

Personal Tutor Guide 2018-2019

1. Introduction

The University 'aims to create an educational experience that enriches our students intellectually, socially and culturally' and personal tutoring is a key component of this process. The relationship a personal tutor develops with the student can provide an excellent opportunity to both support and challenge the student to reach their academic and professional potential. To ensure all students have the opportunity to engage in this process across the University there is recognition that we need to value and support personal tutoring as a key strand of how we achieve the aims of the Education Strategy. This year we are aiming to renew the commitment to personal tutoring by encouraging Schools to share their practice and openly discuss the challenges of providing an excellent personal tutoring system in each School. I am committed to supporting this process and to addressing issues that require action to ensure our staff and students feel respected and connected.

Professor David S. Jones PhD., DSc, CStat, CEng, CChem, FAPS, FIMMM, FRSS, FRSC
Pro-Vice Chancellor (Education and Students)

The step up to tertiary level education can be a daunting one for students here at Queen's. Our undergraduate students face living and studying independently, identifying supports, seeking out new opportunities, and trying to make the most of their time here. This can often be difficult to navigate, and at the Students' Union (SU) we believe this is why Personal Tutors are so important. Not only can a Personal Tutor offer advice, support, and help when needed on issues of academic achievement, they can also be that friendly face in times of difficulty. It is incredibly important that each of the 24,000 students of QUB has an opportunity to connect with an academic in their chosen field of study, and it is this connection that can ensure their experience is a fulfilling one. The SU will do everything in its power to support our members, especially through our Advice SU service, and will act to guide Personal Tutors when signposting and advice is required.

Personal Tutors will not have all the answers; nor should they. However, their role constitutes a breaking down of perceived barriers between staff and students. Each year we recognise Personal Tutoring through our 'Personal Tutor of the Year' award at the QUBSU Education Awards. We're committed to Personal Tutors, because we know Personal Tutors are so committed to our students.

Lucy Gault
Vice President Education
Queen's Students' Union

2. Overview

Each School is required to put in place a structured scheme for the coordination of Personal Tutoring, which will ensure that specific activities are provided for, that Personal Tutors are properly supported, and that the scheme operates as intended. Arrangements in some Schools may cover students in Levels 1 and 2 only, as students in their final year already receive significant one-to-one support from Supervisors of dissertations/final year projects. Personal Tutoring can, however, continue in Levels 3 and 4 where appropriate.

The responsibilities of a Personal Tutor are:

- to promote reflection upon and support for students' general academic development while they are on their course;
- to promote other activities and experiences related to the personal, academic and professional development of their students;
- to guide students appropriately via effective signposting to relevant student support services.

The key attributes of Personal Tutors are that they listen, are non-judgemental, do not make students' choices or decisions for them, and that they are effective in referring students to other sources of support within the University.

3. Key elements of the Scheme

In developing Personal Tutor schemes, Schools are encouraged to have regard for local issues such as the need to reflect the requirements of a professional body and existing good practice. However, there are a number of key elements that all School-based Personal Tutor schemes should provide for, as outlined below.

- All undergraduate students are allocated a Personal Tutor, according to programme, prior to or upon enrolment. Where practicable, students will retain the same Personal Tutor for the duration of that programme.
- The Personal Tutor scheme will normally be coordinated at School level by a Lead Personal Tutor or key contact. It is recommended that there are two main contacts, where possible.
- The School Office should provide administrative support for the scheme; for example, by timetabling Personal Tutor meetings and monitoring Tutee attendance.
- There should be a formally structured and coordinated schedule of events for levels 1 and 2. Schools may continue a structured approach in levels 3 and 4, if appropriate. This structure should include reasons for the student to value the scheme. It is also particularly important that Personal Tutors should attend/participate in relevant induction programmes for students.
- A clear definition of support roles within the School. The role of Personal Tutor and Adviser of Studies should be clear to students, as should any additional School support mechanisms in place.

- There should be clear procedures for Personal Tutors to refer students to the Adviser of Studies (or equivalent) and to relevant central sources of support.

