**Personal Tutor Guide**

**2022-2023**



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# 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 the Personal Scheme as a key strand of how we achieve the aims of the Education Strategy. I am committed to supporting this process and to addressing issues that require action to ensure our staff and students feel respected and connected in the year ahead.

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

At the Students’ Union we are proud to support the Personal Tutoring Scheme as personal tutors provide both invaluable resources and connections for students at Queen’s throughout their experience at University. Personal Tutors are often the first member of staff that a student will have one on one experience with, and your role is crucial in the transition to studying at university level. By supporting students, you play an integral role in students achieving their potential, and feeling part of a wider academic community during their time here. As we transition back to on-campus teaching, Personal Tutors will be key in creating social links as well as being able to signpost to relevant services after the pandemic has isolated students more than ever before. The Student’s Union is committed to working in partnership with the Personal Tutoring Scheme to support students and Tutors to ensure the best possible experience for students. We look forward to working with you in the year ahead and hope to deliver valuable support as Student officers and the services we provide.

**Emma Murphy**

President

Queen’s Student’s Union

# Overview

This Guide has been developed to support Personal Tutors in all University Schools and presents updated information and guidance for 2022-23. Please share this document with all colleagues in your School who are acting as Personal Tutors. There is a range of practical areas and services explored here that should prove helpful to you when engaging with your tutees. Please also note the inclusion of a new section, 4.1. Transition Skills for University, which includes details on how academic staff may access transition skills support for their local programmes.

In 2022-23, each School should continue to put in place a structured scheme for the coordination of Personal Tutoring. This 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 may 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.

The Personal Tutor Scheme (PTS) continues to utilise **Canvas** to support Personal Tutor and Tutee engagement at School level. Canvas not only constitutes a primary teaching and learning platform but offers a dedicated space for students to communicate with their Personal Tutor and access advice and guidance online. Personal Tutors can use Canvas to:

* Post information about Personal Tutors and Tutee Groups (by using the People section) so to improve accessibility and information available to students
* Contact and arrange meetings with their Tutees
* Release announcements and notifications to your Tutees about events and initiatives that may support their personal, academic, and professional development
* Work more easily with student services at the University, signposting support and resources as required

At the time of writing, a majority of University Schools are utilising the PTS on Canvas materials which are accessible via Canvas Commons. Should you wish to retrieve and integrate these materials in local programmes, please refer to **pages 3 and 4** of the **admin guide**: [**http://go.qub.ac.uk/TransSkills-AdminGuide**](http://go.qub.ac.uk/TransSkills-AdminGuide). There is also additional guidance for School staff under 3. Key Elements of the Scheme, below.

Please note that the naming convention for retrieving PTS content from Canvas Commons is **QUB-School Personal Tutor Scheme**

# 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. Changes to Lead Personal Tutor arrangements at School level should always be communicated to the central contact, Dr Ciarán O’Neill [c.g.oneill@qub.ac.uk](mailto:c.g.oneill@qub.ac.uk)
* The School Office should provide administrative support for the scheme.

**Please note -** there is updated advice and guidance available to School staff on creating Personal Tutee Groups on Canvas – please refer to **pages 3 and 4** of the **admin guide**: [**http://go.qub.ac.uk/TransSkills-AdminGuide**](http://go.qub.ac.uk/TransSkills-AdminGuide)

There is also an **instructional video** available on how to automatically create Personal Tutor Groups on Canvas: <https://web.microsoftstream.com/video/78114a50-751a-4251-a8cd-57ca5b1ff627>

* 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 support the rationale for student engagement with the scheme. It is also particularly important that Personal Tutors should participate in relevant induction and transition programmes for students. This includes promoting learning and development options under the theme of student transition – see **4.1 Transition Skills for University**.
* A clear definition of support roles within the School. For example, the different roles of Personal Tutor (PT) and Adviser of Studies (AoS) should be made clear to students. The AoS normally handles programme matters, such as module enrolment, requests to make changes in programme, and assessment-related requests including special and extenuating circumstances, and so on. The Personal Tutor may refer students to an Advisor of Studies where such matters arise. Conversely, the Advisor of Studies may signpost students to their Personal Tutor, depending on needs and circumstance

# 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 at the beginning of the semester. This can be achieved by continuing the established practice of communicating the various aspects of the role as part of School Welcome and Transition activities. The role of the Personal Tutor is to:

* to help Level 1 students transition to University and settle in to their courses;
* to maintain regular contact with Tutees (via Canvas); facilitating one-to-one and group meetings, and participating in appropriate communications throughout the year;
* 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.

