

Student Usage of Dean of Students' Office Services

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Dean of Students

Ethos and approach



Integrated provision that sees the student as a whole person and not as a series of separate difficulties or concerns

Mission to promote and enhance student success, not only to prevent drop-out and resolve difficult problems

Advice and guidance offered aims to find the appropriate balance between supporting students and promoting their confidence and ability to resolve difficulties themselves

Sensitive to the diversity of UEA's student population and proactive, anticipating future student expectations and institutional developments

Services are confidential and impartial and are underpinned by transparent policies and procedures

Development of DOS provision is evidence based, using surveys, focus groups and other research tools to inform policy and practice

DOS 'divisions'



- **Dean of Students' Office**
- Student and Staff Counselling Service
- Multi-faith Chaplaincy
- Accommodation Office
- Student Residences
- Student Sport
- University Dental Service

- **Key partners:**
 - Union of UEA Students
 - University Medical Centre

Services provided by the Dean of Students' Division



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- academic learning enhancement
 - English language support for non-native speakers (generic courses provided by INTO)
 - disability and dyslexia support
 - Mental wellbeing advice
 - Student and staff counselling
 - accommodation including peer support (Senior Residents)
 - specialist services for international students
 - chaplaincy (multi-faith)
 - physical health (liaison with UMS)
 - sport, recreation and social opportunities
 - community liaison
 - volunteering opportunities, part-time employment and peer support initiatives
 - general advice and guidance (for students and staff who work with students)
 - student discipline
 - non-academic complaints

Dean of Students' Office teams



- Dean of Students' Team
- Learning Enhancement Team
- Student Finance Team
- Wellbeing Team
- Disability and Dyslexia Team
- International Students Advisory Team
- Residences Team
- Information Team

'Self help' resources



- Extensive range of paper and web-resources to support and enhance face-to-face work and offer information and guidance to students working off-campus
 - Study and information guidance leaflets
 - Guidance on supporting students in difficulty for staff
 - Pod casts
 - Videos/U-tube
 - Twitter and Facebook

Who uses DOS provision: overall use



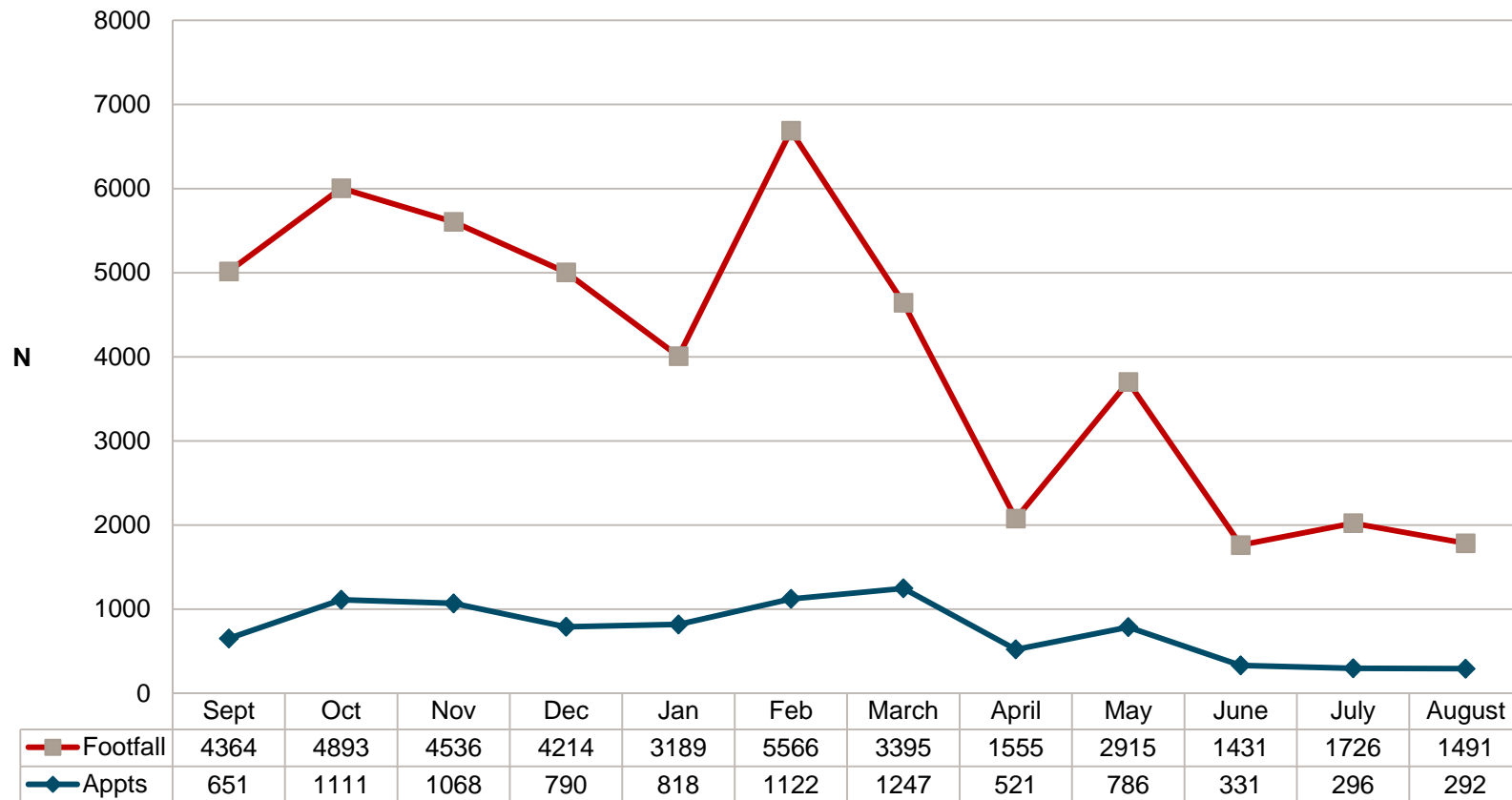
Academic year	2008/9	2009/10	2010/11	2011/12
Students N	1807	2597	2484	3417
% UEA students	14	19	18	25
FT Undergraduates	1204	1769	1778	2524
% UEA UGs	13	17	18	27
Appointments (workshops) Total N	5350	7457	7710	9057 (2339) 11396

Attendance at DOS workshops was not recorded until 2011/2

How many students use DOS Office services?



