

# STUDENT AMBASSADOR HANDBOOK

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# Welcome to the Programme!

Handbook Introduction

Congratulations on becoming a **Student Ambassador!**

Each year, we depend on a dedicated group of Student Ambassadors to help represent the University of Westminster and attract top talent from around the globe. Our goal is to showcase the diversity of our student body by recruiting ambassadors from various backgrounds, career aspirations, and nationalities.

As an ambassador, you need to be ready for various events and activities; you need to be passionate about the University of Westminster and Higher Education!

Moreover, this programme will enhance your personal and professional growth and provide numerous opportunities to develop your interpersonal and networking skills, increase your visibility to employers, expand your network, hone your public speaking abilities, and gain invaluable experience.

This handbook is designed to equip you with all the necessary information for your role as a Student Ambassador at the University of Westminster, including important policies and procedures.

We are excited to collaborate with you during your journey at the University of Westminster!

Kind Regards,

**Juan G. Restrepo Flores**

Student Ambassador Programme Manager

# 1. The Student Ambassador Programme

## 1.1 Student Ambassador Programme

The Student Ambassador scheme is vital to the University of Westminster, assisting with recruitment, marketing events, and more. Student Ambassadors play a crucial role as representatives of the University, promoting Higher Education [10] and serving as influential [11] figures for prospective and current students.

Your primary responsibilities will include, but not limited to:

- To be inspiring, engaging, promoting, explaining, and encouraging.
- To sharing positive and honest experiences about university life, your course, involvement in societies, and other university activities and services.
- To provide directions and guiding visitors to the appropriate locations and teams.
- To showcasing campus facilities and leading campus tours.
- To assist various staff members at the university.
- To deliver Higher Education [10] talks and offering advice to prospective students [18].
- To managing stands at Higher Education [10] /Careers fairs.
- And to participate in more ad-hoc opportunities.

Prospective students [18] place great value on the experiences and information shared by current students, making them feel more at ease.

**Remember**, your attitude, professionalism, body language, tone, and choice of words have a significant [20] impact. As a representative of the University of Westminster, your words and actions shape others' perspectives.

## 1.2 Line Management and Point of Contact

Your direct line managers are **Juan G Restrepo F** (Student Ambassador Programme Manager) and **Aitor Gonzalo** (Business Operations Manager). With supervision from other team members of the Student Ambassador Programme including **Ryan McLean** (Student Ambassador Programme Administrator).

We encourage you to discuss any issues or support you may need assistance with regarding your job and/or ability to succeed in the role. Other staff will be available to support you during events and activities you participate in.

You will be expected to report to the '**Site Lead(s)** or **Campus Manager(s)**' during campus events, such as Open Days. We will identify who these people are via email.

### **1.3 Contact Us**

The Student Ambassador Programme Team operate within Business Operations of Student and Academic Services directorate.

You can **contact us** via email: [ambassador@westminster.ac.uk](mailto:ambassador@westminster.ac.uk)

Our team works on a flexible and hybrid basis (in-office and remotely), but our primary service days/hours are **Monday to Friday between 9:00 am – 5:00 pm.**



## 2. Being a Student Ambassador

All Student Ambassadors must adhere to the University and Student Ambassador [Code of Conduct](#). Failure to comply with result in removal from the programme.

### 2.1 How to Behave (Conduct)

Student Ambassadors must maintain a professional demeanour [\[7\]](#) whilst working or representing the University, which includes:

