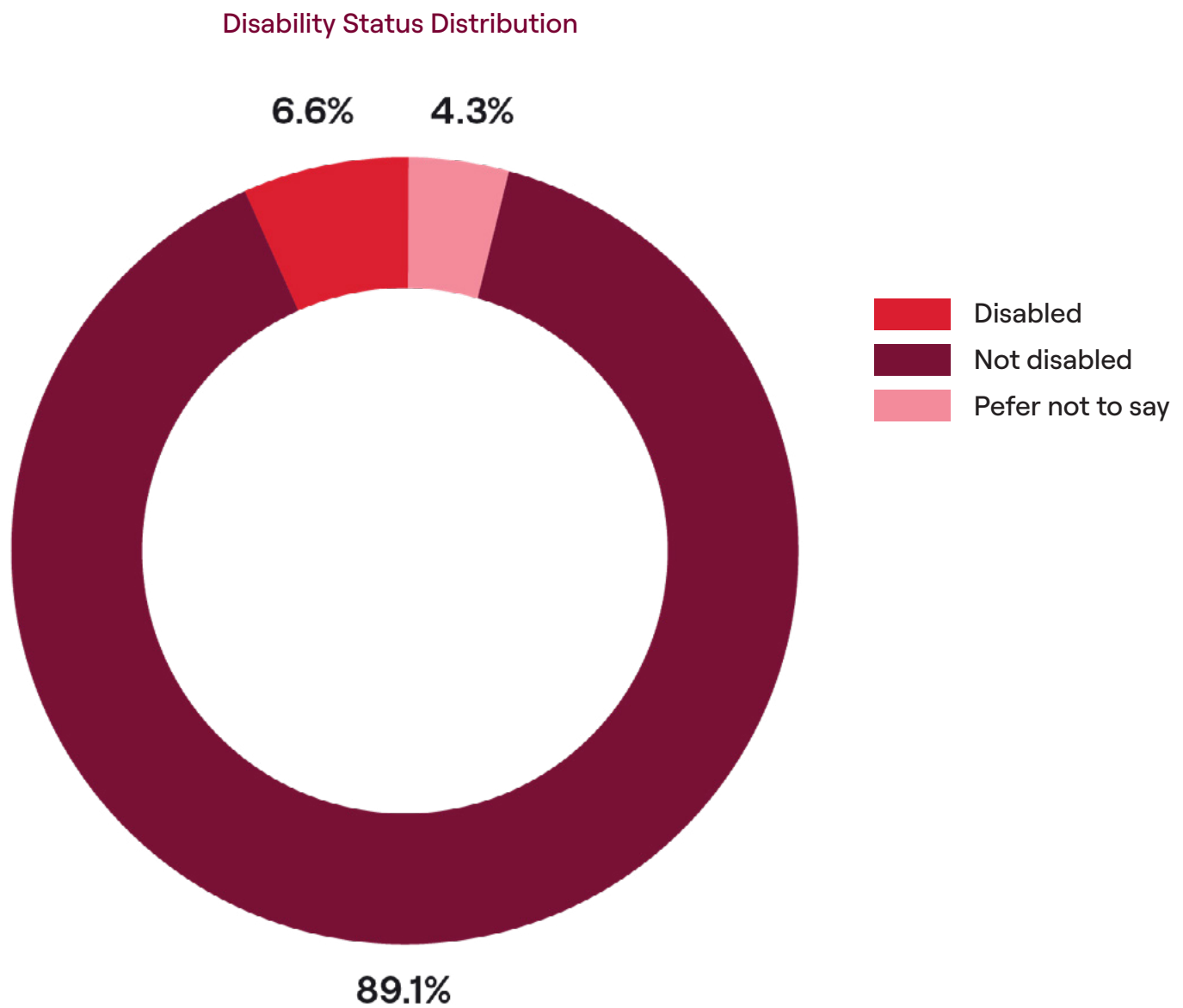
Consequently, the mean and median ethnicity bonus pay gaps are:



The bonus gap as outlined above is a reflection of the very small number of colleagues receiving a bonus.