DOS appointment* and footfall data: Sept 2011 to August 2012



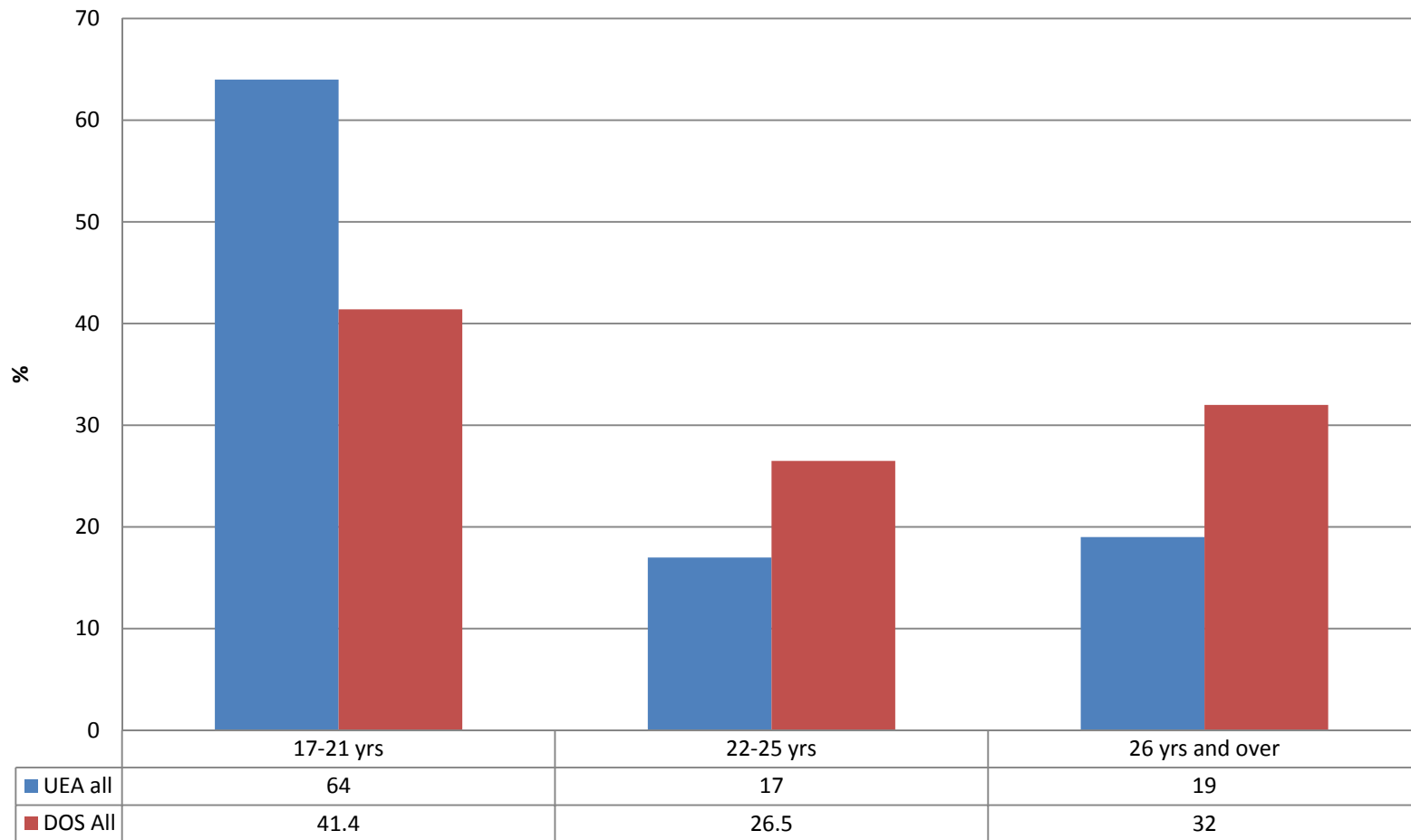
* Appointments exclude workshop attendance

Use of DOS Office provision by student groups

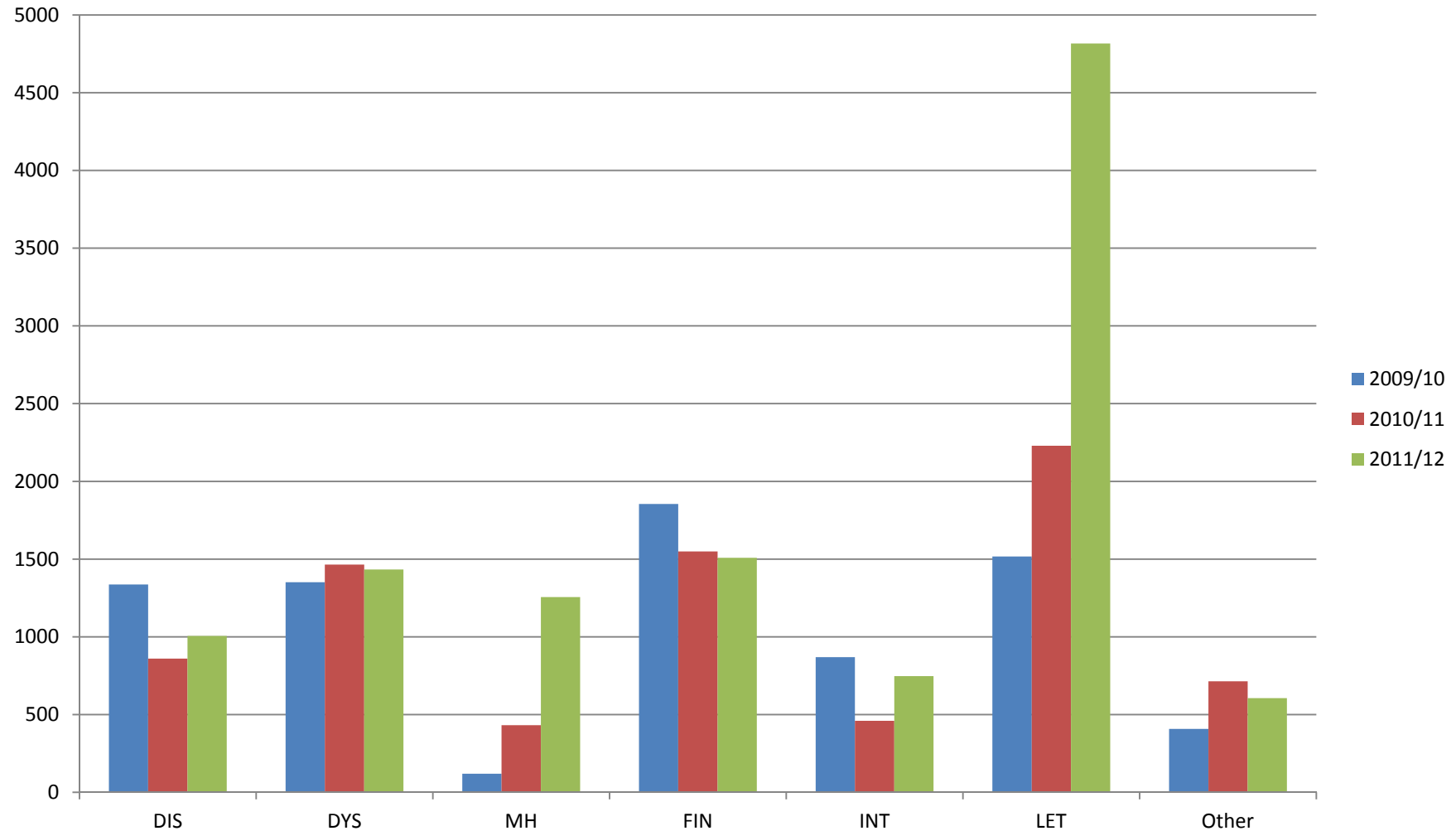


Academic year	2010/11	2011/12
Female students N	1483	2064
% UEA female students	23	28
Male students N	998	1342
% UEA male students	16	24
International students (excl. EU) N	595	855
% UEA International students	29	41

