



Queen's University  
Belfast

Queen's Students' Guide to  
One-to-One Support





## Students' Guide to One-to-One Support at Queen's

Queen's Disability Services is committed to ensuring equitable access to higher education. To help achieve this we manage a Register of Support Providers that coordinates and responds to the one-to-one academic support needs of students with disabilities and long term conditions. We match students with suitably qualified, skilled and experienced Support Providers who can respond to their individual needs.

Support is provided on a one-to-one, face-to-face basis and is designed to help you develop more effective strategies for overcoming the academic hurdles associated with your disability or long term condition.

Please note that as our Support Providers work on a freelance basis and are free to take on / reject work, we are unable to offer guarantees of 100% cover / commitment. Equally, as the service is very much a student-focused one in that students may use the support as they wish, Support Providers cannot be given any guarantees in terms of types or levels of support work offers.

Support Providers provide a range of one-to-one academic support roles, including those listed below:

Support Provider Roles	
Study Skills Tutor	Note Taker
Campus Assistant	Maths and Statistics Tutor
Dyslexia Tutor	Academic Mental Health Tutor
Exam Support	Autistic Spectrum Disorder (ASD) Tutor
Foreign Language Tutor	Proof Reader
Reader	Library Assistant
IT Tutor	Typist
Interpreter (BSL & ISL)	Audio Typist

### How do I access one-to-one academic support?

When you register with Disability Services you will have the opportunity to discuss your academic support needs with a member of our team. If it is agreed that you would benefit from one-to-one support to overcome specific academic challenges we will assist you to apply for financial assistance with this. In most instances Disabled Students Allowance (DSA) funds the costs associated with a one-to-one Support Provider. Once funding has been confirmed a referral for your one-to-one support is made to the Register of Support Providers indicating the type of support needed and the number of hours of support approved by your funder. On receipt of your referral we will review your needs and endeavour to match you as quickly as possible with a suitable Support Provider(s).

**Please note:** to ensure confidentiality Support Providers receive a minimal amount of information about your disability or long term condition and the type of support that you will need from the Register. You are free to share additional information / your Nees Assessment report directly with your assigned Support Provider(s) to ensure your support is further tailored to your individual needs.



If you are eligible for financial assistance with your one-to-one support it is essential that you submit your funding application as soon as possible to ensure that your one-to-one support can be put into place for you. A delay in applying for funding can result in the support and equipment you need not being available for the start of the academic year.

It is important to note that you may work with more than one Support Provider depending on the type of one-to-one support you need.

Below is a brief outline of the various Support Provider roles but please see our web site for further details:

**[www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/](http://www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/)**

We encourage you to read the job description(s) for the one-to-one support for which you have been referred so you are clear as to the type of support that you should expect and the limitations of the various support roles.

## **Roles and Responsibilities of Support Providers**

### **1. Tutor Support**

Tutor Support it is aimed at developing independent learning by helping you to

identify and develop effective learning strategies to assist you to overcome the academic challenges you encounter as a direct result of your disability or long term condition.

**Please note:** Tutor support is not normally subject specific. The only exceptions are Maths and Statistics Tutors who provide tailored support with the mathematical or statistical elements of relevant degree courses e.g. Nursing, Sociology or Psychology.

The different types of Tutor support are listed below:

#### **1.1 Dyslexia Tutor Support**

This support is available for students with specific learning difficulties such as dyslexia and dyspraxia. It is important that you discuss your specific needs with your Dyslexia Support Tutor and / or share with them your dyslexia assessment report.

**Please note:** Dyslexia Tutors are not able to proof read assignments. Instead, they offer a range of other support including:

- Spelling and grammar
- Punctuation
- Structure of written work / paragraphing
- Reading and comprehension skills



- Develop your proof reading skills to enable you to check your own work
- Developing time management and organisational skills
- Identifying which study skills techniques work best for you
- Preparing for assignments
- Effective note taking methods
- Mind mapping
- Revision techniques
- Essay writing skills
- Research skills

## 1.2 Academic Mental Health Tutor Support

Students with a variety of mental health issues such as anxiety, depression and stress may avail of Academic Mental Health Tutor support. An Academic Mental Health Tutor's main aim is to help you develop strategies to overcome the academic challenges associated with your mental health difficulties. These might include:

- Motivational support
- Confidence building
- Identifying stress and anxiety management techniques
- Goal setting
- Effective time management
- Developing more effective organisational skills

- Support with examination preparation
- General study skills techniques

## 1.3 Study Skills Tutor Support

Some students will have difficulties with particular aspects of their learning and they will be referred for Study Skills Tutor support. This will include students with specific learning difficulties (SpLDs), dyslexia, ASD, mental health issues and students with hearing, mobility and visual impairments.