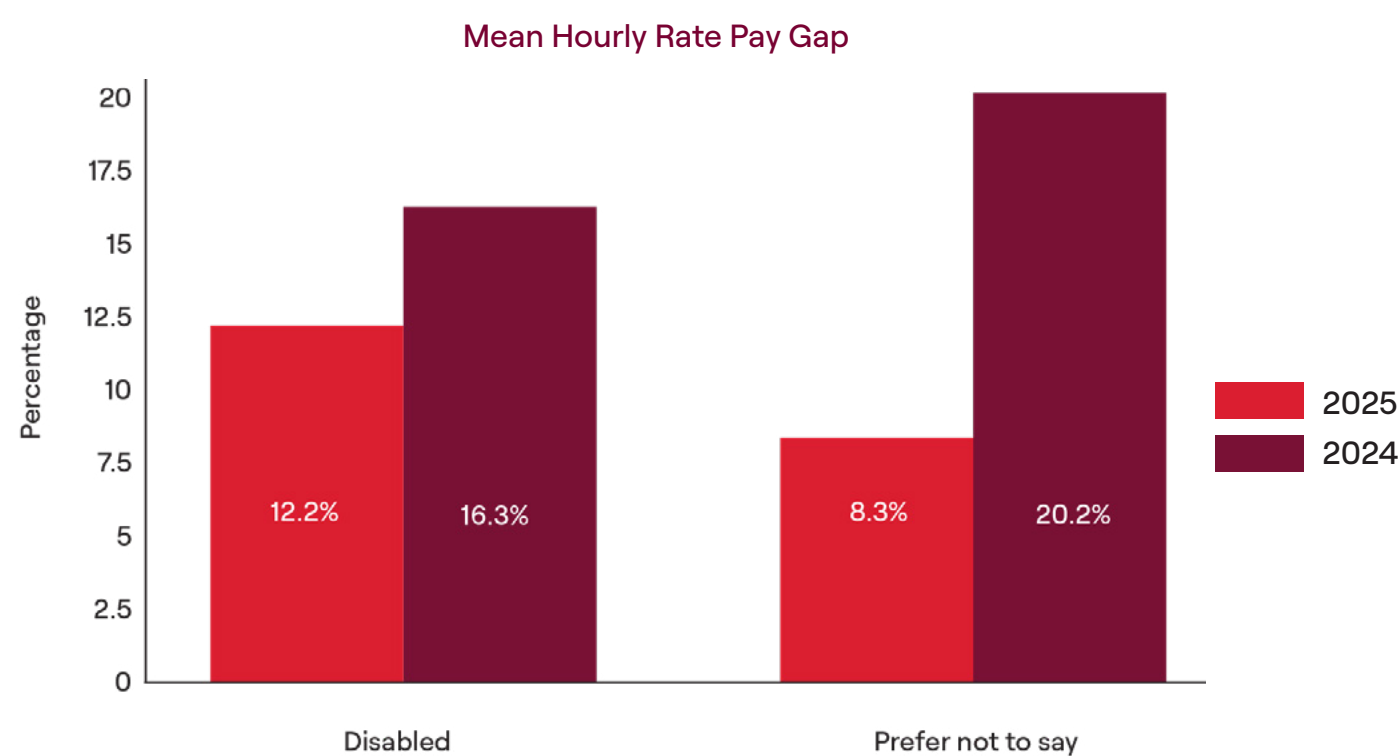
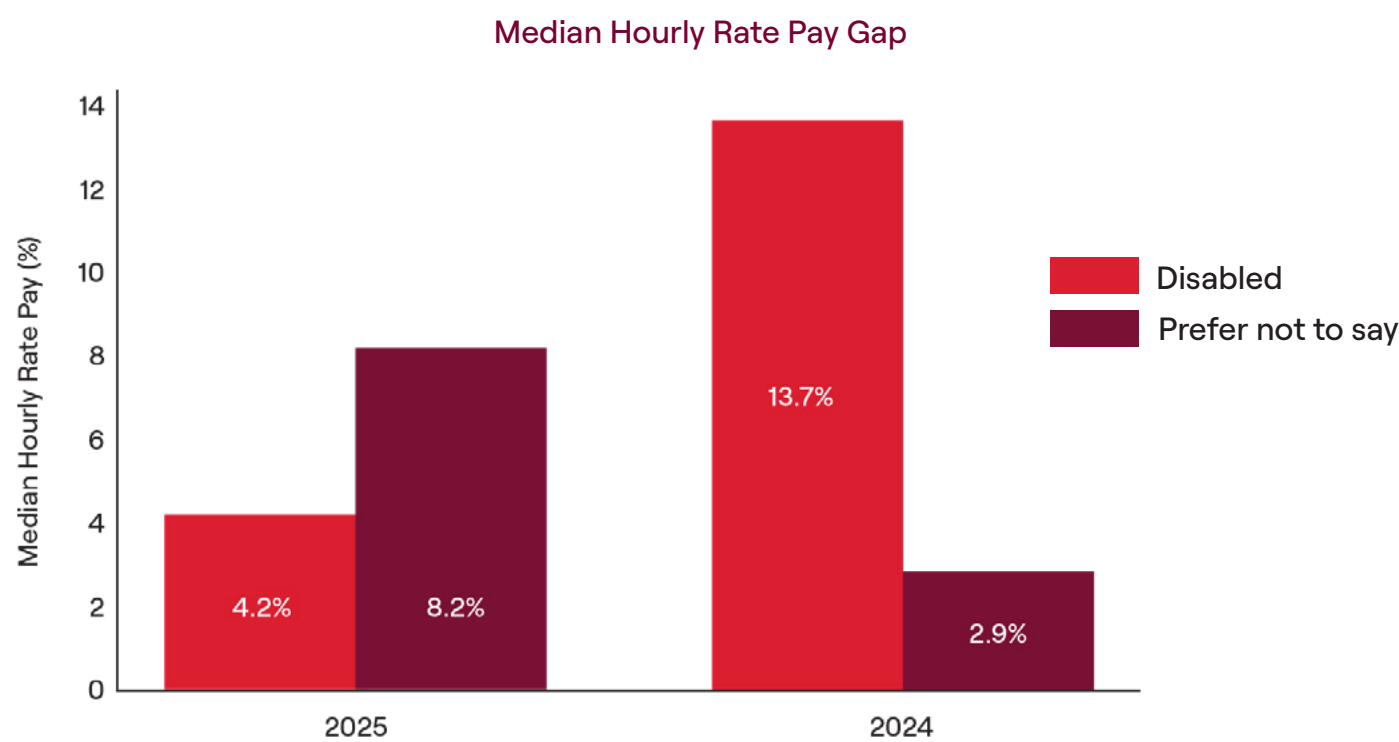
## Disability Pay Gap

At the snapshot date of **31st March 2025**, our headcount (full-pay relevant employees) for disability pay gap reporting was:

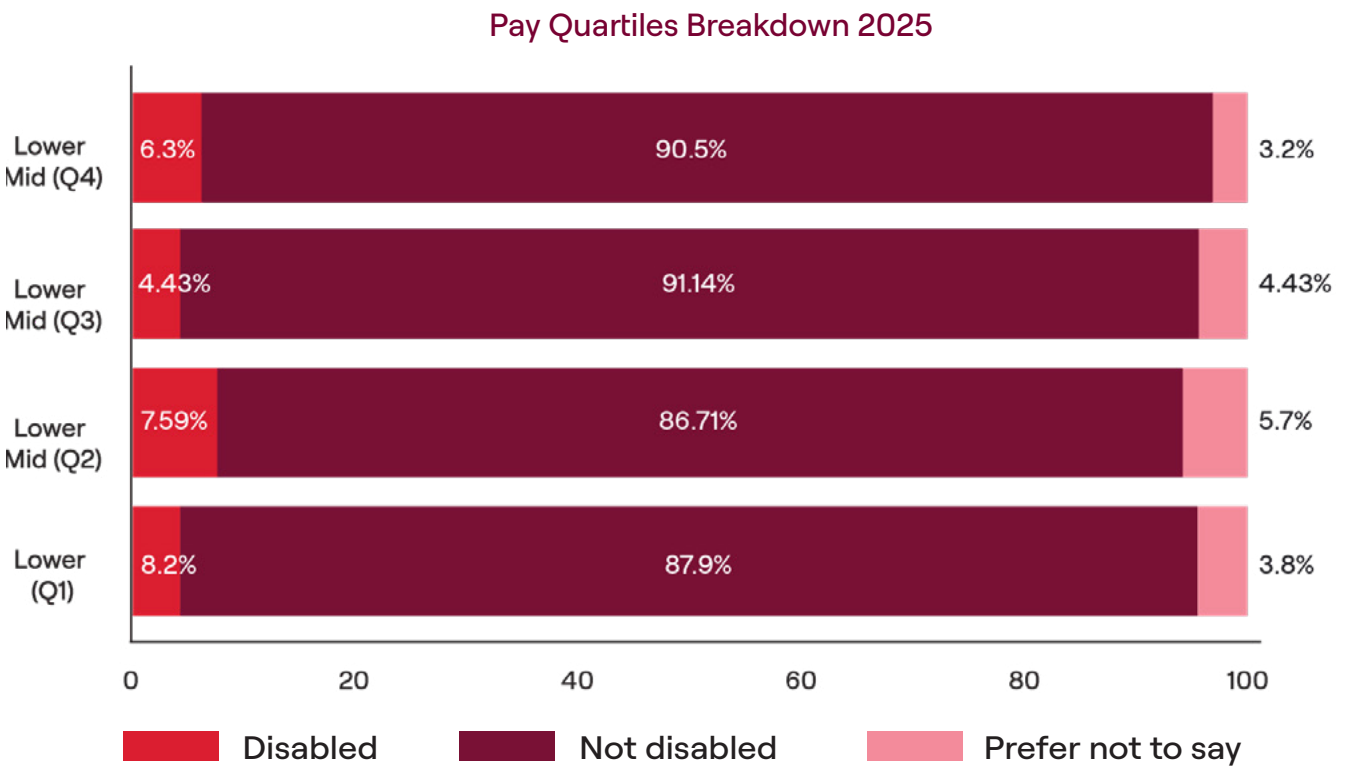
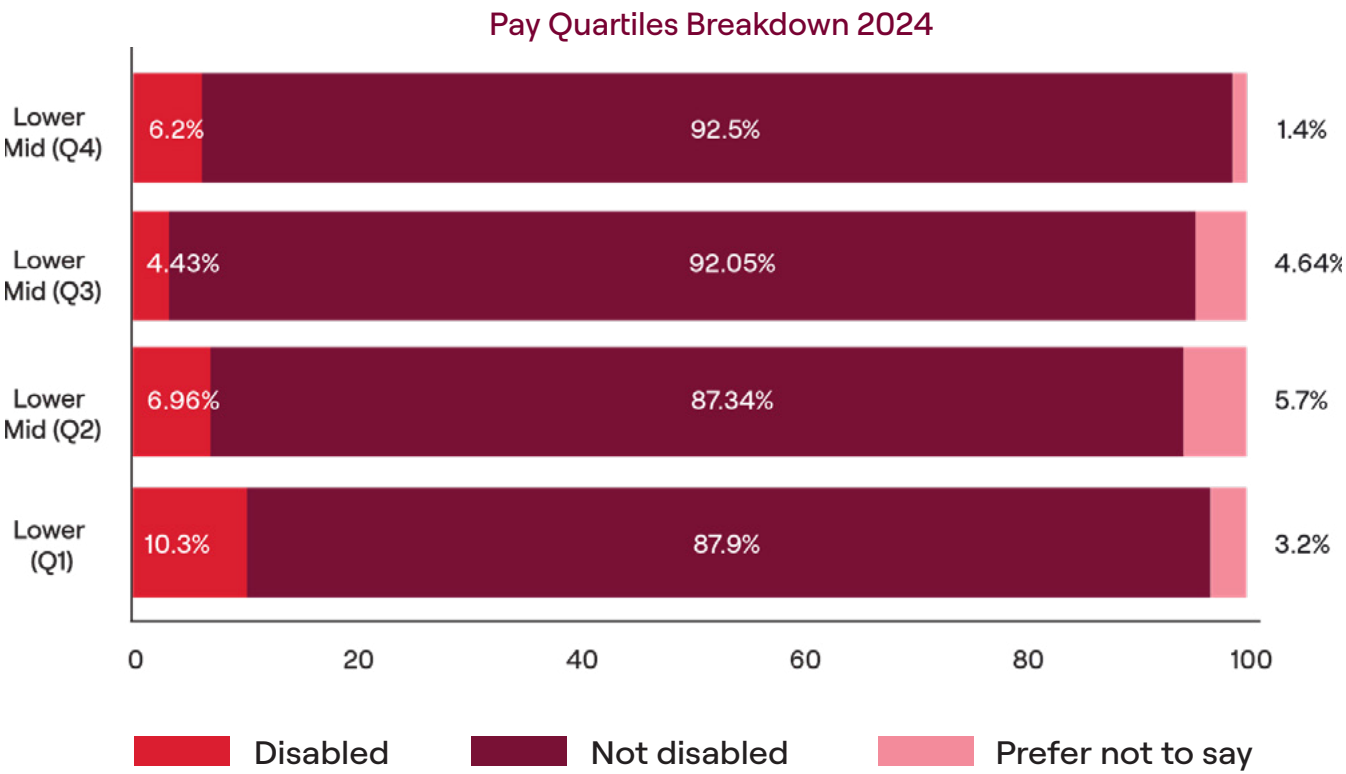




The median and mean disability pay gaps for 2025 and the preceding year (2024 was the first year we reported on the disability pay gap) are displayed in the tables below:



Disability distribution by quartile in 2025 and the preceding year:

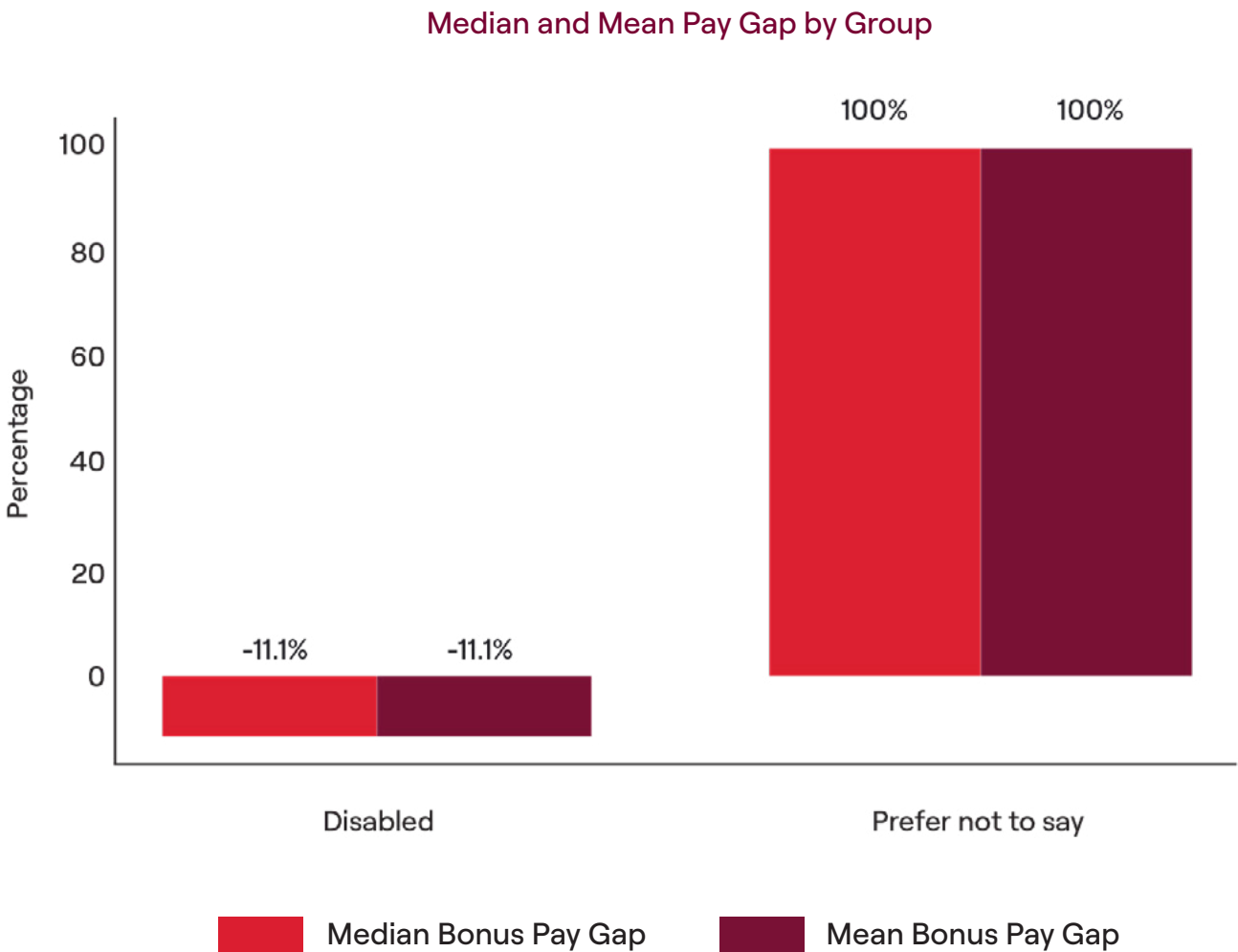
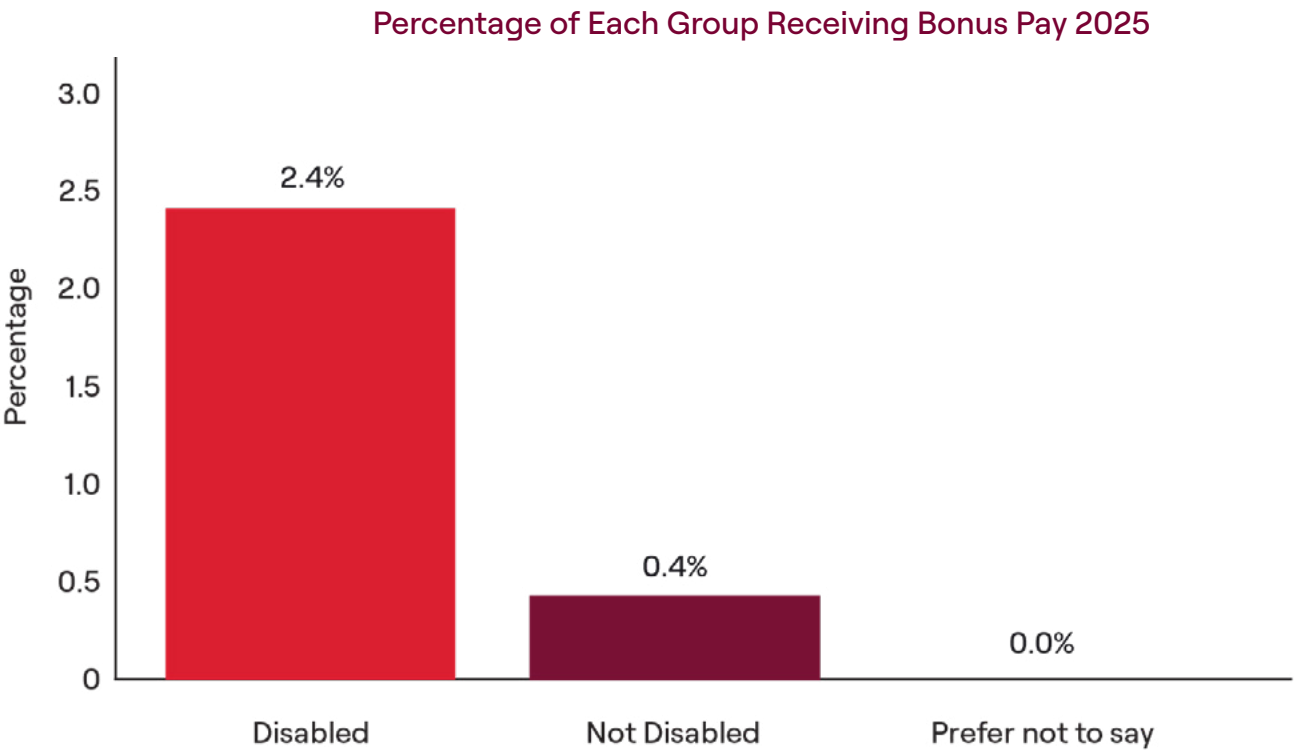


There has been a slight decrease in representation of disabled staff within the lower quartile and an increase within the 3 other quartiles. This will have impacted the overall median and mean pay gaps between disabled and non-disabled employees in 2025 when compared with last year's results.

It should be noted that the low overall proportion of employees who identify as disabled can mean that minor changes within the constituency of this group can have a significant impact on pay gap results from one year to the next.

NB: there is no bonus pay gap information

Disability bonus pay gaps:



## **Actions to close our Pay Gaps**

We are continuing work to close our pay gaps, and in doing so, recognise the disproportionate impact of small movements in our headcount.

### **Gender Pay Gap**

We continue to build on progress to increase representation of women at senior and leadership levels, whilst also seeking to increase gender diversity across all levels of our organisation.

We continue to work towards maintaining our Silver Athena Swan award, due for renewal in 2027. This includes furthering actions outlined in our comprehensive action plan which incorporates in detail our steps to close the gender pay gap.

### **Ethnicity Pay Gap**

To address our ethnicity pay gap, our aim is to increase representation at all levels in LSTM and particularly at senior academic levels.

Our application to Advance HE's Race Equity Charter for a bronze award includes us understanding and analysing barriers to progression at LSTM. The action plan that follows will support us in reducing our pay gap.

We also have done work to make our career progression and development pathways more equitable and inclusive. Including the launch of our Early Career Researcher scheme for BAME academic staff, BEACON, which seeks to offer career development support to access senior academic levels.

