



THE UNIVERSITY  
*of* EDINBURGH

# Student Counselling Service

Annual Report 2018-2019

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Director



**bacp** | Accredited  
Service



# The Report

This annual report was produced in September 2019 and covers the academic session from August 2018 to July 2019.

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This report can be provided in alternative formats on request.

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**“Counselling helped me gain the skills I need to manage anxiety on a day to day basis at University and a good grounding to go from.” (Student feedback)**

In all that the Service delivers, through brief therapy, psychoeducation, online support and support for staff, the Student Counselling Service increases student performance, improves retention, promotes resilience, reduces stress, builds employability skills and above all helps keep students safe.

**1. Summary of impact of service activities from the previous academic year on the student experience and how these contribute to University Strategy**

**Update on actions from priorities outlined in last year's report and their impact on the student experience.**

**1. Building capacity: recruiting and embedding new staff.** New staff were recruited to join the evening counselling team at the start of both semesters. Other staff were able to increase their clinical hours. However, we were unable to fill all the vacancies over the course of the year. This presents an ongoing challenge further discussed below.

**2. Building capacity: maximising use of the estate** With the redevelopment of Murchison House we had the opportunity to double capacity at Kings Buildings. However there were delays in making the counselling rooms ready for use which limited the opportunities for expansion. From March we increased the number of appointments available at Kings Buildings by 60%, and we expect to have two counsellors working each day during semester time by January 2020. With the School of Maths we piloted a workshop for students at Murchison House during Mental health and Wellbeing Week, but there were no participants.

**3. Building capacity: developing psychoeducational group work:** We expanded the Skills for Life and Learning workshop programme, by 30% by having 2-3 workshops weekly during both semesters.

**4. Building Capacity: Silver Cloud** was launched as online CBT self-support modules in July.

**5. Partnership working:** we engaged with the Students Association in the Mental Health Peer Support pilot, providing input into the training and supervision of the peer mentors, and some funding for mentor led activities. The Pilot was reviewed by the Students Association over the summer, and we are continuing our involvement in 2019-20. The Student Mental Health Coordinator delivered training input to the Residence Life team and piloted reflective practice sessions for wardens and Residence Life Coordinators. However these did not continue due to lack of uptake from Residence Life staff.

**6. Managing expectation** – The **What Works** project <https://www.ed.ac.uk/student-counselling/what-works> was launched before the end of semester 2 as was the Scope of Care Statement <https://www.ed.ac.uk/student-counselling/about/policies/scope-of-care>

**7. Staff development** All our counselling staff are qualified, experienced counsellors who are registered and/or accredited by the BACP or equivalent professional bodies (e.g. BABCP, UKCP). As a BACP Accredited Service we work to the Ethical Framework, and counsellors are

required to have a minimum of 30 hours CPD per year. Student Counselling can be seen as a specialism within the counselling profession recognised by the BACP University and College Division <https://www.bacp.co.uk/bacp-divisions/bacpuc/> It is difficult to demonstrate the overall impact of staff development on the experience of students, but what we can demonstrate is that our team are developed to maintain and enhance their skills in working to the highest standards with the student population.

Date	SCS CPD training	Criteria
2018-19	Compassion Fatigue and Counsellor Self Care	BACP Ethical Framework
2017-18	The Network and range of Student support services at the University of Edinburgh	BACP Competency Framework for counselling in HE
2016-17	Assessment for short term counselling in University Counselling Services	Competency Framework
2015-16	Working with clients who have experienced sexual assault or sexual harassment	Competency Framework
2014-15	Social Media and Neuroscience of the Social Brain	Competency Framework
2013-14	Working with Chinese Students	Competency Framework
2012-13	1. Solution Focussed Therapy 2. Working with adults with ADHD	Competency Framework " "
2011-12	Working with people given a diagnosis of personality disorder/who self-harm	Competency Framework

## 8. Changes to the Operational Model

This year the operational model was further embedded, but we developed the range of immediate access on-line support available to students, as well as increasing both opportunities for accessing counsellor facilitated group activities and the number of individual appointments available. The What Works project highlights other evidence based supports available either through the service, in other parts of the University or in the wider community. All of this seeks to enhance the student experience by bringing appropriate support to students closest to their point of need.

