

**Personal Tutor Guide 2017-2018**

**1. Introduction**

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

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

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

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

**Lucy Gault**

Vice President Education  
Queen's Students' Union

## **2. Overview**

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

The responsibilities of a Personal Tutor are:

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

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

## **3. Key elements of the Scheme**

In developing Personal Tutoring 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 Tutoring Schemes should provide for:

- A clear definition of support roles within the School. The role of Personal Tutor and Adviser of Studies should be clear to students, as should any additional School support mechanisms in place.
- All undergraduate students will normally be allocated a Personal Tutor, according to programme, prior to or upon enrolment. Where practicable, students will normally retain the same Personal Tutor for the duration of that programme.
- Personal Tutors should make arrangements, through the School Office, to see their students in the context of a School-based system.
- There should be a formally structured and coordinated schedule of events for Levels 1 and 2. Schools may continue a structured approach in levels 3 and 4, if appropriate. This structure should include reasons for the student to value the Scheme. It is also particularly important that Personal Tutors should attend/participate in relevant induction programmes for students.
- There should be clear procedures for Personal Tutors to refer students to the Adviser of Studies (or equivalent) and to relevant central sources of support.

- The Adviser of Studies, or a similarly trained and experienced academic, will have a key role in providing advice to staff to ensure consistency of referral by Personal Tutors in relation to module information and guidance.
- The Personal Tutoring system will normally be coordinated at School level by a Lead Personal Tutor or key contact. It is recommended that there are two main contacts, where possible.
- The School Office should support the administration of the System; for example, by centrally timetabling meetings with Personal Tutors and by centrally monitoring tutee attendance.

#### **4. The role of Personal Tutor**

In order to support student engagement and facilitate an equitable Personal Tutor Scheme, it is useful to set expectations with tutees from the beginning and outline the various aspects of the role. These may be detailed, as below:

- to promote 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 encourage and support student participation in such development areas;
- to appropriately support students via effective signposting to relevant Student Support Services;
- to help first year students transition to University and settle in to their courses;
- to provide 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 maintain regular contact with tutees through one-to-one and group meetings, e-mail and other communications;
- to provide tutees with references upon request and in line with School procedures;
- to undertake training relevant to the role of Personal Tutor.

#### **5. Data Protection**

As a Personal Tutor, you may need to keep some records about your students, but you need to bear in mind that the University is subject to the Data Protection Act 1998 (this will be replaced by the EU General Data Protection Regulation from 25 May 2018).

You may keep records such as:

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

Please be mindful of the following:

- You are responsible for abiding by the Data Protection principles, when collecting and processing personal data, information or records.
- Other Data Protection principles include keeping adequate, relevant, and accurate data, limited to what is necessary.
- If you are collecting sensitive personal data, for example data about disability, or health, you may need to obtain your students' consent for doing so.

**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.gol.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.
- 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.
- Information about students can be given out to properly identified members of staff who need it in order to perform their duties. Students should, however, be informed about who you intend to share information with. Personal data should not normally be shared with third parties (including parents/guardians) without the explicit consent of the student.

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

For further information, please contact:

**Information Compliance Unit**

Telephone: 028 9097 2506

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

## 6. Signposting

As a Personal Tutor, you may need to refer students to Services and other mechanisms of support within the University. A short video with information on Services can be found here:

<https://mediasite.qub.ac.uk/Mediasite/Play/d9cfbef6038f4d78be4639bfdd871f741d>

Local contexts, such as the programme of study, may impact upon the focus of Personal Tutor contact. However, in all circumstances, appropriate and accurate signposting of tutees is a crucial aspect of the role. In order to support consistency in signposting processes, information on relevant Services together with key contact details has been compiled in the pages which follow.

### 6.1 Careers, Employability and Skills (CES)

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

#### **THREE KEY MESSAGES FOR STUDENTS:**

##### **(i) REGULARLY LOG INTO YOUR MYFUTURE ACCOUNT**



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

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

***Access your Myfuture Account at [www.qub.ac.uk/myfuture](http://www.qub.ac.uk/myfuture) - Use your Queen's email and normal Queen's password to log in.***

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

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



The DegreePlus Award accredits over 120 activities (see the DegreePlus website). Students can get involved at any time from First Year through to graduation. The activities include work experience (e.g. volunteering or internships), language courses, sport, peer mentoring, workplace study tours and programmes to develop a range of skills.