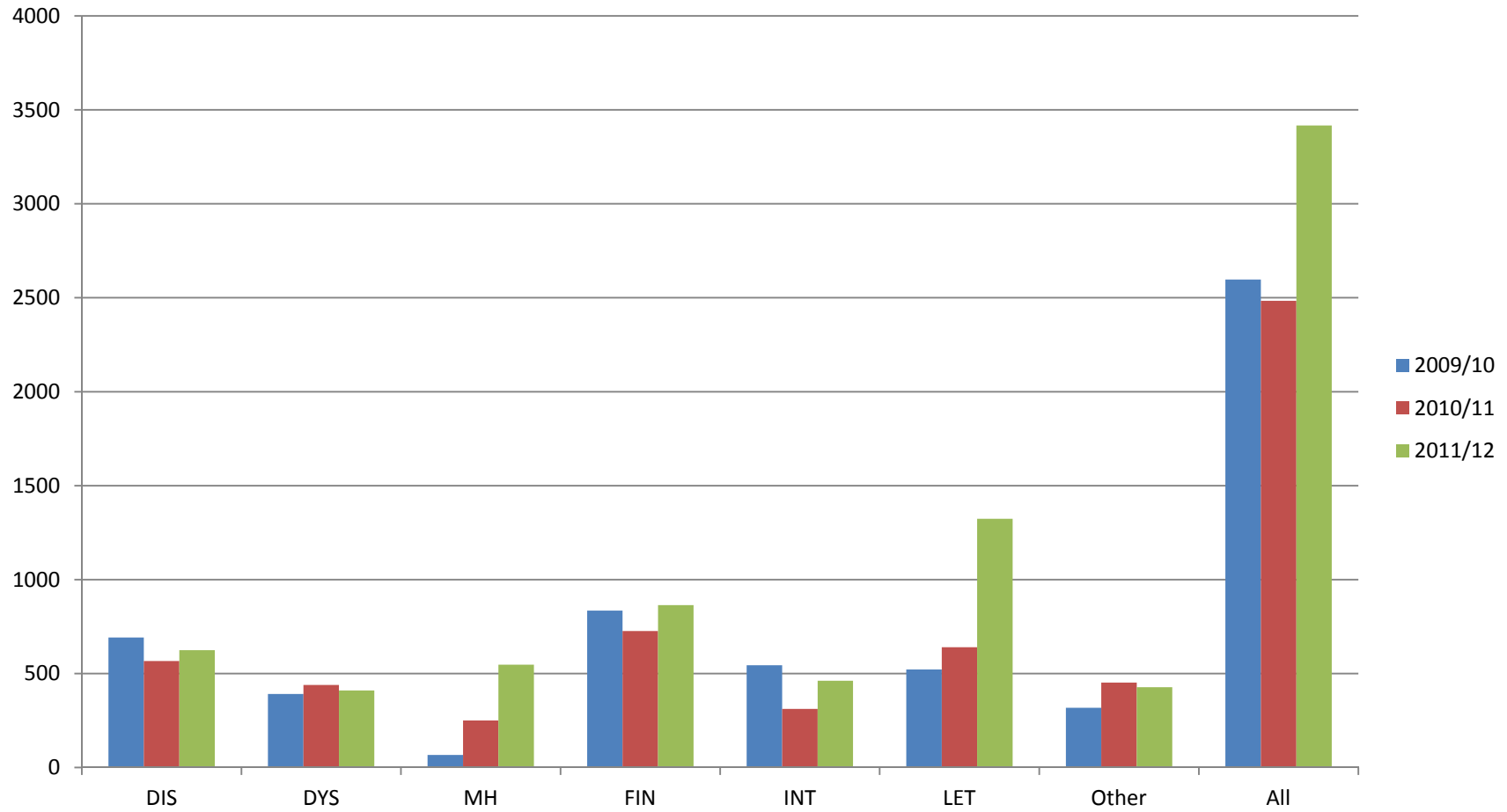
Students by age group: 2011/2 (% UEA students/DOS clients)



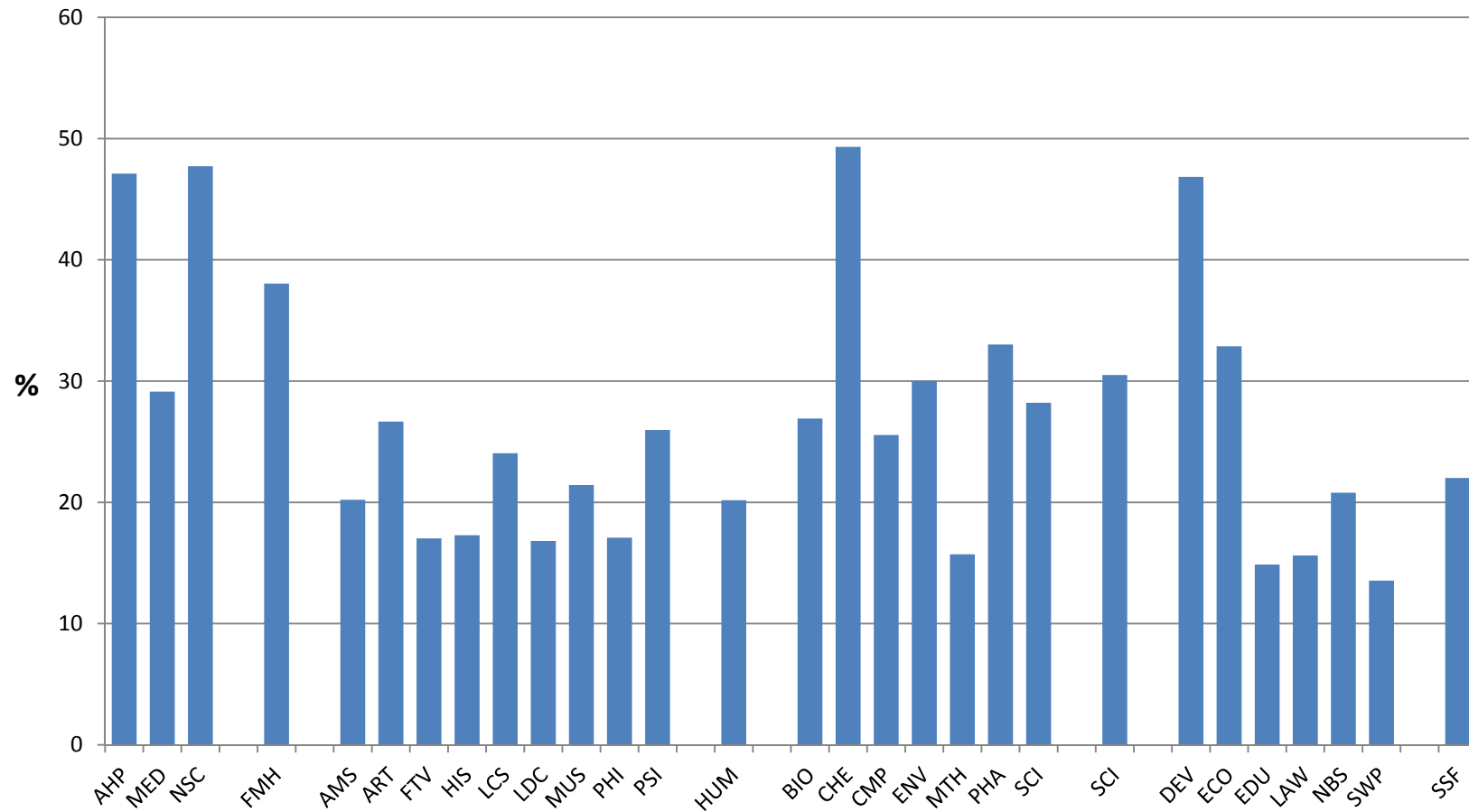
Demand for student appointments: 2009/10 to 2011/12



