INNOVATIONS TO SUPPORT THE STUDENT EXPERIENCE
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Great Minds Don’t Think Alike
This is a Green Conference

As well as being the first health promoting university, UCC is also the first university in the world to be presented with the prestigious international Green Flag Award. In effect this means that UCC works towards improving the ‘green credentials’ and sustainability of the campus in areas such as biodiversity, recycling, energy efficiency and climate change.

There is considerable overlap in the promotion of green and health agendas, and so Health Matters and Green Campus will work closely together. To begin our collaboration, UCC Green Campus will help us ‘Green’ this conference by offsetting the transport emissions of travel to and from the conference. You will be asked for some details on how far you have travelled and how you travelled to the conference. Based on this information the emissions will be estimated and offset against a combination of reforestation projects with WeForest in developing countries, and local native planting schemes.

About UCC

Founded in 1845, UCC is one of Ireland’s oldest universities and is among the elite 2% of universities worldwide. UCC has been awarded the Sunday Times’ Irish University of the Year 3 times, has achieved the distinction of becoming Ireland’s first five-star university, and is the first university in the world to be accredited with the prestigious international ‘Green Flag’ award.

UCC is officially recognised as Ireland’s first health promoting university. It is a vibrant and outward-looking university with 20,000 full-time and part-time students across all disciplines, including over 2,000 international students from 105 countries worldwide.

The University’s historic city-centre campus is set on mature parklands through which the beautiful River Lee meanders, making UCC at once an oasis of learning and calm and a hive of vibrant student activity, in the midst of a bustling city and with the beautiful West Cork region on its doorstep.

In 1849, George Boole was appointed the first Professor of Mathematics at Queen’s College, now University College, Cork. His research became a prelude to modern mathematics, microelectronic engineering and computer science. Indeed, it is no exaggeration to say that Boole laid the foundations of the Information Age.

Boole received a Gold Medal for Mathematics in 1844 from the Royal Society, the first to be awarded to a pure mathematician, and was elected Fellow of the Royal Society in 1857. He published many scientific papers and four books, the most famous of which is his magnum opus, An Investigation of the Laws of Thought, written while a Professor in Cork, and published in 1854.

Boole’s work provides the mathematical and logical underpinning of computers, not only in their languages but in their very construction.

During George Boole’s bicentennial year 2015 we will celebrate the man and his achievements. We will carry Boole’s legacy forward, using his example to continue to inspire future generations through education and research.

Everything we do is based on the spirit of enquiry. Just as George Boole’s revolutionary insights led to profound changes, we believe we can influence the present and create the future. Just as George Boole inspired the generations who came after him, we hope to inspire those who come next.
The CSSI is an independent and autonomous umbrella organization aiming to promote the social infrastructure at all higher education institutions of Europe.

The European Council for Student Affairs – ECSIA is in particular promoting the cooperation between organizations responsible for this sector within Europe aiming to increase the understanding of the differences regarding the social infrastructure of higher education. The ECSIA is also promoting the mobility of students in Europe within the area of the Bologna process. CSSI collaborates with ECSIA to foster learning and growth for staff and students in Higher Education.
Day 1 - Thursday, 18th June 2015
Brookfield Health Sciences Complex, College Road, University College Cork

Conference Schedule 18th & 19th June 2015
15th Conference of the Confederation of Student Services Ireland

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<th>Session</th>
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<tr>
<td><strong>1A</strong></td>
<td>Theme: Adult Learners</td>
<td>Paper 1: Preparing for diversity: How do Irish HEIs provide for adult learners in terms of programme provision</td>
<td>Dr Geraldine Brosnan, Director of Student Life, Mary Immaculate College, Limerick</td>
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<td></td>
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<td>Paper 2: Trial and error, trial and error, trial and error: Responding to the needs of mature students: getting the balance right with orientation and induction programmes in Higher Education</td>
<td>Ms Sinead O’Neill, Mature Student Officer, Cork Institute of Technology</td>
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<tr>
<td><strong>1B</strong></td>
<td>Theme: Mental Health</td>
<td>Paper 1: Student’s use of mental health support</td>
<td>Ms Sandra Conroy, Cork Institute of Technology</td>
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<td>Paper 2: Opportunities to improve students’ health and wellbeing at the UCD Git in Gear Get Active health and exercise programme</td>
<td>Ms Carmel Keane, Sports Education Officer, University College Dublin</td>
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<tr>
<td><strong>1C</strong></td>
<td>Theme: Student Engagement</td>
<td>Paper 1: We missed you – did you miss us? A handbook solution to retention</td>
<td>Mr Brian Hipkin, Dean of Students Regent’s University, London</td>
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<td>Paper 2: EXPLORE: From idea to impact. Student and staff co-creating innovations to deliver student and staff engagement</td>
<td>Ms Cadiagh Barry, EXPLORE Founder &amp; Manager, Ms Amber Walsh Olesen, EXPLORE Coordinator, Students’ Union, Mr. Fionn Delahunty, Student, NUI Galway</td>
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<td><strong>1D</strong></td>
<td>Theme: Leadership and Management of the Student Experience</td>
<td>Workshop: Managing and leading the student experience: challenges, opportunities and lessons from the field</td>
<td>Dr Ian Pickup, Head of Student Experience, University College Cork</td>
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<tr>
<td><strong>2A</strong></td>
<td>Theme: Disability Support</td>
<td>Workshop: Supporting and nurturing the workforce: developing a PG course in Student Experience/Student Affairs Practice</td>
<td>Dr Ian Pickup, Head of Student Experience, University College Cork</td>
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<tr>
<td><strong>2B</strong></td>
<td>Theme: Student Experience: Enhancing the Student Experience: Initiatives and Limitation</td>
<td>Paper 1: The right sort of Crisis?</td>
<td>Mr Gavin Douglas, Deputy Secretary, Student Experience, Mr Mark Wilkinson, Student Experience Project Officer, University of Edinburgh</td>
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<td>Paper 2: The use of learning analytics to support the student experience: Ethical implications of collection, analysis and reporting of data about learners</td>
<td>Dr Deirdre Ryan, Teaching &amp; Learning Officer, Dr Geraldine Brosnan, Director of Student Life, Mr David Moloney, Coordinator of Blended Learning, Mary Immaculate College, Limerick</td>
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<tr>
<td><strong>2C</strong></td>
<td>Theme: Student Experience: Pathways to Success @ university programme</td>
<td>Paper 1: A study of the help-seeking behaviours and coping strategies of International Students from Non-European backgrounds: implications for individual practice and staff training to enhance transcultural engagement</td>
<td>Ms Sarah Conn, Counsellor, Formerly University of Ulster</td>
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<td>Paper 2: Pathways to Success @ university programme</td>
<td>Ms Gráinne Burke, Lead Project Officer, Mr John Delap, Project Officer, Dublin Institute of Technology</td>
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<tr>
<td><strong>2D</strong></td>
<td>Theme: Civic Engagement (ACE) Student Leadership Launchpad. A model for student development</td>
<td>Paper 1: Dublin Institute of Technology Access &amp; Civic Engagement (ACE) Student Leadership Launchpad. A model for student development</td>
<td>Ms Deirdre Moloney, Senior Student Support Officer, Ms Celine Geraghty, Student Advisor, Dublin City University</td>
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<td>Paper 3: Board of Irish College Societies empowering students to enhance the student experience, sharing best practice and promoting inter college activity</td>
<td>Ms Riona Hughes, Chairperson, Board of Irish College Societies</td>
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## Day 2 - Friday, 19th June 2015

