

Student Counselling Service

Annual Report 2011-2012



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BACP is the trade name of the British Association for Counselling and Psychotherapy

The Report

This annual report was produced in January 2013 and covers the academic session from August 2011 to July 2012. In order to give an up-to-date picture, we also report on key issues beyond August 2012.

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This report can be provided in alternative formats on request.

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“Excellent service, all the staff were friendly and welcoming. My life has completely turned around since coming here.” (Student feedback)

Acronyms

AUCC	- Association for University and College Counselling
BABCP	- British Association for Behavioural and Cognitive Psychotherapies
BACP	- British Association for Counselling and Psychotherapy
CBT	- Cognitive Behavioural Therapy
CORE	- Clinical Outcomes Routine Evaluation
CSE	- College of Science and Engineering
DoS	- Director of Studies
EBVC	- Easter Bush Veterinary Centre
ECA	- Edinburgh College of Art
EMDR	- Eye Movement Desensitisation and Reprocessing
ESS	- Enhancing Student Support project
HSS	- College of Humanities and Social Science
HUCS	- Heads of University Counselling Services
HUCSS	- Heads of University Counselling Services Scotland
IAD	- Institute for Academic Development
IS	- Information Services
KPI	- Key Performance Indicator
MVM	- College of Medicine and Veterinary Medicine
ODL	- Online Distance Learners
OLL	- Office of Lifelong Learning
PT	- Personal tutor
PTSD	- Post-traumatic Stress Disorder
PGT	- Postgraduate Taught programmes
QAA	- Quality Assurance Authority
QAC	- Quality Assurance Committee
SASG	- Student and Academic Services Group
SCS	- Student Counselling Service
SDS	- Student Disability Service
SSO	- Student Support Officer
SSP	- Student Support project
VTO	- Veterinary Training Organisation



Executive Summary

Rising Demand

- The Service saw an unprecedented increase in referrals of 35%, with substantially larger increases experienced during both semesters.
- Over the year 1307 students had one or more appointments with a counsellor.
- 50 students participated in our group and workshop programme.
- At the end of December Semester 1 in 2012-13 the Service was facing an additional 20% increase on referrals on semester 1 2011.

Key Priorities for the year were met

- Additional resources secured for a permanent increase in both counselling and frontline administration staff
- Response times improved
- Funding for Mental Health Advisors post secured
- New Service strategic plan is being developed
- The Service structure was reviewed and reorganised to improve strategic development and benefit operational management.

Resource Implications

- Additional resources have increased the level of counselling provision
- Counselling is available on more days at Moray House and King's Buildings
- The service is rapidly approaching full capacity in terms of counselling provision in the current Service accommodation

Merger with Staff Counselling

- Following discussion with Human Resources the University will merge the Student Counselling Service and the Staff Counselling Service in February 2013
- This will create a University Counselling Service, but continuing to operate in two units
- Clients of both services will still be able to access and benefit from the particular specialism and professional expertise of each unit

Distance Education Initiative

- Website information for ODL students developed
- Funding secured for additional training in email counselling
- Resources available for extending eBook provision of Bibliotherapy titles

Enhancing Student Support

- Scoping study on resource needs for Personal tutors completed
- Training on Student Mental Health for academic staff being rolled out

Healthy Body Healthy Mind Campaign

- The Service is collaborating with the Centre for Sports and Exercise in this campaign

1 Quality of student support opportunities

1.1 Key features of service provision

The Student Counselling Service supports the key University strategic themes of enhancing our student experience, promoting equality and diversity, building strategic partnerships and collaborations, and assisting students to realise their full potential.

The Service is committed to the Student and Academic Services Group aims of

- Providing a high-quality service to the University community
- Further developing and sustaining a responsive service culture
- Pursuing continuous improvement of the Service.

Our goal is to deliver an efficient and timely service that is customer-focused and of world-class quality.

The primary purpose of the Student Counselling Service is to provide a free confidential professional counselling service to all matriculated students of the University of Edinburgh.

The counselling offered by the Service is short-term of up to six sessions, subject to clinical need, and is offered by a team of experienced professionally-qualified counsellors. Many other university counselling services in the UK are adopting similar models of delivery. The counselling offered by the Service includes email counselling, hypnotherapy, CBT and EMDR. A wide range of self-help resources are available through our website, our own publications, through resources from other providers (e.g. NHS) and through the Bibliotherapy project.

The secondary objective of the Student Counselling Service is to enhance and encourage the emotional well-being and mental health of University of Edinburgh students and those who support them. The Service seeks to reach this objective by

- Facilitating personal development and psychoeducational groups and workshops for students
- Encouraging students to support themselves through the Bibliotherapy Scheme
- Offering advice and support to academic staff concerned for the mental and emotional well-being of their students
- Contributing to training and development programmes organised for staff and students by other departments of the University
- Collaborating and liaising with colleagues in other University services, the Edinburgh University Students Association, and the University Health Centre
- Collaborating with the Student Disability Service in supporting the Mental Health Mentor Scheme
- Participating in the Welfare Consultative Group, the Disability Committee and the Mental Health Sub-Group.
- Offering high-quality training places to trainee counsellors.

The main strands of the Service model of counselling provision are

- To assess suitability for counselling at referral
- To offer an initial appointment allowing for assessment and exploration of what the next steps might be
- To provide short term counselling of up to six sessions (subject to clinical need) where short-term counselling is an appropriate intervention and is desired
- To refer on to other agencies, external to the University, for students whose issues require longer-term counselling or psychotherapy, and to refer to services both internal and external to the University where interventions or supports other than or in addition to short-term counselling are appropriate.
- To offer alternatives to one-to-one counselling such as bibliotherapy, psychoeducational groups and workshops, and mental health mentoring.

Our model of service delivery deals effectively with crisis intervention, minimises risk, and enhances the student experience. Students identified as being at risk are given priority for appointments. The Service is committed to early intervention where possible and uses a triage approach both prior to and after the initial appointment students have with a counsellor.

“I wasn’t sure if the service would help me or not, but it really has. I’ve felt safe here and I’d recommend it to anyone who finds themselves struggling.”(Student feedback)

1.1a Group and Workshop programme

As reported last year after a cost/benefit review of the group and workshops programme, a limited programme was offered in the 1st semester that minimised resource commitments and maximised collaborative working. The groups and workshops are advertised on our website, in the Main Library, through printed flyers and on MyEd, and students can sign up for these through the student portal. A large number of international students participated in the programme. Feedback evaluations from students taking part in the programmed events remain positive, but despite the workshops being oversubscribed attendance was poor (see **Table 1** below). In view of the dramatic rise in demand for individual counselling we did not offer the programme in semester 2.

Table 1: Groups and Workshops 2011 – 2012

Group/Workshop	Date	No. booked	No. attended
Confidence Building	28 Oct 2011	23	7
Confidence Building	18 Nov 2011	19	12
Living with Dyslexia	16 Nov 2011	39	11
Out of your head	26 Oct 2011	10	6
Out of your head	23 Nov 2011	17	8
Dr Who	25 Oct – 22 Nov 2011	20	6
TOTAL		128	50 (39%)

Confidence Building

This short workshop is run as part of OLL's annual 'Moving On' course before fresher's week. The workshop was repeated in October and February. A total of 19 students attended the semester-time workshops and again feedback remains positive.

Out of Your Head – relaxation workshop

This short workshop was run in the first semester with four students participating. Due to pressure on resources and the relatively poor uptake we did not repeat the workshop in the second semester. We were asked to provide this for EUSA's Wellbeing week in October 2012. EUSA arranged the advertising and bookings, but again only three students participated out of 27 who had booked or indicated an intention to attend.

Living with Dyslexia

This workshop is run with additional input from the Student Disability Service and the Careers Service. The workshop is aimed at students who have been diagnosed with dyslexia during the course of the year to offer information, advice, support and a perspective on the psychological impact of receiving such a diagnosis. This afternoon workshop is both popular and well attended. It was offered again in semester 1 of 2012-13 and again was well attended.

