



# ANNUAL REPORT

2021-22

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## 2. HIGHLIGHTS

*“Your help has been so crucial at every stage of the process. I can’t express how grateful I am for your expertise, kindness and careful checking of my innumerable drafts!”*

*Feedback from service-user, 2021-22 (shared with permission)*

### **In 2021-22, the Student Advice Service:**

- was in its 12th year of service
- employed four staff members (3.6 full time equivalent)
- was funded by a direct College levy

### **Service-users and cases:**

- 497 service-user cases
- 458 service-users
- 442 student cases
- 403 students

### **Service-user status, top 3 for students:**

- Current students (72%)
- Past students (10%)
- Intermitting students (3%)

### **Busiest times of the year:**

- July 2021 (72 student cases)
- June 2022 (57 student cases)
- May 2022 (46 student cases)

### **Colleges:**

- We supported students from 31 colleges
- For the majority of colleges, we supported between 10 and 22 students
- 2 graduate/mature colleges featured in the top 3
- Top 10 colleges – mix of old and newer colleges with varying levels of resource

### **How students found out about the SAS:**

- Signposted by Cambridge SU officers and staff (28%)
- Signposted by University service-providers and staff e.g. DRC, UCS, OSCCA, University Supervisor (22%)

- Signposted by College service-providers and staff e.g. senior tutors, tutors, nurses (10%)

### **Gender (of those who disclosed)**

- Female (60%)
- Male (39%)
- Prefer not to say (1%)
- Other (0%)

### **Student Ethnicity:**

- White (47%)
- Asian/Asian British (19%)
- Chinese (12%)
- Black/Black British (8%)
- Mixed/Multiple Ethnic Groups (8%)
- Other Ethnic Groups (5%)

### **Disability:**

- Students who disclosed a disability on the Student Advice Service monitoring form (13%)
- Students who did not disclose a disability on the form but mentioned a disability to the advisor (9%)
- Potentially up to 22% of students who accessed the SAS may have a disability

### **Student status:**

- Undergraduate (49%, same as last year)
- Postgraduate (51%, as same as last year)
- Of the postgraduate students (47% PhD, 24% MPhil, 25% other Masters, 1.5% PGCE)

### **Top 10 issues for all students:**

1. Examination-related
2. Intermission/return from intermission
3. Complaints (University/College/OIA/Other)
4. Mental health
5. Reasonable adjustments (AMA/exams)
6. Review of Decision
7. Tutor/College issues
8. Health and Wellbeing: Disability (new to the top 10 issues)
9. DoS/ Supervisor issues
10. Academic: Disability (new to the top 10 issues)

**Top three issues for undergraduate students:**

1. Examination-related
2. Intermission/returning from intermission
3. Mental Health

**Top three issues for postgraduate students:**

4. Examination-related
5. Complaints (University/College/OIA/Other)
6. Intermission/returning from intermission

**SAS initiatives:**

- Post-exam workshops, videos and information guides for students who have underperformed, failed or missed their exams
- Engaging in social policy work within the wider University including Strategic Mental Health Review, and review of financial support for intermitting students.
- Further expansion of examination-related resources including the Flowchart of Processes on Examination-Related Issues, and information guide and video on the Examination Allowances.

**Training provided**

- 19 training sessions were provided to College and University student representatives (e.g. JCR/MCR Officers, liberation campaigns, sports club welfare officers, clubs and societies)
- Feedback questionnaires and verbal feedback indicate extremely high satisfaction rates among participants.

## 2. INTRODUCTION

### STUDENT ADVICE SERVICE

The Student Advice Service was established in 2010 to provide free, confidential, and independent advice, information and representation to all University of Cambridge students, undergraduate and postgraduate, from all 31 Colleges. Students can come to the Advice Service with any issues they might experience during their time at the University of Cambridge. Students who are intermitting or recently graduated are also able to access the Advice Service for support.

The Advice Service is provided by the Cambridge Students' Union (Cambridge SU) and is open Monday to Friday, 9am-5pm, all year round. Students are able to access advisor support via in-person appointments, email, phone, and various video call platforms.

Advisors work by a code of practice that assures students that they will receive free, confidential, impartial, non-directive, and non-judgmental advice. Response times are also specified.

As a generalist advice service, the Advice Service complements other more specialised University service providers such as the Counselling Service and the Disability Resource Centre which deal with more specific issues such as mental health and disabilities. Advisors can also work closely with tutors, other University or College service providers and departmental staff members if the student feels this would be useful.

*"My Advisors service and consultation was exceptionally professional and perfectly pitched. They offered considered and helpful advice throughout which was ultimately effective."*

*Feedback from service-user, 2021-22 (shared with permission)*

## 3. STUDENT ADVICE SERVICE ACTIVITIES

### A. ADVICE

#### ADVICE WORK

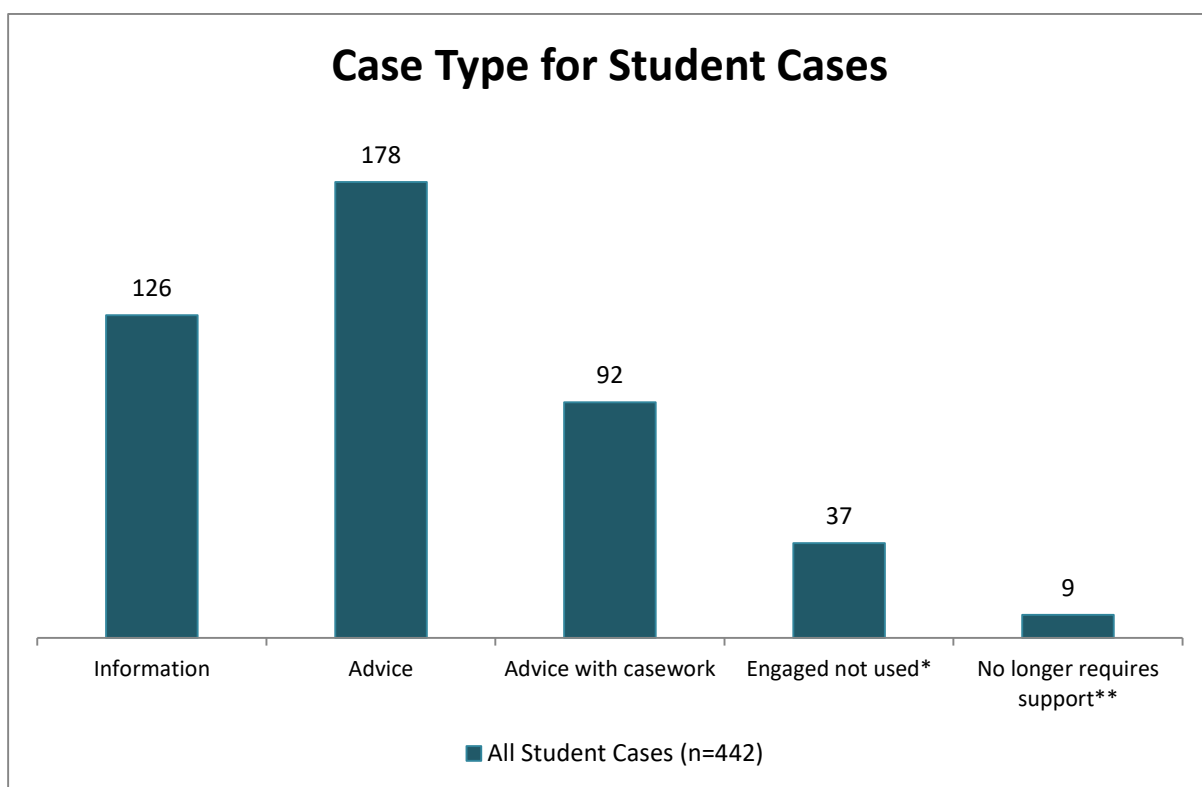
All students at the University of Cambridge can come to the Advice Service for support and guidance on any issue or problem they might experience whilst studying here. We support students on a wide range of issues, from loneliness and working relationships to exams, intermission, welfare concerns and financial hardship. Student cases are often complex and involve many interrelated issues; for example, mental health concerns, working relationship issues and intermission. When students access the Advice Service, it is usually with a particular issue; however, during the course of their interactions with an advisor, it is common for additional issues

or concerns to emerge. It is rare that a student’s situation or issue does not impact on other aspects of their academic or welfare life at the University.

The level of support and guidance provided is informed and led by the student and varies in each case.

In line with the advice sector’s framework for defining the types of advice provided, the Advice Service splits cases into three categories – ‘Information’, ‘Advice’, and ‘Advice with Casework’.

In 2021-22, the Advice Service had 126 student cases where the case type was ‘Information’, 178 student cases where the case type was ‘Advice’, and 92 student cases where the case type was ‘Advice with Casework’.



Graph 1 - Case type for student cases

*\*Students who made contact with the Advice Service requesting an appointment but who either did not respond to appointments offered or did not attend the appointment.*

*\*\* Students who arranged appointments but had resolved or found support elsewhere and therefore no longer required support from the Advice Service.*

*“I found the Advice Service brilliant. Really kind staff with good knowledge and advice – I would definitely use again.”*

*Feedback from service-user, 2021-22 (shared with permission)*



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## OTHER TYPES OF ADVICE WORK

The Advice Service is tailored toward directly supporting students. Nevertheless, contact by users who are not current Cambridge students is not uncommon. This includes past and prospective students, offer holders, students on intermission, students who are off the register, and visiting students. This year, non-current students accounted for 91 (21%) of our 458 service-users.