- **Commitment:** Dedicate yourself to being your best and most professional self. Only commit to work if you're available. In case of unexpected situations or changes, contact us promptly.
- **Representation:** Project welcoming body language, a friendly demeanour [\[7\]](#), and a calm tone. These simple gestures can greatly assist shy or anxious [\[3\]](#) prospective students [\[18\]](#).
- **Proactivity:** There's always something to do. Offer help to fellow Student Ambassadors and staff members. Even tasks as simple as collecting feedback contribute to enhancing our university. Instead of asking to leave early, inquire about how you can help.
- **Encouragement:** Engage audiences in conversation and encourage participation. Asking questions like "What are your expectations of this event?" or "Is there anything I can help you with?" helps attendees make the most of the experience. Encourage fellow Ambassadors and peers to participate in the scheme for a more enjoyable experience.
- **Punctuality:** Time is precious. Being punctual is crucial, as arriving late can impact opportunities and your sense of accomplishment.
- **Reliability:** People count on you. Missing an event can disrupt its success, affecting staff, visitors, fellow Ambassadors, and potential students. Your presence matters.
- **Positive Attitude:** Mind your words and tone. A positive attitude fosters receptiveness and collaboration. Working with someone who genuinely enjoys being there is easier and more enjoyable.
- **Authenticity:** Don't forget to be yourself! Your unique qualities are why you were chosen. Have fun while representing the university.

### 2.2 It's Okay to Feel Anxious [\[3\]](#) or Scared

Everyone learns at their own pace, and it's normal to feel nervous or unsure, especially if it's your first time. Some ambassadors may be confident and ready to dive in, while others may need more support. Rest assured, our staff and more experienced Student Ambassadors are here to help and guide you.

If you ever feel uncertain, don't hesitate to ask us for assistance from other Ambassadors or staff.

### **2.3 Our Expectations of You**

To excel in your role, you must adhere to the Code of Conduct and the University's guidelines. Remember, you represent the University of Westminster.

Here's what we expect from all Student Ambassadors:

- Serve as a role model, be trustworthy and dependable.
- Share your experiences with others.
- Respect and acknowledge the various pathways into Higher Education [\[10\]](#).
- Always use appropriate language.
- Refrain from discrimination or imposing personal beliefs on others.
- Maintain confidentiality [\[4\]](#).
- Respect decisions made by teachers, professionals, and supervisors.
- Respect fellow ambassadors.
- Take ownership of mistakes and work towards resolutions.

Additionally, more experienced Student Ambassadors are expected to:

- Lead projects or teams for various activities and events.
- Assist in welcoming and mentoring new Student Ambassadors.
- Promote the Student Ambassador scheme.
- Demonstrate initiative and a willingness to exceed expectations.
- Serve as role models by displaying professionalism, respect, and effective communication.
- Take the lead in designing and implementing activities.
- Encourage feedback and suggestions for improvement.

### **3. Types of Work**

*University of Westminster staff may request Student Ambassador support for various roles and events throughout the year. These events serve different purposes.*

#### **3.1 Recruitment and Outreach**

Engage in activities to support schools, colleges, and community partners, focusing on raising awareness, aspirations, and attainment and facilitating progression to Higher Education (HE) [10]. Participating in careers and HE events, targeting under-represented backgrounds and communities to increase opportunities for those with lower socio-economic status, disabilities, and minority ethnic backgrounds.

#### **3.2 Campus Visits and Taster Days**

These activities involve campus tours, talks, and subject tasters to raise awareness and understanding of opportunities at the University of Westminster. They challenge students' perceptions of higher education [10], often including study skills sessions, personal statement writing help, and career advice.

#### **3.3 Subject-Specific Curriculum Enrichment**

We support schools and colleges in various subject areas, providing experiences beyond the national curriculum to develop enthusiasm for subjects. STEM [21] subjects are prominently featured in our curriculum enrichment activities.

#### **3.4 Open/Applicant Days**

Open Days invite prospective students [18] to campus to learn about courses and facilities. Applicant Days provides further information to students who have applied, offering taster sessions and in-depth talks about their chosen subjects.

#### **3.5 Selection Events**

Some courses have selection processes involving interviews or portfolio discussions. Student Ambassadors assist by guiding applicants, supervising tests, and providing information during the day.