*DegreePlus is supported by corporate employer partners and around 2000 students complete the Award each year. Those who achieve DegreePlus will have this accredited on their Higher Education Achievement Record (HEAR) and receive their certificate at graduation. Find out more at [www.qub.ac.uk/degreeplus](http://www.qub.ac.uk/degreeplus) or by emailing us at [degreeplus@qub.ac.uk](mailto:degreeplus@qub.ac.uk).*

(iii) **GET INVOLVED AND STAY IN TOUCH**



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

*Students can read the Go Further stories of their peers on the Careers website and careers information by School [www.qub.ac.uk/careers](http://www.qub.ac.uk/careers)*

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

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

**Key contact for Personal Tutors:**

Greta Campbell  
Careers Consultant  
[g.m.campbell@qub.ac.uk](mailto:g.m.campbell@qub.ac.uk)  
Ext 3810

### CAREER DEVELOPMENT KEY DATES CALENDAR 2017-18

<b>SEPTEMBER</b>	<b>Registration and Enrolment</b> (A MyFuture account is released to all students who complete) <b>Welcome Week</b>	All students should aim to have logged into their MyFuture account by Friday 6 <sup>th</sup> October.  Monday 18 <sup>th</sup> – Friday 22 <sup>nd</sup> September 2017.
<b>OCTOBER</b>	<b>DegreePlus Winter Graduation Deadline</b> Corporate partners: Santander Universities, EY and NICVA*	1 <sup>st</sup> October deadline for submission of Route B applications.
	<b>October Graduate Recruitment and Placement Fairs</b> Sponsored by AllState NI.	17 <sup>th</sup> October: Business & Finance; 11am-3pm Whitla Hall 18 <sup>th</sup> October: Engineering, Science & Technology, 11am-3pm Whitla Hall 19 <sup>th</sup> October: Legal & Legal-Related Roles; 11am-3pm Whitla Hall
	<b>CVs, Interviews and Applications</b>	One-to-one appointments, Skills for Success and other workshops bookable via MyFuture.
	<b>Go Global Week</b> <i>Employer sponsor TBC</i>	23 <sup>rd</sup> – 27 <sup>th</sup> October, Student Guidance Centre Hub and Elmwood Hall.
<b>NOVEMBER</b>	<b>Innovation in AHSS Showcase</b>	8 <sup>th</sup> November, Students' Union.
	<b>Skills for Success Workshops</b>	Series of Employer Led Workshops to develop skills and confidence for graduate and placement success.
	<b>Digital and Creative Careers Fair</b>	14 <sup>th</sup> November, Student Guidance Centre Hub.
<b>DECEMBER</b>	<b>DegreePlus Workshops</b>	Ongoing during the semester – check MyFuture for dates.
<b>JANUARY</b>	<b>Work Experience and Placement Fair</b> Sponsored by EY	Wednesday 24 <sup>th</sup> January 2018, 11am-3pm, Whitla Hall.
<b>FEBRUARY</b>	<b>Career Mentoring Evening</b>	Wednesday 7 <sup>th</sup> February, 5pm-7pm in Student Guidance Centre Hub. To include alumni and guests from Human Rights sector, Management Consultancy and Banking, Biomedical Careers, Planning and Environment, Social Work and Masters conversion courses at Queen's.
<b>MARCH</b>	<b>Insight into Management</b>	3 day programme to develop commercial awareness and enterprise skills.
<b>APRIL</b>	<b>DegreePlus Summer Graduation Deadline</b> Corporate partners: (as listed above*)	1 <sup>st</sup> April deadline for submission of Route B applications.
<b>MAY</b>	<b>Development Weeks</b>	Workplace study tours; career development programmes; internships and other DegreePlus work/work-related experience.
<b>JUNE</b>	<b>Northern Ireland Graduate Placement Fair</b>	<i>Date TBC – at Ulster University in 2018.</i>

## 6.2 Student Wellbeing Service

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

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

Drop-In Service – Monday-Friday (term time) 12.30-1.30pm

This is a triage service providing a focussed assessment of need for each student. Most students will have their needs met by receiving the advice/information they need at the time, being referred to another service (internal or external), or being referred to a Student Wellbeing Adviser for further assessment and support.