The Advice Service also records information regarding non-student users; for example, parents, relatives or friends of a student seeking advice for their loved-one. Whilst we provide advice to non-student users, this is often limited and is usually focused on helping the non-student user encourage the student to access the Advice Service or support within their College. Our aim is to always work with the student directly. More informally, we also continue to welcome contact from tutors, other service providers and staff across the Collegiate University who wish to discuss with us options that may be available to a student they are supporting.

## B. TRAINING

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### STAFF PROFESSIONAL DEVELOPMENT AND NETWORKING

In 2021-22, Advice Service staff took part in the following professional development opportunities:

#### **Formal qualifications:**

- Senior Leader Masters' Degree Apprenticeship (MBA) – completed (Head of Advice and Welfare)

#### **Office of the Independent Adjudicator (OIA):**

- Spotlight on Casework: Advocacy and Support for Students with Complaints

#### **AMOSSHE:**

- Working together to improve student outcomes for all students
- Winter Conference: Understanding key issues impacting student lifestyles and relationships
- Winter Conference: Creating a more welcoming space for international students
- Winter Conference: Tackling harassment and sexual violence
- Winter Conference: Healthy lifestyles and consent
- Winter Conference: All about drugs: A case for harm reduction

#### **Advice UK:**

- Managing Neurodiversity in the workplace
- Learning to Advise - Advice Skills: The Process
- Learning to Advise - Advice Skills: Handling Difficult Client Situations
- Learning to Advise - Advice Skills: Student Advice Overview

**University:**

- Exam Access and Arrangements workshop (EAMC)
- Inclusive Leadership Training Programme (ILP-Cohort 20) (PPD)
- Introduction to the New Funding Portal (Student Funding Office)

**Other:**

- The Ups and Downs: How Students are making (and losing) money online (Black Bullion)
- Active By-Stander Training (Cambridge SU)
- Disability Etiquette (South Cambridgeshire and Papworth Trust)

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**PRESENTATIONS DELIVERED TO UNIVERSITY AND COLLEGE STAFF**

In 2021-22, we continued to provide inductions to new staff members from the University Counselling Service, Disability Resource Centre and College nurses, which includes an introduction to the Student Advice Service and a general overview of the Collegiate University from an advice and welfare perspective.

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**TRAINING DELIVERED TO STUDENT VOLUNTEERS**

In 2020-21, the Advice Service provided nineteen 3-hour online training sessions to student representatives, including JCR/MCR officers, sports welfare officers, liberation campaign officers, and student clubs and societies. The training provided included:

- Essential Skills for Supporting Students
- Introduction to Student Mental Health
- Supporting a student who may be feeling suicidal.

Though the response rate to the online feedback questionnaire was low, the written and verbal feedback that was received indicated high satisfaction rates among participants.

## C. OUTREACH

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**STUDENTS AND STAFF**

This year, the Advice Service took part in the following student and staff outreach activities:

- we participated in online meetings with senior tutors and their teams
- we participated in meetings and discussions on financial hardship support for intermitting students
- we continued to participate in research and discussions for the Strategic Review of Mental Health Provision

In Easter Term 2022, the Advice Service organised five pop-up roadshows where Advisors visited academic sites to talk to students and provide information about the support available during the examination period. The focus of these pop-up roadshows was to provide support and information

to students on examination-related topics, including information and guidance about exam conduct, mitigating circumstances, wellbeing during the exam period, mark checks and exam feedback.

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## COMMITTEES AND ASSOCIATIONS

The Head of Advice and Welfare is a member of the following committees in 2021-22:

- Health and Wellbeing Committee
- Joint Committee on Childcare for Students

The Head of the Advice and Welfare submitted and/or presented the Student Advice Service Annual Report 2020-21 to the following committees:

- Health and Wellbeing Committee
- Student Finance and Welfare Committee

*“Sometimes, it can feel quite difficult to handle academic problems and the Advice Service are the only resource I found super useful for my circumstances.”*

*Feedback from service user, 2021-22 (shared with permission)*

## 4. PARTNERS AND LINKS WITH OTHER ORGANISATIONS

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### COLLEGIATE UNIVERSITY

Working effectively with other Collegiate University services is key to the way the Advice Service operates. The team works closely with these services throughout the year in making or receiving referrals, seeking advice and information, or working alongside various support services when supporting a student through a difficulty.

Support provided to students often involves discussing multiple referral options with the student to help them identify what might be most appropriate for them. To support this aspect of the Advice Service, every year, the team meets other key service providers in the Collegiate University, such as:

- University Counselling Service
- Sexual Assault and Harassment Adviser
- Disability Resource Centre
- Careers Service
- Childcare Office
- International Students Office

- Accommodation Service
- Language Centre
- Fees and Funding team
- Office of Student Conduct, Complaints and Appeals
- Student Registry
- Senior Tutors and their teams
- College Nurses

In addition to these annual visits, we also have regular meetings or are in regular contact with:

- Office of Student Conduct, Complaints and Appeals (OSCCA)
- Administrative team for the Exams Accesses and Mitigation Committee (EAMC)
- Student Registry, Postgraduate Lead

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## STUDENT GROUPS

Strong peer support networks are a feature of the Collegiate University and something which the Advice Service plays a vital role in supporting. In turn, volunteers in these networks are a vital source of referrals and awareness-raising for the Advice Service.

This year, we provided training and/or worked with:

- JCR/MCR committee members
- Sports Clubs Welfare Officers
- Liberation campaigns
- Student clubs and societies.

The Advice Service further supports these student networks by providing a confidential source of advice and support for volunteers who are concerned about a particular student or situation. The Advice Service can support officers in providing information about what support and information is available, how to manage the situation, how to set clear boundaries and when to share information.

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## NATIONAL ADVICE COMMUNITY

The Advice Service remains a member of Advice UK (the UK's largest support network for free, independent advice centres), AMOSSHE (Association of Managers of Student Services in Higher Education), UKCISA (UK Council for International Student Affairs), NASMA (National Association of Student Money Advice) and has benefitted from the access to training, resources and advice that membership of these organisations affords.

In addition, the Advice Service has access to the NUS Workplace platform, where students' union advisors from across the higher and further education sector share knowledge and good practice.

*“They act as a third party, which makes it easier to approach them about certain matters.”*

*Feedback from service user, 2021-22 (shared with permission)*

## 5. SERVICE DEVELOPMENT

### KEY INITIATIVES

The mission of the Student Advice Service is to support students in any aspect of their journey through the University of Cambridge in overcoming obstacles that may prevent them from realising their educational aspirations.

As part of our vision, we are committed to improving the overall student experience at Cambridge by feeding back to the Collegiate University any challenges our student service-users have faced that can be improved by changes in processes.

In our key initiatives for 2022-23, we aim to:

- Launch the Gender Expression Fund to assist trans-students in purchasing items that help them feel more comfortable with their gender presentation.
- Review and further development of Advice Service information and guidance webpages to ensure information is easily accessible and found by students.
- Improve accessibility of the Winter Holiday Activity Guide by integrating it into the Cambridge SU website.
- Continue the development and expansion of information guides and resources for students (BME Student Guide, Support for Student Sex Workers, Personal Statement guide for Intermission and Student Complaints procedures), equipping them with the information and knowledge they need to begin the process of resolving issues themselves.

## 6. STUDENT FEEDBACK

All students who access the Student Advice Service are invited to provide feedback on their experience through a confidential and anonymous online questionnaire. In 2021-22, the response rate was very low but of those who responded:

- 75% strongly agreed and 25% agreed their concerns were listened to and taken seriously by the Advisor
- 92% strongly agreed and 8% agreed the advice they received was relevant and appropriate

The Advice Service also invites students to provide information on the impact accessing the service has had on their wellbeing and studies. Again, the response rate was very low but from the responses received, students indicated that accessing the Advice Service did have a positive impact on their wellbeing and studies:

- Prior to seeking support from the Student Advice Service 60% of students indicated the issue was having a severe impact on their studies and 40% indicated the issues was having a moderate impact on their studies. After receiving support from the Advice Service, 40% of students indicated that the issue was now having a moderate impact on their studies, with 40% indicating their issue was having a mild impact on their studies.
- Prior to seeking support from the Student Advice Service 80% of students indicated the issue was having a severe impact on their wellbeing and 40% indicated the issues was having a moderate impact on their wellbeing. After receiving support from the Advice Service, 40% of students indicated that the issue was now having a moderate impact on their wellbeing, with 40% indicating their issue was having a mild impact on their wellbeing.
- 100% of students indicated the Student Advice Service had helped them to a great extent make an informed decision about the issue(s) they were experiencing.

*"I think if I had consulted the Student Advice Service sooner it would've had a much bigger impact on improving my wellbeing."*

*Feedback from service user, 2021-22 (shared with permission)*

## 7. STATISTICS AND TRENDS

The Advice Service gathers information about its service users through the completion of the registration and monitoring forms. Service users are asked to complete the forms when they access the service, either in person or via email, phone or video call. All service users who have received one-to-one advice appointments will have completed the registration form and will have been invited to complete the monitoring form. To ensure we comply with General Data Protection Regulations, service users are not required to provide the information collected by the monitoring form, such as ethnicity, language, or gender, but are encouraged to complete the form. Service-users who correspond mainly by email will not necessarily have completed these forms. This means that we do not have a complete set of personal data for every service user. Nevertheless, advisors will record the type of issue all service-users bring to them in the case management system. This practice allows the Advice Service to have a thorough understanding of the types of issues and concerns students are experiencing across the Collegiate University.

