



Personal Tutor Guide 2019-2020

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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)

In the Students' Union, we see firsthand the invaluable contribution which personal tutors make to the lives of students at Queen's from their first weeks right through to when they receive that final result. It's often easy to forget how difficult it can be to come to university for the first time. Learning how to study independently, make new connections and identify support systems are all difficult enough while learning how to live independently for the first time! By making this transition easier and then going on to support students throughout their academic experience, personal tutors make an invaluable contribution to the university experience. They support our members' academic development, signpost them to relevant services and offer a friendly face throughout their time here.

The Students' Union is committed, therefore, to working in partnership with the University to make the Personal Tutor scheme work for all our students. We will do everything in our power to support you as Tutors while you support our members, especially through our Advice SU service and we will act to guide Personal Tutors when signposting and advice is required. Each year we also recognise Personal Tutoring through our 'Personal Tutor of the Year' award at the QUBSU Education Awards.

Personal Tutors will not have all the answers; nor should they. However, their role breaks down the perceived barriers between staff and students. We look forward to working with you in the coming year in your roles and to continuing to support you in the fantastic work you do.

Jason Bunting
Education Officer
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 should, however, continue in Levels 3 and 4 as 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. Schools may choose to have more than one Lead Personal Tutor, where appropriate.
- 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: <http://www.qub.ac.uk/about/Leadership-and-structure/Registrars-Office/Information-Compliance-Unit/Records-Management/>

Please note that records should be held until end of relationship/graduation plus 6 years. These may be reviewed yearly thereafter, to establish the most appropriate retention period.

- 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 ideally prior to entering Final Year.

THREE KEY MESSAGES FOR STUDENTS:

(i) REGULARLY LOG INTO YOUR MYFUTURE ACCOUNT



Search/View advertised part-time, summer, oncampus, internship, placement and graduate Jobs; Employer Information Sessions; Careers Events; Careers Programmes 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 2000 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



Students who get involved with Careers programmes and events including Global Opportunities, DegreePlus and 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.

Email: careers@qub.ac.uk

Twitter/Facebook/Instagram @qubcareers

Careers Website: The Careers, Employability and Skills Website provides you with information on all our services to help you work out what support is available. It helps students: Improve their Employability, Succeed in Recruitment, Internationalise your Degree, Explore Career Options by Degree and Sector. www.qub.ac.uk/careers

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

8 – 10 January

18 – 29 May

Key contact for Personal Tutors:

Greta Campbell

Careers Consultant

g.m.campbell@qub.ac.uk

Ext. 3810

CAREER DEVELOPMENT KEY DATES CALENDAR 2019-2020

SEPTEMBER	Registration and Enrolment (A MyFuture account is released to all students who complete registration)	<u>All students should aim to have logged into their MyFuture account by Friday 4 October.</u>
	Events, Programmes and Information Sessions: Welcome Week Event: A Taste of Careers MyFuture Lunch and Learn	25 September, 12pm – 2pm, Student Guidance Centre 26 September, 12pm – 2pm, Student Guidance Centre
	Employer Panel: Careers in Management Consultancy SkillUP: Social Media for Job Success	25 September, 4pm – 6pm, Student Guidance Centre 30 September 1pm – 2pm, Student Guidance Centre
	Applications Open on MyFuture: Innovation Bootcamp Queen's Global Leadership Programme International Students Employability Programme Leadership in Practice	16 September 16 September 16 September 23 September
	Global Opportunities Drop-ins	Every Tuesday and Thursday from 12-1pm in the Student Guidance Centre in Semester One and Two.
OCTOBER	Go Global Week Sponsored by the Department for the Economy, the British Council and First Derivatives	9 October, 12pm – 3pm, Whitla Hall
	October Graduate Recruitment and Placement Fairs Sponsored by EY	22 October: Business, Finance & Law, 11am-3pm Whitla Hall 23 October: Technology, 11am-3pm Whitla Hall 24 October: Science & Engineering, 11am-3pm Whitla Hall
	Support with CVs, Interviews and Applications	One-to-one appointments, Workshops bookable via MyFuture.