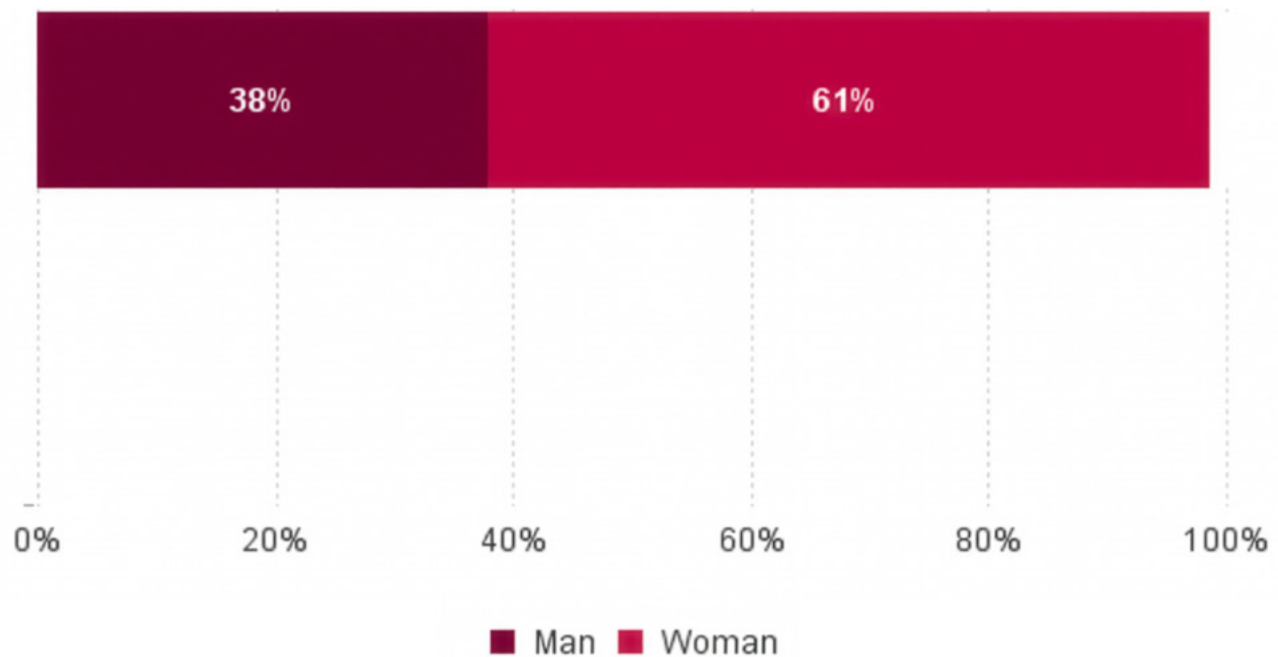
### **Disability Pay Gap**

This is our second year monitoring our disability pay gap, and we are committed to continuing to do so. Our priority will be to develop a deeper understanding of the factors contributing to the pay gap, in order that we can respond accordingly. In doing so, we will strengthen the communication and engagement with our Disability and Carers Network and Human Resources Team.

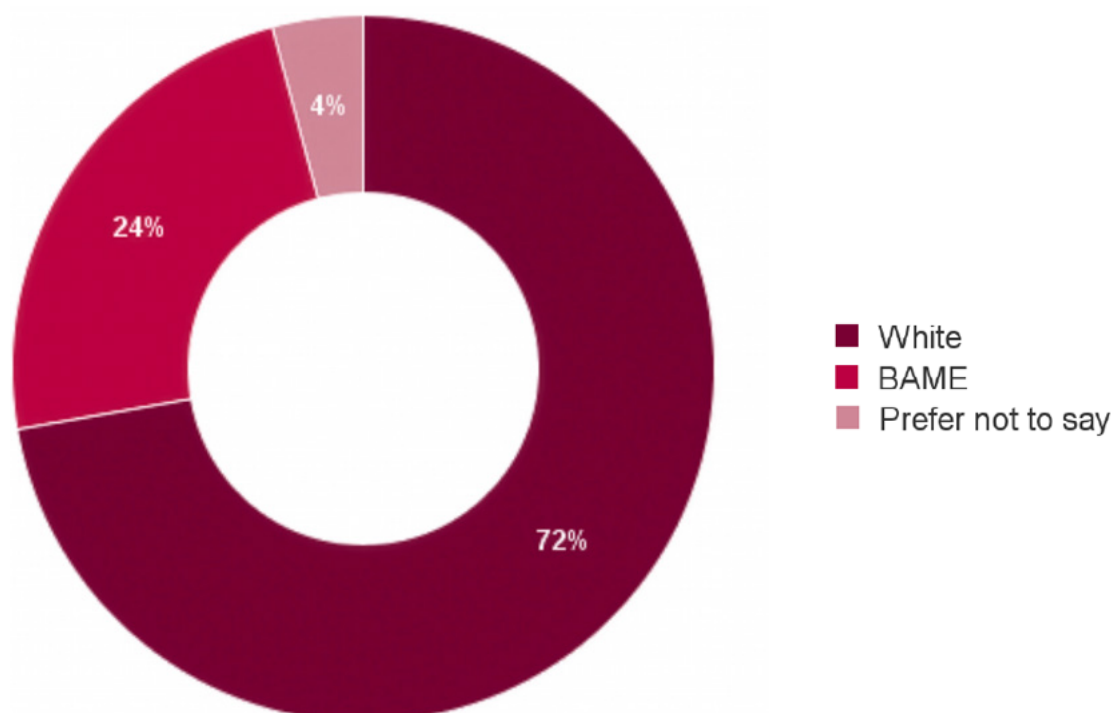
# Workforce Diversity Breakdown

Staff Data:

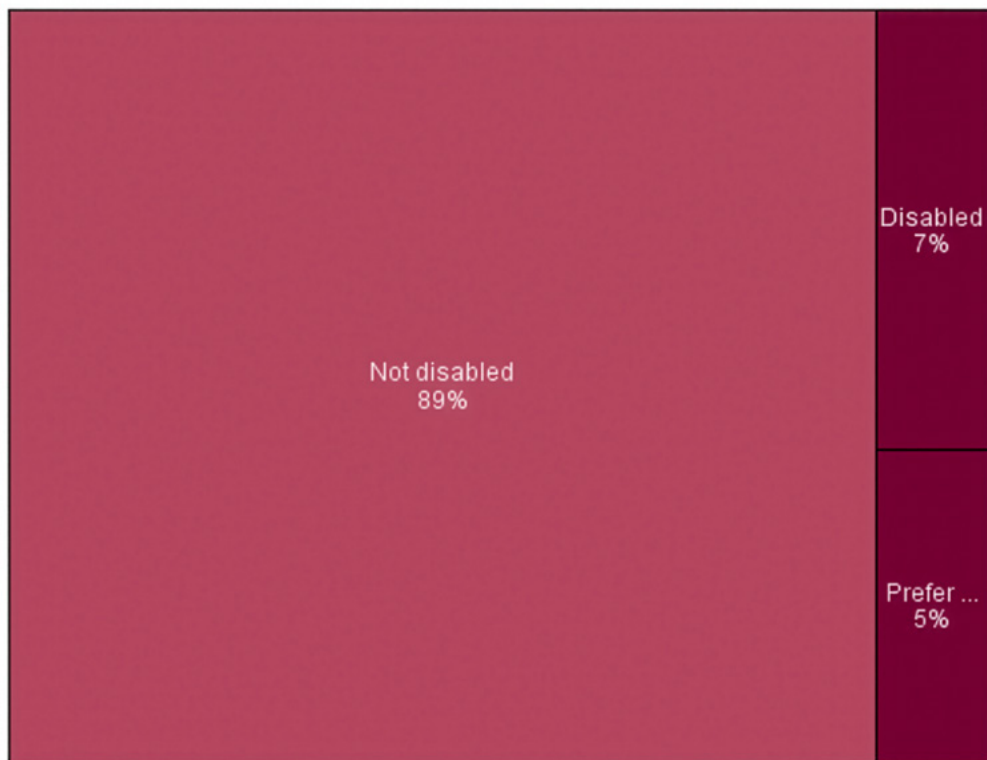
Gender (%)



