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<tr>
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<th>page numbers</th>
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1 Overview

Disability Service (DS) facilitates potential success for students with disabilities and specific learning difficulties in the College setting by providing advice, support, and academic accommodations in partnership with students and academic departments. This annual report covers the academic year 2009-2010.

1.1 Aims and Objectives of the Academic Support Service

The aims and objectives of the Disability Service are

- To embed disability issues into the culture of the University, thereby influencing the development of policies and practices.

- To address the delivery of specific supports to students with disabilities.

To further this second aim Disability Service has an Academic Support service which provides support in the areas of note-taking skills, essay-writing support and examination preparation for students registered with DS.
The Academic Support Service within Disability Service was set up to meet the needs of students with specific learning difficulties. The scope of the service has since been broadened to include students with other learning needs. Academic Support aims to assist students in improving their learning skills particularly with using the library, reading effectively, note-taking, essay writing, referencing, editing and proofreading, learning, and taking exams.

For the academic year 2009-10, one Academic Support Tutor (AST) was employed to maintain 14 hours of service per week. AST takes place in Room 2032 of the Arts Building and is provided by a tutor from the School of English on Mondays and Thursdays. Additional hours are provided each week on Wednesdays by the Disability Officer responsible for students with specific learning difficulties. On Wednesday morning this takes the form of a ‘drop in’ service in room 0.15 of the Trinity Centre in St James Hospital (9am to 1pm) and in the afternoon in room 3029 of the Arts Buildings by appointment. Students may also request a screening and assessment for specific learning difficulty. Screenings take place each Wednesday at 10am and 2pm. This service is provided by a Disability Officer assisted by a postgraduate student from the School of Psychology.
1.2 Executive Summary

In Academic Year (AY) 2009 - 2010 124 students availed of Academic Support. 102 students (out of a total SLD population of 371) were seen by the middle of April and a further 22 seen were registered with physical, medical, sensory or mental health disabilities. The students took up 56% of available hours on average in AY 2009-10 with a cancellation/no-show rate of 15% compared to 17% for AY 2008-09. During September 2008 - April 2010 1 AST logged 260 hours of tutoring with 14 hours per week of support provision. This is compared to September 2008 - May 2009 when 2 ASTs logged 448 hours of tutoring when there was 24 hours per week of Academic Support provided. More detailed statistics, including the numbers of different students, their patterns of usage of services, and their division by class or university standard are available in this report, accompanied by graphs of the data.

2 Statistical Analysis of the Service

2.1 Statistics: Uptake of AST Hours

- Student uptake of available hours during the academic year averages 56%; last year student uptake of available hours was 76%. Approximately the same number of students was seen during the academic year (just over half of last year’s total when there were two ASTs) but there were 14 hrs provided this year by one AST compared to 12 last year.
• One significant change on former years was a notable drop in appointments during October and November. Percentage uptake per month is as follows:

Last year’s statistics are included on the following page with this year’s for comparison.

• Cancellations and no-shows were kept rigorously. The cancellation in AY 08-09 was at 16% which dropped in AY 09-10 to 15% of total hours across the year.
The chart is adjusted for terms in which extra academic support hours were offered in September, and less, in December and January.

2.2 Statistics: Who uses Academic Support?

The following statistics are the results from Academic Support AY 2009-10. The statistical analysis below includes measures
of:

- Patterns of use (number of hours which students need);
- Distribution by disability;
- Distribution by class standing;
- Distribution by faculty.

In all graphical analysis, a distinction is made between the number of students seen and the hours for which students were seen, for purpose of comparing the parity of these numbers.

Patterns of use
Distribution of booked hours 2009/10

- Meetings, admin and training: 44%
- Students (3) Over 10 hrs: 2%
- Students (17) Over 5 hrs: 12%
- Students (48) Over 1 hr: 22%
- Students (56) 1 hr only: 12%
- Cancellation/no-show (7): 8%
There is a significant difference between distribution of booked hours for this year and last on account of the change in the way statistics have been kept for this year. This year’s annual report refers to one AST but students will also have met with the Disability Officer for Students with SLD also; those students seen for one hour for an introductory appointment will also have met with the DO for one other appointment and in many cases will have had further AST during the year in the hours made available for this by the DO on Wednesdays.

