Student Affairs Ireland
Gnóthaí Mac Léinn Éireann

Summer Summit
11th and 12th June 2019

University College Cork

Student Success: Everybody's Business

#SAISum19

UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

SAI | STUDENT AFFAIRS IRELAND

University College Cork

Welcome to the First Student Affairs Ireland Summit

Mr Paul Moriarty
Chair, Student Affairs Ireland

It gives me great pleasure to welcome all of you to our first Student Affairs Ireland Summit. We are delighted to host you in University College Cork for the next two days. I would like to give a special welcome to Dr Michael Murphy, President, European University Association and to our key note speakers Professor Liz Thomas and Professor Tom Sperlinger. A warm welcome too to Dr Chris Flynn who has travelled from the US to be with us for the next two days and to The Minister of State at the Department of Education Mary Mitchell O'Connor who will formally launch Student Affairs Ireland. This name change acknowledges the shift in emphasis from service provision to participation in the education process in partnership with academic colleagues and of course students.

Student Affairs Ireland, formally known to most of you as the Confederation of Student Services in Ireland (CSSI) had its first inaugural conference in the University of Ulster, Jordanstown, on the 23 June 1988 - 31 years ago. The landscape in student affairs has changed since then, some topics, however, remain a priority on the Student Affairs Agenda. Recommendations arising from the conference in 1988, for example, were to 'recognize and confront racial and sexual prejudices' and to provide 'workshops for students on sexuality, sexual responsibility and sexual health'. These topics will be discussed again today - 31 years later!!

This Summit presents the best opportunity for Student Affairs professionals to share knowledge, good practice and expertise. Strong relationships and shared responsibilities between student support professionals and academic staff are also powerful in planning to support students' academic success and well-being. As professionals, we must continue to build strong partnerships and actively collaborate to ensure that students are challenged and stimulated to achieve their educational goals. We must focus on supporting students to take control of their own well-being and empower them to develop skills that are vital to reach their full potential in life. In doing so, we must ensure that student support professionals and academic staff feel empowered to engage in innovative approaches to ensure that no student is left behind.

The topic of Student Success is shared by many voices with different views on what it means. This Summit will provide a platform for researchers and practitioners to present new research and development in the area of Student Success. Many of your services support the most vulnerable students and you are committed to equality of opportunity and the promotion of an inclusive community that meets the needs of our diverse student body. Innovations such as online and blended learning and student pathways are transforming the landscape of Higher Education. We must continue to test new ideas in a way that matches our institutional goals and measurably impact student success.

You are uniquely positioned to help Higher Educational Institutions change and transform amidst a shifting landscape. You have a depth and breadth of expertise to help students achieve their goals. I hope that you will take some new and innovative ideas back to your institutions over the next two days and that you will continue to network and to share best practice to enhance student growth, development and success.

Go raibh míle maith agaibh.

Contents

Day 1

Concurrent Session 1 (11:45 – 12:45)

Concurrent Session 2 (14:15 – 15:15)

Concurrent Session 3 (15:15 – 16:15)

Opening Student Affairs Ireland Summit

Professor Michael Murphy
President of European University Association (EUA)

In February 2007, Professor Michael Murphy became President of University College Cork. Professor Murphy, who is a graduate of UCC's Medical School, was appointed Professor of Clinical Pharmacology and Head of the Department of Pharmacology and Therapeutics at UCC in 1992. He became Dean of the Faculty of Medicine and Health in 2000 and Head of the College of Medicine and Health in 2006.

Professor Murphy previously held senior positions at the University of Chicago and at the Royal Postgraduate Medical School London, and worked at St Vincent's University Hospital Dublin and St Finbarr's Hospital Cork.

Professor Murphy's external leadership roles have included membership of many international and domestic professional organisations, including government and industrial advisory panels. His board membership has included the Irish Health Service Executive and the Health Research Board of Ireland. Professor Murphy was the Irish Universities Association's representative on the European University Association (EUA) for seven years, and was elected to the EUA Board in 2017. He also served as Chair of the EUA Steering Group for Teaching and Learning. In April 2019 he was appointed as the first ever Irish President of the EUA. He will serve in the role for a four-year term until 2023.

Launch of Student Affairs Ireland

Mary Mitchell O'Connor TD is Minister of State at the Department of Education with special responsibility for Higher Education since 2017. Minister Mitchell O'Connor previously served as Minister of Jobs, Enterprise and Innovation. During her tenure, she led on the creation and maintenance of high quality and sustainable full employment across all regions of the country. She worked very closely with IDA Ireland, Enterprise Ireland, Science Foundation Ireland and Local Enterprise Offices in promoting the jobs agenda.

Keynote Address

Professor Liz Thomas
Professor Liz Thomas is an independent researcher and consultant for higher education, and Professor of Higher Education at Edge Hill University, specialising in widening participation, student retention and success and institutional approaches to improving the student experience and outcomes. Liz led and managed the two *What works?* Student retention and success programmes (2008-2017), and she has undertaken research on commuter students for the National Union of Students and London Higher. Liz is a widening participation expert member of the Teaching Excellence and Student Outcomes Framework panel.
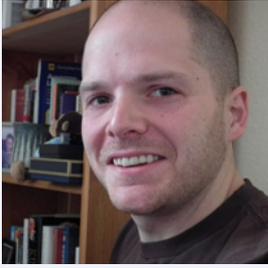
Plenary Session

Tom Sperlinger

Tom Sperlinger is Professor of Literature and Engaged Pedagogy at the University of Bristol, where he has set up a part-time degree and a foundation year. He is currently academic lead for engagement at Bristol's new Temple Quarter campus, which is due to open in 2022. Tom is co-author of *Who are universities for?* (2018), co-editor of *Doris Lessing and the Forming of History* (2016) and has also published *Romeo and Juliet in Palestine* (2015), a memoir about a semester he spent teaching at Al-Quds University in the West Bank.

Opening Address (Day 2)

Professor Patrick G. O'Shea

Professor Patrick G. O'Shea is a UCC Physics graduate and former Vice President and Chief Research Officer at the University of Maryland in the US. Professor O'Shea's area of expertise is in electromagnetics. He is best known for his pioneering work on electronaccelerators and free-electron lasers. He has played a leading role in several large research programs, and supervised the work of over two dozen doctoral students. His other interests include history, linguistics, athletics and cycling. Professor O'Shea attended secondary school at Coláiste Chríost Rí in Cork, and holds an M.S. and a Ph.D. in Physics from the University of Maryland. Professor O'Shea was appointed President of University College Cork in 2017.

Keynote Address (Day 2)

Dr Chris Flynn

Dr Christopher Flynn is a licensed Psychologist and Director of Cook Counseling Center, Virginia Tech, Blacksburg, Virginia, USA. Dr Flynn has published extensively on mental health aspects of responding to campus crises as well as interventions used by colleges to respond to student mental health crises. Dr Flynn will discuss the personal and psychological costs of dealing with trauma using the shooting on Virginia Tech campus as an example. He will discuss the widespread effects of trauma, some tools for working with trauma after a major incident, and the recovery slope for those directly affected, indirectly affected and the community recovery.

Dr Flynn has experienced the 'terrorist' attack while at Virginia Tech as well as a natural disaster while working in New Orleans during Hurricane Katrina – very different but the challenges and trauma have some overlap. Dr Flynn will elaborate in treating widespread trauma as well as the vicarious traumatization that comes with the work. He will address the repercussions for the entire university community from the President down.

SAI International Connections

Our Vision

SAI's vision is to lead the community of student affairs professionals in Ireland and support the holistic development of students as part of their educational experience.

www.saireland.ie

Our Mission

To help realise SAIs vision and achieve its mission, SAI has set itself the following objectives:

• Advocate for policy development and change on issues affecting students in higher education.
• Promote and improve student development and support services for students entering and participating in higher education in Ireland.
• Facilitate national and international networking and communication between individuals and associations concerned with student affairs in higher education.
• Facilitate research on matters of common interest.

Delegates attending the CSSI Conference in 2017.

ANZSSA is an organisation for individuals interested in the role of student support services in post-secondary education. ANZSSA is focused on empowering students, the quality of the student experience, enhancing student wellbeing and development, fostering outreach to students at risk and improving retention.

SAI collaborates with ANZSSA.

www.anzssa.com

AMOSSHE is a professional membership association for leaders of Student Services in UK higher education. Student Services departments in nearly all publicly funded UK higher education providers are members of AMOSSHE, as well as several overseas universities.

www.amosshe.org.uk

2018 Global Summit for Student Affairs, Santiago, Chile.

Mr Paul Moriarty, Dr Pat Morgan,
Professor Frank Furedi, Ms Nóirín Deady.

NASPA has been empowering the Student Affairs Community since 1918. NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession. NASPA provides high-quality professional development, advocacy, and research for 14,000 members in 50 US states, 25 countries, and 8 US territories. NASPA and SAI run an annual exchange programme which allows student support professionals to visit host institutions. If you would like to participate in the NASPA exchange programme, please keep in touch with SAI.

www.naspa.org

The European Council for Student Affairs (ECStA)

is an independent and autonomous umbrella organization aiming to promote the social infrastructure at all higher education institutions of Europe. The ECStA 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 ECStA is also promoting the mobility of students in Europe within the area of the Bologna process. SAI collaborates with ECStA to foster learning and growth for staff and students in Higher Education.

www.ecsta.org

2017 CSSI Conference.

Student Affairs Ireland Summer Summit

University College Cork, 11th & 12th June, 2019

DAY 1: Tuesday 11th June
Student Success: Everybody's Business

09:00 – 09:30	**REGISTRATION**	
09:30 – 09:40	**OPENING ADDRESS** **Mr Paul Moriarty**, Chair SAI	Aula Maxima
09:40 – 09:55	**WELCOME ADDRESS** **Professor Michael Murphy** President, European University Association	
10:00 – 11:00	**KEYNOTE ADDRESS** **Professor Liz Thomas** *A whole institutional approach to improving student success*	
11:00 – 11:45	**Tea/Coffee + Poster Display**	

