

2011/12 Annual Report

Disability Resource Centre



UNIVERSITY OF
CAMBRIDGE



Foreword

2011/12 has seen some important structural changes for the DRC which reflect the Council's aspirations that the student services provided by the University should be enhanced, with a focus on student need. These aspirations are set in the context of an overall strategic aim of ensuring that students are able to get the most out of the educational provision offered by the University, and so achieve to the best of their ability. In January, the DRC transferred from the Equality and Diversity team of the HR Division to the Academic Division under the management of the Head of Educational and Student Policy. This transfer has already started to reap benefits in supporting the development of closer links between the DRC and academic departments, and with Colleges. A closer alignment of policy development for disabled students with broader educational policy, facilitated by a new E&D Standing Committee established to advise the General Board's Education Committee was manifest in the publication of a new Code of Practice for Reasonable Adjustments for Disabled Students.



Graham Allen
Academic Secretary

The Disability Resource Centre (DRC) Annual Report outlines the significant achievements made during the 2011/2012 academic year by the DRC team in conjunction with colleagues across the collegiate university. The DRC has continued to maintain a professional and efficient service with limited resources in the face of increasing numbers of disabled students.

In January 2012 the DRC transferred from the HR Division to the Academic Division to more closely integrate its services into the academic functions of the University. It was also decided that, as a result of this transfer, the Joint Committee on Disability would be formally disbanded, and that committee business in relation to disability would be 'mainstreamed' via existing committees and bodies.

The newly established Equality and Diversity Standing committee of the General Board's Education Committee has now been established as the main route of matters related to policy concerning disabled students. The success of this new body has been demonstrated this year in the form of the approval for the new *Code of Practice: Reasonable Adjustments for Disabled Students* which sets out guidance on the support of disabled students.

As outgoing Chair of the Joint Committee on Disability, and the University's Disability Equality Champion, I once again commend the DRC team for their hard work and dedication, and look forward to supporting and helping the team in achieving their aims for the coming year and beyond.



Dr Nick Bampos
Outgoing Chair of the Joint Committee on Disability and
University Disability Equality Champion

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1. Overview of the 2011/12 academic year

Throughout the 2011/12 academic year the DRC has continued to effectively support Colleges, Departments, Faculties and Institutions, the disabled students at the University and those staff who support them. Major developments and outcomes during this period include the transfer of the DRC from the HR Division to the Academic Division (and associated review of DRC resourcing); the successful implementation and operation of the International Disabled Students' Fund; the dissolution of the Joint Committee on Disability to facilitate the mainstreaming of disability related matters; the publication of the new *Code of Practice: Reasonable Adjustments for Disabled Students*; and the completion of the 3-year Asperger Syndrome Student Project.

During the period of this review, the DRC has worked with the Academic Division to build understanding of inclusive teaching and learning, reasonable adjustments and to celebrate and promote good practice across the Collegiate University. It has also continued to work closely with the Equality and Diversity team in the promotion and development of the University's equalities duties, objectives and aspirations.

Demand for Services:

The 2011/12 academic year saw another increase in the number of students disclosing a disability. The total number of disabled students at the end of the academic year (2 July 2012) was **1543**, an increase of **8.6%** on the previous year (1421). The number of undergraduate applicants disclosing a disability during this period also rose from **664** to **710**, an increase of **7%**. These increases are a positive indication that any perceived stigma around the disclosure of disability is diminishing. A breakdown of all current students by HESA disability category is included in Appendix 1.

Staffing:

As a result of the review of DRC resources, two additional advisory posts have been secured. Deb Taylor (Disability Adviser) and June Massey (SpLD Adviser) will both join the DRC team at the beginning of the 2012/13 academic year. Sadly, in July 2012 Snehal Sidhu, the DRC's former Office Manager, died unexpectedly. A memorial fund is being established in her honour.