### Conference Schedule 18th & 19th June 2015

#### Session Title Presented by Room

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<td><strong>CONCURRENT SESSION 4</strong></td>
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<tr>
<td>09:00hrs - 09:30hrs</td>
<td>15th Conference of the Confederation of Student Services Ireland</td>
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<td>09:30hrs - 11:00hrs</td>
<td><strong>CONCURRENT SESSION 4</strong></td>
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<tr>
<td>11:30hrs - 12:15hrs</td>
<td><strong>PLENARY SESSION</strong></td>
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<tr>
<td>12:15hrs - 13:15hrs</td>
<td><strong>Lunch</strong></td>
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<td>19:15hrs - 14:00hrs</td>
<td><strong>CSSI AGM</strong></td>
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<td>14:00hrs - 15:00hrs</td>
<td><strong>KEYNOTE SPEAKER</strong></td>
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<td>15:00hrs - 16:30hrs</td>
<td><strong>CONCURRENT SESSION 5</strong></td>
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<td>16:30hrs - 17:00hrs</td>
<td><strong>Announcement of new Chair and Close of Conference over Tea &amp; Coffee</strong></td>
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### SESSION PRESENTERS

#### Paper 1: Employability and the Strategic Role of Student Services

- **Dr Barbara Jones**, VP Student Affairs, Boston College, USA
- **Mr Kieran Lewis**, Occupational Therapist/Career Pathways Project Officer, Trinity College Dublin
- **Ms Claire Giles**, Occupational Therapist/ Career Pathways Project Officer, Trinity College Dublin

#### Paper 2: Supporting the Transition from College to Employment for Students and Graduates with Disabilities

- **Ms Eileen Daly**, Career Adviser/Career Pathways Project Officer, Trinity College Dublin
- **Mr Shay Nolan**, Careers Adviser Disability Support Service, University College Cork

#### Paper 3: The 1 to 1 Meeting Model as a key student support tool: Looking to the future with an eye on the past

- **Ms Jennifer Murphy**, Outreach Adviser
- **Dr Lisa Padden**, Academic Skills Co-ordinator, University College Cork

#### Paper 1: The Importance and Impact of Mentorship in Higher Education

- **Mr Michael House**, Mentorship Coordinator and Instructor Graduate Assistant, University of Central Missouri, Warrensburg, MO USA (College Life summer intern at DIT)
- **Ms Maev O’Reilly**, First Year Student Support Officer, UCC Plus+ Programme University College Cork
- **Ms Jennifer Murphy**, Outreach Adviser
- **Dr Lisa Padden**, Academic Skills Co-ordinator, University College Cork

#### Paper 2: The 1 to 1 Meeting Model as a key student support tool: Looking to the future with an eye on the past

- **Ms Jennifer Murphy**, Outreach Adviser
- **Dr Lisa Padden**, Academic Skills Co-ordinator, University College Cork

#### Paper 3: UCD Access Student Leadership Programme

- **Ms Jennifer Murphy**, Outreach Adviser
- **Dr Lisa Padden**, Academic Skills Co-ordinator, University College Cork

#### Paper 1: Promotion, Prevention, and Intervention using an Occupational Lens that enhances student wellbeing in a university setting

- **Ms Liah Sheehan**, Occupational Therapist University College Cork
- **Ms Gillian Karwig**, Research Officer, Reach Out Ireland
- **Mr Derek Chambers**, Director of Programmes and Policy, Reach Out Ireland
- **Ms Katie Hendrick**, Reg Psychol PsSi, IAUC Executive member and Student Counselling Service IADT
- **Ms Noaie Kavanagh**, Online Communications Manager, Reach Out Ireland

#### Paper 2: Reaching out in College: Mental Health Information and Support for third level students

- **Ms Liah Sheehan**, Occupational Therapist University College Cork
- **Ms Gillian Karwig**, Research Officer, Reach Out Ireland
- **Mr Derek Chambers**, Director of Programmes and Policy, Reach Out Ireland
- **Ms Katie Hendrick**, Reg Psychol PsSi, IAUC Executive member and Student Counselling Service IADT
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#### Paper 3: Cultivating and measuring student wellness and resilience: An Institutional Priority at Hampshire College

- **Dr Byron P. McCrae**, Dean of Students, Hampshire College, Massachusetts, United States

#### Paper 1: Diversity Voices: Training for intercultural competency development in HEIs

- **Ms Louise Staunton**, Programme & Training Manager, Irish Council for International Students
- **Ms Caitriona McGrattan**, International Student Liaison Officer & Global Room Manager, Trinity College Dublin
- **Ms Jolanta Burke**, Psychologist

#### Paper 2: The Trinity Global Room – where cultures combine. A case study for informal integration activities

- **Ms Caitriona McGrattan**, International Student Liaison Officer & Global Room Manager, Trinity College Dublin
- **Ms Jolanta Burke**, Psychologist

#### Paper 3: International Voices Came Forward. Research Project on the Academic Experiences of International Students

- **Ms Jolanta Burke**, Psychologist

#### Paper 1: Addressing the Needs of a Dynamic Postgrad Community

- **Ms Gillian Roddie**, Postgraduate Support Officer Trinity College Dublin
- **Mr Evan Healy**, Budgetary Advisor University College Cork
- **Ms Suzi Breslin**,ccd

#### Paper 2: The supports provided by the UCC Student Budgeting Advice Service to help UCC students manage their finances

- **Ms Gillian Roddie**, Postgraduate Support Officer Trinity College Dublin
- **Mr Evan Healy**, Budgetary Advisor University College Cork
- **Ms Suzi Breslin**,ccd