'**Dr Who?**' group for PhD students jointly with the Institute for Academic development. It is a five week group programme. Again despite considerable interest from students, attendance was poor. The programme has been under review, but we hope to run the group with IAD in the next academic year 2013-14.

Table 2: Groups and Workshops Semester 1 2012-13

Group/Workshop	Date	No. booked	No. attended
Out of your head - EUSA	18 Oct 2012	14	3
Living with Dyslexia	23 Oct 2012	29	22
TOTAL		43	25(58%)

Low attendance is a feature of similar events held by other services and EUSA. We will continue to offer workshops that do attract students and are piloting two new events this year. In partnership with the Centre for Sports and Exercise, as part of the Healthy Body Healthy Mind campaign, we will be facilitating a **Stress Busting for Students** session. This will be an interactive session focussing on how to manage stress more effectively.

During the exam period, in partnership with Canine Concern Scotland and their Therapet programme, and with the support of EUSA we are going to pilot a **Paws for Stress Relief** day. Drawing on the success of similar projects at leading universities across Canada and the USA, and the evidence physiological and emotional therapeutic benefit of animal bonding, 5-6 therapet dogs will be available at a central campus venue for bonding time with students.

1.1b Key Features of Student Users - Indicators and Trends

The figures in Appendix A (page 27) show statistical indicators and trends. 2011-12 saw the largest increase in demand on the service in any one year – an increase of 35% (**Figure 1**). **Figure 2** shows the rise in student numbers and average number of sessions. The increase in referrals has continued through Semester 1 in 2012, the demand being 20% up on the same period as in 2011. By the end of December 2012 we had met with 700 students, 53% of the total number of students seen in the previous 12 months.

What would account for this?

For 2011-12 a number of factors would have contributed to the rise in demand

- The success of the relocation to the Main Library – making the service more visible and accessible
- The overall increase in the student population (8%)
- Merger with ECA, increasing a student population statistically more likely to use the Service
- The perceived value of the service among students and stakeholders

Early indicators of the factors that are contributing to the 20% increase for 2012-13 are

- Increasing number of referrals from the Advice Place
- Increasing referrals from ECA
- UK wide trend: Increasing referrals being reported by many other university counselling services

“Having the space to be honest about what I have been going through has been invaluable, instead of having to pretend everything was fine. That the counsellor was so warm and supportive yet challenging helped enormously and made me feel the process changed something rather than just providing a sympathetic ear.” (Student feedback)

Profile of Student Users

Gender balance

Figure 3 shows that there is virtually no change in the ratio of male/female students over the past five years. Men are still under-represented. We know from our CORE evaluations that male students are more likely to present with significant psychological distress. Yet these statistics are consistent with other student counselling services in Higher Education and in counselling services in general. Our website has specific pages for men aimed at explaining counselling and overcoming men’s reluctance to self-refer to talking therapies.

Undergraduate Students

66% of the students attending the service were undergraduates. This represents a drop in proportion of undergraduate users from 73% in 2010-11, but 66% is in line with the percentage of undergraduates in the whole student body (65%).

Figure 4 Undergraduate Students by year per College (six-year comparison)

Figure 5 Undergraduate numbers (2011-2012) 3 year trend by College

The statistics show that undergraduates present fairly evenly across the years. This year we have included the percentage of student's using our service who were studying programmes previously taught in ECA before the merger. We did this to monitor whether these students were accessing the Service post-merger. These students presented as a higher proportion (8%) of our client group than their proportion of the student body as a whole (5.4%), but historically ECA students presented in larger numbers. A significant number of students at ECA disclose dyslexia as a disability (see below). Combining these ECA students with other students in HSS, then 70% of students using our service were from HSS, a higher proportion than in the student body as a whole (70% : 61%), with proportionally smaller numbers presenting from MVM (9% : 11%) and CSE (21%: 26%). **Figure 7** shows undergraduate clients as a percentage of the undergraduate student population.

Postgraduate Students

Figure 6 Postgraduate numbers (2011-2012)

Postgraduate students present fairly consistently across HSS and MVM, with a rising number of students presenting from Science and Engineering. 34% of our student users were postgraduates. This represents an increase in the proportion of postgraduate users from 27% in 2010-11, but is in line with the percentage of postgraduates in the whole student body (35%) **Figure 8**.

International students

Figure 9 We have seen a very significant rise in use of the service by International students. International students are now 37% of our client population (17% EU and 21% overseas), and 36% of the student population as a whole. Our information leaflet for International students has been updated and reprinted.

Further discussion on international students is included under section 4.1 below.

Students with Disabilities

Figure 10 Students presenting with disclosed disabilities

Currently 8% of University of Edinburgh students disclose a disability. 20% of our clients disclosed disabilities, no change on the previous year. The rise in numbers shown in **Figure 10** demonstrates a rise in proportion to the increase in number of referrals as a whole (35%).

Figure 11 lists the disabilities disclosed by Student Counselling Service users. The largest single group of students with disclosed disabilities (50%) were those with specific learning difficulties such as dyslexia, 10% of the total number of Service users. Though there is a percentage drop in the number of students using the service with disclosed mental health difficulties (i.e. those whose difficulties are substantial and long term), this is a smaller proportion of a larger number of clients and equates to the same number of students. It is likely that more students have such mental health difficulties but choose not to disclose this to the University. Students in this population often present with more complex needs.

Referrals

Figure 12 Sources of Referrals

The percentage of referrals from Schools (Directors of Studies/Personal Tutors, Supervisors, and SSOs) is largely consistent, though referrals from PTs and SSOs may increase as the ESS project rolls out. The website is proving increasingly to be a source of information for self-referrals (now 35%): see Appendix D Website report. During semester 1 2013 we noted a rise in the number of referrals from the Advice Place.

Presenting Issues

There is no significant change over a five year period as evidenced in **Figure 13** (page 29). The most common presenting issues are anxiety (including e.g. stress, panic attacks and PTSD), depression, relationships, self and identity (includes e.g. self confidence, self esteem, perfectionism, and issues around sexuality). Students whose issues would be counted in other categories (e.g. welfare and employment) do not appear in significant numbers in the data either because they are referred elsewhere for practical advice and support (e.g. the Advice Place or Careers Service) or because they are not the major presenting issues that the students bring. Likewise students presenting with significant self-harm, suicidal ideation or suicide attempts are often recorded under other categories (e.g. clinical depression).

Response Times

The remaining statistics show our response times to students in the past year and first semester 2012-13. These inform two of our KPIs (waiting times from referral to initial appointment, and from initial appointment to first counselling appointment).

Number of students being added to the waiting list for counselling

Figure 14 This graph shows the number of students being added to our waiting list for counselling each week during Semesters 1 and 2. A consistent identifiable pattern of referral has emerged, and has continued into the first semester of 2012-13. The Service continues to be very busy during the summer vacation especially with students on PGT programmes, and we had a waiting list for appointments at the start of Semester 1 in both 2011 and 2012.

Although the increase in demand over the year was 35% there were significant rises in demand during Semesters 1 and 2 of 40 – 48%. This graph does not show the extent of the waiting list, only numbers being added to it week by week.

Waiting times – referral to initial appointment

Figure 15 Our KPI target is to see students for an initial appointment within one week of registering with the Service. Our KPI response time for 2011-12 improved slightly in semester 1, significantly in semester 2 and dramatically in semester 2.2 (i.e. revision and exam period).

Waiting times - initial appointment to counselling

Figure 16 Our KPI target is to see students for counselling appointments within three weeks of their initial appointment. Our KPI response time over the last academic year improved significantly in semester 1, and slightly in semester 2. Students assessed as being at risk are prioritised and are seen within our target times, unless there is an exceptional difficulty with the student's availability.

Annual waiting times

Figure 17 Length of waiting time from referral to initial appointment

Figure 18 Length of waiting time from initial appointment to counselling

Academic Year 2011-12 and Semester 1 2012-13

In the context of the increase in overall demand on the service we improved our response rates, with 69% of students being seen for their initial appointment within one week, and 94% of students were seen for the initial appointment within 2 weeks of contact. For on-going counselling appointments we improved our response rate, with 56% of students being seen within three weeks (up from 47%) but our goal is to reduce these waiting times even further. In semester one 2012-13, with an additional rise of 20% in referrals our KPI response time for initial appointments dropped slightly to 61%, though 91% of students were still seen within 2 weeks, and our KPI response time for counselling improved again to 70%.