Study Skills Tutors are able to help you with a whole range of requirements relating to your degree programme such as:

- Identifying your preferred learning style
- Essay writing skills
- Time management and organisational skills development
- Identifying key dates and preparing for assignments
- Meeting course deadlines
- Effective note taking skills
- Revision techniques
- Mind mapping
- Proof reading skills development
- Research / library skills
- Examination strategies, including working through past papers if preferred

### **1.4 Maths and Statistics Tutor Support**

A Maths and Statistics Tutor support is arranged for students with dyslexia and dyscalculia for whom maths or statistics is a compulsory part but not the primary subject of their degree programme e.g. Psychology, Geography or Nursing.

Maths and Statistics Tutor can help with:

- mathematical techniques such as multiplication, division, subtraction and addition
- mathematical and statistical terms / formulae
- identifying your preferred learning style

### **1.5 ASD Tutor Support**

ASD Tutors can provide one-to-one support to help students on the Autistic Spectrum develop effective learning and study skills strategies which may include:

- Developing social interaction skills
- Stress and anxiety management
- Effective time management techniques
- Motivational support
- Goal setting techniques
- Exam preparation skills
- Study techniques
- Organisational skills

### **1.6 Information Technology (IT) Tutor Support**

IT Tutor support is most commonly arranged for students with dyslexia. An IT Tutor will establish with you your current level of IT skills. The Tutor will then work with you to help you use the computer and make the most effective use of your specialist software packages such as Read & Write Gold. They can also support you with any other assistive technology (AT) you have received to ensure you make best use of the hardware and software provided.

### **1.7 Foreign Language Tutor Support**

Foreign Language Tutors provide one-to-one coaching in a language that is a compulsory element but not the primary subject of a degree course. Foreign Language Tutors can be arranged to support students with dyslexia, dyspraxia and ASD. Your Tutor can help you with:

- The vocabulary of the language
- Spelling and grammar
- Written skills development

## **2. Note Taker Support**

Note taking support is primarily arranged mainly for students and for students with hearing, mobility and visual impairments.

If you are referred for Note Taker support, your Note Taker will attend whatever lectures/tutorials you need them to take notes in. We recommend that you regularly review and confirm your class timetable with your Note Taker to ensure this is accurate as often class details can change throughout the year.

Usually, Note Takers will make handwritten notes during class. These are then typed up and returned or emailed to you within the time frame agreed as per the Statement of Agreement (please see <http://www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/>)

We advise that you confirm the format you would like your notes to be written in and the turnaround time in advance with your Note Taker in the Statement of Agreement so that you are both clear about what is expected. This can include the structure the notes should take and the font size/style that you prefer, and the turnaround time. If you find that something is not working for you, it is essential that you inform your Note Taker so they may make the necessary changes to the style, format etc. to ensure that the notes meet your needs.

It is your responsibility to let your Note Taker know about any cancellations or changes to lecture/tutorial/practical timetables. Where at all possible, we ask for students to give at least 24 hours notice, as funders may refuse to pay for sessions cancelled at short notice.

If you would prefer that your peers do not find out that you have a Note Taker, please ask your Note Taker to be discreet. They will understand if you do not want to acknowledge them or if you do not want them to sit beside or near to you in class. It is important that you approve each class being claimed for. Support Providers will not be paid for any classes/sessions that are not approved by their student.

**Please note:** Note Takers are not there to attend in your place - you must go to classes as normal. Only in very special circumstances, for disability-related reasons, may your Support Provider attend class and note take for you in your absence. If you know you are going to be absent for disability-related reasons, make sure that you contact your Disability Officer so that arrangements may be made for your note taking support to continue until you return. If you are unable to attend a class for non-disability related reasons, let your Note Taker know immediately



because on these occasions they are not permitted to take notes in your absence. Again, funders may refuse to pay Support Providers for sessions that you do not attend unless this is due to disability - related reasons.