### **3.6 Welcome Events and Arrival Desk**

Student Ambassadors play a crucial role in various tasks at the beginning of each academic year (September and January). This includes assisting with course induction talks, managing registration desks, offering directions, and aiding in accommodation [\[1\]](#) move-ins. These tasks are essential during the move-in period to ensure a smooth transition for new students.

## 4. Progression Routes

*As a Student Ambassador, you'll have the chance to advance and access additional job opportunities within specialist areas, which entail greater responsibility. These development opportunities are optional but offer further job prospects. Advancement within the scheme culminates [6] with those reaching the highest level (Level A) gaining access to unique opportunities.*

### 4.1 Student Ambassador Structure

The Student Ambassador program operates with a structured framework to recognise and cultivate talent. Here are the three levels within the program:

- **Level A:** This level is reserved for Student Ambassadors who have demonstrated exceptional commitment, reliability, and leadership qualities. These individuals excel in their roles, exhibit proactive [17] behaviour, possess strong time management skills, and are confident in their responsibilities. Level A Ambassadors often take on more leadership roles within the program.
- **Level B:** Serves as the entry point for all Student Ambassadors. Here, individuals begin their journey within the program, gaining experience, skills, and knowledge as they engage in various activities and events.
- **Level C:** This level primarily involves Student Ambassadors who work on Open Days and may be under probationary status. Ambassadors in this category may need additional support to adhere to the Student Ambassador [Code of Conduct](#) or require further development to progress within the program.

Each level offers unique opportunities for growth, development, and contribution to the University. As Student Ambassadors progress through the levels, they play an integral role in representing the University of Westminster and embodying its values.

## 5. Getting Started

### 5.1 Presentation and Uniform

Upon joining, all Student Ambassadors will receive their uniform, which includes one or two branded yellow t-shirts, a pink lanyard, and a yellow hoodie. It's your responsibility to maintain and keep your uniform clean. **Arrive prepared for your shift wearing your uniform.** Allow extra time if you need to change.

Some events may require a different outfit, but always bring your Student Ambassador T-shirt and lanyard as a backup.

### 5.2 Training

#### 5.2.1 Initial Training

Student Ambassadors **must attend specific mandatory training sessions** in-person and may need to complete online modules before starting work. Training covers professional conduct, event work, student support, and communication skills.

You'll be renumerated (paid) for attending face-to-face training sessions.

#### 5.2.2 Top-Up Training for Current Ambassadors

You may be required to attend top-up training as part of your ongoing development. Compensation will be provided for attending these sessions in total.

### 5.3 Lunch/Breaks

Like staff policy, ambassadors working **over 6 hours** must take a **30-minute unpaid break**. If your shift is under 6 hours, you can take a break if needed.

Please consult with Site Leads or Campus Managers for break times.

### 5.4 Student Employment Policy and Procedure

The University prioritises student employment, retention, and progression. Students are given priority for casual positions, and there's a **cap of 20 hours of work per seven-day period**. This policy ensures compliance with UKVI (UK Visas and Immigration) requirements. Ambassadors employed under this policy are exempt from the usual hiring process.

For any queries, contact us at [ambassador@westminster.ac.uk](mailto:ambassador@westminster.ac.uk).

## 6. Working

### 6.1 Correspondence

Student Ambassadors are responsible for regularly checking their student email for any correspondence [\[5\]](#). Occasionally, Human Resources may send documents to personal emails.

### 6.2 Working Hours

As casual workers, Student Ambassadors have flexible schedules that accommodate [\[1\]](#) their studies. **There's no obligation [\[14\]](#) for the scheme to offer work, nor for ambassadors to accept it.**

**Students are limited to 20 working hours per week** to balance work and study. While we expect most ambassadors to participate in large-scale recruitment events, work hours can vary, including early mornings, evenings, and weekends. Commitment to each event is on a per-event basis, and ambassadors can choose how many and which events to work.