“Counselling not only improved my experience with Edinburgh University, it has given me the strength to continue with university. It had a direct effect on my academic performance.” (Student feedback)

1.1c Promoting Accessibility

Equality and Diversity are fundamental to our professional Ethical Framework and Guidelines for Good Practice, and key criteria for our Service accreditation. The Service has an Accessibility Strategy which meets our BACP Service Accreditation criteria. Our strategy aims at promoting and improving accessibility for students. When students register with our Service they are invited to let us know of any adapted facilities or assistance that they may require, such as mobility, access, hearing, vision or easy-read formatting.

The Student Counselling Service is unique among the student-facing student services in being permanently located over four sites: Main Library, Holyrood Campus, The King's Buildings and EBVC. All our sites have wheelchair accessibility, accessible toilets, loop

systems available at the reception areas and staff trained in their use. Portable loop devices can be made available to counsellors as required.

Our website is designed in line with the University's website and accessibility help and advice information. Service staff are given training in equality and disability awareness and our administration team has been given training in student mental health.

Material published by the Service is in accordance with good practice guidelines and can be made available in alternative formats as required. As described above the Service offers a workshop (Living with Dyslexia) aimed at students who have been given this diagnosis.

For students off campus the Service continues to offer email counselling, and we have raised the profile of this provision on our website. This year we had ten students who used this therapeutic approach, which reflects the student need previously identified for individual face-to-face contact. 3 ODL students are now using this approach since September 2012. Our website has an extensive section of links to other sources of self-help for students.

“All of the people I met from the service were very friendly. They all help you feel at ease and are approachable.” (Student feedback)

Current and likely future demand

As reported last year, at the start of the academic year 2011-12 the Service had experienced a 6% cut in its overall budget from the previous year. This coincided with the relocation of our main office into the Main Library and the merger of the University with ECA, and consequent merger of the Service with the smaller counselling service at ECA. The resource implications of this were that a 0.7 fte counselling post was not replaced on becoming vacant, but 0.6 fte additional counselling posts were added as a result of service mergers. The shortfall was met to some extent by additional funding being made available both at the start of the year for sessional counselling hours, and in the course of the year by additional resources being made available from SASG contingency funds in view of the increase in demand during the course of the year.

For the current academic year 2012-13, the service has had an increase in budget of 55% which funded the recruitment of 1.5fte counsellors and another full-time administrator, increasing the hours of part-time administrative staff, as well as securing funding for the Mental Health Adviser's post which we hope to recruit in Spring 2013. The level of funding for sessional counselling was also retained. This significant investment in the Service substantially meets the need for uplift in resources identified in the last annual report and recommended by QAC. However this increased resource must be viewed in the context of an additional 20% rise in demand being experienced in Semester 1 2013.

As a result of staff changes during the summer of 2012, and in response to the growth of the Service, service management was restructured. Two of our Senior Counsellors, Marc Richelieu and Iola Wilson became Assistant Directors, with both line management and project management responsibilities, and we were able to recruit a third Assistant Director, Jenny Leeder, who came to us from the University of Wolverhampton. The Service Management team now consists of the Director, the Assistant Directors and the Office Manager.

The additional staff resources have allowed the service to operate out of our Holyrood campus office four days per week in semester 1, 2012, and this will rise to five days per week in semester 2. We are now offering counselling on a third day at Kings Buildings and are planning to use a room in the Hunter Building at ECA for c. 6 hours per week. During semester 2, 2013 all our counselling rooms that can be effectively staffed will be fully used five days per week. Although the additional resources have over the past 18 months helped to improve our response times, waiting times for counselling during the peak times of the academic year remain high and a source of dissatisfaction for students. Part of the design of the office in the Main Library was to allow for the expansion of the service, but expansion to full capacity has occurred in an 18 month period. If the trend for significant rises in demand continues on a year to year basis, not only will additional resources for counselling provision be required, but additional fit for purpose accommodation will also be needed, if the service is to meet the demands placed on it by the University community.

1.2 Key partnerships and their features

Table 3: Key partners

Careers Service	Students are referred both to and from the Careers Service, and Careers staff provide reception for counsellors working at The King's Buildings.
Student Disability Service	Students are referred both from and to the SDS, in particular to the Mental Health Mentors. SCS has provided non-managerial supervision for Advisors and MH mentors. SCS collaborates with SDS in running student mental health awareness workshops for academic and other student support staff, and 'Living with Dyslexia' for students. Both services collaborate in the publication 'Helping Distressed Students'. SCS staff contribute to the work of the Disability Committee. Administrators from both services staff our joint reception area.
Chaplaincy	Students are referred both to and from the Chaplaincy.

EUSA	Students are referred both to and from the Advice Place, and EUSA provides informal feedback on behalf of students, both users and non-users. SCS is asked to provide resources and workshops for EUSA's wellbeing weeks.
University Health Centre	Students are referred both to and from the University Health Centre, and we liaise with the GPs and Community Mental Health team for advice and information.
Institute for Academic Development	Students are referred both to and from the Study Development Advisers, and the group for PhD students has been run jointly with IAD. SCS contributes to the Postgraduate Certificate In University Teaching. SCS collaborated with IAD in a scoping study on resource needs for PTs which has led to a programme on Student Mental Health being offered to staff.
Accommodation Services	Students are referred to and from the Residence Life Team, and both services liaise in supporting students at risk living in University accommodation. SCS periodically contributes to training for Wardens and Residence Assistants.
Academic Staff	SCS offers consultation and advice to academic staff concerned for their students and liaises with staff for evidence for special circumstances and appeals. SCS provide student mental health training for staff.
Royal (Dick) Veterinary School	SCS provides counselling at EBVC and liaison with PTs, VTO and Staff Student Liaison Officer. SCS staff provide induction input for new students and for PTs.
Office of Lifelong Learning	SCS provides a workshop and participates in the induction session of the 'Moving On' programme (Widening Access).
Centre for Sport and Exercise	SCS refers students for consultation and support with exercise programmes, particularly for students with mild to moderate depression. SCS participated in the preparation of the submission under the Healthy Mind Healthy Body campaign and are collaborating with the development of stress relief workshops as part of the scheme.
Ten for Ten	Ten for Ten is a project whereby counsellors and psychotherapists in private practice in Edinburgh offer up to ten low cost counselling sessions specifically for students whom we have assessed.

Local counselling agencies e.g. Pastoral Foundation, Wellspring, Saheliya, Gay Men’s Health, Couple Counselling Lothian	SCS maintains contact with free or low cost counselling agencies for referral information for students
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“It was such a relief to be able to come to counselling each week and just to talk to someone. I felt I established a really good relationship with my counsellor and felt less alone.” (Student feedback)

1.3 Evaluation of the Service

The primary sources of evaluation of the work of the Service are the Evaluation Survey and CORE (Clinical Outcomes Routine Evaluation). We have feedback available from the International Student Barometer, and also have a comments box in our waiting area.

During the course of the year we took part in BACP funded research with other student counselling services in the UK and Ireland through the AUCC into the impact of counselling on academic outcomes. The format has been incorporated into our evaluation survey. The research has now been published in the AUCC Journal and is available on line

http://www.bacp.co.uk/admin/structure/files/pdf/10714_the%20impact%20of%20counselling.pdf

An extract from the report “The Impact of Counselling on Academic Outcomes” is included in Appendix D.

The Evaluation Survey invites feedback from service users on their experience of the Service and a summary of the findings are included in Appendix B. The Survey is anonymous and submitted from all four sites where counselling is conducted. The Service provides the reception and waiting areas at two of the four sites. It has been a strategic aim of the Service to increase the number of responses each year, and this year we increased the response rate by a further 69% to 432 i.e. 33% of students who contacting the service, and 45% of those completing counselling.