4. The role of Personal Tutor

In order to support student engagement and facilitate an equitable Personal Tutor Scheme, it is useful to set expectations with Tutees from the beginning and outline the various aspects of the role. These include:

- to help Level 1 students transition to University and settle in to their courses;
- to maintain regular contact with Tutees through one-to-one and group meetings, e-mail and other appropriate communications;
- to encourage reflection upon and support the student's general academic development throughout their course of study;
- to promote activities and experiences related to the personal, academic and professional development of Tutees;
- to support Tutees via effective signposting to relevant Student Support Services;
- to deliver guidance to all Tutees regarding the critical evaluation of feedback received on their work and how to take account of other indicators of academic performance;
- to provide Tutees with references upon request and in line with School procedures;
- to undertake training relevant to the role of Personal Tutor.

5. Data Protection

As a Personal Tutor, you may need to keep some records about your students, but you need to bear in mind that the University is subject to the Data Protection Act 2018, which was created to update the UK's data protection law and complements the General Data Protection Regulation (GDPR).

You may keep records such as:

- Logs of dated interactions and decisions/actions taken with individual students. These may contain sensitive personal data; for example, information about health conditions or personal circumstances.
- Lists of students and contact details.

Please be mindful of the following:

- You are responsible for abiding by the Data Protection principles, when collecting and processing personal data, information or records.

- Other Data Protection principles include keeping adequate, relevant, and accurate data, limited to what is necessary.

Please note: The University recognises that under SENDO, if a student discloses a disability or long term condition to any member of staff at any stage, the University is deemed to be aware of the student's disclosure. Therefore, all staff should be proactive and provide opportunities for students to disclose. Staff should contact Disability Services for advice on effectively supporting students with disclosure. This should also include preparation for work placements or Erasmus programmes.

Please refer to the Disability Support Code of Practice for further information on Disclosure and Confidentiality relating to Disabilities and Long-term Conditions:

<https://home.qol.qub.ac.uk/University%20Documents/Staff%20Documents/Supporting%20Students/Disability%20Support%20Code%20Of%20Practice.pdf>

- Maintain data and records (paper and electronic) securely.
- Remember that you should only keep your student records as long as necessary for the given purpose. Please refer to the Universities retention schedule for further details (*web page content TBC*):
<http://www.qub.ac.uk/about/Leadership-and-structure/Registrars-Office/Information-Compliance-Unit/Records-Management/>
- Students have the right to access data which is held about them (subject to certain exemptions, one of which is exam scripts). It is important, therefore, that your written communications are accurate and can be defended if the individual requests to see these. A good rule is to only discuss in emails or other communications, something which you would be comfortable doing so in a public forum.
- Information about students can be given out to properly identified members of staff who need it in order to perform their duties. Students should, however, be informed about who you intend to share information with. Personal data should not normally be shared with third parties (including parents/guardians) without the explicit consent of the student.

The above points constitute general advice on Data Protection. Please be aware that your School may also have local policies and procedures in place.

For further information, please contact:

Information Compliance Unit

Telephone: 028 9097 2506

Email: info.compliance@qub.ac.uk

6. Signposting

As a Personal Tutor, you may need to refer students to Services and other mechanisms of support within the University. To enable consistency in signposting processes, information on relevant Services, together with key contact details, is offered in the pages which follow.

6.1 Careers, Employability and Skills (CES)

Careers, Employability and Skills meets regularly with Faculties and Schools to request contact time as part of the undergraduate timetable. However, it is important that all students follow up on this contact and access the support/developmental activities offered prior to entering Final Year.

THREE KEY MESSAGES FOR STUDENTS:

(i) REGULARLY LOG INTO YOUR MYFUTURE ACCOUNT



Search/View advertised part-time, summer, oncampus, placement and graduate Jobs; Employer Information Sessions; Careers Events; and Appointments for One-to-One Career Consultations or CV Checks. Appointments can be made with a Careers Consultant and take place on the first floor of the Student Guidance Centre.

The careers events and employer talks often involve networking. Students will develop skills and meet other students from across the University.

Access your Myfuture Account at www.qub.ac.uk/myfuture - Use your Queen's email and normal Queen's password to log in.