### 6.3 Continuing as a Student Ambassador

Invitations to continue as a Student Ambassador for the following semester or academic year will be sent via email, contingent upon meeting conduct and performance standards. Failure to respond to this email will result in removal from the scheme.

### 6.4 Place(s) of Work

Most opportunities occur on [Westminster campuses](#), but events and activities may also occur in secondary schools within Greater London, requiring flexibility in work locations.

### 6.5 Who You Work With

Team compositions vary depending on the event. For Open Days, you may work in teams of 2-10 or independently, providing campus tours. Campus visits for schools/colleges typically involve working in pairs with groups of up to 10 learners. At schools/colleges, you might work in pairs or independently, alongside teachers or with individual learners. Some events require collaboration with Westminster staff from related departments or services.





## **7. Pay**

*The pay scale is reviewed annually by the University, and any changes will be communicated to Student Ambassadors. To receive payment, all ambassadors must join the Westminster payroll system and have a valid employee number.*

### **7.1 Updating Your Details with Payroll**

If your address or bank account details change, you are to contact us from your Westminster email account to obtain the necessary form for updating your information. Please email us at [ambassador@westminster.ac.uk](mailto:ambassador@westminster.ac.uk).

### **7.2 National Insurance (NI) Number**

You need a [National Insurance \(NI / NINO\) Number](#) to work in the UK. If you don't have one, you'll need to obtain it. Visit the [HMRC website](#) for further information.

### **7.3 Timesheets and Payment Process**

Timesheets are due on the last day of the month for payment the following month (in arrears). Payroll checks and submits details around the first day of each month, with payments processed on or around the 22nd of the month. If you work after the 1st of the month, payment will be made on the following month.

You should receive a payslip to your personal email address from the Payroll Department.

### **7.4 Payment Method and Documentation**

Payment is made via BACS (Bankers' Automated Clearing System) and is sent directly into your bank account. You'll receive a P60 [\[16\]](#) at the end of the tax year and a P45 [\[15\]](#) upon termination of employment. Keep a log of confirmed events/jobs and hours worked and retain confirmation emails for timesheet submission.

### **7.5 Pay Discrepancy**

In the event of a discrepancy [\[8\]](#) in your pay, it's essential to take proactive [\[17\]](#) steps to address the issue. Here's what you should do:

- **Keep Detailed Records:** Maintain a record of all the hours you've worked and the events you've participated in. This documentation will serve as valuable reference material in case of any discrepancies on your payslip.
- **Inform the Hiring Manager:** If you notice discrepancies on your payslip, promptly inform the Student Ambassador manager. Clearly communicate the hours you've worked and the events you've participated in.
- **Anticipate [\[2\]](#) the Next Payment Cycle:** Understand that it may take until the next payment cycle to reflect any corrections in your pay. Remain patient and proactive [\[17\]](#) throughout the process.

By keeping detailed records and effectively communicating with the relevant parties, you can ensure that any pay discrepancies are promptly addressed and resolved.

## **8. How Work is Sent to You**

*When work opportunities arise, you'll receive an email containing all the relevant details, such as date, shift time, role, and location. If you're interested and available, respond to the email promptly. Work is allocated on a first-come, first-served basis, considering past performance and reliability.*

### **8.1 Work Process – Step by Step**

The following is a simple way to explain how the process for each opportunity works:

1. The Programme Manager reviews the opportunity;
2. Ambassadors receive event email (not a confirmation);
3. Ambassadors are selected;
4. Work notifications sent; waitlist created;
5. Shift occurs;
6. The Programme Manager sends timesheets;
7. Payment is processed for the 22nd of next month.