#### Paper 3: Experiential Education: An Innovative Approach for Study Abroad Students: Enhancing student welfare and retention

- **Ms Gillian Roddie**, Postgraduate Support Officer Trinity College Dublin
- **Mr Evan Healy**, Budgetary Advisor University College Cork
- **Ms Suzi Breslin**,ccd

#### Discussion: Exchange of views: How student affairs professionals lead, innovate and transform services on both sides of the Atlantic

- **Dr Claire Laudet**, Dr Peter J. Novak
- **Dr Barbara Jones**, Dr Byron P. McCrae

#### Announcements of new Chair and Close of Conference over Tea & Coffee
Key Note Speaker
Dr Elisabeth Dunne

Elisabeth Dunne is currently Head of Student Engagement and Skills at the University of Exeter, in the South West of England. Her career has been devoted to the promotion of innovation, change and strategic development in education. She has co-ordinated and directed many major research, development and evaluation projects on aspects of learning and teaching, and national significance. In addition, she has promoted a range of ground-breaking initiatives across the University of Exeter.

A major focus has always been on understanding the processes of change, including the development of evidence-based practice and working with students as change agents. She is a Principal Fellow of the UK Higher Education Academy (HEA) and a University of Exeter Teaching Fellow. She has written and published dozens of books and articles, her latest major publication being ‘The Student Engagement Handbook: Practice in Higher Education’ (Dunne and Owen eds., 2103, Emerald Publishing).

Students as Change Agents
Recent discussion on the role of students in Higher Education suggests that institutions should move away from considering students as customers, to practises where students take on the role of ‘engaged collaborators’ and ‘partners’. To support this approach, the University of Exeter has developed an innovative student-led initiative with students leading improvements in learning and teaching and other aspects of the University environment.

Over the past six years, several hundred ‘Students as Change Agents’ projects have allowed students to take responsibility for promoting change. Students select aspects of teaching and learning or the wider institutional environment that are of concern or interest to them, develop a research question, and use data they collect to provide recommendations or instigate solutions. Projects have involved students in almost all subject areas, working on topics such as assessment and feedback, seminar provision, personal and peer-tutoring, learning spaces, digital literacy, running module choice and careers fairs, volunteering in the community, and supporting sustainability. Outcomes have included research reports and student-led conferences, students running a buddy system or writing skills sessions, and acting as technology champions to support academic development; students have also produced study guides on what to expect from high-quality seminars and on academic writing skills. Overall, thousands of students have been involved in some way in the various projects and will gain from the outcomes.

This session will provide an overview of the initiative and consider how students take an empowering journey into a world where they become part of an academic community making projects on aspects of learning and teaching a proactive contribution to institutional change. Examples of issues to be discussed are: whether students can be both customers and collaborators; the extent of impact that students can actually have on institutional change and provision with students leading improvements in learning and teaching and other aspects of the University environment.

Jolanta Burke is a PhD Researcher at the University of Dublin, Trinity College. She specialises in Positive Psychology applied in education and is passionate about helping people reach their potential. Jolanta is a global representative for the International Positive Psychology Network and an Irish representative of the European Network for Positive Psychology.

Jolanta Burke is a co-author of a book on applying positive psychology in career and guidance counselling. She spoke at many conferences in Ireland and abroad as well as published over 30 articles about positive psychology in academic and popular magazines. Jolanta worked with hundreds of Careers professionals in Ireland through NCGE, IGC, AHECS and other organisations. She has extensive experience in business, where she worked as a HR and Training Manager for 12 years. Jolanta consulted for organisations based in the UK and Ireland, such as Google, Primerica, Ibec, Big Lottery Fund and DTZ.

Applying Positive Psychology in student work and self-care
Positive Psychology is a science of optimum human functioning. It provides evidence-based interventions that help practitioners thrive at work and guide their students towards achieving their potential.

College life can be daunting and may result in large numbers of students experiencing distress, ill-being and dropping out of college. The good news is that this can be prevented. The scientists in the field of Positive Psychology studied this phenomenon over the last decade and identified factors leading to students’ disengagement. Subsequently, they created interventions that can be used with students in order to become more successful in college.

During this seminar, you will discover how students’ levels of optimism can affect their college performance. You will learn three simple questions you can ask that may change their lives for the better. Also, you will find out the latest studies on GRIT which revolutionised many schools in the US. GRIT turned out to be a stronger predictor of students’ success than many other components of their personal characteristics and skills. Finally, you will discover the myths of goal setting and find out why visualisation may reduce your students’ motivation to take action.

Key Note Speaker
Ms Jolanta Burke

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Apart from the tools you can use with students, this presentation will provide you with tips on evidence-based activities that will help you keep your mental health in check. Regardless of how much you love your job, sometimes it can make you feel stressed. Positive Psychology can help you find out what to do in order to keep the levels of your well-being high, and how to evaluate whether or not your passion for work is harmful to you. Research shows that there are two types of passion; one can make us feel very unhappy and the other one that helps us thrive. Join us at the session to find out what passion drives you every day and what you can do to change it.
For several years after 2000, Dr Brian Caul carried out a series of projects as an Honorary Senior Research Fellow of the University of Ulster. He has published four books on: the personal development of students in higher education; a history of the personal social services in Northern Ireland; the political argument for a federal Ireland; and the biography of Francis Maginn, the pioneer for the rights of deaf people. In addition he has published numerous monographs and research reports on juvenile justice, the education of deaf and partially hearing school pupils, and the quality of life of blind and partially sighted people.

He maintained his interest in adult education as the Chairperson of the Governing Bodies of Causeway Institute and the Northern Regional College between 1998 and 2008. Since September 2012, he has been a full-time student on the Bachelor of Music Degree at Queen’s and hopes to graduate in July 2015.

Brian will share his experience as a mature student with Colleagues during the CSSI Conference dinner.
PAPER 1: Preparing for diversity: How do Irish HEIs provide for adult learners in terms of programme provision.
Dr Geraldine Brosnan, Director of Student Life, Mary Immaculate College, Limerick.

The aim of this paper is to explore, in an Irish context, how HEIs provide for adult access in terms of course provision and to share perspectives on how this provision is considered from the perspective of staff and students. The paper will draw mainly on qualitative data from a mixed methods case study which involved a sample of 77 participants from four diverse Irish HEIs, including 37 semi-structured interviews with staff and institutional managers and focus groups with 40 students. Findings will suggest that overall higher education institutions have adopted HEA policy around provision to suit the needs of the adult learner.