A key point from the 2011-12 survey is the rise in the number of students finding the waiting times to be too long, either from referral to initial appointment, or from initial appointment to first counselling session. However 81% and 64% were satisfied with the respective waiting times. Although we managed to improve waiting times in the face of such a significant increase in demand, dissatisfaction as to waiting times reflects both longer waiting times for some students during peak times of demand, and also student expectation. At the initial appointment counsellors will give the student an indication of the likely waiting time for counselling, and provide additional information and sources of support for the student.

There is some increase in satisfaction with our publicity. Certainly moving to the Main Library has raised our profile but the same response is being received from students being seen at our other locations. We have taken steps to improve our publicity through new printed material, through the website, and having our email address on matriculation and staff cards.

We are not complacent and constantly seek to reduce the times students wait, though a number of students do wait longer because they offer very limited times when they are available for appointments, or wish to see a specific counsellor, or do not accept the first appointments offered to them.

The section of the survey using questions from the AUCC research project (**Figures 20 and 21**) shows that 81% of students found counselling improved their overall experience of University, and 77% found that counselling helped them develop skills useful in gaining future employment. The lower rate of students finding counselling helped them stay at University compared to the AUCC study as a whole is likely to reflect that the University of Edinburgh is sector leading in its retention of students. The lower rate for students finding counselling helped them in their academic work may reflect that fewer students present to the Service specifically about academic problems (**Figure 13**), and that other sources of academic support are available.

International Student Barometer

The most recent feedback from Summer 2012 shows improvement in the levels of satisfaction with our service from international students taking part in the survey. The service is now ranked 18th out of 27 UK universities taking part in the Summer 2012 wave, and 6th in the Russell Group. Feedback came largely from students from the USA, China and Canada.

Table 4 International Student Barometer

Support satisfaction	Summer 2007	Summer 2008	Summer 2009	Summer 2010	Summer 2011	Summer 2012
Student Counselling Service	79%	76%	82%	83%	85%	86%

CORE

The Service uses the CORE system as the tool to measure the level of psychological distress with which students present to the Service and the clinical improvement in students as a result of therapy. CORE is widely used in NHS Primary Care services and increasingly in other university counselling services. CORE provides robust data and allows for accurate benchmarking with counselling in Higher Education and in Primary Care. Our CORE sample statistics for 2011-12 show:

- 75% of students presented in the clinical range i.e. are those experiencing a significant level of psychological distress. Male students coming for counselling are more likely to have significant psychological distress.
- 21% of students presented as being at risk of suicide or self-harm.
- 73.4% of clients sampled showed recovery or improvement following their counselling sessions. Our KPI for this figure is 75%. Though disappointing there is evidence that the provision of timely counselling is particularly salient in the student population (see Royal College of Psychiatrists' Report into the Mental Health of Students in Higher Education, September 2011) which highlights the importance of early intervention. Our service model is aimed at seeing the most vulnerable students as quickly as possible, but with pressure on resources this does mean other students wait longer for counselling to begin, which is likely to impact on the recovery and improvement rate. See also the findings in the AUCC research above.

EUSA

The most common concern in feedback from EUSA has been that waiting times were too long. EUSA does realise that waiting times for psychological services in NHS Lothian, and for counselling through local voluntary agencies, are often much longer than those experienced by students during the times of peak demand on the Service. We value the contact and support we have from the Vice President Societies and Activities, Hazel Marzetti, and from the Disability and Welfare Action group, as well as the collegiate relationship we have with staff at the Advice Place.

“The service is excellent. I found the service a great support through a very difficult personal time, and would thoroughly recommend it to anyone struggling to cope with any aspect of life.” (Student feedback)

1.4 Extent to which the Service supports and develops its staff to enhance its effectiveness in supporting students

The staff team of the Service is made up of several components:

- Counsellors (including management) working throughout the year (both full time and part-time)
- Counsellors working part-time during semesters only
- Counsellors employed on a sessional basis during semester time
- Administrative staff (both full time and part-time)

The Service has a Training and Development policy which meets our BACP Service Accreditation criteria, and is applicable to all our staff. In addition to on-going training opportunities offered by the University to staff in general, the service undertakes to arrange training for both counselling and administrative staff.

We seek to hold at least one training day for counsellors, which staff are encouraged and supported to attend. In November 2011 the training day was held in partnership with NHS Lothian on Borderline Personality Disorder/Students who self-harm. This was well attended by counsellors and trainees from the Service and counsellors working in other Higher and Further Education institutions in Scotland. The Service training day in November 2012 was on Solution Focussed Brief Therapy and was attended by our own counselling staff and trainees, and counsellors from the Staff Counselling Service.

In February 2012 training was delivered to our staff by the Student Disability Service on the Equality Act and in March we organised a half day staff training on Asperger Syndrome by Autism Initiatives UK which was also attended by Disability Advisers and student counsellors from other universities in Edinburgh.

Our administrators also contributed to joint training for frontline administration staff with SDS, and we are planning to arrange a training day for Frontline staff from other university counselling services in June 2013.

Counsellors are encouraged to attend the AUCC Annual Conference, which provides a forum for student counsellors from throughout the UK and Ireland to meet and share best practice. In addition counselling staff are supported to pursue their individual continuing professional development in line with the requirements for individual accreditation as counsellors and psychotherapists. Over the past year counselling staff completed training programmes in EMDR and CBT.

The support offered to our trainee counsellors is an example of best practice as recommended by BACP. We now have two trainee placements per year recruited from a variety of postgraduate counselling and psychotherapy training programmes. We select trainees who have already had some clinical practice and they come to us on a second placement. The trainees are supervised and mentored by experienced counsellors from our team.

The Director, Assistant Directors and Senior Counsellor share in a rota of being first point of contact for consultation and advice for academic staff concerned about students, but also respond to contacts from parents and students, though such advice and assistance can be provided by any of our counsellors. We participate in the Postgraduate Certificate for academic staff run by IAD and also provide training on student mental health for academic staff as required. We have information specifically for University staff on our website.

We also participated in a series of presentations for Student Information Point staff and Student Support Officers in Semester 1 2012.

2. Quality and Standards

2.1 Approach to setting and maintaining standards

The Service is an organisational member of the British Association for Counselling and Psychotherapy. This is the leading professional body for counsellors and psychotherapists in the United Kingdom, with more than 37,000 members. The BACP

participates in the development of counselling and psychotherapy at an international level. Since 2006 the Service has had Accredited Service status awarded by the BACP.

The BACP Service Accreditation Scheme provides status and validation for the accredited service, and also provides robust evidence of service quality and professionalism. In addition, Accredited Services are bound by the *BACP Ethical Framework for Good Practice in Counselling and Psychotherapy*. All BACP Accredited Services have demonstrated a high quality of service delivery, meeting benchmark standards that are maintained by annual monitoring and reporting.

The Service Accreditation Scheme criteria cover areas of

- Policy (aims and objectives, publicity, staffing, equal opportunities)
- Management and Administration (service structure, community liaison, health and safety, administration and management)
- Delivery of service (accommodation, professional conduct)

The Student Counselling Service continues to be one of four such accredited services in Scotland. It is currently the only student counselling service of any Scottish University and one of four Russell Group university counselling services to have BACP Service Accreditation.

The Service also commits itself to following the BACP Universities and Colleges' Good Practice Guidelines. These guidelines outline the role of counselling services in Further and Higher Education, the activities undertaken by counsellors in such institutions and the working structures required to maintain good practice.

Our Key Performance Indicators derived within SASG are three-fold:

1. Waiting time of up to one week from referral to initial appointment
2. Waiting time of up to three weeks from initial appointment to first counselling appointment
3. A minimum of 75% of clients showing recovery or improvement on basis of CORE scores (benchmarked nationally).

We have a Service Level Agreement with the Vet School to provide three counselling sessions per week during semester time on a Wednesday afternoon at EBVC. Vet students tend not to have classes at this time and can access counselling more readily than at the city sites. The Vet School funds this provision and has also set aside a resource/counselling room and a waiting/interview room as part of student support provision. The Service reports annually to the Director of the VTO. There has been a very high level of uptake of the sessions, though we also see Vet students at our other locations. We have developed our liaison with the VTO and the School's Staff Student Liaison Officer. The School are keen to increase the counselling provision at EBVC and support for staff with pastoral responsibilities, and we anticipate further discussion about the resource and practical implications of such an extended provision.