## 9. How Shifts are Allocated

*Shifts are allocated fairly, giving everyone a chance to work. However, decisions may consider the skills needed for the event. Some events may require ambassadors from specific courses or campuses, while others may need experience in certain types of events. The scheme strives for fair allocation.*

### 9.1 Knowing if You are Working

To know if you're working, **keep an eye out for a confirmation email** indicating your selection for a shift. If you're uncertain about your status, don't hesitate to contact your Student Ambassador manager for clarification. If you weren't selected for the opportunity, you'll be added to a waiting list and notified accordingly. Rest assured; you'll receive communication to keep you informed about your participation status.

### 9.2 Confirmation of Work

You'll receive a confirmation email detailing job specifics like venue, date, time, and event organiser contact information upon selection. The event organiser will also receive a confirmation email with ambassador details.

Both parties are responsible for communicating regarding event briefings or role queries.

### 9.3 Opting Out of Work

If you don't want to work, disregard the email; no reply is necessary. If you want to work, respond promptly to the email request.

## 10. Travel Arrangements and Expense Claims

### 10.1 Travel

Ambassadors working onsite at the Westminster campus or affiliated venues in Greater London must arrange their travel. An additional hour is paid for offsite events to cover travel costs, which is automatic.

### 10.2 Using Your Car for Events

A car is unnecessary for most events within London, easily accessible by public transport.

Petrol costs are not covered if you choose to drive to specific events like school visits. Ensure your vehicle has the necessary insurance and safety checks. **Never offer a lift to visitors or learners.**

### 10.3 Car Insurance Cover

Ensure your insurance policy covers business use if using your vehicle for events; the scheme doesn't cover this.

### 10.4 Equipment

Ambassadors are rarely asked to transport equipment. If requested, ensure valuable equipment is kept safe and personal belongings are secured. **Before you say yes**, make sure you feel confident enough to do this.

## 11. Activity and Event Checklist

*When engaging with schools or colleges, remember you represent Westminster, contributing to its reputation.*

### 11.1 Preparing for Events

Attend briefing sessions or read online guidance when required. Prepare presentations for recruitment events, if necessary.

### 11.2 How to Prepare

Please be aware of:

- Arriving on time.
- Staff/school/college contact and how to reach them.
- Your role and expectations; contact the event organiser if unsure.
- Evacuation and health & safety procedures, including first aid protocols.
- Event resources and base room location.
- Accessible tour routes and facilities.
- Catering provisions during the event.
- Use suitable language, avoiding HE jargon [\[12\]](#) (complex words).

### 11.3 Event Set-Up and Packing-Down

Assist with set-up and pack-down, varying with event scale.

### 11.4 Stand Set-Up for Schools / Colleges / Higher Education Events

**Collect event materials from the Recruitment & Outreach officer.** Materials typically include tablecloths, branded banners, prospectuses [\[19\]](#), tally sheets, and additional giveaways. Report to school/college main reception upon arrival. Set up a stand with a tablecloth, prospectuses [\[19\]](#), and banner.

Remain presentable and attentive throughout the event. Pack down materials neatly after the event, leaving them for collection by a logistics company. **Avoid eating or drinking (except water) directly over tablecloths.**





## 12. Disclosure and Barring Service (DBS) Check

Please visit the government website on the [Disclosure and Barring Service](#).

### 12.1 Requirements and Process

**Most ambassador events/jobs don't require a DBS check.** Positions involving regular contact with children or young people necessitate an Enhanced DBS check. To assess suitability, the check reveals warnings, cautions, or criminal convictions (spent or unspent).

- Guidance and assistance were provided; no payment was required for the DBS check.
- Specific cautions or convictions may impact participation; guidance is given accordingly.
- The application form declares past warnings, cautions, or convictions—discussions about past concerns are held confidentially [\[4\]](#) before DBS check.

### 12.2 Existing DBS Checks

Westminster accepts enhanced DBS checks registered on the update service. Once checked by Westminster (e.g., for UKSRO or course), valid for course duration (up to three years) without significant [\[20\]](#) gaps.