CONCURRENT SESSION 1

TIME: 11:45 – 12:45	TITLE	PRESENTED BY	VENUE
SESSION 1A Theme: **Student Resilience/ Wellbeing/Mental Health** Format: **Presentations**	PAPER 1 **Connecting the Dots: Supporting the Student Experience by using student wellbeing findings combined with resilience building strategies in partnership with academic programmes** PAPER 2 **'A Problem Shared...' a collaborative project addressing the increasing demand for mental health support in Irish HEIs**	**Dr Pádraig MacNeela**, Senior Lecturer, School of Psychology **Mr James McCormack**, Counsellor, Student Counselling & Wellbeing **Mr John Hannon**, Director, Student Services. Institution: National University of Ireland, Galway **Ms Ralph Armstrong-Astley**, Student 2 Student Coordinator Institution: Trinity College Dublin **Ms Treasa Fox**, Head of Student Counselling. Institution: Athlone Institute of Technology	West Wing 9
SESSION 1B Theme: **International Students** Format: **Presentations**	PAPER 1 **Alone at Christmas? An innovative and collaborative approach to supporting International Students in a resource-constrained environment** PAPER 2 **Internationalisation: How issues of culture impact an increasingly globalised postgraduate community**	**Mr Colum Cronin**, International Student Adviser. Institution: University College Dublin **Ms Michelle Hogan**, International Student Liaison Officer and Global Room Manager **Ms Abigail Odekeye**, Global Room Assistant Manager. Institution: Trinity College Dublin	West Wing 5

SESSION 1C Theme: **Developing Professional Standards** Format: **Workshop**	**Reflecting on Competencies for Student Affairs Professionals in Ireland**	**Dr Colleen Doyle,** Senior Global Partnership Officer. Institution: University College Dublin	West Wing 7
SESSION 1D Theme: **Student Growth & Development** Format: **Presentations**	PAPER 1 **The STLR Effect: Incentivising Student Participation in Health & Well-Being Events** PAPER 2 **Preparing first year students with disabilities for college: An evaluation of workshops on academic skills and perspectives**	**Ms Clodagh Ní Ghallachóir,** Student Counsellor **Ms Margaret Rushe,** College Nurse **Dr Emmet Mallon,** Student Counsellor Institution: TU Dublin, Blanchardstown Campus **Ms Fiona Downey,** Learning Support Coordinator Institution: Cork Institute of Technology	West Wing 6

PLENARY SESSION 12:45 – 13:30	**Are Universities for Everyone?** Professor Tom Sperlinger University of Bristol	Aula Maxima
13:30 – 14:15	**Lunch**	

CONCURRENT SESSION 2

TIME: 14:15 – 15:15	TITLE	PRESENTED BY	VENUE
SESSION 2A Theme: **Access** Format: **Presentations**	PAPER 1 **The National Access Plan and Student Success** PAPER 2 **Trinity Access 21: Large-scale action research facilitating iterative change in Irish schools**	**Ms Caitríona Ryan,** Head of Access Policy, HEA **Dr Aibhín Bray,** Trinity Access Coordinator of Research **Dr Rónán Smyth,** Trinity Access School and Community Outreach Coordinator. Institution: Trinity College Dublin	West Wing 5
SESSION 2B Theme: **Graduate Attributes** Format: **Workshop**	**Creating Significant Learning Experiences: An instructional design approach**	**Ms Delecia Davids,** Programme Coordinator: Co-Curriculum. Institution: Stellenbosch University, South Africa	West Wing 9

SESSION 2C	PAPER 1	Ms Trish Murphy, Coordinator,	West Wing 6
Theme: **Consent Matters: Training**	**First Responder (to sexual misconduct) training in a third level setting**	Student Counselling Services. **Ms Orla McLoughlin**, Student Counsellor. Institution: Trinity College Dublin	
Format: **Presentations**	PAPER 2 **Consent Matters: Implementing online training to help students understand sexual consent and promote positive change in the university community**	**Ms Ain Bensenouci**, Senior Academic Partnership Manager, Epigeum, Oxford University Press	
SESSION 2D	PAPER 1	**Mr Jason Masterson**, Head of Services, UCD Student Centre.	Aula Maxima
Theme: **The Student Voice: Co-creating services**	**Bringing A Community to Life: How UCD Student Centre empowers students to create their own sense of home**	**Mr Scott Evans**, Chaplain, UCD. Institution: University College Dublin	
Format: **Presentations**	PAPER 2 **Working with Students to Get it Right: Co-creating Success through Student Participation**	**Ms Michelle Healy**, Student Hub Project Manager. **Ms Michelle Nelson**, Student Services Redesign Project Manager. Institution: University College Cork	

CONCURRENT SESSION 3

TIME: 15:15 – 16:15	TITLE	PRESENTED BY	VENUE
SESSION 3A	PAPER 1	**Ms Caitriona McGrattan**, Programme Advisor. Institution: Maynooth University	West Wing 5
Theme: **Transitions**	**Supporting students' transition from first to second year: Resources, insights and tools to assist students as they begin their second year of study at Maynooth University**		
Format: **Presentations**	PAPER 2 **Betwix and Between: Exploring transition to university**	**Ms Caoilinn Shinners-Kennedy**, Student Support Officer, Disability Support Services. Institution: University of Limerick	
SESSION 3B	PAPER 1	**Ms Michelle Whyte**, Chairperson, Board of Irish College Societies (BICS) & Societies Officer, UCC. Institution: University College Cork.	West Wing 6
Theme: **Student Engagement**	**Structure, Organisation and Fun: Can they exist in tandem? A snapshot of the student experience through societies on a local and national level**	**Mr Dave Cuddihy**, Vice Chairperson, BICS, & Clubs & Societies Coordinator. Institution: Mary Immaculate College (Students' Union)	
Format: **Presentations**	PAPER 2 **www.studentvolunteering.ie is Everybody's Business**	**Ms Gabriella Hanrahan**, Community Liaison Officer Co-convenor, National Student Volunteer Working Group, Campus Engage. Institution: University of Limerick/Campus Engage	

SESSION 3C	PAPER 1	Ms Kathleen Brennan O'Toole,	West Wing 9
Theme: **Exchanging Knowledge & Resources: Partnership & Reciprocity** Format: **Presentations**	**TAP Students Supports: The practicable and intangible** PAPER 2 **Enhanced preparation for Clinical Placement and Future Employability through Service Learning**	Deputy Director, TAP. **Ms Sarah Grimson**, Foundation Course Coordinator TAP. Institution: Trinity College Dublin **Dr Eithne Hunt**, Dept., Occupational Science & Occupational Therapy **Mr Martin Flynn**, UCC Plus+ Manager **Ms Maeve Minihan**, UCC Plus+ Outreach Co-ordinator **Mr Paul Geeleher**, UCC Plus+ Schools Outreach **Mr Shane Horan**, UCC Works Coordinator **Ms Eleanor Donoghue**, Graduate Attributes Programme Manager. Institution: University College Cork	
SESSION 3D	PAPER 1	**Mr Gary Mulcahy**, Campus	West Wing 3
Theme: **Behaviour Change: Developing Interventions** Format: **Presentations**	**Respect & Responsibility: Investigating practical solutions to anti-social behaviour, bullying and intimidation in a university** PAPER 2 **My Understanding of Substance-use Experiences (MiUSE): A digitalised harm-reduction intervention for illicit substance use in third-level students**	Watch / Student Residential Services & Community Relations Officer **Mr David O'Sullivan**, Campus Watch / Student Residential Services & Community Relations Office. Institution: University College Cork **Dr Vasilis Vasiliou**, School of Applied Psychology. Institution: University College Cork	

16:15 – 17:00	**Tea/Coffee + AGM – All members welcome**	Aula Maxima

2018 Global Summit for Student Affairs, Santiago, Chile.

POSTERS

TITLE	NAMES	INSTITUTION
The Go4IT Programme	**Ms Anna Murphy**, Access Officer	Limerick Institute of Technology
'Active Waiting': Support, education and interventions for Students with Eating Disorders	**Dr Aoife O'Sullivan**, Student Health Doctor	University College Cork
TU Dublin – City Campus (Formally DIT) Access Student Leadership	**Ms Dolores Hill**, Project Officer **Mr Emmet Jordan Kelly**, Project Officer	Technological University Dublin – City Campus
Access Your Pathways	**Dr Holly Foley**, Access Officer **Marie Kielty**, Careers Officer	TU Dublin Tallaght Campus
REACT Project	**Ms Kasturi Chakraborti**, REACT RA / Health Promotion Project Worker	University College Cork
The experience of using a user-centred design approach in a third-level setting	**Ms Samantha Dick**, Research Assistant School of Public Health **Dr Vasilis Vasilious**, Post-Doctoral Researcher, School of Applied Psychology	University College Cork
UCC International Office Swap Shop	**Ms Natalie O'Byrne**, Student Support Team **Ms Suzanne Buckley**, Support Officer **Ms Manuela Kovacevic**	University College Cork
Using Data to Support First-year Student Wellbeing: The Live Engagement and Attendance (LEAP) Project at the UCD School of Veterinary Medicine	**Dr Niamh Nestor** **Ms Diane Cashman** **Assoc. Professor Sue Rackard** **Professor Jason Last**	University College Dublin
CLiC News – A platform for student and community engagement	**Ms Riona Fitzgerald**, Engagement Outreach Manager **Mr Ian Roller**, Engagement Outreach Coordinator	TU Dublin City Campus
Bridging the gap: An international Student Mentor Programme for PG Students on a One Year Taught Masters Programme	**Ms Nadia Clarkin**, Student Adviser **Ms Jola Meagher**, International Student Liaison Officer	University College Dublin
Identification of the contexts and motivations associated with illicit substance use among third level students using a COM-B Model	**Dr Vasilis Vasiliou** **Dr Samantha Dockray** **Ms Samantha Dick** **Dr Conor Linehan** **Dr Martin P. Davoren** **Dr Cira Heavin** **Dr Michael Byrne**	University College Cork
Factors influencing the take-up and implementation of a pilot alcohol programme in Irish Colleges: A qualitative study using Rogers' diffusion theory	**Ms Susan Calnan**, PhD student	University College Cork

DAY 2: Wednesday 12th June
A day like any other until it's not:
Critical incidents and crisis management

