**Disability Services**

**Queen’s Register of Support Providers**

**Code of Conduct for Support Providers**

**Introduction**

Queen’s Register of Support Providers enables students registered with Disability Services to avail of one-to-one support to allow them equitable access to higher education at Queen’s University. Though the Register’s primary focus is to meet the needs of students, it simultaneously supports and provides guidance to the Support Providers who deliver that one-to-one support to students.

Support Providers are self-employed individuals who work on a freelance basis. **As all Support Providers are engaged on a freelance basis they do not become employees of Queen’s University**. They provide a variety of one-to-one support (see below) which is tailored to meet with the individual needs of each student

|  |
| --- |
| **Support Provider Roles** |
| Study Skills Tutor | Note Taker |
| Dyslexia Tutor | Academic Mental Health Tutor |
| Exam Prompter | Autistic Spectrum Disorder Tutor |
| Foreign Language Tutor | Proof Reader |
| Reader | Library Assistant |
| IT Tutor | Typist |
| Interpreter (BSL & ISL) | Audio Typist |
| Exam Scribe | Exam Scribe / Reader |
| Exam Scribe Typist | Maths & Statistics Tutor |
| Campus Assistant (General) | Campus Assistant (Specialist) |

The Code of Conduct outlines the principles that all Support Providers should adhere to when providing support through Queen’s Register of Support Providers. Please read carefully, then complete and return the Declaration at the end of this document to the Disability Support Manager at Queen’s Disability Services.

**Recruitment and Selection**

All Support Providers must go through Queen’s Register of Support Providers’ rigorous recruitment and selection procedure before being considered for the support roles applied for. Following short listing, individuals are called to interview and are asked a range of questions relating to the role(s) they have been shortlisted for.

If successful at interview, new Support Providers must complete and forward the following documentation to the Disability Services Manager before they are be included on Queen’s Register of Support Providers:

* A signed **Code of Conduct Declaration** form (at the end of this document).
* **Non-Staff Payment (NSP2) form** (see ‘Payments through Queen’s’ for further information) and accompanying documentation to support your **Right to Work** in the UK ***or***
* A letter from HM Revenue & Customs (HMRC) stating their **Unique Taxpayer Reference** (UTR) number.

Only when Queen’s Register of Support Providers has received the above documents, plus at least one satisfactory **reference** will your details be added to the Register’s database.

In addition, Support Providers fulfilling a Tutor role with students must complete a Lower Level Enhanced Access NI check prior to being included on the Register. For further information, please see www.nidirect.gov.uk/campaigns/accessni-criminal-record-checks.

**Employment**

All Support Providers are engaged on a freelance basis and do not become employees of Queen’s University. All payments made to Support Providers by the local Education Authority (EA) / Business Services Organisation (BSO) on behalf of students do not therefore include any tax or national insurance contributions. As such, **Support Providers are responsible for their own tax returns and accordingly, should keep accurate, detailed financial records.** Queen’s Disability Services Register of Support Providers is not responsible for compiling and maintaining information regarding individual earnings for HMRC / individual tax returns.

**Payment via Work Records**

Support Providers are paid monthly following the submission of accurate and complete [**Work Records**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628719%2Cen.docx). Incomplete or incorrect Work Records will be returned to Support Providers for amendment (for further information see [**Work Record Guidance Notes**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628744%2Cen.docx)). Work Records should therefore be checked thoroughly by both the Support Provider and the student and submitted to Queen’s Register of Support Providers on time in accordance with the monthly payment schedule (see [**Work Record Payment Schedule**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628716%2Cen.doc) for return deadlines). As Queen’s Register of Support Providers monitors the number of hours of support being used by students against their allocation, Work Records must be submitted on a monthly basis.

The Work Record proformas are designed to allow for sign-off at the end of each session. It is imperative that your Work Records are signed off regularly as **unsigned Work Record entries will not be paid** and cannot, in most instances, be countersigned by the student’s Disability Officer. Please also note that for audit purposes, **only original signatures** **are acceptable** – scanned, photocopied or initialled (unless this is the student’s normal signature) Work Records will not be paid by the student’s funder.