## 13. Placement Students

Placement student ambassadors play a vital role in events like Open Days, emphasising the significance of placements to new students. Whether on long-term or short-term placements, we value your continued involvement in the ambassador scheme.

If you are on a **long-term placement** and wish to halt work invitations, inform us to suspend your ambassador status. Upon return from placement and desire to resume work invitations, notify us accordingly.

Events occur during evenings, weekends, and daytime, accommodating various schedules; most ambassadors opt to remain reachable via work emails during placements.

## **14. Leaving the Student Ambassador Scheme**

### **14.1 Resignation**

If unable to commit to being a student ambassador, promptly contact the team via [ambassador@westminster.ac.uk](mailto:ambassador@westminster.ac.uk).

### **14.2 Suspending Studies**

Suspending studies requires suspending ambassador role and reinstatement upon resuming studies.

Leaving Westminster or suspending studies prompts adjustments to the ambassador role; contact us for guidance.

## **15. Safeguarding**

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

### **15.1 Child and Adults at Risk Protection**

The University is committed to supporting and promoting the welfare [\[23\]](#) of staff, students, and visitors, as well as 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 at-risk adult of exploitation, harm, or abuse, including the risk of radicalisation. While the definitions of “vulnerable adult” and “child” are set out below, the Policy notes that a person can become vulnerable because of specific circumstances or situations which may increase the risk of exploitation.

### **15.3 Vulnerable Adults (at-risk adults)**

The University defines a vulnerable adult as a person aged 18 or over who is or may be, in need of services because 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 [\[20\]](#) 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 referring to such an external agency.

If a member of the University, staff, or student has any immediate risk concerns (including outside regular 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 Universities Safeguarding Team or Lead at the earliest opportunity.

Safeguarding Team: [safeguarding@westminster.ac.uk](mailto:safeguarding@westminster.ac.uk)

Designated Safeguarding Lead (Carmel Hendricks): [c.hendricks@westminster.ac.uk](mailto:c.hendricks@westminster.ac.uk)

### **Internal referral process for Student Ambassadors**

*Please ensure that you have completed Safeguarding Training to better understand the process.*

- Inform the **Hiring Manager / Events Manager / Supervisor** if you are concerned about a student's wellbeing or safety;
- The informed staff member will notify the Designated Safeguarding Lead (Carmel Hendricks, Student Wellbeing and Inclusion Manager), if this is during office hours. The Disability Learning Support Service will work with the manager to address their concerns regarding the safeguarding or general wellbeing relating to the concern.

### **15.6 Safeguarding – Do's and Don'ts**

*The following list of useful do's 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:

| <b>DO</b>   | <b>DO NOT</b>            |
|---|--------------------------|
| 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 (staff). |
| 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 People 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 get in touch with Head of student Support and Wellbeing who is responsible for 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 the office door open and do not hold meetings when alone 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 distressed student;
- Consider the implications of transporting students in your 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, Safety and Emergencies

Please refer to the Universities [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 cooperation at every level.*

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

***You have a duty to safeguard your own and others' health and safety during your working day.***

*In practice, this means acting positively concerning health and safety, cooperating when instructed, and not misusing any equipment provided.*

*Student ambassadors should comply with Westminster's Health, Safety and Wellbeing policy and support guidance at all times when working on campus. They should also 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 Responsibilities of all Westminster Students

- Through their 'duty of care,' students have a responsibility to take reasonable care of their own health and safety and that of others through 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 and incidents, including near misses and hazardous circumstances, through the "report accident/incident" area available via the [Incident/Accident reporting system \(OSHENS\)](#). Please also inform the responsible person within the University.



- Not attempt to operate machinery or use substances until they have received instructions on safe methods and have demonstrated their competence to their tutor or the technical staff.
- 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 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, that happen to university staff or students engaged in university activities - or that happen to anyone on university premises - must be reported on the university's [Incident/Accident reporting system \(OSHENS\)](#).*

*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 with 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 or it's in a staffed facility (e.g. Student Centre, Library, Campus Reception, Security), then you should report it directly to the Site or Campus Manager and also report it through the University's [Incident/Accident reporting system \(OSHENS\)](#).
- Any accident, incident or near-misses that occur off campus should initially be reported to the Site Manager or Campus Manager.