09:30 – 10:00	**REGISTRATION**	
10:00 – 10:05	**WELCOME** **Mr Paul Moriarty**, Director of Student Experience, UCC. Chair of Student Affairs Ireland	Aula Maxima
10:05 – 10:15	**OPENING ADDRESS** **Professor Patrick G. O'Shea**, President, University College Cork	
10:15 – 10:25	**INTRODUCTION** **Ms Nora Geary**, Corporate Secretary. Chair of the UCC Emergency Management Team (EMT)	
10:25 – 11:00	**How prepared are we for a major incident/emergency on campus?** **Mr Noel Reidy**, Reidy Brophy Crisis Management Specialists	
11:00 – 11:30	**Emergency Responses in University College Cork - Understanding & Co-operation** **Ms Nora Geary**, Corporate Secretary. Chair of the UCC Emergency Management Team (EMT)	
11:30 – 12:30	**Tragedy and Trauma at Virginia Tech: The Painful Price of Mass Shootings** **Dr Chris Flynn**, Director of Student Counselling Services, Virginia Tech, Blacksburg, Virginia, USA	
12:30 – 12:45	**Launch of Student Affairs Ireland** **Mary Mitchell O'Connor**, Minister of State at the Department of Education	
12:45 – 13:30	**Lunch**	
13:30 – 14:15	**Garda Emergency Planning and Emergency Response: Exercise Barracuda – Lessons Learned** **Inspector Eamon O'Loughlin**, Garda National Emergency Management Office **Inspector Donal O'Driscoll**, Garda Special Tactics and Operations Command	Aula Maxima
14:15 – 15:00	**Media & Communications: In the context of a major emergency in a third level institution** **Ms Mairéad Loughman**, Risk Manager, University College Cork **Ms Ann-Marie O'Sullivan**, FPRII, Founder & Chief Executive, AM O'Sullivan PR Ltd. **Dr Peter Daly**, Director, Irish Centre for Emergency Management	
15:15 – 15:45	**Panel Discussion with all Presenters** Chair: **Ms Linda Barry**, Academic Administrator & Student Affairs Manager, Limerick Institute of Technology	

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Session 1A: Student Resilience/Wellbeing/Mental Health
Venue: **West Wing 9**

PAPER 1

Connecting the Dots: Supporting the Student Experience by using student wellbeing findings combined with resilience building strategies in partnership with academic programmes

Dr Pádraig MacNeela, Senior Lecturer, School of Psychology
Mr James McCormack, Counsellor, Student Counselling & Wellbeing
Mr John Hannon, Director, Student Services
Institution: National University of Ireland, Galway

Student health and wellbeing are increasingly recognised as key factors in ensuring that the experience of Higher Education is positive and successful. These factors contribute to the success of the academic and professional development mission of the Higher Education Institution, and present an opportunity for colleges to adopt a holistic, student-centred stance in its relationship with and support for students. This paper reports on two projects funded at NUI Galway to improve our capacity to gather relevant information on student health and wellbeing and to act in support of personal confidence and resilience.

The Student Information Project has collected survey data on over 3,000 students since 2016 on a range of indicators including sleep, physical health, depression, anxiety, stress, alcohol and drug use, academic engagement, perceptions of the academic environment, usage of support services, and likelihood for successful completion. The paper will present key findings from the profile of health and wellbeing that has emerged from this study. The Student Resilience Project aims to act in response to key student needs identified by the Student Information Project. Using lectures and workshops, students are engaged on skills-based topics including stress management, working successfully in groups, and mental health / alcohol awareness. One important innovation in this project is the objective of working in partnership with academic programmes and departments to embed health and wellbeing supports within the academic curriculum. This helps to address the longstanding issue of underutilisation of useful resources and workshops.

The paper will present initial findings from the Student Resilience Project – including delivery format, partnership working arrangements, content and approach, and student evaluations. These findings are based on implementing the Resilience Project in a large First Year module with an enrolment of 350 students at NUI Galway. Findings suggest that students found the addition of the Resilience Project to their academic programme to be beneficial in supporting acquisition of relevant skills and in promoting successful transition to college.

The paper describes the underlying strategic objective of the two projects, to combine large scale, standardised data collection on student academic and wellbeing experiences with active methods of engaging students on skills development relevant to successful transition to and completion of HEI programmes.

PAPER 2

'A Problem Shared…': a collaborative project addressing the increasing demand for mental health support in Irish HEIs

Ms Ralph Armstrong-Astley, Student 2 Student Coordinator
Institution: Trinity College Dublin
Ms Treasa Fox, Head of Student Counselling
Institution: Athlone Institute of Technology

We are presenting a project at its onset, with the aim of inviting collaboration and encouraging inclusion at every possible level, in what we hope will form a transformative national resource for student mental health interventions and preventative strategies.

In January 2019 the HEA Innovation and Transformation fund approved a 3-pronged collaborative project between UCD, AIT and TCD, designed to enhance our understanding of the significant increase in mental health issues being presented by students, and to create communal resources and replicable programmes targeted at these issues.

Headed by Dr. Deirdre Flynn, Director of Trinity Counselling, Learning Development and Student 2 Student Services (TCD), the three work packages to this project will create new initiatives to improve the delivery and effectiveness of student services:

Work package 1: National Student Counselling Research Group (NSCRG) and dataset, led by Barbara Dooley in UCD

Work package 1 will create a research group between the Psychological Counsellors in Higher Education Ireland (PCHEI) and the Youth Mental Health Laboratory, University College Dublin (YMHL) to standardise the national dataset on student mental health, using data from all student counselling services in Irish HEIs. The research aim is to provide a clear picture of student mental health and propose a national framework to examine the effectiveness of clinical interventions and preventive strategies.

Work package 2: Scoping Review and policy development of student mental health initiatives, led by Treasa Fox in AIT

2.1: The first part of this work package will identify current practices and innovations that support student mental health, both within institutions and cross agency/ cross department collaborations across 22 HEIs. A specific focus will be suicide prevention/ intervention/postvention, to inform HEA national guidance.

2.2: The second part of this work package will develop and disseminate resources across all HEIs such as: self-help information for students, specific workshop and training materials for staff and students. These materials will be customisable and shared across the sector.

Work package 3: Blanket peer-led transition, retention and learning development programme for entire first year undergraduate intake, led by Ralph Armstrong-Astley in TCD

This work package aims to research best practice nationally for peer-based transition, social networking and peer assisted study programmes, and to develop and pilot an integrated model for social mentoring combined with peer assisted study.

This programme should be embedded into the orientation and academic timetabling of all first-year undergraduate students, with course-by-course tailoring. The pilot's impact on retention and progression for the first-year students and for the volunteers will be measured, as will the impact on the development of generic skills (employability attributes) in both first-year students & programme volunteers.

We will present an overview of each of these projects, and how they can inform and be informed by each other, along with more information about how interested colleagues can participate in each strand. We will also actively encourage proposals for further collaboration, linking in with other existing or formulating strategies at a national level and any suggestions for joining the dots across the sector.

PAPER 1

Alone at Christmas? An innovative and collaborative approach to supporting International Students in a resource-constrained environment

Mr Colum Cronin, International Student Adviser
Institution: University College Dublin

This presentation aims to demonstrate that by supporting staff and students to work in partnership, we can help students to become more engaged with their own learning, the university experience and the wider community while simultaneously helping staff to develop an insight into the student perspective.

How do you support students when your institution is closed?

University College Dublin (UCD) has an increasing number of international students. The university closes for two weeks over Christmas and most Irish students return to their families, however a significant number of international students remain on campus for a variety of reasons (financial, immigration, personal).

With no access to support services there existed a significant risk that students would feel alone, and isolated. To combat this the Dublin in December (DiD) project was created. DiD was envisaged as an opportunity for students to create solid connections, generate community and organise activities. The hope was that Dublin in December events would facilitate students in forming new friendships; in turn enhancing their UCD student experience, alleviating homesickness and isolation.

The project involved staff from across the university including members of the Advisers network, the Alumni and Development Office, the International Office. Student societies were also involved.

Events were held to allow students to learn about holiday traditions in Ireland, and to take part in task-based activities to generate a sense of community. An online handbook was produced outlining what students should expect and providing contact details for off-campus support services available while the university was closed.

Theoretical underpinnings for the DiD project came most particularly from the pioneering work of Elspeth Jones and Betty Leask and Jude Carroll's seminal article Moving beyond 'wishing and hoping': internationalisation and student experiences of inclusion and engagement. The project looked to the University of Warwick and the Helen Spencer-Oatey and Daniel Dauber's paper *How 'Internationalised' Is Your University? Moving beyond structural indicators towards social integration*. All the aforementioned have published extensively on improving the Student Experience and the integration of international students. The UKCISA funded project at Nottingham Trent University examining what international students can bring to university life as well as what universities can offer them provided additional inspiration.

Jones' paper *Problematising and Reimagining the Notion of 'International Student Experience'* demonstrates that it's important that we not view international students as a single homogeneous cohort with exactly the same needs. While we know also from Betty Leask and Jude Carroll's work that merely having large cohorts of international students on campus does not lead to meaningful interactions between students. Both factors were built into the design of the DiD project.

Internationalisation: How issues of culture impact an increasingly globalised postgraduate community

Ms Michelle Hogan, International Student Liaison Officer and Global Room Manager
Ms Abigail Odekeye, Global Room Assistant Manager
Institution: Trinity College Dublin

Internationalisation is a driving force in the changing face of higher education as increasing numbers of international students seek to undertake studies at postgraduate level internationally. Internationalisation is the "intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of postsecondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society."(De Wit & Hunter: 2015).

As such internationalisation provides scope for the expansion of the student experience – for both domestic and international students – which institutions can benefit from whether that is through increased student numbers, internationalized curricula, increasing student diversity, and growing mobility opportunities for all students.

While there is a large focus in research literature on the undergraduate international student experience, there is not as great a focus on postgraduate international student experience. A postgraduate student's cultural background influences their experiences at higher education institutions in three key categories: cultural adaptation, social adaptation and academic adaptation. Institutions that embrace and recognize these transitions for their student body in the increasingly globalised postgraduate market can contribute to the overall improvement in institutional supports for PG students.

The Global Room team at Trinity College has initiated a project to deliver a series of workshops, events and social gatherings with a Postgraduate outlook. The needs of PG students is vastly different to those of the undergraduate community and comes with very different challenges. Part of this project involved collating data on these challenges and working extensively with student support services and the Office of the Dean of Graduate Studies throughout the University to help link up each team to collaborate together and better serve our postgraduate students. The Global Room has hired postgraduate students to work as Global Ambassadors this year in an effort to enhance this project.

The Global Room is a student support and event space, with a focus on the international student community. As well as connecting students to the wider college community, and it's support services and resources, the activities and events in this multi-functional space encourage and facilitate students to meet and connect in a way that contributes to positive integration of all students at Trinity.

This presentation will feature insights on the International post-graduate student experience at an Irish institution, and will outline student experiences, best practice, strategies and recommendations to improve the PG student experience at this institution.

De Wit & Hunter (2015) Internationalisation of Higher Education, European Parliament Study.

WORKSHOP

Reflecting on Competencies for Student Affairs Professionals in Ireland

Dr Colleen Doyle, Senior Global Partnership Officer
Institution: University College Dublin

Over the last three decades, university staff working in the broad area of student support and services have begun to develop and improve professional standards, training and outcomes (Rybalkina, 2008). As these efforts have gained momentum, professional bodies aligned to these professions have developed statements of professional competencies to benchmark their initiatives in staff development. With the recent re-branding exercise of CSSI to Student Affairs Ireland, now is a good time to commence the conversation about which values/skills/knowledge SAI would like to promote in its membership.