One to One Wellbeing Support: Wellbeing Advisers offer students an opportunity to explore personal issues which may be impacting their overall wellbeing or academic progress.

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

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

Workshops and Group sessions: These occur during Welcome Week and throughout the academic year, addressing general issues e.g. exam stress, or specific issues raised by students or Schools.

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

Phone: 028 9097 2893

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

Website: [www.qub.ac.uk/sgc/wellbeing](http://www.qub.ac.uk/sgc/wellbeing)

The University's Student Wellbeing Strategy 2017-2018 is available here:

<https://home.qol.qub.ac.uk/University%20Documents/Staff%20Documents/Strategies/v1.1%20Student%20Wellbeing%20Strategy%202017-2018.pdf>

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

**Key contact for Personal Tutors:**

Tina McCrossan  
Student Wellbeing Manager  
[t.mccrossan@qub.ac.uk](mailto:t.mccrossan@qub.ac.uk)  
Ext 2903

### 6.3 Disability Services

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

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

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

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

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

The support package will be documented in the student's Individual Student Support Agreement (ISSA) which will be shared with the School. 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 with disclosure. Guidance and training on a range of issues is also available for School staff upon request.

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>

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

Phone: 028 9097 5251

Email: [disability.office@qub.ac.uk](mailto:disability.office@qub.ac.uk)

Website: [www.qub.ac.uk/disability](http://www.qub.ac.uk/disability)

**Key contact for Personal Tutors:**

Ciara Beattie  
Disability Officer  
[c.beattie@qub.ac.uk](mailto:c.beattie@qub.ac.uk)  
Ext 3345

## 6.4 Learning Development Service

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

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

Students can request an appointment on any of these skill areas via the MyFuture portal on QOL, or by visiting [www.qub-csm.symplicity.com/students/](http://www.qub-csm.symplicity.com/students/).

Alternatively, students can contact LDS directly at [lds@qub.ac.uk](mailto:lds@qub.ac.uk) or telephone 028 9097 3618.

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

To access a variety of online academic skills resources, please visit our webpages [www.qub.ac.uk/lds](http://www.qub.ac.uk/lds).

LDS welcomes queries / proposals from academic staff on developing tailored academic skills workshops for inclusion in undergraduate modules. Please contact Dr Ciarán O'Neill [c.g.oneill@qub.ac.uk](mailto:c.g.oneill@qub.ac.uk) for further information.

The Learning Development Service supports University Schools in the development and implementation of undergraduate, subject-based peer mentoring and peer assisted learning schemes. For more information, contact Angela McQuade at [ldspeermentors@qub.ac.uk](mailto:ldspeermentors@qub.ac.uk) or telephone 028 9097 3964.

### Key contact for Personal Tutors:

Dr Ciarán O'Neill  
Learning Development Tutor  
[c.g.oneill@qub.ac.uk](mailto:c.g.oneill@qub.ac.uk)  
Ext 3081

## 6.5 Advice SU

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

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

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

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

### Getting Advice

Students can access information and resources on the Advice SU section of the Students' Union website at [www.qubsu.org/AdviceSU/](http://www.qubsu.org/AdviceSU/).

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

Mondays 2.00pm – 4.30pm

Wednesdays 2.00pm – 4.30pm

Fridays 9.30am – 12.00pm

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

### Key contact for Personal Tutors:

Connie Craig  
Advice SU Manager  
[connie.craig@qub.ac.uk](mailto:connie.craig@qub.ac.uk)  
Ext 1049

## 6.6 Students' Union Office

Every year, students are elected by the student body at Queen's to become the Student Officers of the Union. There are 5 full-time Officers who have either taken a year out of their studies or have just graduated.