PAPER 2: Student use of mental health supports and retention among at-risk students.
Mr Brian Hipkin, Dean of Students, Regent’s University, London. Vice-Chair AMSSHE.

An overwhelming majority of student respondents indicated that they would be more inclined to seek support via the internet (M = 67%, F = 72%). However, a majority of interviewees proved reluctant to embrace such an initiative and were cautious that it might replace ‘face to face’ counselling which was viewed as a negative outcome.

Format of Presentation - Workshop: This research study’s findings will be generalised for the young student population and presented in an interactive format with reflective questioning. Topics being discussed will be addressed by the use of a power point display.

Main points to be discussed:
- What are the benefits of both professional/ non-professional support?
- What are the barriers to young people availing of mental health support and how can these be overcome?
- What lessons arise from the research for supporting the mental health of young people?

PAPER 1: Adult Learners | Room 101

The paper will draw mainly on qualitative data from a mixed methods case study which involved a sample of 77 participants from four diverse Irish HEIs, including 37 semi-structured interviews with staff and institutional managers and focus groups with 40 students. Findings will suggest that overall higher education institutions have adopted HEA policy around provision to suit the needs of the adult learner.

CIT strongly encourages participation by mature students. Access for this group is supported by the delivery of a range of programmes. At entry level we offer a Mature Student Orientation Programme and Preparatory Maths Programme. Within a system of mainstreamisation in CIT, incoming mature students need to be provided with information and support that will equip them to adapt quickly to their new environment and to experience a smooth and seamless transition.

Mature students come from diverse backgrounds and bring with them a range of issues and concerns not necessarily experienced by the school leaving cohort of students. The mature student support programmes provided at entry and post entry level must reflect the specific needs of the group. Consulting with the student, via group conversations, meetings or surveys, is key to providing the appropriate supports. Each year, information is collected by survey from incoming mature students to CIT on topics such as, length of time out of education, perceived confidence in ability to study at higher education level.

Of those surveyed in 2014, 22% highlighted a low level of confidence in academic writing skills whereas one quarter stated a low level of confidence in competency in mathematics. Quantitative and qualitative data derived from this survey is used to inform support programmes such as the Mature Student Orientation Programme and the Preparatory Maths Programme. The aim of these programmes is to ease the transition into CIT for mature students but also to have a positive impact on engagement in mature student support services at a post entry level.

In recent years, the development of institution wide orientation and induction programmes such as the Good Start Programme in CIT has influenced changes to the Mature Student Orientation Programmes. Getting the balance right is an ongoing challenge to ensure that the student has the best possible chance to experience a student centred approach without duplication of information. There has been much trial and error in the development and delivery of Mature Student Orientation Programmes in CIT. As the learning curve continues, some of the valuable aspects of those programmes are highlighted in this presentation, and the learning that has occurred from student feedback is discussed.

PAPER 2: PAPER 2: Opportunities to improve student health and wellbeing at the UCD Get in Gear Get Active health and exercise programme
Ms Carmel Keane, Sports Education Officer, University College Dublin.

University students undergo the transition from adolescence to early adulthood – a period where one seeks the most novelty and establishment for most individuals (Edginton, Jordan, DeGraaff, & Edginton, 2002). However, university students, a population which is understudied, are often criticised to be at risk of decreasing their leisure exercise (Wallace, Buckworth, Kirby, & Sherman, 2006). As university students spend most of their time on campus, their health and wellness can be improved through campus life and facilities. Universities need to adopt a whole-hearted approach to the promotion of life-time participation in leisure exercise (Daly, 2002), and play an important role in shaping students’ leisure exercise behaviours (Stavin, 2001).

Established in 2005, UCD provides a health and exercise programme called UCD Get in Gear Get Active which is designed to enhance students’ physical and mental fitness and help encourage them to develop life-long habitual leisure exercise. The implementation of a suitable programme is considered critical in achieving the goal of changing the leisure exercise behaviours of university students (Biddle & Mutrie, 2001). This initiative ensures that UCD continues to be a health promoting university and upholds the recommendations of the College Lifestyle and Attitudinal National Survey report (UCD) and the report of the National Taskforce on Obesity (2005).

The presentation will aim to show the progress of the programme to date while showcasing the recent successful development of the UCD Step Up and Join In Health & Exercise Referral programme which encourages students to take up exercise as a form of medication through the strong links created between UCD Student Health Centre and UCD Sport.

The presentation will highlight the opportunities which support UCD student’s positive mental health, resilience and wellbeing by partaking in pre and post health evaluations, access to a range of specific exercises classes exclusive for the members on the programme, motivational support throughout the programme, and advice on mental health issues. Data will be presented which reflects risk and protective factors in physical function, general health, vitality, social function and mental health which is measured through the completion of pre and post health surveys carried out in each programme.

PAPER 1: Student Engagement | Room 121

PAPER 1:探索创新：将学生和教职员工融合起来，提升学生的参与感和归属感
Mr Fionn Delahunty, EXPLORE Coordinator, NUI Galway. EXPLORE Founder & Manager, NUI Galway.

The presentation will highlight the opportunities which support UCD student’s positive mental health, resilience and wellbeing by partaking in pre and post health evaluations, access to a range of specific exercises classes exclusive for the members on the programme, motivational support throughout the programme, and advice on mental health issues. Data will be presented which reflects risk and protective factors in physical function, general health, vitality, social function and mental health which is measured through the completion of pre and post health surveys carried out in each programme.

PAPER 2: EXPLORE: From Idea to Impact. Student and staff co-creating innovations to deliver student and staff engagement
Ms Sandrine Cazeneuve, Cork Institute of Technology.

A recent Social Care MA research study endeavored to understand what it is like for young people (CIT students) responding to a death by suicide by means of their awareness, attitudes and usage of supports (professional and otherwise) and to establish if gender trends exist. It also aimed to look at what further initiatives/support services could be developed and introduced to help promote positive student mental health. It hopped to aid in identifying barriers to student use of mental health supports and how best to build relationships to student support use.

A purposively developed questionnaire was administered to a total of 325 students attending CIT (of which 299 responses were used as part of this research). For added breadth and depth across the research themes, seven interviews were conducted with key informants consisting of student support professionals and an external professional (Director of the National Suicide Research Foundation).

Research findings:
In response to personal problems, CIT students were overwhelmingly recognised as the most helpful source of support as a high percentage of both genders expressed the same viewpoint (M = 67%, F = 72%). This suggests that there is a gender neutrality in CIT students preferred chosen source of support and, similarly, the positive level of support they received (regardless of their gender) was also apparent. Further, in response to suicide bereavement, the low percentage of total responses that stated they sought professional support was stark (8%).

