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**School of Healthcare**

**Staff Charter**

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| **Our aim is to enable every student to reach their full potential on their chosen course** |
| All staff within the school will need to recognise that they are role models and instrumental in directing the future careers for our students.Staff will do this by being kind and compassionate in all activities and recognising that every student is an individual.Staff will acknowledge that the student may need our support and encouragement to do their best. |
| **All Staff will:** | **Guidance** |
| **1** | Put student **care** at the centre of all our activities | Always ask about the student welfare/wellbeing before focussing on academic performance.If necessary, ask twice to encourage students to speak upBe prepared to provide a range of pastoral, academic and clinical support to students.To recognise that some international students may need extra care to help them integrate. |
| **2** | Be **approachable** at all times | Find time to see students in a timely manner where appropriateAdopt body language that shows the student that we are interested and truly care.Smile and buy a box of tissues. |
| **3** | Demonstrate mutual **respect** | Students are adults and expect to be respected as suchEqually they expect staff to effectively manage students who are not demonstrating expected attitudes and behaviours |
| **4** | Provide **time** to listen to students | Ensure that tutees are given enough time within one-to-one meetings to allow their concerns to be identified and addressedWhere possible provide time at the end of teaching sessions to answer student questions |
| **5** | **Respond** to student requests in a timely manner | All emails to be routinely answered within two working days.If staff are planned to be away provide a personalised out of office message explaining who they should contact in their absence, plus provide a list of resources available from across the University. |
| **6** | **Signpost** students to appropriate support | Ensure that all students have access to the School’s student support documentEnsure that staff are aware of all the student support mechanisms available across campusEnsure that students know how and who to contact in an emergency – it might at times be a school staff member. |
| **7** | **Follow up** on all encounters to ensure effective resolution | When issues are raised staff keep a record and don’t forget to follow up with the student.Where students are signposted to support, staff will follow up to ensure this has been accessed.  |
| **8** | Recognise the unique challenges experienced by **healthcare students** | Compared to students on other courses, healthcare students tend to have greater teaching contact time, a busier assessment schedule, have to regularly navigate between University and the clinical workplace and often feel isolated when off campus.Students may have experiences in clinical placements that trigger natural anxieties and human emotions. |
| **9** | Recognise our responsibilities as **role models** for our professions | Be encouraging and inspirational in all activities.Demonstrate the values held within the individual professions at all timesRemember and keep the passion you have as a healthcare professional |
| **10** | See things through the **eyes** of the student | Don’t use complicated language when it is not necessary.Be as positive as possible when providing feedback.Remember you yourself were a student once upon a time. |