### 3. Exam Support

Students can be referred for a variety of exam support:

- Exam Scribe
- Exam Reader
- Exam Scribe / Reader
- Exam Scribe Typist
- Exam Scribe Typist / Reader
- Exam Prompter

Exam Scribe / Scribe Typist support is recommended for a range of students including those with dyslexia, dyspraxia, visual impairments and chronic medical conditions such as multiple sclerosis (MS), cerebral palsy, arthritis, and muscular dystrophy.

The Exam Scribe/Scribe Typist will capture the answers that you dictate in response to the exam questions that are presented. Their role is to accurately transcribe what is spoken into written format. You are in control of and responsible for the information that is detailed on the

examination script. The Scribe should have no input to the answers given.

If in receipt of Exam Scribe support, particularly for the first time, we strongly recommended you have at least one practice session with your Scribe before the examination period.

Detailed guidelines for students' using one-to-one exam support are available on the Disability Services web site:

**[www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/](http://www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/)**

We encourage you to familiarise yourself with these guidelines and particularly your responsibilities as a student and the advantages and disadvantages of using an Exam Scribe.

An Exam Prompter is someone who sits with a student in an exam situation to help them stay on track, focus on their exam and complete the paper within the prescribed time limit. Prompters are normally assigned to students with concentration difficulties, extreme time management issues and/ or who lose track of time easily. This can include students with obsessive-compulsive disorders, ASD and mental health difficulties.

An Exam Reader will read out the instructions, the exam questions and any





accompanying material (diagrams, maps etc.) as often as required. They cannot advise or interpret the questions or the material provided.

**If a student requires more than one form of exam support we will endeavour to have all the supports required carried out by one Support Provider.**

#### 4. Library Assistant Support

Library Assistant support is available to students with visual, mobility or dexterity impairments and to students with dyslexia and other specific learning disabilities.

The key duties of a Library Assistant are to help you search for material using online resources and to retrieve, borrow, return, scan and photocopy journals, papers, books and other materials from the Library.

#### 5. Campus Assistant Support

Campus Assistants work with students who are wheelchair users, have visual impairments, have specific difficulties such as ASD or have mobility issues arising from conditions such as arthritis, osteoporosis, and cerebral palsy.

A Campus Assistant's role is to help you with:

- Orientation and mobility around campus

- Assisting you at break and lunch times with trays
- Assisting in computer and laboratory classes
- Opening doors, sourcing the most accessible routes to and from class
- Carrying personal belongings, books, folders, bags and study materials

**Please note:** Campus Assistants are not responsible for providing assistance with personal care i.e. dressing, toileting, bathing, shaving etc.

Occasionally because of their disability/ies and their course demands, a student will be referred for Specialist Campus Assistance. Specialist Campus Assistants will perform a range of duties within one role such as note taking, library support, campus assistance and / or workshop / laboratory support. As such, the Specialist Campus Assistant role is one that is tailored specifically to meet with the student's individual needs coupled with the particular academic demands of their course. As such, no one Specialist Campus Assistant role will be the same as another. For example, having a Music background will be essential to provide Specialist Campus Assistance such as Note Taker and Reader support to a student pursuing a Music degree.

## 6. Typist Support

Typist support may be recommended for students with learning difficulties such as dyslexia, dyscalculia or dyspraxia, for students with visual impairments and for those with manual dexterity issues.

A Typist will word process your handwritten essays, assignments, projects etc.

## 7. Audio Typist Support

An Audio Typist will transcribe audio recordings of research-related interviews, your assignments etc. and they will have the equipment necessary for this.

Audio Typist support is typically for students with learning difficulties such as dyslexia, dyscalculia or dyspraxia, for students with visual impairments and for students with manual dexterity issues.

## 8. Reader Support

Readers are commonly used to support students with specific learning difficulties, with visual impairments or with underlying medical conditions like MS which may cause visual disturbances.

Your Reader will read aloud to you from books, journals, papers etc. make audio recordings for you that you may play back

at your own pace. It is important to work with your Reader to establish the pace and pitch that are most suitable for you.

