

# MChB Student Support

The Personal Tutor System

SCHOOL OF MEDICINE



UNIVERSITY OF LEEDS

## TUTOR HANDBOOK

2018/19



## ESSENTIAL PHONE NUMBERS

- Emergency Ambulance, Fire Brigade or Police - phone 999 (free-phone) and ask for the service.
- Emergency SMS service (<http://www.emergencysms.org.uk>) for deaf, hard of hearing and speech-impaired people in the UK to send an SMS text message to the UK 999 service.
- Non-emergency police - 101. Use this number to report crime that does not require an emergency response. See the police website <http://www.police.uk/contact/101/> for more details.
- Medical emergency - Leeds Student Medical Practice - 0113 295 4488
- University emergency - University security - 0113 343 2222 (this number is staffed 24 hours a day).
- Taxi company - Amber Cars (<http://www.taxileeds.co.uk/students/>) - LUU's recommended private hire company - 0113 231 1366

If a student has no money or finds themselves in any kind of difficulty, they can pay their fare by giving the driver their student card - they will be asked to sign a docket and will be able to retrieve their card from the students union on payment of their your fare

- Listening service - Nightline (<http://www.leedsnightline.co.uk/> )  
0113 380 1381 (listening), 0113 380 1380 (information) - 8pm to 8am term time only.

## Your main contacts in the Personal Tutor system are:

Dr Jonathan Darling	Director of Student Support	✉ <a href="mailto:j.c.darling@leeds.ac.uk">j.c.darling@leeds.ac.uk</a> ☎ 0113 34 31926 ☎ <i>07813 854 979</i>
Dr Phil Burns	Associate Director of Student Support for Years 1 and 2 and Intercalating Students	✉ <a href="mailto:P.A.Burns@leeds.ac.uk">P.A.Burns@leeds.ac.uk</a> ☎ 0113 34 33059
Dr Andrea McGoverin	Associate Director of Student Support for Years 3, 4 and 5	✉ <a href="mailto:A.M.McGoverin@leeds.ac.uk">A.M.McGoverin@leeds.ac.uk</a> ☎ 0113 34 38832
Dr Thomas Dessoify	MBChB International Officer	✉ <a href="mailto:t.r.dessoify@leeds.ac.uk">t.r.dessoify@leeds.ac.uk</a> ☎ 0113 34 34857
Ms Helen Steele	Student Careers Co-ordinator	✉ <a href="mailto:h.l.steele@leeds.ac.uk">h.l.steele@leeds.ac.uk</a> ☎ 0113 34 30230
Ms Stephanie Briggs	Student Support Co-ordinator and MBChB Disability Officer	✉ <a href="mailto:s.x.briggs@leeds.ac.uk">s.x.briggs@leeds.ac.uk</a> ☎ 0113 34 34335

Numbers in *italics* are for your use only - please don't give them to students

**And don't forget our:**

Website: <http://www.medicine.leeds.ac.uk/mbchb/support/>

SharePoint site: <https://workspace.leeds.ac.uk/sites/lime/SS2010/>

# About This Guide

Thank you for agreeing to be a Personal Tutor. This guide is intended to support the Personal Tutors of students on the undergraduate medical course. It contains an overview of how the Personal Tutor Scheme works and links to our major sources of support.

The Guide is laid out in three sections: An overview of the role of the Personal Tutor, a description of the MBChB and a short list of resources to which you can direct students who need extra help. A fuller list of resources can be found on our website at <http://www.leeds.ac.uk/medicine/support/> and the University site <http://students.leeds.ac.uk>

## Section 1: The role of the Personal Tutor

Thank you for agreeing to become a Personal Tutor. The current Personal Tutor Scheme has been in place since 2011 and manages the students in two blocks. Students who join the course in year one are allocated a personal tutor, with whom they stay for the first two years. At the start of year three, they're allocated a new tutor, who will stay with them for the remaining years of the course. In addition to their role as personal tutor, tutors to students in the third and fourth years also act as academic tutors/facilitators within the SAFER MEDIC course. Those duties are not covered within this document.

