

UNIVERSITY OF WESTMINSTER

**Student Ambassador
Handbook**

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Congratulations on becoming a Student Ambassador!

Welcome to the team!

Every year we rely on a dedicated team of Student Ambassadors to assist in representing the University of Westminster and recruit the best students from around the world. We aim to showcase the diversity of our students by recruiting ambassadors from a wide range of academic backgrounds, career aspirations, nationalities and more.

As an ambassador you need to be ready for a variety of events and activities and most of all, you need to be passionate about the university of Westminster and Higher Education! We want people to make the right career/progression/education decision for them.

The scheme will also boost your personal and professional development by giving you opportunities to expand your interpersonal and networking skills, gain employer visibility, increase your network, improve your public speaking skills, and gain valuable experience in a large organisation.

This handbook is design to provide all the information relevant to your role as a Student Ambassador at the University of Westminster, finally the policies and procedures which you need to be aware of when embarking on this journey.

We look forward to working with you during your time at the University of Westminster.

University of Westminster

1. Student Ambassador Scheme

1.1 The Student Ambassador Scheme

The Student Ambassador scheme is part of an integral part of the University of Westminster through assisting with our recruitment, marketing events and much more.

Student Ambassadors are key representatives of the University of Westminster and provide a vital service in promoting Higher Education. You will be representing the University and motivating and be a source of influence to prospective students of all ages and backgrounds.

Your main role will mostly consist of the following:

- Inspiring, engaging, assisting promoting, explaining, and encouraging.
- Talking positively about your experiences at university, your course, societies you are involved with and other university activities and services.
- Providing directions and approaching visitors, signposting to right locations and teams.
- Showcasing the different facilities and campus tours.
- Supporting different staff members at university.
- Providing Higher Education talks and advice to prospect students.
- Running Higher Education/Careers fair stands.
- This list is not limited to the above points.

Prospective students feel more comfortable and value the experiences and information current students have to offer.

Your attitude, professionalism, body language and wording influence people, remember that you are a representative of the University of Westminster, what you say will influence other people's perspectives.

1.2 Line Management

Your line managers are *Juan Restrepo-Flores* and *Aitor Gonzalo*. If there are any changes in the future, you will be made aware of these changes when they occur.

We encourage you to discuss any issues with us you might need assistance with regarding any aspect of the job or your ability to succeed in it, do not shy away from asking us a question.

Staff will also support you during the events and activities you do. Line management is provided

through the Student Ambassador scheme, however at an event/job you will be supervised by the requesting member of staff. During campus events, such as Open Days, you will be expected to report to the 'Site Leads or Campus Managers'. We will identify who these people are before the event begins.

1.3 Contact us

The Student Ambassador scheme is managed by the Business Operations Department within the Student and Academic Services. The scheme is coordinated by Juan Restrepo-Flores. You can contact us via email: ambassador@westmisinter.ac.uk

During Office Hours: Monday-Friday 9:00AM-5:00PM

2. Being a Student Ambassador

All Student Ambassadors are expected to adhere to the University and Student Ambassador **Code of Conduct**.

2.1 How to behave

Our Student Ambassadors need to act and behave in a professional manner, this means:

- **Commitment** – Commit to being your best and most professional self. Only commit to work if you are available. We understand changes to timetables and other possible situations that may happen, when this happens, contact us as soon as possible.
- **Representation** – A welcoming body language, a friendly smile, a calm tone, will go a long way for a prospective anxious student that may be too shy to ask you a question.
- **Proactive** – Nothing is happening, does other Student Ambassadors are struggling? Maybe a staff member is? There is always something to do and improve, something as simple as collecting feedback helps make our university better.
- **Encouraging** – Shyness is fine, try engaging audiences in conversation, this way they can get the best out of the event. Encourage other Ambassadors and together get involved. Encourage your peers and other students to get involved in the scheme.

- **Punctuality** – Be on time! So important, time is a precious commodity, and your word matters.
- **Reliability** – Staff, visitors, fellow ambassadors, and potential students rely on you. These events are designed to have a specific number of Student Ambassadors for a reason, one person missing can be the difference between a great event and a lacking one.
- **Positive attitude** – Mind your wording and tone, people will be responsive and more interested in someone who focuses on the good.
- **Be you!** – Don't forget to be yourself! This is why we chose you.

2.2 It is ok to feel scared

Everyone is different and we all learn at different speeds. Some ambassadors will be confident and ready to get involved from the start, some are unsure and nervous their first time. Both are fine! The staff and other senior Student Ambassadors are here to support and guide you.

If you are ever unsure, do not hesitate to ask us.

2.3 Our expectations of you

To be effective in your role, you expected to conduct yourself according to the **Code of Conduct** remember you are representing the University of Westminster.

We expect all Student Ambassadors to:

- Be a role model.
- Provide people with your experience.
- Be respectful and aware of the variety of paths into Higher Education (HND, access course, work base learning, apprenticeships, diplomas, and more) all options are valid.
- Always use appropriate language.
- Never discriminate against anyone, nor impose your own beliefs upon others. Treat all people with respect and dignity.
- Keep information confidential.
- Refer to a member of staff immediately if you encounter discipline problems.

