



# INSIGHT

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## **Making a difference with data**

AMOSSHE East group



AMOSSHE

The Student Services Organisation

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# Making a difference with data

## Introduction

This collaborative project set out to review the types of service-use data collected by student services at the seven AMOSSHE member institutions in the Eastern Region. The AMOSSHE Eastern Region group is comprised of the University of Cambridge, University Campus Suffolk, University of Hertfordshire, Anglia Ruskin University, University of East Anglia, University of Essex and Norwich University of the Arts.

The project area emerged from a shared interest in data collection, sharing service data collected and initial discussions about how data was used in the respective institution. Comparative data and possibilities for benchmarking were identified as areas for further exploration. In addition, it was evident that each institution captured, reported and used data in different ways. Examination of these similarities and differences were of interest.

## Aims

To deliver the project within the given timeframe the following aims were identified:

- To identify what existing data is collected at each institution across the various services on student-use, including how it is categorised.
- To map services and data collected across the institutions to identify common areas and differences.
- To identify whether any meaningful comparisons can be made across institutions' service-use data.
- To review how summary and management data is disseminated within institutions to enable tracking and planning.

## Methodology

A project team was established with representatives from each AMOSSHE Eastern Region institution. The project team met in person and communicated via email to discuss the types of services that comprised 'student services' at their institutions and to share data collection models and the technology and software used to collect it. Where areas of commonality were identified, project team members provided service-use data from their institutions for the academic year 2012/13 to enable a comparative analysis.

## Findings

There was substantial difference in the type and degree of service-level data collected across the institutions. An overview of the data collected and used by each institution can be found in Appendix A.

- 1.1. Several of the Eastern Region institutions noted that they currently collect vast amounts of data but not all of it is easy to access or report on. Examples of this included data that needed to be heavily cleansed in order to be analysed for specific purposes, and data held in multiple locations which would require intensive time and resources to stitch together before any meaningful analysis could be carried out. This was found to be more often the case with data collection that was initially established for operational purposes, for instance, records of the number of mentoring sessions per student for recharging purposes. This type of data is often kept separately from main databases, for example as a spreadsheet, and thus could require merging with other types of data and cleansing in order to enable meaningful analysis.
- 1.2. Internal and external drivers influenced how many systems were designed leading to later limitations in reporting and analysis. Many of the services described how specific circumstances, drivers and/or aims had shaped their systems for data collection and analysis at the outset of their design. At many of the institutions, service-level systems for data collection were sometimes limited by these original priorities, some of which dated back several years. Once systems and categories of data collection are established there is naturally a reluctance to change them as this would mean that data could not be compared year-on-year, as illustrated by the case study at University Campus Suffolk (see Appendix A).

The University of Essex described the original drivers in developing their in-house student support database (initially as an Access Database and later linked to the university's students records database). Their first priority was to provide electronic case recording capability and to make it possible to see, at a glance, all of the different interactions that a student has with their services. This priority emerged because the services had received some data-subject requests and at this point the only way to determine whether a student had sought advice was to search through unconnected paper records and summary spreadsheets which were all held in different places. As soon as the database was set up it was possible to identify at a glance whether staff needed to look for an ALF application or a one off enquiry or a disability case as opposed to searching through all records. It is also apparent if there has not been any interaction with a student. Later, a link was added to the university's student records database due to the service being asked to provide reports for Equality and Diversity Committee. Linking service-level records to the main University database minimized the risk of double counting students, saved time and improved sophistication and reliability of reports.

The University of Essex identified limitations of their current system to plan and track service developments when they started to prepare for their new one stop shop and when comparing data collection with the other institutions involved in this project. With their current system it is not possible to tell how many people have been in to the service across the year, or the balance between phone, email and in person enquiries. It is possible to say how many records are amended on the database on a particular day/week/term but this only provides a rough indication.

- 1.3. The group felt that one's own understanding can be a limitation when establishing systems for data collection and analysis, i.e. 'You don't know what you don't know'. Colleagues from University Campus Suffolk noted that when setting up ESD they took care to consider what data they wanted to collect and took advice from colleagues across the sector, but essentially setting up was a best guess, based on information and knowledge that was available at the time and within the project timeline. These reflections were of particular interest to other institutions in the group who are currently approaching similar challenges. For instance, student services at the University of Essex and the University of Cambridge are preparing to move to a one stop shop service in the near future and are currently planning for this transition, which will require new data collection models and systems. Working with other institutions, sharing best practice, and reviewing and comparing models of data collection is an important step towards making more informed decisions and enhancing understanding of data collection and analysis.
- 1.4. A number of the institutions represented operate one-stop-shop front of house services for students, covering some or all of the focus areas of the primary support teams. Most operate a triage service with specialist staff and teams being signposted, while in some cases appointment booking and more in depth information, advice and guidance are on offer. Relationships between these front line and specialist teams varied in terms of definition, success and longevity. The group felt that these interactions should be acknowledged as part of the service provision, as it offers both the opportunity to handle a greater volume of enquiries, but also offers an alternative type of service better suited to certain student groups. However, the group found difficulty in incorporating this data into analysis of service-use data as it may distort service-use figures or render them incomparable with institutions that do not provide this type of service. For instance, at Anglia Ruskin University, students submit their coursework via a front line service and thus this is recorded as an interaction. Therefore Anglia Ruskin University would expect the proportion of students using student services to be close to 100%.