If you have completed work for a student and you have not, for whatever reason, been able to arrange to meet to get your Work Record(s) signed off, please refer to [**Difficulties Contacting Students and Getting Work Records Signed**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628730%2Cen.doc) for guidance on what to do next.

**Please do not leave Work Records at the Student Guidance Centre (SGC) Information Desk** for signature. There is no arrangement for this facility between the Register and the Information Desk. It is not something that the Register is in a position to monitor and as such, the Register cannot guarantee the security of the student information on the Work Record or any personal information (address, bank details) completed on the proforma.

**Payments Through Queen’s**

Where a student’s support is funded by Disability Services, European Social Fund (ESF) or one of the GB funding bodies such as Student Finance England (SFE), or where a class has been cancelled / re-scheduled by the University causing a missed session, the support will be paid for via Queen’s. If you are registered with HMRC as self-employed, you will be registered as a ‘**Queen’s Supplier’**. The Register of Support Providers should be advised of any changes to personal data (new home address or bank account details) **in writing, complete with signature**. As you are registered as self-employed and responsible for your own tax returns, support payments to Queen’s Suppliers will be made to you in full.

Support Providers not registered as self-employed will instead receive payments made through the NSP system will have tax taken off at source. Queen’s Salaries Office must be advised of any changes to personal data such as a new home address or bank account details in **writing, complete with signature**.

**Guarantees of Work and Levels of Work**

As the service is very much a student-focused one, Support Providers are allocated to students on the basis of the student’s requirements and the skills/experience/availability of the Support Provider. **Unfortunately therefore, Queen’s Disability Service cannot ever guarantee levels of work.** This is fora variety of reasons but mainly these relate to the students themselves:

* It is the student’s choice as to whether or not they decide to take up the recommended support;
* It is the student’s decision whether they continue with the support or with the particular Support Provider(s) allocated to them;
* A student may decide at any stage to temporarily suspend their studies;
* A student may withdraw (or be withdrawn) from the University, either for reasons relating to their disability or for purely academic reasons;
* Incomplete/inaccurate QSIS (Queen’s Student Information System) timetables and schedule changes in the first few weeks of semester (please note: the QSIS timetables sent initially to Note Takers should be used as starting points only. Note Takers should double-check timetable information directly with students before commencing support);
* The majority of students referred to the Register are undergraduates. As such, there is very little work for Support Providers over the summer months.

Support provision is work that requires a lot of flexibility and because Queen’s Register of Support Providers is unable to provide guarantees of work, **it may not be a viable option for those looking for a steady, regular income throughout the year**. Equally, Support Providers are under no obligation to accept any of the support work offered to them by Queen’s Register of Support Providers and they are free to leave the Register at any time, either on a temporary basis or permanently.

**Matching Students with Support Providers**

After joining Queen’s Register of Support Providers, Support Providers are matched as required with particular students. Support Providers will be given, in writing (via email), the student’s contact details, support needs and the total number of hours of support allocated. **It is the responsibility of the Support Provider to make initial contact with the student** and to arrange the first meeting. After that, both parties have **equal responsibility** for arranging further support meetings. As Queen’s Register of Support Providers can provide only limited information, you should discuss with your student(s) their particular support needs when you first meet with them.

All one-to-one support is arranged for students by Queen’s Disability Services through the Register of Support Providers. As such, Support Providers should not provide students with any sort of support outside of this format. **Support must be arranged formally** through Queen’s Register of Support Providers otherwise Support Providers run the risk of not being reimbursed for support that was not officially sanctioned by the student’s funding body.

**Recommended Support**

Please note that the support recommended for students follows from an extensive one-to-one Needs Assessment interview with a Needs Assessor / Disability Officer. During the Needs Assessment, the various types of support available and their advantages / disadvantages are addressed and the student will have agreed to a particular support package. Support Providers, especially those in Tutor roles, should not therefore suggest to their students that they are ‘entitled’ to particular software, alternative assessments, assignment extensions etc. **It is unfair to raise a student’s hopes of accessing a particular type of reasonable adjustment if the need cannot be justified.**

If, however, your student’s support needs change or they would like to review their current support package at any stage, please encourage them to make an appointment with their Disability Officer as soon as possible to discuss the options available to them. **It is the student, not the Support Provider, who should approach the Disability Officer about issues relating to the student’s one-to-one support.**

**Hours and Location of Support**

Support Providers should note carefully the hours allocated to them and keep a record of the number of hours used to date. **Please take great care not to exceed the total number of hours of support detailed on the ‘match-up’ letter of confirmation** as you will run the risk of not being paid for support given over and above the original hours allocated. If you find that your student has only five hours of support remaining and he/she feels that additional hours will be necessary, please ask them to contact the Needs Assessment Centre at Queen’s Disability Services; nac@qub.ac.uk to request extra hours so that a case may be made to their funder.

