

Student Affairs

Student Welfare

Counselling
Disability Services
Information & Transition Team
Student Guidance Centre
Student Intervention Protocol
Personal Emergency Evacuation Plans

Updated August 2015

Student Welfare

The establishment of a Student Welfare section highlights the increasing co-ordination and joint working to support students at Queen's. The focus of these areas is on providing high quality, effective support to students, and to Schools in supporting students, from making the transition to higher education and then throughout their time at Queen's.

In terms of organisational structure, Student Welfare sits within the remit of the Head of Student Affairs, Helen McNeely, and consists of 3 teams led by the Head of Student Welfare (Student Resilience and Wellbeing, Disability and Information & Transition). These teams are based in the Student Guidance Centre.

Areas of responsibility are set out by Service in the following section, but include:

Disability Support

- Disability Needs Assessments and Reassessments, including recommendations and training for assistive technology
- Arranging non-medical support for students with disabilities
- Co-ordinating the Queen's Register of Support Providers
- Providing advice and training relating to disability awareness and inclusiveness in the learning environment
- Equipping students with self-management skills to enhance personal effectiveness and ability to succeed in their studies
- Co-ordinating, providing advice and developing guidelines on implementation of the University's Disability Policy

Welfare and Wellbeing Support

- Providing support and advice to students and staff in the event of an emergency / crisis involving a student, or in managing complex student situations
- Developing resources for staff, such as those on the website (www.qub.ac.uk/sqc/wellbeing) and also held on QOL under 'University Documents – Student Support'
- Liaison with other areas of student support, including Occupational Health, the Students' Union, Accommodation, Community Affairs, International Student Support, Postgraduate Centre, Income & Student Finance, Learning Development Service, Careers Employability & Skills, Chaplains and University Health Centre
- Operation of Student Intervention Protocol and co-ordinating support for students in difficult situations or situations of risk, with case management to co-ordinate cross-University support to students
- Targeted support to groups of students, e.g. students with experience of care, students who are under 18 at the start of their studies
- Discussions with a Wellbeing Advisor who will assess the student's current state of wellbeing, and help a student to clarify options and determine internal and external services which can provide help for their situation
- One-to-one therapeutic counselling for students facing personal or emotional difficulties
- Development and oversight of delivery of the University's Student Wellbeing Strategy
- Development and management of links with external providers of wellbeing support for students
- Liaison with University Health Centre

Transition and Information

- Oversight of the development of the Student Guidance Centre, including enhancing student awareness of support and information opportunities available

- Delivery of an information service within the Student Guidance Centre, working closely with the Graduate School and Students' Union
- Co-ordinating and monitoring day to day operations of the Student Guidance Centre
- Development and delivery of the University's central programme of Welcome & Induction for new students, including training and supporting a team of Student Team Leaders to plan and deliver events with support from Student Guides.
- Enhancing communication and engagement with students through evaluations, focus groups, customer response surveys and significant student leadership in projects such as Welcome & Induction, student transition and SGC development
- Co-ordinating the Student Gateway website— the home page for current Queen's students, providing relevant and up-to-date information about activities and events across the University (www.qub.ac.uk/studentinfo).

If you have any queries about supporting students or the services we provide, please contact:

Head of Student Welfare and SGC Manager	Kara Bailie	kara.bailie@qub.ac.uk	028 9097 2806
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Information & Transition Co-ordinator	Julie Ann McAlinden	j.a.hamilton@qub.ac.uk	208 9097 2888
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Head of Disability Services	Vacancy
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Acting Head of Disability Services	Gary McGladdery	g.mcgladdery@qub.ac.uk	028 9097 2901
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Student Intervention Protocol

Approval by:

Students at Risk Working Group	2007-08
Education Committee	2007-08
Academic Council	2007-08
Supporting Student Attainment Sub Group	2008-09
Student Care Forum (v2.2)	2009-10
Student Care Forum (v2.3)	2011-12
Student Care Team (v2.4)	2012-13
Student Care Team (v2.5)	2013-14
Education Committee (v3.0)	2014-15

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Appendix B: Student Incident Procedure

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Appendix D: Student Consent to Share information form

Appendix E: Additional Incident Response Guidelines including:

- (i) Speaking to Police, including missing students
- (ii) Student Hospitalisation
- (iii) Student Death

Key Contact details:

Security	x5099
Student Welfare	x2893
Elms Village	x4525
International Student Support	x3899
Counselling appointment	0808 800 0016
Disability Services	x5251
Occupational Health	x5520
SU Advice Centre	x1049
or	x1135
or	x1166
QSiS helpdesk (student emergency information)	x2884
24 hour telephone counselling (freephone)	0808 800 0016
Lifeline 24 hour support	0808 808 8000
Samaritans	0845 790 9090

1. Introduction

As part of its focus on supporting student attainment, the University established a Students at Risk Review Group in 2007. The Group brought forward a proposed Protocol for the identification of risk and categories of risk in June 2008, with implementation pending the appointment of the Head of Student Welfare. This role was established to act as a central co-ordinating point between Schools and Services, operating a University-wide Protocol that:

- (a) Enables early identification of students potentially needing additional support to maximise their academic attainment while at Queen's
- (b) Sets out a clear process for responding to concerns raised about students within Schools or service areas, and
- (c) Establishes the steps taken when a student is identified as being at risk of harm to self or others.

The Protocol has been revised in 2015 to take account of recommendations in the UUK publication 'Student Mental Wellbeing: policy, practice and future direction'. The Protocol is intended to sit alongside School procedures for addressing student academic progression and student well-being, ensuring appropriate communication and intervention within the School, and identifying key points of contact and ways to co-ordinate support within the wider University, particularly with professional support areas.

2. Principles of the Protocol

The following principles underpin the development and implementation of Queen's Student Intervention Protocol:

- Actions will be undertaken with the student's knowledge and consent, and where practicable, the student's involvement.
- As adult learners, students should be supported in making decisions about their welfare. The University will only act on their behalf when it is clear that the student is not capable of making a rational decision for themselves, and if there is a risk perceived to the student and/or others. The University is also only able to contact next of kin in situations where risk is identified. Such circumstances would be discussed with the University Medical Officer and Director of Academic and Student Affairs before any action is taken.
- Responses to academic progress concerns will be led by Schools and their established procedures. Where the School is not already aware, students will be advised to discuss these matters with their School to ensure that they are taken into consideration in progression decisions.
- All staff working with students will apply appropriate confidentiality, as outlined in section 3.

- Every situation and student is individual, and therefore there is no one solution to a concern or crisis. The Protocol attempts to ensure appropriate staff involvement and flexibility to respond to circumstances.
- The Protocol may be overtaken by the University's Serious Incident Protocols, though it is intended that the processes are able to sit within the wider University response as much as possible.

3. Confidentiality Statement

3.1 All members of staff

All staff must comply with the Data Protection Act 1998 and the University's Data Protection Policy. This includes the handling of sensitive personal data, which includes information on:

- medical conditions and disabilities
- racial or ethnic origin,
- political opinions, religious or similar beliefs,
- trade union membership,
- physical or mental health,
- sexual life,
- the (alleged) commission of any offence, subsequent proceedings or sentence
- the information has been given in circumstances where the confidant must reasonably have understood that what was said was confidential.

Disclosure of sensitive personal data without consent is permitted only where:

- The person receiving the information considers that the student is a danger to them self or others;
- Anyone under the age of 18 appears to be at risk of abuse;
- The University is called upon in legal circumstances to give information.

A member of staff must make every reasonable effort to gain the student's permission to discuss their concerns with another member of staff, indicating that they are worried about the student and would like to seek advice. Members of staff should not promise a student confidentiality, and be clear about who they will be sharing information with, and what they will be sharing.

Staff may discuss student situations with a members of staff in support areas to determine the best way forward. This can be done without using the student's name or personal details if consent has not been obtained from the student.

Before a student's situation is discussed at the Student Multidisciplinary Team meeting, a Consent to Share Information form should be completed with the student (see form in Appendix D) and sent to the Head of Student Welfare.

There are particular confidentiality issues relating to students attending the Counselling Service or registered with Disability Services, which are established

through professional requirements and law. In most instances, staff in these areas will not be able to confirm whether a student is using the service if the student has not disclosed this themselves. The Head of Student Welfare has oversight of these two areas, and can take decisions informed by her knowledge of services accessed, working closely with relevant staff.

3.2 Members of the Student Multidisciplinary Team Meeting

The Student Multidisciplinary Team (SMDT) comprises staff from University support services who meet fortnightly during term time to consider issues students are encountering. With a student's consent, this may include discussing personal or sensitive information about their circumstances, with a view to offering appropriate support in a co-ordinated way.