- Be respectful of teachers and other professionals and respect their decisions.
- Be respectful of one another.
- Take accountability and responsibility.
- Be trustworthy.

We expect all Senior Student Ambassadors to:

- Lead projects or teams for different activities and events.
- Help in welcoming and mentoring new Student Ambassadors.
- Promote the Student Ambassador scheme.
- Display proactivity and willingness to go above and beyond.
- Act as a role model, display professionalism, respectful conduct, and excellent communication skills.
- Display willingness to design and lead activities.

3. Types of Work

Staff from the University of Westminster will request Student Ambassador support for different types of roles and events, and these will vary across the year. Some set events take place throughout the academic year, and the following are examples of these.

3.1 Recruitment and Outreach

Westminster provides a wide range of activities to support schools, colleges and other education and community partners in the area. These are based on raising awareness, raising aspiration, raising attainment, facilitating progression to Higher Education (HE) and recruiting potential new students to the University. We also participate in careers and HE events offering information about Westminster and its courses to potential students and parents/carers.

Some of our activities are targeted at people from under-represented backgrounds, families, groups, and communities. Under-representation is closely connected with issues of educational inequality and social exclusion. We want to increase opportunities for people from lower socio-economic groups; people who live in areas of relative deprivation where participation in HE is

low; 'looked after' young people in the care system; people with a disability/specific learning difficulty; and people from minority ethnic communities.

Most events will be based around student recruitment by offering activities/events on and off campus. We also take part in Careers/HE/UCAS fairs where we aim to raise awareness of the University of Westminster and showcase the courses and facilities we have to offer.

3.2 Campus visits and taster days

Typically, these involve campus tours and talks aimed at raising awareness and understanding of the opportunities available at the University of Westminster and higher education generally. They often focus on activities based on challenging students' perceptions about higher education and the people who have been or aspire to go to university.

In some cases, campus visits involve subject tasters or are themed around specific subject areas. Campus visits sometimes include study skills and student life sessions, help with writing personal statements, information about applying through UCAS, careers advice or sessions aimed at parents/carers. Our student ambassadors play a key role in supporting the delivery of campus visits and taster days.

3.3 Subject specific curriculum enrichment

The University makes a substantial contribution to curriculum enrichment through the provision of support for schools and colleges in a range of subject areas. This activity often forms a key strand of campus/school visits and is designed to give students an experience beyond the national curriculum to develop enthusiasm for the subject in question. STEM subjects (science, technology, engineering, and mathematics) feature prominently in our curriculum enrichment activity programme.

3.4 Open/Applicant Days

Open Days are a key recruitment tool which allows us to invite prospective students and their guests onto campus to gain awareness of the courses and facilities we provide. It is a great opportunity for prospective students to attend course talks and view course/faculty facilities as

well as visit the campus and accommodation which Westminster provides. Students who attend open days generally haven't yet chosen their UCAS options, so it is important we provide all visitors with an engaging and enjoyable visit.

Applicant Days are important conversion events. This is where we invite students who have applied to Westminster to come along to the University to gain further information about their course. We can provide taster sessions and more in-depth talks to provide applicants with further information about their chosen subject.

3.5 Selection Events

Many courses at Westminster have a selection process for applicants which may include an interview or portfolio discussion. Student ambassadors assist in these interviews by guiding applicants around campus; invigilating tests; providing information during the day to applicants.

3.6 Welcome Events and Arrivals

The start of the new academic year (September and January) involves a high number of roles for ambassadors. Assisting in course induction talks; manning registration desks; providing directions; and assisting with accommodation move in are a few of the roles which ambassadors assist with over the move-in period.

4. Progression routes

Whilst an ambassador there will be opportunities for you to develop to receive additional job opportunities. These additional jobs require ambassadors to work in specialist areas and take on a higher level of responsibility.

Further development opportunities are optional to you – but [do provide further jobs](#).

5. Getting Started

5.1 Presentation and Uniform

All new ambassadors will be issued their student ambassador uniform, which consists of two branded t-shirts, a lanyard and a hoody (depending on the time of the year). It will be your responsibility to look after your uniform and keep it clean. You must arrive ready for your shift in your uniform. If you need to change, please allow extra time for this.

Occasionally some events will require you to dress smartly rather than the student ambassador uniform. This will be specified on the job invitation email you receive.

5.2 Training

5.2.1 Initial training

Student ambassadors will be required to attend specific mandatory training sessions in person and occasionally complete online reading modules as a prerequisite to commencing work as an ambassador.

Training covers topics such as professional conduct, working at events, support and facilities for students, and communication and presentation skills.

Students will be paid for attending any face-to-face compulsory training sessions, in line with HR regulations.

Attendance for the training session will be paid to students who complete the formal process of becoming an ambassador.

Only the in-house training is paid.

5.2.2 Current ambassadors – top-up training

Student ambassadors may be required to attend top-up training as part of their ambassador development. Attendance for top-up training sessions will be paid to student ambassadors who attend the training in full.

5.2.3 Lunch/Breaks

All ambassadors who work over a 6-hour shift must take a 30-minute break. Breaks are unpaid.