Key Achievements in 2011/12:

- Transfer of the DRC to the Academic Division
- Code of Practice: Reasonable Adjustments for Disabled Students
- The launch and operation of the International Disabled Students' Fund
- Continued success of the College Additional Disclosure process
- Launch of on-line teaching resources on CamTools
- Developments to the Non-Medical Assistance Scheme
- Development of promotional films concerning support for disabled students at Cambridge
- Completion of the Asperger Syndrome Student Project
- Continued significant process improvement activity to streamline and add efficiencies to the DRC's internal processes

1. Overview of the 2011/12 academic year (continued)

Governance and Resources:

The DRC transferred to the Academic Division on 1 January 2012 . The Head of the DRC now reports to the Head of Educational and Student Policy. A review of the DRC's resources recommended the addition of two Disability Adviser posts to cater for the increase in disabled student numbers (equating to 1.6 fte). The new Equality and Diversity Standing Committee of the General Board's Education Committee replaced the Joint Committee on Disability as the main route for disability related matters.

DRC Priorities for 2012/13:

The Priorities of the DRC for 2012/13 are:

- To work to continue to develop and promote inclusive teaching and learning practice via:
 - Embedding and developing the *Code of Practice: Reasonable Adjustments for Disabled Students*
 - Developing the *Good Practice Guide for Inclusive Teaching and Learning*
 - Promoting the use of training materials such as, *Teaching Disabled Students: On-Line Training materials*, and guidance on the DRC website
 - Running scheduled and bespoke training to support staff who support disabled students across the collegiate university
- Developing and improving the DRC's collaborative work with Colleges, Departments and Faculties through increased 'outreach' work
- Continued development of the DRC's Non-Medical Assistance Scheme
- Planning for the new Student Services Building project
- To complete the existing projects to develop the DRC's publications and website
- To continue to develop the effectiveness of the Disability Liaison Officer (DLO) network
- To secure a sustainable funding mechanism for the International Disabled Students' Fund
- To sustain the outputs from the Asperger Syndrome Student Project and promote and pursue recommendations set out in the project report
- To continue to support College and University activity to increase levels of disability disclosure, via both the College Additional Disclosure process and the support of the University's Equality Objectives (Objective 4)

2. DRC Staff

Head of The Disability Resource Centre

John Harding, BA (Hons), MA, PGCE, Dip. SpLD, NADP

Office Manager

Tori McKee, BA (Hons), MPhil (Oxon), CIPS, NADP

Disability Adviser (Specific Learning Difficulties)

Helen Duncan, BA (Hons), PGCE, Dip. SpLD, SpLD APC, AMBDA, NADP

June Massey, Cert.Ed., Dip. SpLD (Hornsby) , AMBDA (FE/HE), SpLD APC, NADP

Disability Adviser (Other Disabilities)

Margot Chadwick (part time), BSc (Hons), NADP

Sally Ivens (part time), BA (Hons), NADP

Deb Taylor, BA (Hons), NADP

Disability Support Co-ordinator

Carrie Roberts (part-time), Cert Ed, Adv. Dip Coaching & Mentoring (ILM), NADP

Disability Development Consultant

Kirsty Wayland (part-time) , BA (Hons), FHEA, PGCPSE (Open)

Finance Administrator

Aless McCann, BA (Hons), MA, NADP

Specific Learning Difficulties Administrator

James Keenoy, BSc (Hons), NADP

Administrative Assistant

Sarah Norman, BSc (Hons), NADP

3. Specific Learning Difficulties (SpLD)

Specific Learning Difficulties (SpLD) is a term that covers a range of conditions such as dyslexia, dyspraxia, dyscalculia and, for the purposes of support, Attention Deficit Hyperactivity Disorder (ADHD).

Service Demands

The total number of current students who have disclosed a Specific Learning Difficulty or were in the process of being diagnosed as of June 2012 was 846, a 12.8% increase on the previous year (750). For the 2012/13 academic year the DRC will have the additional services of another 0.6 advisory post for students with Specific Learning Difficulties.

Service Development

Transitional support events for students with SpLDs have now been introduced following a similar model to those run for students with Asperger Syndrome. In 2011/12 the DRC implemented a system to track no-shows for fixed appointments, and has instituted a new email reminder system where all students are reminded of their appointment the day before. This has led to a dramatic reduction in the number of no shows, therefore making more efficient use of advisory time.

Specialist 1-1 Study Skills

Specialist 1-1 study skills is provided at the Disability Resource Centre. The DRC has increased the number of 1:1 specialist study skills tutors in the pool from 5 to 8. This reflects the increase in referrals for this service and enables the DRC to match students with 1:1 specialist tutors more effectively. Specialist 1-1 study skills is funded either by Disabled Students' Allowances (DSAs) or from other sources of funds. It is not funded from the DRC budget.