Members of the Student Multidisciplinary Team may be party to confidential information relating to the student, and are expected to maintain confidentiality. This includes not disclosing information discussed at the Student Multidisciplinary Team meetings to other members of staff, friends and relatives of the student.

Records relating to Student Multidisciplinary Team meetings are held within Student Affairs, accessible by the Head of Student Welfare, Head of International Student Support, Head of Student Affairs or their designate.

Case files are kept by individual support areas for their element of support provided to students, in line with their own departmental data protection policies.

4. Identifying Concerns

The table below sets out the potential indicators and interfaces where a concern about student progress or well-being may be identified. Actions and processes are in place to handle each of these elements individually (e.g. visa difficulties, breach of conduct regulations), though these processes may not take into account implications for a student's academic performance or personal well-being.

Indicators and Interfaces

	Potential Indicator	Interface
Red	One/several of: Self-harm actions Violent threat to others Anti-social behaviour (repeated) Criminal Conviction (not previously dealt with) Missing (out of contact with friends / family) AND Student thought to be at immediate risk of harm to self or others.	(list is indicative, not exhaustive) Schools Accommodation & Hospitality Students' Union Counselling Service Disability Services International Student Support Chaplains Community Liaison Officer Occupational Health Chaplaincies External person (parent, friend) University Committee

Amber	<p>A combination of factors including:</p> <p>Poor attendance at scheduled classes Absence from formal exams Poor performance in assessments / exams Recurrent sickness Breach of Conduct Regulations Recurrent Accident Reports Non-payment of Tuition fees Visa difficulties Absence from Halls of Residence or private accommodation</p>	<p>(list is indicative, not exhaustive)</p> <p>Schools Student Services & Systems Community Liaison Officer Accommodation & Hospitality Student Finance Disability Services International Student Support Occupational Health External person (parent, friend) Placement Provider Chaplains University Committee</p>
Green	<p>Engaging with University or external support services Improved attendance or academic performance</p>	

The use of the indicators allows the University to proactively identify students who may be facing difficulties which may be impacting on their studies or general wellbeing, and make them aware of support available to them. This is especially true when a number of indicators are triangulated, recognising that the presence of any one indicator may not equate to a student at risk.

A combination of a number of indicators may cause concern on the part of a member of staff and lead to contact with a member of key support areas, monitoring following the Protocol set out below, or referral to the University's Fitness to Study policy. Staff can contact the Head of Student Welfare to discuss an appropriate course of action, and to determine whether the student should be considered under Fitness to Study processes.

5. Acting on Concerns

A table and flow chart of the process for taking forward concerns about student well-being (Student Intervention Protocol) are set out at the end of this document. This process tries to recognise that every situation will be unique, and that responses must take into account the individual situation faced by the student and/or those who have raised concern about the student's wellbeing.

These processes are intended to operate as an extension of School procedures and processes for monitoring academic performance and progression, providing School

staff with a clear mechanism for communicating their concerns to support areas. Many support services will monitor and manage certain levels of concern before escalating through the Student Intervention Protocol. These services include Accommodation Services, Counselling Service, Disability Services, International Student Support, Occupational Health and the Students' Union Advice Centre. It is important that staff in these areas are aware of the boundaries and limitations around their roles, and seek support and guidance from other staff in similar roles. The co-ordinating group, the Student Multi-Disciplinary Team (SMDT), provides a way to appropriately communicate between support areas for complex student situations.

The processes and monitoring established by the Student Intervention Protocol are intended to ensure that while Schools or support services may be supporting a student to manage a particular incident or situation, the University (through the Student Multidisciplinary Team) has an overview of a range of difficulties a student may be facing, and can facilitate appropriate actions being taken, in particular relating to risks or concerns of harm and Fitness to Study.

Process for Acting on Concerns

This process is followed as a matter of course after a student incident raising serious concern relating to their wellbeing, or the wellbeing of others, to the University. This includes but is not limited to 'red' indicators: suicide attempts, self-harming resulting in emergency response, serious accidents or crimes. This may be applicable for instances where a student has not responded to or engaged with the University, and there are grounds for concern about a risk to the wellbeing of a student or others.

1. Make the student aware of support available to them, and to invite the student to a supportive discussion. This may happen by letter, email or telephone, depending on the nature of the concern. Any conversations by telephone or in person should be followed up with a brief email outlining what was discussed / agreed (Appendix A for example template), and where appropriate, a 'record of contact' on a student file note.

Meeting with a student:

Where concerns are identified about a student's wellbeing, the student will be invited to meet with a member of staff; this is a supportive meeting. Parents will be allowed in particularly complex situations, and only at the student's request. The member of staff meeting with the student can use their discretion in determining whether a parent is allowed into the discussion. Only in very rare situations, and with written consent from the student, will a conversation be held with a parent or 3rd party when the student is not present. Contact will not be made with next of kin or 3rd parties without discussing the situation with the Director of Academic and Student Affairs, and Senior Medical Officer (if appropriate). It may be conducted by one or more members of support areas to ensure appropriate expertise and continuity of support.

The purpose of the discussion, which should be communicated to the student in advance if possible, is to discuss what happened, ensure that the student is

aware of support available within the University and externally, determine any relevant options academically, and where a student is reluctant to engage with appropriate support or is facing a range of issues that may not be easily linked to one specific service, consult with the Student Welfare team.

If a member of staff does not feel that the concern has been adequately addressed after speaking to the student, or feels that there is a risk of harm to the student or others, they may undertake a referral to the University's Senior Medical Officer, or request the student's consent to share information with a member of the University's Student Multidisciplinary Team (form in Appendix D).

A School may wish to have a member of the Student Welfare team in attendance for the discussion. The student should be made aware of who will be attending and their role (i.e. not to provide representation, just advise on welfare processes and signpost to support available).

Following a serious incident (e.g. requiring hospitalisation) this discussion needs to include what the student wishes the University to do should a similar event happen in future. This will include speaking to emergency contacts (e.g. parents, GP) and ensuring that these are updated on Qsis, and to ensure the student understands the limitations of support provided by the University, signposting externally as appropriate. The student will be encouraged to make an appropriate member of staff in their School aware of any difficulties.

A record of the meeting, which may be in the form of an email, should be sent by the member of staff to the student following the meeting.

2. The School / support area initially made aware of the concern and making the initial contact with the student should contact the Head of Student Welfare, or other appropriate member of the Student Welfare Team, to discuss the situation. If the student has not signed consent for sharing of information, this can be done anonymously – unless there is judged to be a risk to the wellbeing of a student or others.
3. A student's case may be discussed, with consent or anonymously, at the Student Multidisciplinary Team meeting. The Student Multidisciplinary Team, in consultation with other support areas and School as appropriate, establish appropriate steps that can be undertaken by the University, or further discussions that need to be held with the student.

Options for actions are set out in Section 7 of the Student Intervention Protocol. If a member of staff has a concern about a student, he/she will in the first instance discuss with the Head of Student Welfare, or other appropriate member of the Student Welfare teams or Student Multidisciplinary Team (see section 8).

Students not engaging with requests to meet or not willing to meet:

If there is not deemed to be an immediate risk of harm to the student, the student is

not compelled to consent to share information, or meet with a member of the Student Multidisciplinary Team. It is preferable for them to formally decline the offer of a meeting / referral, either by the form in Appendix D, or in writing (e.g. via email). The student should be made aware of support available through the University and GP.

If a student is not engaging with requests for a meeting with a member of staff, that person will consult with a member of the Student Multidisciplinary Team to determine an appropriate course of action given the information known. Depending on the level of concern and the level of previous attempts to contact the student, this may include:

- Contacting a range of support areas to determine their last point of contact with the student. In addition to members of the Student Multidisciplinary Team, this may include the School, Chaplaincies, Learning Development Service.
- Should the concern arising from lack of engagement relate to a previous risk of harm, or arise from a serious incident, further measures may include and should be discussed with the Director of Academic and Student Affairs, and where appropriate with the Senior Medical Officer and Head of Student Affairs:
 - Contacting the student's GP to make them aware of concerns
 - Contacting the student's 'emergency contacts' on Qsis or other next of kin
 - Liaising with Assistant Director (IT Systems and Services) to determine last point of student logging on to the University network.
 - Liaising with Estates Systems to determine last point of student using their card to access a building.

6. Monitoring Concerns

A table is provided in Section 7 outlining Student Intervention Protocol steps and potential options for immediate action and ongoing monitoring.