Number of students seen, by team

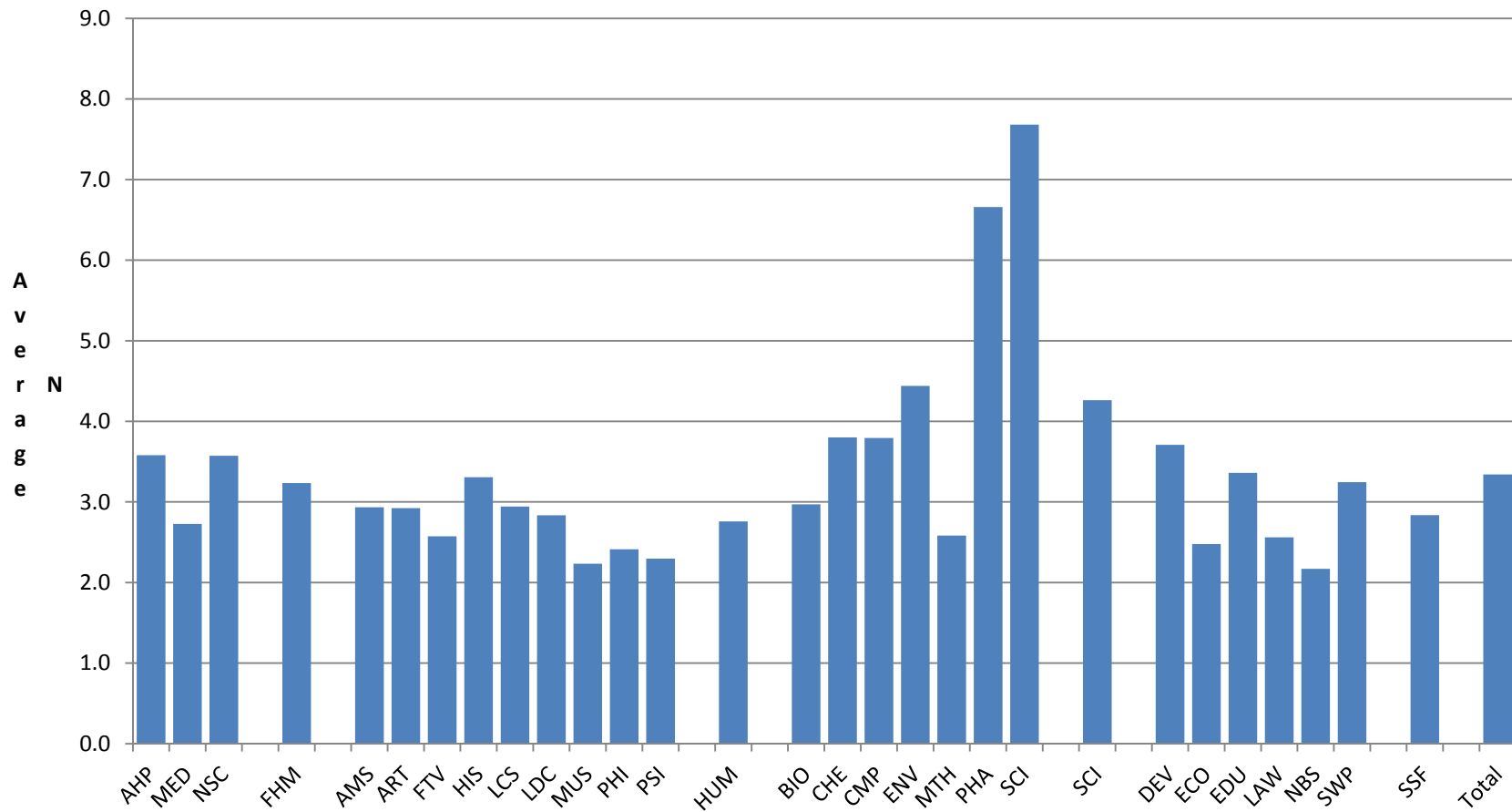


Students' use of DOS by School (2011/2)



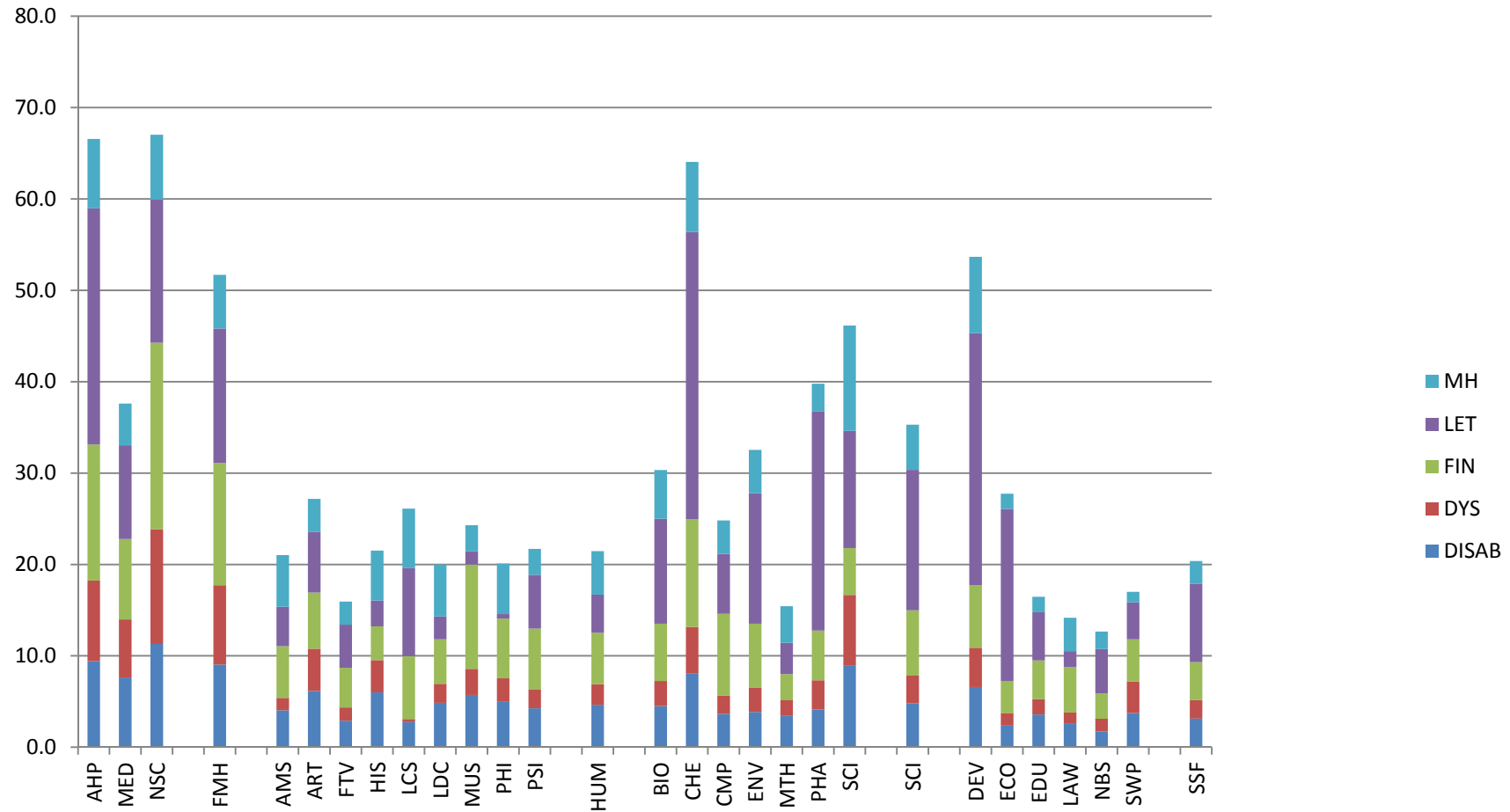
% School's students seen

Average N Appointments per student



% students seen

DOS Team use by School and Faculty (2011/2)