External reference points - Benchmarking

In addition to our Evaluation Survey and KPIs we also benchmark counselling provision against other services. As reported last year the AUCC survey was reintroduced at the end of 2012, but the results are not yet available. We also benchmark through CORE and through HUCS and HUCS Scotland.

CORE benchmark: waiting times referral to initial assessment

The CORE median waiting time between referral and first assessment is eight days, indicating that at a service level 50% of clients in universities referred to therapy and accepted for therapy are assessed in just over a week. Furthermore, 75% of clients were seen in less than two weeks. From our statistics (**Figure 17**) 69% of student were seen within seven days for assessment and 93% within two weeks.

CORE benchmark: recovery and improvement

The average proportion of HE clients 'recovered' or 'improved' is 75% (i.e. three quarters of clients with post-therapy data were recovered or significantly improved at the end of treatment) compared with 71% in Primary Care. Our KPI is 75% recovery or improvement. Our CORE data for 2010-11 shows that we had a recovery or improvement rate of 73.4%.

Benchmarking exercises with HUCS and HUCS Scotland compare service resources, the level of demand and delivery of counselling. The HUCSS survey has also been reviewed and will be undertaken in Spring 2013. The most recent HUCS and Russell Group resource comparison is available in Table 5.

Table 5: HUCS Benchmarking – comparison with Russell Group and HUCS

HUCS Benchmarking – Russell Group	Russell Group Average 2011-12	HUCS Average 2011-12	University of Edinburgh 2011-12
FTE Counsellors	6.99	4.43	7.32*
Student body	22,540	20,445	31,335
Counsellor: Student ratio (FTE to student body)	1:3,225	1:4,165	1:4,280
% student population seen	4.5%	n/a	4.2%

*5.94 fte permanent staff 1.38 fte sessional staff

The AUCC Good Practice guidelines recommend a counsellor: student ratio of 1:3,000.

For 2012-13 our counselling team comprises 7.34 fte permanent staff plus funding for 1.18 fte sessional staff over the whole year.

Although our resources have increased significantly, we still remain under resourced when compared to the Russell Group average in the key measure of counsellor: student ratio.

Table 6: HUCS Scotland Benchmarking – key comparisons with Scottish HEIs

HUCS Scotland benchmarking	Scottish HEI Average 2010-11	University of Edinburgh 2010-11	University of Edinburgh 2011-12
Counsellor: student ratio (FTE to student body)	1:4,642	1:4,969	1:4,280
% student population seen	3.5%	3.5%	4.2%
Average no. of sessions per client	4.8	5.4	5.0

“This is not something I would have thought about using before (stigma) but I am thoroughly glad that I did.” (Student feedback_

2.2 Approach to Monitoring and Quality Assurance

As described above our BACP Service Accreditation is supported by annual monitoring. The Service is required to confirm that it continues to meet the criteria for accreditation, provide supporting evidence accordingly and must report on the following: changes to the service, provision, policies, procedures, resources; confirm the Head of Service who holds clinical responsibility; report any BACP complaints or appeals, any equal opportunities or ethical issues or changes in publicity material; confirm professional indemnity insurance. Since accreditation in 2006 BACP monitoring has resulted in no further recommendations being made as we continue to meet the criteria for accreditation.

The Director took part in a national consultation on changes being proposed for the Service Accreditation scheme and has been in discussion with the BACP in preparation for extending Service accreditation to include the Staff Counselling Service. The Director also participated in a BACP think tank meeting in March 2012 with representatives from other counselling agencies and sectors on the development of BACP’s work in Scotland.

As part of our strategic plan we are investigating the use of focus groups to elicit feedback from non-users.

3. Enhancement and sharing good practice

3.1 The management of enhancement

As reported last year the Service’s five year strategy for enhancement based on the SASG strategic plan was fulfilled and implemented in June 2011. Since then we have been developing a draft strategy for 2012-16, again in line with the University’s strategic plan. This document is still in draft form as it anticipates further organisational change, evolving line management, the need for consolidation and responding to significant increases in demand. Key elements from the draft strategy include

- Developing a mission statement for the Counselling Service
- Supporting the PT approach and ESS through consultation and staff training
- Extending counselling provision as a support for online learners for students gaining experience abroad or on work based placements
- Increased student satisfaction
- Supporting students in developing attributes and employability skills through the personal growth and reflection that counselling can offer
- Develop our research and review activities through eg CORE and Evaluation surveys, thus realising the full potential of the research data already collected by the service.
- Fostering approaches to research collaboration, by shaping and securing partnerships e.g. Clinical Psychology in the School of Health in Social Science, AUCC and BACP
- Increase evaluation feedback from users
- Develop sources of feedback from non-users
- Developing liaison with colleges and schools through the Senior Tutors network

3.2 Overview of Good Practice for dissemination

Service review days are held regularly in March, May and followed up in September to monitor our progress, to reflect on service delivery and to plan ahead for the next academic year. We review our KPI performance, benchmarks, CORE results and evaluation survey outcomes. It is the responsibility of the Director to consider and implement QAC recommendations. We hold core team meetings regularly, as well as clinical meetings, and administration team meetings. News and information on good practice are regularly communicated via weekly email bulletins and the service wiki.

All our counsellors have clinical supervision which is a professional requirement. In addition peer group supervision is held during the semester time on a monthly basis. Clinical meetings are held regularly to discuss issues of clinical concern and to share best practice. The Director and Assistant Directors meet frequently with individual counsellors for caseload management discussions.

The Service continues to take a lead in arranging training days for student counsellors, not only for our own staff team, but for colleagues in both HE and FE in Scotland and Northern England. This allows for cost-effective sector-specific training input to enhance the Service, increase our knowledge base and share best practice with other colleagues. In addition we have taken a lead in organising frontline training for receptionists and administrative staff in HE counselling and other student services.

Over the period covered by this report the Service met with visitors from the Free University Berlin and the University of Connecticut. We have been approached by counsellors from University of Mainz seeking to visit later in 2013.

The Service continues to participate in the work of the AUCC, HUCS and HUCSS.

4. The International Student Experience in relation to the Service

4.1(i) Key features of international student provision

QAA Guidance “International Students studying in the UK” (2012) contains four key criteria applicable to the Service:

- Availability of services and support should be clearly and accessibly communicated to international students.
- Services should be aware of the diversity of the student body and have an understanding of the needs of international students
- Staff should be appropriately trained and supported to understand the perspectives of students from different countries and cultures.
- Service should be part of the core service to all students, to foster an inclusive environment and promote integration

International students are fully integrated into our client base, and are eligible for the full range of counselling and other supports offered by the service. As reported above international students form 37% of our client group. In addition to our service leaflets, website and on screen information available to students in the Main Library, we also publish a leaflet specifically for international students to support their experience of settling into their new living and study environment. We participate in the International Induction Day organised by the International Office, as well as the International foundation course. We also take part in sessions on student mental health for those supporting international PhD students. Our service and staff are aware of the diversity of the student body and have an understanding of the needs of international students.

(ii) Setting and Maintaining Standards

As well as gathering information through CORE and our evaluation survey in a fully integrated way, we also receive feedback from international students through the International Student Barometer. As reported above our ISB satisfaction scores significantly improves in summer 2012. As with all our feedback and evaluation comments on the analysis is discussed with the management team, and at team meetings, review days and clinical meetings as appropriate. The two main strands from specific feedback is dissatisfaction with the waiting time for appointments and with the number of counselling sessions we offer.

(iii) Equality and Diversity

As discussed earlier in the report Equality and Diversity are fundamental to our Ethical Framework and our Accessibility strategy applies to all students using our service.

(iv) Staff training and development

Our training and development policy has been described above, as has been our mentoring of trainee counsellors. Our training activities are evaluated by participants and the on-going effectiveness of training is monitored through clinical meetings, case management and annual professional development reviews.