Data such as the number of students accessing the Advice Service, user demographics and issue areas act as indicators that inform the further development of the service. It also helps to identify trends in student welfare needs, and allows the Advice Service to develop resources and initiatives that are relevant to students' needs. Data relating to issue areas is helpful for identifying any systemic issues students are experiencing. This can be used to feedback to the sabbatical officers and the decision-makers within the wider Collegiate University, in the hope of improving students' experiences. A staff representative of the Advice Service feeds back weekly to the students' union elected sabbatical officers to provide regular updates on its activities and trends in student welfare issues. This, in turn, facilitates the officers' wider political work in supporting students.

The following measures of data were taken from the time period 1st July 2021 to 30th June 2022. Noting trends in the types of issues students raised ensures the Advice Service is well-equipped with the requisite knowledge and skills to help the students who approach us. It allows the Advice Service to adapt, evolve and develop its sources of support to be in line with student demands and needs.

### A. SERVICE-USERS

#### SERVICE USER NUMBERS

In 2021-22, the Student Advice Service worked with a total of 458 services users, of which 403 were students (students = current, intermitting, off the register, past, visiting, exchange, JBS and ICE students). Compared to 2020-21, where the Advice Service worked with 365 students, 2021-22 saw an increase (10%) in the number of students accessing the Advice Service. This increase is expected with the resumption of pre-Covid-19 teaching and assessment practices in 2021-22.

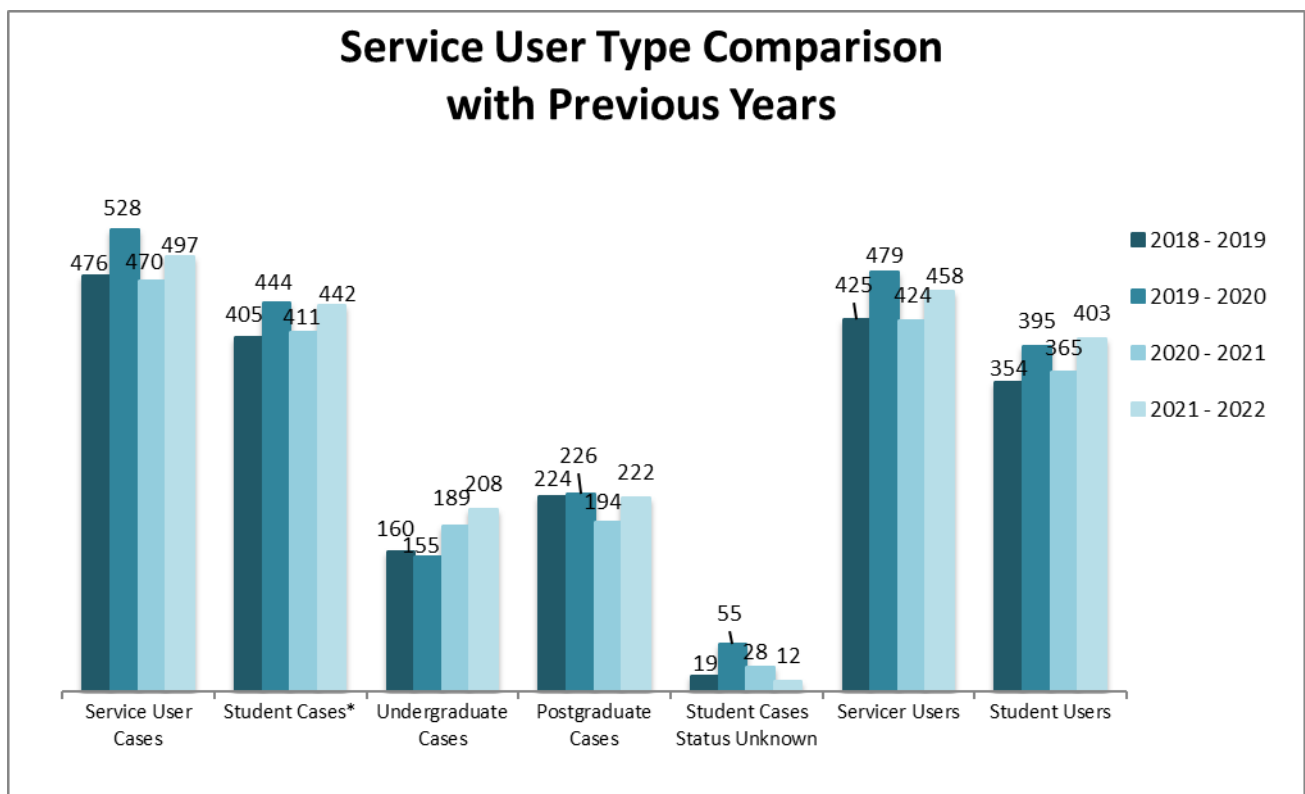
Overall, the Student Advice Services has seen continued growth over the last 12 years, with 2021-22 marking the highest number of students accessing the service in its history. Since 2014-15, there

has been a 113% increase in the number of service users (students and other service users), and a 143% increase in the number of students accessing the Advice Service.

Some students experienced multiple issues throughout the year. When students access the Advice Service more than once for support on unrelated issues, the new issue(s) is recorded as a new case. In 2021-22:

- 29 students accessed support for two unrelated issues, which resulted in two different cases
- 2 students accessed support for three unrelated issues, which resulted in three different cases
- 2 students accessed support for four unrelated issues, which resulted in four different cases

Overall, the Advice Service provided support on 497 service user cases of which 442 were student cases. There will be more student cases than the number of students due to 33 students accessing support from the service more than once.



Graph 2 - Comparison of Service-User Type for period 1 July 2021 – 30 June 2022

\* When students access the Advice Service more than once, each time they use the service for a different issue, this is recorded as a new case. There are therefore more student cases than there are student service-users.

\*\* 33 students accessed the Advice Service more than once.



## HOW SERVICE-USERS FOUND OUT ABOUT THE STUDENT ADVICE SERVICE

Of the students who disclosed how they found out about the Student Advice Service:

- 31% were signposted by Cambridge SU officers or staff members
- 22% were signposted by a University service provider or staff member, such as the Disability Resource Centre, Counselling Service, OSCCA, or departmental administrator (as compared to 26% in 2020-21)
- 10% were signposted by a College service-provider or staff member, such as Tutor, Senior Tutor, Nurse, Chaplain (as compared to 14% in 2020-21)

Found out about the service via	Number	Percentage
Cambridge SU Officer	36	28%
Returning student	14	11%
University ADRC/ADRC Bulletin	14	11%
College (Chaplain/Nurse/Counsellor/Welfare Advisor)	13	10%
Cambridge SU Website	11	9%
Cambridge SU Bulletin	7	5%
University Counselling Service	6	5%
Other	5	4%
Friends/s	4	3%
OSCCA	3	2%
Cambridge SU Staff	3	2%
SAS/Nightline leaflet	2	2%
Other University Staff	2	2%
University Induction/Orientation talk	2	2%
University Supervisor	1	0%
Web search	1	0%
Citizen Advice	1	0%
University Student Registry	1	0%
University Childcare Office	1	0%
Cambridge SU Website	1	0%
University Website	1	0%
<b>Total</b>	<b>129</b>	<b>100%</b>

Table 1 – Breakdown of how students found out about the Student Advice Service where this information is known

## SERVICE USER STATUS

The Student Advice Service works with service-users across a range of profiles (Table 2). Current students, non-standard student-users (past, prospective and offer holder students or intermitting students), as well as non-students (such as relatives or friends of students) may all access the Advice Service. Advice was also provided to JCR/MCR Officers, Liberation Campaign Officers and Sports Welfare Officers who can access the Advice Service to discuss their specific role or any concerns they may have about a student in their community.

In 2021-22, 73% of service users were current students, with past students as the next largest group, followed by offer holders and intermitting students. Relatives and friends of students made up 2% of service users. As an independent service, the Advice Service is well placed to talk to parents and friends through options available where the student may be hesitant to access support. College and University staff made up 2% of service users; This is similar to the previous three years. We also provided support to many individuals who were not eligible to access any of the other University service providers. This includes intermitting students, students off the register, past students, ICE students and visiting students. These students accounted for 16% of our service users. Though we are glad to be able to support these individuals, this highlights a gap in the support provided by the Collegiate University that we may not always have the capacity to fill, thus potentially leaving these individuals isolated without support.

Service Users Client Status	Number	Percentage
<b>Current student</b>	329	72%
<b>Past student</b>	46	10%
<b>Offer holder</b>	17	4%
<b>Intermitted student</b>	12	3%
<b>Prospective student</b>	10	2%
<b>Other</b>	7	2%
<b>ICE Student</b>	6	1%
<b>Relative of a student</b>	5	1%
<b>College staff (Senior Tutor/Tutor/Nurse/Tutorial Office)</b>	4	1%
<b>Friend of a student</b>	4	1%
<b>Visiting Student</b>	3	1%
<b>University staff (ADRC, USC, Admin, Other)</b>	3	1%
<b>Off the register</b>	3	1%
<b>Other</b>	3	1%
<b>Support Officer (JCR/MCR/Peer2Peer)</b>	1	-
<b>Other person known to student but not relative or friend</b>	1	-
<b>Total</b>	<b>458</b>	<b>100%</b>