Years 1 and 2	You will be allocated a group of about 13 students from within the first year of the MBChB, and you will remain attached to any students in this group who progress into year two. At the end of that period, 'your' students will progress into year three and be assigned a new tutor, and you will be allocated a new group, and the process will begin again. There is, of course, no reason why you can't remain in contact with your old groups if you want to! If any of your students intercalate after year 2, they will be assigned a new tutor in their new course but we would be grateful if you could informally remain a point of contact and support for them.
Years 3, 4 and 5	You will be allocated a group of about 7 students from within the third year of the MBChB and you will remain attached to these students until they graduate. If any of your students intercalate after years 3 or 4, they will be assigned a new tutor in their new course but we would be grateful if you could informally remain a point of contact and support for them. We will aim to place the student with you again when they return to the MBChB.

Your role is to be a "professional friend" to your students, monitor their progress, help them navigate University and School processes and give help and advice when needed. The current University Policy on Personal Tutorials is available on-line at [ses.leeds.ac.uk/info/21800/student\\_support/836/personal\\_tutoring](http://ses.leeds.ac.uk/info/21800/student_support/836/personal_tutoring) and the version current when this guide was printed is included on page 4. You should be familiar with this and with the School's policy on academic supervision.

# University Policy on Personal Tutorials

Personal tutorials offered by academic staff in schools are an integral part of the pastoral and academic support for all students on taught programmes.

The aims of the Leeds approach to personal tutoring are:

- To support the academic, personal and professional development of students.
- To support students in developing their independent learning and self-management.
- To raise awareness among tutors and tutees regarding the wealth of opportunities available.
- To students for developing graduate attributes and skills at the University of Leeds.
- To help personal tutors and tutees articulate the student's various experiences and achievements gained through the curriculum and through co-curricular activities.
- To embed the University values and the ethos of the Partnership into the personal tutoring system.
- to ensure that the personal tutoring system is consistent and available equally to all taught students.

The principles of our unified approach to personal tutoring are:

- The personal tutor will be an academic member of staff.
- The personal tutor will play a distinctive core role in the delivery of personal tutoring, aimed at supporting the student's general academic and personal development.
- The personal tutor will hold one-to-one meetings with tutees.
- The one-to-one meetings will be scheduled at regular points of the academic year.

The School of Medicine runs regular Personal Tutor training events and we will ensure that you are kept aware of them, and of any changes in current practice. If in any doubt, seek the advice of the appropriate Associate Director of Student Support (See page "Your main contacts in the Personal Tutor system are:" on page 2 for contact details)

## **Allocation of students to Personal Tutors**

Students are allocated a tutor with whom they remain for two years at the start of the academic programme. This person acts solely as a Personal Tutor; they take no direct part in teaching this particular cohort of students. In distinction to this, on entry to year three of the curriculum, students are allocated a new tutor in the SAFER MEDIC ICU (Integrated Course Unit - roughly equivalent to a module in other courses); this new tutor also functions as their personal tutor for the next three years.

The administration of the personal tutor scheme is the responsibility of the Director and two Associate Directors of Student Support. In the event that there are personality clashes, it is possible for a student to transfer to another tutor's care. It is important that this is not seen by either party to be a personal matter and the relevant Associate Director of Student Support should be notified of requests to change groups.

## **How do we contact each other?**

At the beginning of the academic year, you will receive a list of your tutees, along with their current email addresses. You will also have access to these via a dedicated web page. The School of Medicine has allocated times during the academic year for tutors to meet students and there should therefore never be any academic reason for a student to fail to attend. Non-attendance at an arranged meeting should be recorded and reported to the Student Support coordinator, these to be reviewed by the relevant Associate Director of Student Support.

## **Contact details**

A major difficulty encountered with the personal tutor scheme is communication. Communicating by email seems to be the most effective as students frequently change home/postal addresses. On the first meeting double-check that the students are receiving emails and that their email address is correct. Encourage them to use their University email account when contacting you and to check it very regularly. It is worth stressing to them that e-mail is the primary route the School of Medicine will use to communicate with them, and that the School will assume that any e-mail sent will have been read and will not accept excuses as to why this did not happen.