**Please note:** A Reader is not a Tutor and as such, you should not expect them to explain, discuss, interpret or elaborate on the material that they are reading to you.

## 9. Proof Reader Support

Proof Reader support is most often available to students with dyslexia.

Your Proof Reader will review your work (e.g. essays, projects, dissertations and assignments) prior to submission and will offer advice and suggestions in relation to structure, presentation, paragraphing and sentence construction. They will also identify any errors in spelling and grammar. Your Proof Reader will mark up your document and then, ideally, will arrange to meet with you to go through the suggested amendments. Proof Reader support may also take place via email or by post. However, if one of these methods is used, extra care should be taken by the Proof Reader to explain to you their suggested amendments.

**Please note:** Proof Readers cannot edit your work or offer advice about the content. Amendments will be highlighted to you and suggestions for improvement will be worked through with you. The actual corrections should be made by you so that you remain the sole author of your own written work. You should therefore maintain a 'paper trail' of pre- and post-correction versions of your assignments so that if necessary, the School may trace back through your work.

### **Making contact with your Support Provider**

When you are initially matched with a Support Provider they will make contact with you to introduce themselves and to make arrangements to meet to discuss your support needs.

**If you are a student studying at Stranmillis or St Mary's, please be sure to check your Queen's email address as this is the primary address we will use to communicate with you re your one-to-one support.**

Please respond to your Support Providers initial communication, even if it is just to let them know that you do not need or want their support at that time.

For health and safety purposes, support should take place in a neutral environment

such as the University Library, public libraries, cafés or in one of the bookable rooms available in the Student Guidance Centre. Please do not arrange any support sessions in your home or that of your Support Providers.

At the initial meeting, you and your Support Provider should complete and sign a Statement of Agreement:

**[www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/](http://www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/)**

This should outline the nature of support to be provided. If you are using more than one Support Provider, a Statement of Agreement should be completed for each relationship. The original Agreement is returned to Queen's Register of Support Providers and you and your Support Provider should keep copies for your own information.

If you are receiving support from a Tutor, your Support Provider will also complete with you a Learning Plan: [www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/](http://www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/)

The Learning Plan is designed to capture the key areas that you and your Support Provider intend to cover during the semester. It is the responsibility of the Support Provider to structure and complete the Learning Plan with you, to give you a



copy for your records and to forward the original to Queen's Register of Support Providers. Learning Plans are flexible, working documents which may be reviewed and amended at any point as your needs change, for example, in relation to the demands of your course, examination/assignment pressures or changes in your condition.

### **Scheduling Support**

Once your Support Provider has made initial contact with you, you should both work together to decide upon suitable times and places to meet.

If at any time you have difficulty contacting your Support Provider or scheduling suitable times to meet, please advise Queen's Register of Support Providers and we will assist you with this.

### **Cancelling Support**

If, for any reason, you need to cancel a support session, please ensure that, as far as possible, you give your Support Provider at least 24 hours' notice. Please see the Education Authority's Cancelled Sessions Policy for further information:

**[www.studentfinanceni.co.uk/](http://www.studentfinanceni.co.uk/)**

Support Providers are equally obliged to give you as much notice as possible when cancelling a session. If it is not convenient or possible (note taking support) to re-schedule your support with your usual Support Provider, please ensure your Support Provider notifies the Register of Support Providers and we will endeavour to match you with an alternative Support Provider for the session concerned.

If, for any reason, you no longer require support from a Support Provider, it is essential that you inform both your Disability Officer within Disability Services and the Register of Support Providers as soon as possible.

### **Support Verification**

After each support session, your Support Provider(s) will require you to verify that the support took place through the approval of a Work Record. Once approved, this is processed to your funding body to enable the Support Provider to be paid. It is important that you check the details noted, particularly in relation to the nature and dates of support and the number of hours of support provided. Only when you are satisfied that the information is accurate should you approve the Work Record.



If you have any concerns about Work Records, please contact Queen's Register of Support Providers as soon as possible.

### Health and Safety

You should be aware of your own health and safety and that of your Support Providers - you should not attempt to engage them in personal care, manual handling or lifting. Also, as noted earlier, support should be provided in neutral, public places. Support must not take place in the home or lodgings of either you or your Support Provider.