Table 2 – Status of Service User where this information is known

## B. SERVICE-USER DEMOGRAPHICS

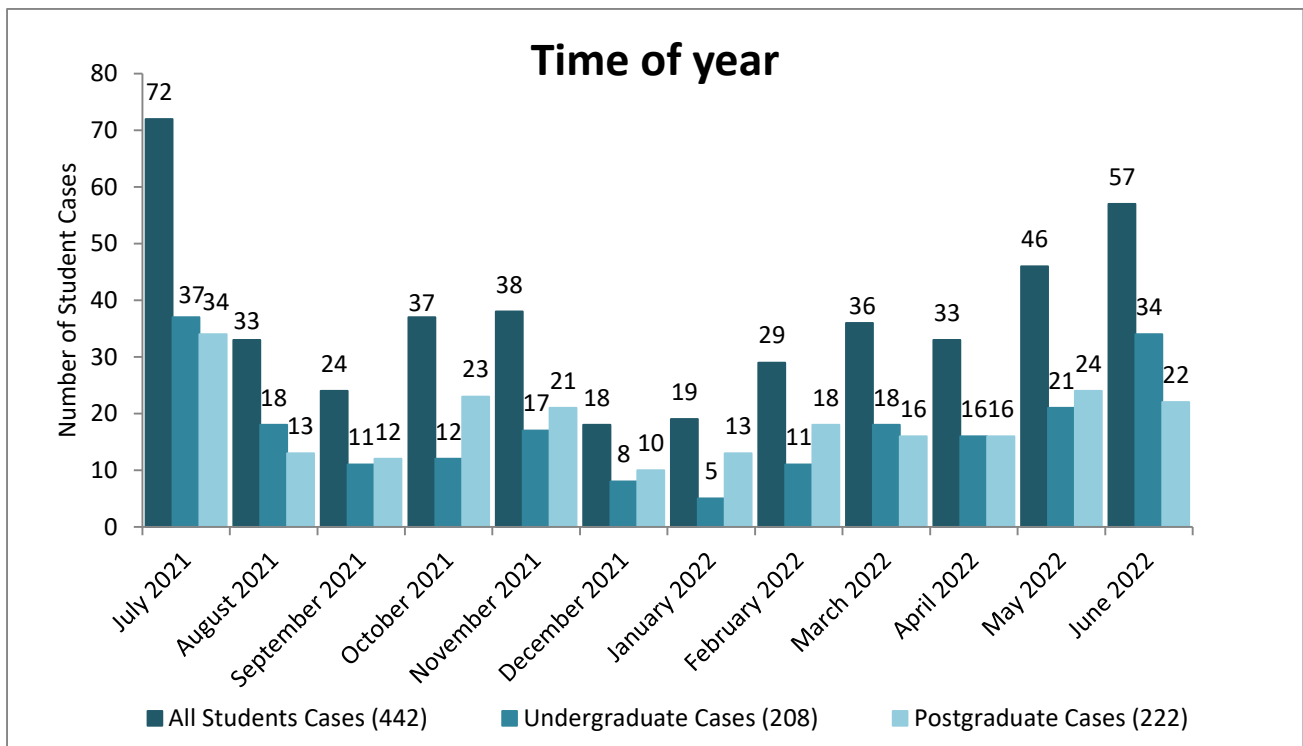
### TIME OF YEAR

The Student Advice Service is open throughout the year, including outside of academic term time. Graph 3 demonstrates the peaks and troughs in the number of cases over the course of the reporting year.

As with previous years, the Advice Service continued to be busy during the academic term times. The months of July, May and June were the busiest of the year.

We continued to see a high number of students accessing the Advice Service in July, enquiring about examination allowances, examination reviews, disciplinary action (plagiarism) or advice on what options were available in light of their results. July has continued to remain the month where we see the greatest number of undergraduates (n=37); however, unlike previous years, in July 2021, we saw a similar number of postgraduate students (n=34).

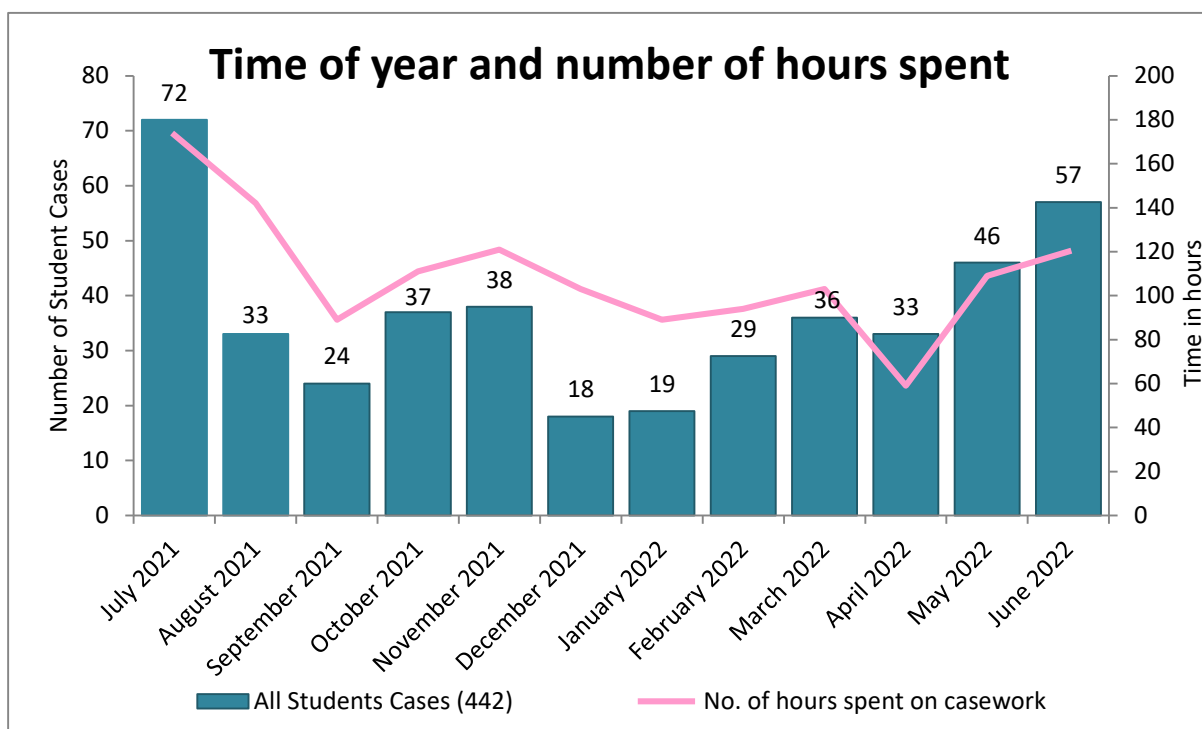
Overall, for eight of the twelve months, we saw a greater number of postgraduate students accessing the Advice Service. Of these students, 47% were PhD students (n=94) with a variety of issues.



Graph 3 – Number of student cases by month of reporting year

Whilst we record the number of new cases every month, it is not reflective of the amount of time an advisor may spend on casework during those months. This year, we have included information on the number of hours’ advisors spend on casework each month (Graph 4).

The average number of hours spent on each case was 3 hours. The most hours spent on a single student’s case was 82 hours, and the smallest amount of time was 5 minutes.



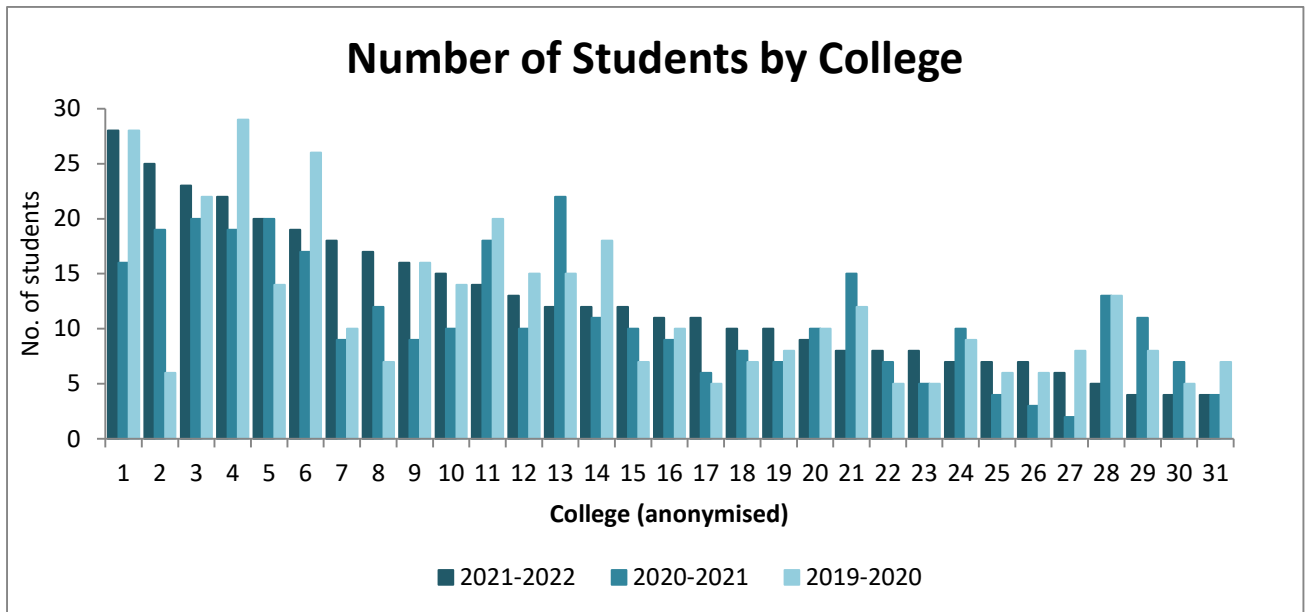
Graph 4 - Number of student cases by month versus the total number of hours spent on casework

COLLEGE

In 2021-22, the Student Advice Service supported students from all 31 Colleges (Graph 5). The number of students accessing the Advice Service from each College varies yearly and is not necessarily linked to the size of the College, the provision available from the College, or its proximity to the Advice Service.

For the majority of Colleges, we supported between 10 and 22 students. Two graduate/mature colleges featured in the top 3 colleges with the top 10 colleges being a mixture of old and new colleges with varying levels of resource.