Please be **punctual** for support meetings. If support has to be **cancelled** for any reason, as much advance notice as possible should be given to both the student and to Queen’s Register of Support Providers to allow for alternative support to be organised in the interim. The minimum notice required (where possible) is 24 hours. **The Support Provider, not the student, is responsible for contacting the Register to request alternative cover arrangements.**

**For health and safety reasons, support must not take place in either the home of a Support Provider or the student’s abode.** Support should be provided in a neutral space where both parties feel secure e.g. the University libraries, public libraries, cafés or in the bookable rooms in the Student Guidance Centre etc. (see [**Places to Work with Your Students**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628733%2Cen.doc) for further information).

**Documentation**

Support Providers are responsible for returning to Queen’s Register of Support Providers, a number of documents including:

* A [**Statement of Agreement**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628669%2Cen.doc) for each support relationship (excluding one-off Note Taker covers);
* Monthly [**Work Records**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628719%2Cen.docx);
* [**Learning Plans**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628677%2Cen.doc) (for those providing Tutor support);
* [**Interim Report**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628729%2Cen.doc) (again, only for those Support Providers providing Tutor support).

It is important to ensure that the above documentation is returned to the Register as soon as it is completed so that the Register has direct access to the information should a complaint be made.

Finally, at the end of each academic year, Support Providers will be asked to complete an online **evaluation questionnaire**. This is an important feedback mechanism as it helps Queen’s Register of Support Providers evaluate the support given to students. It also presents Support Providers with an opportunity to comment on various aspects of the Register and to make suggestions for enhancing / improving the service for both students and Support Providers.

**Student Responsibilities**

For a synopsis of a students’ responsibilities towards their Support Provider(s), please see the [**Student Contract**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628701%2Cen.doc), a summary document all students are required to sign following their Needs Assessment interview.

**Student Attendance**

Students with Note Taker support for lectures, tutorials and/or practical workshops/lab sessions **must attend class**. Whilst the student may not wish to sit with you or liaise with you during class, he/she must attend the class themselves. Note Takers are not permitted to attend in lieu of students. Only in very special circumstances may a Note Taker attend class if the student is absent for disability-related reasons. This type of support will have been agreed in advance with the student’s funder and if applicable, you will be notified of this. If you are note taking for a student who is eligible for Note Taker cover in absentia, please do not note this on the Work Record as a Missed / Cancelled session. Instead, record it as normal and ask your student to countersign against the class(es) on their return to University.

In a large lecture hall it may be difficult to spot your student so it is advisable to ‘phone/text them to confirm their attendance. If your student does miss or cancel a session with less than 24 hours notice, you will be paid for the **first hour** of that session. As **confirmation of the missed/cancelled session must come from the students themselves, please ensure that they complete a** [**Missed / Cancelled Sessions Proforma**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628688%2Cen.doc) for the session. This should be **signed by you**, **countersigned by your student** and **attached to the relevant Work Record.**

Student funding bodies may stop payment of one-to-one support when two or more missed or cancelled-at-short-notice sessions occur in a semester. When a funder refuses to pay for further support because of the number of missed or cancelled-at-short-notice sessions a student has accrued, Queen’s Disability Services will support the student to get their funding re-instated by meeting with the student to agree strategies for future support and asking them to complete/sign the paperwork required by the student’s funding body.

Students will be given **5 working days** to complete this process. If a student fails to respond and complete all necessary actions within this timeframe, Queen’s Register of Support Providers will be **unable** to re-assign Support Providers to the student until this process is complete, meaning that **all** one-to-one support will be put on hold. If support is put on hold, Queen’s Register of Support Providers will notify the Support Provider(s) to ask them to stop providing the student with support until further notice.