1B) Mental Health | Room 102

1C) Student Engagement | Room 121

This initiative ensures that UCD continues to be a health promoting university and upholds the recommendations of the College Lifestyle and Attitudinal National Survey report (UCD) and the report of the National Taskforce on Obesity (2005).

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The scheme was inspired by students as producers’ models in the UK and was based on a desire to move away from the notion of students as customers, but instead to focus on engaging students as partners/co-creators in shaping their own experiences in higher education. EXPLORE disrupts traditional campus relationships and presents an opportunity for those involved to work a little differently with each other. Having the Students’ Union as a lead partner has increased interest from students and ensured a balanced approach. In a very short 36 months, EXPLORE has

• 8D new ideas

The student experience. In spite of this, Irish institutions have continued to innovate and seek ways in which student transition into, through and from third level education can be best facilitated. This workshop will provide those in management and leadership roles with an opportunity to share their experiences, challenges and ideas through a facilitated discussion centred on the following key themes:

• Strategic approaches to managing and leading the student experience
• Leading and managing new approaches – the challenge of change
• Supporting, developing and motivating teams of staff
• Responding to emerging trends and student issues

The session will guide delegates to share examples from their own professional practice and identify key skills, knowledge and ‘tools of the trade’ which can contribute to effective leadership and management of the student experience.

Managing and leading the student experience – challenges, opportunities and lessons from the field
Dr Ian Pickup, Head of Student Experience, University College Cork

Doing more with less has undoubtedly placed ‘Doing more with less’ has become a University College Cork. Dr Ian Pickup, and lessons from the field Managing and leading the student experience – challenges, opportunities and lessons from the field
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Managing and leading the student experience – challenges, opportunities and lessons from the field
Dr Ian Pickup, Head of Student Experience, University College Cork.
PAPER 2 | Room 121

The right sort of crisis?
Mr Gavin Douglas,
Deputy Secretary, Student Experience
University of Edinburgh.

Student Experience, Project Officer,
University of Edinburgh.

Ed Catmull, President of Pixar Studios, reckons that there are only two ways to get real organisational change; the presence of a visionary leader - or being faced with “the right sort of crisis”. In 2013 the University of Edinburgh received some less than flattering public focus on the quality of its student learning experience as measured by the National Student Survey. It embarked on three major initiatives to enhance the student experience – a 3-year, multi-million pound Student Experience Project; the introduction of a major new Personal Tutor scheme; and a raft of other initiatives to tackle perceived areas of under-performance.

We will focus mainly on the Student Experience Project and al summarise the activity that has been delivered to show how we have developed innovative ways to measure impact, and consider the leadership lessons from this initiative and its effectiveness - and limitations - as a change management approach.

The Project has probably been the biggest and most ambitious of its kind in recent years in UK HE; setting out to improve student services and the student experience across 13 different strands of activity. Evaluation suggests that there has been considerable impact from the project already. But have we created underlying change in the University’s norms, policies and objectives? We will use Argyris’ [1998] model of single and double loop learning to evaluate the success of the Project and consider wider lessons learned for the management of change to the critical area of the student experience.

The session will cover key reflective questions that include:

• How to evaluate the impact of change initiatives.
• An appreciation of the value and limitations of projects as a tool for driving institutional change in the area of student experience.
• Identification of alternative approaches to major culture change.

PAPER 3 | Room 121

The use of learning analytics to support the student experience: Ethical implications of collection, analysis and reporting of data about learners
Dr David Melloy,
Teaching & Learning Officer,
Dr Geraldine Bronnan,
Director of Student Life
Mr David Melloy,
Coordinator of Blended Learning,
Mary Immaculate College, Limerick.

Learning analytics is “the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs” [Ferguson, 2012]. With the advent of virtual learning environments (VLEs) the data that is captured, stored and available for analysis about our students’ learning has burgeoned. This availability of data carries with it ethical and legal obligations: issues surrounding access to and use of this data are exercising the education community worldwide. The Joint Information Systems Committee (JISC) in the UK recently released its report Code of practice for learning analytics: A literature review at the ethical and legal issues. Some of the complex ethical and legal issues raised in this document with regard to collecting student data include: student consent to collect such data, if sharing the data we collect with students could influence their attitude towards their studies in negative ways [deinstitutionalisation], and the question of labelling bias (given the diversity of the student population does profiling or labelling students influence an institutions’ behaviour towards them).

At the National Forum for the Enhancement of Teaching and Learning’s panel discussion on the recently released report Strategic and Leadership Perspectives on Digital Capacity in Irish Higher Education the issue of learning analytics was raised. The consensus is that currently there is a lack of research in Ireland about the ethical and legal issues involved in the collection, storage, and use of the vast amount of data now available about our student population. This paper will present a review of the type of data available, who this data might benefit and in particular the issues that arise for the ethical use of such data in tracking and supporting student engagement and learning – particularly in light of the growing diversity in the student population.

PAPER 1 | Room 122

DUBLIN INSTITUTE OF TECHNOLOGY ACCESS & CIVIC ENGAGEMENT (ACED) STUDENT LEADERSHIP LAUNCHPAD: A MODEL FOR STUDENT DEVELOPMENT
Ms Grainne Burke, Lead Project Officer,
Mr John Delap, Project Officer,
Dublin Institute of Technology

According to HEA statistics collected in 2012, less than 2% of school leavers attending DEIS secondary schools in Ireland attend higher education immediately following secondary school. This compares to a rate of 99% of school leavers in Dublin 6 participating in higher education immediately following school. This indicates a multi-layered experience of disadvantage that young people in Ireland face in both accessing and completing higher degrees. It also suggests that third-level institutions have a responsibility to equip students with networking and leadership skills to ensure a level playing field post-graduation.

The ACE STUDENT LEADERSHIP LAUNCHPAD Programme builds on the success the ACE Access & Civic Engagement Office has already had in supporting socio-economically disadvantaged students. The ACE LEADERSHIP LAUNCHPAD Programme can serve as a model other third-level Access Offices can adopt. The model is targeted at fifth and fourth year students from backgrounds of socio-economic disadvantage. This model will deliver a suite of tailored supports which will:

• Identify life experience and skills which students already possess and empower students to communicate those skills.
• Target skills which students would benefit from developing and deliver training aimed at building those targeted skills.
• Focus on encouraging socio-economically disadvantaged students to give back to the country in leadership positions in politics, business, arts and other fields by inviting leaders in those fields to QAAs with the students.
• Deliver opportunities for socio-economically disadvantaged students to network and build strong bonds outside of their academic courses and enabling them to utilise their networks and skills.