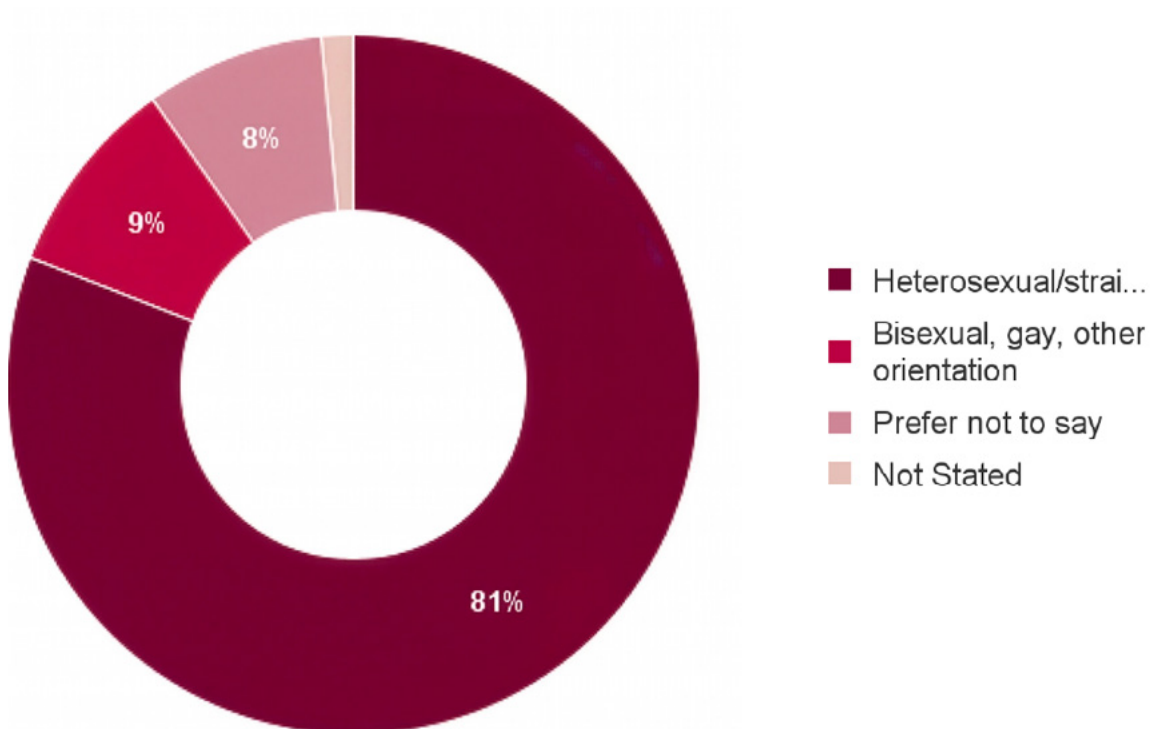
Ethnicity (%)



Disability Status (%)

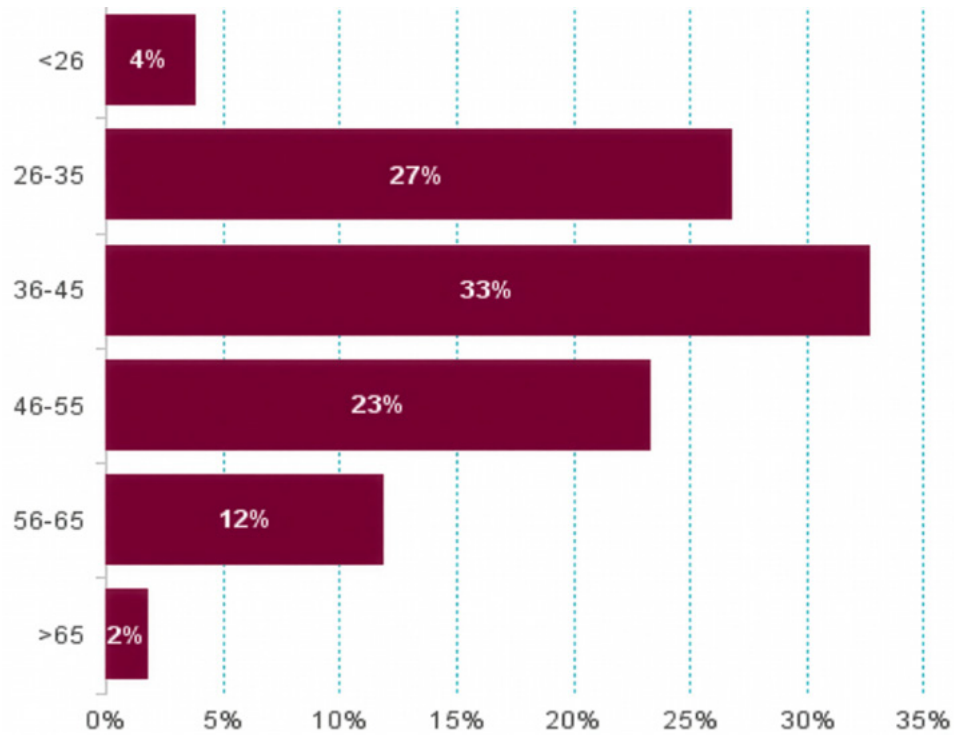


Sexual Orientation (%)