## Models of data collection

The types of data collected across the institutions were mapped and three clear categories emerged. These categories of data collection were not mutually exclusive and most institutions collected data types from more than one category.

### Activity

The type of data which fell into this category included: footfall, number of service-users, number of sessions delivered, number of telephone calls or emails, number of enquiries, types of enquiries and amount of staff hours spent on enquiries.

Activity data is used to understand the nature of help seeking behaviour; hours of service availability and popularity help to plan general services and events, staff allocation is better informed and teams are able to start developing new and innovative ways of communicating with students.

### Profile

The type of data that fell into this category included demographic data of service-users, such as age, gender, ethnicity, nationality, fee status, level of study, faculty or department.

This type of data is used for equality and diversity monitoring. Institutions use it to monitor and analyse representation of students making use of support services at overall service-level or by type of service. For instance, this type of data is currently collected and analysed by some of the Eastern Region institutions to ascertain whether there are proportionally more or less students from a specific group represented at service level relative to institutional numbers. These institutions can then investigate whether the data can be explained (i.e. overseas students being high users of immigration advice and guidance) or choose to investigate specific groups of students further to find out if there are any barriers to them accessing support. When this data is linked with problem codes or categories of enquiry it can also tell us what specific groups of students are seeking support for and thus it is possible to alter or enhance interventions and provision to better support students' needs.

### Satisfaction

The type of data that fell into this category focused on service-user feedback. Satisfaction data is being used to measure the value placed on service experiences. It also enables services to draw some loose comparison. It can influence future planning for the services, impacting everything from the opening hours of a service, to giving indications of the need for staff training and development, and potential for process improvement.

Some of the institutions involved in this project have optional satisfaction surveys available for students to complete throughout the year across many or all of their services. For example, every service at Anglia Ruskin University asks its service-users the same two questions: 'would you recommend us to a friend?' and 'did we solve your problem?'

Institutions using enquiry management systems for some of the less substantive interactions are often able to request feedback or offer enquirers the chance to rate services through fully automated routes.

## Analysis

After the initial mapping exercises, similarities were identified between the University of East Anglia and University of Essex. Similarities exist in both service provisions, models of categorisation, and ability to report on the demographic profile of service-users. Heads of services at both institutions were particularly interested in discovering whether patterns of student representation were specific to their own institutions or were common to both.

The following table maps student services across both institutions:

<b>University of East Anglia: Dean of Students' Office</b>	<b>University of Essex: Student Support</b>
Finance	Funding Advice
Disability and Dyslexia	Disability (including Dyslexia)
Wellbeing (Mental Health) (excluding counselling)	Wellbeing (excluding counselling)
International Student Advice	International Student Advice
Off Campus Accommodation	Some initial accommodation enquiries (these would then be referred to Accommodation services for enquiries relating to on campus issues or the Students' Union Advice Centre for off campus issues)
On Campus Accommodation (Senior Resident System)	Queries about residents' support arrangements (but not queries to the Residents' Support Network)
General Drop-in / Advisory	One off enquiries (drop-in, email or phone)
Learning Enhancement	-

The University of Essex does not include its equivalent of the University of East Anglia's Learning Enhancement as part of its Student Support services, and therefore were unable to provide comparable data for this service. Service-level data from the University of East Anglia was cleansed to remove Learning Enhancement Team (LET) data to enable comparability. It should be noted that the removal of this data may skew the access figures for other services as the LET provide general support on managing exam stress, time management and organisational skills. Students accessing these services may have accessed other teams within the Dean of Students' Office had the LET not been available.

To enable comparison of student representation at service-level, both institutions provided two datasets each. The first dataset was service-use data. This data showed

the comparative number of students who accessed the above support services between 31 July 2012 - 1 August 2013 by the following demographic points:

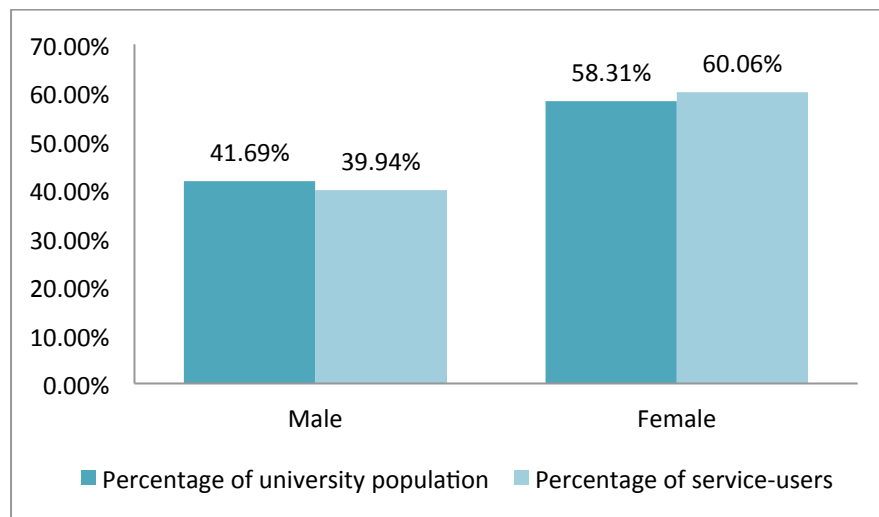
- Gender
- Fee status
- Ethnicity
- Level of study
- Faculty

This was analysed alongside the respective university’s institutional dataset. The institutional datasets provided the total student numbers at each institution for the academic year 2012/13, by the above demographic points. For each institution, the proportions of students accessing services were compared against the proportions of students present in the university’s total student population. Data was compared for each demographic category. Chi-squared tests were then conducted to test whether any differences between the proportions of students represented at service-level and the proportions of students comprising the total university student population were statistically significant.