In DUC, we wanted to develop a new approach to dealing with students throughout their time at university. Due to the increase in students presenting with mental health issues and seeking advice and guidance in life, we looked at developing coaching as a new approach. Celine and I consequently qualified as Business & Life Coaches. We then developed the 'Pathways to Success B University Programme'. The 'Pathways to Success B University' programme is a four week programme that enables students to set goals, build resilience, self-confidence and create a strategy to creating success in their life. It is a great programme as it enables students to take time for themselves and look at what they want from their life. Throughout the four weeks, we look at ways to create clear goals, build strategies to maintain motivation and build the resilience and self-confidence to reach their goals. Those who attend the four weeks are presented with a Certificate of Completion and are eligible for an e-certificate. The programme also fits in within the AIM Framework developed by the University.

**PAPER 2: Pathways to Success @ university programme**
Ms Nadire Moloney, Senior Student Support Officer, Ms Celina Geraghty, Student Advisor, Dublin City University.

The Board of Irish College Societies received funding from CSSI to promote empowering students and aiding inter-college communication. Last year BICS introduced the role of BICS Student Networking Representative and explored methodologies to promote communication and encourage interactivity activity. In tandem with this a number of training opportunities were organised, a new intervarsity award was created as part of the BICS National Society Awards and a new resource training section was added to the BICS Website (bics.ie). BICS is running an intensive training session for students elected to society management committees and administrative staff in best practice in all aspects of society organisation at the start of September. This will help member colleges by ensuring they have an appropriately qualified team to present training session for their society committees in their own colleges in areas such as health and safety, financial management, communication, conflict resolution, event management, team building, leadership and global citizenship.

The presentation will include a description of the Student Networking Model, samples of successful intervarsities and how to support your students organising inter college events. How BICS works, the selection process for applications for other HEIs, available on the BICS website and a brief description of the best societies in Ireland and what they achieved this year. The workshop will conclude with a discussion on how the BICS training event in August can best benefit societies’ administrators. Identify colleges training needs and how it can create a team empowered and capable of delivering a high standard quality of training to their students. This will also show in society committee members learning the skills they need to provide a higher standard of service to their members and their wider student population. It will also help maximise the society committee members potential to personally benefit from the learning experience and maximise their transferable skills.

**PAPER 3: Board of Irish College Societies (BICS) empowering students to enhance the student experience, sharing best practice and promoting inter college activity**
Ms Roanna Hughes, Chairperson Board of Irish College Societies.

Higher education around the world is under increasing pressure to be accountable for student career outcomes. No longer is student development and engagement enough; students also need to be successfully prepared for the workforce or further education. Recent studies show a disconnect between skills and knowledge required by employers and graduates’ ability to meet their needs. Student Services needs to play a strategic, leadership role in remedying this situation. This session will engage participants in conversations about the issues, challenges and benefits of moving to a new, more holistic, model that better connects college to career.

**PAPER 1: Employability and the Strategic Role of Student Services**
Dr Barbara Jones, VP Student Affairs, Boston College, USA.

10,000 students with disabilities are studying at third level in Ireland (9% of the total student population) (USHED, 2015). Making the transition from education to work can be difficult for all students, but even more so for those with a disability (Perkins, Farmer & Litchfield, 2009). Research conducted within UCC has echoed this trend (Nolan 2014) with research within TCD highlighting the concerns that those students have in the transition to employment (Nolan and Gleeson, 2015) This paper will review approaches to supporting students in this transition nationally and internationally, outlining in detail two models that have been developed within TCD and UCC that have been effective in supporting students in the transition to employment.

**PAPER 2: Supporting the Transition from College to Employment for Students and Graduates with Disabilities**
Ms Cllaire Gleeson, Occupational Therapist/Career Pathways Project Officer, Trinity College Dublin.
Ms Eileen Dalg, Career Adviser/Career Pathways Project Officer, Trinity College Dublin.
Mr Shy Nolan, Careers Adviser, Disability Support Service, University College Cork.

Career Pathways is a collaboration between the Careers Advisory Service and the Disability Service at TCD, with partnerships with DUC, UCD, DIT, and MIC. Within Career Pathways, students engage in a clearly delineated individual process comprising three stages: https://www.tcd.ie/disability/career/Pathways/stages.php. At the outset, students identify their career and personal goals, and the resources that they engage with including. Individual career-focused meetings with Careers and Disability Staff, peer workshops, and online resources to address disabilities to act as mentors to current students; Employment events; Access to an e-portfolio system containing useful resources where students can track and log their work related experiences and engagement with relevant staff.

**PAPER 3: Enhancing student engagement through Access interventions**
Mr Michael House, Mentorship Coordinator and Instructor Graduate Assistant, University of Central Missouri, Warrensburg. MO USA (College Life summer session at UCD)

Mentorship can be an important factor for students from underrepresented or diverse populations in higher education. Research has repeatedly shown that mentorship can enrich the learning process of learning for students who have a good relationship with a mentor. Research has also been conducted that documents the effectiveness of mentorship programmes on a student’s academic success, especially for at-risk students. Many factors play a key role in developing interventions to support student experience in mentorship programmes such as the selection of mentors, how mentors are selected, how each is assigned to each other, how formal or informal the relationship should be, and knowledge of the mentor of available resources on campus. The prevalence and positive

**PAPER 1: The Importance and Impact of Mentorship in Higher Education**
Mr Michael House, Mentorship Coordinator and Instructor Graduate Assistant, University of Central Missouri, Warrensburg. MO USA (College Life summer session at UCD).

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of the 1-to-1 model is a critical framework to address the competing individual concerns of this student cohort and will be discussed in this paper. In accepting that the socio-economic background is often a barrier that does not dissipate upon entry to UCC and secondly, that the majority of this cohort commonly do not possess the personal tacit knowledge of “how college works” as other undergraduate students do, the 1-to-1 meetings model can be both an empowering space where real positive emotional growth and non-class based learning development work can take place. It can also be the space where the students’ individual voice can be heard. Their concerns can range around the three big Fs i.e. finance, family and friends and/or on their anxieties about the “work college”, namely the processes behind their programme of study i.e. lectures, assignments, exams, assignments, IT, VLE, academic convention and language, rules and regulations etc. However as time progresses in order for the 1-to-1 meetings model to have student efficacy it needs to self-improve and innovate. As a model it needs to be flexible to support emergent socio-cultural diversity, societal and peer pressure, the increasing role of IT at all levels and the constantly evolving teaching pedagogies employed in higher education, as they all impact on the first year experience. This paper looks to the future, with an eye to the past and on the best elements of the 1-to-1 meetings model and discusses the benefits it has offered to date to disadvantaged first year students, while making suggestions for future use of this tool.