# 4.1 Transition Skills for University

# The Transition Skills for University course has been created by the [Learning Development Service](https://www.qub.ac.uk/directorates/sgc/learning/) with input

# from colleagues in the Library, the Centre for Educational Development, and University Schools. Available via Canvas Commons, the course comprises six units of self-paced academic skills resources and is intended to support students’ learning as they adjust to higher education study and transition through University.

# The six units are structured thematically and by skill area so to support students’ academic development as

# part of their programmes:

# Becoming a Student at Queen's

# Reading and Research

# Note-taking and Critical Thinking

# Academic Writing

# Referencing

# Assessment and Feedback

# Academic staff can find out more about how to share these transition resources with students by visiting the

# [LDS Transition Skills webpage](https://www.qub.ac.uk/directorates/sgc/learning/ForStaff/TransitionSkills/). Here you will find an instructional video on how to easily integrate the

# Transition Skills content into your local Canvas modules. Further queries can be directed to

# [c.g.oneill@qub.ac.uk](mailto:c.g.oneill@qub.ac.uk)

# 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 data protection laws which govern how we collect and process personal data.

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 have responsibility to comply with the University’s [Data Protection Policy](https://www.qub.ac.uk/about/Leadership-and-structure/Registrars-Office/Information-Compliance-Unit/Data-Protection/data-protection-policy/Filetoupload,925576,en.pdf) , when collecting and processing personal data.
* Personal data is any information from which an individual can be identified or who are identifiable, either directly or indirectly.
* The processing of personal data should be:
  + Processed lawfully, fairly and in a transparent manner;
  + Collected for specified, explicit and legitimate purposes;
  + Adequate, relevant and limited to what is necessary;
  + Accurate and where necessary kept up to date;
  + Kept in a form which permits identification of data subjects for no longer that is necessary for the purposes for which those data are processed;
  + Processed in a manner that ensures appropriate security of the personal data.
* Before processing personal data please ensure you have completed the mandatory [data protection trainin](https://hr.apps.qub.ac.uk/online_training/)g within the last two years and reviewed relevant policies (e.g. Data Protection Policy, [Acceptable Use of IT Policy, Information Security Policy etc.)](https://www.qub.ac.uk/directorates/InformationServices/Services/Security/Gen-Policies/)

**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%20S](https://home.qol.qub.ac.uk/University%20Documents/Staff%20Documents/Supporting%20Students/Disability%20Support%20Code%20Of%20Practice.pdf) [tudents/Disability%20Support%20Code%20Of%20Practice.pdf](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/](http://www.qub.ac.uk/about/Leadership-and-structure/Registrars-Office/Information-Compliance-Unit/Records-Management/)

**Please note that School records of staff-student interactions 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 and/or directly with the individual.
* 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 2517

Email: [info.compliance@qub.ac.uk](mailto:info.compliance@qub.ac.uk)

# 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, up-to-date information on relevant Services, together with key contact details, is offered in the pages which follow.

## Careers, Employability and Skills (CES)

**Message for Personal Tutors:**

The Careers, Employability and Skills Future Ready [Future Ready Roadmap](https://www.qub.ac.uk/directorates/sgc/careers/future-ready-roadmap/ShapingFuture-ReadyGraduatesBrochure/) provides you with a comprehensive overview of our service, which is situated in One Elmwood. Our [website](http://www.qub.ac.uk/careers) provides students and staff with additional information on all our services and the support available.