% students by Team: many students will have consulted more than one team

Learning Enhancement Team



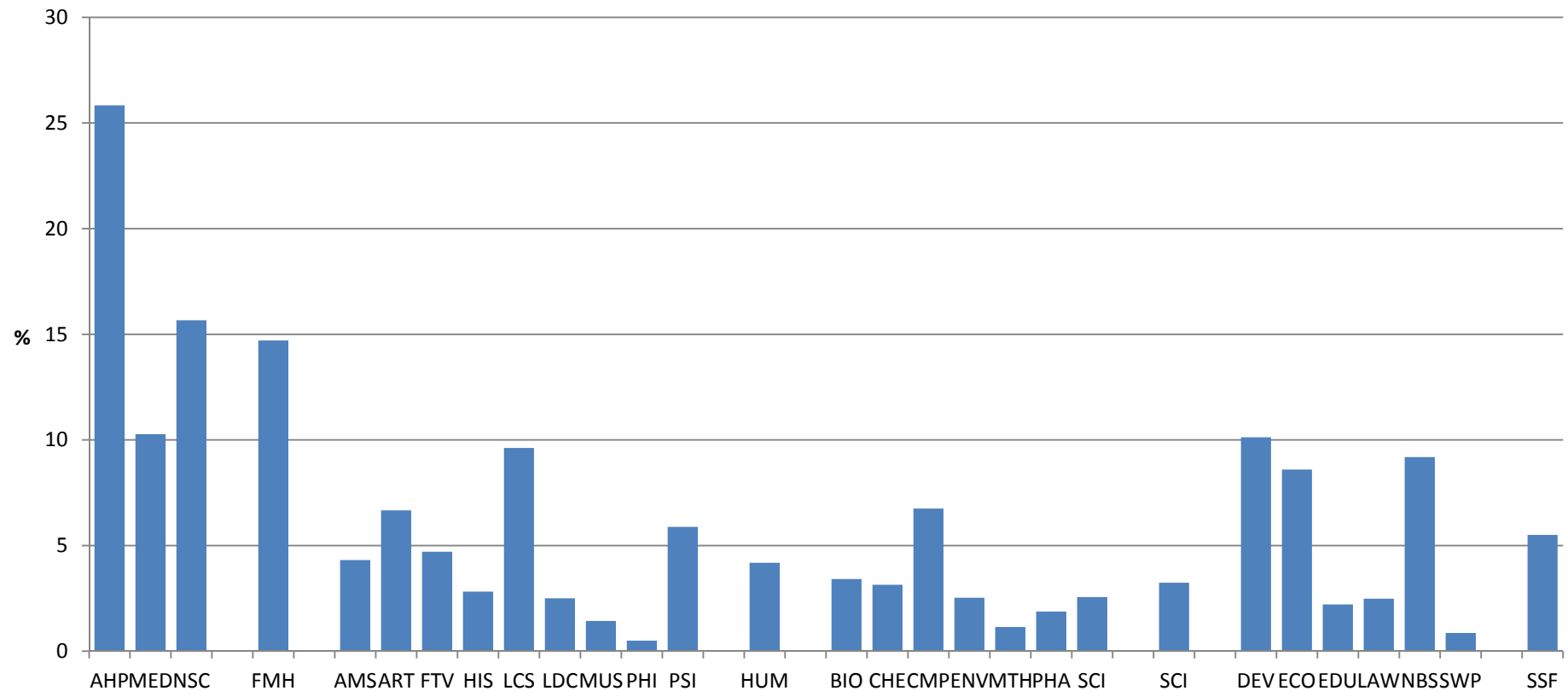
Key roles

- One-to-one tutorials, workshops (central and School-specific)
- Development of self-help resources
- Contribution to development of UEA learning and teaching policy and practice (e.g. plagiarism awareness)
- Enhancing International students' language/academic skills

Key issues

- Meeting the increasing demand from students and Schools, particularly for maths support
- Diversity of student backgrounds and academic skills
- Concerns about levels of English language ability, particularly for International students studying PGT courses
- Understanding assignment requirements/interpreting feedback

Learning Enhancement Team % students by School (2011/2)



Disproportionate usage by students who achieve good honours,
postgraduate students, international students and older students