## **What if my student has any problems?**

Occasionally a student will develop a major problem (financial difficulties, physical or mental illness, harassment) and the Personal Tutor may be consulted by the student for advice and help outside the scheduled meeting system. There is no expectation that you have specialist counselling skills but you need to be aware of where to direct the student for help. In some instances this may involve accompanying them to access assistance. This booklet details the agencies within the University that can provide support and advice. Within the School of Medicine, there is also a system of support to which the student can be directed – please get in touch with the relevant Associate Director of Student Support (see page 2), who will be happy to advise about particular problems or to suggest who may be able to help.

It is unusual for students to develop major problems, but the aim of the Personal Tutor scheme is to act as a safety net if other structures fail. You aren't expected to become an expert in all the various ways students sometimes need support, just to be a single point of contact and to be able to refer students to the appropriate service if you can't help.

The most important and commonly needed sources of support are listed in the section headed "Section 3: Specific Advice & Sources of Further Information" on page 10. A more extensive list is available on the Students@leeds website (<http://students.leeds.ac.uk/>)



## How often should we meet?

There will be three one-to-one meetings per year, each lasting about 25 minutes. All these meetings will be scheduled and fitted into the students' timetable, so there should be no problem with attendance. In addition, there will be a one-off "Meet Your Group" event for the first year students.

## Where should the meetings occur?

We will book meeting space within the School of Medicine for the scheduled meetings, and ensure that IT facilities and refreshments are available for you. We prefer it if meetings occur in these central spaces, with which the students are familiar, rather than your office or department. It also makes it easier for us to track attendance. You do not have to use central space for ad hoc meetings; you can meet in other venues agreed between you and your tutee.

## What if my student does not turn up?

All sessions will be run by a member of support staff, who will log student attendance. We have found that there are usually no more than three or four defaulters from an entire year group, usually due to illness. It would be preferable for you to see them later at a time of your convenience. If this is difficult (for example, you are not based in Leeds) we will arrange for them to be seen by one of the senior Student Support academic staff. It would be helpful if you could also contact the student by e-mail to maintain the personal contact element of the system.

Some students may not wish to make use of the Personal Tutor system and may not contact you except when required by the School. It is important to stress at the outset that your role is to be a "professional friend" who may be helpful in supporting them with mitigation and to be a guide through University processes if needs be. A tutor who has got to know a student well over the programme will be able to give helpful career advice near completion and be able to provide a knowledgeable and informed reference.

Attendance at Personal Tutorial meetings will be recorded. If your Personal Tutee fails to attend a pre-arranged meeting it will be considered an unauthorised absence from the programme and will be recorded as such.

## Use of the Progress File

Progress files are essentially portfolios for students to record their reflections on achievements, and collate evidence of progress through the School of Medicine in preparation for CPD and similar processes after qualification. We regard use of the Progress File as an important part of students' development of life-long learning skills.

The Progress File (<http://progressfile.leeds.ac.uk/>) is now available directly or, for students, via a link posted in the web-based Minerva site (<http://minerva.leeds.ac.uk/>). Students may complete sections and save or print them. The Progress File is a confidential document, but the section specifically dedicated to the Personal Tutor Scheme will be made available to you. The student will prepare for the meeting by considering material delivered in this section of the Progress File, and you will be able to add your own comments. In addition, you may like to ask your student if they would like to show other sections of their file, either material of which they are particularly proud, or on which they'd like advice.

## Documenting meetings

Personal Tutors will put in the students' Progress Files agreed records of any relevant matters that arise during tutorials for the purposes of writing references, supporting mitigating circumstances and recording development during the programme. There will also be a mechanism to report concerns directly to the Student Support Team.

## **The First Meeting**

This is a very important meeting as it sets the tone for the ongoing relationship. It is particularly important that this is handled well for the new first year students, as they might well be bewildered by starting University, feel socially isolated with few or no friends and have only the vaguest idea of the geography of Leeds.

After the first meeting the new student should feel that they have met a friendly Personal Tutor and look forward to further contacts.

Once a degree of trust or confidence has been established students may seek advice from their personal tutor on any manner of topic, personal or professional. The second half of this handbook contains information about the sources of advice and information that the student is able to access within the wider University. This information has been largely extracted from the <http://students.leeds.ac.uk/> website.