CES works with staff in Faculties and Schools to arrange embedded sessions scheduled within UG programmes. It is important that all students follow up on these local engagements and access the support/developmental activities available via CES prior to entering their Final Year.

For the latest news and events, staff and students can follow us on Facebook/Instagram **@qubcareers**.

To access our live job feeds follow us @qubcareers on Twitter. Students can also email us at [careers@qub.ac.uk](mailto:careers@qub.ac.uk)

**Careers events and programmes:**

Up-to-date information for students is now available at our [Careers Events page.](https://www.qub.ac.uk/directorates/sgc/careers/careers-events/)

**Future Ready Skills Programme (Professional Skills programme)**

The content of the programme sits within Canvas as an optional, Zero Cats module that UG students can work through in their own time throughout their degree. The aim of the programme is to support students to develop skills that will ensure their future success in graduate employment or further study. Students completing the programme are encouraged to undertake extra-curricular activity and reflect on their skills development. On successful completion, they will receive a certificate at graduation.

It is intended that this programme will be made available to all UG students within the next few years, however, this roll-out may take some time. If students are interested in this programme, the Careers Consultant linked with the relevant School can discuss it with them further. We have a dedicated webpage where you can view a list of our [Careers Consultants by School and Sector](https://www.qub.ac.uk/directorates/sgc/careers/CareersInformationbySchoolandSector/).

**International Students:**

The Careers Service provides extensive support for [International Students.](https://www.qub.ac.uk/directorates/sgc/careers/CareersinformationforInternationalstudents/)  Our highly successful Future Ready Skills for International Students is designed to boost the employability opportunities for this group.

**Three Key Messages for Students:**

1. Get involved and develop yourself.
   * Students do not need to have decided on at their career to attend our careers and employer events. The activities are open to all students.
   * Students who get involved with Careers programmes and events including [Global opportunities](https://www.qub.ac.uk/directorates/sgc/careers/GlobalOpportunities/) 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.
2. Gain experience by extracurricular and work-related learning [Future-Ready Skills | Student Centre | Queen's University Belfast (qub.ac.uk)](https://www.qub.ac.uk/directorates/sgc/careers/future-ready-skills/)

* The [The Future Skills Award](https://www.qub.ac.uk/directorates/sgc/careers/future-ready-roadmap/ShapingFuture-ReadyGraduatesBrochure/) (Degree Plus) accredits over 160 activities. 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. Corporate employer partners support The Future Skills award and around 2000 students complete the Award each year. Those who achieve the award will have this accredited on their Higher Education Achievement Record (HEAR) and receive their certificate at graduation.

1. Regularly log into your [MyFuture Account](https://www.qub.ac.uk/directorates/sgc/careers/HowtoUseMyFuture/)

* Search advertised part-time, summer, on campus, internship, placement and graduate Jobs, Employer Information Sessions; Careers Events, Careers Programmes.
* Book face-to-face or online appointments with a Career Consultations.

**Key contact for Personal Tutors:** Terry O’Hanlon

Careers Consultant

[T.OHanlon@qub.ac.uk](mailto:T.OHanlon@qub.ac.uk)

## 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*.

The Mental Health and Wellbeing Policy (2022-2023) offers further guidance - <https://www.qub.ac.uk/directorates/sgc/wellbeing/PoliciesProcedures/>

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 behaviour or actions.

The <https://go.qub.ac.uk/StudentSupportProtocol> 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, but acknowledging the student is managing other challenges alongside their studies can help them feel supported.

The Student Wellbeing Service is a good first point of contact to help look at options.In **Urgent Student Situations** (e.g. Suicidal Thoughts, Self-Harm, or Extreme Distress) **call the Student Wellbeing Service:** 028 9097 2893.

Staff will discuss the situation and agree next steps. These may include:

* Accompanying student to meet the Student Wellbeing Team.
* Student Wellbeing Service staff member may attend the School office to meet with the student.
* In an emergency, call **999** (notify Queen’s Security on 028 9097 **2222**).