The variability of students approaching the Advice Service within a given year, as well as over several years, should not be taken as an indication of the effectiveness or quality of support offered within different colleges. It is important to note that Cambridge SU considers it to be good practice for colleges to inform their students that they can receive independent advice via the Advice Service.



Graph 5 - Number of students accessing the Student Advice Service by College (where college information is known n=385)

## GENDER

In 2021-22, we have gender data for 23% of the students (n= 92) who accessed the Student Advice Service. The service records gender data based on how a student declares their gender on the monitoring form. If a monitoring form is not received, for example, if the case is short-lived (such as some of those under the 'Information' category), or if communication with a service user is entirely by email, then the gender is recorded as undisclosed. In 2021-22, we worked with 311 students whose gender was recorded as 'undisclosed' and 1 student whose gender was recorded as 'prefer not to say'.

For the students who disclosed their gender, 60% were female students compared to 39% of male students, and 1% for students who preferred not to say. This is in line with the previous year and sector trends of lower engagement in pastoral and academic support by male students.

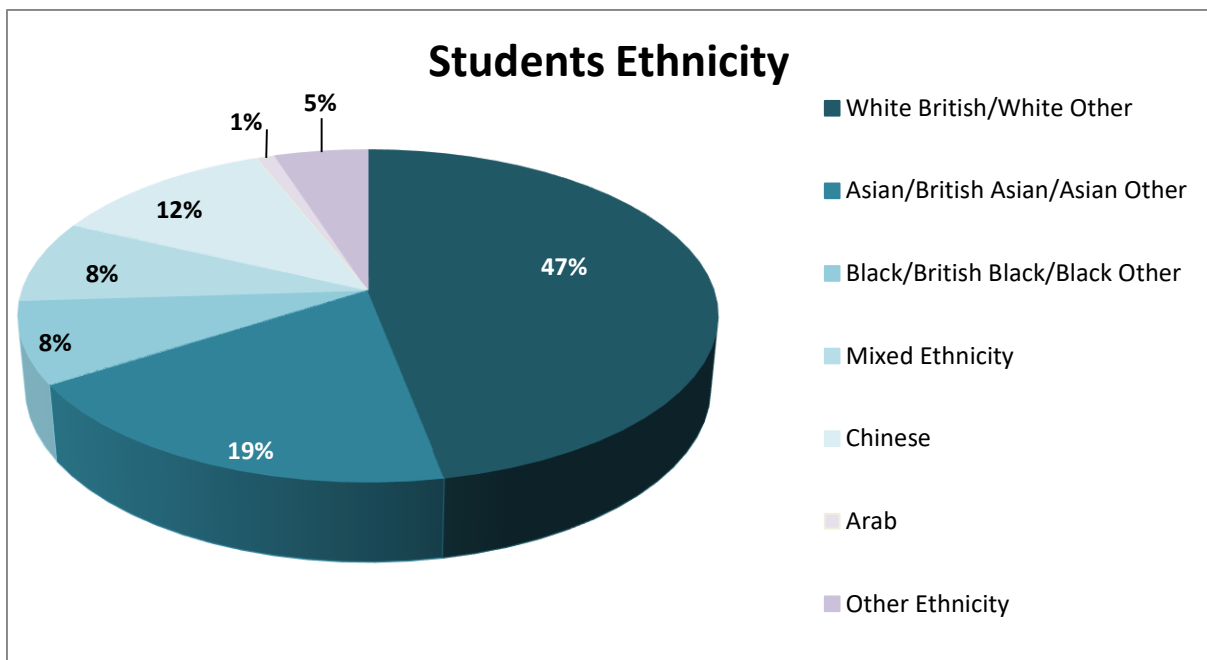
All Students	Number	Percentage
<b>Female</b>	55	60%
<b>Male</b>	36	39%
<b>Other</b>	0	0%
<b>Prefer not to say</b>	1	1%
<b>Total</b>	<b>92</b>	<b>100%</b>

Table 3 - Students accessing the Student Advice Service by gender where this information is known

## ETHNICITY

In 2021-22, we recorded ethnicity data for 23% of students (n=92) who accessed the Student Advice Service. Of the students who disclosed their ethnicity, 'White' students represented the largest group (47%), followed by 'Asian/Asian British' students (19%), 'Chinese' students (12%), 'Black/Black British' students (8%), 'Mixed/Multiple Ethnicity' students (8%) and 'Other Ethnicities' (5%). Students from ethnicities other than 'White' represented 53% of students. This is a large increase compared to 2020-21 (33%) and is a significant increase compared to 2018-19 where 17% of student service users were from other ethnicities. When compared to the proportion of BME students studying at the University (36%\*), there is a comparatively high number of BME students accessing the Advice Service for support.

*\*Data from the University of Cambridge, Equality and Diversity information report 2020-21.*



*Graph 6 – Students by Ethnicity where this information is known (n=92)*

## DISABILITY

Of the 403 students who accessed the Student Advice Service this year, 54 disclosed a disability via the monitoring form (Table 4). This represents 13% of students who accessed the Advice Service. In conversations with their advisor, an additional 35 students (9%) mentioned physical and/or mental health issue(s) or condition(s) that could qualify as a disability as compared to 61 students (17%) last year. From this data, we can conclude that as many as 89 students (22%) who accessed the Advice Service may have had a disability (this is the same as last year).

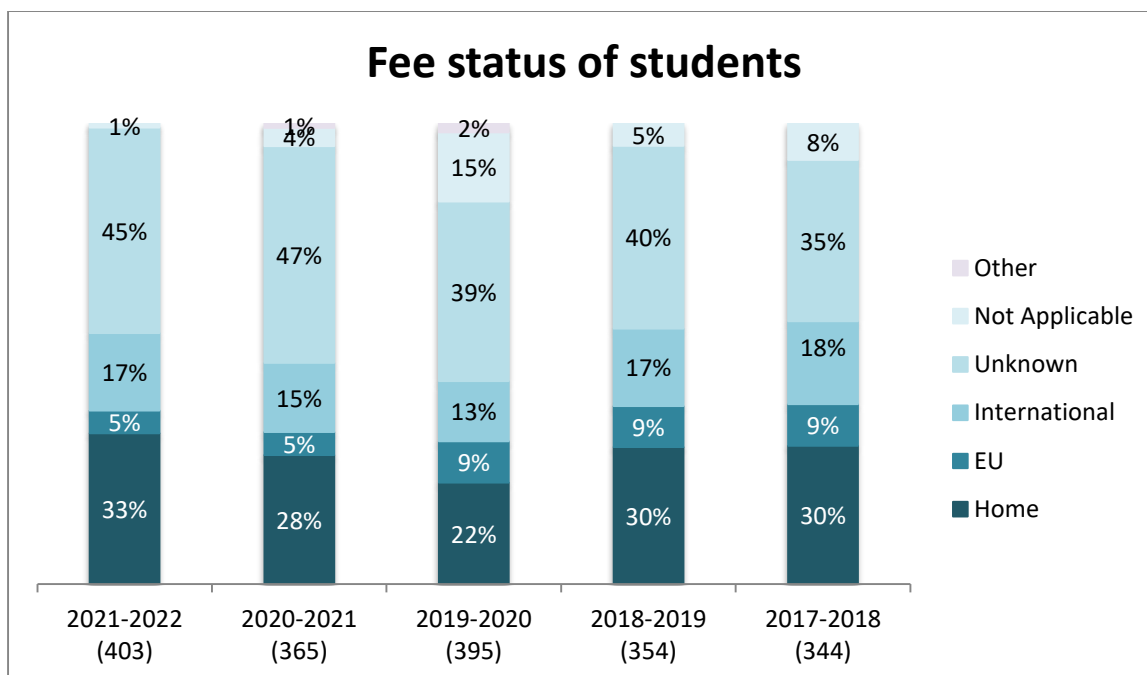
All Students Users	Number	Percentage
Students who disclosed a disability on monitoring form	54	13%
Students who didn't disclose a disability on monitoring form but mentioned a disability to the advisor during an appointment	35	9%
Students who did not disclose a disability or this information is unknown*	314	78%
<b>Total</b>	<b>403</b>	<b>100%</b>

Table 4 – Do you consider yourself to be disabled?

\* For those where this information is unknown, it is because they did not complete a monitoring form either due to the completion of this form being optional, or because their support was provided via email or over the phone.

FEE STATUS

In 2021-22, the proportion of Home, EU and International students remained fairly stable (Graph 7), with a small (5%) increase in the number of Home students accessing the Advice Service. The majority of students who accessed the Advice Service were Home students (33%), followed by International students (17%), and then EU students (5%).



Graph 7 – Fee status of students where this information is known

## STUDENT STATUS

The Student Advice Service continues to support students across a wide range of degrees. In keeping with the past four years, for those students where their status is known, more postgraduate students accessed the Advice Service (200 postgraduates as compared to 192 undergraduate students). This equates to a 51%/49% split; this is the same as last year.

Student Status	Number	Percentage
<b>Undergraduate</b>	192	49%
<b>Postgraduate (PhD, MPhil, Other Masters Degrees &amp; PGCE)</b>	200	51%
<b>Total</b>	<b>392</b>	<b>100%</b>

*Table 5 – Student service-users by their student status where this information is known*

The category of 'postgraduate' includes PhD students, MPhil, MFin, MBA, MRes, MSt, MEd, LLM and PGCE students (Table 6). Within these sub-categories, usage of the Advice Service varies. The proportions are similar to previous years, with the largest number of students who access the Advice Service coming from Tripos courses, followed by PhD, MPhil, and other postgraduate students. It is the combined figure for postgraduate graduate students that exceeds the number of undergraduate students.