Keeping and Managing Records

Any member of staff in a support area with whom a student makes contact is also responsible for maintaining case files and appropriate disposal of records relating to a student, in line with their Service's data protection and records management procedures.

All members of staff who have discussions with students at which concerns are raised about the student's wellbeing are encouraged to keep a note of the meeting, outlining key actions taken or options outlined to the student. Wherever possible, agreed actions should be communicated to the student. Please note that any note relating to a specific person is required to be made available as part of a Data Protection request or potentially required as part of formal proceedings.

The most important elements of notes following meetings with a student are:

- They are signed by or emailed to the student, to represent an agreed set of actions / notes;

- That students are aware that you will be keeping in touch with them to check how they are getting on, with an agreed future point of contact;
- That information about a student is deleted when it is no longer needed, in line with each department's data protection policy.

A student's details and correspondence relating to the Student Multidisciplinary Team should be deleted upon graduation or permanent withdrawal from the University. Schools and Service areas should follow their department's data protection policy with respect to student information.

Student Consent to Share Information

The Student Multidisciplinary Team will meet fortnightly during term time to discuss student cases being managed by members of the team. Members of the group will be given the opportunity to bring anonymous cases to the group for peer discussion.

If, based on the information presented, it is agreed the student's permission should be sought to allow the group to monitor the case, this will be actioned by the member of staff bringing the case to the group (see Student Email Template, **Appendix A** and Student Consent to Share Information form, **Appendix D**).

If seeking the student's permission to discuss the student's situation with the Student Multidisciplinary Team, a consent form is included in **Appendix D**. This statement also ensures the student is aware of implications of not giving consent.

When consent is given, the person who has been the initial point of contact for the student will provide the Head of Student Welfare with relevant information, actions and points of contact. These will be monitored by the Student Multidisciplinary Team, in consultation with the student and relevant staff.

If permission is withheld, it will be explained to the student that this may limit the University's ability to support them, particularly if the student chooses not to engage with the other support services to which they are signposted.

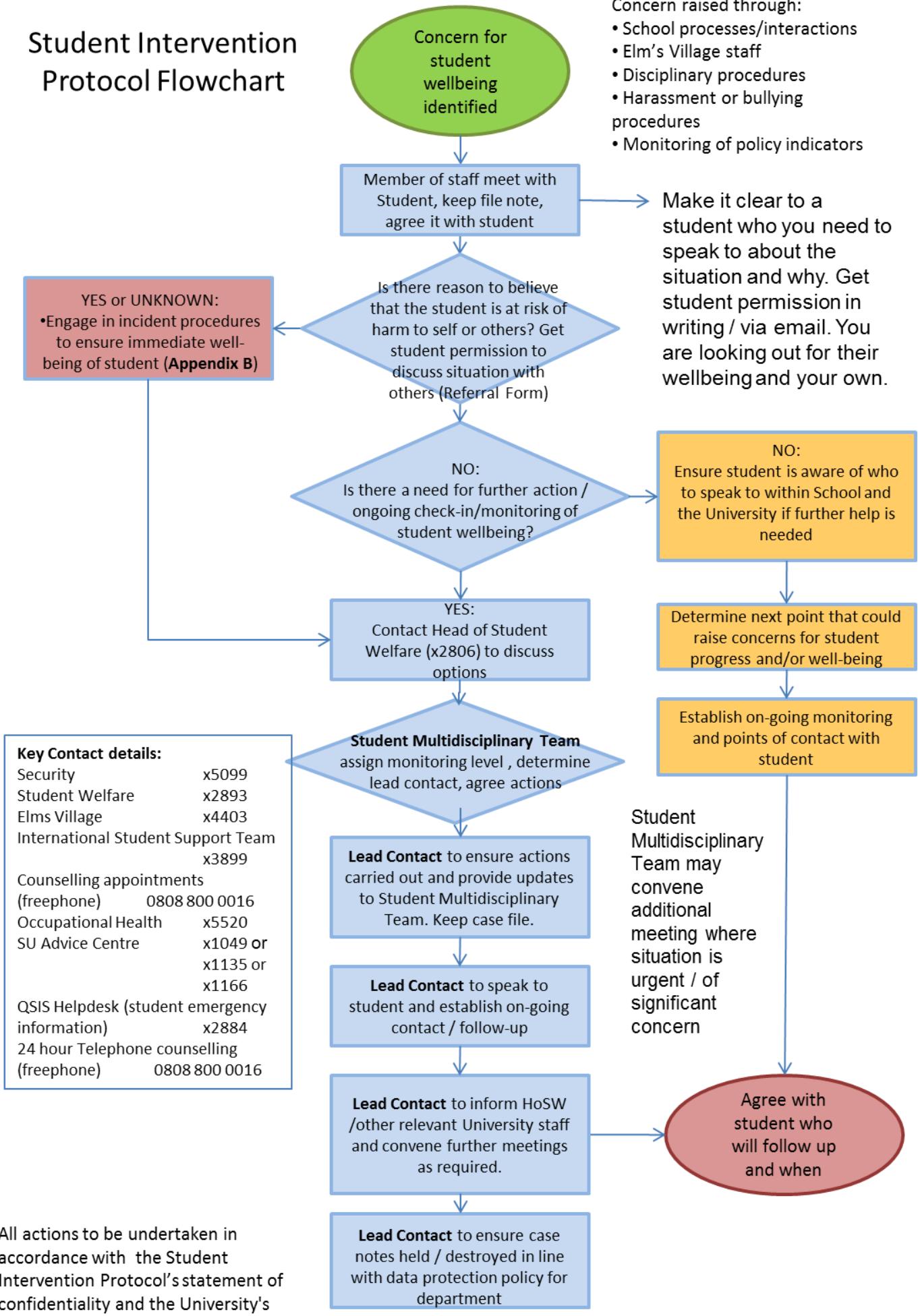
Should a student withhold their permission but it is felt by the Student Multidisciplinary Team, including the University Medical Officer, that there remains a significant risk to the student or others, they will be managed under the Protocol without their consent until the risk has been managed to acceptable levels.

7. Outline of Student Intervention Protocol steps

	Reporting Process	Possible Interventions	Monitoring	Support Available
Red	<p>Concern Identified</p> <ul style="list-style-type: none"> • Is there an immediate risk to the student or others? Occupational Health or Counselling Service can help determine this. • Keep a file note of discussion with student, or noting how concern was raised, agreed actions. • If possible, get student's consent to share information • Head of Student Welfare informed, particularly indicating behaviours which have led to concern. 	<p>Telephone / email / face-to-face contact to ensure immediate well-being of student.</p> <p>Meet with student to discuss (refer to Occupational Health if concerns about Fitness to Study)</p> <p>Engage in incident procedures (Appendix B)</p> <p>Case meeting (extension of Student Multidisciplinary Team meeting) with relevant staff (if applicable)</p> <p>Make student aware of support services (internal or external)</p>	<p>Determine appropriate follow-up (1 day, 1 week, 1 month and 6 month follow-up) in consultation with the student and if relevant, Student Multidisciplinary Team</p> <p>Regular reports to Student Multidisciplinary Team until coded green.</p>	<p><u>For immediate risk:</u> Student's GP Occupational Health Counselling Service Lifeline</p> <p>Student is likely to need ongoing support from appropriate external organisation, such as NHS, relevant statutory or voluntary organisations</p>
Amber	<p>Concern Identified</p> <ul style="list-style-type: none"> • School may follow academic progress procedures • Contact Head of Student Welfare to advise of relevant support services • If risk not clear, seek student's consent to share information with Student Multidisciplinary Team 	<p>Meet with student to discuss</p> <p>Letter contact by School or Head of Student Welfare</p> <p>Telephone or email contact from person who knows student</p> <p>Make student aware of support services</p>	<p>Determine 1 week, 1 month and 6 month follow-up.</p> <p>Regular reports to Student Multidisciplinary Team until coded green.</p>	<p>Learning Development Service Counselling & Wellbeing Service Disability Services Occupational Health International Student Support Postgraduate Centre School (academic issues) Students' Union Sabbatical Officers</p>

				SU Advice Centre
Green	Student engaged with support, with no further concerns raised.	Occasional check-in to see how student is going.	At key points in academic year.	As above

Student Intervention Protocol Flowchart



8. Student Multidisciplinary Team

Role:

- Meets every 2 weeks during term time to discuss situations, assign monitoring level, support staff involved, agree actions and ongoing monitoring
- Look at Student Risk indicators to try to proactively identify where interventions may be helpful
- Provide peer review function on anonymous cases

Principles:

- Members are bound by confidentiality
- Discussions to protect identity of students as far as possible.
- Students should be aware of the University's concern for their well-being and that their information is being shared with the Student Multidisciplinary Team, by signing the consent to share information (Appendix D).
- Students will only be included in discussions without their consent if there is reasonable concern about the risk their situation poses to themselves or others. Students will be made aware of the benefits of information being shared with Multidisciplinary Team members, and limits of University support.