The analysis revealed the proportion of students who accessed student services during the academic year 2012/13 at both institutions was very similar. 25.34% of the total student population accessed services within the Dean of Students’ Office at the University of East Anglia; 25.51% of the total student population accessed services within Student Support at the University of Essex.

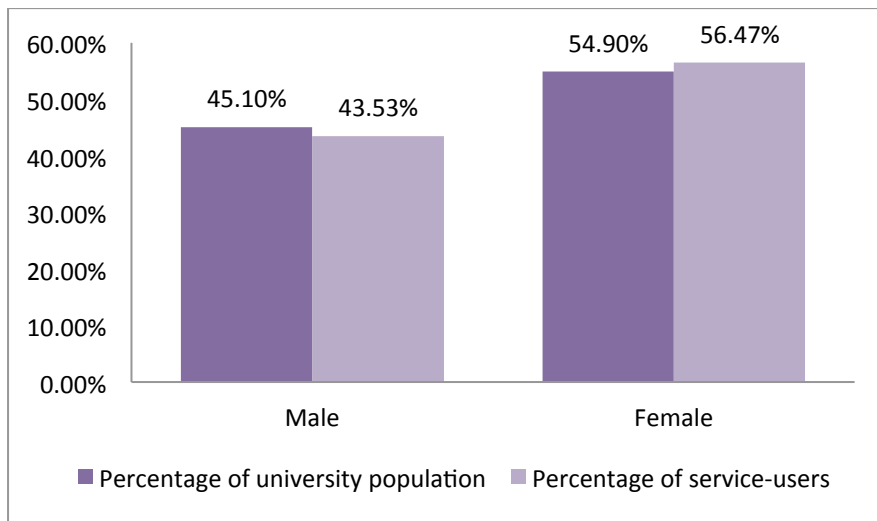
The pattern of service-use amongst male and female students was very similar at both institutions. This is illustrated below in Chart 1 and 2. The difference between the university population and students represented as service-users was not statistically significant for either institution with the observed difference very likely to be due to chance.

**Chart 1. University of East Anglia: Student representation by gender, 2012/13**



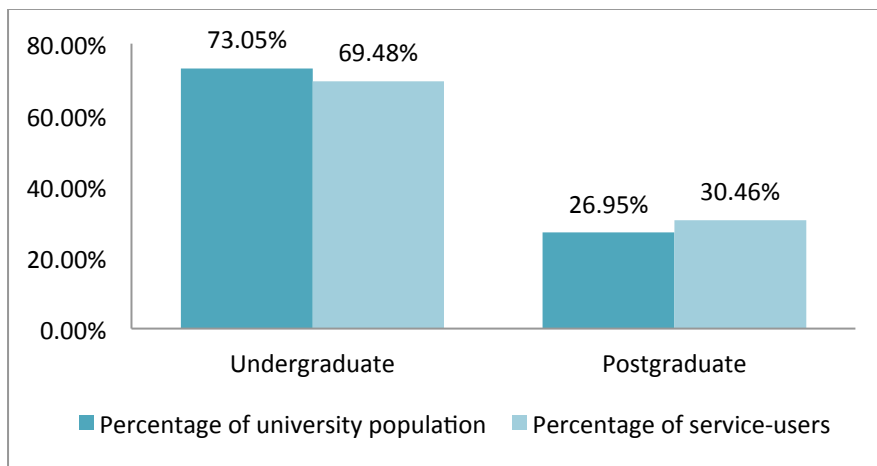


**Chart 2. University of Essex: Student representation by gender, 2012/13**



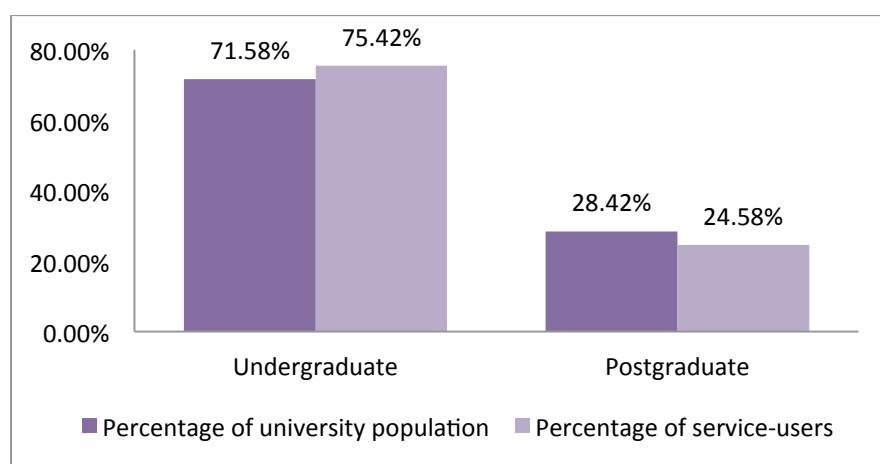
The analysis revealed opposite trends in student representation by level of study at the University of East Anglia and the University of Essex. There were proportionally fewer undergraduate students represented at service-level at the University of East Anglia when compared with the total university student population and proportionally more postgraduate students represented at service-level when compared with the total university student population. This is illustrated below in Chart 3.