**Remember: if you are supporting someone you think may be at risk to themselves or others, do not leave them alone (e.g. ensure a colleague waits with them if you need to leave to contact the Service).**

The “Information for Staff” section of [Student Wellbeing website](https://www.qub.ac.uk/directorates/sgc/wellbeing/InformationforStaff/) also includes guidance on how to address difficult situations e.g. **“**[What to Do If](https://www.qub.ac.uk/directorates/sgc/wellbeing/InformationforStaff/Whattodoif/)” section.

For **Non-Urgent Student Situations**

**(**where immediate follow-up is not required),

* Complete a [Staff Contact Us Form](https://go.qub.ac.uk/wellbeing) with as much information as possible. *A member of the team will*

*triage, discuss the situation with you and/or the student, and agree the next steps.*

* Consult the Student Wellbeing website for advice and useful links:

[Information for Staff | Student Guidance Centre | Queen's University Belfast (qub.ac.uk)](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.qub.ac.uk%2Fdirectorates%2Fsgc%2Fwellbeing%2FInformationforStaff%2F&data=05%7C01%7CStephen.McCrystall%40qub.ac.uk%7C525f7ad316b84008888708da327420ab%7Ceaab77eab4a549e3a1e8d6dd23a1f286%7C0%7C0%7C637877771646148365%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=EbLrPeQAzmzeHiEFrbCM9x0Sy6%2BjXr6GcQuUqgx1gL0%3D&reserved=0).

* Call the Student Wellbeing Service for general guidance and advice : 028 9097 2893.

We are also available to attend School Student Support meetings as a support to staff and students if required.

### Student Wellbeing Support for Students includes:

* Daily Drop-in Service. 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. This continues to run Monday - Friday, 11am – 3pm on Level 1 of One Elmwood Building. Alternatively, you can access Drop-in via Tel: 07387 546123.
* 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. Meetings can take place online via MS Teams or face to face. Supports could include being referred to another service e.g. [Counselling,](http://www.qub.ac.uk/directorates/sgc/wellbeing/InformationforStudents/SupportAvailable/Counselling/) [Advice](http://www.qubsu.org/AdviceSU/) [SU](http://www.qubsu.org/AdviceSU/) 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/**](https://reportandsupport.qub.ac.uk/)for further information and the option to request support from a Safe & Healthy Relationship Advocate.
* Wellbeing on Weekdays (WOW) activities: These events and webinars run every week during term time. The programme is based on the Take 5 Steps to Wellbeing which is an evidence based model developed by New Economics Foundation (NEF) and is used worldwide to positively protect and maintain wellbeing. The full schedule will be available via <https://www.qub.ac.uk/directorates/sgc/wellbeing/Events/> , as well as via Student Wellbeing Facebook, Instagram and Twitter pages.
* Self-help: Students can access a range of online information, guidance and screening intervention tools tailored to their wellbeing needs via the Inspire Student Hub <https://www.inspiresupporthub.org/students/>. They can log on and register an account to access these materials. If they are prompted for a pin, they should enter 'QUBHUB!' (without quotation marks).
* If students feel that things aren't improving through accessing the self-help materials, they can contact the Student Wellbeing Service for further support (see contact details below).
* 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 Julie-Ann Hamilton in the Widening Participation Unit at [j.a.hamilton@qub.ac.uk](mailto:j.a.hamilton@qub.ac.uk) or 028 9097 1567. For further information on support available, including information on the Care Leaver Bursary: <https://www.qub.ac.uk/directorates/sgc/wpu/CareExperiencedYoungPeople/>

### Students can access the Student Wellbeing Service directly by:

* Daily “Drop in” during term time:
  + Telephone 07387 546123 or
  + Face to Face on Level 1 of One Elmwood
* Completion of an [online form](http://www.qub.ac.uk/directorates/sgc/wellbeing/raw/)
* Phone: 028 9097 2893
* Email: [studentwellbeing@qub.ac.uk](mailto:studentwellbeing@qub.ac.uk)

Further information on the range of supports available is offered on our website: [www.qub.ac.uk/sgc/wellbeing](http://www.qub.ac.uk/sgc/wellbeing).