Membership:

- Head of Student Welfare or delegate (Chair)
- Representative from Accommodation & Hospitality
- Community Liaison Officer
- Representative from Disability Services
- University Occupational Health Physician and Senior Medical Officer
- A representative from the SU Advice Centre
- Representative from International Student Support
- Representative from Academic Affairs

Other members of staff may be invited to attend as appropriate. Records to be maintained by a member of staff within Student Affairs.

Responsibilities of Team Members:

Members of the Student Multidisciplinary Team will support students in line with the responsibilities of their substantive role, ensuring that appropriate boundaries are maintained. In being a part of the Multidisciplinary Team, all members are indicating their agreement to abide by the confidentiality set out in this document, and undertake the following responsibilities. This includes:

- Ensuring that the student has consented in writing to their information being shared with appropriate members of staff;
- Making the student aware of support available to them, and monitoring at intervals as agreed by the Student Multidisciplinary Team;
- Retaining notes of meetings with the student, storing and discarding in line with the protocols / practices of their own service and the University's Data Protection Policy;
- Reporting ongoing monitoring to the Student Multidisciplinary Team.

Some of the ongoing monitoring and contacts may be made by an appropriate member of support staff (e.g. Disability Officer, SU Advice Centre officer) who is not a member of the Student Multidisciplinary Team. This should be outlined on the Student Consent to Share Information form (i.e. who their information will be shared with), and the representative on the Student Multidisciplinary Team from that area may then report to the Team on their behalf, and share relevant actions.

Student Affairs

Updated August 2015

Disability Services

Disability Services

The aims of Disability Services are:

- To embed disability issues into the culture of the University, thereby influencing strategic development.
- To improve the specific services to students and prospective students with disabilities.

Disability Services will not be able to meet these aims without the co-operation and active participation of all staff within the University. We view 'disability' as a University-wide responsibility, driven by Disability Services, and for this reason a Disability Adviser has been appointed within each School to liaise with Disability Services.

In order to lead the University in the provision of appropriate services and support for students with disabilities, Disability Services is involved in a variety of activities and provides a range of support to staff involved with students with disabilities.

• Dissemination of Information

Following an initial discussion of learning needs between a Disability Officer and a student with a disability, Disability Services will send, through SharePoint, a Support Agreement (Part A) containing a detailed summary of the student's disability to the Head of School, School Manager and Disability Adviser. A second Support Agreement (Part B), providing details of a student's support needs will also be made available on SharePoint, as well as an overview spreadsheet of all students in the School registered with Disability Services, and their support needs. Part B and the overview spreadsheet should be disseminated to all staff within the School who will need to be aware of students' support requirements during the academic year. It is recommended that Schools download these Support Agreements from SharePoint and post Part B, the outline of a student's support needs, on their Schools' SharePoint sites giving access to appropriate staff.

• Review of Policies and Procedures

Disability Services is involved with a wide range of service providers within the University, including all Faculties, Institutes, other student support services, Recruitment and Admissions, Student Records and Examinations Office, University Health Centre, Accommodation, Estates Directorate, Information Services and Creative and Media Services to ensure that the current policies and procedures take account of the requirements of students with disabilities and are in line with current disability legislation.

• Advice and Information on the Special Educational Needs and Disability Order (SEND) (SENDO)

Disability Services works in collaboration with Schools and the Staff Training and Development Unit in delivering targeted training and disseminating information on various aspects of the Order. Tailored briefings are available on request, and Disability Services can work with areas to arrange appropriate training for groups of staff. In addition staff have the opportunity to enrol on disability awareness workshops on the legislation arranged by the Staff Training and Development Unit.

- **Advice on Teaching and Learning Implications**

Disability Services will discuss the teaching and learning implications for staff teaching a student with a disability and can direct staff to relevant information on inclusive teaching strategies, which will enable them to make teaching resources accessible to students with disabilities.

- **Representation on Committees**

Disability Services is part of the Academic and Student Affairs Directorate and is represented by the Head of Disability Services, Head of Student Welfare and Head of Student Affairs on senior management committees and appropriate forums outside the University.

- **Staff Training**

Disability Services offers courses in the Staff Training and Development Programme. 'Introduction to Disability Awareness' is designed for staff within Schools and other key areas within the University, where staff may interact with students with disabilities. There are also specific courses on "Supporting Students with Aspergers Syndrome" and "Supporting Students with Dyslexia".

The Service also provides a Disability Awareness training session to new academic staff enrolled on the Postgraduate Certificate in Higher Education (PGCET). It is also possible to provide tailored training for specific Schools; if you have 12-15 members of staff interested in learning more about disability and the implications within your area, please contact Disability Services on extension 5251.

Personal Emergency Evacuation Plans (PEEPS)

Introduction

Personal Emergency Evacuation Plans are designed to ensure the safe evacuation of people with disabilities in the event of an emergency, such as the activation of the fire alarm. Good health and safety practice requires that the University should ensure that they are in place. It is considered critical that all key stakeholders, including the student's School, the Estates Directorate and Disability Services, work in collaboration to ensure that the student has a PEEP in place. Furthermore, this should be periodically reviewed by all stakeholders.

Procedure for Personal Emergency Evacuation Plans (Appendix 1)

1. Based on the information sent to Disability Services by the Admissions and Access Service, it will be decided prior to entry which students are likely to require a PEEP.
2. Disability Services will invite those applicants, and students who disclose a disability during the year, for an initial assessment. Pro Forma 1 (Appendix 2) will be completed, which captures information on the applicant's/student's disability and the difficulties that they may encounter in the event of an emergency. Students will be required to confirm that the information is accurate and agree to participate in the PEEP assessment.
3. The completed Pro Forma 1 (initial assessment) will be forwarded to the University Fire Officer to determine if a follow up meeting with the student and their School is required.
4. Disability Services will then arrange follow up appointments for these students as soon as possible, and before the beginning of the first semester. These meetings will include the Fire Officer, Disability Services and the School Manager.
5. Based on the information derived from the student and School Manager, the Fire Officer will complete Pro Forma 2 (Appendix 3) detailing the buildings that the student is likely to access during the academic year. After discussion and if it is deemed that a PEEP is required, Pro Forma 3 (Appendix 4) detailing the individual's requirements in the event of an emergency will also be completed.
6. A copy of the completed Pro Formas 2 and 3 will be sent from the University Fire Officer to Disability Services, who will disseminate it to the student and School for approval.
7. Where the student disagrees with the advice of the Disability Officer and University Fire Officer regarding the necessity for a PEEP, they will be asked to sign Pro Forma 1(a) indicating that despite the recommendation, the student does not believe that a PEEP is necessary. A list of these students will be forwarded to the Head of Student Affairs and a letter will be sent on behalf of the University recommending that the student agrees to the procedure.
8. Students who fail to attend a PEEP meeting will be given one alternative appointment by Disability Services. Failure to attend will result in the Head of Student Affairs writing to them to advise them that due to health and safety regulations, the student is required to comply with the preparation of a PEEP within 2 weeks; otherwise they will be asked to meet with their Head of School to discuss non-compliance with health and safety regulations. Disability Services