**Supporting Undergraduate Students over the Summer Months**

If you are to continue to support an undergraduate beyond the end of the second semester i.e. after the last day of the exam period and over the summer months, **this must be agreed in advance** with the student’s finance body, even if your student has enough hours left to accommodate their requirements. Please therefore only continue with your student following a direct request Queen’s Register of Support Providers. If you do give support to students without this prior arrangement in place, **you will not be paid** for the support as it was provided outside of the semester dates. Please note that this arrangement applies only to summer and not to the Christmas and Easter holiday periods.

**Training**

An Induction session(s) and a number of additional training programmes will be provided throughout the year for Support Providers. All newly appointed Support providers **must** attend the Induction session. All Support Providers are encouraged to attend any training that is of direct relevance to their Support Provider role(s) and anything else that is of interest to them. Participation in a number of **core training courses** will be expected of the following categories of Support Provider:

**Autistic Spectrum Disorder (ASD) Tutors** – Study Skills, ADS Awareness and Mental Health Awareness training

* **Dyslexia Tutors** - Study Skills training and any related Assistive Technology (AT) training
* **Study Skills Tutors** - Study Skills, ASD Awareness and Mental Health Awareness training
* **Academic Mental Health Tutors** - Study Skills and Mental Health Awareness training

**Guidance Documents**

A range of guidance documents and other information for Support Providers is available on the Disability Services web site at [www.qub.ac.uk/directorates/sgc/disability/SupportProviders/](http://www.qub.ac.uk/directorates/sgc/disability/SupportProviders/).

Support Providers are expected to read and adhere to the guidance documents relevant to the Support Provider role(s) they are registered for and should contact the Register if they have any queries or require further clarification.

**Health and Safety**

Support Providers must be mindful of their own health and safety and that of the student(s) with whom they are working. **Support Providers should not therefore engage in the personal care of any student or get involved with their manual handling or lifting.**

**Keeping in Touch**

The main mode of contact with Support Providers is via **email** so it is important that as a Support Provider, you **check your email account regularly** for support opportunities, match-ups and other communications from Queen’s Register of Support Providers / your students.

As the Register conveys your contact details (email address and mobile ‘phone number) to the students with whom you are matched, it is important to **let us know as soon as possible if your details change** i.e. if you get a new email account, mobile ‘phone number or change address.

**Professional Conduct**

All Support Providers are requested to follow a number of professional conduct protocols:

* **Support boundaries** should be maintained / reinforced as necessary when working with students and one-to-one support relationships should not become too involved or over-supportive.
* Support Providers should generally **not accept or encourage gifts** from the students they may be working with. Any gifts should be highlighted to Queen’s Register of Support Providers upon receipt and the Register will offer advice on the appropriate action to take (if any).
* Support Providers are expected to deliver **high quality support** to all students, irrespective of the student’s age, gender, race, disability, sexual orientation, religious or community background.
* Support Providers should **practice only within the boundaries** of their skill competencies / roles and under no circumstances should they give academic or personal advice to students outside of the remit of their Support Provider role(s) (see [**Job Descriptions and Personnel Specifications**](http://www.qub.ac.uk/directorates/sgc/disability/SupportProviders/JobDescriptionsandPersonnelSpecifications/)for further information).
* Support Providers must ensure that **assignments and projects are always the** **student’s own work**.
* The support delivered should be **in line with any recommendations** conveyed to you by Queen’s Register of Support Providers at allocation.
* If your student feels that the nature or level of support is **inappropriate**, please advise your student to speak with their Disability Officer directly to discuss their support needs.
* Support Providers should **not act as intermediaries** between students and academic staff. Any concerns should be reported to Queen’s Register of Support Providers. These will be conveyed to the student’s Disability Officer who will then follow up with the student.
* Students are expected to meet a number of responsibilities (see [**Student Contract**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628701%2Cen.doc)for further information) when using support arranged via Queen’s Register of Support Providers. Please ensure that you contact Queen’s Register of Support Providers at the earliest opportunity if you are experiencing difficulties with particular students.