This is the same policy for staff members.

If you work a shift under 6 hours – you can take a break if you require. Please check with staff in charge (Site Leads or Campus Managers) when you can or should go for a break.

5.2.4 Student Employment Policy & Procedure

1. The University has a strategic commitment to improving student employment, retention and progression. The provision of employability skills is central to the University's strategic objectives of substantially improving the student experience and of significantly increasing graduate employability, by providing students with practical learning and work opportunities.
2. Therefore, University of Westminster students should be considered first for all casual positions. Under this policy **a student cannot work more than 20 hours in a seven-day period, beginning on a Monday** - this change was introduced from 01 October 2015 to ensure compliance with UKVI requirements, following an audit in the summer of 2015.
3. The Human Resources Department and the Business Operations Department have worked recently to improve the opportunities for University Management to maximise opportunities to employ University students under the Ambassador's scheme. As an incentive to managers, students employed under this policy will not be held to the usual strict hiring process that applies to all other appointments.

The full Policy will be sent to newly recruited students. If you have any queries, please liaise with us at ambassador@westminster.ac.uk.

6. Working

6.1 Correspondence

Student ambassadors are expected to read all correspondence sent to them through their student email, not their personal email.

6.2 Working Hours

Work undertaken by student ambassadors is flexible and fits around your studies. Student ambassadors are casual workers, and as a casual worker - the student ambassador scheme is not obliged to offer you any work nor are you obliged to accept any.

The University advises students to limit their working hours to 20 hours per week so you can keep a balance between work and study.

As a scheme, we do expect most ambassadors to work our large-scale recruitment events such as Open Days and Applicant Days.

Ambassadors will work variable hours which may include early mornings, evenings and/or weekends.

- Most Student Ambassadors are not required to commit to regular work patterns.
- Each event is a job, and commitment begins and ends with each event.
- Student ambassadors can register to work for as many or as few events as they wish.
- Due to the flexible nature of this work, set working hours are not guaranteed.

6.3 Continuing as a Student Ambassador

You will be invited by email to continue working as a student ambassador for the following academic year provided your conduct and performance have met the standards required. Failure to respond to this email will result in you being removed from the scheme.

6.4 Place of work

Most student ambassador work opportunities take place on one of the Westminster Campuses (Marylebone, Little Titchfield Street, Regent Street, Harrow, and Cavendish).

We also undertake numerous events and activities in schools within Greater London - so you may be asked to work in a variety of places.

6.5 Who you work with

This very much depends on the event you are working.

As a student ambassador supporting an Open Day, you could be asked to work in teams of 2-10 or on your own giving campus tours to potential students and their families. During

Undergraduate Open Days we require around 50 ambassadors per campus.

Student ambassadors supporting campus visits for schools/colleges usually work in pairs with groups of up to 10 learners.

Student ambassadors who visit schools/colleges might be working in pairs to deliver talks or activities, on their own in the classroom alongside a teacher or on their own with an individual learner or a small group. Some events will require you to work alongside Westminster staff.

These staff will be from the related department/service who requested ambassador support.

7. Pay

The pay scale is annually reviewed by the University. The student ambassador scheme will inform you of any changes to the pay scale. All student ambassadors need to join Westminster payroll and have a valid employee number.

7.1 Updating your details with payroll

If any details such as your address or bank account change then we will need to submit a form with the new details to payroll. To get this form please email from your Westminster email account to: ambassador@westminster.ac.uk.

7.2 National Insurance Number

You require a [National Insurance Number](#) when working in the UK.

If you do NOT have a National Insurance Number, you will need to obtain one. For further information please visit the **HMRC** website: <https://www.gov.uk/apply-national-insurance-number>

7.3 Payment process

Ambassadors **MUST** complete and submit an electronic timesheet for each job/event they work.

It is each ambassador's personal responsibility to submit timesheets to be paid for work they have completed.

Payroll runs monthly – Timesheets must be completed by the end of each month and sent to ambassador@westminster.ac.uk.

7.4 When to submit timesheets

7.4.1 Timesheet Rules – work hours form

- It is your responsibility to inform the "hiring manager" the hours that you have been working each day. Hiring Managers will submit electronic forms **AFTER** each event has taken place.
- It is good practice for all ambassadors to remind hiring managers to submit the form straight after they have worked an event.

7.4.2 Your timesheet deadlines

You must submit the timesheet before the **last day of the month** e.g., 30th September or 31st.

The team will then check the details and submit to payroll around the **first days of each month** - timesheets and jobs completed by this date are paid **on or around the 22nd of the month**.

If your timesheet is submitted late, not at all, or you work after the 1st of the month, you will be paid in the following month.

7.4.3 How to submit timesheets

When you are confirmed as working an event, within the confirmation email will be the timesheet link.

You need to submit a timesheet AFTER each event/job you work.

If you are working a two-day UCAS fair or a full week event, you will submit a timesheet for the days that you have worked.

7.5 How you are paid

Student ambassadors are paid by BACS directly into your bank account.

You will also receive a P60 at the end of the tax year and a P45 once you finish working for us.