NB - Students don't need to have decided on a career to attend an event. The activities are also aimed at those who are thinking about what they might do to make the most of their summer, just want to explore broad options, or develop their professional skills.

(ii) GAIN ACCREDITATION FOR EXTRA-CURRICULAR WORK-RELATED LEARNING



The DegreePlus Award accredits over 160 activities (see the DegreePlus website). Students can get involved at any time from First Year through to graduation. The activities include work experience (e.g. volunteering or internships), language courses, sport, peer mentoring, workplace study tours and programmes to develop a range of skills.

DegreePlus is supported by corporate employer partners and around 2300 students complete the Award each year. Those who achieve DegreePlus will have this accredited on their Higher Education Achievement Record (HEAR) and receive their certificate at graduation. Find out more at www.qub.ac.uk/degreeplus or by emailing us at degreeplus@qub.ac.uk.

(iii) GET INVOLVED AND DEVELOP YOURSELF



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CAREERS,
EMPLOYABILITY
AND SKILLS

Students who get involved in Careers events, DegreePlus and use one-to-one appointments rate these experiences highly. Activities can take place at Queen's, in the workplace or overseas. These interactions may constitute taster sessions for students to explore, or developmental opportunities towards building experience in a particular employment area.

Students can read the Go Further stories of their peers on the Careers website and careers information by School and Sector www.qub.ac.uk/careers

Email: careers@qub.ac.uk

Newsletters to Queen's Email: Students should check their email regularly for the Jobs Round-Up email and Careers Newsletters from the Careers Consultant for their discipline and year group.

Careers Pop-Ups: Careers Consultants will be staffing pop-up stands throughout the academic year at various campus locations. For dates and times see - www.qub.ac.uk/myfuture

Development Weeks is also recommended for students to complement their studies, to gain skills beyond the degree pathway and explore new subject areas and interests. See students leading on the delivery of events, details at www.qub.ac.uk/developmentweeks

Week 1 - Mon. 7th - Fri.11th Jan 2019

Week 2 - Mon. 20th - Fri.24th May 2019

Week 3 - Mon. 27th - Fri.31st May 2019

Key contact for Personal Tutors:

Greta Campbell
Careers Consultant
g.m.campbell@qub.ac.uk
Ext 3810

CAREER DEVELOPMENT KEY DATES CALENDAR 2018-19

SEPTEMBER	Registration and Enrolment (A MyFuture account is released to all students who complete registration) Welcome Week	<u>All students should aim to have logged into their MyFuture account by Friday 5th October.</u> Monday 17 th – Friday 21 st September 2018.
OCTOBER	October Graduate Recruitment and Placement Fairs Sponsored by AllState NI.	16 th October: Business, Finance & Law, 10:30am-3pm Whitla Hall 17 th October: Technology, 10:30am-3pm Whitla Hall 18 th October: Science & Engineering, 10:30am-3pm Whitla Hall
	Support with CVs, Interviews and Applications	One-to-one appointments, Skills for Success and other workshops bookable via MyFuture.
	Go Global Week Sponsored by the Department for the Economy and the British Council	22 nd – 26 th October, Student Guidance Centre Hub and Elmwood Hall.
NOVEMBER	DegreePlus Winter Graduation Deadline Corporate partners: Santander Universities, EY and NICVA	1 st November deadline for submission of Route B applications.
	International Students Employability Programme	20 th November, 27 th November and 4 th December. SGC Hub bookable via MyFuture
	Skills for Success Workshops	Series of Employer Led Workshops to develop skills and confidence for graduate and placement success on-going throughout both semesters.
	Digital Cities Creative Industries Event	13 th November, Student Guidance Centre Hub
DECEMBER	Careers and DegreePlus Pops-Ups	Ongoing throughout the semester at various on-campus locations – check MyFuture for dates.
JANUARY	Development Week	7 th – 11 th January, career development programmes; internships and other DegreePlus and work-related learning experiences.
	Work Experience and Placement Fair Sponsored by EY	Wednesday 23 rd January 2018, 11am-3pm, Whitla Hall.
FEBRUARY	Support with CVs, Interviews and Applications	One-to-one appointments, Skills for Success and other workshops bookable via MyFuture.
MARCH	Careers and DegreePlus Pops-Ups	Ongoing throughout the semester at various on-campus locations – check MyFuture for dates.
APRIL	DegreePlus Summer Graduation Deadline Corporate partners: (as listed above)	1 st April deadline for submission of Route B applications.
MAY	Development Weeks	20 th – 31 st May ⁷ career development programmes; internships and other DegreePlus and work-related learning experiences.
	Northern Ireland Graduate Recruitment Fair www.nigradfair.org	28 th May, Whitla Hall