The University’s Student Wellbeing Strategy 2017-2021 is also available [here](http://www.qub.ac.uk/directorates/sgc/wellbeing/WellbeingFilestore/Filetoupload%2C758181%2Cen.pdf).

**Key contact for Personal Tutors:** Ciara Harkin

Student Wellbeing Manager

[c.harkin@qub.ac.uk](mailto:c.harkin@qub.ac.uk)

Ext 3638

* 1. **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](mailto:disability.office@qub.ac.uk)
* Daily “Drop in” during term time:
* Telephone 07387 546123 or
* Face to Face on Level 1 of SGC

Further information can be found on the website: [www.qub.ac.uk/disability](http://www.qub.ac.uk/disability).

Supporting students with Disabilities

The **Staff Information** section [www.qub.ac.uk/disability/staffinformation/](http://www.qub.ac.uk/disability/staffinformation/) includes a range of guidance on:

* Marking the work of students with SpLD
* Working effectively with SpLD students
* Creating Accessible Content

The Disability Support Code of Practice is available [here.](https://home.qol.qub.ac.uk/University%20Documents/Staff%20Documents/Supporting%20Students/Disability%20Support%20Code%20Of%20Practice.pdf) This provides a framework for the University’s support provision for students with disabilities and long term conditions. This provides detailed guidance on the University provision and commitment to supporting students with disabilities at various stages in their student journey.

**Key contact for Personal Tutors:** Ciara Beattie

Disability Officer [c.beattie@qub.ac.uk](mailto:c.beattie@qub.ac.uk)

Ext 3345

## Learning Development Service (LDS)

What do we do?

The Learning Development Service at Queen’s provides academic skills support to undergraduate students. We do this both on-course, as part of taught degree programmes, and via individual one-to-one engagement. Students may encounter us as part of their taught modules, where we offer Canvas-based learning resources and associated live workshops. Otherwise, undergraduate students are also welcome to book a one-to-one academic skills appointments with a member of the LDS team. We offer support on topics such as:

* + - 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;

* + - Digital Skills – supporting the transition to online study;
    - Other academic skills – approaches for time management, communication and exam preparation.

One-to-one appointments are being offered both online, via Microsoft Teams, and face-to-face, in Student Support Rooms in One Elmwood. Students can request a **one-to-one appointment** with a member of the LDS team by following the link on our [website](https://www.qub.ac.uk/directorates/sgc/learning/One-to-OneAppointments/).

Students may also access a variety of open access **academic skills resources** [here](https://www.qub.ac.uk/directorates/sgc/learning/LearningResources/).

Work with University Schools

Academic staff are strongly encouraged to visit our [For Staff](https://www.qub.ac.uk/directorates/sgc/learning/ForStaff/) web page, which contains information about our Transition Skills for University Course and an instructional video demonstrating how our Canvas materials can be imported directly into your School modules.

LDS has a member of staff assigned to each University School. We welcome any discussions with academic colleagues towards implementing academic skills support within undergraduate programmes. To view the contact details for the LDS staff member assigned to your School, please consult our [Information for Schools](https://www.qub.ac.uk/directorates/sgc/learning/ForStaff/InformationforSchools/) web page.

**Key contact for Personal Tutors:** Dr Ciarán O’Neill

LDS Team Lead

[c.g.oneill@qub.ac.uk](mailto:c.g.oneill@qub.ac.uk)

Ext 3081

## SU Advice

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 via the Advice SU website [www.qubsu.org/AdviceSU/](http://www.qubsu.org/AdviceSU/).

### FAQs and answers for students

* *How can I get advice from SU Advice?*

SU Advice is continuing to offer a full advice service to Queen’s students. For the time being this will be primarily via email ([studentadvice@qub.ac.uk](mailto:studentadvice@qub.ac.uk)) and where appropriate, by phone or online meetings. At present, there is no drop-in available – we will offer a drop-in facility again as soon as it is safe to do so.