## 9. Partnership working

The Director contributed to the development and recruitment of the Mental Health Support Worker post in Residence Life. Our input into training and reflective practice group is outlined above. We have regular contact with Residence Life Coordinators, offering consultation and relevant information sharing for students where appropriate. We collaborate with Chaplaincy and the Student Disability Service as and when we can, but each service is offering a distinct mode of support to students. The main Chaplaincy activities are Mindfulness and the Listening Service which we complement, and signpost students to as appropriate. Likewise we can offer consultation to the Chaplaincy team and see students signposted to us by them. We share the delivery of Student Mental Health Training for staff with colleagues in SDS, and input to the induction programme for students with ASD. We also provide reception cover for SDS Mental health mentor evening appointments in the Main Library.

**"I felt a lot of love and care from the Student Counselling Service and really thank every member of staff in the service." (Student Feedback)**

## 10. University Strategies

As a professional counselling service our core values and focus are allied to those of the Strategic Plan:

- We aim to achieve excellence in all that we do, always being principled, considerate and respectful.
- Our work is relevant to society and we are diverse, inclusive and accessible to all.
- We are ambitious, bold and act with integrity, always being willing to listen.
- We are a place of transformation and of self-improvement, driven to achieve benefit for individuals, communities, societies and our world.
- We will set an example for others by conducting ourselves with integrity, transparency, honesty and clarity at all times.
- We will be open to change to best support the University's academic mission and ensure we have policies and procedures that are people focused, efficient and effective.

Service activities are intimately linked with SES and USG strategic priorities, and the Student Mental Health Strategy:

- Responding to students as individuals, meeting needs, reaching goals, enhancing skills through developments that have most impact on improving student experience.
- Demonstrating exceptional value for money, a talent for continual improvement and efficiently meeting budget targets.
- Providing a high-quality service to the University community
- Further developing and sustaining a responsive service culture and pursuing continuous improvement of the Service.

**“Having the Counselling Service through the University made the initial contact far easier to justify to myself and I’m really glad I did reach out.” (Student feedback)**

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### Measures of Success

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<b>2. Reflection on user engagement, feedback, usage and partnership working and externality</b>
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#### **User engagement and feedback**

The Service invites feedback through a variety of anonymised evaluation questionnaires given routinely at end of counselling or workshops: Service Evaluation (students' experience of the service); Feedback from SLL workshops; CIAO (Clinical Impact on Academic Outcomes) and CORE (clinical outcomes).

## Service Evaluation

Service Evaluation summary	2018-19	2017-18	2016-17
Satisfaction with service (reception, waiting areas, interaction with staff, accessibility and discreetness)	98.5%	99%	99%
Satisfaction with service publicity	96%	97%	97%
Percentage of students reporting waiting time for initial appointment as “too long”	23%	13%	16%
Percentage of students reporting waiting time for counselling as “too long”	36%	38%	28%

As can be seen feedback from Service Evaluation is fairly consistent. We regularly have feedback from a minority of students that (a) too few sessions are offered (20.5%) and (b) waiting times are too long. Response times are commented on below. Our Strategy has been to reduce waiting times and to ensure that students are directed towards a range of support at assessment which they can start to access from that point. The average number of counselling sessions used by students has remained static for a number of years – four – and there is good evidence as to the benefit of a brief therapy model for a student population. Our Service is even more publicised now through a wide range of sources.

### Evaluation of Skills for Life and Learning workshops

Skills for Life and Learning evaluation summary	2018-19	2017-18
Content of presentation was good/very good	97%	97%
Style of presentation was good/very good	95%	94%
The length of workshop (1 hour) was good/very good	80%	74%
Would recommend SCS workshops and events	95%	95%
I know where to find further help	96%	96%

Satisfaction with the workshop programme remains high and we will be further developing this in 2019-20.