## **Students under 18 years of age**

Occasionally students commence programmes while still under 18 years of age. If you are allocated such a student you will normally be informed of their age (but please do check). For these students it is recommended that you initiate contact with them on a more frequent basis, and where possible meetings should not be unaccompanied.

## Section 2: An overview of the MBChB

### Understanding the MBChB

Staff and students can find guidelines on MBChB programmes and programme handbooks in the Minerva at <http://minerva.leeds.ac.uk/>. An overview of the new curriculum is publicly available at <http://www.medicine.leeds.ac.uk/curriculum/>

The Leeds MBChB is a five-year programme. Each year we admit roughly 280 students. There are several direct and widening participation entry routes into the course and you may have tutees from any of them. Around 20 students with previous degrees join the course each year, but there is no separate (4 year) graduate programme. About 50% of students intercalate after years 2, 3 or 4.

Route	Typical number	Comment
Total home students	278 (fixed)	This number is fixed, but the number in each subcategory will vary from year to year.
Total overseas students	19 (fixed)	
"Usual" post-A level entry	Usually 180	These applicants may have come direct from school or taken a gap year.
Graduate entrant	Usually around 20	Graduate entrants do not receive a student loan and may be under more pressure to work during term. You may therefore find that they have fewer problems in the early part of the course (as they are used to being independent learners in higher education) but may experience financial problems later on.
Bradford transfers to year 1	Up to 20	This widening participation scheme allows a group of students to join the first year of our course after completing the Bradford Foundation Course. This programme forms part of our commitment to widening access,
Bradford transfers to year 2	Up to 20	As the learning objectives of our first year and the first year of the Bradford course are aligned, it is possible for students to transfer into our second year. Although these students are joining an existing year group, they are a large group in themselves and our experience is that they integrate well and receive support from their peers from previous years. These students <b>are</b> eligible for the award of MBChB with honours.
Access to Leeds	Usually around 10	A Widening Access to Medicine scheme.
International Medical University	Up to 6	Each year we admit up to 6 students from the IMU, Malaysia into year 3 of the course. These students may need more support in acclimatising to the Leeds environment and academic ethos. These students <b>are not</b> eligible for the award of MBChB with Honours.
Dental graduates	0-3	Qualified dentists who wish to specialise as maxillo-facial surgeons may join year three of the course and graduate with MBChB after completing the rest of the course. Places are not available every year. These students <b>are not</b> eligible for the award of MBChB with Honours.
Mature (non-graduate) entries	Varies - usually 3-5	These students may have been out of education for several years and may have problems readjusting.

The total number of places we can offer applicants is fixed by government. We have fixed quotas for international students (19), home students (238) and each year of the Bradford transfer system (20 per year). We are not permitted to admit students under an inappropriate grouping, e.g. we cannot offer a home student an international place even if they are willing to pay international fees. Other than these restrictions, we have no quotas or targets and hence the numbers of each sub-category of student vary slightly from year to year.



## Assessment in the MBChB

The School of Medicine at Leeds has an international reputation for the development of innovative and effective assessment. The students may describe assessments using terms with which you are not familiar. Assessments in the MBChB fall into three categories:

### 1. *Assessment for Learning (AfL)*

AfL is the commonest form of assessment in the MBChB. It is designed to encourage engagement and to provide regular feedback to students. Each section of the course will assess the students in one or more ways, which range from written assignments to something as simple as satisfactory attendance at tutorials. The students will be given non-graded feedback (e.g. "Excellent", "Good", "Pass" or "Fail"). **Students must pass in order to progress.** Students who fail at first attempt will be required to perform an additional task which may or may not take the same form as the initial assessment. Failure at this second attempt is very rare - but can happen. Students who do fail should expect to be required to withdraw from the course. It is important that students appreciate this.

### 2. *Assessment for Progression (AfP)*

AfP assessments occur at the end of each academic session. They may be written (all years), OSCE (Objective Structured Clinical Examinations) in year 3 to 5 or a long research project (year 4/5). AfP results are graded A-D (pass) or E-F (fail). Students must pass in order to progress. Students who fail at first attempt will be offered a resit either over the summer (years 1-3) or as a resit year (years 4-5). Students who fail at resit should expect to be required to withdraw from the course.