Further differences to former statistics will be seen in breakdown of student numbers accessing AST on account of College restructuring as faculties are now grouped differently than formerly. These differences will be noted where relevant. Also the change from three terms to two semesters will account for a different pattern of uptake. The statistics which follow
refer to August 2009 to the end of the second week of April 2010. Statistics are adjusted to reflect the number of hours taken up relative to the hours provided.

- 124 students were seen by one AST from August 2009 – April 2010. 4 of these students used more than 10 hours of support taking up 8% of available hours compared to last year when this group took up 25% of available hours.

- The next highest level of uptake was in a group of mid- to high-range needs, set at 5-10 hours of support per year. 17 students were in this category taking up 12% of available hours. This is the same number of students in this category as last year when this group took up 17% of available hours.

- 47 students used more than one hour in the year but fewer than five hours; this group occupied 22% of available hours in AY 2009-10. This is the same percentage of uptake as in the previous academic year.

- 56 students who met with one AST once only during the year which took up 12% of time compared to 25% in the previous academic year. A number of these students were first years who declined to avail of the service as they entered on merit and/or felt that they did not need to avail of the service.

- Meetings and administrative tasks occupied 44% of booked time which is a significant increase to previous years. During the last academic year this took up 15% of AST time.
There was a marked decrease in cancellations in AY 2009-2010: 2% compared to 19% in the previous year. This may be due to tasks undertaken being recorded this year under the admin/project/training category.

This is very similar to last year’s chart for Distribution of Disabilities:
Distribution of Disabilities
by number of registered students taking up supports

- dyslexia: 107
- sensory: 5
- physical/medical: 5
- mental health: 4
The vast majority of students seen in Academic Support have specific learning difficulties (eg. Dyslexia) as their primary disability. 105 students (85% of all students seen) accounted for 80% of the hours spent with AST in 2009-10. This is a very similar breakdown to the previous year when 105 students (87.5% of all students seen) accounted for 84% of the hours spent between in AY 2008-09.

- 2% of time was spent with students with physical/medical disabilities compared to 10% in AY 2008-09

- 4% of AST time was spent with students registered with a mental health disability compared to 5% in AY 2008-09
• 10% of AST time was spent with students with a sensory disability compared to 5% last year.

Table 1

![Student uptake by College standing 2009-10
inside=no of students, outside= hours spent](image)

This can be compared with last year’s table for same:
Two measures are provided in Table 1. The inside ring represents the percentage of students who used Academic Support between in AY 2009-10 without taking into account the hours they were seen. The outer ring provides a “real” reading of these numbers by the hours spent in Academic Support. The results are very similar to last year. As formerly, the primary groups using the service are first years, fourth years and postgraduate students.

Students in first year were the largest group seen, representing 67% of total students, and taking up 51% of hours. There is an increased number of first years but decreased parity between the number of first year students and hours spent. This is due to the fact that their second AST appointment is not recorded in these statistics.
• The percentage of second years’ appointments has increased slightly from 9% to 11% and the percentage of time spent with second years has increased from 9% to 16%.

• The percentage of third years’ appointments is the same as last year (8%). The percentage of time spent with them decreased slightly from 10% to 9%.

• The percentage of fourth years’ appointments has decreased slightly from 11% to 7% but the time spent has increased from 11% to 13%.

• The parity between numbers of postgraduate students and hours spent shows greater parity than formerly. The percentage has decreased slightly from 9% to 7% and the time spent with postgraduate students has decreased significantly from 20% of AST time to 11%.
Last year’s chart for uptake by faculty (note change in faculty divisions on account of College restructuring):
Table 2

- Two measures are provided in Table 2. The inside ring represents the percentage breakdown by academic school of students who used Academic Support during AY 2009-10 without taking into account the hours they were seen. The outer ring provides a “real” reading of these numbers by the hours spent in Academic Support.
58% of students seen in Academic Support are from the Arts, Humanities and Social Sciences faculty and they account for 63% of time. This reflects the nature of support the service is currently offering, which is focussed predominantly on essay support and study skills for lexical tasks. This is similar to last year when the combined percentages of Arts, BESS and Social Sciences totalled 59%. This year the AHSS group took up 63% of AST time. There is a greater spread of students accessing Academic Support than last year, when this combined percentage of Arts, BESS and Social Sciences totalled 72% of AST time.