### Clinical Impact on Academic Outcomes (CIAO) evaluation

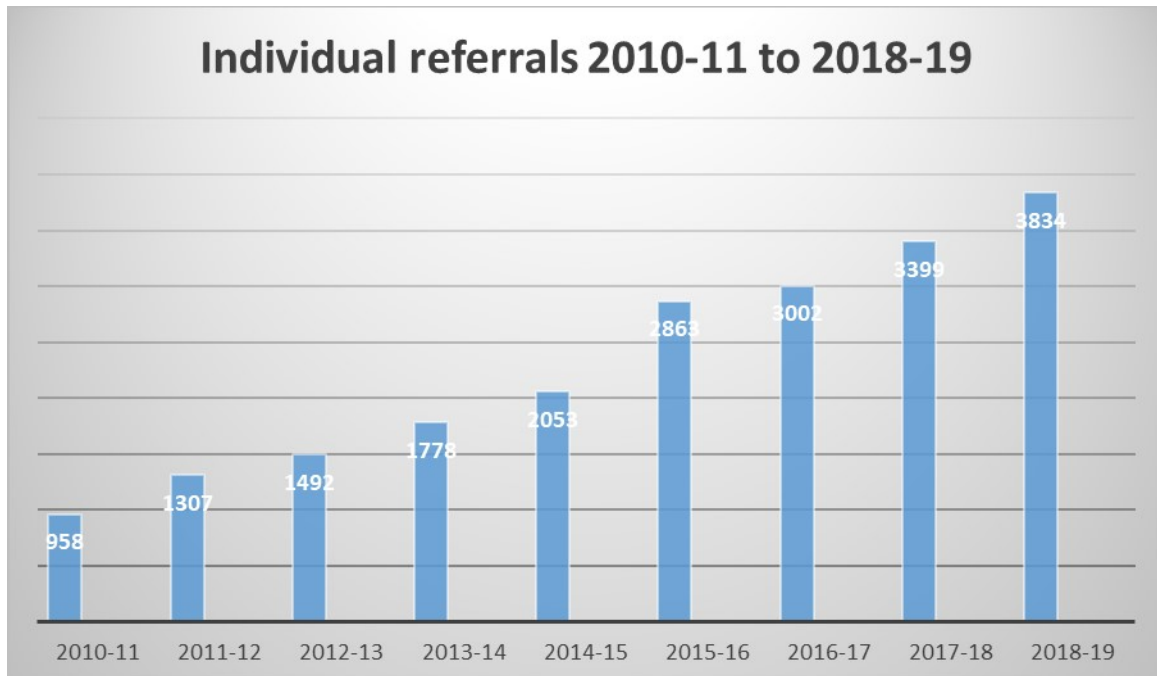
“To what extent would you say that counselling...”	2018-19	2017-18	2016-17
helped you stay at University?	79%	85%	78%
helped you do better in your academic work?	70%	76.5%	74%
improved your overall experience of University?	86%	83%	85%
helped you develop skills that might be useful in obtaining future employment?	87%	87%	85%

The responses will vary year on year reflecting the particular concerns of individual student users, but the overall impact of counselling continues to be demonstrably high. From the CIAO survey for 2018-19, 312 students described counselling as being a very important, or the most significant, support in helping them stay at University. At a conservative estimate, counselling saved the University £2,808,000 from potential loss of fees and SFC funding.

CORE is discussed below under KPIs.

### Analysis of service usage

Demand on the service continues to rise. The associated risks, and the impact on the student is discussed throughout this report.



**Summary of key user trends for 2018-19:** demand has continued to grow, with an increase in individual referrals, but we are also growing the number of students engaging with and benefitting from both group activities and immediate access on-line support.