6.2 Student Wellbeing Service

Queen's aspiration is that every student leaves the University confident they have achieved their academic potential, equipped to cope with the next phase of their life whatever that is, and feeling connected and hopeful about their future. Most students will enjoy their time as a student and cope with the various challenges that they will face. Some may struggle with the ups and downs encountered. This might be as a consequence of academic pressures, or it may be for more personal issues; for example, relationship breakdown, family illness, anxiety or depression.

Support is available to students throughout their time in Queen's and includes:

Drop-in Service – Monday - Friday (during term time) 12.30pm - 1.30pm. Students can report to the Information Desk on Level 1 of the Student Guidance Centre.

This is a triage service providing a focused assessment of need for each student. Most students will have their needs met by receiving advice/information on relevant supports, including support to be referred to another service e.g. [Counselling](#), [Advice SU](#) or an external service.

1:1 Meeting with a Wellbeing Adviser: This offers students an opportunity to explore personal issues which may be impacting their overall wellbeing or academic progress.

Safe and Healthy Relationships: Student Wellbeing are keen to support all students develop and maintain Safe and Healthy relationships. This includes promoting a zero tolerance policy to sexual misconduct, bullying, harassment or any form of hate crime. A specialist Wellbeing Adviser can support students who have been affected by any of these issues.

Counselling: This is a free, confidential and non-judgemental service that students can access by contacting Inspire on 0808 800 0016. This service also offers a 24/7 helpline.

Wellbeing Events including "Wellbeing Wednesdays": These workshops / events occur throughout the academic year addressing general issues e.g. exam stress, or specific issues raised by students or Schools. Wellbeing Wednesday events will focus on the Take 5 Steps to Wellbeing, The full schedule will be available on our [Facebook page](#).

Coaching: This service supports students to understand and work towards their personal goals, priorities and plans.

Support for Care Leavers: Queen's is committed to increasing the number of care leavers studying at the University. We define a care leaver as someone who has lived in care, either with foster or kinship carers or in a children's home. Please contact Deirdre Lynskey in The Widening Participation Unit at d.lynskey@qub.ac.uk or 028 9097 1567 for further information on support available <http://www.qub.ac.uk/directorates/sgc/wpu/CareLeavers/>.

Students can access the Service directly or can be referred by their School by:

- Completion of an [online form](#)
- Phone: 028 9097 2893
- Email: studentwellbeing@qub.ac.uk

Further information on the range of supports, including how to book a 1:1 appointment and details of our drop-in service are available on the website: www.qub.ac.uk/sgc/wellbeing.

The University's Student Wellbeing Strategy 2017-2021 is also available [here](#).

Key contact for Personal Tutors:

Shauna Smyth
Student Wellbeing Manager
shauna.smyth@qub.ac.uk
Ext 2893

6.3 Disability Services

The Disability Discrimination Act (DDA) 1995 defines disability as:

*“A **physical or mental impairment** which has a **substantial and long-term** adverse effect on a person's ability to carry out **normal day-to-day activities**.”*

Disability Services provides support to students with a wide range of disabilities including physical and mobility difficulties, sensory impairments, medical conditions, mental health difficulties, and specific learning difficulties e.g. dyslexia. There are three distinct elements to the Queen's Disability Service: Disability Officers, Needs Assessment Centre, and the Register of Support Providers. For further information, please see www.qub.ac.uk/disability.