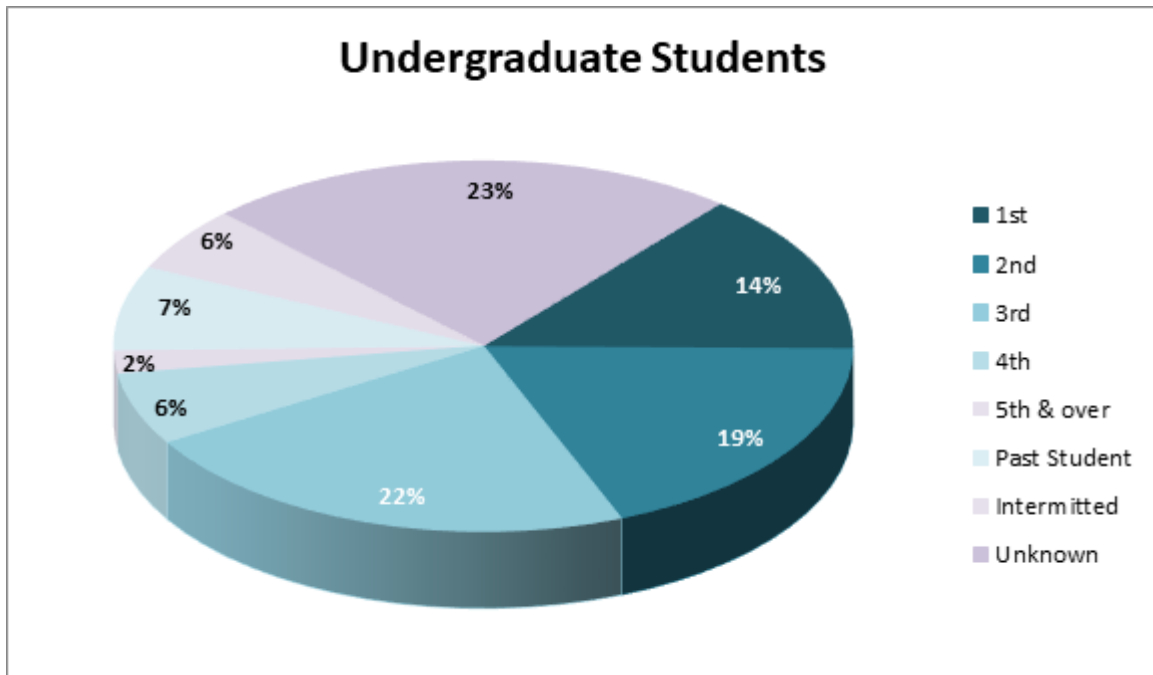
Student Status	Number	Percentage
<b>Undergraduate</b>	192	48%
<b>PhD</b>	94	23%
<b>Other Masters Degrees</b>	49	12%
<b>MPhil</b>	48	12%
<b>PGCE</b>	3	1%
<b>Advanced Diploma in Study</b>	1	-
<b>Postgraduate Diploma</b>	3	1%
<b>CPGS</b>	2	-
<b>Other</b>	1	-
<b>Unknown</b>	10	2%
<b>Not Applicable</b>	0	-
<b>Total</b>	<b>403</b>	<b>100%</b>

*Table 6 - Student service-users by their student status*



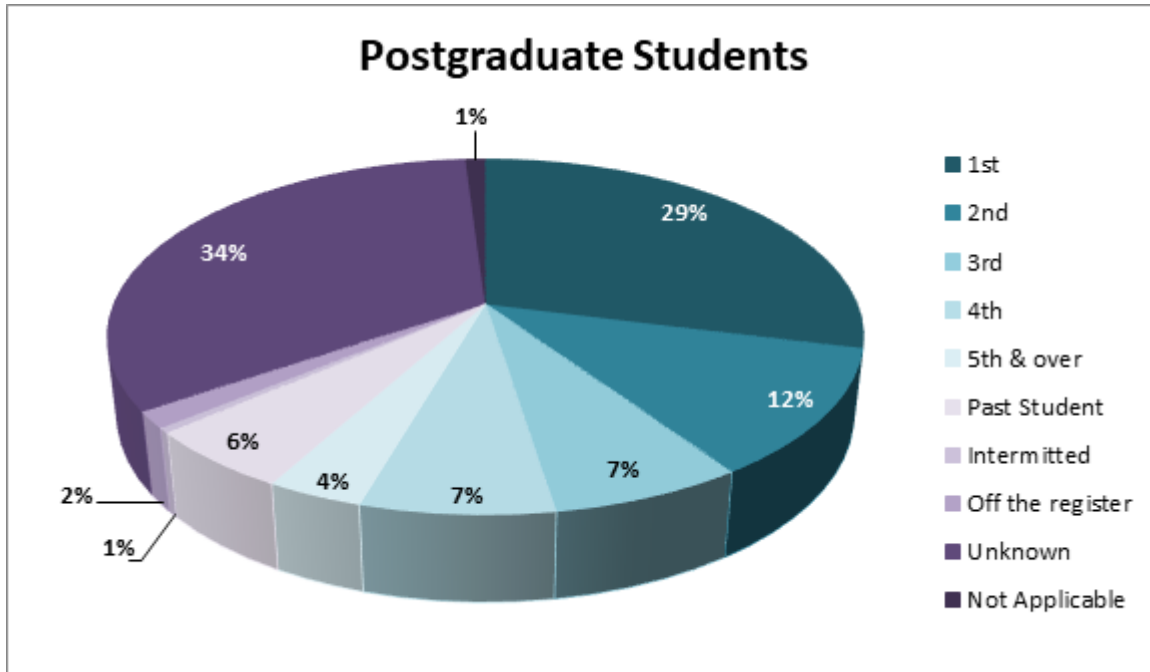
## YEAR OF STUDY

In 2021-22, where the information is known, the majority of undergraduate service users were in their 3rd year of study (22%), followed by 2nd-year students (19%), 1st-year students (14%) and 4th-year students (6%) (Graph 8). The number of intermitting and past students compared to last year, 6% to 7%, has remained fairly consistent over the past four years.



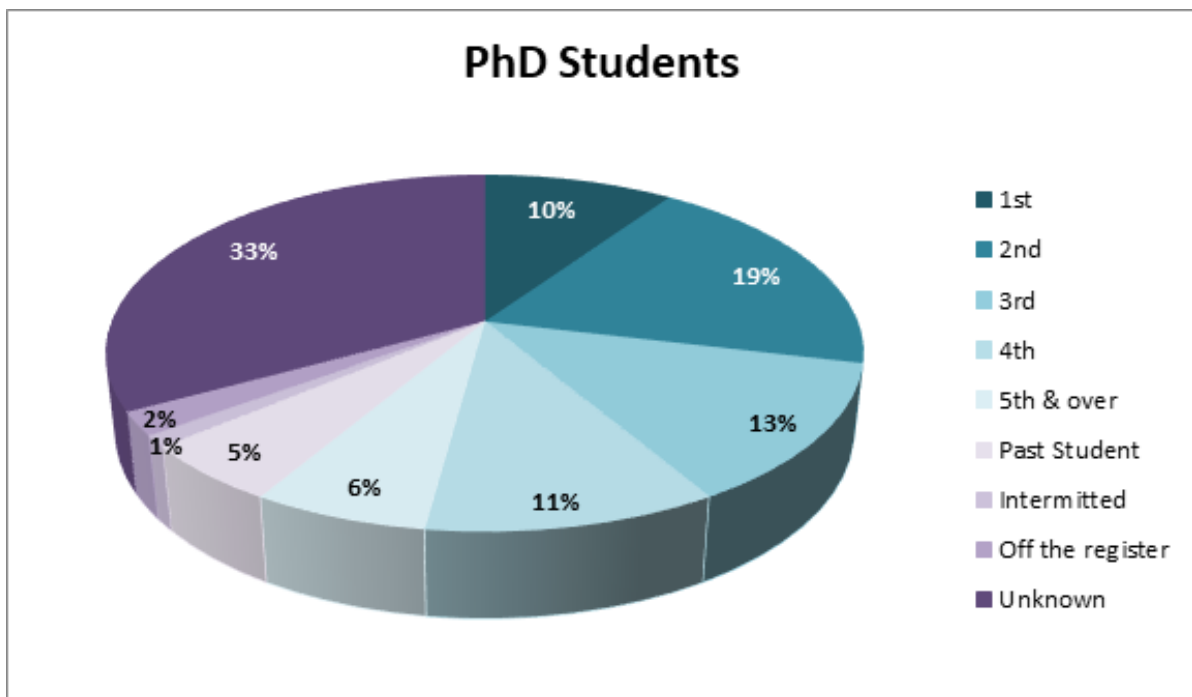
Graph 8 - Undergraduate student service-users by year of study (n=192)

The largest proportion of postgraduate students (29%) accessed the Advice Service in their first year of study (Graph 9). Of those first-year postgraduate students, MPhil students account for 50%. MPhil students access the Advice Service during their first and only year of study.



Graph 9 – Postgraduate student service-users by year of study (n=200)

Among PhD students, those in their 2nd and 3rd year were most likely to approach the Advice Service (19% and 13% respectively), followed by an almost equal number of students in their 1st year (10%) or 4th year (11%) (Graph 10). There was a shift this year in when PhD students are most likely to access the service. In previous years PhD students have mostly accessed the Advice Service in their 3rd and 4th years. It is unclear why this change may have occurred, but this year the Advice Service supported a higher number of postgraduate students whose primary issue was finance related. This could potentially be attributed to pressures on the availability of funding requirements due to Covid-19 which may have contributed to students seeking support sooner in their degree.