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

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

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

### Stephen McCrystall – President

- Represents students' views on campus and beyond
- Identifies priority issues for students
- Co-ordinates the activities of the Union
- Gives advice if students want to join or start a campaign
- Get in touch: [su.president@qub.ac.uk](mailto:su.president@qub.ac.uk)



### Lucy Gault - Student Officer Education

- Represents students' interests relating to their academic studies
- Helps with any academic problems students might have
- Works with School/Course Reps to ensure that students have a say about their education
- Get in touch: [su.vpeducation@qub.ac.uk](mailto:su.vpeducation@qub.ac.uk)



### **Jessica Elder - Student Officer Welfare**

- Represents students' interests relating to their welfare
- Helps with any welfare problems students might have like their general wellbeing, mental and sexual health, housing and safety
- Promotes wellbeing campaigns on campus
- Get in touch: [su.vpwelfare@qub.ac.uk](mailto:su.vpwelfare@qub.ac.uk)



### **Rachel Powell - Student Officer Equality & Diversity**

- Makes sure every student at Queen's is treated equally and fairly
- Supports events that promote diversity and greater cultural understanding
- Get in touch: [su.vpequality@qub.ac.uk](mailto:su.vpequality@qub.ac.uk)



### **Faisal Kadiri - Student Officer Activities**

- Organises a range of events in the Union
- Creates a community spirit among the students at Queen's
- Helps students get involved in Volunteering, Enterprise and Clubs & Societies
- Supports Clubs & Societies through training, funding and advice
- Get in touch: [su.activities@qub.ac.uk](mailto:su.activities@qub.ac.uk)



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

You may have a student come to you with an issue or interest that an Officer is specifically working on. We can help that student by providing more information or giving them the opportunity to get involved in a campaign.

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

## 6.7 International Student Support

The International Student Support team is here to help you make the most of your experience as an international student.

### Visa and Immigration Advice

Elaine Graham

[elaine.graham@qub.ac.uk](mailto:elaine.graham@qub.ac.uk)

International Student Immigration Adviser, Faculty of Medicine, Health and Life Sciences

Helen McBrinn

[h.mcbrinn@qub.ac.uk](mailto:h.mcbrinn@qub.ac.uk)

International Student Immigration Adviser, Faculty of Arts, Humanities and Social Sciences

Sinead Murtagh

[s.murtagh@qub.ac.uk](mailto:s.murtagh@qub.ac.uk)

International Student Immigration Adviser, Faculty of Engineering and Physical Sciences

Kathryn Young

[kathryn.young@qub.ac.uk](mailto:kathryn.young@qub.ac.uk)

International Student Immigration Adviser, INTO Queen's

### Welcome and Orientation

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

### Student Experience

Throughout the year, International Student Support organise events and activities to help you make the most of your student experience and socialise with your peers. Social events include movie nights, trips to watch the local ice hockey team and our International Café.

### US Federal Loans

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

### Drop-in Sessions

Visit our reception on 1<sup>st</sup> Floor, Student Guidance Centre:

Monday, Tuesday, Thursday and Friday	2.00pm – 3.30pm
Wednesday	1.00pm – 2.30pm

*To contact us, or book an appointment:*

+44(0)28 9097 3820

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

## 7. Personal Tutoring Management Timeline 2017-2018

<b>September</b>	<p>Faculty based training for Personal Tutors, to include:</p> <ul style="list-style-type: none"> <li>• introduction to Personal Tutor Scheme;</li> <li>• role of the Personal Tutor;</li> <li>• signposting and using Student Services;</li> <li>• guidelines for communications with students (Data Protection);</li> <li>• management of Personal Tutoring;</li> <li>• academic year arrangements for Personal Tutoring.</li> </ul>
<b>September – May</b>	<p><i>Delivery of Personal Tutoring Scheme</i></p> <ul style="list-style-type: none"> <li>➤ Personal Tutor Scheme to be a regular agenda item for the Supporting Student Attainment Action Group (SSAAG): <ul style="list-style-type: none"> <li>- Tuesday, 10 October 2017</li> <li>- Thursday, 15 February 2018</li> <li>- Wednesday, 2 May 2018</li> </ul> </li> </ul> <p>SSAAG will provide central oversight and take an active role in supporting and monitoring Personal Tutoring.</p>
<b>April</b>	<p>Personal Tutor Forum</p> <ul style="list-style-type: none"> <li>➤ Lead Tutors to attend and deliver update on Personal Tutor Scheme.</li> </ul>
<b>May</b>	<p>Summary of each School's activity to be submitted to SSAAG (2 May 2018) and list of Lead Personal Tutors confirmed.</p> <ul style="list-style-type: none"> <li>• Personal Tutor Guide – any updates to be reviewed by SSAAG.</li> <li>• Where Schools require assistance in reviewing schemes against the updated Personal Tutor Guide, a SSAAG sub-group will provide support.</li> <li>• SSAAG may highlight aspects of a School scheme that requires further development.</li> </ul>
<b>May/June</b>	<p>School review of scheme</p> <p>Lead tutor and Director of Education review and agree local processes and key contact meetings for Personal Tutor Scheme ahead of new academic year, including:</p> <ul style="list-style-type: none"> <li>• recruitment and reward of Personal Tutor(s) and Lead Personal Tutor(s);</li> <li>• structure of scheme – to include how academic, personal and professional development will be addressed in meetings with tutees;</li> <li>• communication and recording mechanisms agreed;</li> <li>• training for Personal Tutors – content and method of training agreed.</li> </ul>