Students with a disability are entitled to have reasonable adjustments put in place to support them to achieve their potential and ensure that they are not unfairly disadvantaged compared to their peers. A wide range of supports and reasonable adjustments are available. Decisions on the most appropriate support package are taken on an individual basis, following consultation with the student's Disability Officer. Supports may include:

- Proof-readers and library assistants
- Academic mental health tutors
- Dyslexia tutors
- Classroom and exam support
- Laptops with assistive technology packages
- Advice and guidance on the Disabled Students Allowance (DSA)

The support package will be documented in the student's Individual Student Support Agreement (ISSA), and shared with the School. ISSAs are for the duration of a student's course but can be reviewed on request. The School is responsible for ensuring that the reasonable adjustments are implemented.

Please note: If a student discloses a disability or long term condition to any member of staff at any stage, the University is deemed to be aware of the student's disclosure. Staff should contact Disability Services for advice on effectively supporting students regarding disclosure. Guidance and training on a range of issues are also available for School staff upon request.

Students can access the service directly, or can be referred by their School:

- Phone: 028 9097 5250
- Email: disability.office@qub.ac.uk
- Website: www.qub.ac.uk/disability

There is also a drop-in service available Tuesday – Thursday (12.30 – 1.30pm) during term time. Students should report to the Information Desk on Level 1 of the SGC.

The Disability Support Code of Practice is available [here](#).

Key contact for Personal Tutors:

Ciara Beattie
Disability Officer
c.beattie@qub.ac.uk
Ext 3345

6.4 Learning Development Service

The Learning Development Service (LDS) provides academic skills support to undergraduate students at the University. Our staff work with University Schools and Services to identify and deliver activities and resources which meet student academic skill requirements. We offer workshops, one-to-one appointments and online resources on a range of areas, including:

- academic writing – supporting the development of critical, report and reflective writing skills;
- research skills – offering practical advice and guidance on research approaches and techniques;
- referencing – giving instruction and providing resources on a range of referencing styles used across the University;
- other academic skills – providing direction on time management, presentation skills and exam preparation.

Students can request a **one-to-one appointment** on any of the above skill areas via the MyFuture portal on QOL, or by visiting www.qub-csm.symplicity.com/students/. Alternatively, students can contact LDS directly at lds@qub.ac.uk or telephone 028 9097 3618.

Details of general **academic skills workshops** will also be available on the LDS website throughout the academic year www.qub.ac.uk/lds. Undergraduate students can register for these workshops by following the relevant links on the website.

To access a variety of **online academic skills resources**, please visit www.qub.ac.uk/lds.

Work with University Schools

LDS has a member of staff assigned to each University School. We welcome any discussions with academic colleagues towards developing tailored skills workshops for delivery within undergraduate programmes. Please contact Dr Ciarán O'Neill c.g.oneill@qub.ac.uk for further information.

LDS supports University Schools in the development and implementation of undergraduate, subject-based peer mentoring and peer assisted learning (PAL) schemes. For more information, contact Angela McQuade or Saoirse Hamill at ldspeermentors@qub.ac.uk or telephone 028 9097 3964.

Key contact for Personal Tutors:

Dr Ciarán O'Neill
Learning Development Tutor
c.g.oneill@qub.ac.uk
go.qub.ac.uk/personaltutorscheme
Ext 3081

6.5 Advice SU

It is not unusual for University life to throw up all sorts of different situations, difficulties and challenges which a student may need help with. Advice SU provides Queen's students with a free, impartial and accurate advice service in a confidential setting and in a non-judgemental manner.

Advice is available on a wide range of issues, including:

- debt and money management;
- student finance;
- disciplinary procedures;
- academic issues; such as academic offences, appeals and complaints, fitness to practice and fitness to study;
- private sector housing and Queen's accommodation;
- student welfare;
- consumer issues;
- employment rights.

The Advice SU advisers have a wealth of knowledge, experience and contacts, enabling them to signpost students to other relevant services both within and outside the University.

Getting Advice

Students can access information and resources on the Advice SU section of the Students' Union website at www.qubsu.org/AdviceSU/.