### 3. *Formative*

Students are offered formative written examinations in year 1 to 3 and students receive a graded result. It is not necessary for a student to pass the formative assessments in order to progress but they are a strong predictor of poor performance in AfP.

## Sequential testing

In year 4 and 5, the written and OSCE assessments are offered in two sections - a "first paper" and a "sequential paper". Students who perform sufficiently well on the first paper are given a graded result based on this performance and are not required to sit the sequential paper. Students who did not achieve a satisfactory score on the first paper sit the sequential paper and the scores from the two papers are combined. A grade is then awarded on the basis of the combined scores. It is important to appreciate that students who have to take the sequential paper have not "failed" the first paper and the sequential paper is not a resit.

## Progression

The MBChB has one of the highest student retention rates in the University with roughly 95% of each entry cohort graduating. The majority of students who leave the course do so at the end of first year.

## Honours

Students who achieve grade A or B in all AfP (end of year written papers, OSCEs and the ESREP research project) are awarded the degree of MBChB with honours. Roughly 5% of students manage this. Full details are available on our website at <https://www.medicine.leeds.ac.uk/mbchb/honours/>

## Section 3: Specific Advice & Sources of Further Information

The third part of this handbook contains information about the chief sources of advice and information that the student is able to access within the School of Medicine and the wider University. Students will obviously expect that, unless agreed by them, discussions of a personal nature with their Personal Tutors are confidential so, if required, you can point them at sources of support and information within the university.

### Academic issues

Student progression will be closely monitored throughout the course for each phase of the curriculum. The aim is to identify those students who need additional help, support or advice as early as possible during their studies, and counsel them appropriately. Once difficulties have been identified, and in consultation with the student, appropriate action can be proposed to the student. For students whose performance fails to meet the requirements of the curriculum the ultimate sanction is termination of studies.

### Academic support

The primary role of the Personal Tutor scheme is to act as an advisor, offer pastoral and personal support and be a “professional friend”. As a Personal Tutor you may also expect to give general academic advice. An appropriate role is to keep under review the developing profile of the student’s academic development.

Students who are experiencing academic problems or feel they are under-performing should be referred to the specific ICU manager or subject-specific academic supervisor for support. Often an email from you to the supervisor will smooth the path for the struggling, unsure or shy student.

Students should be encouraged to use the study skills information provided by their specific programme. Students should also be encouraged to make use of the wider University academic support resources and workshops, e.g. Skills@Leeds <http://library.leeds.ac.uk/skills/>

Student progression will be closely monitored throughout the course. The aim is to identify those students who may be considered at risk of academic failure or in need of additional help, support or advice and to intervene early. This should happen as early as possible during their studies, and they should be counselled appropriately. Once difficulties have been identified, in consultation with the student, appropriate action can be proposed for the student to take.

The Academic Sub Dean, rather than the Personal Tutor, can at times be the first point of contact by the student. The Academic Sub Dean has an interest in and responsibility for the following aspects of the student’s academic career:

- Academic progress
- Health problems
- Difficulties of learning and study
- Personal problems of any kind that affect study and progress

In some of the areas indicated above the Academic Sub Dean will play a direct role in developing an individualised action plan; in others it may be to advise individual students about the resources available in the wider University.

## Student safety

The University security services comment that nationally 1 in 3 students will be the victims of crime. For Leeds students this is 1 in 5. While this is considerably better than the national average, we should not be complacent and it is worth making the students aware of the potential dangers of living in a city such as Leeds, particularly the centre of town at night, Hyde Park and the surrounding area and Woodhouse area. There have been incidents of muggings and attacks on students both day and night. If students are aware and take safety precautions then they are less likely to run into difficulties. Please encourage your students to take these simple precautions.

- Don't walk along the street talking on a mobile phone.
- Don't walk alone at night.
- Have valuable items security identified
- Don't take taxis alone at night.
- Keep doors closed whilst moving in and out of halls of residence.
- Carry a personal attack alarm.
- Use the Night Bus that leaves from outside the union from 6.30pm onwards and takes them to their door.