**Confidentiality**

Support Providers are required to keep confidential all information relating to the individual students with whom they are working. Support should be delivered in a **discreet** manner and Support Providers must respect the privacy of disabled students.

**Support Providers should only breach confidentiality if they are concerned about the welfare or well-being of a student they are working with,** particularly if the student may be at risk to themselves or to others. Any such concerns should be highlighted to Queen’s Register of Support Providers as soon as possible and these will be investigated by the student’s Disability Officer. There are a number of sources of support for students both within and outside of the University. Please see [**Supporting Students in Distress**](http://www.qub.ac.uk/directorates/sgc/disability/FileStore/Filetoupload%2C628706%2Cen.pdf) for further information.

**Safeguarding Student Information**

As a Support Provider, you will be given some information on the student you are matched with. This information will include:

* Name
* Course details
* Contact number(s) (home and/or mobile ‘phone numbers)
* Queen’s email address
* Disability details (where appropriate)
* Date of birth
* Funding body

Once you begin to develop an effective working relationship with your student, you will find that you will gradually acquire other personal information about that individual. For example:

* Further information about the nature of their disability
* Their academic strengths and weaknesses
* An alternative or home email address
* Email/text communications from your student
* Texts/emails about missed sessions and the (often personal) reasons for missing or cancelling a session with you at short notice
* Learning plans for the semester
* Feedback from lecturers on essays and assignments.

Please remember therefore that as a Support Provider, you are responsible for safeguarding a range of personal and sensitive data relating to the student(s) with whom you are working. As such, it is essential that you take appropriate precautions to ensure that this data is not inadvertently disclosed to other parties.

**Safeguarding Student-Related Information**

1. If you are working with your students using paper-based material, remember not to leave any papers, folders etc. behind in public places such as in libraries, SGC or on the bus/train/taxi.
2. If you are working with your student on a portable computer, do not leave it unattended – laptops are extremely attractive to thieves.
3. Likewise, smart ‘phones are also very prone to theft / loss.
4. Similarly, memory sticks are easy to loose / leave behind and are attractive to the opportunistic thief.
5. Do not access sensitive information about your student in public areas where someone else may inadvertently (or intentionally) read it - think about where you are first.

**Precautions**

1. Double-check that you have everything with you (papers, memory stick, mobile ‘phone, laptop etc.) before leaving the area that you have been working in with your student or when leaving public transport.
2. Make sure that your laptop/PC has a screensaver, is password protected and locks after a period of inactivity. Your password should be at least 30 characters long and mixed (i.e. of both letters and numbers) so that it is more difficult for a thief to crack.
3. Similarly, ensure that your mobile ‘phone is pin protected so that if it is lost/stolen, your texts and contact numbers cannot easily be accessed.
4. Remember that email is an inherently insecure way of transferring sensitive information and should be used with caution. Use the Bcc (blind copy) facility if sending the same set of notes to several different students.
5. Ensure that your laptop or home computer is protected against viruses.
6. Safeguard any sensitive data on your computer by using encryption software. TrueCrypt, the University-approved software package, is not dependent on Windows 7 and is available free-of-charge to download from the internet.
7. Use memory sticks that are fully encrypted. As add-on encryption can be left turned off, the University recommends using IronKey memory sticks that have inbuilt encryption. This encryption cannot be turned off, is resistant to physical disassembly and destroys the data after 10 failed access attempts.
8. Try not to unintentionally build a pool of information on someone. Delete any contact details, emails or other information about a student when you have finished working with that student or at the end of the academic year if your student is matched with another Support Provider or after you have completed the note taking process for one-off lectures.
9. If you do have your laptop/PC/mobile ‘phone breached or stolen and the device contains data relating to the student(s) you are working with, please let Queen’s Register of Support Providers know as soon as possible.

For additional information on securing your laptop and/or PC, please read the University’s various security policies and see the guidance notes available on the University’s Information Services web site at: [www.qub.ac.uk/directorates/InformationServices/Services/Security/](http://www.qub.ac.uk/directorates/InformationServices/Services/Security/).