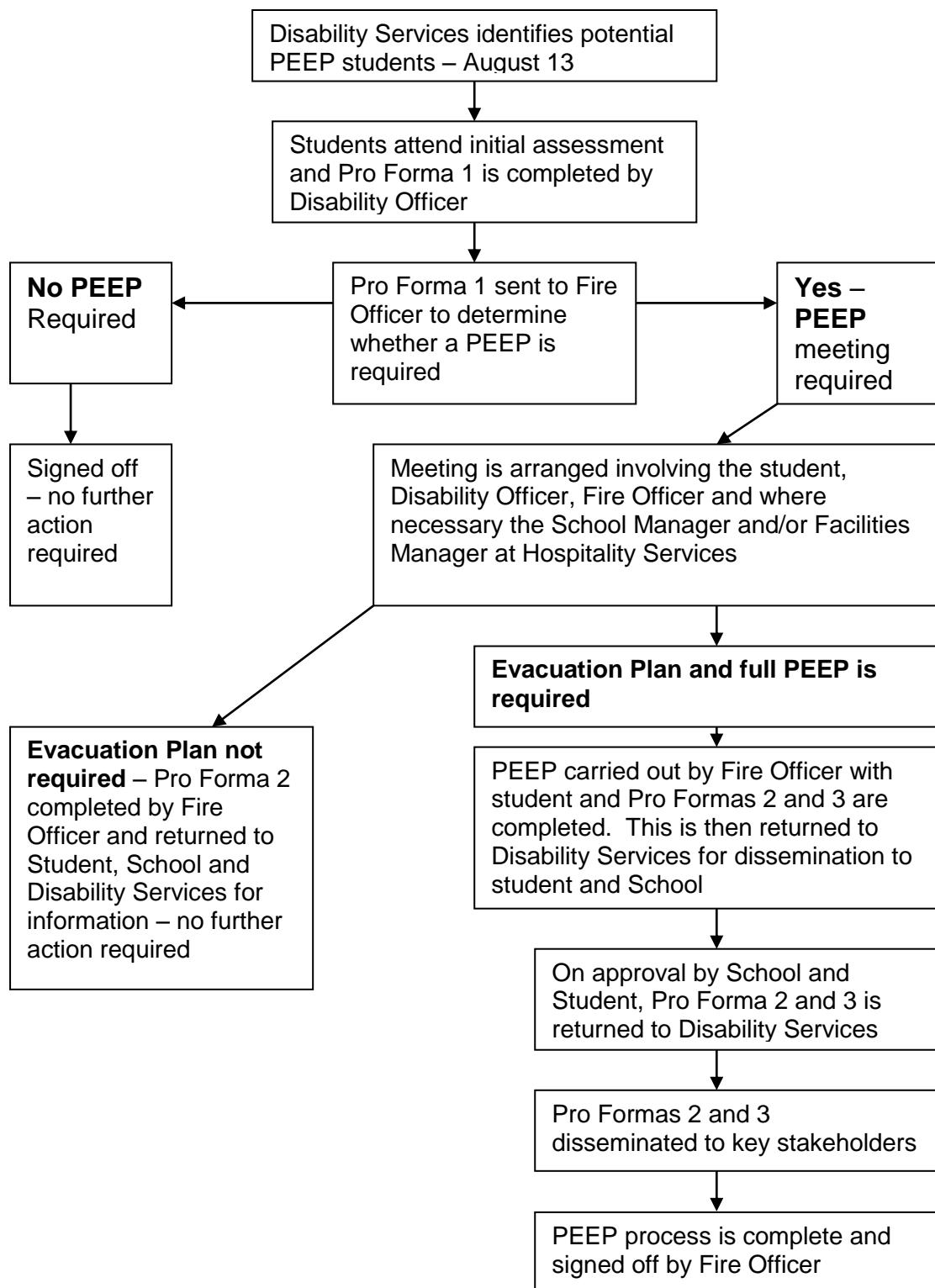
will be sent a copy of this correspondence for information.

9. Students are required to notify the Head of School (or nominee) in writing, if he/she uses buildings in addition to those originally identified. The PEEP will then be amended accordingly.
10. Where applicable Disability Services should liaise with key stakeholders to arrange a review at the commencement of each semester to ensure that any changes in timetabling are reflected in the student's PEEP.

Disability Services will maintain a tracking table in relation to the PEEPs process detailing progress towards completion. Updated tables will be disseminated to all stakeholders on a regular basis and the PEEPs process continually monitored over the course of the year.

Appendix 1

Proposed PEEP Procedure for 2013/14
Flow Chart



Appendix 2**Pro Forma 2****Personal Emergency Evacuation Plan**

Name	Student Number	Year of Course
School / Department		
Head of School / Department		
Disability Advisor		
Description of Disability (Plain English) e.g. Wheelchair User		

Buildings / Areas to which this plan is applicable (Including Queen's owned residential property)

1.	5.
2.	6.
3.	7.
4.	8.

**Arrangements to follow / in place to ensure safety during emergency evacuation
(See Check List overleaf)**

Building / Area 1
Building / Area 2
Building / Area 3
Building / Area 4
Building / Area 5

Any other comments

Pro Forma 3**Personal Emergency Evacuation Plan****Check List**

	Yes	No
Type of Disability fully catered for?	<input type="checkbox"/>	<input type="checkbox"/>
Are all buildings / areas expected to be occupied whilst at University identified in this plan?	<input type="checkbox"/>	<input type="checkbox"/>
Are current structural provisions in the buildings listed overleaf sufficient?	<input type="checkbox"/>	<input type="checkbox"/>
Are the current personal arrangements for the individual sufficient?	<input type="checkbox"/>	<input type="checkbox"/>
Has the individual been made fully aware of:		
• Action to take on alarm activation;	<input type="checkbox"/>	<input type="checkbox"/>
• All exit routes that can be utilised;	<input type="checkbox"/>	<input type="checkbox"/>
• Location of disabled refuge areas;	<input type="checkbox"/>	<input type="checkbox"/>
• Operation of refuge area two-way Communication systems;	<input type="checkbox"/>	<input type="checkbox"/>
• Any need to report their presence		
<i>to designated personnel within a specific building or buildings;</i>	<input type="checkbox"/>	<input type="checkbox"/>
• The need to advise lecturer or other appropriate persons of presence;	<input type="checkbox"/>	<input type="checkbox"/>
• Have all additional measures identified as necessary been implemented satisfactorily?	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "No" to any of the questions above, please outline any outstanding difficulties here:

Plan Date _____
 Review Date (if Applicable) _____
 (Commencement of next semester)

Individual's Signature/Date of Email confirmation of consent to plan

Disability Officer's Signature _____

University Fire Officer Signature/Date of Email confirming plan _____

PEEP Procedure PRO FORMA 1
Individual Assessment

(To be completed by Disability Officer with the assistance of the disabled person.)
Name of Student/Prospective Student.....

Offer state at QUB

School or Department.....

Course of Study.....

Nature of Disability.....

- | | |
|---------------------|--|
| Hearing Impairment | <input type="checkbox"/> if you have ticked this box, please go to Section 1 |
| Visual impairment | <input type="checkbox"/> if you have ticked this box, please go to Section 2 |
| Mobility impairment | <input type="checkbox"/> if you have ticked this box, please go to Section 3 |
| Other impairment | <input type="checkbox"/> if you have ticked this box, please go to Section 4 |

(Please ensure you have completed the relevant questions for all boxes ticked above)

Section 1 Hearing Impairment

1.1 Can you hear and understand a fire alarm signal in normal circumstances?

Yes No

1.2 If you have difficulty in hearing fire alarms, would a visual indicator assist?

Yes No

1.3 The University Fire Officer has a number of vibrating pagers, which are activated when the fire alarm system operates in those buildings fitted with the transmitters. Do you wish to be issued with one of these pagers?

Yes No

Section 2 Visual Impairment

2.1 If you have a visual impairment, is it such that it would have an impact on your ability to leave the building unassisted?

Yes No

2.2 Do you require an aid to help you move around a building? (E.g. a cane, Guide Dog, Personal Assistant or other equipment)

2.2 (continued.)

Yes No

If yes, please give brief details below:

Yes

No

3.8 Can you be transferred from your wheelchair to an evacuation chair if required?

Yes

No

3.9 Any other problems/observations/solutions?

Details.....
.....
.....

Section 4 Other Disability

4.1 Please provide brief details of any other disablement you have that might affect your ability to safely evacuate from University buildings that is not covered by sections 1 to 3 above

Details

Nature of disability?

How does this affect your ability to evacuate?

4.2 Are you aware of any support, device, or action that needs to be taken to assist with your safe evacuation from the University's buildings?

Details.....
.....

Section 5 General information

5.1 If you have not answered this question previously, could you be evacuated in an evacuation chair if necessary?

Yes

No

Answered before

5.2 Would you find it acceptable to use a fire refuge, if required?

Yes

No

5.3 Is there any information about your disability that those involved in assisting your evacuation might need to know to prevent any harm coming to you during your evacuation?

Yes

No

If yes, please give details below:

.....

Section 6 Additional Comments by the Disability Officer

Student/Prospective Student Declaration

I am satisfied that the information obtained and entered on this form is accurate and I give my consent to this information being disseminated to appropriate University staff. Also, I agree to meet with the University Fire Officer or Assistant Fire Officer (If deemed necessary) to complete a Personal Emergency Evacuation Plan (PEEP). Should there be changes to my course or to my disability, which might affect my ability to egress from the University's buildings, I agree to advise Disability Services without delay.

Signed.....Prospective Student/Student Date.....

Signed.....Disability Officer Date.....