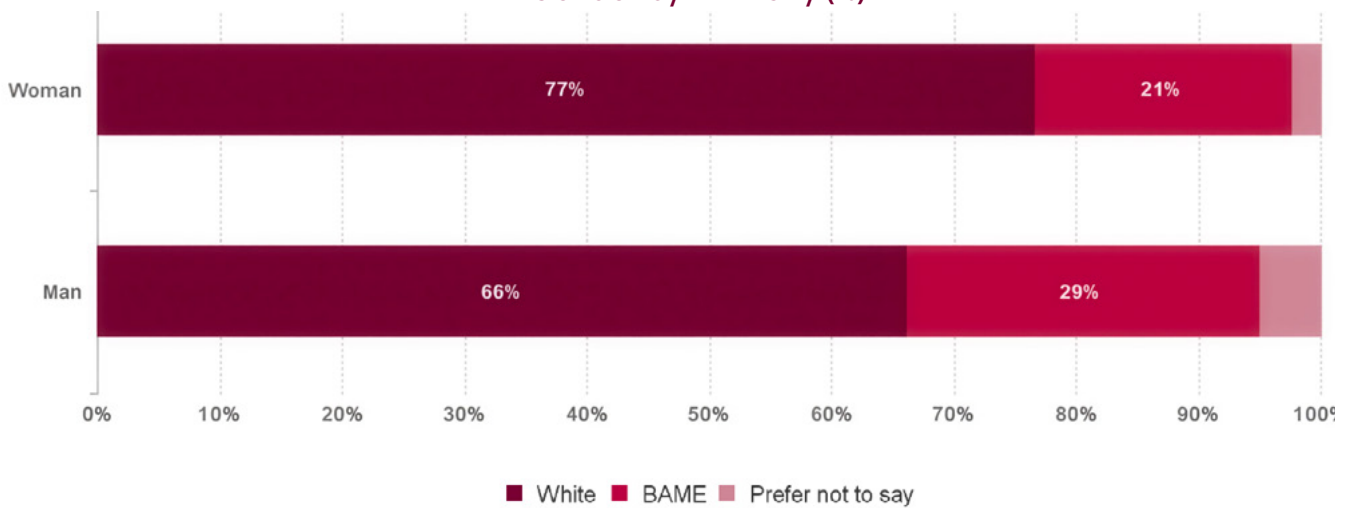




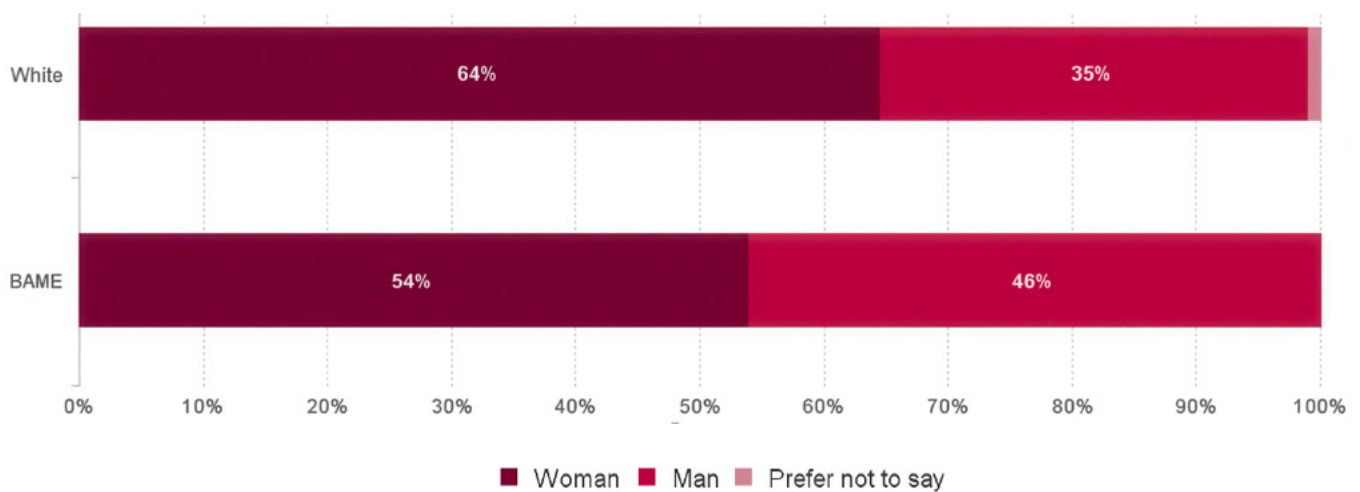
Age Groups (%)