**Chart 3. University of East Anglia: Student representation by level of study, 2012/13**



*Note: The total percentage figure for service-users totals 99.94%. The level of study for 0.06% of students in the service-use dataset was not known and has not been included in this chart.*

The opposite was true for the University of Essex and is illustrated below in Chart 4.

**Chart 4. University of Essex: Student representation by level of study, 2012/13**

The University of Essex has observed this pattern in their service-use data for several years. Previous research into this group of students by the university suggested that postgraduate students were less likely to be proportionally represented at service-level because as a group they were more likely to be academically successful, with established coping strategies and support networks. However at the time it was not known whether this was a pattern seen elsewhere in the sector.

Both institutions are interested in further investigating their differing patterns of use amongst undergraduate and postgraduate students. The University of East Anglia and the University of Essex both categorise the nature of every student's interaction with their services and share a similar categorisation system (see Appendix B and Appendix C). It will therefore be possible for both institutions to analyse the nature of interactions with undergraduate and postgraduate students to establish what types of support these students are accessing at both institutions and whether this analysis can suggest an explanation for the opposing trend. It will also be possible to investigate this group of students by further demographic markers, such as gender, ethnicity and faculty, to see if there is any suggestion of the pattern being influenced by other factors. Findings from this further analysis could inform future improvements or changes to the universities' student services.

## Challenges of the project

At the outset it was hoped that it might be possible to report on and compare the proportion of students accessing student services at each institution, however not all participating institutions currently collect student identification data at the frontline of each of their services. Additionally, student services across the majority of the AMOSSHE Eastern Region institutions do not currently have database systems which link to the main university records database making it very difficult to report on the numbers of unique students accessing services.

Furthermore, when the project group attempted to narrow its focus for comparable data to Disability service data, it proved to be very difficult to negotiate data points of interest that would provide comparative data. In some instances this was because different institutions collected different data, most often a result of different models

of categorisation. In other instances the data was not accessible and would require resources and time beyond the length of this project to collate and report on.

As a result of service-level systems being shaped by disparate priorities and categories, data collection was very diverse, and with the exception of the service-use data from the University of East Anglia and the University of Essex, it was not possible to provide comparable data between institutions.

## Summary

There is significant variation of data collection and usage amongst the Eastern Region institutions.

Through this project we have identified distinct methods of data collection and differing use:

- **Activity:** to measure levels of usage of aspects of service delivery.
- **Profile:** used to measure and analyse equality and diversity aspects of service usage and compare this to institutional student profiles.
- **Satisfaction:** used to measure the value service users place on their experience and to draw comparisons to the NSS.

## Recommendations

There is a recommendation to collate a succinct but wider overview of considerations in relation to data collection and use across the sector. This may aide institutions if considering introducing software or reviewing data collection methods. In time this may also bring greater similarities in the method of data collection, which in turn will more easily facilitate comparisons between support services data.

It was suggested that there could be greater potential for HEIs and software providers to work together more closely when considering the design and development of data collection and reporting software for HEIs, and that AMOSSHE might be able to help facilitate greater collaboration.

## Closing comments

It was felt that there were several directions the project could have taken given the variation in the systems of data collection. Members of the Eastern Region institutions generally felt that it would be useful to be able to benchmark on aspects of service delivery against other HEIs, in order to better understand one's own service data and findings, whilst recognising that 'one size does not fit all'. Before it is possible to reach a consensus on baseline datasets, it is necessary to understand what other institutions are collecting and using data for, and in order to do this it is necessary to compare current systems of data collection as we have tried to do for this project. Due to the variety of the types and needs of different HEIs it may not be possible to reach a consensus across the sector, however there is still potential for

institutions to benefit from investigating and identifying areas for benchmarking and comparison with other institutions.

This project is an initial piece of research into a complex and diverse subject area and further work will continue after the publication of this report, such as continued exploration into understanding the reasons behind the patterns of data at the University of East Anglia and the University of Essex, as well as collating further information from across the sector. It is hoped that the Making a Difference with Data presentation and workshop taking place on Thursday 17 July 2014 at the AMOSSHE national conference will provide an opportunity for institutions beyond the Eastern Region to engage with the topic and that further actions will emerge from this session. Possible topics for further consideration at the workshop include:

- Preferences for prioritisation of types of data collection across HEIs. This might be of benefit to HEIs and software developers when considering the design and development of data collection and reporting software for HEIs.
- The consequences of the desire and more often requirement to measure departmental impact. For instance, defining data collection by organisational structure can create arbitrary divisions, difficulties in taking a holistic approach and run the risk of repetition of data collection.
- Whether data collection can be used to measure the impact and/or the effectiveness of the relationship between OSS and specialist support services.

# Appendix A

## Anglia Ruskin University (ARU)

Services include: Anglia Access Centre; Counselling and Wellbeing; Customer Experience Team; Directorate; Employability; Employment Bureau; Faculty Student Advice; iCentres; Information Team; International Student Advice; Nursery; Sport and Active Anglia; Student Enhancement Team; Student Money Advice; Study Support.

19,755 students were eligible to access services in 2012/13.

Staff:

- FTE: 115.27
- Headcount: 163

### Data collection

For the purpose of this report the service provision will focus on the two main campuses at ARU, namely Cambridge and Chelmsford. The first port of call for general enquiries is the iCentre. In order to access our more specialist services such as study support (disability), money advice, counselling and wellbeing, students are directed to our Enquiries Centre and where students are seen via appointment or drop in.