Graph 10 - PhD student users by year of study (n=94)

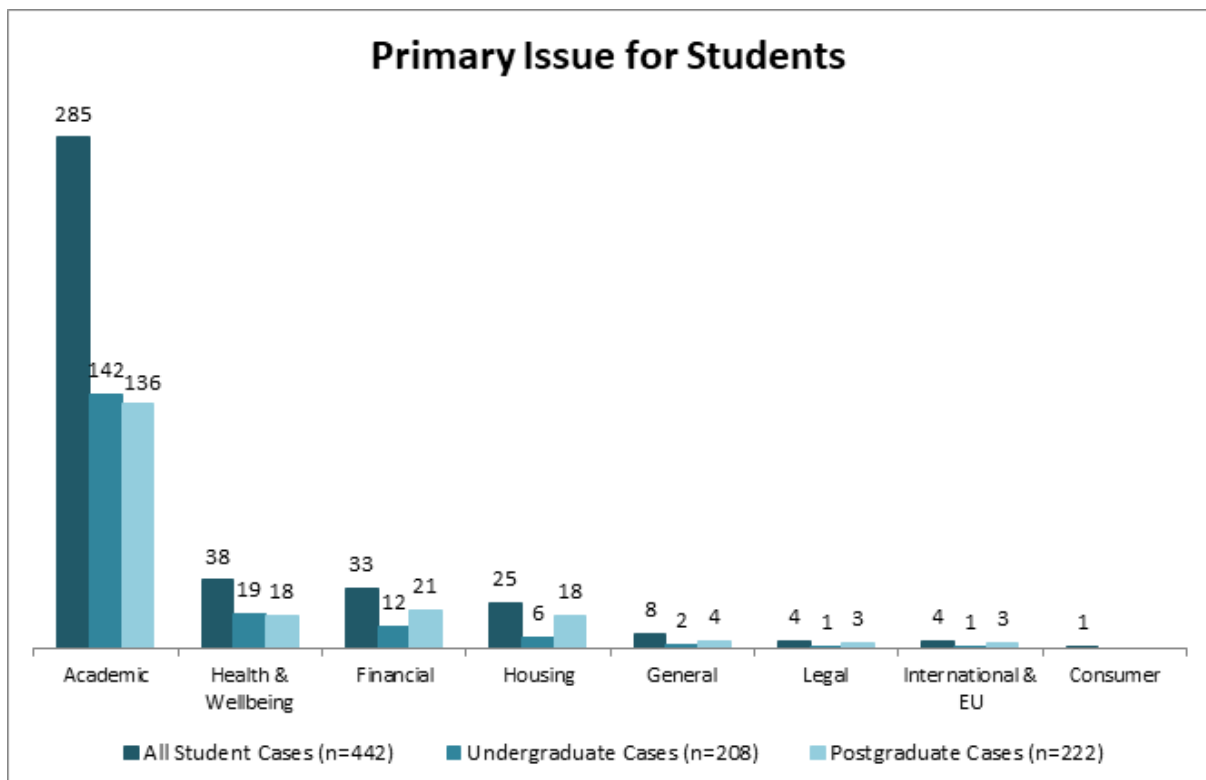
### C. TYPES OF ISSUES

The Student Advice Service assisted students on a number of issues each year, these range from exam concerns to financial difficulties to intermission and issues regarding student-supervisor relations. Students will often come to the Advice Service for guidance and support on a specific issue (e.g. exam failure); it may then transpire during the discussion with the advisor that other issues are linked to the primary issue raised. For example, though few students access the Advice Service specifically for advice on mental health, many students raise mental health as a factor contributing to the issue for which they require support.

## PRIMARY ISSUES FOR STUDENTS BY CATEGORY

As such, when advisors record information about issues students have discussed, we record a primary issue followed by secondary issues. Issues are divided into categories. Below are the primary issues by category in order of importance (measured as the percentage of cases where students who accessed the Advice Service experienced an issue in that particular area):

1. Academic (64%, as compared to 61% last year)
2. Health and Wellbeing (9%, same as last year)
3. Financial (7%, as compared to 6% last year)
4. Housing (6%, as compared to 10% last year)
5. General (2%, same as last year)
6. Legal (1%, same as last year)
7. International & EU (1%, as compared to 0.2% last year)
8. Consumer (0.2%, same as last year)

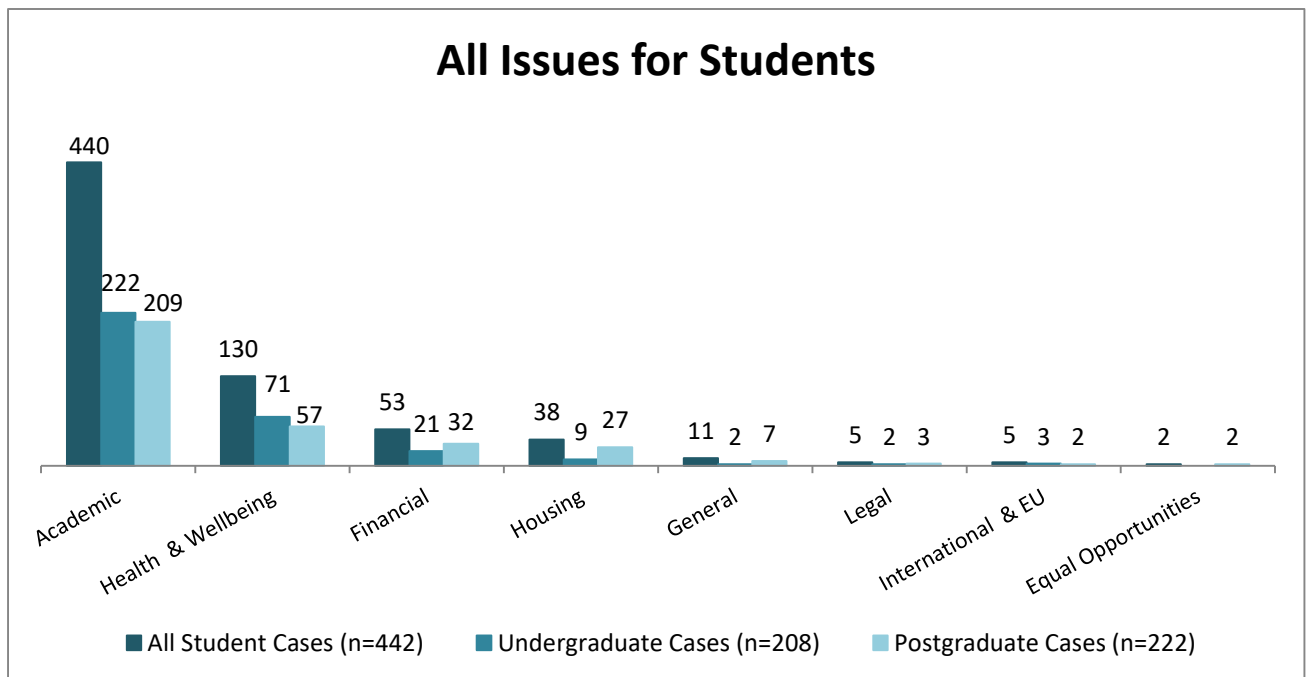


Graph 11 - Primary issue for students by category during the 2021-22 cycle

## ALL ISSUES FOR STUDENTS BY CATEGORY

When a student accesses the Student Advice Service, they might be experiencing multiple issues each of which will be recorded individually within a student's case. Out of the 442 student cases this year, 'Academic' issues were highlighted 440 times, 'Health and Wellbeing' issues 130 times, 'Financial' issues 53 times, 'Housing' issues 38 times, 'General' issues 11 times, 'Legal' issues 5 times, 'International & EU' issues 5 times, and 'Equal Opportunities' issues 2 times.

As compared to 'Primary Issues', these figures demonstrate that regardless of what students perceive to be the main issue for which they are seeking advice, there are almost always academic Implications.