- The number of individual referrals for counselling increased by 12.8% to 3,834 (8.8% of all students)
- There were 314 attendances at the SLL workshops and 408 attendances at the Paws Against Stress therapy events (up from 322).
- 36 students used email counselling (up from 25 in 2017/18)
- The Clinical managers responded to 687 individual contacts, enquiring about the service, expressing concern about a student or seeking advice on how best to support a student. Contacts came from University staff, parents, students and member of the public.
- We reduced the failed appointment rate (where students cancel very late or simply do not attend confirmed appointments) to 7.9% (down from 9.8% in 2017-18)
- We increased the number of counsellor appointments by 6%
- We increased the capacity for the SLL programme by 30% with workshops available every week

**“Counselling was brilliant. It has given me great strategies for dealing with anxiety about my PhD and supervisor.” (Student feedback)**

The Overall user population is relatively stable:

- Gender balance male/female 28%/72% (-1%/+1% from 2017-18)
- UG/PG 67%/33% (no change from 2017-18)
- Change in proportion of PG users - PGT/PGR 69%/31% (+5%/-5% from 2017/18)
- UK students 55.6%, EU 15.8% and overseas 28.6%

750 students with disabilities referred for counselling (a 14.9% increase on 2017-18) i.e. 19.5% of all students referring, and 13.8% of the all students declaring a disability to the University. Of all service users, 9.4% (+2.2%) declared a mental health condition as a disability and 7.4% declared a learning difficulty (+0.4%).

Male students form 39% of the student population. Studies have shown that 40-41% of men in a general population will not talk to anyone about mental health concerns or seek support when they need it. We welcome efforts across the University community to encourage early help seeking behaviour, and reduce stigma, especially when aimed at male students.

Chinese students are proportionally underrepresented in the user population, however the proportion of Chinese students using the service grew again to 8.1% (+1.3%). We collaborated with other services and the Chinese Students and Scholars Association in producing information leaflets about student services in Chinese.

The Student Mental Health Coordinator (SMHC) supported 156 students during the year; the SMHC supports students with acute, complex and enduring mental health problems, and liaises with Schools and NHS services.

The main issues students presented with remained the same: anxiety 26%; depression 19% (+0.5%); self and identity 13%; relationships 10% (-0.5%); academic 7%, and loss 7% (which includes bereavement, relationship break up, parental divorce and loss of family stability).

We did see an increase in the number of students presenting in our highest categories of severity, being at risk of significant self-harm and suicide. 442 students in this population were seen, an increase of 42.5% on the previous year (ie 11.5% of all referrals to SCS).

The Service's triage approach pre and post initial assessment ensures that students in crisis or at risk are seen promptly. The Service liaises with SSTs, Residence Life, GPs, MHAS, and NHS Primary and Secondary Care Services as appropriate. The Duty manager system means that students who present without appointments but needing to be seen as a matter of urgency can be responded to quickly, sometimes immediately, usually on the same day. Students at risk are prioritised for appointments, but this can mean that other students not at risk may wait longer to be seen.

The main sources of referrals remain consistent: website 33% (+3%), School/PT/SSO 31% (+7%), GPs 13% (+0.5%), friends 12%, Workshops 7% (+0.6%) and Advice Place 4% (-1%). The rise in the number of students being signposted to the service from Student Support teams in Schools is to be welcomed and is hopefully a result of the ongoing training of student support staff in identifying when students need support and how to direct them to SCS and



other specialist services. There is a steady rise in referrals from local GPs, a reflection of the pressure that NHS services are under and long waiting times in the NHS.

**Big White Wall** The BWW Annual Report for 2018-19 highlights were:

- 1756 new registrations, averaging 146 per month
- 49% heard about BWW via the University website
- Personal posts and self-assessments were the most frequently used resource
- 600 Guided Support Courses were signed up to, with Manage Stress and Anxiety (282) and Manage your Depression (188) continuing to be the most used
- 15% of users were Asian/Asian British 5% higher than the BWW University average.
- Enrolments peak at the start of each semester (particularly semester one) and in May.
- Referrals from the Student Counselling Service and University website are higher than average for the BWW University average, indicating excellent engagement with in professional services and a good digital presence of BWW.

**Feeling Good App** From April 2018 to date total of 2779 students and staff have downloaded the app; 1760 students have accessed the App through contact with SCS either via our website or direct from the counselling team. Our partnership with the Foundation for Positive Mental Health was recognised in the Herald Higher Education Awards 2019 with the University winning the award for Student Support and Wellbeing for the Feeling Good App. Feedback from users is positive, with those completing the clinical questionnaires showing significant improvement from anxiety and depression. 96% said they would use it again if they felt distressed again in the future.