It is agreed that Information Teams will record 'footfall' and that the service areas will be responsible for capturing and recording SID data (i.e. Student Identification number). Other Service areas who will record footfall, rather than SID numbers include the iCentres and Sport. Drop in sessions and appointments also require the capture and reporting of SID numbers.

### Usage

SID data is interrogated to identify: faculty, campus, demographic data, disability, ethnicity, gender, and mode of study. This is collected at a service area level as well as for the higher level Student Services statistics. This will alert us if students from one Faculty appear to be using us disproportionately. It will also alert us if a particular group of students are not using our services and we may wish to undertake further research to identify the reasons and seek a resolution.

Unfortunately we do not have an electronic tracking and recording system. This is being investigated and approval sought. This means that interrogation via SITS and using the student SID, is largely a manual and onerous process. It has also led to inconsistency with collection of data across the service. There are limited generic categorisations across all support services. Each service largely utilises its own categories which best reflect their service and student needs.

All services record the following three key measures:

- Student satisfaction
- Would you recommend the service to a friend? (with a target that 90% of service-users would)
- Did we solve your problem?

## University of Cambridge

Services include: Disability Resource Centre; Accommodation Service; Student Operations; Educational and Student Policy; Card Office; Cambridge Admissions Office; Careers Service; Academic Practice and Researcher Development; Counselling Services.

20,065 students were eligible to access services in 2012/13.

Staff: FTE: 207

### Data collection

At the University of Cambridge student support is provided by both the colleges (tutorial and general support, including financial advice, and general referral and signposting). Data are not collected centrally, and the diffuse nature of the tutorial system means that it would be difficult for it to be collected even at college level. Specialist support is provided by a University Disability Resource Centre (DRC), Counselling Service (UCS), and Careers Service, and via the International Student Team and Helpdesk function of the Student Registry. There is also a University Accommodation Service which helps graduates find accommodation if this is not available via their college. All undergraduates are accommodated by their colleges.

### Usage

Data is collected at service level in the DRC (using 'Maximiser'), UCS Service (using a bespoke database, although we are looking at moving to 'Platinum') and Careers Service. It is monitored for both the DRC and UCS by a central committee through annual reporting. Data at the Careers Service is published via the Services Annual Report. DRC data on client-adviser ratios, in comparison with sector averages, were used recently to support a case for increased adviser capacity.

Data is not currently collected by the International Student Team or the Student Registry.

## University Campus Suffolk (UCS)

Student Services include: Finance, International, Disability and Well-being (including counselling), Careers and Employability, Infozone (one-to-shop, pre entry, applicant, course info and all general 'student life' enquiries), link with Multi-Faith Chaplaincy

Students eligible to access services at Ipswich Campus (primarily):

- FTE: 3579.5
- Headcount: 3827

Staff:

- FTE: 18.42
- Headcount: 26
- Casual staff headcount (not included in above): 3

## Data collection

At the Ipswich campus Student Support consists of Careers, Disability and Wellbeing, International and Finance advice areas. There is also a one-stop shop (Infozone) providing a front of house service for all student enquiries and a point of referral to Student Support. In February 2013 UCS introduced components of the Enterprise Service Desk (ESD) provided by Tribal Education. The Enquiries component primarily services frontline, less substantive interactions and is heavily utilised by the Infozone team and contributed to by other teams across UCS (including Student Support). The Case Management component captures interactions arising from ongoing casework, with the potential for use within appeals, misconduct cases and tutorial support. Access to Case Management is restricted to identified staff, but cases can be shared between relevant case workers. Case Management enables interactions to be categorised into cognate areas of case work (e.g. Disability) and also allows interactions to be assigned a sub category /activity (e.g. Specialist tuition or diagnostic assessment). Enquiries are also categorised (e.g. course information, financial application support).

ESD is linked to the central student records system (SITS:Vision) and it is possible to identify a full range of demographic data of service users (e.g. gender, nationality, fee status) by interrogating these two systems.

## Usage

Student support service usage is reported annually and compared to the general student population. During the planning phases of ESD consideration was given to data collection to endeavour to set up the systems to gain meaningful data that could be used to measure usage and analyse effectiveness of service delivery. It was also hoped that this data could inform future service delivery and potentially be used as a tracking tool (e.g. to monitor the delivery of Non-Medical Help). With the system being active for approximately 18 months, the effectiveness and potential of these areas are currently being further explored. The full breadth of possibilities is currently limited by the volume of interactions recorded and migration methods of older data. It is anticipated that on-going software developments will also help to enhance this work.

## University of East Anglia (UEA)

Services provided by Dean of Students' Office for which data is held: Finance; Disability and Dyslexia; Wellbeing (Mental Health); International Student Advisory

Team; Off campus accommodation advice; Pastoral care in UEA residences (Senior Resident system); General drop in / advisory; Learning Enhancement. Other services for which no data is held: Dental Practice; Chaplaincy (Multi Faith Centre); Accommodation Office.

14,199 students were eligible to access services in 2012/13.

32 heads of staff (plus 26 senior residents), comprised of 29.73 FTE (excluding Accommodation Office, Dental Practice and Chaplaincy).