% students seen

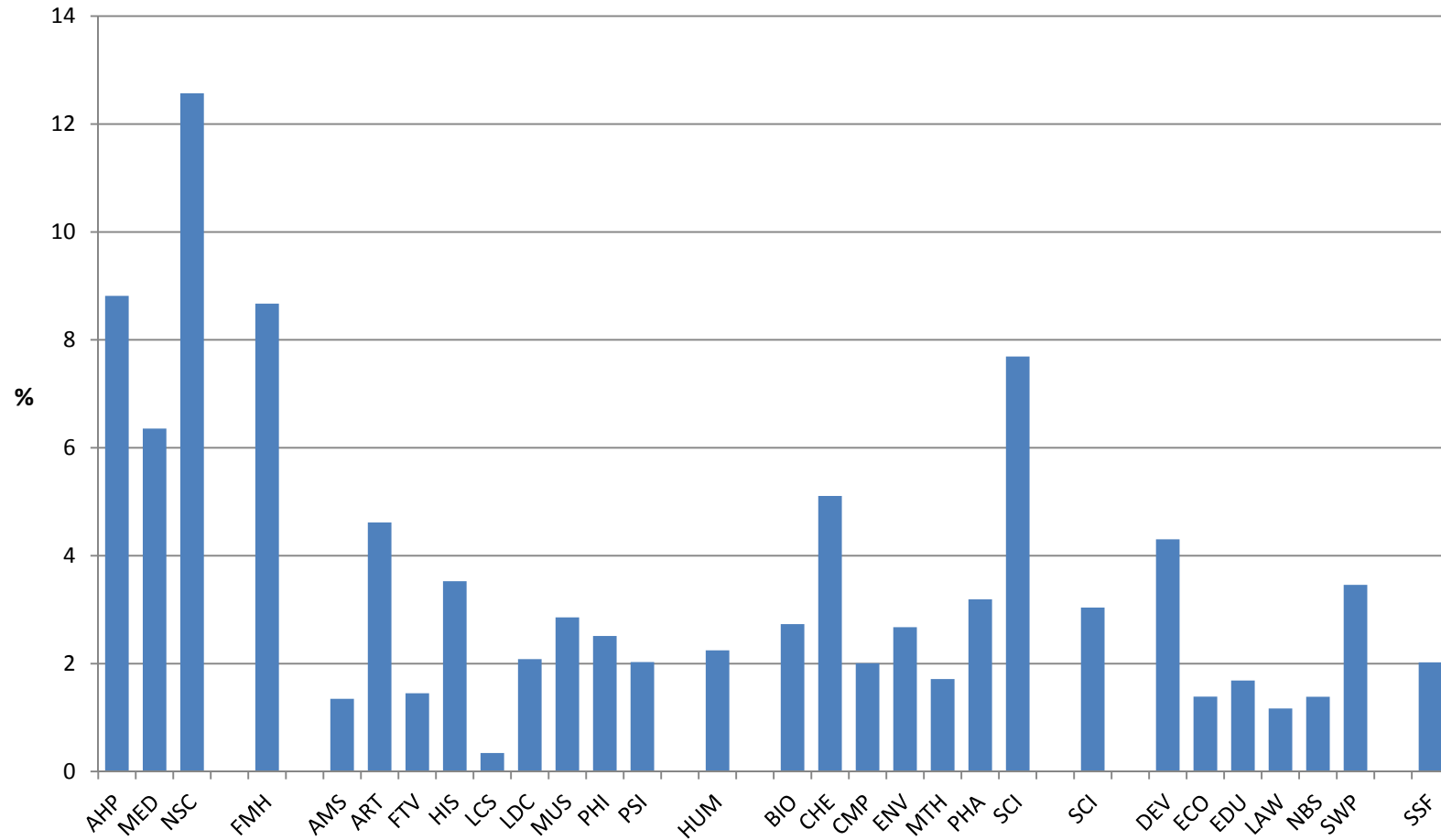
Disability and dyslexia teams



Key roles

- Application and pre-entry assessment and guidance
- Individual student advice and tutorial support
- Dyslexia assessments
- Supporting Disability Liaison Officers in Schools
- Working with Schools and Exams Office re 'reasonable adjustments'
- Supporting applications for concessions and intercalation
- Recruiting, training and supporting student mentors and note-takers
- Disability and dyslexia awareness training

Dyslexia team



% students seen

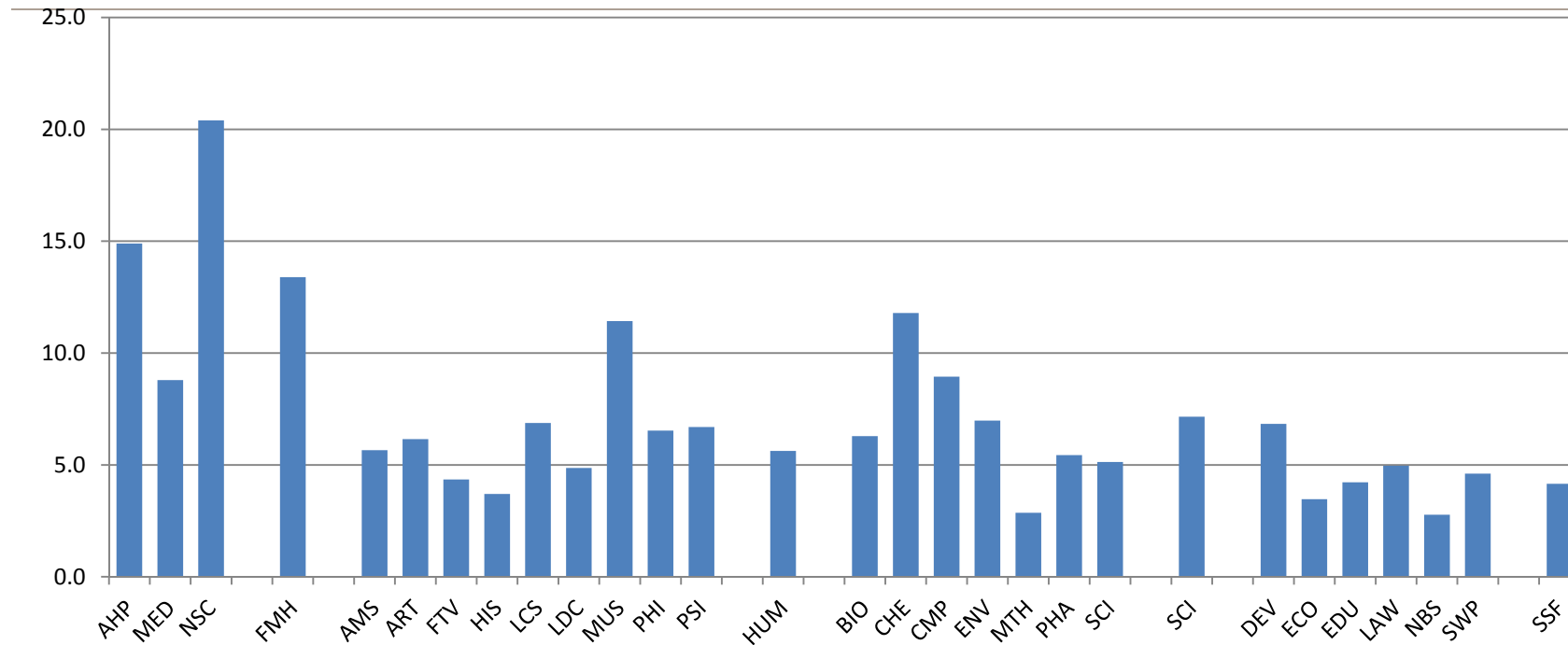
Disability and dyslexia teams



Key issues

- Non disclosure at application
- Promoting good practice by faculty – lack of consistency and awareness
- Meeting the expectations of the rising numbers of students with complex needs (physical, specific learning difficulties etc.)
- Managing and training mentors
- Shortage of expert Dyslexia tutors in Norfolk