More advice on personal safety and security <http://www.knowledge-leeds.co.uk/>

## Contact outside of meetings

It is very unusual that a tutee becomes reliant or over-dependent on contact with the Personal Tutor. However, you should kindly and firmly reiterate the boundaries of your role and involvement with them for pastoral and academic support. The School of Medicine runs regular Personal Tutor training sessions which include instruction on how to deal with a variety of situations that can arise with tutees. We recommended that you attend these sessions regularly.

## Financial Support

If a student contacts you regarding any kind of financial hardship you should refer them to the Student Services Centre where they may be able to apply for the Access to Learning Fund: [http://students.leeds.ac.uk/info/10231/access\\_to\\_learning\\_fund](http://students.leeds.ac.uk/info/10231/access_to_learning_fund). The Student Services Centre is located in the Marjorie and Arnold Ziff building. The Ziff building is near the main entrance of the University.

The Students' Union Student Advice Centre maintains a list of possible funding sources and publishes them on their website at <http://www.luu.org.uk/helpandadvice/money/>, and the BMA-supported website <http://www.money4medstudents.org/> has also proved useful in the past. We are also building a database of other sources of funding specifically appropriate for medical students.

## Careers Support

As part of your one-to-one contact with the student, it is more than likely that you will discuss career planning from time to time. Your experience and contacts are an invaluable resource in delivering this careers support and most of the time your expertise will enable you to support the student. It is however worthwhile considering the following questions if you venture into the area of “careers” in your tutorials:-

- Is the student in need of an in-depth careers guidance interview, rather than just information and advice?
- Does the student want to consider other options outside the field of medicine?
- Would the student benefit from seeing an independent careers adviser in a confidential setting separate from their academic life?

If the answer is “yes” to any of the above questions, then it is possible for your student to book an in-depth guidance interview with the MBChB Careers Coordinator Helen Steele ([h.i.steele@leeds.ac.uk](mailto:h.i.steele@leeds.ac.uk) 0113 3430230). Helen works closely with both the Yorkshire and Humber Deanery and the University of Leeds Careers Service and is a qualified DipCG Careers Adviser.

A programme of career management is embedded within the IDEALS curriculum and it may be useful to pick up some of the careers themes with your students.

Some of the ideas you could explore include:-

- Motivations, Values, Skills, Career Exploration, Decision Making
- Putting together a CV, developing Networking and Interview Skills and carrying out Research about different Specialisms.

A CPD session “Theories, Models and Skills used in Careers Guidance” is available twice a year to help you “up-skill” in the area of careers advice. For course listings and dates look at <http://medhealth.leeds.ac.uk/mededcpd/>

## Assessment and Progression

### ***General principles:***

- In order to progress, a student must pass ALL integrated summative assessments, OSCEs and Assessments for Learning for the relevant year. It is NEVER possible to progress “carrying a fail”.
- For each assessment, a student who fails to satisfy the examiners will be given an opportunity to resit, either in-year or during the summer resit period, unless otherwise notified in advance.
- A student who fails at resit should expect to be required to withdraw from the course.
- All students who fail the end of year exams will be seen by the Academic Sub Dean or Head of Year shortly after the results are released.

## Mitigating Circumstances

- Circumstances beyond the control of the student MAY result in an exam attempt being struck from the record if there is a successful application for mitigation.
- In this application, it must be explained how the circumstances affected the students ability to be assessed or to prepare for an assessment.
- Students are expected to take “reasonable steps” to avoid problems, e.g. being late for the exam because the bus was late would NOT be accepted – students are expected to leave enough spare time to accommodate such problems - but “I was late because the police cordoned off our street for three hours” MIGHT be accepted.
- It is vital that appropriate evidence is submitted with the application, or as soon as possible after. This might be medical evidence from a GP, a crime number and name of investigating officer for crimes or other INDEPENDENT evidence. Friends and family cannot submit evidence.
- Application for consideration of mitigating circumstances should be made before the assessment where possible and the deadline is 5 days after the assessment. Applications are never considered after the results have been published.
- Further information about this important area can be found at <https://www.medicine.leeds.ac.uk/mitigation/>. Separate information is available for undergraduate and postgraduate students.