	<p>Employer Panels: Careers in Law Careers in Law Careers in Accountancy Global Employers Recruiting any Discipline</p> <p>SkillUP: Being Interview Ready Personal Leadership Assessment Centre Success Communication Skills for Workplace Success</p>	<p>2 October, 4pm – 6pm, Student Guidance Centre Hub 8 October 4pm – 6pm, Moot Court 16 October 12 – 2pm, Student Guidance Centre Hub 29 October, 12pm – 2pm, Student Guidance Centre Hub</p> <p>1 October 12pm – 2pm, Student Guidance Centre Hub 3 October, 12pm – 2pm, Student Guidance Centre Hub 21 October, 12 – 2pm, Student Guidance Centre Hub 31 October 12pm – 2pm, Student Guidance Centre Hub</p>
	<p>Events, Programmes and Information Sessions: Queen's Global Leadership Programme 2020 MyFuture Lunch and Learn Degree Plus</p>	<p>7 October 2pm – 4pm & 16 October 2pm – 3pm, Student Guidance Centre 15 October, 1pm – 2pm, Student Guidance Centre 30 October 12pm – 2pm, Student Guidance Centre</p>
	<p>Applications open on MyFuture:</p>	<p>Institute of Directors Free Student Membership, 15 October 2019</p>
	<p>Applications closing:</p>	<p>Queen's Global Leadership Programme 2020, 28 October</p>
NOVEMBER	<p>DegreePlus Winter Graduation Deadline Corporate partners: EY and NICVA</p>	<p>1 November deadline</p>
	<p>International Students Employability Programme: Building a Global Mindset CV's and Cover Letters Interview Preparation</p>	<p>12 November, 10am – 12pm, Student Guidance Centre 19 November, 10am – 12am, Student Guidance Centre 26 November, 10am – 12am, Student Guidance Centre</p>

	<p>Employer Panels: Careers in Public Sector Careers in Life Sciences</p> <p>SkillUP: Building Professional Resilience The Power of Networks and Networking</p>	<p>6 November, 12pm – 2pm, Student Guidance Centre 13 November, 12pm – 2pm, Student Guidance Centre</p> <p>5 November, 12pm – 2pm, Student Guidance Centre 7 November, 12pm – 2pm, Student Guidance Centre</p>
	<p>Digital Cities Creative Industries Event</p> <p>Digital Cities Google Garage Event</p>	<p>4 November, Student Guidance Centre CV Workshop with Julie Forbes, BBC Talent Manager, 11am – 1pm Radio and Broadcasting Workshop, 1pm – 3pm TV and Film workshop 2pm – 4pm The Ultimate Panel Discussion with Keynote Speaker Jed Mercurio 7pm – 9pm</p> <p>8 November, 9am – 2pm, Student Guidance Centre</p>
	<p>Mini Fairs: Civil Engineering Mini fair (drop in session) Psychology Careers Insight Event</p>	<p>20 November, David Keir Building 21 November, Student Guidance Centre Hub</p>
	<p>Information Sessions: Industry Insights Study USA Global Opportunities - Focus on Asia Industry Insights Global Opportunities - Focus on USA/Canada IAESTE (STEM placements abroad)</p>	<p>6 November, 2.30pm – 3pm, Student Guidance Centre 6 November, 1pm – 2pm, Student Guidance Centre 13 November 2019, 1pm – 2pm, Student Guidance Centre 13 November, 3pm – 3.30pm, Student Guidance Centre 20 November, 1pm – 2pm, Student Guidance Centre 27 November 2019, 2pm – 3pm, Student Guidance Centre Hub</p>