Regular drop in advice sessions run throughout the week, where students can be seen without an appointment. These are available as follows:

Mondays 2.00pm – 4.30pm
Wednesdays 2.00pm – 4.30pm
Fridays 9.30am – 12.00pm

Students wishing to receive email advice, or to arrange an appointment outside of drop in times, should complete the online form on the Advice SU section of the Students' Union website at www.qubsu.org/AdviceSU/FAQs/ using the "I'd like more advice" button. An adviser will then contact the student directly to confirm arrangements.

Key contact for Personal Tutors:

Connie Craig-Lucey
Advice SU Manager
connie.craig@qub.ac.uk
studentadvice@qub.ac.uk
Ext 1049

6.6 Students' Union Office

Every year, students are elected by the student body at Queen's to become the Student Officers of the Students' Union. There are 6 full-time Officers who have either taken a year out of their studies or have just graduated.

They each help and represent the 23,000+ students at Queen's, organise campaigns to make the changes they want happen and lead the Union on their behalf.

Officers can also be a great resource for all staff within the University. You can signpost students to us or get in touch yourself if you are unsure about anything related to the Students' Union.

Our door is always open and we're happy to help...

Connor Veighey - President

su.president@qub.ac.uk

- Represents students' views on campus and beyond
- Identifies priority issues for students
- Co-ordinates the activities of the Union
- Gives advice if students want to join or start a campaign



Robert Murtagh - Student Officer Activities

su.activities@qub.ac.uk

- Organises a range of events in the Union
- Creates a community spirit among the students at Queen's
- Helps students get involved in Volunteering, Enterprise and Clubs & Societies
- Supports Clubs & Societies through training, funding and advice



Lucy Gault - Student Officer Education

su.education@qub.ac.uk

- Represents students' interests relating to their academic studies
- Helps with any academic problems students might have
- Works with School/Course Reps to ensure that students have a say about their education



Hamsavani Rajeswareni - Student Officer Equality & Diversity

su.equality@qub.ac.uk

- Represents the interests of students of underrepresented groups
- Makes sure every student at Queen's is treated equally and fairly
- Supports events that promote diversity and greater cultural understanding
- Helps to get students from underrepresented groups involved with the Students' Union



Rachel Powell - Student Officer Postgraduate

su.postgraduate@qub.ac.uk

- Represents postgraduate students' interests in relation to their academic studies
- Runs campaigns to improve the academic student experience of postgraduate students
- Works with student reps to ensure that the views of postgraduate students are heard
- Helps to get more postgraduate students involved with the Students' Union



Sinéad Henry - Student Officer Welfare

su.welfare@qub.ac.uk

- Represents students' interests relating to their welfare
- Helps with any welfare problems students might have; like their general wellbeing, mental and sexual health, housing and safety
- Promotes wellbeing campaigns on campus



For more information on our campaigns and projects for the year, as well as the other services available, have a look on the Students' Union website: www.qubsu.org.

You may have a student come to you with an issue, or an interest in what an Officer is working on. We can help by giving them further information or the opportunity to get involved.

Please feel free to get in touch with us at any time – we're always happy to help

6.7 International Student Support (ISS)

The International Student Support team help students make the most of their experience as an international student. The team provide advice and assistance to international students from the time they apply to the University, right through their studies at Queen's to when they are taking their next steps after graduation.

The team are the only staff in the University authorized to provide students with specialist advice in relation to visa and immigration matters including applying for their visa to come to the UK and assisting them with any queries they may have during their time at Queen's. If you are approached by a student for immigration advice, or you think that the student's change in academic situation will have an impact on the student, please contact ISS, or refer the student to the service directly.

The immigration advice and services provided are carried out in accordance with the UKCISA Codes of Ethics. ISS staff are authorised to provide immigration advice by the Office of the Immigration Services Commissioner (OISC) who regulates the provision of immigration advice in the UK.