### Data collection

The Appointments Pro system provided by Spectrasoft, an external organisation, is used in conjunction with the SITS system at the University of East Anglia to manage and report on student interactions with the Dean of Students' Office (DOS). At the start of each academic year, student data is extracted from SITS and uploaded to Appointments Pro, including demographic information such as age, gender, fee status, disability and ethnicity. The system is used by staff within DOS to log significant interactions with students throughout the year across all support services. Each appointment is classified using unique flag ID / incident codes (see Appendix A) that provide a description of the interaction. Interactions can include bookable and drop-in appointments, telephone calls, emails or workshops.

### Usage

The end of each academic year sees a download of all appointment data, allowing detailed analysis of trends across the support services offered and patterns of access in conjunction with institutional data.

## University of Essex

Services include: Funding Advice; Disability (including Dyslexia); Wellbeing (including counselling); International Student Advice; Residents' Support Network; Drop-in.

12,454 students were eligible to access services in 2012/13.

Staff (excluding sessional and variable hours staff):

- FTE: 26.07
- Headcount: 35

### Data collection

The University of Essex uses an in-house designed database system known as Essex Students Information System (ESIS). The database holds university records for registered students (and alumni), including demographic data, such as gender, ethnicity, nationality, age, and fee status. Separate screens are accessible under 'Student Support Clients' and are used to record each interaction a student has with Student Support. These interactions include drop-in enquiries, telephone and email correspondence, as well as ongoing casework. Most interactions are categorised using a problem code system (see Appendix B). The problem code defines the area of enquiry, i.e. Funding, and the description of that enquiry, i.e. Access to Learning



Fund. Each student who has a recorded interaction with Student Support on the database is assigned a Student Support ID number (SSID). This is linked to the main university record of each student which allows for reporting on the profile of students engaging with Student Support services.

## Usage

An annual review comparing the Student Support client population with the total University student population and reporting on types of enquiries is produced at the end of each academic year and is considered at University committees. When the data highlights groups of students who do not appear to be proportionally represented at service-level, this information is considered by managers, and where appropriate, further research is carried out. This might involve focus groups or surveys for instance.

## University of Hertfordshire

Student Services include: Office of the Dean of Students (Counselling, Disability, Chaplaincy, Outreach and WP, Accommodation/Housing, Childcare, Medical Centre); Student Centre (Finance, General info, course info, registration, applications, general advice); Careers and Placement Service.

Number of students eligible to access services in 2012/13:

- 25,180
- Plus 502 on HE courses at our FE colleges

Staff:

- Dean of Students: 170 total, 90 FTE
- Student Centre: 78 total, 73 FTE
- Careers and Placement Service: 40 total, 25 FTE

## Data collection

The University of Hertfordshire currently lacks the kind of sophisticated software to collect and share data across its student services. Presently, services use a combination of Quercus (a software database), the University's intranet and local databases to collect student data (including demographic data). With each service collecting data in its own way it is difficult to accurately share data across departments and to be completely confident in its comparative abilities.

## Usage

Each service takes it upon itself to use data for tracking and planning purposes that meet its own needs. For example, the Community Partnerships Office analyses collected data to pinpoint trends in student welfare and spikes in specific activities in order to develop monthly targets and yearly plans, an approach that is replicated across many of the University's student services. Services tend to collaborate across the University and with external groups to resolve student case and queries. Difficulties arise when it is necessary to identify individual students and view the

history of their interactions with various services, as these exchanges cannot always be logged in a system. However, the various student services are slated to move into a brand-new, purpose-built building later this year. Not only will this increase collaborations, but a new tracking software will be rolled out allowing services to coordinate data collection and easily share information from the same source.

## Norwich University of the Arts

Student Support offers advice and guidance on welfare, accommodation, disability/dyslexia/DSA and finance. We outsource our counselling service and employ a freelance Educational Psychologist for assessments. We award all Bursaries and assess ALF applications and ALF returns, and manage the Non-Medical Helper invoices and track and run reports on the Specialist Study Skills tutorials. We also allocate our 165 NUA residences, monitor and manage conduct issues and oversee deposit returns.

1724 students were entitled to access services in 2012/13.

Staff numbers (not including sessional staff): 4 FTE, 4 total

### Data collection

Appointments with Student Support can be made at two locations on campus, or via email or phone. Our appointments are made via Outlook calendars and there is currently no centralised software to run reports or share information. We currently use spreadsheets and databases to collate DSA appointments, Educational Psychology report appointments and dyslexia tutorials. This is the same for our appointment statistics. Our appointment outcomes are coded and use:

- 01 – Student Support follow-up required
- 02 – Referral to academic area
- 03 – Referral to outside agency
- 04 – Inquiry completed

We currently collect data independently as a department but would like to look at centralised software to be able to run reports on all aspects of disclosure as an institution.