PEEP meeting required?	Yes?	No?
PEEP meeting arranged for		Date

Student Affairs

Student Counselling and Wellbeing

August 2015

Student Wellbeing is continually looking at ways to make support for student wellbeing more responsive to student need and offer more flexibility in the way it is delivered. Key to this is our model of counselling support, which is delivered in partnership with Carecall Wellbeing.

What this means for students:

- The most up-to-date contact details are available on the website: www.qub.ac.uk/counselling
- We no longer have a waiting list. Access to the pool of over 300 sessional counsellors means that the service, which previously had a two to four week waiting list during peak times, no longer has a waiting list for an appointment.
- Students are being seen more quickly, so their problems are less likely to escalate to the point of distress – as demonstrated by a significant reduction in the number of students presenting for ‘emergency’ appointments. Carecall sends students a text message before their appointment to remind them..
- Students have a choice of location for an appointment – they might choose the Student Guidance Centre, 80 University Street (Carecall main offices), or one of Carecall’s regional centres throughout Northern Ireland if they prefer to be closer to home or placement.
- Counselling appointments are now available between 9am – 9pm Monday to Friday, and from 9am – 2pm on Saturday, based at 80 University Street outside of 9am – 5pm.

The University still has 1.6 fte counsellors, who will increasingly be involved in proactive, preventative work with students to help them manage their wellbeing and enhance skills relating to emotional intelligence.

What this means for staff:

- There is a process for supporting students in distress (Appendix 1), which still involves helping a student to contact the counselling appointments line, but if they cannot be seen immediately, you can put the student in contact with a member of the Welfare Team for an immediate chat.
- Member of staff should contact a member of the Resilience and Wellbeing Team, student.wellbeing@qub.ac.uk or tel: 028 9097 2893 to discuss student situations or concerns. The Student Intervention Protocol is still in operation, available on the Student Wellbeing website www.qub.ac.uk/sgc/wellbeing and as part of the ‘Supporting Students’ folder of documents in QOL (under ‘University Documents’).
- We can also arrange briefings and training for staff groups on specific areas of concern. Student Wellbeing contributes to a session on Student Support and Development as part of the PGCHET for new lecturers. Members of the Welfare Team, with a team of Student Leads and Guides and student support services such as Learning Development Service and Careers, Employability and Skills,

continue to provide orientation, induction and briefing sessions for students, particularly as part of the Welcome & Induction process, but can tailor presentations and workshops to your student group.

- The University continues to offer an Employee Assistance Plan, providing access to counselling support for staff.

Staff are welcome to ask questions and learn more about the student wellbeing support, provide feedback on their experiences and ask questions about supporting students. Please contact the Student Affairs Office (T: x2893 E: studentwellbeing@qub.ac.uk).

Annex 1: Students in Distress Procedure

1. Assist the student to contact the Counselling Appointments line. This can be as simple as you dialling the Freephone number (0808 800 0016), indicating that you are with a student who has requested urgent/immediate support, and then handing the phone to the student. The person answering the phone will be based at Carecall, and their systems require some basic details before they can see availability of appointments.

It may be preferable to take the student to a slightly more private location so they can have a bit of privacy with their discussion.

2. Options when student speaks to the appointments line:

- Student is offered and chooses telephone counselling. This is freephone, even from a mobile. It requires the student to hang up, find a private place to phone, and call back. The SGC will endeavour to offer a private location and telephone to do this if the student chooses this option.
- Student is offered an appointment within 3 days. If student chooses this option, but appears to be in distress, they should be offered opportunity to speak to a member of the Student Welfare team on same day.

If a student is requesting a same day appointment and can only be offered one within the next 3 days, Carecall will offer the option of telephone support.

3. After the student concludes their telephone discussion with the Carecall appointments line, the person assisting them to make the call will check that the student is satisfied with the response, or whether they feel the student would like to speak to someone immediately.*

A referral to the Student Welfare team will not provide a student immediate access to counselling, but they will be able to speak to a person who has experience with students in distress to determine the nature of the difficulty, if there are elements of the difficulty that can be addressed immediately (e.g. study skills support) or if there is a perceived immediate risk (call Carecall on their behalf and request immediate support or refer to GP).

*List of contacts on page 2.

Student Welfare Contacts

Name	Telephone	Location
1. Contact Student Affairs, indicating who you are, where you are calling from and requesting that you are put through to a member of the Student Welfare team. Please indicate at that point if the student is with you.		
Tel: 028 9097 2893 (ext 2893)		
We try to have this number staffed between 9 – 5, though it is not always possible to have lunch cover. If no answer at this number, please contact the Student Guidance Centre information desk.		
Tel: 028 9097 2727		
At both of these numbers, a member of the team will endeavour to find the most appropriate member of the Student Wellbeing Team to assist you.		
Kara Bailie	028 9097 2806	SGC
Gary McGladdery	028 9097 5224	SGC
*Rebecca Rutherford	028 9097 3899	SGC
*Dr Denis Todd	028 9097 5520	Lennoxvale
Helen McNeely	028 9097 3019	Administration Building
Further contacts for staff to discuss student cases (though not first point of contact for Students in Distress)		
*Dee Corbett, off-campus disciplinary and conduct issues	028 9097 5190	Lanyon Building
*Gwen Finlay, students in Queen's Accommodation	028 9097 5511	Elms Village

*Denotes member of Student Multidisciplinary Team

Student Affairs

Welcome & Induction

Welcome & Induction

Welcome and Induction at Queen's consists of a range of targeted events and activities designed to:

- **Present to all new students a coherent, integrated programme of orientation, welcome and induction**, meeting the needs of a diverse student population and ensuring co-ordinated planning and delivery to create a feeling of community and excitement on campus;
- **Provide opportunities to meet other students**; supporting senior Queen's students to develop and lead activities that encourage working together, getting to know people and asking questions;
- **Identify and deliver key elements of welcome and induction to all students**, working with Schools and support areas to orientate students to the Queen's campus and fundamental elements of the student experience, set expectations and support the transition to Queen's;
- **Extend Welcome and Induction activities beyond one week** through activities and events delivered before and after 'Welcome Week', working with Schools to offer ongoing transition support, and making information and resources available throughout the year.

(Objectives agreed by the Welcome & Induction Project Team, April 2011)

The most important element of a new student's welcome is provided at School level through their induction programme. The University organises a central Welcome programme for new students which coincides with School-based induction programmes and Enrolment and Registration. The programme includes workshops and activities designed to help students settle in quickly, orientate them to the campus and access the opportunities, services and support they will need to get the most of their time at the University. As the programme takes place before the start of the teaching semester, it is expected that new students will attend – in your School, this may include students directly accessing the second year of a degree, or students attending as part of an exchange programme.

The University also has a special website (www.qub.ac.uk/welcome) designed to support the Welcome programme. This is live from June – December.

Welcome Week commences with a Welcome ceremony hosted by the Vice-Chancellor in the Whitla Hall. There is a ceremony for parents of new Queen's students on the Sunday at the start of the week, and sessions for new students throughout the next day. The aim of the ceremony is to formally welcome new students to the University and confer membership of the Queen's community.

Guidance and suggestions for organising School-based inductions is available in the attached document, 'Transition Toolkit: Key Messages: Preparation for Queen's'.



Transition Toolkit

Key Messages: Preparation for Queen's

**6 May 2010
Updated July 2011**

Transition Toolkit: Preparation for Queen's

A. INTRODUCTION

The Transition Toolkit is a cross-University project to articulate and identify milestones in an applicant and student journey into and through Queen's. To develop an evidence base for the project, the Directorate of Academic & Student Affairs has undertaken desk based research, student focus groups and surveys and discussions with academic and support colleagues. This work has been complemented by work led by the Pro-Vice-Chancellor, Education and Students, through the Recruitment Group and the Directors of Education Forum to promote better conversion activity to help bridge the gap between second and third level education.

The induction process at Queen's has increasingly been focussed on activities at School level, recognising that this is the most important point of engagement for a student on a day-to-day basis. Though generally satisfied, students have identified inconsistencies between approaches to and messages given through induction, and areas for improving the way we prepare students for study within higher education.

Many of the differences reflect course and discipline-specific approaches to transition. However, as a key point in a student's academic career, there is a need for all areas of the University to contribute to engaging students with key messages about expectations, what it means to be part of our academic community and how to succeed as a student.