Graph 12 - All issues for students by category during the 2021-22 cycle

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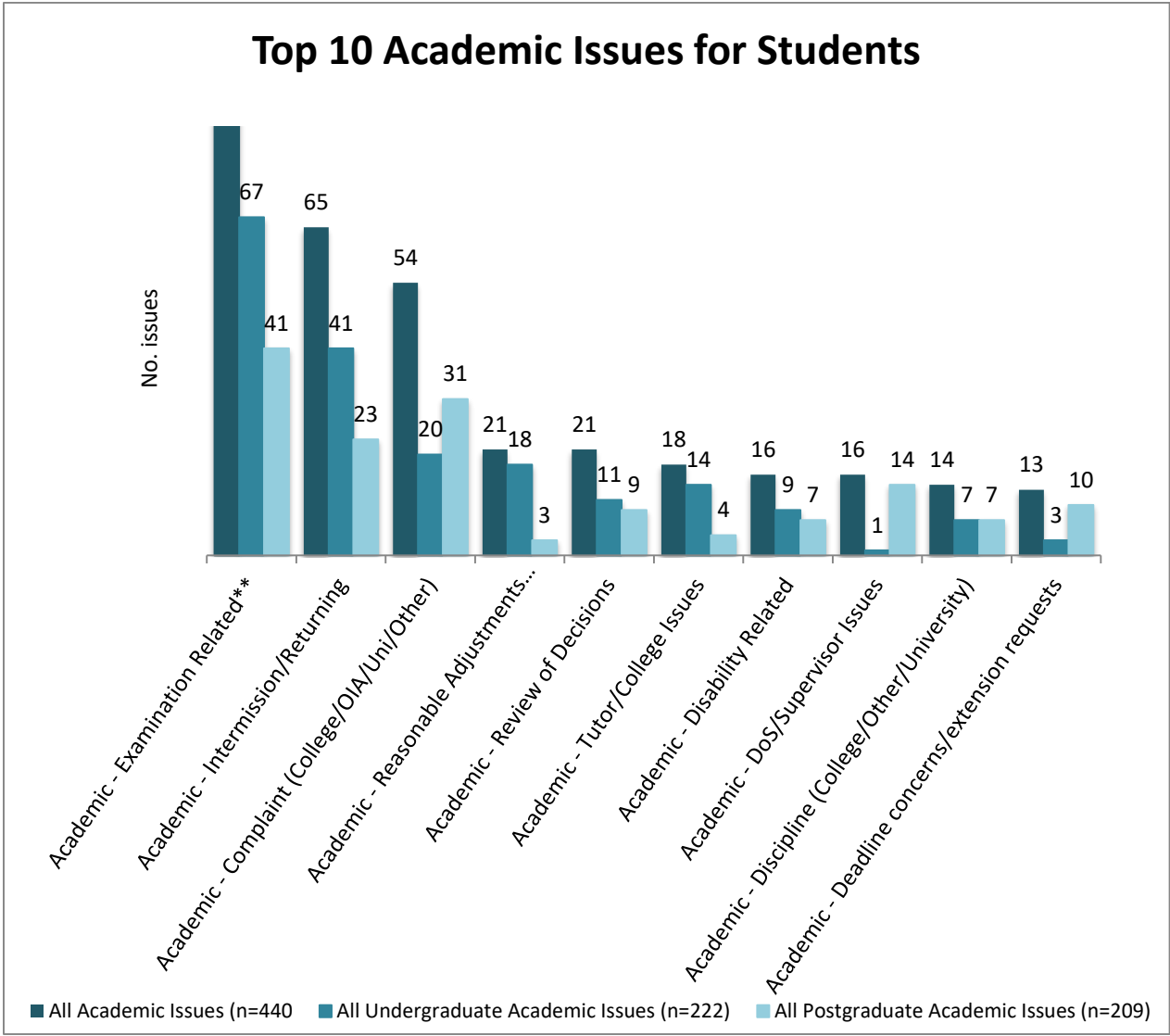
#### ALL ACADEMIC ISSUES BY STUDENT TYPE

As 'Academic' was the main category of advice for which students sought support, we have broken this category down into the top ten most common issues recorded in this area (measured as the percentage of all academic issues, where students who accessed the SAS experienced that particular issues):

1. Examination-Related (25%, as compared to 16% last year)
2. Intermission/Intermission Returning (15%, as compared 13% last year)
3. Complaint (College/OIA/University/Other) (12%, as compared to 16% last year)
4. Reasonable Adjustments (AMA/Exams/Study) (7%, as compared to 6% last year)
5. Review of Decisions (5%, as compared to 4% last year)
6. Tutor/College Issues (4%, same as last year)
7. Disability Related (4%, new entry to the top 10)
8. DoS/Supervisor Issues (4%, same as last year)
9. Discipline (Harassment and Sexual Misconduct/Uni/College/Other) (3%, same as last year)
10. Extensions/Deadline Concerns (3%, as compared to 4% last year)

In 2021-22, 'Examination-Related' issues (n=110) was the main area which undergraduate students (n=67) sought advice. The second-largest area of advice for undergraduate students was 'Intermission/Intermission Return' (n=41), followed by 'Complaints' issues (n=20). Unlike 2020-21, 'Examination-related' issues (n=41) was the largest area postgraduate students sought advice on. This was followed by 'Complaints' (n=31), with the third main area being 'Intermission/Intermission Return' (n=23).

See Graph 13 on the next page.



Graph 13 – Top 10 Academic Issues by Student Type

*\*Examination-related includes 'PhD Registration', 'Progression to Part III' and 'Degree classification/calculation'*

*The number of issues will be more than the number of students, as the majority of students raise more than one issue to the Student Advice Service.*

## TOP 10 KEY ISSUES FOR STUDENTS

The number of issues raised is higher than the number of students who accessed the SAS as the majority of students raised more than one issue. For example, a student approaching the SAS to discuss exam-related concerns may have also sought advice on issues such as intermission or disability or academic support.

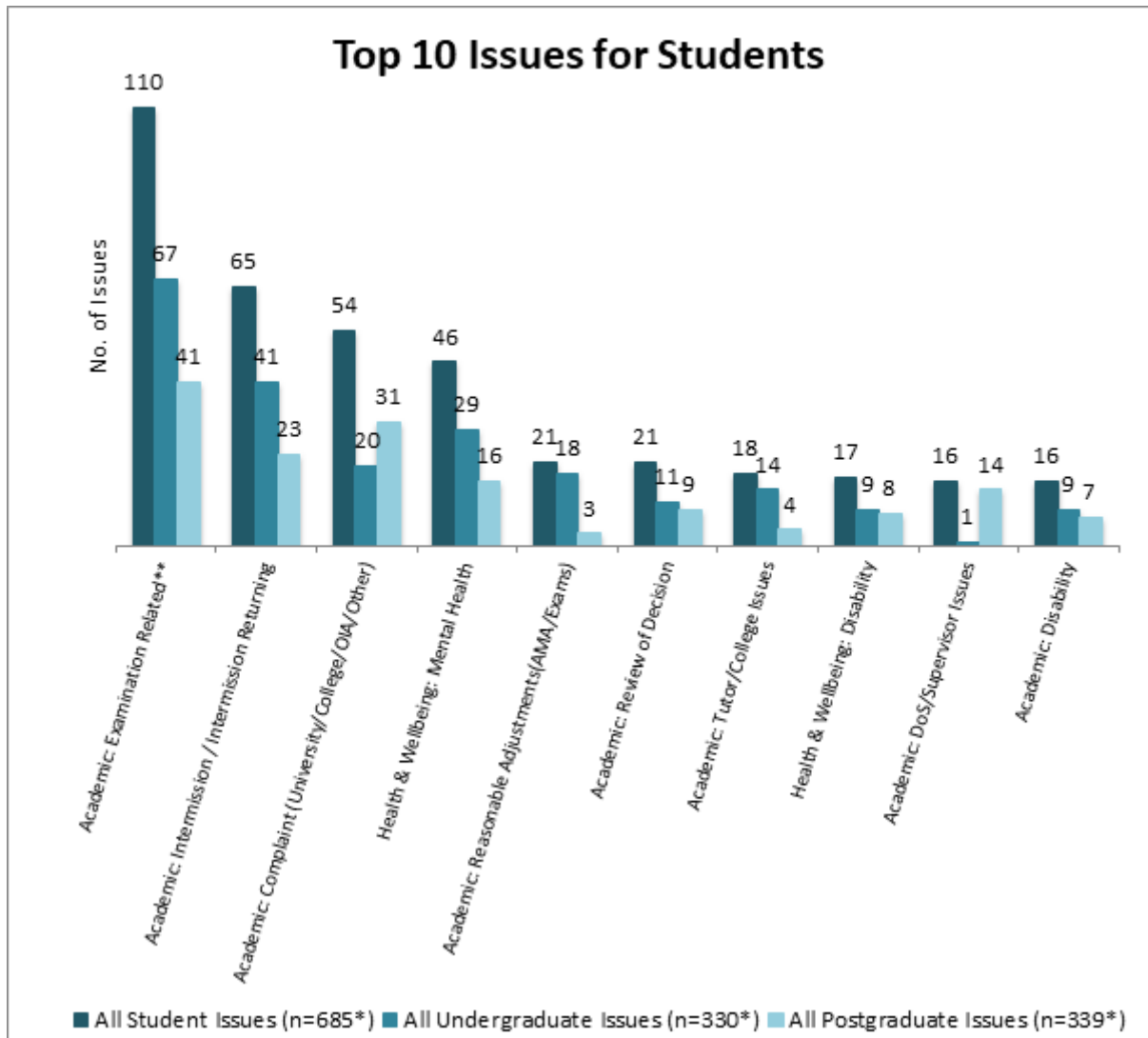
The areas on which students most sought advice this year were broadly similar to those encountered every year since 2013-14. This year saw 'Academic: Disability' and 'Health and Wellbeing: Disability' included in the top 10 key issues list. 'Academic: Disability' relates to any issue a student experiences where a disability is impacting on their studies.

1. Examination-related (16%, as compared to 10% last year)
2. Intermission/Intermission Returning (10%, as compared to 8% last year)
3. Complaints (8%, as compared to 10% last year)
4. Mental Health (8%, same as last year)
5. Reasonable Adjustments (3%, as compared to 4% last year)
6. Review of Decision (3%, new to top 10)
7. Tutor/College Issues (3%, same as last year)
8. Health and Wellbeing: Disability (2%, new to top 10)
9. DoS/Supervisor Issues (2% as compared to 3% last year)
10. Academic: Disability (2%, new to top 10)

In 2021-22, issues surrounding 'Examination Related' issues (n=110) saw the greatest number of student cases, followed by 'Intermission' (n=65). Issues around 'Complaints' (n=54) and 'Mental Health' (n=46) followed. For Undergraduate students' 'Examination Related' issues were still the biggest concern, with this issue recorded 67 times, followed by 'Intermission/Intermission Returning' (n=41), whilst the third main concern was 'Mental health' (n=29). For Postgraduates students' 'Examination Related' issues were also the biggest academic concerns being recorded 41 times, followed by 'Complaints' related issues (n=31), and the third main concern 'Intermission/Intermission Returning' (n=23). Issues concerning intermission and mental health impact undergraduate students slightly more than Postgraduate students.

See Graph 14 on the next page.





Graph 14 – Top 10 Issues for students by Student Type

\* Where issue type is known

\*\*Examination-related includes PhD Registration, Progression to Part III and Degree Classification/Calculation