7.6 Best practice

It is in your best interest to keep a log of events/jobs you have been confirmed as working and what you have submitted timesheets for.

Keep hold of your confirmation email, as you'll need the Assignment name to submit your timesheet.

8. How work is sent to you

When work is available, you will receive an email which will contain details about the work required, including date/shift time/role/location etc. If you are interested and available to commit to the job, please respond to the email.

Work will be allocated on a first come, first served basis depending on past performance and reliability.

9. How shifts are allocated

Shifts are allocated as fairly as possible to give everyone the opportunity to work. However, we may base our decision on who works events based on the skills required for the event.

Certain events may require ambassadors to be from a specific course or campus depending on the nature of the work (e.g., course interviews). Other events may require ambassadors from a particular course year or who have experience in certain kinds of events. The scheme will endeavour to offer work out as fairly possible.

9.1 Knowing if you are working

You will receive a confirmation email if you have been selected to work on a specific shift.

9.2 Confirmation of work

If you have been selected to work, you will receive a confirmation of work email. Confirmation that you are working. This email confirmation will state:

- Ambassadors confirmed to work.
- Job details such as venue, date, time.
- Event organiser contact details.
- Any other information you need to know, and the timesheet link.

The event organiser will also receive a confirmation email informing them of ambassadors confirmed and their contact details.

It is the responsibility of the event organiser and ambassador to liaise with each other regarding any event briefings or role queries.

10. Travel arrangements and expenses claims

10.1 Travel

Ambassadors are working ONSITE at Westminster campus or affiliated venues in Greater London must arrange their own travel to campus. If you are working at an event OFFSITE (for example at UCAS or a school) you will be paid an additional hour to cover travel costs.

- **Timesheet link (for ambassadors to complete):** You will be sent a form to complete.
- **Can travel expenses be claimed?** Only if working offsite at an event. This will be paid automatically.

- **Can food expenses be claimed?** Only on certain events. Depending on the event, you might get a catering voucher.
- **Can travel time be claimed?** No
- **If you do NOT want to work:** If you do not want to be considered for this work offer, you may disregard this e-mail.
- **If you DO want to work:** If you would like to be considered for this work offer, you must respond to the email request as soon as you can.

10.2 Using your own car for events

You do not need a car to be a student ambassador - most of the events and jobs available are within London and can easily be accessed through public transport.

For events such as schools and college visits that you would prefer to drive to – this is entirely your decision, and we cannot cover petrol costs as we already offer automatic travel subsidy in your pay.

- **The responsibility for checking that the necessary motor insurance is in place and your vehicle is safe to drive rests with the student ambassador.**
- **Under no circumstances should you ever give a lift to a visitor/learner with whom you have been working.**

10.3 Your car insurance cover

If student ambassadors wish to use their own vehicle for events, you must ensure that your insurance policy covers this business use.

10.4 Equipment

We rarely ask ambassadors to transport collateral or equipment to events. In the rare instance that we ask you to travel with Westminster collateral, please ensure that any valuable equipment (such as iPads) is kept safe. Ensure that your own possessions are kept safe and taken with you.

11. Activity and event checklist

Remember whenever you engage with a school or college in any context, you are representing Westminster and your actions and attitude will contribute to its reputation.

11.1 Preparing for events

In some cases, student ambassadors may be asked to attend a short briefing session and/or read online guidance prior to a job/event. Some recruitment events may require you to prepare a presentation, which you'll be informed of in advance by the event organiser.

11.2 How you can prepare

Be aware of:

- The time you are expected to arrive and make sure you are early.
- Who your staff/school/college contact is and how to contact them.
- Your role and what is expected of you - if in any doubt, contact the event organiser as detailed in the work confirmation email.
- Evacuation and health and safety procedures - including first aid, absence, and illness reporting.
- Event resources - including presentations/talks and/or collect all required materials from the Recruitment & Outreach office.
- Your phone on silent and out of sight.
- The location of the base room for the event.
- Accessible tour routes and facilities.
- Catering provisions during the event.
- Use suitable language – avoid HE jargon and terminology.

11.3 Event set-up/pack down

One of the core tasks when working most events is to assist with the set-up and pack down of the event. This will vary depending on the scale of the event.

11.4 School/College/Higher Education stands set-up

Prior to these events, you will generally need to collect the event materials from the Recruitment & Outreach office. This will normally include:

- Westminster tablecloth.
- Branded banner(s).
- Boxes of prospectuses.
- Tally sheets.
- Any additional materials such as bags to give away.

Once you arrive at the venue, you will need to locate the school/college main reception to report in. You'll then be directed to the event area (e.g., school sports hall) and told which stand to set up.

You will generally be given an empty table, which you will then dress with the tablecloth, prospectuses, and the banner.

Please always be presentable and attentive – even if the event is quiet, you still need to stand up ready to engage with visitors and staff. Once the event has ended, you will pack down the materials and leave them on the table, where our logistics company will come and collect them.

Please pack away neatly and remember not to eat or drink anything except water directly over the tablecloths.