## Support

If your student asks questions you can't answer relating to University procedures, the best place to refer them is to the Student Service Counter [ssc@leeds.ac.uk](mailto:ssc@leeds.ac.uk) or the University Union <http://www.leedsuniversityunion.org.uk/helpandadvice/academic/> They have a team who are well versed in the University regulations and have a lot of experience in supporting students. A larger list of specific contact email addresses is available at <http://students.leeds.ac.uk/contacts/>

If you don't feel that's required, you can always contact the appropriate member of the support team - see “Your main contacts in the Personal Tutor system are:” on page 2.

## Medical Students: Professional Values and Fitness to Practise

Given the professional nature of the MB ChB programme it is essential that Personal Tutors on the MB ChB programme familiarise themselves with the General Medical Council and Medical Schools Council's 'Medical students: professional values and fitness to practise' (2016) guidance which is available at [https://www.gmc-uk.org/-/media/documents/Professional\\_behaviour\\_and\\_fitness\\_to\\_practise\\_0816.pdf\\_66085925.pdf](https://www.gmc-uk.org/-/media/documents/Professional_behaviour_and_fitness_to_practise_0816.pdf_66085925.pdf).

Should Personal Tutors have any concerns regarding such issues they should contact the relevant Associate Director of Student Support or/and the relevant Academic Sub-Dean for further advice.

You can read an overview of the GMC's guidance and advice about student behaviour and professionalism at <http://www.gmc-uk.org/education/undergraduate/studentftp.asp>



## Disability

Having a recognised disability (the definition of which includes various chronic health conditions) should not be considered a barrier to a successful career in Medicine. The Medical School aims to facilitate learning by ensuring that any 'reasonable adjustments' required are put in place.

A formal assessment of need is usually required in order to identify for the school the 'reasonable adjustments' needed. This helps ensure that a fair process is adopted by the School in line with University requirements. Adjustments that have been made in the past for students include adjustments to assessments e.g. additional time, adjustments to placements e.g. local placements, and adjustments to individual timetables e.g. time out from the curriculum to attend healthcare or counselling appointments.

It is noteworthy that if students are identified as having a recognised disability then they may be eligible for financial support to assist in purchasing equipment to support them in their studies. This activity is co-ordinated through the University's Disabled Students' Assessment and Support team [http://students.leeds.ac.uk/info/10710/disability\\_mental\\_health\\_learning\\_difficulties/](http://students.leeds.ac.uk/info/10710/disability_mental_health_learning_difficulties/)

We would encourage students who have a disability or consider they may have a disability and who might therefore require a 'reasonable adjustment' to contact the school's designated MB ChB Disability Officer, Ms Stephanie Briggs ( [S.X.Briggs@leeds.ac.uk](mailto:S.X.Briggs@leeds.ac.uk) ) who can advise regarding next steps or alternatively to contact the University's Disabled Students' Assessment and Support team <http://www.equality.leeds.ac.uk/disabled-students/> .

Further information relating to Disability and Medical Education can be found in the General Medical Councils Gateways guidance this available at [http://www.gmc-uk.org/education/undergraduate/6\\_potential\\_doctors.asp](http://www.gmc-uk.org/education/undergraduate/6_potential_doctors.asp)

## GMC Mental Health

You can read the GMC's guidance and advice about supporting students with mental health issues at <http://www.gmc-uk.org/education/undergraduate/23289.asp> and their booklet "Supporting medical students with mental health conditions" is available for download.

The guidance states that medical schools should:

- Create an environment where mental health is openly discussed to reduce stigma.
- Put preventive measures in place to promote mental health and well-being in their students.
- Explain that mental health conditions are common in students and that support is available.
- Make sure that their policies about student confidentiality are clear and based around GMC guidance. These policies should be made available to students.
- Encourage their students to seek appropriate support from their general practitioner (GP) or support services available within the medical school or university.
- Train staff to recognise the early signs of mental health conditions and to identify when students are struggling.
- Put in place thorough supportive measures which do not involve fitness to practise processes. Where a student is behaving unprofessionally and also has a mental health condition, then their behaviour may need to be addressed by fitness to practise processes in tandem with support.
- Consider whether a student will not be able to cope with a career in medicine and, if necessary, talk to the student about their concerns.