* *I’ve been asked to attend a meeting with Queen’s – can someone from SU Advice accompany me?*

Meetings with the University are mainly being held online at the moment. SU Advice has accompanied students to these online meetings and will continue to do so – please just get in contact if you’ve been asked to attend any form of meeting at Queen’s – [studentadvice@qub.ac.uk](mailto:studentadvice@qub.ac.uk)

**Key contact for Personal Tutors:** Connie Craig-Lucey

SU Advice Manager

[connie.craig@qub.ac.uk](mailto:connie.craig@qub.ac.uk)

[studentadvice@qub.ac.uk](mailto:studentadvice@qub.ac.uk)

Ext 1049

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| **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 represent the 25,000+ students at Queen’s, organise campaigns to make the changes they want happen and lead the Union on their behalf. *NB -* *Currently, the position of Welfare Officer is not filled but plans are being made to find a solution to this. Until this time, please use the Welfare Officer email (see p.19) as normal and we will respond to queries.*  Student 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. Come and visit us in [One Elmwood](https://www.qub.ac.uk/sites/Students/one-elmwood/). Our door is always open and we’re happy to help!  **A picture containing person, wall, yellow  Description automatically generated**  **Emma Murphy - President** [su.president@qub.ac.uk](mailto:su.president@qub.ac.uk)  • Represents students’ views on campus and beyond.  • Identifies priority issues for students.  • Co-ordinates the activities of the Union.  A person with long hair  Description automatically generated with low confidence  **Beth Elder - Education Officer** [su.education@qub.ac.uk](mailto:su.education@qub.ac.uk)  • Represents students’ interests relating to their academic studies.  • Helps with any academic problems students might have.  • Works with Academic Reps to ensure students have an equal voice in education as partners.  A person standing in front of a brick wall  Description automatically generated  **Aidan Moran - Campaigns and Engagement Officer** [su.campaigns@qub.ac.uk](mailto:su.campaigns@qub.ac.uk)  • Helps develop a campaigning spirit among the student body.  • Gives advice if students want to start a campaign.  • Helps students become engaged in the Students’ Union including through Clubs and Societies, Enterprise and Volunteering.  A picture containing person, outdoor, standing, crowd  Description automatically generated  **Kieron Portbury - Equality & Diversity Officer** [su.equality@qub.ac.uk](mailto:su.equality@qub.ac.uk)  • Represents the interests of students of underrepresented groups and involve them in the Student’s Union.  • Makes sure every student at Queen’s is treated equally and fairly.  • Supports events that promote diversity and greater cultural understanding.  **Student Officer Welfare** [su.welfare@qub.ac.uk](mailto:su.welfare@qub.ac.uk) **[position to be filled for 2022-23]**  • Represents students’ interests relating to their welfare.  • Helps with any welfare problems students might have, such as their general wellbeing, mental and sexual health, housing and safety.  • Promotes wellbeing campaigns on campus.  A person smiling for the camera  Description automatically generated with medium confidence**Jamie-Lukas Campbell - Student Officer Postgraduate** - [su.postgraduate@qub.ac.uk](mailto: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.  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](http://www.qubsu.org). Hopefully, we will be launching a new website along with the new Students’ Union rebrand, and the new website will be found at [www.qsu.org](http://www.qsu.org) in the hopefully near future!  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!  **Key contact for Personal Tutors:** Beth Elder  Education Officer  [su.education@qub.ac.uk](mailto:su.education@qub.ac.uk) |
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## 6.7 International Student Support (ISS)

The [International Student Support](https://www.qub.ac.uk/sites/iss/) team provides specialist advice in relation to visa and immigration matters, including applying for a visa to come to the UK and assisting with any immigration queries that students may have during their time here.

The team are the only staff in the University authorized to provide students with specialist advice in relation to visa and immigration. If you are approached by a student for immigration advice, or you think that the student’s change in academic situation will have an impact on their status, please contact [ISS](https://www.qub.ac.uk/sites/iss/AboutUs/) or refer the student to the service directly.