The training days for counsellors cover topics that would be applicable to clients of the service in general but we also include training specific for working with international students. In 2008 we held training on multicultural counselling. In February 2012 one of our senior counsellors attended a training day on Supporting the Mental Wellbeing of Chinese Students, which was shared with the rest of the team, and we have considered the report "Investigation into the Mental Health Support needs of International Students with particular reference to Chinese and Malaysian students" published by Nottingham University in 2011. As a result of these activities we are planning specific training for counsellors by the report's lead author. In November 2012 the Director attended the Working Group for the Promotion of Mental Wellbeing in Higher Education day conference "Across Continents and Cultures Promoting International Students Mental health and Wellbeing."

(v) Challenges and Opportunities

The main issue that arises in relation to international students is that of managing expectation. There can be confusion about the nature and role of counselling, with assumptions that counsellors will provide advice or solutions rather than brief therapy. Other international students have expectations based on their experience at home: that we would operate a 'drop in' approach, or deliver long term psychotherapy or psychiatry, or that we can provide an emergency service. While we are mindful of cultural differences, the experience of international students articulating deep personal concerns and issues often through the medium of a second language can add to the challenge of the counselling process.

5. Projects and Drivers

5.1 Database

As reported last year, our service database which was built by IS, was inadequate and not fit for purpose. With the assistance of Bruce Johnson from Academic Registry we discovered that the problems were more serious than we had thought. The database had not been sufficiently designed to review and retrieve data already recorded in EUCLID. The problems with BOXI were only the symptom; the underlying problem was the database not supporting our requirements. Our funding bid for SACS and IS Apps to redevelop the database to meet our requirements has been agreed and we anticipate work being done later this year.

5.2 Move to the Main Library and resultant impact

Having had our first full year of our new premises in the Main Library, the move can be judged a success from the point of view of being in a hub of student activity with a higher profile and ease of accessibility. Our presence in the Main Library has been seen overwhelmingly as a positive move by students, as evidenced by the increase in demand and feedback in other areas. There are real benefits in being collocated with

the Student Disability Service and Careers Service, and while the majority of new build snagging problems have been resolved, the lack of air conditioning in our premises can make for an uncomfortable working environment, though that should be resolved with the completion of the Main Library Refurbishment project later in 2013.

5.3 Merger with ECA

Following the merger our counselling colleagues from ECA were successfully integrated into the Service and students of ECA are presenting to the service in increasing numbers.

5.4 Mental Health Adviser

We have secured funding for the recruitment of a full time Mental Health Adviser to work with the Service as outlined in last year's report. We anticipate recruiting for this post before the end of semester 2.

5.3 Distance Education Initiative

In response to the DEI we secured funding for the development of our website and our email counselling provision for ODL students. We anticipate another counsellor being trained in email counselling during the summer. Currently three ODL students have approached us for email counselling. We also have funding for the Library to purchase eBook copies of the titles in our Bibliotherapy project as these come available.

5.4 Enhancing Student Support

During the summer of 2012 the Director took part in a scoping study with IAD to identify the resource needs for new Personal Tutors. As a result as an initial response to this three year project, FAQ responses for PTs were collated from the services represented in the Welfare Consultative Group, and a training programme on Student Mental Health is being rolled out by the Service and SDS. To date two of these events have been held, one centrally and one for the Vet School, with another for the School of Engineering being planned.

5.5 Student Support Project

Following from the review of student support services the Service is represented on two of the Projects' working groups, on developing on line supports and emergency support for students. The report acknowledged and articulated support for enhanced resources for the service. One initiative currently being considered for presentation to both working groups is investment in Big White Wall, an online support community for students with mental health issues www.bigwhitewall.com

5.6 Merger with Staff Counselling Service

The University's Staff Counselling Service has been operating for a number of years as part of Human Resources. As a consequence of the Head of Service leaving her post in August 2012, Human Resources approached SCS to consider the merger of the two counselling services. As a result of these discussions, merger is planned for February 2013, and our Assistant Director, Iola Wilson has been Acting Head of Service since August one day per week. The merger plan will create a single University Counselling Service, which will continue to operate in two distinct units, Student Counselling and

Staff Counselling, with their own premises and staff teams, but under the management of the current Director of the Student Counselling Service. Responsibility for Staff Counselling will move from Central Services Group to SASG, though funding for future enhancement of the service will remain the responsibility of Central Services. BACP Service Accreditation will be extended to cover staff counselling and we anticipate the merger being of benefit not only to service users but for the development and enhancement of counselling in the University.

5.7 Graduate Attributes

The Graduate Attributes Framework identifies three overarching attributes, underpinned by four overlapping clusters of skills and abilities, including personal effectiveness and communication. Our Evaluation survey, in conjunction with the AUCC research described above, showed that 77% of students reported that counselling helped them develop skills that might be useful in obtaining future employment (defined as e.g. self-understanding, understanding of others, managing difficult feelings better, increased confidence, assertiveness). (Figure 21)

6. Forward Look

The key priorities for the coming year are

- to manage a successful merger with the Staff Counselling Service
- to recruit for and develop the Mental Health Advisor's post
- to improve response times
- to secure the resources to maximise the provision of counselling in the accommodation available to the service
- to develop the new strategic plan
- to develop the innovations in the work the service and online resources available to students and further develop our collaboration with schools (in particular Vet School and Clinical Psychology) .

The past eighteen months described in the report have been an exceptional time for the Service with many challenges. Thanks are due to all Service staff and trainees for their hard work, forbearance, team spirit and commitment, and also to Kim Waldron, Shelagh Green, Jim McGeorge, Rio Watt and Bruce Johnson for their ongoing support of the work of the Service.

Ronnie Millar
Director, Student Counselling Service
31 January 2013

“Counselling helped me to understand why I have felt/acted in a certain way. I feel more able to cope with my studies and have a greater confidence in my abilities and decision-making. I have a better understanding of what works for me and these are skills which I want to carry forward, as I feel it will improve my ability to cope.”
(Student feedback)

Service Staff during 2011 to date

Ronnie Millar	Director
Moira Tattersall	Senior Counsellor, (retired June 2012)
Christine Walker	Senior Counsellor, Trainee Unit coordinator
Marc Richelieu	Senior Counsellor (Assistant Director September 2012)
Iola Wilson	Senior Counsellor (Assistant Director September 2012)
Dr Jenny Leader	Assistant Director (from October 2012)
Barbara Malinen	Counsellor, Training Coordinator
Iris Sloan	Counsellor
Ali McBride	Counsellor
Ada Blair	Counsellor
Colin Carson	Counsellor
Lesley Gray	Counsellor
Lindsay Crago	Counsellor
Maggie Coombs	CBT Therapist
Diana Sim	Sessional Counsellor (2011-12)
Christie O'Conner	Sessional Counsellor
Kate Fletcher	Sessional Counsellor
James Coyle	Sessional Counsellor
Ray Carrick	Sessional Counsellor
Andrew Thomson	Sessional Counsellor (semester2 2011-12)
Christine Ritchie	Sessional Counsellor (semester2 2011-12)
Fiona Switzer	Sessional CBT therapist
Dr Lynn Hyland	Sessional CBT therapist
Meg Stroud	Office Manager
Angela Robertson	Administrator
Nicky Mackenzie	Administrator
Joanna McKenzie	Administrator
Liam Faulkner	Administrator (from August 2012)
Ali Cutt	Administrator (semester 2 2011-12)
Dr Fiona Carlisle	Trainee Counsellor (October 2011 till August 2012)
Anna Mastorakou	Trainee Counsellor (October 2011 till August 2012)

Moira Tattersall retired from the service in June 2012 having completed 24 years work with the Student Counselling Service.

Yolanda Strachan had been on unpaid leave since September 2011 and resigned from her post as Counsellor in July 2012.

We wish these valued colleagues well in their respective retirement and future career.