The International Student Support team can provide advice and assistance in relation to a range of visa and immigration issues including the following:

- Applying for a visa to come to the UK
- Extending a visa in the UK
- Lost passport or visa
- Errors on a visa
- Withdrawing from the University
- Changing a course

Immigration advice can only be provided in writing (e.g. email) or in a face-to-face appointment with an Immigration Adviser within the International Student Support team:

<u>Adviser</u>	<u>Faculty/Schools</u>	<u>Email</u>
Helen McBrinn	Faculty of AHSS (QMS, SSES, AEL)	h.mcbrinn@qub.ac.uk
Sinead Murtagh	Faculty of EPS	s.murtagh@qub.ac.uk
Niamh Quigley	Faculty of MHLS	n.quigley@qub.ac.uk
Kathryn Young	INTO Queen's, Faculty of AHSS (LAW, HAPP, George Mitchell Institute)	kathryn.young@qub.ac.uk

Immigration Advice Drop-in Sessions

Students can visit our reception on 1st Floor, Student Guidance Centre:

Monday, Tuesday, Thursday and Friday 2.00pm – 3.30pm

Wednesday 1.00pm – 2.30pm

Or alternatively, can arrange an appointment with an Immigration Adviser.

Welcome and Orientation

At the start of each semester International Student Support organise a Welcome and Orientation programme for new international students. The programme includes lots of useful and interesting sessions and exciting activities to help students make new friends and get settled into life at Queen's. Resources are also available throughout the year on the International Student Support website www.qub.ac.uk/sites/iss/.

Student Experience

Throughout the year, International Student Support organise events and activities to help students make the most of their student experience and socialise with their peers. Previous events and activities have included students participating in the Belfast St. Patrick's Day parade, Belfast Lord Mayor's Day, Christmas party, Games Night, Dance workshop etc.

US Federal Loans

Queen's University Belfast is approved by the US Department of Education for participation in the Title IV Federal Loans programme. US Federal Direct loans are generally available to eligible students who will be undertaking a degree programme at Queen's, with the exception of Medicine and Nursing. International Student Support can assess a student's loan eligibility, support them through the application process and administer their Federal Direct Loans at Queen's. For further information, please contact usloans@qub.ac.uk.

General Queries Email: iss@qub.ac.uk

Immigration Queries Email: immigration@qub.ac.uk

International Welcome & Orientation and ISS Events Email: issevents@qub.ac.uk

US Federal Loans Email: usloans@qub.ac.uk

Tel: 028 9097 3820

7. Personal Tutoring Management Timeline 2018-2019

September	<p>Faculty-based training programme for Personal Tutors, to include:</p> <ul style="list-style-type: none"> • introduction to Personal Tutor Scheme; • role of the Personal Tutor; • signposting and using Student Services; • Scheme arrangements 2018-19.
September – May	<p>Delivery of Personal Tutor Scheme</p> <ul style="list-style-type: none"> ➤ Personal Tutor Scheme to be a regular agenda item for the Supporting Student Attainment Action Group (SSAAG): <ul style="list-style-type: none"> - Tuesday, 10 October 2018 - Thursday, 14 February 2019 - Wednesday, 2 May 2019 <p>SSAAG will provide central oversight and take an active role in supporting and monitoring the Personal Tutor Scheme.</p> <p><u>NB - Schools will submit an annual summaries of activity to SSAAG in April 2019.</u></p>
April	<p>Personal Tutor Forum</p> <ul style="list-style-type: none"> ➤ Lead Tutors to attend and discuss relevant matters of interest, including progress of School schemes.
May	<p>Central review of Scheme</p> <p>Summary of each School's activity to be considered by SSAAG (2 May 2019) and list of Lead Personal Tutors confirmed.</p> <p>SSAAG may highlight aspects of a School scheme that requires further development.</p>
May/June	<p>School review</p> <p>Lead tutor and Director of Education review and agree local processes and key contact meetings for Personal Tutor Scheme ahead of new academic year, including:</p> <ul style="list-style-type: none"> • recruitment and reward of Personal Tutor(s) and Lead Personal Tutor(s); • structure of scheme – to include how academic, personal and professional development will be addressed in meetings with Tutees; • communication and recording mechanisms agreed; • training for Personal Tutors – content and method of training agreed.

8. Academic year arrangements for Personal Tutoring

Please note - additional contact points may arise upon request; for example, where Tutees require specific support and/or signposting to Services.