## 8. Academic year arrangements for Personal Tutoring

Please note - additional contact points may arise where students require specific support and/or signposting to Services.

<b>September</b>	<p><i>First year students</i></p> <ul style="list-style-type: none"> <li>• Students receive formal welcome and Personal Tutor invite to first one-to-one meeting (via School Office email correspondence).</li> <li>• Welcome Week – meeting with first year students in small group context.</li> <li>• Students given first task* e.g. bio, short report, IT task; to be completed and sent to / confirmed by Personal Tutor.</li> <li>• First one-to-one meeting - feedback offered on task*; focus directed towards student's personal development.</li> </ul>
<b>October</b>	<p><i>First year students</i></p> <p>Students who do not engage, either through non-attendance or non-completion of task, are identified and contacted by Personal Tutor.</p> <ul style="list-style-type: none"> <li>➤ Students who do not respond to above contact are identified to Lead Personal Tutor.</li> <li>➤ Lead Personal Tutor to contact student(s) identified.</li> <li>➤ If attempted contact proves unsuccessful, student details are passed to Student Wellbeing Service.</li> </ul> <p><i>Second, third and fourth year students</i></p> <ul style="list-style-type: none"> <li>• Students invited for review meeting to focus on personal, academic and/or professional development and goals. Where Personal Tutor is no longer the key contact, this information is communicated to the student / highlighted in School Guide.</li> </ul>
<b>January</b>	<p><i>First year students</i></p> <ul style="list-style-type: none"> <li>• Academic review meeting – opportunity for Personal Tutor and tutee to review progress to date.</li> </ul>
<b>March</b>	<p><i>First year students</i></p> <ul style="list-style-type: none"> <li>• Professional Development meeting. Opportunity for goal setting.</li> <li>• Encourage students to engage with Development Weeks.</li> </ul> <p><i>Second, third and fourth year students</i></p> <ul style="list-style-type: none"> <li>• Professional development review.</li> <li>• Encourage students to engage with Development Weeks.</li> </ul>
<b>May</b>	<p><i>First and second year students</i></p> <ul style="list-style-type: none"> <li>• Student completes year review form on MyFuture.</li> </ul>