12. Disclosure and Barring Service check

12.1 Most ambassador events/jobs do not require a DBS check.

However, if you're offered a position/work that requires you to have regular contact with children or young people, you will be required to undertake an Enhanced Disclosure and Barring Service (DBS) check.

This check will detail any warnings, cautions or criminal convictions you may have (spent and/or unspent) and will be used to help us decide about your suitability for participation. The check will entail completing an additional form and providing proof of identity. Full guidance will be given. You will not need to pay for the DBS check.

Certain types of caution or conviction may exclude you from participating in the student ambassador scheme. Certain types of caution or conviction might exclude you from participating in a particular role rather than the entire scheme.

The online application form asks you to declare whether you have ever received a warning, caution or been convicted of a criminal offence. If you have any concerns over something which has happened in your past, we are more than happy to discuss this in confidence with you prior to undertaking your DBS check.

12.2 Students who already have a DBS check

It is Westminster policy to only accept enhanced DBS checks which have been registered on the update service.

Once you have had a check carried out by Westminster (whether for the UKSRO department or your course), this will last you for the duration of your course (maximum of three years) provided you have no significant gaps (e.g., a placement year).

13. Placement Students

It is important for us to have placement student ambassadors working at events such as Open Days to promote the importance of placement opportunities to new students.

If you're going on a long-term placement or lots of short-term placements, we'll still like to keep you on the student ambassador scheme.

If you are on a long-term placement and want to stop receiving work invitations from the scheme, you can let us know and we'll suspend your ambassador status.

As soon as you are back from placement and want to start receiving work invitations again, just let us know.

Some events take place in evenings and weekends as well as during the day, so most ambassadors decide to still receive work emails whilst on placement.

14. Leaving the Student Ambassador scheme

14.1 If you can no longer commit to being a student ambassador

Please speak to the team by sending an email ambassador@westminster.ac.uk as soon as possible. We do understand that your studies take priority, that deadlines sometimes get on top of you and that unforeseen events happen in life outside university.

We much prefer you to speak to us (in confidence) rather than simply stop working. You can stop being an ambassador at any time.

14.2 Suspending your studies

If you suspend your studies, you will also need to suspend your work as an ambassador. You can be reinstated as an ambassador once you commence your studies.

If you are leaving Westminster or suspending your studies for any reason, get in touch with us and we will explain how this will affect your ambassador role.

15. Safeguarding

15.1 Child/Adult protection

The following information has been taken from Westminster Safeguarding Policy and Guidance on Safeguarding

The University is committed to supporting and promoting the welfare of staff, students and visitors and is committed to the provision of a safe environment conducive to work, study and the enjoyment of a positive experience for all members of its community.

15.2 Definition of vulnerability

The University defines vulnerability as being when a child or adult is at risk of exploitation, harm or abuse, including the risk of radicalisation. While the definition of “vulnerable adult” and “child” are set out below, the Policy notes that a person can become vulnerable as a result of specific circumstances or situation which may increase the risk of exploitation.

15.3 Vulnerable Adult

The University defines a vulnerable adult as a person aged 18 or over who is, or may be, in need of services by reason of mental or other disability, age or illness, and who is, or may be, unable to take care of him or herself, or unable to protect him or herself against significant harm, abuse or exploitation, including being drawn into terrorism.

15.4 Definition of a child

The University defines a child as a person who is under the age of 18.

15.5 Reporting Safeguarding Concerns

It is the remit of Social Services and/or the Police to investigate safeguarding concerns; however, the University will undertake a risk assessment before making a referral to such an external agency. If a member of the University, staff or student, has any immediate risk concerns (including outside normal University hours) they may refer directly to the Police or Social Services, but otherwise they should follow the internal referral process. If a direct referral is made, the member of staff or student should inform the University Designated Safeguarding Officer at the earliest opportunity.

If in doubt, talk to a Designated Officer, Line Manager, Academic Lead at the University.

15.6 Do's and Don'ts

The following list of useful dos and don'ts is based on those included in the *Safeguarding Vulnerable Adults: Guidance for English Higher Education Institutions (HEIs) – Department for Innovation Universities and Skills*

If a child or adult discloses that they are experiencing abuse or harm or if there are suspicions a child or adult is at risk of abuse or harm, consider the following:

DO	DO NOT
Be supportive.	Panic.
Take what the child or vulnerable adult says seriously.	Delay.
Remain calm.	Promise to keep secrets.
Reassure them that it was right to tell someone.	Ask leading questions.

Use language they understand.	Ask them to repeat the story unnecessarily.
Explain what will happen next i.e. that disclosure of relevant information may need to be made to the Designated Safeguarding Officer.	Express any opinions about what you are told.
Write down verbatim immediately afterwards what was said, including the time, place and any other observations: sign and date the record.	Discuss the disclosure with anyone other than the Designated Safeguarding Officer and other relevant personnel.
Pass the report to the Designated Safeguarding Officer.	Start to investigate.
Remember that you may need support. Seek advice and support for yourself from the Designated Safeguarding Officer.	Do not contact the alleged abuser.

15.7 Working with students under the age of 18 years old

All staff who have regular one-to-one contact with students who are under the age of 18 should adhere to the following guidance.