Evaluation of Service

Following the annual student survey of all students using the pool of Educational Psychologists, satisfaction with the service was reported as either 'excellent' or 'good'. The Professional Association of Teachers of Students with Specific Learning Difficulties (Patoss) has identified the SpLD provision at Cambridge as an exemplar of best practice within the HE sector.

Data on the DRC service for students with Specific Learning Difficulties, including detail of student appointments, is available in Appendix 2.

4. Other Disabilities

DRC staff respond to initial enquiries from prospective students and/or their parents and set up pre-admissions visits for some prospective students. Disability Advisers carry out detailed investigations into the support requirements of incoming students. Support is then arranged in the months prior to an individual's arrival at University. Disability Advisers provide on-going support and advice to individuals once they arrive at University. They also work closely with students who become disabled after admission.

Service Demands

The total number of current students who disclosed a disability other than a Specific Learning Difficulty as of June 2012 was 767, a 4% rise on the previous year when the total stood at 738.

The most pressing issues for the Disability Advisers relate to the increase in volume of current students requiring support; the increasing volume of enquires; the growing number of cases which require significant advisory time and resources and increasing demand on advisory services in general.

Service Development

From the start of the 2012/13 academic year, Disability Advisers will take over responsibility for conducting Asperger Syndrome initial assessment and referrals for diagnostic assessment from the Asperger Syndrome Project Officer, due to the completion of the AS Student Project, and the end of this post.

Transitional Support events for incoming students with AS and their families/guardians will continue to be held during the long vacation.

Specialist 1-1 Support

Disabled students often benefit from the provision of Non-Medical Assistance, and this support is often recommended within students' specialist evidence, including independent assessments of need. Disability Advisers work with the Disability Support Coordinator to ensure that disabled students are matched effectively with support workers with the appropriate skills, experience and subject knowledge (for example, note-takers, mentors).

Evaluation of Service

Service evaluations are held every two years. A breakdown of current disabled students by HESA disability category (other than SpLD) is included in Appendix 3.

5. Non-Medical Assistance (NMA) Scheme

The Non-Medical Assistance Scheme provides coordinated support for disabled students who require assistance in order to access their studies effectively. These recommendations are usually detailed in the Needs Assessment Reports for students, within specialist evidence, or as a result of assessment by a specialist adviser. The recruitment, training, and matching of NMAs to students is the responsibility of the Disability Support Coordinator. The SpLD Administrator matches students with SpLD with specialist 1-1 study skills tutors.

The DRC can provide interim NMA support in anticipation of DSA to students who apply for Disabled Student's Allowances, as this grant can take some time to process fully. The DRC does not have any budget allocation to cover the costs of this support. Colleges are thanked for underwriting these costs on occasion.

Service Demands

The 2011/12 academic year saw a significant increase in NMA provision, with the total number of students in receipt of NMA support rising from 235 to 317 an increase of 35%. From the previous year, students in receipt of mentoring support rose from 59 to 84 (42% increase), and those in receipt of 1-1 specialist study skills support rose from 137 to 173 (26% increase).

The number of NMAs trained by the DRC rose from 37 in 2010/11 to 73 in 2011/12.

Data on hours of NMA support administered by the DRC can be found in Appendix 4.

Service Development

Significant developments have been made during the period to NMA processes for recruitment, training and support of Non-Medical Assistants, particularly with regard to the provision of mentoring support. The Disability Support Coordinator has also been involved in national consultations with both professional bodies (NADP) and funding bodies (SLC) to develop consistent NMA provision and quality assurance mechanisms across the sector.

Evaluation of Service

The NMA scheme is evaluated annually to provide information which allows the DRC to both improve its service and also to plan anticipated support for the next academic year. 71 students completed the evaluation for this period with 81% rating the service either excellent or very good. 85% of respondents indicated that their NMA support had a positive impact on their studies.