The programme delivers three workshops covering key skills and information required for effective youth leadership. On successful completion of this programme, leaders will assist the Access Centre in the delivery of a wide variety of Access projects ranging from loading groups during Orientation and Summer Schools, peer support, workshop delivery, assistance at conferences, open days and other events, participation in programme promotion and working with secondary schools. The Access Leaders act as role models for prospective students and as peer support for other students – particularly incoming students. Additionally, their feedback and participation in delivery of programmes assists us in shape our programme to ensure it is relevant and engaging for school pupils and/or incoming students. This programme gives students an opportunity to gain paid work experience for longer events such as our tailored orientation programmes. For many students who have experienced barriers in accessing the education system, the opportunity to gain work and support others in similar situations is very important to them, and can be a motivating factor in their success in college. The opportunity to gain work experience is also extremely valuable. It is widely documented that students with a disability, for example, often leave college having gained no work experience due to the extra time that may be required for them to complete academic work due to fatigue or other challenges. Therefore, this programme adds real value to the student’s outcome in UCD.

This paper will describe the structure of this leadership programme, including recruitment and training elements. It will discuss the value that student engagement in Access work has brought to the Access Centre along with benefits of the programme for student themselves.

4C) Mental Health | Room 121

An Irish survey on 8221 individuals, aged 17-25, found that students show an increased level of emotional distress compared to peers not in education (Dooley & Fitzgerald, 2012). It has been shown that college is an optimal venue for prevention and treatment of mental health issues (Hunt & Eisenberg, 2010). This suggests that university students are an ideal target group for the promotion, prevention and intervention of mental health. OT has a unique role in health promotion and prevention due to its focus on the health effects of purposeful occupation (American Occupational Therapy Association, 2001). The L.I.F.E. (Live It Fully Every Day) Programme, based in Disability Support Services, examines student engagement through an occupational lens. The programme focuses on student’s strengths and on the meaningful activities that they partake in throughout their day. The aims of the programme are to improve student experience of the university, to be proactive about wellness and to work collaboratively with students to achieve their goals and increase engagement and to generate an ethos of wellbeing by promoting lifestyle balance among staff and students.

The L.I.F.E. Programme provides support to students through one-to-one sessions (Dooley & Fitzgerald, 2012). The programme has also set out to form multidisciplinary collaboration in approaching student engagement. Changing the student ethos is a core value of the programme, particularly with regard to mental health. This is achieved by holding college wide promotional events aimed at involving students and societies while delivering a message about the importance of mental wellbeing. Students who avail of the service do so with the goal to improve their executive functioning skills, reduce stress, improve resilience and build sustainable skills that will increase engagement in all aspects of university life and thereafter into employment. This presentation will explain the L.I.F.E. Programme in more detail, highlighting the specifics of how the programme achieves promotion, prevention and intervention through an occupational lens that enhances student wellbeing in higher education.

References
Hampshire College has committed in its institutional strategic plan to cultivate a healthy campus community and enrich the student experience so that all students may thrive and feel a sense of belonging, have access to facilities and resources that are critical to their personal growth, wellness and development; and have opportunities for collaboration and community building. This presentation will address why Hampshire made this institutional commitment and how the college will monitor and measure its success. Projects in process, major goals and preliminary assessment, including quantitative data, will be presented.

About Hampshire College: an independent, four year college located in rural Western Massachusetts in the United States, Hampshire confers the Bachelor of Arts. Hampshire is a member of the Five College Consortium, which includes Amherst College, Mt. Holyoke College, Smith College and University of Massachusetts, Amherst. Students receive narrative evaluations in their Hampshire courses rather than grades. Hampshire ranks in the top 1% of colleges in the United States in the percentage of graduates that go on to earn doctorates; the college was also recently named as a top producer for Fulbright scholars. Successful Hampshire alumni include scientists Walter Greenleaf and Lee Smolin, entrepreneurs Gary Hirshberg and Jeffrey Hollender, filmmaker Ken Burns, actors Lupita Nyong’o and Liev Schreiber, and authors Eula Bliss, Edward Humes, Jon Krakauer and Jeff Shariat.

Proven student success; and how passion can be on GRIT can help you predict students’ achievement and provide evidence-based interventions that help practitioners thrive at work and guide their students towards achieving their potential.

We can’t change the bounds of time, however, we can expand our mental and physical energy to do more in a day and feel happier. During this session, you will discover how you can make it happen. Jolanta is passionate about helping careers professionals thrive in their workplace and assist their students in achieving optimum functioning. For more information go to www.jolantaburke.com

Concurrent Sessions 5 Friday, 19th June 15:00hrs - 16:30hrs

5A) International Students | Room 101

Providers of Programmes of Education and Training to International Students which includes minimum requirements for the support of international students in HEIs. In this context, HEIs will be required to show that they are providing appropriate supports and services for international learners, including an environment promoting well-being and integration to ensure a positive learning experience for all learners. Areas of compliance will include Pastoral Supports & Services; Academic Supports & Services and Staff Training. Providers will be required to show that staff are provided with training and support regarding intercultural competence to facilitate appropriate and effective delivery of services to international students.

This presentation will give an overview of the ‘Diverse Voices’ project. It will examine how using video can convey international student perspectives in a training context, while contributing to the continued development of best practice in the area of international student support and intercultural competence development for HEI staff.

This year - this presentation will also focus on the results of this survey. The presentation will outline some statistics and work that can be done on alcohol awareness on college campuses. Student retention is an important issue for all campuses and USI has had the opportunity to work on a retention survey this year - this presentation will also focus on the results of this survey.

The Trinity Global Room – where cultures combine. A case study for informal interaction activities

Ms Laura Naughton, President, Union of Students in Ireland,
Mr Kevin Donoghue, USI President (incoming),
Mr Greg O’Donoghue, USI Welfare Officer

This session will focus on the student experience, covering many aspects of student life. USI will describe the impact of rises in college fees on students in a country that now has the second highest fees in Europe. Accommodation is also a major issue for students nationally and USI will outline its work on this issue and what can be done for the future. Mental health and sexual health are always important issues affecting students and USI will give an overview of the student experience in this area. USI proudly launched an independent alcohol awareness campaign this year and we will be expanding this in the future - the presentation will outline some statistics and work that can be done on alcohol awareness on college campuses. Student retention is an important issue for all campuses and USI has had the opportunity to work on a retention survey this year - this presentation will also focus on the results of this survey.