Students studying Health Sciences make up 21% of students taking up AST support and account for 19% of time, which shows greater parity than in the last academic year when this group accounted for 23% of students but only used 16% of AST time.

Uptake of students in the category of Maths and Engineering has increased considerably with 16% of students now taking up 12% of time, compared with 6% of students from this group taking up 4% of time in AY 2008-09. It must be noted however, that due to College restructuring, this group includes now students of Natural Sciences where formerly this group were recorded separately (Maths and Engineering: 6% of students, Natural Science:11% of students) and thus when taken together it is a very similar percentage of students compared with last year. Time spent with this group has increased however from last year when Maths and Engineering combined with Natural Science accounted for 9% of time and this year the EMS group (including Natural Science) accounted for 12%
3. Evaluation of Service

A survey of students using the AST service was conducted. Students were asked to complete a questionnaire at the point of collecting photocopying cards. The questionnaire was initiated on the 19th March 2010 and closed on Friday 26th March 2010. A table of results is available in the Appendix.

A total of 100 students completed the questionnaire, 43% of those being JF students. This group were the largest users of the service (28%) with uptake reducing as students move through their college career. However it should be noted that 56% of those surveyed had never used the service. Of these 21% felt that they did not have a need to use AST, principally because they felt they were managing their studies adequately, or were registered on courses where essay writing was not an important requirement (maths and science). However 11% of students reported no uptake as they were unaware that the service existed. The most popular reason for accessing AST was help with essay writing skills (31%), followed by proofreading (19%) and study skills (16%).

With respect to future provision, 55% of students expressed an interest in online web tutorials, 26% in group sessions for academic skills, and 25% in formation of study buddy groups.

3.1 Recent Developments
Needs assessment process

- Students were contacted via email and asked to view relevant podcasts on Needs Assessment, the LENS and Exam Accommodations, prior to attending their appointment.

- New students in the 2009-10 academic year were required to meet with the Disability Officer, and attend an appointment with the Academic Support Tutor after registration with DS. This session included completion of the Individual Learning Plan (ILP) and a short library and ATIC visit.

Projects

- A draft handbook for practice placement was created for students in Occupational Therapy and Physiotherapy in collaboration with Practice Educators in the Departments of Occupational Therapy and Physiotherapy. This is now due for review by the Department of Occupational Therapy.

- The Academic and Dyslexia Support section of the main website was replaced with a linked website, with the intention of making this resource more user friendly. Lengthy text pages have been replaced with electronic leaflets covering academic skills, assistive technology and learning styles. This information has also been made available in mp3 and podcast format in the Media section. The podcasts are also available via YouTube and TCD iTunes.
There are currently 12 podcasts available via YouTube with viewing statistics as follows:

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<thead>
<tr>
<th>Maths and language waiver explained</th>
<th>42 views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referencing</td>
<td>223 views</td>
</tr>
<tr>
<td>Databases</td>
<td>68 views</td>
</tr>
<tr>
<td>Using the Library</td>
<td>254 views</td>
</tr>
<tr>
<td>Exam accommodations explained</td>
<td>79 views</td>
</tr>
<tr>
<td>Cornell Note taking method</td>
<td>272 views</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>235 views</td>
</tr>
<tr>
<td>Exam Tips</td>
<td>110 views</td>
</tr>
<tr>
<td>How to use Texthelp</td>
<td>194 views</td>
</tr>
<tr>
<td>Explaining the LENS</td>
<td>74 views</td>
</tr>
<tr>
<td>Need assessment</td>
<td>36 views</td>
</tr>
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</table>

Training and workshops

The Academic Support Service organised a workshop focusing on the Assessment and Support of Students with ADHD and
DCD (Dyspraxia) in Higher Education. The number of students with ADHD and DCD who are attending Trinity College is increasing year on year, and it is anticipated that numbers for this group will continue to do so. In the main this is due to initiatives such as the Disability Access Route to Education, and to improvements in access to formal diagnosis. Both DCD and ADHD lie within the spectrum of Specific Learning Difficulties and are frequently co-occurring disorders, together with dyslexia. The complexity of such difficulties means that such students require significant supports within college in order to achieve their true potential. It is therefore vital that academic staff and service providers are aware of the nature of such difficulties, and how they might manifest themselves within an academic environment. It is also vital to have an in depth understanding of best practice in providing reasonable accommodations and intervention programmes.