	Applications Open: Industry Insights	4 November
	Applications Closing: Degree Plus International Students Employability Programme Innovation Bootcamp Industry Insights Generation UK-China IAESTE Programme Washington Ireland Programme Study USA Programme Queen' International Career Development Programme Leadership in Practice, 17 December	1 November 4 November 11 November 18 November November November November November November November
DECEMBER	International Students Employability Programme: Business Insight Event in partnership with the NI Chamber of Commerce and Industry	4 December, Student Guidance Centre Hub
	Careers and DegreePlus Pops-Ups	Ongoing throughout the semester at various on-campus locations – check MyFuture for dates.
	Mini Fair: Merry Mech & Aero Christmas Careers Fair	4 December, 11am – 2pm, The Ashby Foyer
JANUARY	Development Week	6 – 10 January
	Work Experience and Placement Fair Sponsored by EY	22 January, 11am-3pm, Whitla Hall.
	SkillUP Programme	13, 21 & 23 January

	Mini Fairs: Chemistry & Chemical Engineering Mini Fair Go Global Mini Fair EEECS Mini Fair Environmental Conservation Careers Fair	14 January 15 January 21 January 28 January
	Programmes/Events: Industry Insights Stockmarket Challenge	8 January 29 January
FEBRUARY	Support with CVs, Interviews and Applications	One-to-one appointments, Skills for Success and other workshops bookable via MyFuture.
	Mini Fairs: Mechanical and Aerospace Engineering Mini Fair Maths & Physics Meet the Employer Event, PGCE Mini Fair	18 February 26 February
	Global Opportunities Drop-ins	Every Tuesday and Thursday from 12-1pm in the Student Guidance Centre in Semester One and Two.
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 April deadline
MAY	Development Weeks	18 – 29 May
	Northern Ireland Graduate Recruitment Fair www.nigradfair.org	28 May, Whitla Hall
	Graduate Workshop - Employability Skills in support of the Northern Ireland Graduate Recruitment Fair 2020	May

	<p>Programmes (By Application Only) Queen's Global Leadership Programme Insight into Management, Brussels Work Place Study Tour, Careers in Law Insight Programme, Biosciences Workplace Study Tour The Media Programme</p>	<p>16 – 23 May 18 – 20 May 18 – 22 May 26 – 28 May 27 – 29 May May</p>
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6.2 Student Wellbeing Service

Queen's University believes that wellbeing is fundamental to a positive student learning experience. It is widely recognised that students who are happy, confident and able to establish meaningful relationships are better placed to achieve their full potential. ([Student Wellbeing Strategy, 2017 - 2021](#))

Most students will enjoy their time as a student and cope with the various challenges they face. However, some may struggle with transitioning to university life. Students may disclose they are dealing with academic challenges or personal issues such as relationship breakdown, family pressures or financial worries. In your role as Personal Tutor, you may also become concerned about a student having noticed a change in their behavior or actions.

The [Student Support Protocol](#) offers guidance on how to identify and act on concerns about a student's wellbeing and includes a range of support options for different situations.

The following guidance may help frame sensitive conversations with students:

- Where you have concerns about a student, don't delay. A conversation starter could be *"I have noticed a change in you lately. Is everything OK?"*
- If a student opens up to you, reassure them they have done the right thing by talking about their issue / problem.
- Show empathy by listening carefully. Summarising the issues raised by the student can help de-escalate a situation.
- Communicate sensitively with the student, remaining impartial.
- Students may need encouragement to share their concerns with family members or friends, as often they do not want to worry them.
- Explain the supports available within the University for students.
- Where there are actions, agree who is responsible, and an appropriate timeline.
- Follow up with the student to ensure they have accessed the necessary supports.

It is important to note that students often become emotional and overwhelmed when sharing concerns for the first time. Having a chat with someone can usually help reduce the level of anxiety. There may not always be something that you can do to influence the situation, however acknowledging the student is managing other challenges alongside their studies can help them feel supported.