If you have any concerns or queries arising from reading this guidance, please contact Head of student Support and Wellbeing who is responsible for matters relating to safeguarding vulnerable groups.

General Guidelines to ensure safety for yourself and the young person

- Respect all individuals whatever their age
- Place the safety and wellbeing of the young person first. It must be placed before any personal or organisational goals and before loyalty to friends and colleagues

- Form appropriate relationships with young people. These should be based on mutual trust and respect.
- Be aware of the relative powerlessness of young people compared to staff members
- Be committed to actively preventing the exploitation and abuse of children and young people.
- Conduct meetings with the student either with another staff member present or in an open environment (e.g., leave office door open and do not hold meetings when lone working)
- If physical contact is necessary e.g., for demonstration purposes, ensure it takes place only with the full consent of the student and that its purpose is clear
- Do not use touch as a form of communication, even to comfort a student who is distressed.
- Consider implications of transporting students in your own vehicle, do NOT offer lifts
- Consider your expected behaviour in certain situations and what might be considered unacceptable,
 - e.g., sexually suggestive comments, inappropriate language
- You must never take, or arrange to meet, a young person outside of school or event premises without a teacher or event organiser present
- You must never make unnecessary physical contact with young people
- You must report any suspicions that a young person is being abused to the school or college's named person or event organiser. When working in schools/colleges this is the head teacher or principal unless you have been informed otherwise.

16. Health and Safety & Emergency situations

Please see below the link to the Safety, Health and Wellbeing Policies -

<https://www.westminster.ac.uk/about-us/our-university/corporate-information/policies-and-documents-a-z/safety-health-and-wellbeing-policies>

The University strives for a positive health and safety culture that involves the entire University community in commitment and active co-operation at every level.

It conducts its activities in such a manner as will, so far as is reasonably practicable, avoid harm to staff, students, visitors, or the environment. The University seeks to ensure that its students, within their learning experience, gain an understanding of the importance of health and safety and leave the University having come to regard good safety practice as the norm.

Health & Safety – You have a duty to safeguard your own and others' health and safety during your working day.

In practice, this means acting positively in relation to health and safety, co-operating when instructed and not misusing any equipment provided.

Student ambassadors should comply with Westminster's Health & Safety policy at all times when working on campus and should follow the guidelines set out in their training.

The guidelines set out here relate to health and safety on campus however most of the guidance provided is common sense.

16.1 Health and Safety Responsibility of all Westminster students:

- Through their 'duty of care' students have a responsibility to take reasonable care of the health and safety of themselves and others by their acts and omissions.
- Treat staff, their co-students and other members of the Westminster community with regard for their safety and well-being.
- Co-operate with the University as far as is necessary to enable any duty or statutory requirement to be performed or complied with. This will include complying with safety instructions given by staff or participating in exercises such as fire drills.
- Report all accidents, incidents, including near misses and hazardous circumstances to their tutor or to a responsible person within the University. This should be done by using the established reporting arrangement within their College or Accommodation.
- Not attempt to operate machinery or use substances until they have received instruction on safe methods and have demonstrated their competence to their tutor or the technical staff for the area.

- Undertake any health and safety training and induction required by the University.
- Have a legal duty not to interfere with anything provided for safety purposes. This will include personal protective equipment, window restraints, machinery guards, barriers, cones, signs, fire alarms and extinguishers etc.
- While on campus, students are responsible for the actions of their visitors and must ensure the requirements of the University's Health and Safety Policy are met.

17. Accidents

The University cares about its staff, students, those who visit us and our contractors. Should any of our activities cause injury or ill health, however minor, the University needs to find out about it, not to apportion blame, but to learn why it happened to prevent recurrence.

Therefore, all accidents, however small, which happen to university staff or students *engaged in University activities - or which happen to anyone on University premises* - must be reported on the University's Accident Report form.

An accident is "an unplanned or unexpected event or series of events that may result in **personal injury or ill health**, damage to property or none of these. An accident where there has been no personal injury or ill health is a **near-miss**".

17.1 Reporting Hazards/Incidents

Student ambassadors should report hazards/incidents but how you do this depends on where it is, what it is and how urgently attention is necessary:

- If it's in the area where you're working, then you should report it directly to the Site Head or Campus Manager.
- If it's in a staffed facility (e.g., the Student Centre, Library, Campus Reception, Security) then you should report it to a member of staff in attendance. You should explain the hazard and make a note of when and to whom you reported.
- Any accident, incident or near-misses which take place on, or off campus should initially be reported to the student ambassador scheme.

17.2 Don't Walk By

The University is keen to ensure that staff and students who see something they think is dangerous have an effective method they can easily use to promptly report it.

Don't be discouraged from reporting by thinking someone has already reported the matter.

Better several reports and the job done once than no report and several accidents. A report of anything which appears unsafe on campus may be made to Estates staff or Security.

17.3 First Aiders

University **First-aiders** are specific Westminster employees who have successfully undertaken First-aid Work training in accordance with the Health and Safety (First Aid) Regulations and hold certificates of qualification from a nationally recognised awarding body.