The workshop will open with a presentation by the workshop leader on some of the competency statements of student affairs professional bodies in other parts of the world. Common themes will be discussed. Models that will be reviewed will include

those used by the academic advising community (NACADA, 2017; UKAT, 2019); those focusing on multicultural competencies (Pope, Reynolds & Mueller, 2004, 2019) and global student affairs competencies (Bardill Moscaritolo & Roberts, 2016).

Participants will then be given time to work in small groups on themes which they determine relevant for Student Affairs Ireland. Time will be given for each group to share their discussion points. The discussion will be manually recorded by the workshop leader and shared with the SAI executive team following the conference.

The workshop will be highly interactive and will hopefully be the first, of many, conversations that will commence the drafting of SAI's own professional competencies.

UCC uLink Peer Support

PAPER 1

The STLR Effect: Incentivising Student Participation in Health & Wellbeing Events

Ms Clodagh Ní Ghallachóir, Student Counsellor
Ms Margaret Rushe, College Nurse
Dr Emmet Mallon, Student Counsellor
Institution: TU Dublin, Blanchardstown Campus

Student Transformative Learning Record (STLR) is a second transcript capturing students personal growth, development and transformative learning. Developed by the University of Central Oklahoma (UCO) through the medium of Transformative Learning, STLR builds beyond –disciplinary skills and expands students perspectives of their relationships with self, others, community and environment. STLR has six tenets; Discipline Knowledge, Global and Cultural Competencies, Health and Wellness, Leadership, Research, Creative and Scholarly Activities and Service learning and Civic Engagement. STRL is presently being piloted in TU Dublin Blanchardstown Campus.

This presentation describes how the numbers of students participating in health and well- being events and initiatives can be increased due to building the Health and Wellness part of the STLR e-portfolio. The presentation will last for twenty minutes with ten minutes allocated for questions.

Mr Paul Moriarty with colleagues attending the 2018 Global Summit for Student Affairs, Santiago, Chile.

Preparing first year students with disabilities for college: An evaluation of workshops on academic skills and perspectives

Ms Fiona Downey, Learning Support Coordinator
Institution: Cork Institute of Technology

This paper documents the approach that the Disability Support Services undertook to better prepare first year students with disabilities on some of the academic skills essential for third level study and evaluate their perspectives on how prepared they felt for the demands of academic work. It was thought that students regardless of their ability, should access the necessary study skills to support their learning needs for their studies.

Two **College Preparation Days** were allocated before the start of the Semester 1 term to deliver 3 themed workshops that students could choose from; **'How to Take Good Notes', 'How to Start an Assignment'** and **'The 3 R's (Reading, Research and Referencing)'**. The aim of these workshops was to inform students that with the appropriate learning tools and choice of strategies, that they could compete and achieve academic success and also become more independent learners. Bite-size learning support videos were created in line with the principles of Universal Design Learning (UDL) and accompanied each of the workshops which were also made available to students as a study reference point as they moved through the semester.

In recent years, it was found that when study skills workshops were delivered during the new academic term, that students were either too busy due to timetable constraints or adjusting to the college workload or too overwhelmed with the intensity of managing information and time. In contrast, by allowing students to attend workshops just before the academic year commenced, students had the opportunity to concentrate on developing their new academic study skills necessary at third level and were more inclined to participate and attend the College Preparation Days.

To evaluate the level of success of the workshops and how better prepared students felt, feedback from online registration forms and questionnaires were collated prior to and following these workshops respectively. The design of the questionnaires was based on qualitative and quantitative methods to ascertain the benefits of each of the techniques in relation to preparing students for the start of term and if efforts were made to apply these skills during Semester 1. Overall, students who responded indicated they found that the College Preparation workshops did prepare them for college, did address their expectations and reduce levels of anxiety. Further qualitative and quantitative investigation in the form of questionnaires and student interviews will be carried out towards the end of Semester 2 to determine the impact of these skills and how prepared they felt as a result. Moreover, it will examine whether those students required additional learning support or implemented an independent approach to their studies.

Session 2A: Access
Venue: **West Wing 5**

PAPER 1

The National Access Plan and Student Success

Ms Caitríona Ryan, Head of Access Policy, HEA

This presentation will look at student success from the perspective of the National Access Plan (NAP), 2015-2021. An objective in this plan (1.4) is "*To address the issue of non-completion of programmes, particularly for those in under-represented target groups*". The NAP vision is concerned with ensuring that the student body in higher education reflects the diversity and social mix of Ireland's population. The NAP is not just about diversity in access to higher education but equally as important is ensuring that the student experience and the teaching and learning environment is responsive to diversity and engages the whole student cohort. This is at the core of universal design principles in higher education – the ability to cater for diversity through integrated and inclusive higher education provision.

The HEA chairs a Working Group on Student Success which was established as part of the implementation of the NAP. The Working Group has been supported in its work by the National Forum for Teaching and Learning and this engagement is regarded as essential to the success of the Group's work. The teaching and learning experience is directly connected to student success. Caitríona will discuss the five work packages that this Working Group has agreed in addition to the findings and learnings that are emerging from the work to date.

Central to these themes is the need for student success to be "everybody's business". Everyone in a higher education institution contributes to student success and therefore everybody needs to understand the role that they play and take ownership for it.

Clarity in understanding what constitutes student success is also essential. Student success means different things for different people. A diverse higher education system places the student at the centre of all provision, embraces the diversity in students and recognises that a "one-size-fits-all" approach is not fit-for-purpose in an inclusive system of higher education.

Attending the CSSI Conference in 2017.

Trinity Access 21: Large-scale action research facilitating iterative change in Irish schools

Dr Aibhín Bray, Trinity Access Coordinator of Research
Dr Rónán Smyth, Trinity Access School and Community Outreach Coordinator
Institution: Trinity College Dublin

Trinity Access 21 (TA21) is a post-primary outreach initiative that offers a range of programmes for students, teachers and schools. It is targeted at schools in areas of socio-economic disadvantage with low progression rates to higher education. The overarching aim of the programme is to help students to develop the knowledge, networks and skills needed to make informed decisions about future educational opportunities. TA21 provides students with opportunities to take part in widening participation activities that aim to build social and cultural capital, while also supporting teachers and schools through the provision of professional development opportunities and an iterative cycle of data collection, feedback and consultation with each individual school.

The first phase of TA21 involved a three-year, quasi-experimental, intervention-style study, which ran until 2017 and followed a cohort of 1,100 second year students from 11 treatment and 4 control schools. Phase 2 of the project began in 2018 and is currently following an observational study design within an overarching action research methodology, in which all students (~12,000) and teachers (~500) in 20 participating schools will be requested to engage with the study. This, in combination with the collection of school-level data will enable the researchers to reliably establish students' levels of exposure/non-exposure to the programme, variations in school culture and management, and to identify correlations with desired behaviours and developing attributes and aspirations.

Follow up will be completed on an annual basis in each participating school, providing longitudinal tracking at whole-school level in 20 schools.

Results from phase 1 indicate that the TA21 programme has a positive effect on participants' aspirations to continue in education after completing post-primary school. This talk will introduce the TA21 programme and will present some of the phase one results as well as the design and some initial findings of the second phase. In this way, we hope to illustrate the potential for this research to deliver important insights into factors that lead to educational inequalities, as well as evidence for an outreach programme that can reduce differentials between social groups. Our goal is to share our processes, instruments, and ultimately our data, with a wider audience, in order to increase the positive impact of the work at national and potentially international levels.

Delegates attending the 2017 CSSI Conference in University College Cork.

WORKSHOP

Creating Significant Learning Experiences: An instructional design approach

Ms Delecia Davids
Programme Coordinator: Co-Curriculum,
Institution: Stellenbosch University

In the United States, the perspective of *learning-centered higher education* has become more accepted since the early 2000's, which holds the belief that institutions should not only focus on offering courses and granting degrees, but should also generate valuable kinds of learning and that it should be certified that those types of learning has been achieved (Fink, 2013:viii). This learning goes beyond content-knowledge and focuses on the individual becoming an engaged and responsible citizen, that is "learning the skills, developing the habits and identities, and acquiring the knowledge to contribute to the general welfare on campus, in communities and in the world" (Campus Compact, 1998). This perspective lead many higher education professionals to ask questions around what students should be learning, how this learning can best be achieved and even more importantly, where this learning takes place.

When fully integrated, the co-curriculum mirrors the institutional academic project's principles of Teaching and Learning. Both contribute and restrict the development of co-curriculum programmes. Models which have guided teaching and learning decisions such as Bloom's Taxonomy (1956) do not give us the language necessary to communicate learning outcomes and goals in line with the competencies and graduate attributes amongst fellow practitioners and to students. The co-curriculum therefore requires an innovative approach which calls for active learning and educative assessment.

Fink (2013:34) provides us with some of this new language in which to frame our co-curricular pursuits, calling for significant learning experiences, which is defined as "learning [that] requires there be some kind of lasting change that is important in terms of the learner's life" (Fink, 2013:34). Fink's taxonomy and instructional design principles provide us with the tools to design these significant types of learning within Student Affairs.

This interactive workshop will give a short overview of significant learning, giving examples of how this has been applied within the SU Leadership Development programme for student leaders involved in residential education. Participants will have the opportunity to collaboratively begin designing an activity for student learning, using tools of instructional design as described by Fink such as the taxonomy of SLE, Educative Assessment and Active learning.

PAPER 1

First Responder (to sexual misconduct) training in a third level setting

Ms Trish Murphy, Coordinator, Student Counselling Services
Ms Orla McLoughlin, Student Counsellor
Institution: Trinity College Dublin

The aim of this project was to be a follow-on from the very successful Sexual Consent workshops, originally established with CSSI seed funding 3 years ago. These workshops have been hugely successful in TCD, with over 90% attendance from 1st year residents in Trinity Halls of Residence. As Consent workshops have been embedded in the college, consent workshops have been run for sports clubs and societies on campus and further workshops have been piloted in Marino institute of education.

As Consent becomes more widely spoken about and accepted as an issue, more people are raising the issue of non-consent or assault, both as historic and as current experience. This training aims to prepare first responders to hear disclosures of this nature and to react in a compassionate and consistent manner. The pilot project of First Responder training in TCD was conducted this year with the support of CSSI funding.