The immigration advice and services provided by International Student Support are carried out in accordance with the [UKCISA](https://www.ukcisa.org.uk/Information--Advice) Codes of Ethics. ISS staff are authorised to provide immigration advice by the [Office of the Immigration Services Commissioner](https://www.gov.uk/government/organisations/office-of-the-immigration-services-commissioner) (OISC) who regulate 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
      * Queries about Engagement Monitoring
      * Withdrawing from the University
      * Changing course

**Immigration advice appointments**

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

Students can email [immigration@qub.ac.uk](mailto:immigration@qub.ac.uk) to make an appointment. There will also be regular drop-in sessions in the One Elmwood Buidling.

**International Student Support Contact Details**

**General email:** iss@qub.ac.uk

**Immigration email:** immigration@qub.ac.uk

**Compliance email:** [isscompliance@qub.ac.uk](mailto:isscompliance@qub.ac.uk)

**Telephone:** +44 028 9097 3820

# Personal Tutor Scheme 2022-2023

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| **September** | Updated Personal Tutor Guide and associated Canvas materials shared with Schools.  Schools should use materials in the Guide and on Canvas to support local arrangements. This should include: introduction of the PTS to students as part of Welcome and Transition arrangements; facilitation of Tutor – Tutee engagement; and signposting of Student Services, as appropriate. |
| **September – May** | Delivery of Personal Tutor Scheme at local level.  Continued communication between PTS lead (Dr C O’Neill) and Lead Personal Tutors to: 1) support local implementation of schemes and 2) provide additional relevant training and resources via a scheduled programme of events in 2022-23. |
| **March/April** | Personal Tutor Forum  - Lead Tutors to attend and discuss relevant matters of interest, including progress / evaluation of School schemes. |
| **May** | Central review of Scheme  Summary of each School’s activity in 2022-23 to be completed. PTS lead will collate these summaries and any evaluations completed for review by senior management. |
| **May/June** | School review  Lead Personal Tutor and Director of Education to review 2022-23 activity and agree local processes ahead of new academic year, including:   * recruitment and management of Personal Tutors and Lead Personal Tutor(s); * local structure of scheme – to include how academic, personal and professional development of Tutees will be addressed going forward; * communication and recording mechanisms agreed; * local support for Personal Tutors. |

# Schedule for Personal Tutor – Tutee engagement 2022-2023

Please note – this schedule reflects suggested engagement (in-person and/or via Canvas). Additional contact points may also arise; for example, where Tutees request specific support and/or signposting to Services.

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| **September** | Level 1 students  Schools are encouraged to continue the practice of embedding PTS promotional activities within local Welcome / Transition arrangements.   * Students should receive a formal welcome and Personal Tutor invitation to attend a one-to-one / group meeting (student   attendance should be noted as ‘required’ so to support early engagement).   * Early engagement with the PTS on Canvas (or other local arrangements) should be encouraged so to familiarise students with the system and on the accessibility of support options. * Promotion of the Transition Skills for University Course at local level, available via Canvas. |
| **October** | Level 1 students   * Tutees who do not engage, for example, through non-attendance of the introductory meeting, are identified and contacted by the Personal Tutor. This can be an opportunity to ‘check-in’ with the student and suggest options for support, if required. * Students who do not respond should be identified to the Lead Personal Tutor, who can seek a remedy at School level before passing student details to the Student Wellbeing Service.   Levels 2, 3 and 4 students   * Tutees invited for review meeting to focus on personal, academic and/or professional development and goals. |
| **November** | Level 1 students   * Personal Tutors to communicate with Tutees, e.g. via Canvas and advertise meeting availability (between weeks 6 and 10). |
| **December** | All students   * Communication issued to Tutees in advance of assessments, signposting relevant support (Student Services) and resources, e.g. The Transition Skills for University course. |
| **February** | All students   * Academic review meeting – opportunity for Personal Tutor and Tutee to review progress to date. |
| **March / April** | All students   * Professional development meeting. Opportunity for goal setting and to encourage participation in developmental activities at the University, as appropriate. * Communication issued to Tutees in advance of assessments, signposting Student Services and relevant support structures. |