The workshop was delivered by Professor Amanda Kirby, Chair in Developmental Disorders in Education, at the University of Wales, Newport. Professor Kirby presented day-to-day practical skills including a session examining case studies relevant to students in Higher Education in the Republic of Ireland. The workshop was attended by 60 people including aimed at learning support tutors, disability officers, mentors and lecturers in Further and Higher Education, second level teaching staff and community support groups. Feedback received was very positive, with attendees commenting on the depth and clarity of Professor Kirby’s material; particular comment was made on the practical suggestions provided with regard to third level students.
3.2 Screening and assessment of students for specific learning difficulties

DS reviewed the procedure for providing screenings in terms of content and deadlines, and investigated the practicality of engaging with educational psychologists in training through the Masters programme. DS developed an initial screening questionnaire to be completed by students requesting a screening, prior to booking an appointment. This questionnaire is available in a printable format from the website.

The DO responsible for screenings reviews the questionnaire and summarizes noted difficulties, before contacting the student with an appointment time. Screenings are conducted by a postgraduate student from the Masters in Applied Psychology. This degree incorporates qualification for the Certificate of Competence in Occupational Testing (BPS Level A). This student was also provided with one month’s training in test procedure, observation and reporting.

Screenings take place each Wednesday at 10am and 2pm and take between 1.5 and 2 hours. The DO reviews the draft screening report and cross checks scores before writing an interpretation and recommendations. The student is then invited to attend a feedback session where decisions are made with regard to next steps.

In the annual year 2009 – 2010 screening statistics were as follows:
<table>
<thead>
<tr>
<th>Number of screenings 2009 - 2010</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>JF</td>
<td>20</td>
</tr>
<tr>
<td>SF</td>
<td>8</td>
</tr>
<tr>
<td>JS</td>
<td>4</td>
</tr>
<tr>
<td>SS</td>
<td>7</td>
</tr>
<tr>
<td>PG</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of screenings by Faculty 2009 - 2010</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHSS</td>
<td>30</td>
</tr>
<tr>
<td>EMS</td>
<td>5</td>
</tr>
<tr>
<td>HS</td>
<td>10</td>
</tr>
</tbody>
</table>
In terms of student profile, 19 screenings (42%) were requested by Mature students, and 15 screenings (33%) requested by students studying for professional courses (Education and Health Sciences).

Of these 45 screenings conducted 29 were positive results (64%) although only 17 students subsequently registered with the DS. The remaining 12 students stated that they felt access to networked assistive technology would permit them to pursue their course successfully, and did not require examination accommodations. The 16 students who received a negative diagnosis from the screening were provided with general advice on study strategies. For the most part anxiety and stress seemed to be a factor particularly for students in JS and SS years, students exhibiting indicators of other difficulties were advised to seek assistance from the College Health and Counselling Services. Two students received a negative diagnosis as they had identifiable difficulties with English as a second language.

An annual review of materials used for screening purposes was conducted. Currently those materials include: LADS (computerized assessment), DAST, Bangor and the WRAT 4. Where particular difficulties with working memory or processing speed are suspected, additional tests are used such as Turner (Digit Span) and Hedderley (Sentence Completion). Accuracy of LADS results has been an increasing concern for a number of reasons: firstly because it was standardized on a small population not representative of students in higher education. Secondly students report completing the assessment in ways which do not accurately capture performance, for example ‘guessing’ correct answers on the tests of underlying ability, and using the keyboard as a memory aid when completing the test of working memory; it would seem that the LADS diagnosis of level of dyslexia risk is generally unreliable.
A fundamental use of LADS has been to obtain an estimate of an individual’s underlying ability, however as students requesting screenings have already successfully matriculated to higher education, is this really necessary? Arguably it would be more useful to pinpoint specific areas of cognitive difficulty such as processing speed, working and short / long term memory skills, in order to provide effective intervention and support. Thus a replacement suite of assessment tools is proposed to examine these areas as follows:

- **Wide Range Assessment of Memory and Learning Second Edition (WRAML2),** age range 5-90 years, time 60 minutes. The factor structure contains verbal memory, visual memory and attention/concentration information. The Working Memory Index consists of the Symbolic Working Memory and Verbal Working Memory subtests. In addition, there are four recognition subtests. This provides a more complex diagnosis of WM difficulties, a screening on 2 tests from the core battery can be completed in 10 minutes if necessary.