Appendix A

Key Features of Student Users - Indicators and Trends

Figure 1. Number of students attending the Student Counselling Service

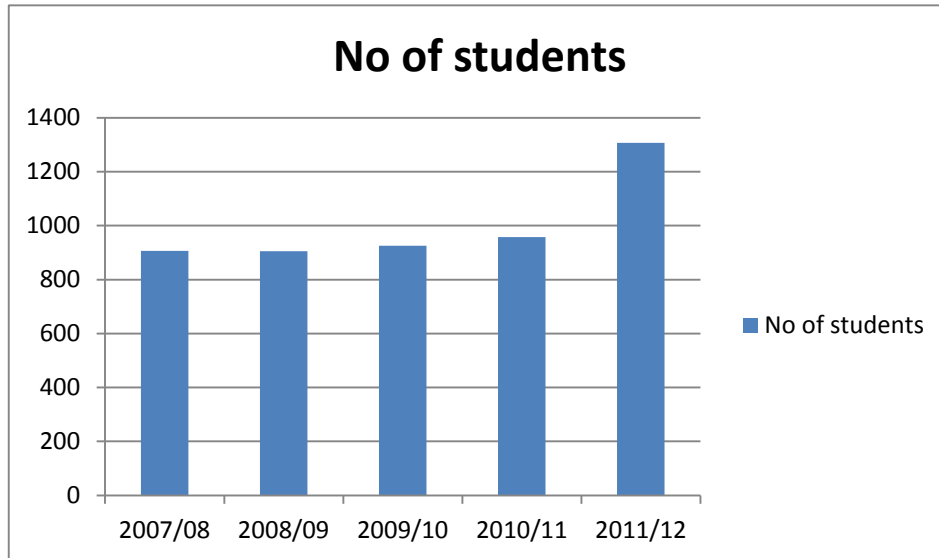


Figure 2 Student numbers and average number of sessions - six year comparison

	2011/12	2010/11	2009/10	2008/09	2007/08	2006/07
No. of students attending Initial appointments	1218	839	857	754	765	875
No. of students attending counselling	968	698	646	616	678	751
No. of counselling sessions	3953	3079	2465	2349	2960	3342
No. of students total	1307	958	926	905	906	953
Average no. of sessions including initial appointments	5.0	5.4	5.11	4.8	5.36	5.45

Figure 3. Female/Male ratio - six year comparison

Gender	2011/12*	2010/11	2009/10	2008/9	2007/8	2006/7
Female	70%	72%	70%	71%	68%	72%
Male	30%	28%	30%	29%	32%	28%

*One student self-identified as transgender

Figure 4. Undergraduate numbers 2011-2012 by College

Undergraduates	HSS	MVM	S+E	eca*	Total
1 st year	11%	2%	2.5%	1%	16.5%
2 nd year	15%	1.5%	9%	1%	23.5%
3 rd year	17%	2.5%	6%	4%	29.5%
4 th year	19%	2.5%	7%	2%	29.5%
5 th year		0.5%	0.5%		1%
Total	62%	9%	21%	8%	100%

*students from programmes previously taught at ECA pre-merger

Figure 5. Undergraduate numbers three year trend by College (in percentages)

%	HSS			MVM			S+E			eca	Total		
	11-12	10-11	09-10	11-12	10-11	09-10	11-12	10-11	09-10	11-12	11-12	10-11	09-10
1 st year	11	13	20	2	2	2	2.5	5	7.5	1	16.5	20	29.5
2 nd year	15	19	19	1.5	3	2	6	9	7	1	23.5	31	28
3 rd year	17	14	12	2.5	3	1	6	6	8	4	29.5	23	21
4 th year	19	13	14	2.5	3	2	6	7	4	2	29.5	23	20
5 th year	-	1		0.5	1	0.5	0.5	1	1		1	3	1.5
Total	62	61	65	9	12	7.5	21	27	27.5	8	100	100	100

Figure 6. Postgraduate numbers 2011-2012 (in %percentages)

%	HSS			MVM			S+E			ECA	Total		
	11-12	10-11	09-10	11-12	10-11	09-10	11-12	10-11	09-10	11-12	11-12	10-11	09-10
PhD (res)	15	17	23	4	3	5	13	12	14	2	34	32	42
PhD (xres)	7	1	2	1	1	0	1	1.5	0		9	3	2
MSc (res)	4	9	5	1	1	2		1	0.5		5	11	7.5
MSc (xres)	35	33	38	1	0	0	11	9	8	1	49	46	46
Dip-cert	1	8	2		0	0.5		0.5	0	3	3	8	2.5
Total	62	67	70	7	8	7.5	25	25	22.5	6	100	100	100

Figure 7 Undergraduate clients as % of undergraduate student population

College	Client%	U of E %
HSS	70	61
MVM	9	11
CSE	21	26

Figure 8 Postgraduates clients as % of postgraduate student population

College	Client %	U of E %
HSS	68	61
MVM	7	14
CSE	25	25

Figure 9. International students attending for counselling- six year comparison

Year	% international students	% sessions	average no. counselling sessions	
			Home	International
2006-07	15%	14%	4.4	4.4
2007-08	18%	18%	4.4	4.4
2008-09	18%	16%	3.9	3.4
2009-10	18%	15%	4.6	4.1
2010-11	24%	22%	4.3	3.8
2011-12	37%	21%	5.0	4.2

Figure 10. Students presenting with disclosed disabilities

Year	08-09	09-10	10-11	11-12
No. of students using counselling service with no disclosed disabilities	773	770	765	1045 (36%)
No. of students using counselling service with disclosed disabilities	135	143 (6%)	193 (35%)	262 (+35%)

Figure 11. Breakdown of listed disabilities disclosed by service users

Disability	08-09	09-10	10-11	11-12
Disability not listed	4%	8%	11%	2%
A specific learning difficulty e.g. dyslexia	47%	40%	47%	50%
Autistic Spectrum Disorder	1%	1%	1%	1%
Blind-partially sighted	1%	2%		1%
Deaf-hearing impairment	1%	1%	1%	1%
Mental health difficulties	17%	14%	21%	15%
Multiple disabilities	2%	6%	2%	3%
Unseen disabilities e.g. diabetes	18%	26%	15%	24%
Wheelchair user-mobility difficulties	9%	2%	2%	3%

Figure 12 Sources of Referrals

%	11-12	10-11	09-10	08-09	07-08	06-07
School	3	2	4	5	1	0.5
DOS	14	16	17	13	12	11
Friend	11	10	14	13	13	15
GP	19	21	17	17	24	23
Leaflets	4	5	4	5	6	7
Website	35	32	21	22	25	28

Figure 13 Presenting issues (% of clients seen)

Presenting Issues – reasons for using the service (%)	2011-12	2010-11	2009-10	2008-09	2007-08
Abuse	3	3	4	3	4
Academic	10	10	11	13	11
Addictive behaviour	1	0.5	0.5	1	1
Anxiety	23	22	19	23	22
Depression, anger & mood change or disorder	21	20	20	18	20
Eating disorders	3	2	3	3	2
Loss	8	10	9	10	10
Other mental health conditions	1	2	2	2	1.5
Physical health	2	3	3	1	2
Relationships	12	12	12	12	14
Self and identity	13	12	13	11	9
Sexual issues	1	0.5	0.5	0.5	0.5
Transitions	2	2	2	2	2

Figure 14. Number of students being added to the waiting list for counselling

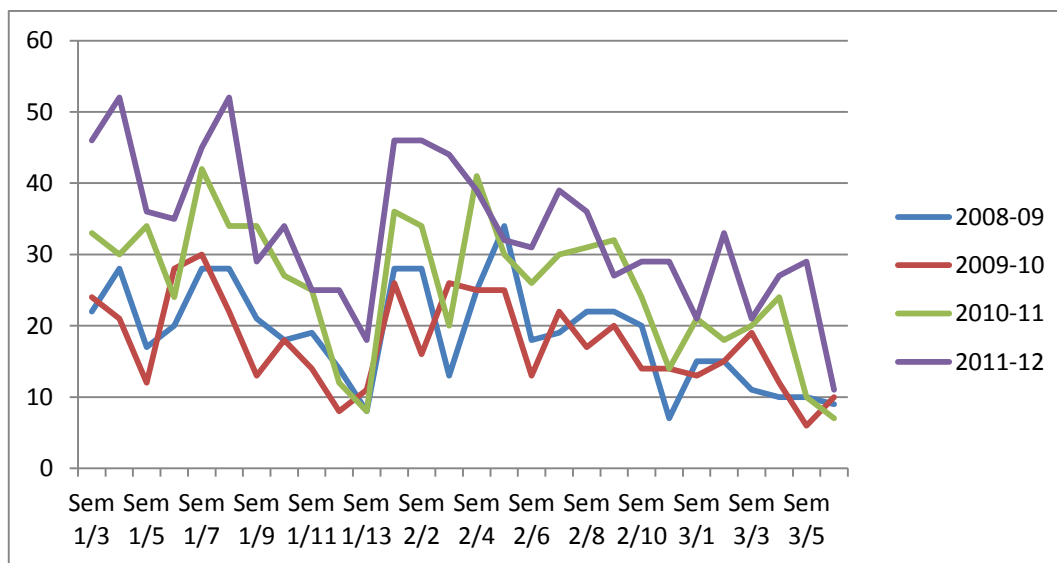


Figure 15. Waiting times – referral to initial appointment (percentages)