This paper starts to bring these messages together by setting out the key messages that students have told us that they find beneficial during induction, with examples of activities used within Queen's and at other universities to engage students with these messages. These are not exhaustive, but give an indication of the range of ways to approach the transition period, focussing particularly on the time just prior to start of the first semester. Support is sought from Directors of Education to articulate and map the University's key messages to students against the messages identified by students. These will form a basis for central activities planned by the Welcome & Induction team, and inform discussions between Schools and Learning Development Service about how School induction processes can be enhanced and developed.

Feedback from Students

The University undertakes a survey of new students (UG and PG) after the initial induction period, followed by focus groups at the end of the first semester. This has provided feedback on what students find useful in induction, and what they wished they had known sooner, consistently identifying 5 main areas that are beneficial:

1. Opportunities to meet other students (70%)
2. Introduction to University Facilities (58%)
3. Learning about my course (57%)
4. Opportunity to sort out enrolment and finance (50%)
5. Meeting other staff (47%)

These five areas are broken down in the next section (Induction at Queen's), and examples of practice relating to each are provided.

With few points of reference, students are broadly satisfied with their induction experiences at Queen's. The most highly rated induction programmes (above 80%) in 2009-10 shared the following common characteristics:

- At least three days of activities, including enrolment & registration;
- Meeting their Personal Tutor

- Spending time as part of smaller groups, either tutorial groups or undertaking group work
- A session on ‘how to study’ or ‘making the transition to higher education’, frequently with a career or profession focus
- Library tour and IT induction
- A formal ‘welcome’ session
- A reception or coffee with members of academic staff
- Involvement of other (2nd or 3rd year) students in the induction programme, frequently including a subject-based society.

A summary of comments from first year and new postgraduate student focus groups held in December 2009 is available in **Appendix A**.

Messages about attendance and purpose of induction

An observation made when looking at materials in the student ‘Welcome Pack’ distributed in September 2009 was that messages given about the importance and purpose of induction were varied, as well as the level of information provided to students about what would be taking place. Some Schools state on induction timetables that all events are mandatory, some identify which are mandatory and which are optional, and others encourage attending as many as possible. Mechanical and Aerospace Engineering combine a message about attendance with the purpose of the programme, indicating:

“The events on the Programme below are aimed at making you feel welcome to the School and providing you with essential information about the University, the School and your degree programme for the coming year. It is therefore **essential** that you attend these events.”

A template schedule, that can be customised to individual induction requirements, will be available on the Welcome & Induction Sharepoint site, which can be accessed by School Managers and Directors of Education. All School induction schedules will be available to students on the Welcome Week website, as well as at the central information point.

B. INDUCTION AT QUEEN'S

1. Meeting Other Students

(a) Key Messages

- Getting involved with the Queen's community; Clubs & Societies (including PGSA), SSCCs / democratic structures, PEC, QFT
- Looking out for and supporting each other
- Diversity awareness

(b) Queen's Examples

Pre-entry Engagement. Establishing belonging to the Queen's community and getting to know people can start before Welcome Week. The Welcome Week website, which will be live from 30 June 2010, has links to accounts set up through popular social networking sites (e.g. Facebook). Student Guides monitor and provide advice through these sites from mid-August (A-level results) into the first weeks of the first semester. The Guides will also be developing web content from a student perspective of getting ready for university, providing checklists, advice on practicalities and links to Queen's resources.

Sociology, Social Policy and Social Work undertakes a number of pre-entry activities, including inviting those holding confirmed offers to a special pre-entry meeting during graduation week, to identify and address transition issues. Students attend for a one-hour small group discussion, followed by lunch.

Peer 'buddies' or mentors. There are a range of ways that more senior students can support the transition for new students. Schools of English, Music and GAP have introduced peer mentoring. Support can also be focussed on providing a friendly point of contact, for example, in Psychology each Stage 1 ('first year') student is put in contact with a Psychology student from the 2nd year who has volunteered to act as a 'buddy', who can be approached for informal advice about the School, living away from home, balancing the demands of academic work, a social life and paid employment – or just a general chat.

The Learning Development Service can provide advice and support to establish peer assistance programmes (lds@qub.ac.uk).

Small group or teambuilding activities. In Psychology's post-induction evaluation students overwhelmingly requested more icebreakers and opportunities to interact with other students. One of the most frequently cited 'best parts' of the programme was a tour of the School's research laboratories.

Many Schools handle delivery of a more individual induction experience for a large cohort by breaking students into groups –by Personal Tutor group, surnames (often related to enrolment groupings) or degree pathways – and offering sessions on a rolling basis to a smaller number of students. Senior students or members of staff can follow these groups through their induction, to provide a familiar point of contact for queries.

New Biological Sciences students work in groups over two half days to undertake a

project with a poster display, with prizes for top projects.

Archaeology students experience an overnight trip to the North Coast, which combines awareness of the profession and skills development, as well as getting to know other students and staff.

Geography students stay at Queen's, but undertake two mornings of small group activities, with icebreakers, exercises and activities aimed at getting settled in to the School.

An icebreaker Design Challenge is offered for each degree pathway in Mechanical and Aerospace Engineering.

Languages, Literatures and Performing Arts hold a 'Student Bazaar', an hour where new students can browse and talk to representatives from clubs, societies and other university groups.

(c) Other Examples

A University of Southampton 'Jump Start' induction in Electronics and Computer Science involved dividing students into their Tutor groups, which would be followed up in teaching through shared programming tasks. The Group undertook team challenges facilitated by 2nd year students that were a combination of fun and course-focussed, and included a poster presentation and prize ceremony. (Su White and Les Carr, 2005)

Nottingham Trent University provides an icebreakers guide, with examples of group activities. http://www.ntu.ac.uk/CASQ/quality/welcome_week/resources/85183.pdf

2. Introduction to University Facilities

(a) Key Messages

- Orientation to Belfast and surrounding areas, addressing practicalities (bus pass, banks, visa queries, etc)
- Finding your way around (between and within key buildings, including Library, teaching / lab facilities), travel times between buildings, why you might go to different buildings.
- Reading / decoding the timetable
- Getting ready for independent study - places to study / do group work
- Personal safety

(b) Queen's Examples

Serious Fun. For 2010-11, 12 Schools introduced a campus-wide Treasure Hunt for first year students, run by the central Welcome & Induction team. With cohorts ranging from 60 to 200, Student Guides led teams to find answers in the Library, Students' Union and Student Guidance Centre, and in a few instances through School-specific questions to familiarise with key teaching and information areas. The key benefits were the chance to interact in small groups, take a break from the classroom and ask questions of senior Queen's students.

Campus Tours. Throughout the Welcome & Induction period (19 – 23 September), Student Guides will offer Campus Tours from the Welcome & Information Point. It may be possible to arrange a tour in advance for Personal Tutor Groups or other smaller groupings, customised to include the main School building(s) and teaching rooms.

Library Tours. A common element in most induction programmes, and often linked to introducing computing facilities.

Student Guidance Centre Tours. Sometimes the hardest part in asking for help is just walking through the door. Welcome Week is a good time to introduce the support offered in the SGC, and this can be most effective if it's done in conjunction with showing students the space,

Belfast Tours. The Welcome & Induction team arranges Belfast Bus Tours, leaving from in front of the Lanyon Building, between the 20 – 23 September. It may be possible to arrange a tour specifically for a School group, at the University's specially negotiated cost. Student Guides also offered a 'Culture Crawl' during arrivals weekend, taking students to some of the key sites of Belfast.

Architecture students spend Friday morning of Welcome Week taking a walking tour of Belfast, focussed on the buildings. This leads into Belfast City's 'Culture Night'. Peer Mentors in the School of English organised activities on the Friday and Saturday of Welcome Week, including a Treasure Hunt, Belfast Bus Tour, trip to St. George's Market and evening at Bookfinders Café.

Introduction to Computing Facilities. Through focus groups, students have

indicated that the University often assumes a higher level of IT ability than some students possess. Many Schools prioritise introductions to Information Services, which can be delivered to include computing and library basics, in terms of use and physical orientation. In Languages, Literature and Performing Arts, this was combined with a ‘Smart Start’ session about preparing for study, delivered by the Learning Development Service.

(c) Other Examples

Departmental Welcome Desks – with many students arriving before School inductions begin, welcome tables can be set up in high visibility areas (either within a School’s building, or centrally) to serve as a point of contact for new students. These could be staffed by senior student volunteers.

3. Learning about my Course

(a) Key Messages

- How you can prepare for University
- What does it mean to be a student in this subject (nature of the course, content, careers / profession)
- Why studying at university level is different
- How do you approach independent learning
- Why feedback is important
- What do you do in a lecture / tutorial / lab / seminar

(b) Queen's Examples

LDS can tailor activities to your students, and work with upper year students to facilitate small group discussions. In 2009-10, 'Transitions' workshops were held in a number of Schools, where 2nd and 3rd year students presented information they thought was important, then led small group discussions with new students about what they expected. In Biomedical Sciences, 3rd year students worked with LDS and the Advisor of Studies to plan a morning of senior student presentations, question and answer, small group working and treasure hunting.