- **The Symbol Digit Modalities Test (SDMT) 8 years –Adult,** time 5 minutes. Measures Processing speed: matching numbers to geometric figures, matching number with symbol. Similar to Digit-Symbol Coding sub-test of WAIS III; administered as written and/or oral test.

- **Detailed Assessment of Speed of Handwriting (DASH 17+ years),** time 30 minutes The assessment includes five subtests, each testing a different aspect of handwriting speed. The subtests examine fine motor and precision skills, the speed of producing well known symbolic material, the ability to alter speed of performance on two tasks with identical content and free writing competency. The DASH 17+ provides a reliable, age-appropriate measure of handwriting speed for students aged 17-25 years in further and higher education. This upwards extension of the DASH can identify
students with slow handwriting and may assist in providing evidence for extra support, such as examinations.

Both DS and the Student Learning Centre were approached by the placement co-ordinator for the UCD MA in Educational Psychology regarding practice placement. This would be a very useful solution to access to full psycho-educational assessments for the purposes of ESF funded supports.

3.3 Future developments

- Feedback from the survey of AST provision indicated an interest in online web tutorials, group sessions for academic skills, and formation of study buddy groups. These will be investigated in the coming academic year.

- The Disability Officer for the Student’s Union in the next academic year has expressed an interest in meeting students during the needs assessment process.

- Determine strategies and resources for providing online web tutorials, group sessions for academic skills, and formation of study buddy groups.

- Investigate provision of a message / discussion board for use by second level students.

- Collaborate with the Disability Officer in the Student’s Union to improve services and facilities for students particularly in off campus locations.
• Continue the current screening process and monitor over the course of the next academic year. However a deadline for screening requests should be introduced to coincide with the exam accommodations deadline. Six students requested a screening within the 4 weeks prior to annual examinations. It is generally felt that students should take greater responsibility for identifying difficulties in good time.

4. Conclusion

124 students were seen by one AST during AY 2000-10. Student uptake of Academic Support averaged 58% during the academic year September to April 08-09 with a high of 84% in April 2010. The percentage uptake was affected by the increase of hours from 12 to 14 in one week. Student numbers were very similar to last year but percentage was reduced commensurate with increase in hours provided. As a result project work, meetings and administrative tasks took up a much greater percentage of AST time than in former years.

The distribution of students in terms of hours of uptake per student has levelled. In AY 2009-10 only 3 students used over 10 hours of academic support which suggests that the greater control over this achieved through new system of having a maximum of 10 hours to students with dyslexia has been successful. The number of students using over 5 hours is the same as last year and the number of students using over one hour has dropped while the number of students using one hour has increased. The statistics represent uptake with one AST.
Appended below is a confidential report on individual student uptake and cancellation numbers.

6. Appendices

6.1 Appendix A: Summer Workplan

6.2 Appendix B: AST Student Data on Uptake and Cancellation

6.3 Appendix C: AST survey results

6.1: Summer Workplan

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<th>Details</th>
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<td>Plan one-hour slot on DCD including research paper</td>
<td>Paper completed. Powerpoint and presentation notes to be done</td>
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6.2 AST Student Data on Uptake and Cancellation

Confidential information – internal access only

6.3 AST survey results
### Response profile

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<td>20</td>
<td>11</td>
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18.2% of students entitled to use PC cards

43% JF
24% SF
20% JS
11% SS
2% PG

### Year in which service was used

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<td>3</td>
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<td>56</td>
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28% used the service in JF
11% in SF
10% in JS
3% in SS
0% in PG

### Reason and year AST used

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<th>JS</th>
<th>SS</th>
<th>PG</th>
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<td>4</td>
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Proof reading

31% used AST for essay writing

Revision tips

Referencing

19% proof reading

Referencing

16% study skills

Study skills

14% referencing

Thesis

9% revision

Writing essays

14% referencing

2% thesis writing

Note taking

1% note taking skills
### Importance of AST

<table>
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<th>Total</th>
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<td>26% very useful</td>
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<tr>
<td>24% useful</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>3% not very</td>
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### Reason for non-attendance

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<tbody>
<tr>
<td>21% stated they did not need AST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>11% not aware of service</td>
<td></td>
<td></td>
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<td></td>
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<td>1% found it inaccessible</td>
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### Interest in alternative support

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