### Confidentiality

Support Providers should recognise and respect the privacy of their students. They are required to keep confidential any information relating to the students they work with. Support Providers are advised of the importance of safeguarding student information and of adhering to Queen's Data Protection policy.

However, if your Support Provider becomes concerned about your well-being or feels that you may be a risk to yourself or others, they are encouraged to report this to Queen's Register of Support Providers and/or to your Disability Officer within Queen's Disability Services.

### Professional Conduct

All Support Providers are required to adhere to the principles outlined in the Code of Conduct for Support Providers: [www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/](http://www.qub.ac.uk/directorates/sgc/disability/StudentsReceivingOne-to-OneSupport/)

If, at any point, you feel a Support Provider is not acting in a professional manner, please contact the Queen's Register of Support Providers immediately.

### Quality of Support

If, at any stage, you are unhappy with the quality of support being provided or are experiencing difficulties with your Support Provider (you cannot contact them, they are missing sessions, turning up late etc.), please contact Queen's Register of Support Providers and we will aim to resolve any difficulties for you as soon as possible.

### Student Responsibilities

It is extremely important that you take ownership of your own learning experience. If you feel that you are not receiving the appropriate support, that a different type of support might better suit your needs or you find you need additional hours of support, contact your Disability Officer within Disability Services as soon as possible. He or she will arrange to meet

with you to discuss your needs and identify the best way forward.

Equally, if you find that the support you are receiving is inadequate, you are experiencing problems with a Support Provider or you are simply not working well with your Support Provider, please let Queen's Register of Support Providers or your Disability Officer within Disability Services know immediately and we will do our very best to resolve the situation.

It is important to respect the professional boundaries of the student/Support Provider relationship. Although Support Providers will be friendly and supportive, they must work within the remit of their support role(s) and these limitations should be established with you at the start of the working relationship.

### Common Support Queries

Query	Who to Contact
I have been referred for 30 hours of Tutor support – I'll never use all that!	<b>Let your Tutor know.</b> Some students will prefer to meet their Tutor on a regular basis whilst others will prefer to work with their Tutor as and when the need arises e.g. in preparation for an examination or an assignment. It is entirely up to you how you use the hours and how many of the recommended hours you actually use.
I am running out of hours.	<b>Let your Disability Officer within Disability Services know.</b> He/she will then be able to make a case to your funding body for additional hours of support.
I need to cancel a session.	<b>Let your Support Provider know as soon as possible,</b> preferably with at least 24 hours' notice to allow them to re-arrange their time.  Support Providers are self-employed and will only be paid for the first hour of a cancelled session where less than 24 hours' notice has been given.
I have not received any training for my IT equipment/software.	<b>Let the Needs Assessment Centre (NAC) and/or your Disability Officer within Disability Services know.</b> You should have been contacted about this by the training company.
I am not sure that the support I have been referred for will be of any benefit to me.	<b>Let your Support Provider know.</b> Have an initial meeting with him/her to discuss what you would like from your one-to-one and have at least a couple of sessions with them. Hopefully, as the academic burdens begin to ease, you will appreciate the benefits of your one-to-one support.

Query	Who to Contact
My laptop is not working.	<b>Contact the supplier.</b> All equipment purchased through your DSA award will have a warranty and insurance cover in place.
My software needs updated.	<b>Contact NAC and/or your Disability Officer within Disability Services to arrange a needs re-assessment.</b> Please note that the Register is not responsible for updating or maintaining your equipment and software.
I think I need additional support in another area.	<b>Contact your Disability Officer within Disability Services to discuss.</b> If appropriate to your needs, your Disability Officer will then arrange for an amended Referral to be sent to the Register and the support will be put in place for you as soon as possible.
My needs have changed and I think I need a different type of support.	<b>Contact your Disability Officer within Disability Services.</b> Your academic support needs may well change over time so your Disability Officer will be able to advise you about what support is most appropriate and he/she will make a new referral to the Register if appropriate.
I am unhappy with the quality of my support.	<b>Contact the Register.</b> Let us know immediately so that remedial action may be taken as soon as possible. You may also speak to your Disability Officer within Disability Services about your issue - he/she will advise the Register on your behalf.
My support has not been put in place yet.	<b>Contact your Disability Officer within Disability Services.</b> It may be that your DSA application has not yet been approved and as such, the funding is not yet available to pay for your one-to-one support.