No of Weeks	Sem1	Semester 1			Semester 2.1			Semester 2.2		
	12-13	11-12	10-11	09-10	11-12	10-11	09-10	11-12	10-11	09-10
1	60	63	60	78	61	53	72	74	56	65
2	31	31	31	18	30	38	23	18	10	27
3	5	5	5	2	6	6	3	5	13	5
3+	4	1	4	2	3	3	2	3	21	3

Figure 16. Waiting times - initial appointment to counselling. (percentages)

No of Weeks	Sem1	Semester 1			Semester 2.1			Semester 2.2		
	12-13	11-12	10-11	09-10	11-12	10-11	09-10	11-12	10-11	09-10
1	32	34	27	43	21	14	28	26	33	20
2	27	20	15	27	13	17	13	15	15	17
3	11	13	10	13	5	5	9	22	13	17
3+	30	33	48	17	61	64	50	37	39	46

Figure 17. Length of waiting time from referral to initial appointment

Year	1 week	2 weeks	3 weeks	3+ weeks
2007 - 08	81%	15%	3%	1%
2008 - 09	76%	17%	4%	3%
2009 - 10	73%	22%	3%	2%
2010 - 11	56%	29%	7%	8%
2011 - 12	69%	24%	5%	2%

Figure 18. Length of waiting time from initial appointment to counselling

Year	1 week	2 weeks	3 weeks	3+ weeks
2007 - 08	27%	19%	14%	39%
2008 - 09	45%	27%	11%	17%
2009 - 10	31%	19%	12%	38%
2010 - 11	23%	16%	8%	53%
2011 - 12	27%	19%	10%	44%

Appendix B Evaluation Survey 2011-12

Figure 19 Evaluation survey summary and four year comparison

Evaluation survey	11-12	10-11	09-10	08-09
No. of students responding	432	255	215	171
Respondents as % of total no. of students seen	33%	27%	23%	19%
Satisfaction with reception and waiting areas (helpfulness- welcome-comfort)	98%	97.5%	97%	97%
Satisfaction with accessibility	100%	97.5%	99.1%	96%
Satisfaction with discreetness of service	96%	95%	99.6%	95%
Satisfaction with service publicity	69%	64%	62%	65%
% of students reporting counselling as having been helpful	98%	100%	100%	100%
% of students reporting waiting time for initial appointment as "too long"	19%	10%	18%	5%
% of students reporting waiting time for counselling as "too long"	36%	29%	33%	14%

Figure 20 Evaluation Survey Summary 2011-12

New survey	Not at all	To a limited extent	One of many factors	An important factor	The most significant factor	Not Applicable
"To what extent would you say that counselling ..."						
helped you to stay at university?	2%	10%	21%	31%	3%	26%
helped you do better in your academic work?	6%	17%	28%	30%	6%	12%
improved your overall experience of university?	3%	14%	32%	43%	6%	3%
helped you develop skills that might be useful in obtaining future employment?*	5%	15%	25%	41%	11%	Nil

* Defined as eg self understanding, understanding of others, managing difficult feelings better, increased confidence, assertiveness

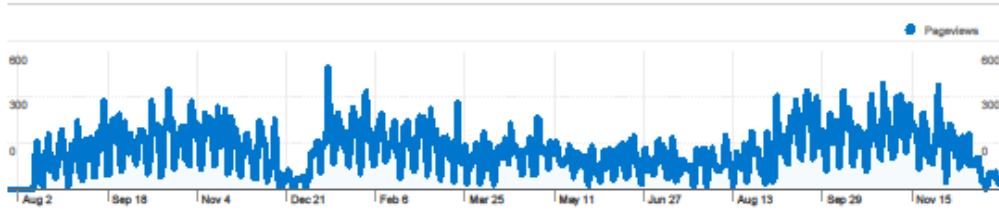
Figure 21 Comparison with AUCC Survey

New survey “To what extent would you say that counselling ...”	One of many factors		An important factor or most significant factor		Total finding counselling helpful	
	U of E	AUCC	U of E	AUCC	U of E	AUCC
helped you to stay at university?	21%	27%	34%	54%	55%	81%
helped you do better in your academic work?	28%	28%	36%	51%	64%	79%
improved your overall experience of university?	32%	27%	49%	56%	81%	83%
helped you develop skills that might be useful in obtaining future employment?	25%	18%	52%	60%	77%	78%

Appendix C

Student Counselling Service Website report

Jul 28, 2010 - Dec 31, 2011



132 pages were viewed a total of 87,500 times

Content Performance					
Pageviews 87,500 % of Site Total: 0.09%	Unique Pageviews 67,012 % of Site Total: 0.09%	Avg. Time on Page 00:00:39 Site Avg: 00:01:02 (-37.18%)	Bounce Rate 37.54% Site Avg: 50.31% (-25.39%)	% Exit 15.75% Site Avg: 21.43% (-26.50%)	\$ Index UK£0.00 Site Avg: UK£0.02 (-100.00%)
Top content		Pageviews			
www.ed.ac.uk/schools-departments/student-counselling		15,864	18.13%		
www.ed.ac.uk/schools-departments/student-counselling/services/short-term-counselling		6,009	6.87%		
www.ed.ac.uk/schools-departments/student-counselling/about-us		4,866	5.56%		
www.ed.ac.uk/schools-departments/student-counselling/students/appointments		4,541	5.19%		
www.ed.ac.uk/schools-departments/student-counselling/students		4,460	5.10%		
www.ed.ac.uk/schools-departments/student-counselling/about-us/contact-us		3,409	3.90%		
www.ed.ac.uk/schools-departments/student-counselling/services		3,341	3.82%		
www.ed.ac.uk/schools-departments/student-counselling/students/appointments/making-an-appointment		3,153	3.60%		
www.ed.ac.uk/schools-departments/student-counselling/home		3,005	3.43%		
www.ed.ac.uk/schools-departments/student-counselling/self-help		2,792	3.19%		
www.ed.ac.uk/schools-departments/student-counselling/list-groups-and-wrkshops		2,563	2.93%		
www.ed.ac.uk/schools-departments/student-counselling/services/specialist-counselling		1,916	2.19%		

Appendix D

Extract from “The Impact of Counselling on Academic Outcomes”

How Counselling helps

There were many helpful factors identified. In the course of Axial Coding which considers relationships amongst factors, processes by which counselling impacts and types of impact that it has, emerged. The Context was described as one in which the student found counselling to provide a safe space within the unfamiliar and challenging environment of their FE or HE institution. The Counselling Interventions which they most valued were emotional containment, understanding, and being offered new perspectives and new tools for coping. The main Impact of counselling was that students developed increased understanding and increased ability to cope. This then changed their Outlook to one which was more confident, more optimistic and more hopeful about the future.

The Core Code or the central process that appeared to be at work when counselling was helpful for students in the further or higher education setting is illustrated below. In this case, the central, most useful impact of counselling was that it increased students’ understanding of themselves and their problem(s). This resulted in improved ability to cope, which increased confidence. These two continued to interact in a ‘virtuous circle’ to result in increased hope for the future.