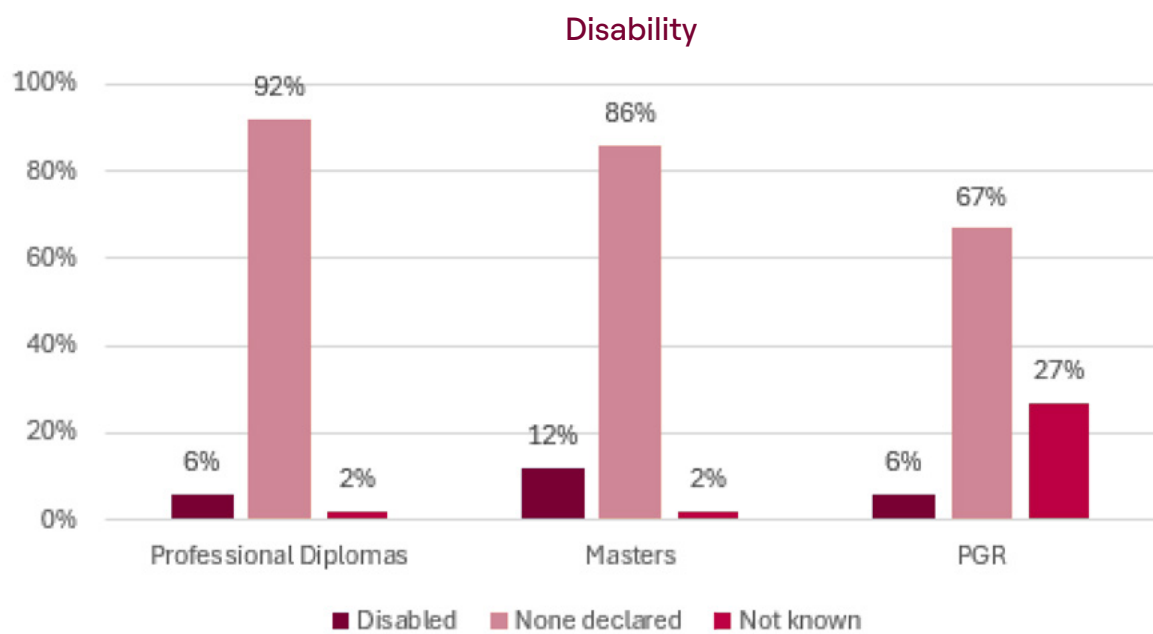
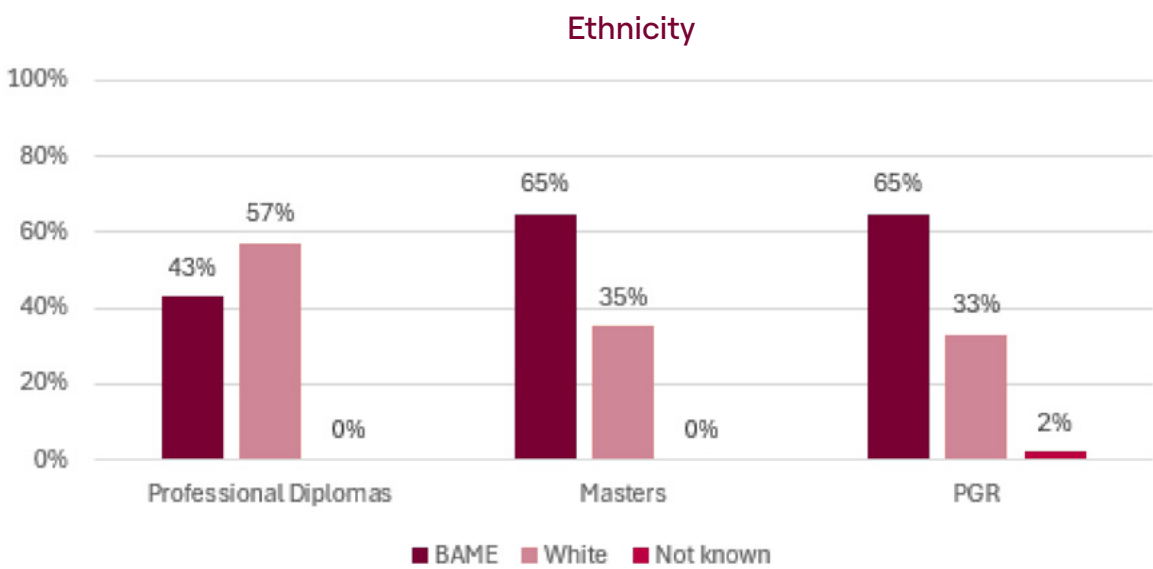
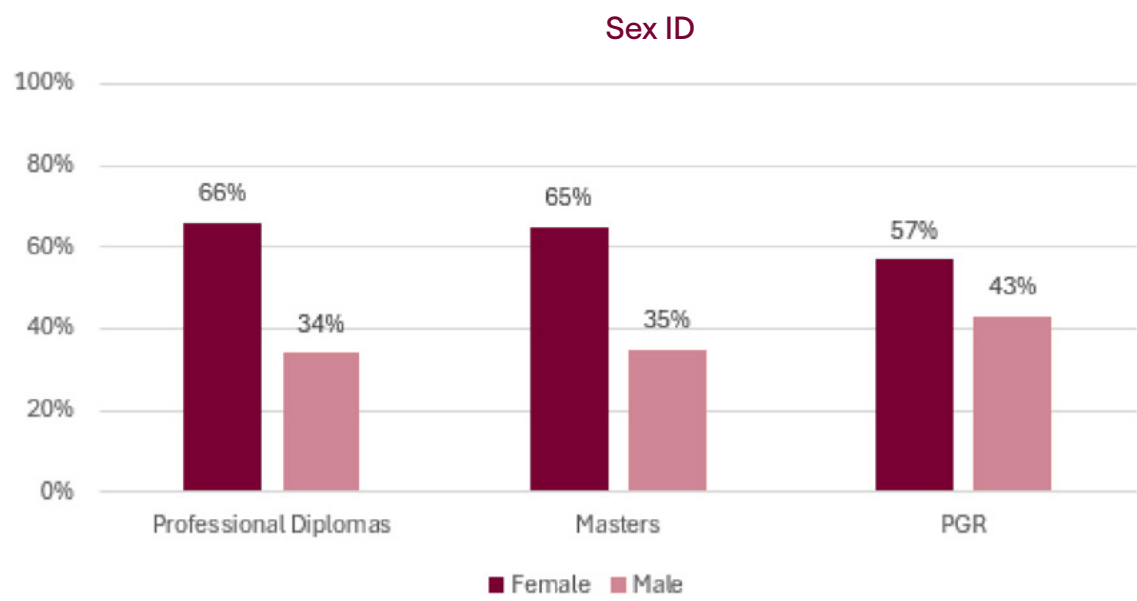
Gender by Ethnicity (%)



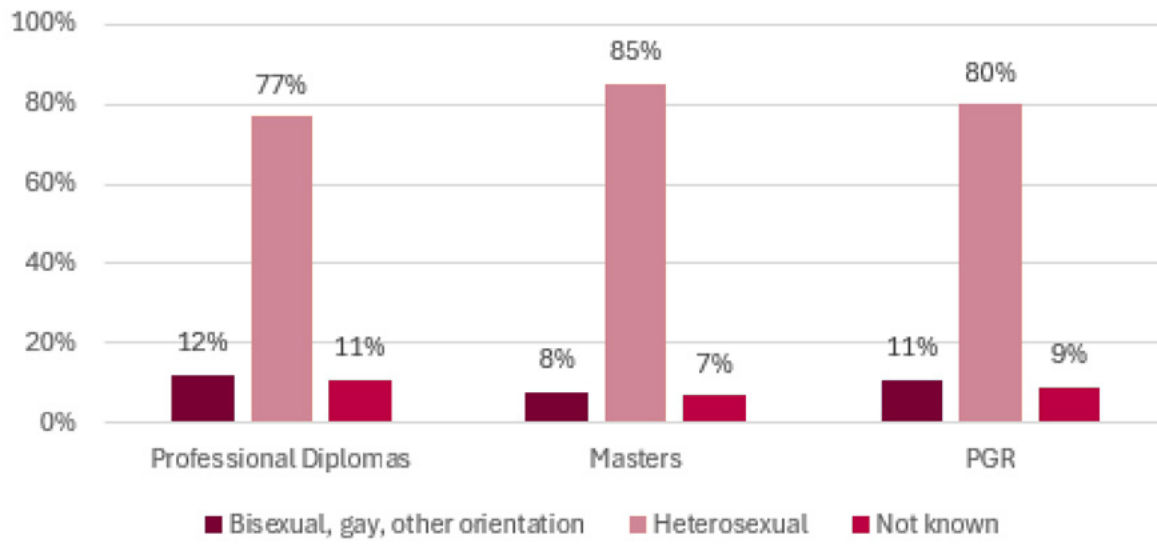
Ethnicity by Gender (%)



Student Data:



## Sexuality



## Follow us on our social media channels:

 @LSTMNews

 LSTM

 LSTM

 @Istmnews

## Contact us:

**Liverpool School of Tropical Medicine**

**Pembroke Place**

**Liverpool**

**L3 5QA**

 +44 (0) 151 705 3100

 +44 (0) 151 705 3370

 [info@lstmed.ac.uk](mailto:info@lstmed.ac.uk)

**Company registration number: 83405**

**VAT registration number: 887125885**

**Registered charity number: 222655**

### **Accessibility**

If you would like a copy of this document in an alternative format, please email [info@lstmed.ac.uk](mailto:info@lstmed.ac.uk)