We have set up a cross-institutional steering group to lead this project, including representatives of TCD's Students Union, tutors, Student Counselling and halls of residence. Our research incorporates best practice in international universities as well as considering current provisions from support services nationally and the Irish legal context. We have used this research to construct a training package to comprehensively guide staff and student supporters through the process of hearing and responding to disclosures of sexual assault/violence.

A package has been designed and two pilot training sessions have been run in the middle of the first term of 2018/19 – these were organised to follow on from the Consent workshops which were run at the end of August. We have reviewed and evaluated the programme and this workshop details the results and recommendations from this.

This project incorporates the 4 pillars of Trinity's approach:

1. Student-led: co-facilitated by students, student leaders trained as first responders
2. Community-wide: students, professional staff, security Admin and academics (Tutors)
3. Positive: approaching relationships and sexuality positively
4. Inclusive: non-heteronormative, suitable for all genders and orientations and the fluidity of these for the contemporary student.

This presentation will:

- Take participants through the process of running First Responder Training
- Review the recommendations and feedback
- Place First Responder training in an overall 'Change the Culture' aim in a third level setting
- Outline the difficulties facing third level institutions in developing pathways for reporting.

Consent Matters: Implementing online training to help students understand sexual consent and promote positive change in the university community

Ms Ain Bensenouci, Senior Academic Partnership Manager, Epigeum,
Oxford University Press

United in a passion for learning and technology, Epigeum was founded at Imperial College London in 2005 and was acquired by Oxford University Press in 2015 to further the University of Oxford's objective of excellence in research, scholarship and education worldwide. Epigeum collaborates with leading experts across the globe to provide exceptional online training for universities and colleges in the areas of teaching, research, studying, and support and wellbeing.

Consent Matters: Boundaries, Respect and Positive Intervention is a fully interactive and evidence-based course covering the areas of sexual consent, communication and relationships, and bystander intervention.

This innovative course explores the nature of sexual consent. It shows students how to seek consent, how to recognise it and how to identify situations where it can't be given. Using activities, quizzes and relatable character scenarios, it teaches students the importance of good communication, clear boundaries and mutual respect. Within the context of social norm and bystander intervention theory, students will learn how to recognise difficult situations and possible ways of stepping in if others need help.

Providing an opportunity to find out more about the award-winning *Consent Matters* course, the session will explore the different ways institutions have integrated the course in to their wider sexual misconduct strategy and existing initiatives in this area and will include a demonstration of the course from Epigeum's Senior Academic Partnership Manager, Ain Bensenouci.

The session will also discuss the benefits and challenges of online training in this area and make practical suggestions on how institutions can encourage students and staff to engage with online learning before ending with an opportunity to ask questions.

Dr Terry Maguire, Director, of Ireland's Advisory Board on Teaching & Learning in Higher Education.

PAPER 1

Bringing A Community to Life: How UCD Student Centre empowers students to create their own sense of home

Mr Jason Masterson, Head of Services, UCD Student Centre,
Mr Scott Evans, Chaplain, UCD
Institution: University College Dublin

The UCD Student Centre has existed in various forms for almost 20 years and, over that time, the facilities, community and philosophy have evolved into an environment where students can create their own sense of home within the space inside. This philosophy is inspired by Yao's theory. Students require a sense of belonging and, to make this possible, the ethos and culture that a Student Centre fosters must make this goal part of its core philiosophy and decision-making. Rather than focusing on the statistics and footfall within the Centre, this presentation will focus on the vision and management style employed which delivers the style of Centre that the students of UCD enjoy. The presentation will attempt to tell the story behind a number of key events and tap into the importance of seemingly innocuous processes that produce solid results.

Delivered by Student Centre Manager Jason Masterson and Chaplain Scott Evans, we will attempt to show both the management and user perspective, with Scott providing an insight into a number of events he has been involved in. One of the events highlighted will be an exam de-stress retreat which saw a move away from late night study to provide a counter-balance to the library and a tranquil space where students could find rest and calm between study sessions. This particular example will demonstrate how the Student Centre can practice the values to which our student communtiy aspires and embody cultural changes that are often discussed but are harder to implement. When it comes to Student Centre best practice, our philosophy should go beyond the provision of services and the creation of space to include how we shape the culture and ethos of what happens within the space.

It is hoped that the audience will interact with the session, challenge the presenters and leave with a greater understanding of how to use physical resources to create community within their own campuses.

Ms Clodagh Byrne, Trinity College Dublin with colleagues attending the 2018 Global Summit for Student Affairs, Santiago, Chile.

Working with Students to Get it Right: Co-creating Success through Student Participation

Ms Michelle Healy, Student Hub Project Manager
Ms Michelle Nelson, Student Services Redesign Project Manager
Institution: University College Cork

How can we ensure the services we provide are truly meeting the needs of our student body? How do we harness the student voice when undertaking service innovations and improvements? How do we prevent institutional 'group-think' in designing services?

In 2017 University College Cork embarked on an ambitious journey of transformation with a five-year investment programme in student and academic services to create a truly connected university. The Connected University Programme incorporated infrastructural campus developments in the form of a new Hub building with the co-location of student services, informal learning and teaching spaces and an academic services desk. In additional, an ambitious programme of digital transformation commenced to allow students to manage their administrative, academic and extracurricular lives online.

During the initial phases of the programme, we noticed a consistent trend in our institution, when seeking the student voice and opinion on services and decisions that affect the student body, university staff mainly relied upon the voice of the elected Student Union representatives. The Student's Union however was normally though not exclusively, a group of a certain type of student, typically Irish, undergraduate, and perhaps already involved in student leadership activities such as Clubs and Societies. We realised that we have whole cohorts of students who may not be in fact 'represented' by a typical Student Union, and we wanted to hear from a whole range of perspectives. Therefore, we decided to establish a pilot 'Student Connect Forum'

to provide a diverse group of students with the opportunity to play an active role in designing and contributing to the delivery of all aspects of the programme. The Forum provides a student perspective on all aspects of the Connected University Programme, co-designs new digital services, tests and provides feedback on prototypes and provides feedback to the Connected University Programme team relating to proposed developments.

Membership of the panel is selected at the start of the year and is comprised of students representing different nationalities, gender, levels and modes of study to harness the diversity of the student voice.

During this presentation we will demonstrate the role students can play in co-designing and co-creating innovative services and ensuring the design of services meet the needs of students. We will share our successes (and more importantly our mistakes) and talk through the practicalities and the commitment in setting up a panel. We will also showcase the impact on some of the service innovations delivered to date.

It will then be time to roll up your sleeves - we'll give you some practical tools to add to the magic cauldron of co-creating services with students. We will collate all ideas to produce and disseminate a practical toolkit which can be used by any Institution considering service innovation by design through cocreation with students.

Session 3A: Transitions
Venue: **West Wing 5**

PAPER 1

Supporting students' transition from first to second year: Resources, insights and tools to assist students as they begin their second year of study at Maynooth University

Ms Caitriona McGrattan, Programme Advisor
Institution: Maynooth University

The transition from second level/further education to higher education is arguably the most significant transition a student will make, however the transitions students make throughout their University journey also impact on their academic success (Foote et al, 2013). At Maynooth University, we have introduced a series of initiatives under the banner of 'Supporting Transitions' to assist our first year undergraduate students as they transition into the University through into their second year of study and beyond.

The paper will provide an overview of one particular initiative, the *Year 2 Information Week for Current First Years*, delivered by the Maynooth University Programme Advisory Office. The paper will introduce the initiative and the rationale behind it. This paper will also discuss the theory behind why it is important to continue to support our first year students as they prepare to move from first year to their second year of studies at our institutions.

Our Year 2 Information Week was created to fill an information gap identified by the Programme Advisory Office. The office provides a drop in service for UG students at the beginning of term – over half the 3,300+ students who engaged with the service in September 2016 were second year students. These second year students were often unfamiliar with University Language, had difficulty with University processes such as registration and timetabling, and some were unware of the educational opportunities available to them in their degree programme.

Our Year 2 Information Sessions were introduced the following semester to provide first year students with a timely and accurate information about the programme decisions they would be asked to make at the beginning of second year, the opportunities available to them to shape their educational journey and a reminder of the supports available to them across the University. The Information Sessions provide students with an opportunity to engage with their learning journey in a proactive way. We believe that by providing students with timely and accurate information, they are empowered to make informed choices.

The initiative has since evolved into a week-long initiative celebrating and preparing our first year students for their transition to second year. Students and colleagues from across the institution including our Careers Development Centre, International Office, Experiential Learning Office and Graduate Studies Office all contribute to the weeks festivities. When possible sessions are lead or co-delivered by students.

The paper will provide more detail on how the initiative has been delivered, how it has been expanded and improved over the past three years since it was first rolled out in Spring 2017, how many students have engaged in each iteration and how we have evaluated the programme. The paper will share the results of the AY 2018/19 student feedback on the initiative. We will also share the online resources created to support the initiative that participants can access after the presentation.

Betwix and Between: Exploring transition to university

Ms Caoilinn Shinners-Kennedy, Student Support Officer, Disability Support Services
Institution: University of Limerick

The aim of this paper is to explore perspectives and understandings of transition to Higher Education.

The anthropologist Victor Turner used the term "liminality" (from the Latin limen, boundary or threshold) to characterise the transitional state or space that is occupied by the participant in a rite-of-passage event. Turner described it as the "betwixt and between space" and the time spent in the space as the liminal period.

For many the transition to university is a time of liminality, uncertainty and high risk. While most SA practitioners are troubled by the notion of risk Taleb (2007) suggests they may just be viewing risk in the wrong way. He argues that within complex systems (like universities) it is inevitable that unforeseen problems will arise. However, just like our immune systems, important life events such as transition to university require challenge in order for us to grow. Barnett makes a similar argument when he notes that students are "perforce required to venture into new places, strange places, anxiety-provoking places. This is part of the point of higher education. If there was no anxiety, it is difficult to believe that we could be in the presence of a higher education" (Barnett 2007)

Many SA practitioners provide support aimed at enabling students to meet these challenges. In essence practitioners attempt to "Prepare the child for the road and not the road for the child". To be successful it is important for us to first develop a deep understanding of the road and the twists, turns and bumps students may experience on their journey.

Threshold Concept Theory (TCT) will be used as a tool for facilitating this exploration. TCT can provide a useful lens for understanding the transition to university because it views liminality as a pivotal part of a student's development and the transition to new learner identities. The liminal space acts like a portal providing access to a new and previously inaccessible way of thinking and being (Meyer and Land 2003). Students must progress through this portal in order to transform.

Some students may have the resources, skills and emotional capital to navigate and move through the portal during their liminal period. However, Meyer and Land explain that students can get "stuck" in a state of liminality and this time in their lives can often be characterised by high levels of confusion, disengagement, anxiety and discomfort.