# Appendix B

## University of East Anglia Dean of Students' Office Flag Data for Appointments

<b>1.0</b>	Academic		
		<b>1.01</b>	Academic/study
		<b>1.02</b>	Course choice
		<b>1.03</b>	English language
		<b>1.04</b>	PhD supervision
		<b>1.05</b>	Intercalation
		<b>1.06</b>	Withdrawal
		<b>1.07</b>	Essay drafting
		<b>1.08</b>	Feedback/resubmission
		<b>1.09</b>	Writing style, grammar etc
		<b>1.10</b>	Presentations
		<b>1.11</b>	Exams
		<b>1.12</b>	Reading, researching and notetaking
		<b>1.13</b>	Plagiarism and referencing
		<b>1.14</b>	Time management
		<b>1.15</b>	Critical thinking
		<b>1.17</b>	Scientific writing - not in use
		<b>1.19</b>	General advice
		<b>1.20</b>	Essay planning
		<b>1.21</b>	Appeal/complaint
		<b>1.23</b>	Referral to Dyslexia Tutor
		<b>1.24</b>	Assignment instructions
		<b>1.30</b>	Numeracy
		<b>1.31</b>	Algebra
		<b>1.32</b>	Calculus
		<b>1.33</b>	Maths - higher topics
		<b>1.34</b>	Statistics
		<b>1.35</b>	Science
		<b>1.36</b>	Return from intercalation
<b>2.0</b>	Accommodation		
		<b>2.01</b>	Accommodation problem
		<b>2.02</b>	Maintenance problem (UEA)
		<b>2.03</b>	House/flat dispute
		<b>2.04</b>	Dirty kitchen
		<b>2.05</b>	Intruder on premises
		<b>2.06</b>	General advice
		<b>2.07</b>	Safety
		<b>2.08</b>	Smoking in residences
		<b>2.09</b>	Unauthorised guest
		<b>2.10</b>	Dirty/untidy room

		<b>2.11</b>	Misuse of fire equipment
		<b>2.12</b>	Dangerous behaviour
		<b>2.13</b>	Security concern
<b>3.0</b>	Behaviour		
		<b>3.01</b>	Culture clash
		<b>3.02</b>	Drug use
		<b>3.03</b>	Drug dealing
		<b>3.04</b>	Accused of noise/disturbance
		<b>3.05</b>	Victim of noise/disturbance
		<b>3.06</b>	Fire alarm (residences)
		<b>3.07</b>	Accused of assault
		<b>3.08</b>	Victim of assault
		<b>3.09</b>	Accused of bullying/harassment
		<b>3.10</b>	Victim of bullying/harassment
		<b>3.11</b>	Accused of racist incident/racial abuse
		<b>3.12</b>	Victim of racist incident/racial abuse
		<b>3.13</b>	Accused of sexual assault
		<b>3.14</b>	Victim of sexual assault
		<b>3.15</b>	Accused of theft (external)
		<b>3.16</b>	Victim of theft (external)
		<b>3.17</b>	Accused of theft (residences)
		<b>3.18</b>	Victim of theft (residences)
		<b>3.19</b>	Accused of food theft (residences)
		<b>3.20</b>	Victim of food theft (residences)
		<b>3.21</b>	Accused of vandalism/criminal damage
		<b>3.22</b>	Victim of vandalism/criminal damage
		<b>3.23</b>	Noise/ASB complaint from neighbour (non-student)
		<b>3.24</b>	Noise/ASB complaint from neighbour (student)
		<b>3.25</b>	Environmental Health complaint
		<b>3.26</b>	Community general advice
		<b>3.27</b>	Disciplinary
		<b>3.28</b>	Suspension
		<b>3.29</b>	SR issue
		<b>3.30</b>	Urinating
		<b>3.31</b>	Professionalism concerns
<b>4.0</b>	Health and wellbeing		
		<b>4.01</b>	Physical health
		<b>4.02</b>	Mental health
		<b>4.03</b>	Self harm
		<b>4.04</b>	Suicidal thoughts
		<b>4.05</b>	Friend/flatmate concerns

		<b>4.06</b>	Alcohol abuse
		<b>4.07</b>	Bereavement
		<b>4.08</b>	Loneliness
		<b>4.09</b>	Homesickness
		<b>4.10</b>	General anxiety
		<b>4.11</b>	Personal relationship issue
		<b>4.12</b>	Family
		<b>4.13</b>	Parental anxiety
		<b>4.14</b>	Missing student
		<b>4.15</b>	Isolation (for illness)
		<b>4.16</b>	MH Consultation
		<b>4.17</b>	Abuse
		<b>4.18</b>	Anxiety
		<b>4.19</b>	Addictive behaviour
		<b>4.20</b>	Depression and mood disturbance
		<b>4.21</b>	Loss
		<b>4.22</b>	Other MH condition inc psychosis
		<b>4.23</b>	Eating disorders
		<b>4.24</b>	Self and identity
		<b>4.25</b>	Sexual issues
		<b>4.26</b>	Transitions
		<b>4.27</b>	Welfare
		<b>4.28</b>	Staff concerns re mental health
		<b>4.29</b>	Staff concerns re physical health
		<b>4.30</b>	Extenuating circumstances
		<b>4.31</b>	Student attendance/engagement
		<b>4.32</b>	Fitness for study
<b>5.0</b>	Disability		
		<b>5.01</b>	Disability
		<b>5.02</b>	Register with dyslexia service
		<b>5.03</b>	DSA application
		<b>5.04</b>	Top-up assessment
		<b>5.05</b>	Examination arrangements
		<b>5.06</b>	Stickers
		<b>5.07</b>	Reasonable adjustments (academic)
		<b>5.08</b>	Pre-entry advice
		<b>5.09</b>	Pre-entry evaluation of needs
		<b>5.10</b>	Equipment
		<b>5.11</b>	Equipment loan
		<b>5.12</b>	Specialist software training
		<b>5.13</b>	Physical access
		<b>5.14</b>	Support workers
		<b>5.15</b>	Personal care
		<b>5.16</b>	Study skills tuition
		<b>5.17</b>	General advice