Student ambassadors should not give First Aid even if they're qualified to do so (except in a life-or-death situation).

- If someone needs non-emergency treatment on campus you should:
 - Notify your **Westminster line manager** or any Westminster staff member if they're in the immediate vicinity or
- Contact a **First Aider** directly - Ext 5555

Lists of First Aiders and their contact numbers/locations are displayed on notices throughout the University. If you can't locate a First Aider, dial 5555 from an internal phone and staff there will send a First Aider to your location.

If someone needs urgent treatment on campus, you should follow the Emergency Assistance procedure and call: **9999** from an internal phone or **999** from your **mobile**.

17.4 Fire Safety & Emergency Evacuation

If you discover a fire then, without waiting for automatic detection to raise the alarm, you should - Communicate and Escape.

17.5 Action on Discovering a Fire:

If you discover a fire (or suspect one) then without waiting for automatic detection to raise the alarm, you should:

- 1 Break the glass of a nearby manual call point. This will activate the fire alarm for the building or zone in which it is located.
- 2 Follow the Emergency Assistance procedure and call **9999** from an internal phone or **999** from a mobile.
- 3 Shout “**fire**” to alert persons in the immediate vicinity.
- 4 At your earliest opportunity from a safe place, you should inform those staff coordinating the evacuation of the reason and location of the alarm being raised.

Firefighting is a high-risk activity that requires appropriate training. It is Westminster policy that staff and students are generally not trained to fight fires with fire extinguishers.

18. Manual handling

Some student ambassadors, depending on their role, may be asked to lift and carry objects in the course of their work, e.g., carrying boxes of prospectuses, helping to set up chairs for graduations etc.

18.1 What is manual handling

Manual handling is the movement of a load, directly or indirectly, by hand or bodily force. This includes lifting, putting down, pushing, pulling, carrying or by other means.

There are a wide range of manual handling activities carried out at the University, examples include:

- Pushing trolleys, e.g., catering materials, AV equipment
- Carrying furniture, e.g., stacking chairs, tables, desks
- Carrying boxes, e.g., copier paper, printed materials
- Setting up displays, e.g., boards, tables

18.2 Risks and consequence

The risks associated with manual handling activities arise from the task, e.g., twisting, stooping, strenuous pushing and pulling; the load, its weight, size, shape, stability, ease of grasp of loads; the

working environment, e.g., constraints on posture, poor floor surfaces, hot, cold or humid conditions and the individual, e.g., their health, the effects of protective equipment and clothing.

19. Techniques

When lifting, it's important that student ambassadors apply the following techniques:

- **Think before lifting/handling.** Plan the lift. Where is the load going to be placed? Will help be needed with the load? Remove obstructions. For a long lift, consider resting the load mid-way on a table or bench to change grip.
- **Keep the load close to the waist.** The load should be kept close to the body for as long as possible while lifting. Keep the heaviest side of the load next to the body. Try to slide it towards the body before attempting to lift it.
- **Adopt a stable position.** The feet should be apart with one leg slightly forward to maintain balance (alongside the load, if it is on the ground). You should be prepared to move your feet during the lift to maintain their stability.
- **Get a good hold.** The load should be hugged as close as possible to the body.
- **Start in a good posture.** At the start of the lift, slight bending of the back, hips and knees is preferable to fully flexing the back (stooping) or fully flexing the hips and knees (squatting).
- **Don't flex the back any further while lifting.** This can happen if the legs begin to straighten before starting to raise the load.
- **Avoid twisting the back or leaning sideways, especially while the back is bent.** Shoulders should be kept level and facing in the same direction as the hips. Turning by moving the feet is better than twisting and lifting at the same time.
- **Keep the head up when handling.** Look ahead, not down at the load once it has been held securely.
- **Move smoothly.** The load should not be jerked or snatched as this can make it harder to keep control and can increase the risk of injury.

- **Don't lift or handle more than can be easily managed.** There is a difference between what people can lift and what they can safely lift. If in doubt, seek advice or get help.

20. Dealing with inappropriate behaviour

20.1 Bullying

Bullying is offensive, intimidating, malicious or insulting behaviour; an abuse or misuse of power through means intended to undermine, humiliate, disparage, or injure the recipient.

20.2 Harassment

Harassment is inappropriate behaviour that affects a person's dignity. It arises when a person engages in unwanted conduct, related to a relevant 'protected characteristic', and the conduct has the purpose or effect of violating the recipient's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for the recipient.

20.3 Types of bullying and harassment

Here is a list of different forms of bullying and harassment. Note, however, that they can often overlap.

- **Verbal** - Verbal bullying and harassment includes shouting; threatening; name calling; embarrassing and humiliating; using offensive language (e.g. racist or sexist); making disparaging or personal remarks; telling offensive jokes; and constantly interrupting or talking over someone.
- **Non-verbal** - Non-verbal bullying and harassment includes using aggressive and intimidating gestures or body language; mimicking; giving someone the cold shoulder (e.g. ignoring and disregarding; communicating only by email or through a third party); and showing offensive pictures.
- **Physical** - Physical bullying and harassment includes pushing; hitting; touching; standing too close, i.e. invading someone's 'personal space'; and throwing things.