Where you have concerns about risk, Student Wellbeing should be notified about the student promptly. Student Wellbeing Services are also available to attend School Student Support meetings as a support to staff and students.

Staff Supporting Students can contact Student Wellbeing through:

- o ["Online Staff Contact Us Form"](#) to highlight any concerns about a student.
- o Phone: 028 9097 2893
- o Email: studentwellbeing@qub.ac.uk

The "Information for Staff" section of [Student Wellbeing website](#) also includes guidance on how to address difficult situations e.g. ["What to Do If"](#) section.

<https://www.qub.ac.uk/directorates/sgc/wellbeing/InformationforStaff/>

Student Wellbeing Support for Students includes:

Daily Drop-in Service on Level 1 of the Student Guidance Centre. During term time students can have a quick chat about their issue / circumstance. Most students will have their needs met by receiving advice/information on relevant supports.

Consultations and Coaching: Students can meet with a Wellbeing Adviser for a 1:1 meeting to explore issues impacting their overall wellbeing or academic progress. Supports could include being referred to another service e.g. [Counselling](#), [Advice SU](#) or an external service.

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.

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. Visit <https://reportandsupport.qub.ac.uk/> for further information and the option to request support from a Safe & Healthy Relationship Advocate.

Wellbeing Events including “Wellbeing on Weekdays”: Weekly fun activities based on the Take 5 Steps to Wellbeing run throughout the academic year. Check out our [Facebook page](#) for the full schedule.

Self Care: A range of self help materials are available on the website and SGC Level 1 “Learn” zone.

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 Angela McQuade in the Learning Development Service at a.mcquade@qub.ac.uk or 028 9097 3964 for further information on support available: <https://www.qub.ac.uk/directorates/sgc/wpu/CareExperiencedYoungPeople/>

Students can access the Service directly by:

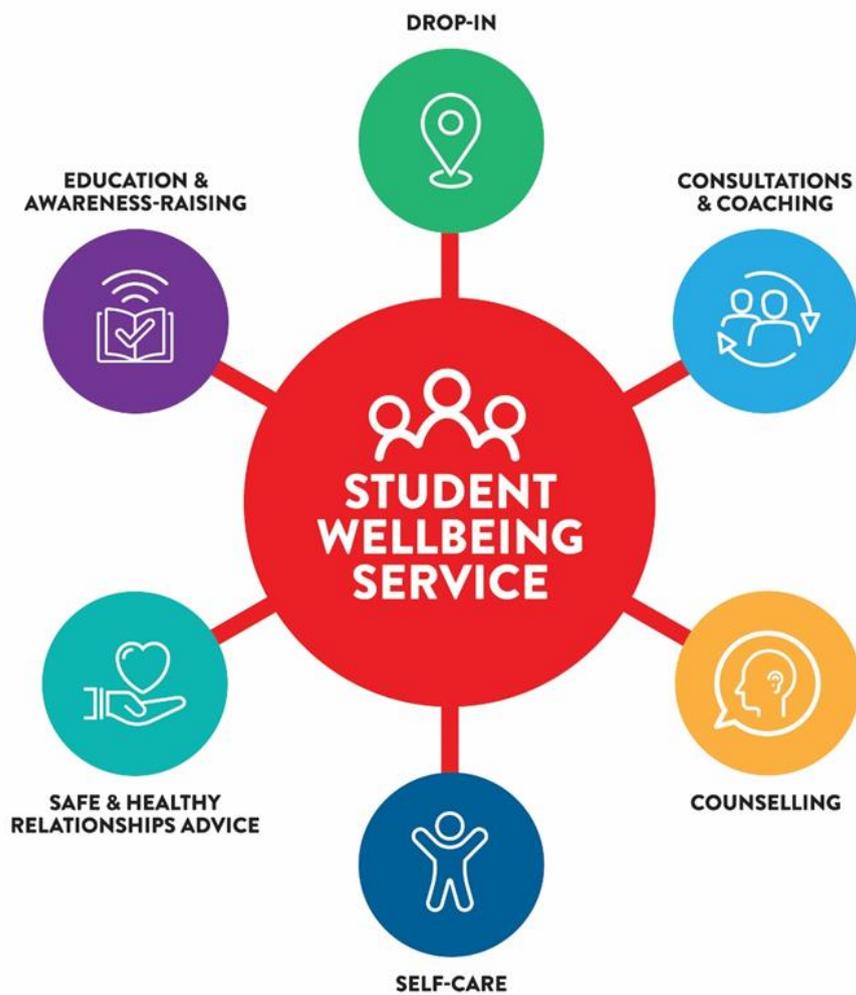
- Daily “Drop in” on Level 1 of SGC during term time
- Completion of an [online form](#)
- Phone: 028 9097 2893
- Email: studentwellbeing@qub.ac.uk