## 9. Lead Personal Tutors 2017-2018

<b>SCHOOL</b>	<b>CONTACT</b>	<b>EMAIL</b>
School of Arts, English and Languages (AEL)	<b>Michael Pierse</b>	<a href="mailto:m.pierse@qub.ac.uk">m.pierse@qub.ac.uk</a>
School of History, Anthropology, Philosophy and Politics (HAPP)	<b>Keira Williams</b>	<a href="mailto:k.williams@qub.ac.uk">k.williams@qub.ac.uk</a>
School of Law	<b>Ronagh McQuigg</b>	<a href="mailto:r.mcquigg@qub.ac.uk">r.mcquigg@qub.ac.uk</a>
Social Sciences, Education and Social Work (SSESW)	<b>Lisa Bunting</b> (BSW pathways)  <b>Jonathan Heaney</b> (BA pathways)	<a href="mailto:l.bunting@qub.ac.uk">l.bunting@qub.ac.uk</a>  <a href="mailto:j.heaney@qub.ac.uk">j.heaney@qub.ac.uk</a>
Queen's Management School	<b>Shirley-Ann Hazlett</b>	<a href="mailto:s.hazlett@qub.ac.uk">s.hazlett@qub.ac.uk</a>
School of Electronics, Electrical Engineering and Computer Science (EEECs)	<b>Neil Buchanan</b> (Electronics and Electrical Engineering)  <b>Joan Lewis</b> (Computer Science)	<a href="mailto:n.buchanan@qub.ac.uk">n.buchanan@qub.ac.uk</a>  <a href="mailto:joan.lewis@qub.ac.uk">joan.lewis@qub.ac.uk</a>
School of Mathematics and Physics	<b>Thomas Field</b>	<a href="mailto:t.field@qub.ac.uk">t.field@qub.ac.uk</a>
School of Mechanical and Aerospace Engineering	<b>Jonathan Cole</b>	<a href="mailto:j.cole@qub.ac.uk">j.cole@qub.ac.uk</a>
School of Psychology	<b>Tim Fosker</b>	<a href="mailto:t.fosker@qub.ac.uk">t.fosker@qub.ac.uk</a>
School of the Natural and Built Environment (NBE)	<b>Linda Fox Rogers</b> (Environmental Planning)  <b>Dirk Brandherm</b> (Archaeology and Palaeoecology)	<a href="mailto:l.fox-rogers@qub.ac.uk">l.fox-rogers@qub.ac.uk</a>  <a href="mailto:d.brandherm@qub.ac.uk">d.brandherm@qub.ac.uk</a>

SCHOOL	CONTACT	EMAIL
NBE - <i>continued</i>	<p><b>Gul Kacmaz Erk</b> (Architecture)</p> <p><b>Patricia Warke</b> (Geography)</p> <p><b>Patrick McGetrick</b> (Civil Engineering)</p>	<p><a href="mailto:g.kacmaz@qub.ac.uk">g.kacmaz@qub.ac.uk</a></p> <p><a href="mailto:p.warke@qub.ac.uk">p.warke@qub.ac.uk</a></p> <p><a href="mailto:p.mcgetrick@qub.ac.uk">p.mcgetrick@qub.ac.uk</a></p>
School of Chemistry and Chemical Engineering	<b>Andrew Doherty</b>	<a href="mailto:a.p.doherty@qub.ac.uk">a.p.doherty@qub.ac.uk</a>
School of Medicine, Dentistry and Biomedical Sciences	<p><b>Laura Montgomery</b> (Biomedical Sciences)</p> <p><b>Orlagh Hunt</b> (Dentistry)</p> <p><b>Mark Harbinson</b> (Medicine)</p>	<p><a href="mailto:l.e.a.montgomery@qub.ac.uk">l.e.a.montgomery@qub.ac.uk</a></p> <p><a href="mailto:o.hunt@qub.ac.uk">o.hunt@qub.ac.uk</a></p> <p><a href="mailto:m.harbinson@qub.ac.uk">m.harbinson@qub.ac.uk</a></p>
School of Nursing and Midwifery	<p><b>Susan Carlisle</b> (Nursing)</p> <p><b>Clare Hughes</b> (Midwifery)</p>	<p><a href="mailto:s.carlisle@qub.ac.uk">s.carlisle@qub.ac.uk</a></p> <p><a href="mailto:c.h.hughes@qub.ac.uk">c.h.hughes@qub.ac.uk</a></p>
School of Pharmacy	<b>Paul McCague</b>	<a href="mailto:p.mccague@qub.ac.uk">p.mccague@qub.ac.uk</a>
School of Biological Sciences	<b>Gareth Arnott</b>	<a href="mailto:g.arnott@qub.ac.uk">g.arnott@qub.ac.uk</a>
Institute of Theology	<p><b>Joan Rahilly</b> (Institute of Theology)</p> <p><b>Gordon Campbell</b> (Union Theological College)</p>	<p><a href="mailto:j.rahilly@qub.ac.uk">j.rahilly@qub.ac.uk</a></p> <p><a href="mailto:gordon.campbell@qub.ac.uk">gordon.campbell@qub.ac.uk</a></p>