The format of the workshop will include a presentation on TCT followed by individual activities and finally group discussion. Participants will be asked to develop a vision of their own portal to identify some of the challenges and opportunities students encounter as they experience the transition to university and navigate the "portal." The workshop aims to highlight the issues that may cause students to get "stuck" and to identify areas of support that can be further developed.

In exploring different perspectives of transition, it is hoped that a resource can be developed to help deepen and diversify practitioner understanding of transition to HE.

PAPER 1

Structure, Organisation and Fun: Can they exist in tandem? A snapshot of the student experience through societies on a local and national level

Ms Michelle Whyte, Chairperson, Board of Irish College Societies (BICS) &
Societies Officer, UCC
Institution: University College Cork
Mr Dave Cuddihy, Vice Chairperson, BICS, & Clubs & Societies Coordinator
Institution: Mary Immaculate College (Students' Union)

The Board of Irish College Societies (BICS) is a national organisation constituted in 1995, dedicated to providing a national forum for the societies in Ireland's Universities, Colleges and Institutes of Education. The Board is responsible for the promotion of interest in the activities of Irish college societies and of contact and co-operation between them.

During the course of the past twenty-four years, the Board has met many of its objectives, in particular the exchange of information, and most successfully, the inauguration of the National Society of the Year Awards. BICS also acts as an information resource and support mechanism for society administrators throughout the country promoting the sharing of ideas and the implementation of best practice.

Student Societies play a pivotal role in the student experience in each Institute. They add vibrancy, a sense of community and above all give students an escape from the academic side of their college experience.

Here we will look at how the professional staff of 17 institutes across Ireland work in tandem with a common goal of empowering the student whilst adding to the holistic journey of the students involved on a local and national level. In doing so we discover how professional staff add structure to student-led organisations whilst not detracting from the overall enjoy ability and experience.

Structure, Organisation and Fun; can they exist in tandem?

Students who do not participate in sports rarely have the opportunity in encountering their peers across the country. A key aim of BICS is to empower students both on a local and national level, bringing students together with their peers from all over Ireland to share their knowledge, make new connections and broaden their society experience.

www.studentvolunteering.ie is Everybody's Business

Ms Gabriella Hanrahan, Community Liaison Officer
Co-convenor, National Student Volunteer Working Group, Campus Engage
Institution: University of Limerick/Campus Engage

More recently Higher Education Institutions (HEIs) worldwide have sought to embed and reflect the goals and practices associated with civically engaged Higher Education Institutions. In 2010, the Irish National Strategy for Higher Education to 2030 firmly placed this goal on the HE agenda. '*Engagement with the wider community must become more firmly embedded in the mission of higher education institutions. Higher education institutions need to become more firmly embedded in the social and economic contexts of the communities they live in and serve*' (National Strategy for Higher Education, 2011, 77).

The Campus Engage National Network led by the 7 Irish Universities and DITs was subsequently set up to promote civic and community engagement as a core function of Higher Education. Its primary focus is to better enable Higher Education Institutions (HEIs), their staff and students across all disciplines and services, to engage with the needs of their communities. With the support of Campus Engage alongside the backing of individual institutions, HE civic engagement practitioners across the sector have responded by (1) creating and supporting the development of student volunteering across the sector as well as (2) promoting innovative teaching and learning and other activities in the area of civic and community engagement, (3) undertaking research to build an evidence based for positive social impact (4) developing resources and offering capacity building on engaged research (5) building the role of HEI civic and community engagement with potential stakeholders and policy makers and (6) facilitating the creation of opportunities for community-university partnerships.

In terms of HE student volunteering the expectation is that this student led activity will not only be sustained into the future but will grow and be reported on across the HE sector. To do so will require creative and collaborative partnerships between HE civic engagement practitioners and students as well as internal and external communities and HE policy makers. Also required is the creation of unique student focused volunteer opportunities, promoting and encouraging students to take up these opportunities, training student volunteers, tracking and logging student volunteer hours, publishing outcomes and establishing award systems and processes. In the main all this associated volunteer activity is being developed, supported and sustained by student support services and/or student unions. However HEI's are only in the early stages of acknowledging, reporting, understanding, supporting and rewarding this student activity.

This paper sets out in detail the development and delivery of studentvolunteer.ie, the first ever national higher education student volunteer management system. This unique online system is the outcome of a collaborative process between HE civic engagement practitioners that was managed through the National Working Group on Student Volunteer and supported by Campus Engage.

PAPER 1

TAP Students Supports: The practicable and intangible

Ms Kathleen Brennan O'Toole, Deputy Director, TAP
Ms Sarah Grimson, Foundation Course Coordinator TAP
Institution: Trinity College Dublin

The Trinity Access Programme's mission is to work in partnership across the education sector with students, teachers, families, communities and businesses to widen access and participation at third-level of under-represented groups. We offer a range of access programmes for people with the enthusiasm, motivation and ability to succeed at third-level. We also engage with communities and schools in low progression areas to encourage a positive mind set and support real steps towards going to University. Our programmes range from primary school students right through to postgraduates.

During this presentation, we will provide insights into two distinct aspects of the supports TAP offers to mature and young adult students studying in Trinity, firstly in terms of their identity as students as they make the transition into higher education; and secondly through the ongoing scholarship support programme.

Supporting students as they make the transition into studying in higher level education is increasingly seen as vital for all students. This is particularly so for students who have been admitted through alternative entry routes, many of whom will articulate complex feelings of gratitude, inadequacy, and a profound sense of pride, in the early days of orientation. By addressing with the students their entitlement to study, TAP seeks through an equity based workshop, to challenge the views they have of their place in the education system, and assist them in developing a sense of belonging in the College.

Secondly we will highlight the key features of the TAP Scholarship Programme, which is made available to over 200 students annually, to alleviate financial obstacles, allow for full integration to the university community, and provide opportunities for TAP students to enhance their social and cultural capital. Philanthropic support has played a key role in contributing to this student success.

These two elements of student support demonstrate the importance of sustained supports for students throughout their degree, and for supports to be both practical and tangible, as well as focused on student identity and belonging.

Attending the CSSI Conference in 2017.

PAPER 2

Enhanced preparation for Clinical Placement and Future Employability through Service Learning

Dr Eithne Hunt, Dept., Occupational Science & Occupational Therapy
Mr Martin Flynn, UCC Plus+ Manager
Ms Maeve Minihan, UCC Plus+ Outreach Co-ordinator
Mr Paul Geeleher, UCC Plus+ Schools Outreach
Mr Shane Horan, UCC Works Coordinator
Ms Eleanor Donoghue, Graduate Attributes Programme Manager
Institution: University College Cork

Service learning is one teaching and learning approach used to meet the learning outcomes of the UCC first-year Occupational Therapy module OT1004 Becoming a Healthcare Professional, with the requirement that all first-year Occupational Therapy students volunteer as a Homework Club tutor in partnership with UCC Plus+ Schools Outreach Programme. Through this partnership, first-year Occupational Therapy students engage with the wider community 'for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity' (UCC Civic Engagement Plan 2017-2022, p. 5). This academically and personally challenging but rewarding curricular learning experience forms the basis for the entire module assignment, in which the students critically reflect on their development of self-management, communication, and professional interactions and responsibility competencies. Furthermore, the volunteering experience is a bridge to the students' first formal clinical placement at the end of first year. The students are eligible for a UCC Works Award to enhance their future employability.

This paper examines students' perspectives on their service learning experience and how this experience contributes to their feeling of preparedness for their first formal clinical placement at the end of first year.

Data will be collected from end of module evaluations; end of module assignments; and post clinical placement paper surveys.

This study can inform how higher education institutions can creatively and meaningfully facilitate civic engagement amongst their students, advancing current national policy imperatives as outlined in the recently published Campus Engage Measuring Higher Education Civic and Community Engagement Support Framework (2018); and how coherently embedded service learning experiences can enhance the personal and academic university and life experience of students.

PAPER 1

Respect & Responsibility: Investigating practical solutions to anti-social behaviour, bullying and intimidation in a university

Mr Gary Mulcahy, Campus Watch / Student Residential Services & Community Relations Officer
Mr David O'Sullivan, Campus Watch / Student Residential Services & Community Relations Office
Institution: University College Cork

AIM
We aim to explain the UCC Campus Watch method of student discipline, focusing on our new student rules, to tackle anti-social behaviour, established in early 2018.

The presentation will use fictional case studies to allow open discussion and gain practical insight into:
• The causes of anti-social behaviour
• Bullying and intimidation amongst students – incl. Social Media Platforms
• Support for students involved in disciplinary cases
• Disciplinary measures and further actions
• How 'Respect and Responsibility' can change anti-social behaviour

BACKGROUND
University College Cork (UCC) is a key stakeholder in education and employment within a unique community of local residents, students and staff. In a University of over 21,000 students, we estimate that approximately 10,000 students rent within a 2km radius of our main campus. This setting can create a strong sense of community amongst our students but can also foster anti-social behaviour which may have a detrimental effect on local residents and other students. In a response to increased anti-social behaviour and local objection, UCC have sought to change the way it deals with students who allegedly break the UCC Student Rules.

These Student Rules are:
• Dignity, honesty and integrity
• Respect for all members of Staff
• Respect for fellow Students
• Respect for and adherence to the Rules, Regulations and Policies of the University

• Compliance with the academic processes of the University
• That the University is not brought into disrepute
• Respect for local residents and other members of the general public
• That the views, values and beliefs of others are respected
• That no damage or injury is caused to any person or property
• That the University community is free from intimidation and discrimination.

UCC Campus Watch is responsible for considering all complaints against registered students who may have broken the Student Rules. Through positive engagement with key stakeholders and a new system of resolutions, charitable contribution and fines, **Campus Watch have recorded a decrease in incidents of anti-social behaviour**. These recorded incidents show a decrease of over **32%** during Raise and Give Week and almost **60%** during Fresher's Week, compared to the previous year. Students named in complaints of anti-social behaviour account for less than 0.5% of the overall student population. Although we are a disciplinary office, Campus Watch is attempting to instil a sense of respect and responsibility within the student body, in the hope that these attributes will help to mould the characters of students and create positive action in the local community.

It is important to realise that with every new academic year, comes new challenges. We continue to understand and grow to meet the changing landscape of social and digital behaviours amongst 3rd level students.