This team consists of undergraduate and postgraduate students from Ireland, Europe and the rest of the world, studying across all faculties. In a time of limited resources, the Global Room has thrived as a social space where all students are welcome to celebrate their own culture, while embracing new ones.

The Trinity Global Room is a new initiative, which promotes the coming together of Irish and International students in an informal setting. Established in September 2013, Trinity’s Global Room has become a popular student social space and event venue on campus. With over 340 globally-themed events, workshops and meetings in its first academic year, the Global Room has already significantly contributed to the student experience of all students at Trinity College Dublin. Informed by ICOS (Irish Council for International Students) and UKCISA (the UK Council for International Student Affairs) best practice guidelines on international student integration, the Global Room encourages student-led activity and peer-to-peer support for international students. As such the Global Room is staffed by one full-time member of staff and a team of 18 part-time student ambassadors. This team consists of undergraduate and postgraduate students from Ireland, Europe and the rest of the world, studying across all faculties. In a time of limited resources, the Global Room has thrived as a social space where all students are welcome to celebrate their own culture, while embracing new ones.

The ‘Diverse Voices’ training DVD and guide will be officially launched on June 11 2015.

A short promo of ‘Diverse Voices’ is available online: http://vimeo.com/7132288

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PAPER 2: International Voices Come Forward. Research Project on the Academic Experiences of International Students
Ms Irina Dimitriade, Research Assistant, Student Learning Development, Trinity College Dublin.

Student Learning Development (SLD) is conducting research focusing on the academic experiences of international students in Trinity College. The research question formulated was How can SLD better assist international students in Trinity College to develop academic skills?

In order to respond to this question, we used a mixed methods approach involving the following: literature review for identifying the key theoretical concepts and best practices involved in the area of international students; situation analysis for an internal mapping of all services and resources available for this cohort of students in Trinity College; non-participant observation during several Orientation sessions to identify what kind of information is passed on to students at the beginning of their studies; focus group and semi-structured, qualitative interviews to gain a better understanding of the students’ academic experiences and challenges. With 14 hours of recorded data coming from both EU and non-EU students, we managed to capture the international students’ voices and reflections on a variety of themes, from academic expectations, experiencing cultural differences in academia and independent learning to studying in English as a second language, strengthening and applying study skills, attending lectures and interacting with lecturers, accessing services and developing academic coping strategies. Based on this data we are now able to design and implement a set of recommendations for projects and services that are directly addressing and responding to the academic needs and experiences of international students.

We believe that the most innovative aspect of this research comes from bringing the voices of international students to the fore and creating a much needed connection to an already existent set of quantitative data. Nuancing the particularities of the students’ experiences brings us closer to understanding them in their entire complexity and allows us to move towards an internationalized learning development system, where students and universities shape each other.

PAPER 3: The Postgraduate Advisory Service: Addressing the Needs of a Dynamic Postgrad Community
Ms Gillian Roddie, Postgraduate Support Officer, Trinity College Dublin.

The Postgraduate Advisory Service (PAS) was launched in Trinity College in 2009 to address a gap in support services specifically aimed at the needs of Postgraduate Students. Given College’s clear commitment to substantially increase its postgraduate population, and the commitment to improvement of student services, the need for a dedicated Postgraduate service was recognised. Administratively it operates in partnership with, but not identical to, the Trinity College Tutorial Service, and provides a unique and confidential service available to all registered postgraduate students in Trinity College. With PAS, Postgraduate students have a contact point who they can turn to for support and information in college services and academic issues arising. Headlined by a Postgraduate Support Officer and supported by a panel of nine academic Postgraduate Advisors, PAS addresses a wide range of issues commonly encountered by students in the Postgraduate Community. This presentation identifies and describes in detail the vital role that PAS plays in the Postgraduate Student experience, providing a student-centred, flexible, and highly coordinated service designed specifically to foster the intellectual and further personal development of Postgraduate Students. It will highlight the common issues presented by Postgraduate students and explores how these concerns can be addressed, both directly by affirmative means and preventatively at presentations and workshops at Orientation and throughout the academic year where students can take their financial pulse in relation to their financial situation.

• Information sessions for students: regular information sessions are held throughout the academic year. Topics include general budgeting advice, accessing funding and available financial products.
• Show me the Money: a yearly information event in October for UCC students in relation to student finances. Relevant UCC support services and external agencies attend the event in a ‘one stop shop’ setting.
• Money doctor clinics: the Budgetary Advisor holds ‘pop up’ clinics at various campus locations throughout the academic year where students can take their financial pulse in relation to their financial situation.
• UCC4U: a module designed for second years to enhance life skills outside of the classroom and the Budgetary Advisor delivers a financial skills workshop as part of this module.

PAPER 3: Experiential Education: An Innovative Approach for Study Abroad Students: Enhancing student welfare and retention
Ms Suzi Breslin, Ireland Co-ordinator, Institute for Study Abroad.

This presentation addresses the common problems faced by Study Abroad students in Ireland and the innovative ways in which IPSA-Butler address these issues. Exploring Community & Culture: Ireland (C&C) uses intercultural communication theory applied to students’ daily lives and observations to challenges and support them to intentionally reflect on their experiences as learning opportunities. This programme encourages engagement, strengthens students’ resilience, and challenges the students to move from visitor to resident while studying in Ireland.

5B) Student Support | Room 102

PAPER 2: The supports provided by the UCC Student Budgeting Advice Service to help UCC students manage their finances
Mr Evan Healy, Budgetary Advisor, University College Cork.

The UCC Budgetary Advisor service provides information and guidance to UCC students in relation to their student financial situation, in terms of accessing available funding and then managing this funding, if successful. The Budgetary Advisor also has an advocacy role and liaises with internal and external services on behalf of students.

The supports provided by the Budgetary Advisor to help maximise the student experience at UCC include:
• “One to one” meetings: the Budgetary Advisor meets with students to discuss their financial situation, discuss money management techniques such as maintaining a simple but realistic budgeting and spending diary. The Budgetary Advisor also refers students to student support services such as Fees, Students’ Union and Student Counselling and Development, where appropriate. Over a thousand meetings have occurred to date.
• Advocacy in relation to funding applications from internal and external sources.
• Provision of online resources such as accessible budgeting and Facebook pages and the development of “IRED – Financial Resources for Education” – an online interactive information and budgeting advice resource, where students can access information regarding student finances and also access money management tools and games.
A Tradition of Independent Thinking