## Reasonable adjustments

The concept of “reasonable adjustments” is fundamental to the School’s Student Support Policy. The School has standard procedures and requirements relating to attendance, performance, assessment and behaviour to which students must adhere. Where circumstances beyond a student’s control have affected their ability to meet these standards, it is usually possible for the School to make a “reasonable adjustment” to its usual policy. It is important that students are aware that such adjustments may be available - but it is also vital that they understand that such adjustments are not a “Get Out Of Jail Free” card. The table below lists some of the commoner forms of adjustments we make, but every case is considered on its own merits. This is not an exhaustive list. The examples given are illustrative of the commoner requests, but many are unique and are handled on a case-by-case basis.

### Examples of “reasonable adjustments”

Area	Example issue	Adjustment
Assessment <sup>1</sup>	Short-term illness or injury around assessment	Extra time in assessment (usually 25%) <sup>2</sup> or additional resit opportunity <sup>3,4</sup>
	Long-term illness during year	Extra time in assessment (usually 25%) <sup>2</sup> or additional resit opportunity <sup>3,4</sup>
Attendance	Regular hospital appointments interfere with attendance	Offer student extra opportunities (possibly evenings/weekends) to make up lost time
Placements	Child-care makes travel difficult	The School will try to reduce the amount of travelling by choosing more convenient placements and/or arranging different agree timings

#### NOTES

1. “Reasonable adjustment” in assessments takes one of two forms: extra time or (if the students fails the assessment) an additional opportunity to resit. It is also possible for question papers to be prepared in a different font or on coloured paper. Students may also be permitted to sit the assessment in a smaller exam hall or with easier access to toilet facilities. “Reasonable adjustment” **never** results in an adjustment of grade or allows a student to progress through the course without passing an AfL or AfP assessment.
2. Allocation of extra time can only be authorised by the Disability Services. The School of Medicine may allocate this time if unexpected circumstances arise e.g. injury or acute illness but the onus is on the student to request assessment in good time.
3. Any extra resit will be offered at the next available sitting, i.e. additional examinations will not be organised and student may need to repeat the year.
4. Additional resits can only be authorised by the Mitigating Circumstances Committee. The student must apply for mitigation before the results are released and should usually apply before sitting the assessment. It is understood that this may not be possible in cases of sudden illness or other acute events. A guide to the mitigation process in the MBChB is available at <https://www.medicine.leeds.ac.uk/mitigation/undergraduate.aspx>

## Confidentiality/Data Protection

The School of Medicine's Codes of Practice on Confidentiality and Data Protection are derived from those of the University of Leeds ([http://www.leeds.ac.uk/secretariat/data\\_protection\\_code\\_of\\_practice.html](http://www.leeds.ac.uk/secretariat/data_protection_code_of_practice.html)) Students can be assured that any information they provide will be held securely and only made available to members of staff with a direct need for access to this information e.g. examination results are viewable by the Examinations Officer, Progress Committee and their Personal Tutor but not by other academic staff. Student paper files are held in a secure area within the Learning & Teaching Office which is only accessible to staff with an authorised key fob. Student electronic records are held and processed in accordance with University policy.

## Useful telephone numbers

	Telephone	Notes
Student Medical Practice (GP)	☎ 0113 295 4488	
Counselling Service	☎ 0113 343 4107 (24-hour answer phone)	
Chaplaincy	☎ 0113 343 5071 (general enquiries)	
Equality services	☎ 0113 343 3927 (voice/text)	
University Union	☎ 0113 380 1400	
Nightline	☎ 0113 380 1381 (listening) ☎ 0113 380 1380 (information)	Student-run - 8pm to 8am during term time.

If you discover any other useful sources of support, please record them below and let us know about them so we can consider adding them to future editions.

Resource	Telephone	Notes


**Notes:**



#### DOCUMENT HISTORY

Date	Author	Comment
v15.01 1/6/2015	PJRH	First 2015 revision
v15.04 30/6/2015	MMcA, PJRH, JD	Minor edits
v16.01 1/6/2016	PJRH	
v17.01 15/8/17	PJRH	Updates

# About this document

This document describes the Personal Tutor component of the Student Support system within the MBChB.

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**Website:** <https://www.leeds.ac.uk/medicine/support/>