My Understanding of Substance-use Experiences (MiUSE): A Digitalised harm-reduction intervention for illicit substance use in third-level students

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Background: Illicit substance use is a significant public health problem, with increasingly high prevalence rates among third-level students. Though many interventions have been designed to target alcohol and tobacco use among third-level students, only a handful have focused specifically on illicit substance use and much fewer have used digitalised delivery methods. Further, such interventions produce only modest success in reducing the harm associated with illicit substance use, raising the need for more research. Conceptualising illicit substance use as a multifaceted issue and the third-level environment as a unique context which could contribute to the increased level of substance use, the MiUSE (My Understanding of Substance–use Experiences) employs a multidisciplinary approach to develop, implement and evaluate a new harm-reduction intervention for third- level students who misuse illicit substances.

Methods/design: A two-stage project, expanding within 36-months, aims to systematically identify and research the relevant risk factors, developmental vulnerabilities, and socio-cultural influences underpinning third-level student illicit substance use. It also aims to review the effectiveness of previously conducted digital harm reduction interventions in third-level students, identify the design strategies used to develop these interventions, and the user experience they deliver. In doing so, methodological caveats in previous research will be identified and design failures will be avoided. Stage one involved: (a) three systematic reviews of existing literature (an effectiveness of previous digitalized intervention review, a review of user-centred design practices, and a review of studies examining the motivation for change illicit substance use); (b) an online survey instrument; and (c) several focus groups involving university students and relevant stakeholders, clinicians, and researchers. Following this, stage two (in progress) involves the use of the Behaviour Change Wheel model, a systematic process that helps the research team synthesises the available relevant knowledge and decides on the effective behavioural change components to be included in the intervention. For the purpose of developing the digital intervention, several focus groups with stakeholders, following a user-centred approach, will be executed. In a series of focus groups, low and medium fidelity prototypes (i.e., personas and story-telling features) of the resulting behavioural change techniques, will be evaluated in an iterative process of designing and re-designing the component of the intervention by the end- users. Then, a fully functioning digital intervention will be developed and tested. A sample of a low-fidelity prototype, presenting one of the candidate behavioural change techniques of values and committed actions, will be illustrated in this presentation.

Discussion: The rates of Illicit substance use amongst the student population are steadily increasing. Yet, universities struggle to effectively protect this at-risk population from adverse consequences of illicit substance use. The MiUSE project aspires to heighten the awareness of this public health problem. It also aims to develop a digitally delivered evidence-based harm reduction intervention which will provide the students with personalized feedback, thus, assist them decide on changing their substance misuse-related behaviours that may be putting them at risk of harm.

The Go4IT Programme

In 2006, the LIT Access Service began working in partnership with the Northside Family Resource Centre which is situated in St. Munchin's parish. The Parish extends to include the local authority housing areas of Kileely, Ballynanty and Thomondgate, situated in a designated RAPID area in the northside regeneration area of Limerick city. St. Munchin's is similar to other disadvantaged communities in that social exclusion continues to marginalise minority groups, thus increasing the socio-economic gap between rich and poor.

In 2007, the Go4IT programme was established in response to concerns that young people from the identified communities were not accessing third-level education. Existing supports in these communities were exclusive to those not reaching the required educational standards, therefore excluding those young people who were performing well in school.

The Go4IT programme promotes access to third-level education through a range of activities with the purpose of inspiring, challenging and motivating participants to achieve their goals as they progress through their primary and secondary education. The programme takes a holistic approach to education, and recognises the importance of family engagement, while showing that education has a real purpose and introduces the concept of lifelong learning. This pre-entry offering is distinctive as continual support and engagement from primary to third-level is an integral part of the programme strategy.

This Go4IT programme is an example of a successful partnership between primary, second level schools, the community and a higher education institution which embraces the academic potential of young people within the northside regeneration area of Limerick City. Since Go4IT's conception, many modifications have been made to capitalise on the success of this collaborative approach including the addition of student mentors. Go4IT participants who progress through the programme and commence a course of study in LIT act as Go4IT mentors. The inclusion of positive role models, who are graduates of the Go4IT programme, has proven to add a powerful dimension to this access initiative.

LIT Access Service wish to share with delegates the lessons learned from our experiences and the model which is now successfully delivered.

Name: Anna Murphy
Position: Access Officer
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"Active Waiting" - Support, education and interventions for Students with Eating Disorders

Active waiting refers to patient education, support and interventions commenced while awaiting an appointment. This might mean waiting for a secondary care appointment, down time while in a waiting room or while awaiting results or follow up in primary care. The HEAD study confirmed the benefit of patients taking an active role in their care, with education playing a role in early intervention while on a waiting list.

Eating Disorders are a group of mental disorders characterised by serious disturbance in eating behaviours and weight regulation. Eating disorders can present at any age but the risk is highest in young men and women, including those in Third level education. Eating disorders carry the highest mortality rates of all mental illnesses.

Unfortunately, in Ireland, waiting lists are part and parcel of our Healthcare system. There is no formal model for Active Waiting yet in place. Working with the National Clinica Programme for Eating Disorders, I have looked at potential guidelines and suggestions for active waiting that may benefit not only patients but also their families, friends and carers for all of whom this can be a difficult time.

These guidelines should also be useful for Student Support staff who may be dealing with a student in distress, or their families and friends, in signposting the steps that can be taken and supports that are available to them.

Name: Dr Aoife O'Sullivan
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TU Dublin – City Campus [Formally DIT] Access Student Leadership Launchpad

To present the TU Dublin – City Campus(formerly DIT) Access Student Leadership Launchpad as an example of best practice in a Student-Centered Approach in Education and Training.

Our Poster aims to show the contribution of Student Leaders in the following areas:
• Student Leaders through the Leadership Launchpad self-awareness of personal strengths and areas for further development.
• Demonstrate both an ability to reflect on performance and to learn from that reflection.
• Demonstrate clear evidence of sustained, high-level of involvement in leadership/ coordination activities.
• Clearly articulate connections made between personal development through the application of training to extra-curricular and co-curricular activities.
• Demonstrate evidence of using own initiative to achieve personal goals.
• Identify areas of personal development and design a realistic and achievable personal development plan to achieve a range of different skills.

• Give evidence of growth or problem-solving and project management skills
• Grow in awareness of and engagement with higher education access initiatives.
• Student Leaders are most effective in supportive roles for incoming students - **Peer Support is the best support!**
• **Reflective Practice** for student leaders compounds personal development outcomes with professional development

Through training and group work, Student Leaders are facilitated in their **active citizenship** to **empower** incoming students

Name: Dolores Hill
Position: Project Officer
Institution: Technological University Dublin – City Campus

Name: Emmet Jordan Kelly
Position: Project Officer
Institution: Technological University Dublin – City Campus

Jean-Paul Roumegas, European Student Card Project Coordinator addressing delegates in UCC in April 2018.

Access Your Pathways

The Access Your Pathways pilot project is a collaborative project between the access office and the career office in TU Dublin Tallaght Campus. The need for targeted career support for access students or non-traditional students has been highlighted in Irish and international literature (Purcell et al, 2002). Non-traditional graduates come from families where participation in higher education is not the norm. They may be the first in their extended and immediate family to progress to university (TAP, 2009b; Clancy, 1995). As such, these graduates cannot draw on the cultural capital inherited from their families or communities to enable them to navigate the labour market (Thomas and Jones, 2007). Research indicated that non-traditional students are less likely to utilise careers services, and, when they do uptake services, it is typically at a later stage within their academic experience (Harris, 2001; Morey et al, 2003).

The programme will be offered to all incoming 1st year students 2019/20 linked to the Access office in TU Dublin Tallaght campus (students from our link schools and students who have received a place through the HEAR scheme). Whilst it is acknowledged that voluntary uptake of programmes can be low across student groups (Watts, 2006) we aim to embed the initial sessions during extended orientation to get 'buy-in' from the start. Additionally, we will offer certification for all students who complete each phase of the first year programme offering an added opportunity for CV enhancement. The programme will include personal and career development incorporating PDP, strategies to navigate

graduate recruitment processes as well as individual CV and interview preparation. The first year of the programme will run from October until March and the students will be tracked annually throughout their degree and for two years after as they enter into graduate employment or post-graduate studies. We will pilot additional career activities with this cohort throughout their studies and evaluate at the end of each academic year, culminating in final evaluation after graduation.

It must be acknowledged that IT Tallaght holds an excellent record for graduate employment[1], however there can be a two tier system at play in the graduate employment market, for example, research on the first destination of graduates has found that labour market opportunities are not experienced in the same way by all graduates (Purcell et al, 1999;Robertson and Hillman, 1997) and Universities with a prestigious reputation are seen to be valued more by prospective employers (Chevalier and Conlon, 2003; Naylor, 2002; Hesketh, 2000). This programme will track students from the first full intake of TU Dublin Tallaght Campus students as such this provides an added incentive to track this cohort and evaluate their success within the new TU context.

Name: Dr Holly Foley
Position: Access Officer
Institution: TU Dublin Tallaght Campus

Name: Ms Marie Kielty
Position: Career Officer
Institution: TU Dublin Tallaght Campus

REACT Project

Ireland has one of the highest levels of alcohol consumption in the European Union. Hazardous drinking has been identified as the number one substance abuse problem during university life. 66% of students reported hazardous alcohol consumption.

REACT is a multi-component settings based intervention which aims to reduce excessive alcohol consumption at third level. REACT is a National Accreditation and Award System for third-level institutions, rewarding an institution's efforts to reduce alcohol-related harm. REACT requires an institution to deliver 8 mandatory action points and 16 credits from the optional action point list. By completing this number of action points it is envisaged that the cumulative impact of these actions will reduce excessive alcohol consumption in third-level.

REACT offers Institutions a simple and clear structure to follow to reduce excessive alcohol consumption in Third level and provides participating Institutions with a suite of resources to make implementation as easy as possible.

Evaluation of the REACT programme is currently underway and aims to look at both implementation and outcomes of the programme. This evaluation includes qualitative research of barriers and facilitators to adoption and implementation as well as a baseline and follow up survey of students to discern behaviour changes.

Of the 15 institutions who signed up for REACT in 2015 over half have made significant progress and the first institutions are expected to be awarded in the summer of 2019.

**Name: Kasturi Chakraborti,
Position: REACT RA /
Health Promotion Project Worker
Institution: UCC**

The experience of using a user-centred design approach in a third-level setting

Avoidance, disinterest, and user-apathy have raised doubts about the potential for digital behavioural change interventions (DBCIs) to have a meaningful impact. We aim to document our experience of the UCD process and describe the contribution of the methodology to the development of a DBCI for substance use harm reduction in a third-level population.

The DBCI will be tested with small student groups in exploratory and evaluative workshops. The researchers will describe the participatory methodologies employed, and the decision process for the design of the DBCI, and will subsequently evaluate the extent to which the UCD process influenced the effectiveness of the DBCI.