		<b>5.18</b>	Temporary disability
		<b>5.19</b>	EP Assessment
		<b>5.20</b>	Dyslexia feedback
		<b>5.21</b>	Dyslexia Tutorial
		<b>5.22</b>	Dyslexia screening
		<b>5.23</b>	Onward referral/signposting
		<b>5.24</b>	Disability consultation
		<b>5.25</b>	Reasonable adjustments (estate/accom)
		<b>5.26</b>	Autism spectrum condition
		<b>5.27</b>	Vision impairment
		<b>5.28</b>	Hearing impairment
		<b>5.29</b>	Fatigue condition
		<b>5.30</b>	Specific learning difficulty
		<b>5.31</b>	Mobility impairment
		<b>5.32</b>	Other disability/health condition
<b>6.0</b>	Finance		
		<b>6.01</b>	Finance
		<b>6.02</b>	Childcare
		<b>6.03</b>	Dependants
		<b>6.04</b>	Money advice
		<b>6.05</b>	Dept management
		<b>6.06</b>	Funding advice
		<b>6.07</b>	VC/other loan application
		<b>6.08</b>	VC/other loan extension
		<b>6.09</b>	ALF application
		<b>6.10</b>	UEA application
		<b>6.11</b>	NHS student funding
		<b>6.12</b>	NHS application
		<b>6.13</b>	Assessment feedback (ALF etc)
		<b>6.14</b>	Student Support (SLC) problem
		<b>6.15</b>	Benefits enquiry
		<b>6.16</b>	Employment advice
		<b>6.17</b>	Other financial problem
		<b>6.18</b>	Nursery Fund application
		<b>6.19</b>	UEA debts
<b>7.0</b>	International		
		<b>7.01</b>	Tier 4 visa
		<b>7.02</b>	Tier 1 PSW visa
		<b>7.03</b>	General immigration
		<b>7.04</b>	Personal/welfare
<b>8.0</b>	Other		
		<b>8.01</b>	Car parking
		<b>8.02</b>	Complaint - DOS

		<b>8.03</b>	Complaint - School
		<b>8.04</b>	Complaint - other
		<b>8.05</b>	Other
		<b>8.06</b>	Care leaver
		<b>8.07</b>	SR management issue
		<b>8.08</b>	Complaint - SR
		<b>8.09</b>	Non academic complaint
		<b>8.10</b>	Non academic appeal
		<b>8.11</b>	Student death

# Appendix C

University of Essex Student Support Problem Codes as recorded on ESIS

Area	Current problem Description	Current code
Funding	Other	1.00
	Benefits (other than DSA)	1.01
	Postgraduate	1.02
	International	1.03
	Undergraduate	1.04
	Debt/Money Management	1.05
	SFE/LEAs/other funders	1.06
	Student loans	1.07
	Fees	1.08
	Additional help (Charities, Childcare etc.)	1.09
	Hardship loans	1.10
	Fee status	1.11
	Tax enquiries	1.12
	Employment	1.13
	Access to Learning Fund	1.14
	University Bursary	1.15
	Other Bursaries and Grants	1.16
	Council tax	1.17
	NSP	1.18
	Academic Excellence Scholarship	1.19
	International Study Bursary	1.20
	International Experience Bursary	1.21
	Care Leaver Bursary	1.22
Refugee Bursary	1.23	
Accommodation	Other	2.00
	University	2.01
	RSN	2.02
	Private sector	2.03
	Seeking	2.04
	Medical/Welfare grounds	2.05
International	Other	3.00
	Student Visitor Visa	3.01
	Immigration – other	3.02
	Police Registration	3.03
	Entry Clearance – Other	3.04
	Entry Clearance Correction Scheme	3.05
	Working in the UK	3.06
	Social Provision	3.07
	International - course change/absence	3.08



	Banking	3.09
	Tier 4 Entry Clearance	3.10
	Tier 4 Extending in the UK ( <i>was visa extensions</i> )	3.11
	Tier 4 CAS	3.12
	Tier 4 Refusal/Rejection	3.13
	Tier 1 GE	3.14
	Registration	3.15
	Dependents	3.16
Academic Support	Other	4.00
	Course change/transfer	4.01
	Intermission/withdrawal	4.02
	Extenuating circumstances	4.03
	Notification of absence	4.04
	Exams advice	4.05
	Individual exam arrangements disability	4.06
	Exam arrangements Religion	4.07
	Coursework/other assessment	4.08
	Study Skills	4.09
	English Language support	4.10
Wellbeing	Other	5.00
	Need to talk	5.01
	Referred for assessment	5.02
	Referred for mentoring	5.04
	General/other	6.00
Disability	Dyslexia screening	6.01
	Dyslexia enquiries	6.02
	Student Support Workers	6.03
	DSA	6.04
	SENDA bursary	6.05
	Applicant	6.06
	Access Centre/Needs Assessment	6.07
Transport	Other	7.00
	Transport for London (Oystercard)	7.01
	Parking general	7.02
	Parking Medical/Welfare grounds	7.03
	Parking caring responsibilities	7.04
Community	Other	8.00
	University/On campus issues	8.01
	Off campus issues	8.02
	Harassment	8.03
	Disciplinary	8.04
	Victim of Crime	8.05
Other	Misc	9.00
	Prospective Student	9.01

	Third Party Enquiry	9.02
	Local Information	9.03
	University/Campus information	9.04
	Complaints	9.05
	Police/student involvement	9.06
	Under 18s	9.07
	Safeguarding	9.08
	External Liaison	9.09
	Carers/caring	9.10
Health	Other	10.1
	Health Centre Liaison	10.2
	Pregnancy	10.3



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The Student Services Organisation