# Lead Personal Tutors 2022-2023

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| **SCHOOL** | **CONTACT** | **EMAIL** |
| School of Arts, English and Languages (AEL) | **Michael Pierse** | [m.pierse@qub.ac.uk](mailto:m.pierse@qub.ac.uk) |
| School of History, Anthropology, Philosophy and Politics (HAPP) | **Keira Williams** | [k.williams@qub.ac.uk](mailto:k.williams@qub.ac.uk) |
| School of Law | **Martin Regan** | [m.regan@qub.ac.uk](mailto:m.regan@qub.ac.uk) |
| Social Sciences, Education and |  |  |
| Social Work (SSESW) | **John Topping** - interim | [j.topping@qub.ac.uk](mailto:j.topping@qub.ac.uk) |
|  | (BSW pathways) |  |
|  | **Siobhan McAlister** | [s.mcalister@qub.ac.uk](mailto:s.mcalister@qub.ac.uk) |
|  | (BA pathways) |  |
| Queen’s Management School | **Mike Crone** | [m.crone@qub.ac.uk](mailto:m.crone@qub.ac.uk) |
| School of Electronics, Electrical Engineering and Computer Science (EEECS) | **Babar Abbasi** | [m.abbasi@qub.ac.uk](mailto:m.abbasi@qub.ac.uk) |
|  |  |
| School of Mathematics and Physics | **Thomas Field** | [t.field@qub.ac.uk](mailto:t.field@qub.ac.uk) |
| School of Mechanical and Aerospace Engineering | **Jonathan Cole** | [j.cole@qub.ac.uk](mailto:j.cole@qub.ac.uk) |
| School of Psychology | **Aideen McParland**  **Paddy O’Connor Matthew Rodger** | [a.mcparland@qub.ac.uk](mailto:a.mcparland@qub.ac.uk)  [p.oconnor@qub.ac.uk](mailto:p.oconnor@qub.ac.uk) [m.rodger@qub.ac.uk](mailto:m.rodger@qub.ac.uk) |
| School of the Natural and Built Environment (NBE) | **Laura Michael** (Environmental Planning) | [l.michael@qub.ac.uk](mailto:l.michael@qub.ac.uk) |

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| **SCHOOL** | **CONTACT** | **EMAIL** |
| NBE *- continued* | **Gill Plunkett** (Archaeology and Palaeoecology)  **Nuala Flood** (Architecture - TBC)  **Tristan Sturm** (Geography)  **Giuseppina Amato**  (Civil Engineering) | [g.plunkett@qub.ac.uk](mailto:g.plunkett@qub.ac.uk)  [n.flood@qub.ac.uk](mailto:n.flood@qub.ac.uk)  [t.sturm@qub.ac.uk](mailto:t.sturm@qub.ac.uk)  [g.amato@qub.ac.uk](mailto:g.amato@qub.ac.uk) |
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| School of Medicine, Dentistry and Biomedical Sciences | **Laura Montgomery** (Biomedical Sciences) | [l.e.a.montgomery@qub.ac.uk](mailto:l.e.a.montgomery@qub.ac.uk) |
| **Lorraine McGleenon** (Dentistry) | [l.mcgleenon@qub.ac.uk](mailto:l.mcgleenon@qub.ac.uk) |
| **Mark Harbinson** (Medicine) | [m.harbinson@qub.ac.uk](mailto:m.harbinson@qub.ac.uk) |
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| School of Pharmacy | **Paul McCague**  **Taher Hatahet (China Queen’s College)** | [p.mccague@qub.ac.uk](mailto:p.mccague@qub.ac.uk)  [t.hatahet@qub.ac.uk](mailto:t.hatahet@qub.ac.uk) |
| School of Biological Sciences | **Louise Atkinson** | [l.atkinson@qub.ac.uk](mailto:l.atkinson@qub.ac.uk) |