Further information on the range of supports 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.

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 be referred by their School:

- Phone: 028 9097 5250
- Email: disability.office@qub.ac.uk
- Daily drop-in during term time. Report to the Information Desk on Level 1 of the SGC.

Further information can be found on the website: www.qub.ac.uk/disability

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.

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 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



Ellen Fearon - 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



Jason Bunting - 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

Gift Sotonye Frank - 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



Ciaran O'Brien - 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 students 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:

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

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, students 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.

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

Tel: 028 9097 3820

7. Personal Tutoring Management Timeline 2019-2020

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 2019-2020.
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"> - Wednesday, 9 October 2019 - Wednesday, 29 January 2020 - Thursday, 7 May 2020 <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 2020.</u></p>
March/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 (7 May 2020) 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> <p>NB - it is advised that Schools embed PTS promotional activities within Welcome / Induction programmes.</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>
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, School staff may pass student details 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. • Encourage students to engage with Development Week (January).
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 2019-2020

SCHOOL	CONTACT	EMAIL
School of Arts, English and Languages (AEL)	Michael Pierse	m.pierse@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)	Lisa Bunting (BSW pathways) Jonathan Heaney (BA pathways)	l.bunting@qub.ac.uk j.heaney@qub.ac.uk
Queen's Management School	Danielle McConville	d.mcconville@qub.ac.uk
School of Electronics, Electrical Engineering and Computer Science (EEECS)	David Morales (Electronics and Electrical Engineering) Vahid Garousi (Computer Science)	d.morales@qub.ac.uk v.garousi@qub.ac.uk
School of Mathematics and Physics	Thomas Field	t.field@qub.ac.uk
School of Mechanical and Aerospace Engineering	Jonathan Cole	j.cole@qub.ac.uk
School of Psychology	Kostas Papageorgiou	k.papageorgiou@qub.ac.uk
School of the Natural and Built Environment (NBE)	Laura Michael (Environmental Planning) Gill Plunkett (Archaeology and Palaeoecology)	l.michael@qub.ac.uk g.plunkett@qub.ac.uk

SCHOOL	CONTACT	EMAIL
NBE - <i>continued</i>	<p>Nuala Flood (Architecture)</p> <p>Tristan Sturm (Geography)</p> <p>Trevor Elliot (Civil Engineering)</p>	<p>n.flood@qub.ac.uk</p> <p>t.sturm@qub.ac.uk</p> <p>t.elliott@qub.ac.uk</p>
School of Chemistry and Chemical Engineering	Amilra De Silva	a.desilva@qub.ac.uk
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>
School of Nursing and Midwifery	<p>Susan Carlisle (Nursing)</p> <p>Clare Hughes (Midwifery)</p>	<p>s.carlisle@qub.ac.uk</p> <p>c.h.hughes@qub.ac.uk</p>
School of Pharmacy	Paul McCague	p.mccague@qub.ac.uk
School of Biological Sciences	Louise Atkinson	l.atkinson@qub.ac.uk