6. Donations and Bursary Funds

Disabled Students' Bursary Fund:

This Fund was established in recognition of the additional expenses incurred by disabled students and to contribute to the costs of acquiring essential services or equipment. The Guardians of the Fund consider applications throughout the year. The Bursary Fund is supported by donations (see Appendix 5 for data). In 2011/12, 22 awards were made to fund specialist equipment, Non-Medical Assistance, and travel and living expenses. These totalled £9557.50. We thank the donors for their generosity.

Donations:

The Disability Resource Centre is extremely grateful for the continued support from a number of donors who help support disabled students at the University. These funds have assisted many disabled students in accessing their learning over the last year. The donors include the following:

Allan and Nesta Ferguson Charitable Trust, Blatchington Court Trust, Bridget's Trust, City & University of Cambridge Masonic Charitable Trust, The Coutts & Co Charitable Trust, The Elizabeth Frankland Moore and Star Foundation, Mr Rodney Buckton, The Baily Thomas Charitable Fund, The Boston Foundation, The Charlie Bayne Travel Trust, The Constance Green Foundation, The Frank Litchfield Charitable Trust, The Platinum Trust, and The Varrier-Jones Foundation.

Charlie Bayne Travel Trust:

This Trust was set up in the memory of Charlie Bayne (1965–90) who spent four years as an undergraduate at Trinity College, Cambridge in 1985–89. The Trust offers travel grants to disabled undergraduate and postgraduate students at the University of Cambridge and at Anglia Ruskin University. In 2012, 9 awards were made helping students to travel to many different destinations, including: New York; San Francisco; Lübeck, Germany; Christchurch, New Zealand; Spain; Uganda; Sweden; Finland; Romania; and Greece. Our sincere thanks go to the Bayne family for their continued support of this valuable student trust.



Jack Dunn (King's) in San Francisco



Matthew Seymour (Robinson) in Uganda

6. Donations and Bursary Funds (continued)

International Disabled Students' Fund (IDS Fund)

The University of Cambridge established The International Disabled Students' Fund, or IDS Fund, in 2011, in order to meet its institutional commitments to the academic-related disability support requirements of this cohort. The IDS Fund enables international disabled students to receive support equivalent to that received by their 'home' counterparts via Disabled Students' Allowances (DSAs). The IDS Fund operated for the first time in the 2011/12 academic year.

The IDS Fund is not intended to replace other sources of funds for this cohort, as the fund has finite resources, but to provide an additional initial source of funding for the academic-related support for international disabled students.

The Fund is managed and administered by the Disability Resource Centre.

During the first year of the IDS Fund (2011/12) a total of 22 international students have been granted an award out of a total of 27 who applied.

Financial Overview

As of June 2012, from the available £40,000 for the fund, there was £39,378.02 planned total expenditure for 2011/12 Academic year, with the remainder held as contingency for late applications. Details of expenditure by support category are included in Appendix 5.

The administration of the Fund has run extremely smoothly. The majority of IDS Fund applications took less than 2 months to process from application to award, a far quicker turnaround than for home students applying for DSAs. Application and eligibility details can be found on the DRC website.

7. Training

The Disability Resource Centre offers interactive, responsive training in a range of formats across the University and Colleges through bespoke training courses developed in response to requests, in conjunction with Personal and Professional Development (PPD) and as part of the over-arching Equality and Diversity training programme.

Training courses

The DRC delivers training in support of disabled students, staff and visitors. Sessions promote disability equality by enabling staff to meet their responsibilities under the Equality Act (2010) and to work effectively and easily with disabled people.

Courses Delivered in conjunction with PPD:

In 2011/12, 13 courses were delivered via PPD to 88 people. Ongoing courses included topics such as 'Providing Good Customer Care' and 'An Introduction to Sign Language'. This year again saw a 30% increase in numbers of those attending the 'Teaching Students With....' series of lunchtime briefings. Courses currently offered focus on dyslexia and other Specific Learning Difficulties and Asperger Syndrome.

Bespoke training sessions:

In 2011/12, there were 12 bespoke training sessions delivered. This reflected the incorporation of the bespoke events into the main PPD programme.

Work continued around the needs of individual disabled students, and to support departments. Additionally, within the DRC, workshops for mentors in the NMA scheme continued.

Evaluation of Service

In 2011/12 the DRC continued to ask participants to evaluate how each course had met its objectives, the delivery of the course and its administration, ranking on a scale of 1 to 4 (where 1 was 'not at all' and 4 was 'fully'). Over 80% of respondents ranked the administration and delivery as 4, and over three quarters ranked success at meeting its objectives at 3 or 4.