### 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 report it promptly.

**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 that appears unsafe on campus may be made to Estates staff or Security. Please report it through the University's [Incident/Accident reporting system \(OSHENS\)](#).

### 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 Event or Hiring Manager** or any Westminster staff member if they're in the immediate vicinity or;
- Contact a **First Aider** directly - Ext **5555** (on-site only) from an internal phone, and staff there will send a First Aider to your location (only within university premises).

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. You must also **inform the building reception** that you have summoned emergency services.

### 17.4 Fire Safety and 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 or **999** from mobile phone.

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.**

Westminster policy states staff and students are generally not trained to fight fires with fire extinguishers.

## 18. Manual Handling

*Depending on their role, some student ambassadors may be asked to lift and carry objects during their work, e.g., carrying boxes of prospectuses [19], helping to set up chairs for graduations, etc. Please ensure you are given training from the Events Manager/Hiring Manager, which should include a demonstration. Some roles might also require taking specific manual handling training.*

### 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 other means.

There is 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 Consequences

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.

### 18.3 Techniques when Manual Handling (lifting)

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. Consider resting the load mid-way on a table or bench for a long lift 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). It would be best if you were 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 raising 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 simultaneously.
- **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 safely lift. If in doubt, seek advice or get help.

## 19. Dealing with Inappropriate Behaviour

### 19.1 Bullying

Bullying encompasses offensive, intimidating, or malicious behaviour intended to undermine or harm others.

### 19.2 Harassment

Harassment involves behaviour that violates dignity, creating a hostile or offensive environment for the recipient.

### 19.3 Types of Bullying and Harassment

- **Verbal:** Includes name-calling, offensive language, and constant interruption.
- **Non-Verbal:** Involves aggressive gestures, ignoring, and showing offensive images.
- **Physical:** Includes pushing, hitting, and invading personal space.
- **Unfair Criticism:** Consists of excessive fault-finding and undermining achievements.
- **Victimisation** [\[22\]](#): Involves singling out for mistreatment or setting up to fail.

### 19.4 Responsibility

Everyone, from senior management to support staff, is accountable for addressing inappropriate behaviour.

### 19.5 Helping Individuals

Focus on behaviour rather than the person. Identify triggers and underlying emotions. Emphasise zero tolerance for unacceptable behaviour.

### 19.6 Assertive Responses

Clearly describe unacceptable behaviour, express its impact, and state desired outcomes.

## 20. Dealing with Challenging Behaviour

### 20.1 Understanding Challenging Behaviour

Challenging behaviour disrupts teaching and learning, hindering facilitators or students from accomplishing their goals.

### 20.2 Causes of Challenging Behaviour

- Mismatched expectations
- Boredom
- Mental fatigue [\[9\]](#)
- Poor relationships
- Task difficulty
- Lack of awareness
- Low self-esteem

### 20.3 Prevention Strategies

- **Ownership:** Foster a sense of ownership among participants.
- **Relationships:** Build positive relationships and remember personal details.
- **Checking-In:** Allow participants to express concerns at the beginning of sessions.
- **Activity:** Keep participants actively engaged through various activities.
- **Variety:** Ensure frequent changes of activity to prevent boredom.
- **Success:** Ensure participants experience some level of success to maintain motivation.
- **'Hurdle Help':** Anticipate [\[2\]](#) difficult points and offer help or explanations.
- **Eye Contact/Scanning/Circulating:** Establish eye contact with every participant and offer support.
- **Signalling:** Use non-verbal cues to address disruptive behaviour.
- **Ground Rules:** Establish group norms and rules collaboratively.