**Silver Cloud cCBT** was launched July. Since then 197 student have enrolled for self-support.

### Key Performance Indicators

Last year the SSSQAF process described our report (and KPIs) as an excellent example of demonstrating impact. Our Service Key Performance Indicators are Clinical Outcomes measured via CORE and our response times to student referrals.

### Response times

% (2017-18in brackets)	Referral to assessment	Assessment to counselling
1 week	48% (61.5%)	30% (35%)
2 weeks	20% (27.5%)	17.5% (17%)
3 weeks	20% (9%)	8.5% (6%)
4 weeks	9% (1%)	10% (6%)
4+ weeks	3% (1%)	34% (36%)

As can be seen we have not been able to improve on most of our response times over the past year although we were able to improve on the KPI response time for the offer of a counselling appointments within four weeks of assessment. These are the overall annual figures, but by the end of Semester one 93% of students had offered an initial assessment within 3 weeks of referral and 83.5% had been offered counselling within four weeks of assessment. We were able to be less responsive, particularly in Semester two, due to a number of factors:

- Overall impact of 12.8% increase in referrals
- Cumulative rise in the number of students at risk being prioritised
- There were significant challenges as a result of sick, special leave and maternity leave, with 428 days lost from the counselling team
- Recruitment lag and unfilled vacancies
- Semester two is impacted by Christmas/New Year closure and Innovative Learning Week
- Response times can be influenced by limitations determined by students e.g. availability or preference for location of appointments.

Since February we have noted on a weekly basis the number of students who are choosing to wait longer to be seen than we are able to offer them an appointment. On average per week 26% of those waiting choose to wait longer.

### **Clinical Outcomes**

CORE (Clinical Outcomes Routine Evaluation)	2019-19	2017-18
Overall Recovery and improvement	62%	65%

The analysis of our CORE outcomes indicates that 89% of our student users are in a clinical population i.e. struggling psychologically more than the general population and the majority experience moderate to severe anxiety and depression. However, 68% of those in the clinical population showed clinical and reliable change/improvement post counselling. The IPPR report 2017 indicated a general recovery and improvement rate of students using university counselling of 63%, with 49% of those in the clinical population. CORE outcomes are indicative of how students benefit from counselling but see also the CIAO evaluation above.

### **Partnership working**

#### **Partnership working: with Schools, Colleges and other services**

Our collaboration with Residence Life, Chaplaincy and SDS has been outlined above, as has our response by way of consultation to concerned staff through our Duty manager system. Over the past year we collaborated on 15 School or College based events and another 10 events with other support services or units including IAD, Edinburgh Global, Sports and Exercise and Records Management Section. Activity can be induction/information/awareness raising on services and how to access them, and promoting good mental health and wellbeing, to more direct input e.g. breaking bad news to dental hygienist students, mental health in schools for PGDE students, managing stress for students, self-care and boundaries for staff, and training in recognising and responding to people who may have mental health problems. This work is done in response to requests for bespoke input. We also collaborated with the Charlie Waller Memorial Trust in developing and promoting online training modules for staff related to student mental health, and in sessions aimed at school or unit champions taking a lead in encouraging the use of the material locally. We supported and participated in the Mental Health and Wellbeing Week run by the Students Association.

**“Counselling has changed my life and given me the tools to continue to work on myself and cope with my problems.” (Student feedback)**