Query	Who to Contact
I am ill and will be off for a while – can my Note Taker continue to take notes for me?	<b>Contact your Disability Officer within Disability Services</b> to discuss. Your Note Taker is permitted to take notes for you in your absence only if this absence is related to your disability. As far as possible, this must be arranged in advance with your Disability Officer (and therefore with your funding body) so the support may continue in your absence. If you are ill and your illness is not related to your disability (e.g. stomach upset or the 'flu) then unfortunately your Note Taker will have to stand down until you are feeling better and are attending class again.
Can my Support Provider work with me in another capacity?	<b>Contact the Register to discuss.</b> This may well be a possibility if that person is appropriately qualified / experienced. However, as the Register may have already arranged for someone else to cover that particular role for you, please <b>never arrange your own support without first checking with the Register.</b>
I think that I will need extra time in my exams.	<b>Contact your Disability Officer within Disability Services</b> to discuss. If appropriate, he/she will arrange for you to get the extra time that you need.
Can my Note Taker cover another class for me?	<b>Contact the Register.</b> It may be that another Note Taker has already been arranged to cover that particular class for you.
I would like special 'Green Room' arrangements for the exams.	<b>Contact your Disability Officer within Disability Services</b> to discuss. If appropriate, he/she will arrange this for you.

Query	Who to Contact
<p>My Support Provider has not been in contact with me lately.</p>	<p><b>Contact the Support Provider directly.</b> Their contact details are on your match-up email but if you have mislaid this, they are available from Queen's Register of Support Providers. After the initial meeting, both parties are equally responsible for keeping in touch with each other.</p>
<p>My notes are not in the format / style that I require.</p>	<p><b>Contact your Note Taker</b> and arrange to meet as soon as possible to discuss your needs. Your Note Taker will not know what format/style/font you prefer unless you tell them.</p>
<p>My notes are not being returned on time.</p>	<p><b>Contact your Note Taker</b> to discuss but check your Statement of Agreement first to confirm the turnaround time you originally agreed with the Note Taker. <b>If the Note Taker continues not to return the notes within the agreed time frame, let the Register know.</b></p>
<p>My Support Provider has not been in touch with me.</p>	<p><b>Let the Register know.</b> It may be that your contact details have changed and the information on our database may not have been updated. <b>If you are a Stranmillis or St Mary's student, make sure you check both your institutional and Queen's email addresses because, as a student of the University, you are obliged to use the latter.</b></p>
<p>I am just not 'gelling' with my Support Provider.</p>	<p><b>Contact the Register</b> to discuss. Personality clashes do happen so the Register should be able to match you up with another Support Provider. You may also like to speak to your Disability Officer about it and he/she can inform the Register for you on your behalf.</p>

Query	Who to Contact
I am not getting the support that I expected from my School.	<b>Contact your School Disability Advisor and/or your Disability Officer within Disability Services to discuss</b> - the School should already be aware of your support needs.
I did not use an aspect of my one-to-one support last year.	<b>Let your Disability Officer within Disability Services know</b> at your needs re-assessment so the same support is not arranged for you again for the following academic year.
I would like to work with the same Support Provider(s) next year.	<b>Let your Disability Officer within Disability Services know at re-assessment</b> who you would prefer to work with again if they are available and advise the Register.
I would like to work with a different Support Provider next year.	<b>Let your Disability Officer within Disability Services and/ or the Register know</b> if you would prefer to work with someone new next academic year.

If you would like any further information, please do not hesitate to contact us:

**Queen's Register of Support  
Providers**

Disability Services  
Student Guidance Centre  
Queen's University Belfast,  
BT7 1NN  
Tel: 028 9097 3610  
Email: [nmhregister@qub.ac.uk](mailto:nmhregister@qub.ac.uk)  
Web: [www.qub.ac.uk/directorates/  
sgc/disability/](http://www.qub.ac.uk/directorates/sgc/disability/)

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For further information, please contact the University's Publications and Website Unit on +44 (0)28 90 975332.

CDS 158618