GAP students take an 'entrance questionnaire' followed by a de-brief about expectations and reality.

History & Anthropology students attend a session on "Engaging with the School: Mutual Expectations", and are requested to prepare a 300 word document discussing the concept of 'culture' to hand in and be assessed.

New undergraduate and PGT students in SPACE attend a motivational seminar during the induction programme on a relevant topic, for example, "Sustainable Development, Climate Change and the Zero Carbon Challenge. Implications for Planners, Architects and Engineers."

Medical and Dental students analyse their learning styles and what they need to do to prepare for their course. A session is delivered on "Communication in a scientific and clinical environment", which includes tips on what not to write in an email to a Tutor and how to differentiate between appropriate and inappropriate research sources.

A taste of the profession. Many Schools use the induction programme to introduce a sense of careers or professionalism in students. Medical and Dental students learn CPR for a taste of being a medical professional. Civil Engineering students undertake a site visit. Planning students hear experiences of planning practitioners alongside a talk from the professional body. A morning icebreaker in Music leads students through developing a piece of music to performing it. The School of Management provides information about placements for future years. Many Schools invite the subject specialist Career Advisor to do workshops or give a flavour of careers and employability skills developed through the course.

The School of Law offers a light schedule during Welcome Week, with a transition programme during the first two weeks of the semester to provide foundations for

study and the exploration of the course. Topics include cultural diversity, staff-student relationships, Law-specific topics, skills development, careers, support and library resources. At the end of the 2 weeks, students spend a day in court (hopefully as an observer!)

(c) Other Examples

Roberts et al (2003) found that the difference between students who had doubts about their programme but stayed, and those who had doubts and departed, was that the first group was able to see how the programme would benefit their future careers/life plans, whilst the second couldn't. "Students at focus groups were clear that they did not want details of careers and planning for their future, but they did want inspiration about how the course would benefit them."¹

Examples from Nottingham Trent University include asking graduates to be guest speakers, telling students about what graduates have done and using final year students to emphasise different skills that will be developed.

Bournemouth University, Stepping Stones to HE – students are asked to engage in preparatory e-learning prior to arrival at university which is embedded into discussion and group activities during the first week.

Edward (2003) introduced a week long group working activity as a key element of engineering induction at Robert Gordon University. Features of the activity included:

- the use of experts and multiple sources which encourages evaluating information in relation to its source;
- discipline-related speakers to engender occupational commitment, subject relevance and note-taking skills;
- using multiple communication media and information sources to familiarize participants with systems and resources and develop generic skills;
- interrogative facilitator intervention which encourages effective study strategies, peer cooperation and institutional commitment;
- a 'treasure hunt' which ensures familiarization with the premises and key locations within the university;
- 'tongue in cheek' prize awards to cement group and class relationships.

¹ Cited in Nottingham Trent University, New Student Induction: A Guide for Staff. June 2009, p. 11

4. Sorting out registration and finance**(a) Key Messages**

- Why is registration & enrolment important?
- What I need to know about QUB administration
- How to choose modules, and who can give advice.
- Why it is important to declare a disability / register with a GP
- Managing money / balancing work and study / what do you do if you're in financial difficulty

(b) Queen's Examples

A downloadable and customisable template for School Induction timetables will be available on the Welcome Week Sharepoint site, and will have components of the International Orientation and Welcome Week schedule of activities which can be taken out if they conflict with School activities.

Money is obviously high on a student's list of priorities, and the Students' Union Advice Centre can provide information at School presentations on a range of money and accommodation issues. They can also offer opportunities for more active student engagement through workshops on student finance, money and debt management. Contact Brian Slevin, Debbie Forsey or Connie Craig in the Students' Union Advice Centre if this is something you want to incorporate into your induction programme (b.slevin@qub.ac.uk, d.forsey@qub.ac.uk, connie.craig@qub.ac.uk).

(c) Other Examples

John Bradbeer (University of Portsmouth, 1999) makes information and administration his first topic in his paper on "Induction of Students to Higher Education". He makes the following points:

- Registration is a crucial part of the induction programme, so needs to occur early;
- If possible, this should come after a formal welcome, so it is not the students' first experience of higher education;
- Consideration should be given to the contents of the student handbook and the way it is given to students, with really important elements separated into a 'Student Survival' leaflet, which gets them through the first week of classes.

5. Meeting Staff**(a) Key Messages**

- Who to talk to in the School if you have queries (progress, dropping out, need additional help, don't understand assignment, careers, module decisions, absences, dissatisfied with the course)
- The role of Personal Tutors / Advisors of Studies
- Role of the Staff-Student Consultative Committee
- Best ways to contact staff (email/tel, office hours)
- Sense of academic community

(b) Queen's Examples

Many Schools offer several opportunities for students to interact with a member of staff, particularly through meetings with Personal Tutor and Tutor groups and Academic Advice sessions, both scheduled and drop-in.

An approach used in History & Anthropology is to follow a mandatory information session with a fun and interactive activity, and ending with a social gathering that includes staff. This engaged nearly 200 first year students on the Friday afternoon of Welcome Week.

Psychology offered a 'coffee and scones drop-in session' on the Friday of Welcome Week, where staff were available to chat or answer questions. The initial meeting with Personal Tutor groups was followed by a reception and a social event organised by PsychSoc.

Sociology, Social Policy and Social Work holds a 'Welcome to the School' event the week prior to Welcome Week, where students meet staff, find out more about the School, and includes lunch.

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Appendix A: First Year and New Postgraduate Student Focus Groups held in December 2009, “Things I wish I would have known at the start”**1. Academic Integration**

- How slow it would be to get feedback from academic staff on essays, coursework, exams etc
- How are University courses structures, what is the difference between lectures, seminars, and tutorials
- More information on how grades work, what percentage is each assignment towards overall degree etc.
- How to select modules, module requirements for each semester to aid the registration process, how the registration for modules and exams works
- More information about modules and course structure (including on websites), more information on upcoming course modules so I can plan and read beforehand
- Subjects that will be covered in class
- Date of my graduation
- Language study system
- Who is my personal tutor
- Information about degree Plus
- How to get around the library
- How to use the electronic catalogue at the library
- Where my next placement will be
- How to feel included in a lecture hall with 100+ students
- Increased communication between schools for students on joint courses would help
- more information on the city centre
- inter library loans
- Career opportunities
- How to get points on PGST (post graduate skills training) for some parts of the orientation week
- How to get the security key pad numbers to gain access to work space for post graduate students

2. Information about Queen's

- How bureaucratic QUB administration can be
- How high tech everything is (E.g. QOL, QSIS), how to use QOL
- How, when, what do I have to pay for accommodation
- Information on the SGC – is it the place to go to for all problems
- Health and Safety issues
- How to get on to the Queen's family accommodation list
- where is best place to find contact details (e.g. for queries, additional information etc)
- Exam dates
- How / when to register for childcare (also for international students)
- PEC activities and prices
- Where to go for help specific to what you need

- International student support system – where to go if there are any problems
- are there other study venues apart from the main library
- Where can I get information to support my careers choices
- Connecting to Queen's WIFI – maybe create a walk through guide

3. Orientation to campus / Belfast

- Locations of Banks – which ones are best for students
- Where Elms is located in relation to QUB and city Centre
- Tours around Belfast
- Safe places to visit and live
- How to get around the David Keir Building
- Timetable – how to print and read it, rooms and lectures, where they are, and what the building codes mean
- Accommodation information – good places to stay, accommodation not at QUB
- Google maps of all Queen's buildings to know distance from building to building
- Some details about school facilities, like which building are Queen's University and where they are
- Where QUB is in relation to the city centre

4. Engagement / Social Integration

- Where to get information on clubs and societies, other student groups (and having this information available at the PEC)
- Are there any groups for post graduate mature students – and where do you get this information
- Queen's is not a scary place. Staff, students and locals are extremely friendly with everyone's wellbeing in mind. no need to be nervous before you come – reassure students
- More social events to make friends at start of the academic year
- Information on different activities running throughout the year.
- How to meet people I can study with
- Would be good if you were encouraged to attend welcome and fresher week activities to engage and meet new students – didn't realise I was missing out on so many great events
- How to meet other Post graduate students
- More international events
- Activities to meet new people should continue throughout first semester