### **Externality**

1. The Service remains the only Scottish University Counselling Service to be accredited by the BACP. Service accreditation demonstrates that we offer an accountable, ethical, professional and responsive service to clients, staff and stakeholders.
2. There was no HUCS benchmarking activity over the past year, but HUCS Scotland did produce a report “University Counselling Services in Scotland: Challenges and Perspectives” on our collective work and experience. <https://www.bacp.co.uk/media/6659/hucss-university-counselling-services-scotland-challenges-perspectives-jan19.pdf>
3. The Herald Higher Education Award for 2019 in the Student Support and Wellbeing category is reported on above.
4. Reflecting on the EAB Report “Meeting the Escalating Demand for Mental Health Services” we developed and introduced the Scope of Care statement (see above). We recently conducted an EAB Campus Mental Health Services Audit on the work of the Service which showed:
  - We offer strong proactive support for mental health and wellbeing
  - We offer strong support for both low-risk students and high risk-students
  - The Counselling service operates with high clinical efficiency
5. The Director is a member of the Scottish Government’s Student Mental Health and Well-Being Working Group and Universities Scotland Mental Health Group. He is Co-Chair of HUCS Scotland and an Executive member of HUCS UK, He is a member of Association of University and College Counseling Center Directors. Links established through AUCCCD facilitated the visit to Scotland and Ireland by Dr Christopher Flynn, Director of the Thomas E Cook Counseling Center at Virginia Polytechnic Institute and State University, in June 2019, a collaboration between our Service, the Student Counselling Service at Trinity College Dublin and Student Affairs Ireland. Dr Flynn spoke to the USG Heads meeting and other senior management, as well as addressing a joint meeting of HUCS Scotland and AMOSSHE Scotland, as well as visiting SCS and talking to our staff. Dr Flynn spoke about responding to on Campus Trauma.

**“Counselling has been incredibly helpful at one of the lowest points in my life.” (Student feedback)**

### **3. Staff Development Activity**

The Service’s Training and Development policy 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 have a highly skilled team, in what is regarded as a specialism within the counselling profession as discussed above. As a Service we take the lead in providing sector specific training which is open to student counsellors in other Universities. In addition to the training day on Compassion Fatigue and Self-care, counselling staff were supported to engage with a variety of individual CPD opportunities relevant to the work of counselling in HE which included:

- 'Let the voices be heard' – An international conversation on counselling
- Approaches to counselling people struggling with substance abuse
- Attachment theory and disordered eating
- CBT for obsessive compulsive disorder
- The unprepared client & therapy
- Single session therapy
- Student mental wellbeing: policy into practice
- Understanding the transition between suicidal thoughts and suicidal attempts
- Working safely and therapeutically with domestic abuse
- Adapting CBT for people with autism

**“Counselling has helped me put my life together. I am looking forward to the future now.”**  
**(Student feedback)**

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## Opportunities and Enhancements

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### **4. Reflection on service, changes, new ways of working and efficiencies**

#### **Enhancements**

- Embedding the Service Upon Need model and the introduction of the Feeling Good App, Silver Cloud, and the further development of the SLL programme.
- GDPR – our privacy statement and use encryption in sending assessment outcome information to students was commended by BACP as part of our accreditation annual reporting and feedback process.

#### **Challenges**

- The number of Freedom of Information requests continued to rise (32 in 2018-19), each of which can take up to 7 hours to answer. Pressure of business meant we were not able to start the pilot with the Records Management section of quarterly publishing the most frequently requested information, though we hope to proceed with this in 2019-20
- Over this summer ECA advised SCS, SDS and the Careers Service, that the student support room used by all three services was being repurposed. No suitable alternatives have been found. This is disappointing. Since the merger of ECA with the University, the College have always been keen on having student support presence on site. The withdrawal of this resource will mean the loss of 10 appointments per week.
- With increasing demand, and pressure on our estate resource, we welcome the planned move of our Main Office to the Health and Wellbeing Centre, as this will give us increased space not only for counselling rooms, but dedicated group rooms. However,

for these resources to be used effectively we will require additional staff resources to continue to meet growing demand and enhance the student experience.

- Staffing issues: 2018-19 was challenging from a staffing perspective. Two of our Assistant Directors were on long term leave (sick leave and maternity leave), which had a consequent impact on the rest of the management team. Two part time counsellors job shared as Acting Assistant Director, but this reduced their capacity for clinical hours. We subsequently had a vacancy for one Assistant Director post, but that took five months to fill. We recruited twice over the year to fill vacancies in our evening counsellor team, but could not fully recruit staff with the relevant training and experience that we require.