Student finance team



Key issues

On-going problems with Student Finance England and the NHS

International students with unrealistic funding in place

Complex financial difficulties, especially mature and WP students

Financial consequences of intercalation

Wellbeing Team



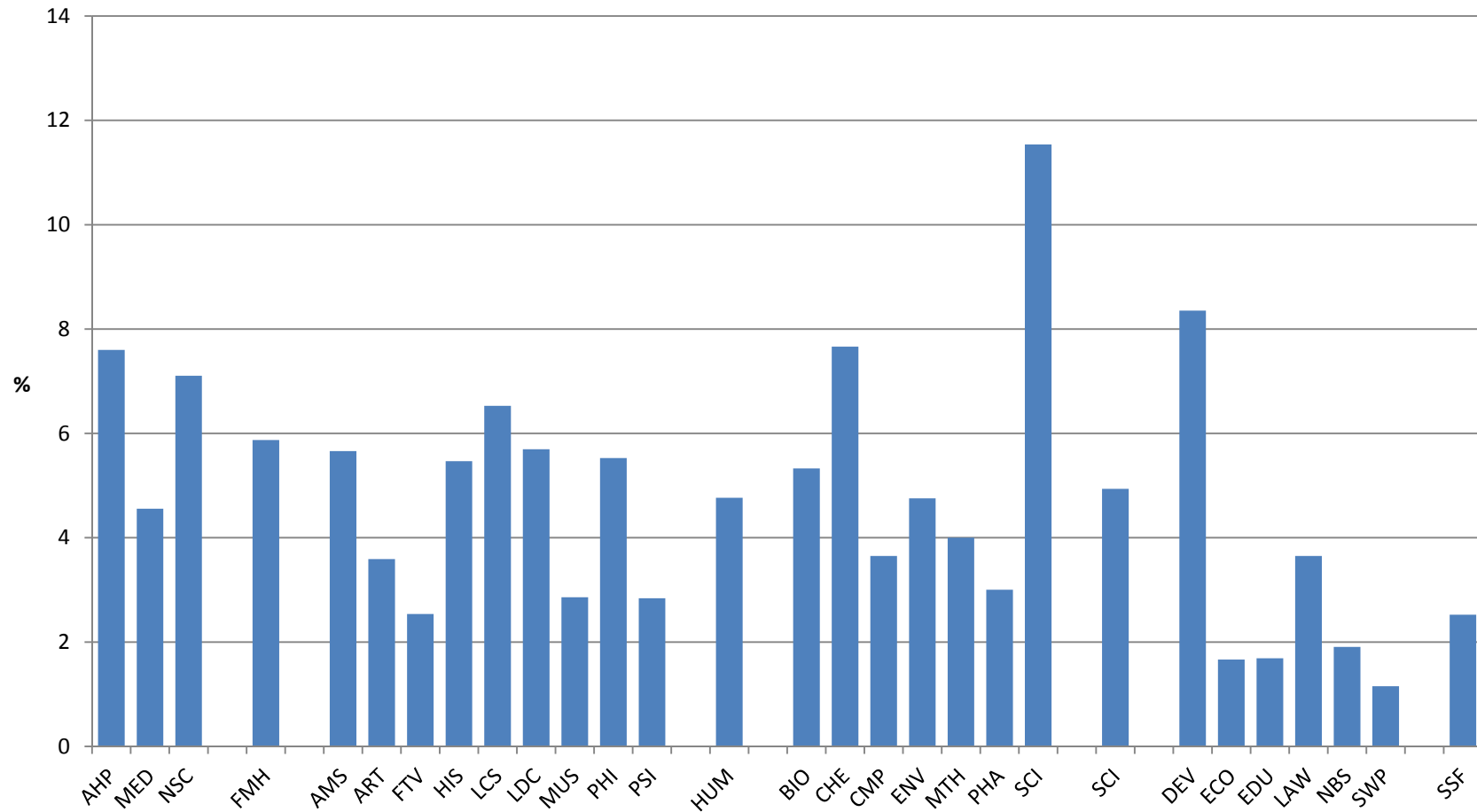
Key roles

- Application and pre-arrival assessment and support
- Individual student advice and guidance
- Crisis response
- Health and wellbeing promotion institution-wide
- Liaison with statutory and voluntary services
- Recruiting, managing and training mentors

Key concerns

- Poor local NHS provision
- Challenging stigma
- Significant increase in demand
- Increasing number of referrals related to extension requests
- Need for more diverse approaches to meet diverse student body

Wellbeing service (2011/2)



% students seen

International Students' Advisory Team



Key roles

Immigration and visa advice including the administration of the 'batch scheme'

Cultural awareness training (including First Bus drivers!)

International students' Arrival and Orientation programmes

Home Arrivals

Regular newsletter

International Parents and Children's Group

Promoting integration (Making Connections Project) and enhancing social opportunities