- **Unfair criticism** - Unfair criticism includes excessive destructive criticism (as opposed to timely constructive feedback); trivial fault finding; excessive monitoring and supervision; ignoring and down- playing achievements; and fabricating allegations to make it appear that the victim is at fault.
- **Victimisation** - Victimisation includes singling someone out for different treatment; setting someone up to fail; forcing someone to work excessive hours; frequently contacting someone when they are at home or on leave; and delaying applications for holidays or training courses.

20.4 Who is responsible?

No one can afford to ignore inappropriate behaviour in the hope that someone else will do something about it.

All of us, from senior management to support staff, need to take responsibility for the human aspects of the working environment - the way each of us behaves, affects everyone around us.

20.5 Helping people who behave inappropriately

There are a few ways in which those in a position of authority or influence can help people to modify inappropriate behaviour.

- Focus on the fact that it's the behaviour of the person which is unacceptable, not the person himself or herself.
- Identify in which situations and with which person or people they are likely to act in this way.
- Explore what feelings they have before and after they carry out their inappropriate behaviour.
- Above all, make it clear that, whatever the reasons for their behaviour, it is totally unacceptable and will not be tolerated.

20.6 Assertive responses

Assertive responses to inappropriate behaviour are composed of three parts:

- Describe the behaviour that you find unacceptable.
- Describe the effects of that behaviour - how it made you feel.
- Say what you would like to happen.

A statement like this asserts your right to be treated with respect, without being aggressive.

21. Dealing with challenging behaviour

21.1 What is challenging behaviour?

- Behaviour which presents a challenge to teaching and learning.
- Behaviour which prevents or hinders facilitators (teachers) or other students from doing what they want or need to do.

21.2 Common causes of challenging behaviour:

- Mismatch - student is not doing what they expected or wanted to do.
- Boredom - student finds a session irrelevant or monotonous.
- Prolonged mental effort - a student concentrates too hard for too long.
- Poor relationships - between students and teachers or groups of students.
- Inability to do the work - student finds the work too difficult or is unclear about what the task demands.
- Don't know – sometimes people don't intend to be rude or may not realise how their actions are being interpreted. This is not an excuse however for bad behaviour.
- Low self-esteem - some students lack self-confidence in themselves as learners. As a result they may be reluctant to take risks with something which may prove too difficult. Disruptive behaviour may represent an attractive alternative.

21.3 Ways to Prevent the development of challenging behaviour

- **Ownership:** People are unlikely to disrupt if they feel a sense of ownership for what is happening.

- **Relationships:** Try to build positive, friendly relationships with the young people with whom you work. Finding things which you have in common can really help here, and it is important to remember personal details between sessions.
- **Checking in:** If young people have worries and they do not get the chance to disclose, they may well 'act out' these concerns during the session. By giving them the chance to talk about any such concerns at the beginning of a session you can reduce the likelihood of disruption.
- **Activity:** Young people are less likely to get bored and present disruptive behaviour if they are actively engaged. This may involve discussions, short presentations, role-play or making something, etc.
- **Variety:** Even when young people are actively engaged, sessions can become over-taxing or boring unless there are fairly frequent changes of activity. Constant small group discussion throughout a session inevitably gets boring.
- **Success:** Even if a topic is difficult the young people may be unlikely to fully understand or be fully competent by the end of a session, try to ensure that they complete at least part of it successfully. This can prevent feelings of hopelessness and the subsequent loss of motivation.
- **'Hurdle help':** Try to anticipate which bits of a session are likely to prove difficult and check their understanding at this stage, offering (just enough) help or further explanations. If someone makes obvious mistakes, take some of the blame yourself - "I obviously didn't explain that very well".
- **Eye contact / scanning / circulating (when working with groups):** It is important to try to establish eye contact with every member of your group. This helps to make everyone feel involved. It is also useful to scan the classroom to see if anyone is 'off task' or obviously having trouble. If so, you can circulate and offer help in a supportive and helpful manner.
- **Signalling:** When disruptive behaviour starts, some teachers ignore it until it reaches a level which warrants an official or formal reprimand. A 'look' which involves a slightly

stern or concerned facial expression will signal that you have noticed what they are doing. This will often halt the behaviour.

- **Ground rules:** Once a group has met a couple of times, you can ask if they would like to set their own ground rules, to aid the smooth running of the group and to safeguard individuals' rights. Some teachers find it useful to state that any group member can refer to the ground rules if they feel that someone is breaking them. This process clearly passes some of the responsibility for behaviour back to the group and gives the group a sense of 'ownership' of their own conduct. Ground rules typically concern themselves with issues such as: Mutual respect; Negotiating breaks; Interruption; Ridicule; Hogging/dominating (discussions); Punctuality; Language (especially sexist, racist)

21.4 Calming Techniques

- Speak softly and slow the conversation down.
- Sit down.
- Open body posture and open hand movement.
- Show that you are listening.
- Try not to respond to insults but follow up later.
- Maintain eye contact.
- Let them let off controlled steam.
- Offer solutions if possible.
- Encourage them to find possible solutions.