**Managing One-to-One Support**

In the main, one-to-one student/Support Provider relationships work very successfully. Occasionally however, a student may not fully comprehend the support process, may seek support beyond the boundaries of the support remit, may behave rudely and/or aggressively or may fail to engage / keep in contact. If you are unhappy about any aspect of a working relationship and have not been able to resolve the issue informally with your student, please contact the Disability Support Manager and/or refer to the **Guidance on Managing One-to-One Support** for further information.

**Summary of Expectations**

In summary, Support Providers are required to:

* Uphold the principles embodied in the **Code of Conduct for Support Providers**.
* Practice only within the remit(s) of their Support Provider role(s).
* Maintain one-to-one support boundaries at all times and not become too involved or over-supportive.
* Encourage, develop and promote independent learning.
* Take responsibility for the safe storage and handling of personal, sensitive and academic-related student information.
* Take responsibility for their own financial administration and tax returns.
* Keep the Register advised of address, email or contact number changes.
* Give adequate notice if intending to take time off to attend appointments, go on holiday etc. to allow for alternative cover to be arranged in a timely fashion.
* Give notice as soon as possible if unwell when alternative cover needs to be put in place.
* Advise the Register if intending to withdraw either on a temporary or permanent basis.
* Read and be familiar with the following University Policies:
* **Code of Practice and Good Conduct in Relation to Children and Vulnerable Adults:** <https://www.qub.ac.uk/directorates/HumanResources/LegalServicesUnit/SafeguardingChildrenandVulnerableAdults/>
* **Data and Information Security** **Policies** and Acceptable Use Guidelines:

[www.qub.ac.uk/directorates/InformationServices/Services/Security/](http://www.qub.ac.uk/directorates/InformationServices/Services/Security/)

* **Equality and Diversity** Policy:

[www.qub.ac.uk/directorates/HumanResources/EqualOpportunitiesUnit/EqualityandDiversityPolicy/](http://www.qub.ac.uk/directorates/HumanResources/EqualOpportunitiesUnit/EqualityandDiversityPolicy/)

* **Health and Safety Policy**:

[www.qub.ac.uk/directorates/HumanResources/OccupationalHealthandSafety/HealthandSafetyPolicy/](http://www.qub.ac.uk/directorates/HumanResources/OccupationalHealthandSafety/HealthandSafetyPolicy/)

**Key Email Contacts**

Payment queries / Work Record completion supportprovider@qub.ac.uk

Matching / room bookings nmhregister@qub.ac.uk

Missed/cancelled sessions nmhregister@qub.ac.uk

Complaints / feedback / other queries nmhregister@qub.ac.uk

Additional hours nac@qub.ac.uk

**Declaration**

Please sign and return the **Declaration** on the next page as soon as possible to Queen’s Register of Support Providers.

**Queen’s Register of Support Providers**

**Code of Conduct for Support Providers**

**Declaration**

* I acknowledge that I have read and accepted all of the principles outlined in the Code of Conduct for Support Providers. I will adhere to these principles when delivering support through Queen’s Register of Support Providers and I accept that failure to do so may result in my being removed from Queen’s Register of Support Providers.
* I have read the guidance documents pertinent to my Support Provider role(s) and I will seek advice or further clarification from Queen’s Register of Support Providers if there is anything that I am unsure of.
* I accept that I am responsible for the safe storage and handling of sensitive, personal and academic-related information relating to the student(s) with whom I am working as a Support Provider.
* I have read and understood the preceding information and the various University information security policies and guidance notes provided on the Information Services web site at

[www.qub.ac.uk/directorates/InformationServices/Services/Security/](http://www.qub.ac.uk/directorates/InformationServices/Services/Security/).

**Name:** …………………………………………………………………………………….

**Role(s) on Queen’s Register of Support Providers:**

……………………………………………………………………………….....................

**Date:**  …………………………………………………………………………………….

**Signature:** ……….………………………………………………………………………

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**Please complete, sign and return this page to:**

**Queen’s Register of Support Providers**

Disability Services, Student Guidance Centre

Queen’s University

Belfast, BT7 1NN

**Tel:** 028 90 972727

**Emails:** supportprovider@qub.ac.uk; nmhregister@qub.ac.uk

**Web:** [www.qub.ac.uk/directorates/sgc/disability/SupportProviders/](http://www.qub.ac.uk/directorates/sgc/disability/SupportProviders/)