**“My counselling sessions have given me a new lease on life and helped me in so many ways.”**

**(Student feedback)**

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Actions

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### **5. Key priorities for coming academic year**

1 Complete the move to the new Health and Wellbeing Centre in February 2020, in a manner that is least disruptive for the delivery of service to students and staff alike. Detailed planning is already underway.

2 Further consider the opportunities that the increased space (consulting rooms, group work space, wellbeing lounge) offer. Opportunities include further developing the range of face to face interventions e.g. drop in sessions, extending the range, type and frequency of group work, and therapeutic approaches.

3 Meeting the challenge of recruitment: we aim to recruit qualified and experienced counselling practitioners, with the ability to work in a brief therapeutic modality and who have had experience of working with the student population. We also want to diversify our staffing profile and seek to recruit more BAME staff. We want to work in partnership with HR to maximise the opportunities for recruiting and if necessary providing a route for less experienced counsellors to gain the necessary experience with enhanced support.

4 Embedding Silver Cloud, both the self-guided modules, and review the introduction of the counsellor supported guided modules.

### **6. Risk Analysis**

As reported last year the most significant risk to achieving service core activities remains that demand continues to rise over our capacity and resources to meet the demand. If

Service core activities are not achieved then ultimately the risks for both users and the University are:

- risk to students' safety;
- risk to students' academic failure/retention;
- risk of students' deteriorating mental health which could ultimately lead to both of the above;
- risk of diminishing the student experience and student satisfaction;
- Consequent reputational, compliance and financial risk to the University.

The ongoing challenge for the Service remains the same: to respond to increasing demand, particularly for individual counselling, that continues to outstrip resources, and to offer interventions that are evidence based, meet students' needs, and that students are willing to engage with. We welcome efforts aimed at reducing stigma, encourage help seeking and promote awareness of mental health issues. However, these initiatives can only be successful if the local resources are sufficient to meet increased demand for services.

We anticipate funding for an additional FTE counsellor will be made available through the SFC as part of the Scottish Government's Programme for Government, which is investing specifically in counselling provision across HE and FE sectors. We are optimistic that additional funding for the service will be made available, as we move in to the Health and Wellbeing Centre, from the as part of the University's Student Experience Action Plan.

Ronnie Millar LLB DipLP BD PgDip MBACP (Accred)

Director, University Counselling Service

**During semester time the Service operated out of six locations across campus: the Main Library, Moray House (Paterson's Land and Moray House Lodge), Kings Buildings, Edinburgh College of Art and Easter Bush Veterinary Centre**



## Acronyms

AMOSSHE	- Association for Managers of Student Services in Higher Education
AUCCCD	- Association for University and College Counseling Center Directors
ASD	- Autistic Spectrum Disorder
BABCP	- British Association for Behavioural & Cognitive Psychotherapies
BACP	- British Association for Counselling and Psychotherapy
BAME	- Black, Asian and Minority Ethnic
CBT	- Cognitive Behavioural Therapy
CIAO	- Clinical Impact on Academic Outcomes
CORE	- Clinical Outcomes Routine Evaluation
CPD	- Continuing professional Development
EBVC	- Easter Bush Veterinary Centre
ECA	- Edinburgh College of Art
EUSA	- Edinburgh University Student Association
FOI	- Freedom of Information
GDPR	- General Data Protection Regulation
HUCS	- Heads of University Counselling Services
HUCSS	- Heads of University Counselling Services Scotland
IAD	- Institute for Academic Development
IPPR	- Institute for Public Policy Research
KPI	- Key Performance Indicator
MHAS	- Mental Health Assessment Service, Royal Edinburgh Hospital
ODL	- Online Distance Learners
PT	- Personal Tutor
PGT	- Postgraduate Taught programmes
PGR	- Postgraduate by Research programmes
SCS	- Student Counselling Service
SDS	- Student Disability Service
SES	- Student Experience Services
SFC	- Scottish Funding Council
SLL	- Skills for Life and Learning
SSO	- Student Support Officer
SST	- Student Support Teams
UG	- Undergraduate
UKCP	- UK Council for Psychotherapy
USG	- University Secretary's Group of services
UUK	- Universities UK