The study will provide a robust, detailed, and actionable process for a UCD approach to the development of a DBCI targeting substance use in third-level students. By describing the impact of various participatory methodologies on design decisions, we will produce new insights into how engaging user experiences can be created with DBCIs, and provide an evaluation of how user participation can enhance the behaviour change impact of mobile health technologies.

To date, 7 exploratory workshops have been carried out with 28 students.

Despite the capacity to engage users in real-world settings being a critical design consideration, there has been limited analysis of how researchers can employ insights from the UCD process to create engaging user experiences with DBCIs. If researchers are to design technologies which can meet the ambitious aims of DBCIs, then studies identifying the specific participatory strategies that maximise the value of user involvement are critical.

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UCC International Office Swap Shop contributes to Student Success strategies and Best Practice in Student Success through several strands including:

Student Success Strategy
• International students

Best Practice in Student Success
• Mental Health and Wellbeing
• Accommodation/working with residences
• Transitions
• Clubs & Societies
• Community Engagement
• Volunteering
• Peer Support

Inspired by an awareness of a growth in student financial issues, UCC's commitments to the sustainable agenda together with requests from students Natalie O'Byrne launched the UCC International Office Swap Shop project. It meets several objectives:

• provides a very specific service for international students;
• provides practical supports for students in transition to a new living and studying environment;
• help students who may be under pressure financially;
• provides a platform for community engagement;
• nurtures relationships with residences to dispose of student items responsibly;
• foster positive student mental health and wellbeing through connection, giving, being active, taking notice and learning;
• collaborates with Student Societies eg Environmental Society, St Vincent de Paul Society;
• provides an opportunity for volunteering and peer support;
• delivers on sustainability - reduce waste, reuse, recycle, rot and refuse.

Recipe for Success:
In today's world of consumerism and disposable fashion there is a growing waste mountain. In UCC International Office we witness this first hand annually. Twice yearly visiting international students who stay for just one semester, produce unwarranted waste. On arrival students purchase duvets, pillows, cosmetics, toiletries, canned food, rain gear, towels, bed linen, stationary, storage boxes, travel books, etc. Given airport security measures and suitcase weight restrictions, after just 15 short weeks of use many items go to landfill, when students return home.

Homebound students were invited to donate unwanted items destined for the rubbish tip, which would be offered to incoming international students in the second semester. The project was highly successful and very well received by both incoming and outgoing international students as well as accommodation providers who are often responsible for disposing of waste.

Community Engagement:
This was a collaborative effort, first and foremost amongst staff and students, but also within the wider community of accommodation providers. Additionally, international students returned to their home universities promising to promote the concept at home, thereby ensuring we had some global reach and influence with our sustainability agenda.

In the long term we believe UCC International Office Swap Shop would become self-sustaining through donations. Donations would then be reinvested in sustainable projects. E.g. community garden.

Having successfully piloted and delivered on UCC International Office Swap Shop we are now proposing to upscale and roll this out across campus.

Name: Natalie O'Byrne
Position: Student Support Team
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Name: Suzanne Buckley
Position: Support Officer for International Students
Institution: University College Cork

Name: Manuela Kovacevic
Position: Intern
Institution: University College Cork

Using Data to Support First-year Student Wellbeing: The Live Engagement and Attendance (LEAP) Project at the UCD School of Veterinary Medicine

This poster focuses on the use of data to support first-year student wellbeing by using attendance data to inform the development of personalised student support and success strategies. UCD's 2015-2020 Educational Strategy aims to "provide a supportive community in which every member of the University is enabled to achieve their full potential" (p. 7). Fostering and supporting student engagement plays a fundamental role in this.

Trowler (2010) proposed that student engagement is "concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution" (p.3). Attendance at lectures and other scheduled learning formats, such as tutorials and practicals, has been associated with student engagement and improved performance in assessment in a variety of disciplines (Cohall and Skeete, 2012).

Learning analytics is an emerging field of research in higher education; the potential benefits of analysing student data to support student engagement is advocated (Baepler & Murdoch, 2010). The National Forum for the Enhancement of Teaching and Learning in Higher Education notes that the aim of learning analytics is "to provide accurate and actionable insights into the learning process through the exploration, modelling and aggregation of relevant data sources and to provide an evidence base for optimising the conditions in which learning can flourish" (National Forum, 2017).

Sclater (2014) highlighted the value of capturing data on student attendance as students who may not be attending scheduled sessions may be struggling and may have disengaged. The use of learning analytics can support the identification of students at risk earlier and supports may be offered. Bluetooth technologies have been developed to capture student attendance data through beacons in lecture theatres and other learning contexts which can be detected by students' mobile devices (Lodha, Gupta, Jain & Narula, 2015). Automated systems for capturing attendance can provide accurate and timely data to support the early detection of students who may be disengaging from scheduled sessions.

In this session, we outline how UCD, through its Live Engagement and Attendance Pilot Project (LEAP), uses bluetooth technologies to capture first-year student attendance. Automated systems provide students with a visual representation of their level of engagement with their programme, thereby encouraging them to reflect on their own learning and commitment to their programme. Analyses of these attendance data provide student advisers with an early opportunity to reach out to students who may be struggling and to provide timely supports to students who may be disengaging.

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Name: Diane Cashman
Position: Lecturer in Veterinary Education, UCD School of Veterinary Medicine
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Name: Assoc. Prof. Sue Rackard
Position: Associate Dean for Teaching and Learning, UCD School of Veterinary Medicine
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Name: Prof. Jason Last
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Institution: University College Dublin

CLiC News - A platform for student and community engagement

Abstract
CLiC News is a website where primary school children can go to improve and enhance their literacy, ICT skills and media awareness by reading, reflecting on and commenting on current, age-appropriate news stories which are linked to the curriculum.

The stories for the site are generated by TU Dublin - City Campus 2nd Year Journalism Students. Other TU Dublin City Campus students in Visual Communications, Science, Computers and Game Development also use the site as a platform for their media related projects. All the TU Dublin City Campus students get course credit for their work under Community Based Learning. Students get to work in a real-world media environment with an interactive audience.

The teaching practice develops critical and empathetic journalistic practice; encouraging an awareness of their diverse readership; highlighting justice and equality issues. Overall the site offers primary teachers a powerful motivational and safe literacy resource to use in the classroom. It provides their pupils with an opportunity to have a positive internet experience where they can express themselves, argue effectively and interact online in a meaningful, thoughtful way.

Key Messages
CLiC News provides a powerful resource for the community: primary school teachers and their pupils.

The site provides a safe space for third level students to utilise their skills, engage and interact with a real and diverse audience which gives immediate feedback.

CLiC News is a successful platform designed to serve the needs of diverse communities which has also benefited a large number and range of third level students.

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Name: Ian Roller
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Bridging the gap: An International Student Mentor Programme for PG Students on a One Year Taught Masters Programme

The International Student Mentor programme has been running in UCD Michael Smurfit Graduate Business School since 2013-14 and is delivered by International student mentors volunteers. The programme matches current year, international post-graduate students on a one year taught masters programme with incoming international students. The aim is to support incoming students to gather information to enable them to transition more successfully to the country's culture and the School's academic culture by raising their awareness and knowledge of these areas through sharing the mentors' lived experience. The programme is delivered virtually, has a pre-arrival focus and also offers remote support. It runs over an eight week period during the summer before students come to Ireland. Students are matched firstly by same country / same programme followed by variations on these variables relying on the characteristics among the available volunteer mentors. This poster will explain the main aspects of the programme, the benefits experienced by students and challenges that need to be considered.

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Name: Jola Meagher
Position: International Student Liaison Officer
Institution: University College Dublin

Identification of the contexts and motivations associated with illicit substance use among third-level students using the COM-B model

Illicit substance use among third-level students is a growing public health concern. A range of behaviour change interventions have been developed to reduce substance use among third-level students. However, modestly successful results have been observed. Interventions to reduce the harm associated with substance use can be enhanced by understanding the contexts and motives of use. There is a need for a better understanding of the motivations, experiences, and patterns of behaviours among third-level students that influence substance use behaviours. This study aims to understand factors associated with illicit substance use, using the Capability, Opportunity, and Motivations (COM-B) model.

In October 2018, an online survey was distributed via email to a representative, randomly selected sample of 3770 students from an Irish university. A total of 736 students completed the full survey (mean age 22 years, 56% female). The survey explored socio-demographics, student life, patterns of substance use and potential targets for substance use behaviour change, including the perceived capability of decision making, the motivation for using and changing, and opportunities for reducing use.

The contexts in which third-level students' use substances are informed by their mental and physical health, peer influence, and perceived societal pressures. Motivations for substance use include perceived short-term (enjoyment, experimentation) and longer-term (coping strategies) effects.

This cross-sectional study highlights that the contexts and motivations to change are intrinsically linked with motivations for use. Findings will help inform the design and development of a prototype for a digitally delivered substance use intervention in third-level populations.

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Attending the European Student Card Project Meeting in UCC.

European colleagues attending the European Student Card Project Meeting in UCC in April 2018.

Factors influencing the take-up and implementation of a pilot alcohol programme in Irish colleges: A qualitative study using Rogers' diffusion theory

Introduction
Hazardous drinking among college students in Ireland constitutes a significant public health problem. Against this background, a pilot alcohol programme was launched in 2015 seeking to reduce hazardous and harmful drinking in Irish colleges. This qualitative study aims to examine factors influencing the take-up and implementation of this programme among Irish institutions using the theoretical framework of Rogers' diffusion theory.

Methodology
Focus groups and interviews were conducted with a sample of both participating and non-participating institutions over a five-month period (July to November 2017), around two years after programme launch. A thematic analysis of the data was undertaken using NVivo software.

Results
The study finds that a range of factors influenced the take-up or non-take-up of the REACT programme in line with Rogers' diffusion theory – in particular, the relative advantage perceived by institutions. A key factor influencing the decision not to participate was the lack of resources to implement the initiative. Factors hindering implementation of the programme included lack of time and commitment by college officials, lack of clarity as well as the lack of a driver to implement the programme.

Conclusion
A complex interplay of factors, rather than one single element, influenced the take-up and implementation of the REACT pilot programme. Individuals or institutions seeking to design similar programmes may benefit from viewing their initiative through the lens of Rogers' diffusion theory, taking into account factors such as the characteristics of the innovation and the social context within which it is being implemented.

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12th June 2019

A day like any other until it's not:
Critical incidents and crisis management

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

SAI | STUDENT AFFAIRS IRELAND