September	<p>Level 1 students</p> <ul style="list-style-type: none"> • Students receive formal welcome and Personal Tutor invitation to attend a one-to-one meeting (<u>student attendance should be noted as 'required' so to support early engagement</u>). • Welcome Week – meeting with Level 1 students in small group context. <p>Both of the above present an ideal opportunity for Personal Tutors to engage with Tutees transitioning to the University and promote the Personal Tutor Scheme (PTS) and associated support structures.</p> <p>NB - it is advised that Schools embed PTS promotional activities within Welcome / Induction programmes.</p>
October	<p>Level 1 students</p> <ul style="list-style-type: none"> ➤ Tutees who do not engage, for example, through non-attendance of the introductory meeting, are identified and contacted by the Personal Tutor. ➤ Students who do not respond to above contact are identified to Lead Personal Tutor, who then contacts student(s) identified. ➤ If attempted contact proves unsuccessful, student details are passed to the Student Wellbeing Service. <p>Levels 2, 3 and 4 students</p> <ul style="list-style-type: none"> • Tutees invited for review meeting to focus on personal, academic and/or professional development and goals.
November	<p>Level 1 students</p> <ul style="list-style-type: none"> • Personal Tutors to advertise availability to meet Tutees (between weeks 6 and 10).
December	<p>All students</p> <ul style="list-style-type: none"> • Communication issued to Tutees in advance of assessments, signposting Student Services and relevant support structures.
February	<p>All students</p> <ul style="list-style-type: none"> • Academic review meeting – opportunity for Personal Tutor and Tutee to review progress to date.
March / April	<p>All students</p> <ul style="list-style-type: none"> • Professional development meeting. Opportunity for goal setting. • Encourage students to engage with Development Weeks (May). • Communication issued to Tutees in advance of assessments, signposting Student Services and relevant support structures.

9. Lead Personal Tutors 2018-2019

SCHOOL	CONTACT	EMAIL
School of Arts, English and Languages (AEL)	Sinéad Sturgeon	s.sturgeon@qub.ac.uk
School of History, Anthropology, Philosophy and Politics (HAPP)	Keira Williams	k.williams@qub.ac.uk
School of Law	Ronagh McQuigg	r.mcquigg@qub.ac.uk
Social Sciences, Education and Social Work (SSESW)	<p>Lisa Bunting (BSW pathways)</p> <p>Jonathan Heaney (BA pathways)</p>	<p>l.bunting@qub.ac.uk</p> <p>j.heaney@qub.ac.uk</p>
Queen's Management School	Danielle McConville	d.mcconville@qub.ac.uk
School of Electronics, Electrical Engineering and Computer Science (EECS)	<p>David Morales (Electronics and Electrical Engineering)</p> <p>Joan Lewis (Computer Science)</p>	<p>d.morales@qub.ac.uk</p> <p>joan.lewis@qub.ac.uk</p>
School of Mathematics and Physics	Thomas Field	t.field@qub.ac.uk
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School of Psychology	Tim Fosker	t.fosker@qub.ac.uk
School of the Natural and Built Environment (NBE)	<p>Laura Michael (Environmental Planning)</p> <p>Gill Plunkett (Archaeology and Palaeoecology)</p>	<p>l.michael@qub.ac.uk</p> <p>g.plunkett@qub.ac.uk</p>

SCHOOL	CONTACT	EMAIL
NBE - <i>continued</i>	<p>Gul Kacmaz Erk (Architecture)</p> <p>Tristan Sturm (Geography)</p> <p>Patrick McGetrick (Civil Engineering)</p>	<p>g.kacmaz@qub.ac.uk</p> <p>t.sturm@qub.ac.uk</p> <p>p.mcgetrick@qub.ac.uk</p>
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School of Medicine, Dentistry and Biomedical Sciences	<p>Laura Montgomery (Biomedical Sciences)</p> <p>Orlagh Hunt (Dentistry)</p> <p>Mark Harbinson (Medicine)</p>	<p>l.e.a.montgomery@qub.ac.uk</p> <p>o.hunt@qub.ac.uk</p> <p>m.harbinson@qub.ac.uk</p>
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