For data of courses conducted in 2011/12 see Appendix 6, Table 6.1.

8. Events and Communications

Events:

The DRC supports, co-sponsors and contributes to a range of events, both independently and within the wider Equality and Diversity programme.

- The DRC has worked with the Cambridge Admissions Office to produce promotional films and materials which focus on the experiences of disabled students at Cambridge, the support which is available and how funding works for this cohort. Thanks go to the Widening Participation Fund for the grant to finance the films and materials, and to all the participants who kindly volunteered to take part. Films and materials will be launched during the 2012/13 academic year.
- The 2012 Annual Disability Lecture, was postponed due to injury to the speaker, Dame Anne Begg MP. Dame Anne's lecture will now take place in April 2013.
- The DRC offered information sessions and one-to-one guidance appointments for prospective students and their families as part of the University Open Days.
- Transitional support events were run for incoming students with Asperger Syndrome and Specific Learning Difficulties during the 2012 long vacation.
- The DRC supports the Equality and Diversity section-led People Matter Week each year in November. In November 2012 an event on disability and careers will be hosted by Churchill College.
- DRC staff attended the Societies' Fair in October 2011 in order to publicise the DRC's services to new and returning students.

Disability Liaison Officers (DLOs):

Events for DLOs were run in February and September 2012 focussing on Student Support Documents, Access and Egress issues and the Equality Act. Two events for DLOs will be run each year.

Networking:

DRC staff maintain strong links with national professional bodies, such as the National Association of Disability Practitioners (NADP) and Association of Dyslexia Specialists in Higher Education (ADSHE). The Head of the DRC represents the University at the recently formed Heads of Russell Group Disability Services Forum. DRC staff are also represented on the steering group of the Disabled Staff Network, and attend national and regional Non-Medical Help groups and Funding Body Network meetings.

9. Asperger Syndrome Project

The Asperger Syndrome (AS) Student Project began in August 2009 and came to an end in September 2012. The project was funded by the Baily Thomas Charitable Trust. The main aims of the project were to track the experiences of students with AS; to review and evaluate Cambridge's current service provision and to develop a model of best practice for students with AS in higher education.

Key project achievements and outcomes include:

- **AS Social Group.** A social group for Cambridge students with AS was established in January 2010 and as of September 2012 has 15 members.
- **Transitional Support Events.** These annual events allow incoming students to familiarise themselves with the university environment and meet key contacts to aid transition into higher education.
- **Initial screening process.** The AS Project developed a fast track for diagnostic referral for students seeking a diagnostic assessment for AS/autism in liaison with the Cambridge Lifespan Asperger Syndrome Service (CLASS) clinic. The time between referral and diagnosis has been reduced, on average, from eight to three months since the project began.
- **Increase in referral for diagnosis.** Over the duration of the project 56 students at the University of Cambridge who were seeking a diagnosis of AS/autism were fast-tracked to CLASS.
- **Careers Transition Programme.** A series of three workshops were developed with the University Careers Service and offered to a group of students with AS over two terms. The pilot started in 2010/11 and continued successfully in 2011/12 and will run in 2012/13.
- **Specialist training for Careers Advisers.** Facilitated by the Prospects Service, part of the National Autistic Society (NAS). A pilot training course was run at Cambridge. Now run nationally for HE Careers Advisers.
- **National and international reputation.** Good practice and initial outcomes from the study were shared nationally and internationally across 24 conferences over the lifetime of the project.
- **Materials and resources.** Revised publications and guidelines on supporting students with AS will be published on the DRC website.
- **Findings and recommendations from longitudinal study.** The findings and recommendations will be published in the final project report to be published in December 2012.

The number of current students with AS at the University of Cambridge has increased by 300% in the last three years, from 26 in August 2009 to 104 in September 2012.

The DRC would like to thank Joanna Hastwell, the Asperger Syndrome Project Officer, for her expertise, dedication and hard work and to steering group members Professor Simon Baron-Cohen and Dr Nicola Martin for their advice and guidance. Sincere thanks go to the Baily Thomas Charitable Trust for their funding of the project from its inception, and to The Constance Green Foundation for their support of the project in its final year.