- conversation clubs

- International buddies

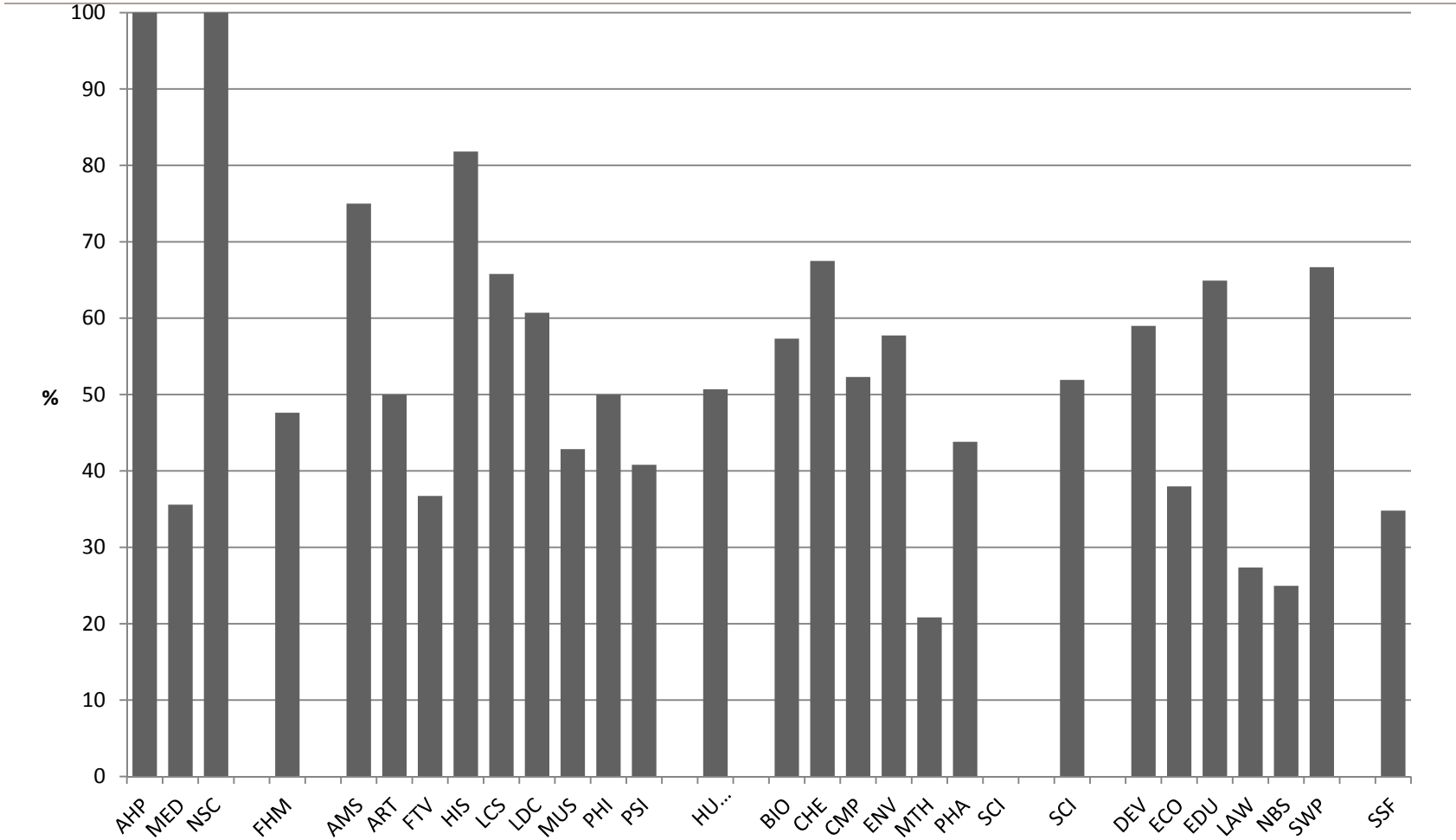
- trips and visits

International students Arrival and Orientation Programme



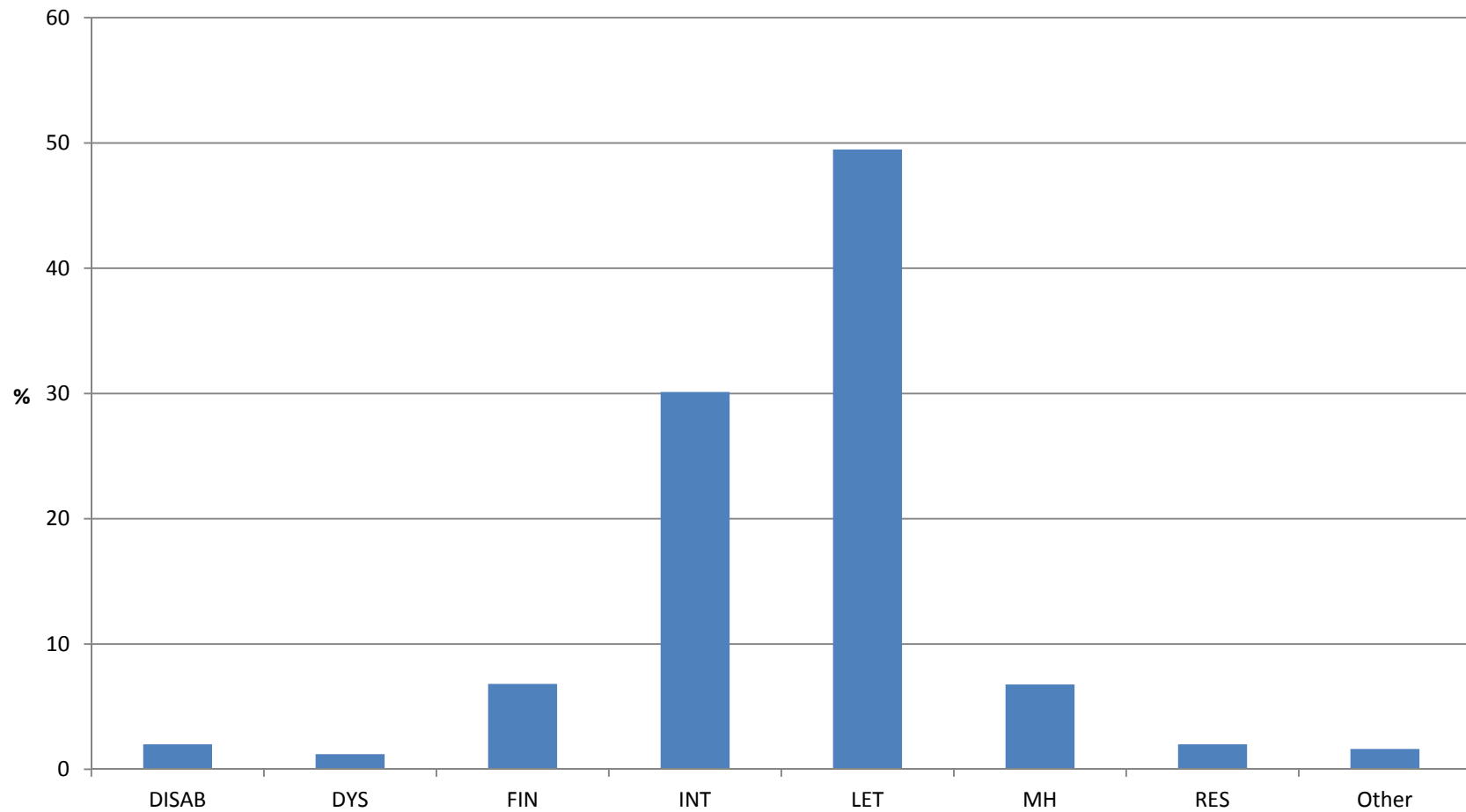
First of all I want to thank you for such a great orientation. It was very informative, it relieved a ton of anxiety and quasi-depression I felt the first day I arrived after realizing this was all normal and even a part of jetlag, and it really was a great way to meet other students. Your activity to get us to meet others (the quiz) was genius. Our group remained hanging out the ENTIRE day! We were from USA, Poland, Ireland, and Czech Republic

Overall DOS usage by international students



% of Schools' International students seen; numbers very low in some Schools

International students: DOS appointments by team (2011/2)



% DOS Team appointments

Percentage of students consulting more than one DOS service (20% of student users consulted more than one team)



	DISAB	DYS	FIN	INT	LET	MH	OTHER
DISAB		22	10	1	12	10	5
DYS	65		41	1	20	10	5
FIN	15	2		5	4	15	15
INT	1	1	14		21	3	6
LET	20	15	21	10		24	9
MH	16	12	18	2	25		13
OTHER	4	3	11	2	10	14	

Student behaviour and safety



Policy development

Alcohol harm reduction, bullying and harassment and social media policies and guidance

Multi-agency Student Safety Group: DOS, Security, SU, Police, Community Wardens

Major review of **Senior Resident** system – reduced numbers but more demanding role and enhanced training

Key concerns

Role of excessive alcohol consumption in noise nuisance and violence
Increasing concerns raised by students and parents about noise nuisance

Overall reduction in disciplinary cases, but increase in more serious incidents, evictions and suspensions

Student Residences: Senior Residents



27 trained and supported students who live in Residences:

front line pastoral care out of hours (6pm – 7am)

welcoming new students

encouraging social integration

organising regular social activities

responding to complaints about student behaviour, in collaboration with Security

supporting other DOS activities as appropriate

Non-Academic Discipline 2008-2011



	2008	2009	2010	2011
Regulatory or Accommodation breach	08/09	09/10	10/11	11/12
Anti-Social / Misbehaviour / Noise Disturbance	130	145	86	82
Breach of Accommodation Licence	6	3	8	20
Breach of Computing Regulations	2		9	2
Breach of Fire Regulations (e.g. Interference; Undue Activation)	17	23	23	22
Breach of Vehicle Regulations	4	13	14	1
Bullying/Harassment			1	3
Drug Use (Cannabis) & Smoking	4	1	7	9
Drug Use (Other)	3			
Failure to Evacuate (Fire Alarms)	45	40	2	
Health and Safety Breach (e.g. Swimming in Broad; Going on Roofs)	6	1	19	7
Hindering Staff (e.g. Rudeness; Obstruction)	10	6	7	4
Other Misconduct	4	24	4	14
Quasi-Criminal (e.g. Assault, Vandalism, Damage, Theft)	22	5	11	25
Smoking	25	47	20	33
Urinating in Public	15	18	11	12
Grand Total	293	326	222	234

Excludes warnings

Summary and current initiatives



Significant increase in demand for all DOS provision

Presenting concerns very diverse and sometimes very complex

Increasing contact from parents

Number of non-academic complaints on the rise

New procedures such as Return to Study being extended to all Schools

Some current initiatives

Integration of International students

Enhancing the range of social activities

Establishing DOS service in UEA London

Improving monitoring and evaluation of DOS services

Improving collaborative relationships with statutory services (NHS and Norfolk Constabulary)