### 20.4 Calming Techniques

- Speak softly and slow down.
- Sit down to reduce confrontation.



- Maintain an open body posture.
- Show active listening.
- Delay response to insults and address them later.
- Maintain eye contact to show attentiveness.
- Allow controlled expression of emotions.
- Offer and encourage finding solutions.

## 21. Conclusion – Final Thoughts

As we conclude this handbook, we want to express our heartfelt gratitude to each Student Ambassador who dedicates their time, energy, and enthusiasm to represent the University of Westminster. Your role is invaluable in shaping the experiences of prospective students [18], fostering a welcoming environment, and promoting the values of our institution.

Remember, as a Student Ambassador, you are not just a representative of the university but an ambassador of positivity, inclusivity, and professionalism. Your actions and attitudes contribute significantly [20] to our community's reputation and ethos.

We encourage you to embrace the opportunities that come your way, whether engaging with prospective students [18], supporting events, or participating in training sessions. Each experience offers a chance for personal growth, skill development, and making a positive impact.

Finally, we want to reiterate that your well-being and success are paramount. If you ever have questions, concerns, or ideas for improvement, please don't hesitate to reach out to us. Your feedback is invaluable in shaping the Student Ambassador program and ensuring its continued success.

Thank you once again for your commitment and dedication. Let's continue to inspire, support, and empower those around us.

All the best,

**Student Ambassador Programme Team**

University of Westminster

## 22. Glossary

*List of Definitions, in alphabetical order of the first letter.*

[1] *Accommodate*: To provide space or the necessary facilities for something or someone; to fit in with the needs or wishes of others.

[2] *Anticipate*: To expect or predict something; to be aware of and prepare for a future event or situation.

[3] *Anxious*: Experiencing worry, unease, or nervousness, typically about an imminent event or something with an uncertain outcome.

[4] *Confidentiality*: The state of keeping or being kept secret or private; the protection of personal information from being disclosed without consent.

[5] *Correspondence*: Communication by exchanging letters or emails; the relationship between things that match or are similar.

[6] *Culminates*: To reach the highest point or final stage; to come to a climax or conclusion after a process.

[7] *Demeanour*: The outward behaviour or bearing of a person; the way a person behaves towards others.

[8] *Discrepancy*: A lack of compatibility or similarity between two or more facts; a difference or inconsistency.

[9] *Fatigue*: Extreme tiredness resulting from mental or physical exertion or illness.

[10] *Higher Education*: Education provided by universities, colleges, and other institutions that award academic degrees or professional qualifications beyond high school.

[11] *Influential*: Having the power to have an effect on people or events; having great influence.

[12] *Jargon*: Special words or expressions used by a particular profession or group that are difficult for others to understand.

[14] *Obligation*: A duty or commitment; something a person is bound to do, typically by law, moral principle, or contract.

[15] *P45*: A UK tax form issued by an employer to an employee leaving their job, detailing their earnings and the tax paid on them during the employment.

[16] *P60*: A UK tax form given to employees at the end of the tax year, summarizing the total pay and deductions for the year.

[17] *Proactive*: Taking action by causing change and not only reacting to change when it happens; being prepared to deal with potential issues.

[18] *Prospective Students*: Individuals who are considering or are in the process of applying to an educational institution but have not yet been admitted or enrolled.

[19] *Prospectus*: A formal document or booklet providing details about an educational institution, course offerings, or investment opportunities to inform prospective students or investors.

[20] *Significant*: Sufficiently great or important to be worthy of attention; having a particular meaning or indicating something.

[21] *STEM*: An acronym for Science, Technology, Engineering, and Mathematics, representing academic disciplines and careers focused on these fields.

[22] *Victimisation*: The action of singling someone out for cruel or unjust treatment; the process of victimizing or being victimized.

[23] *Welfare*: The health, happiness, and well-being of a person or group; government support for those in need of financial assistance.