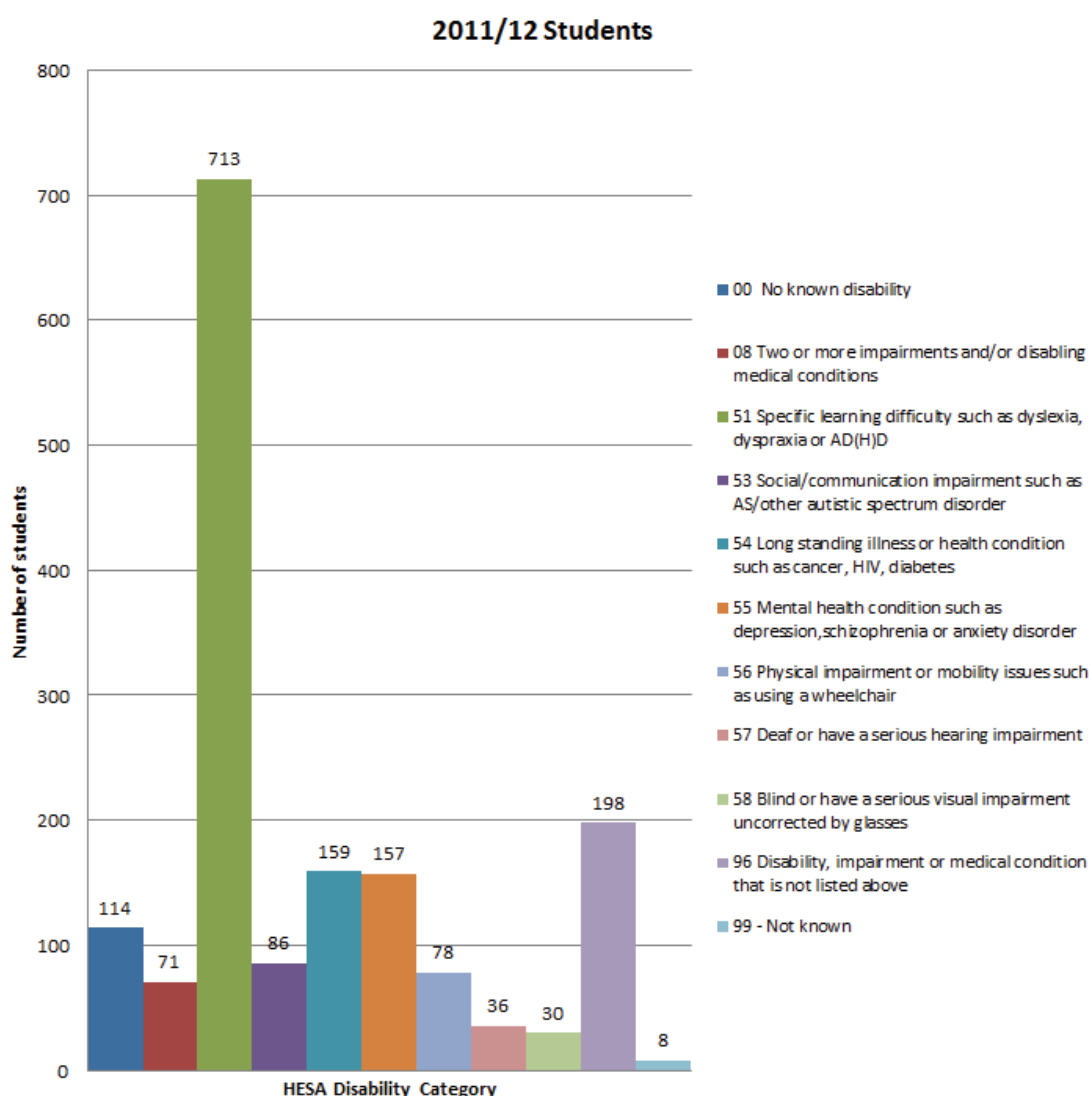
Appendix 1: Overall Student Data

All data accurate as on 2nd July 2012.

Data is collected on disclosure and the support students are receiving. All communications sent or received regarding a student are recorded and attached to their student record within the DRC's bespoke case management database.

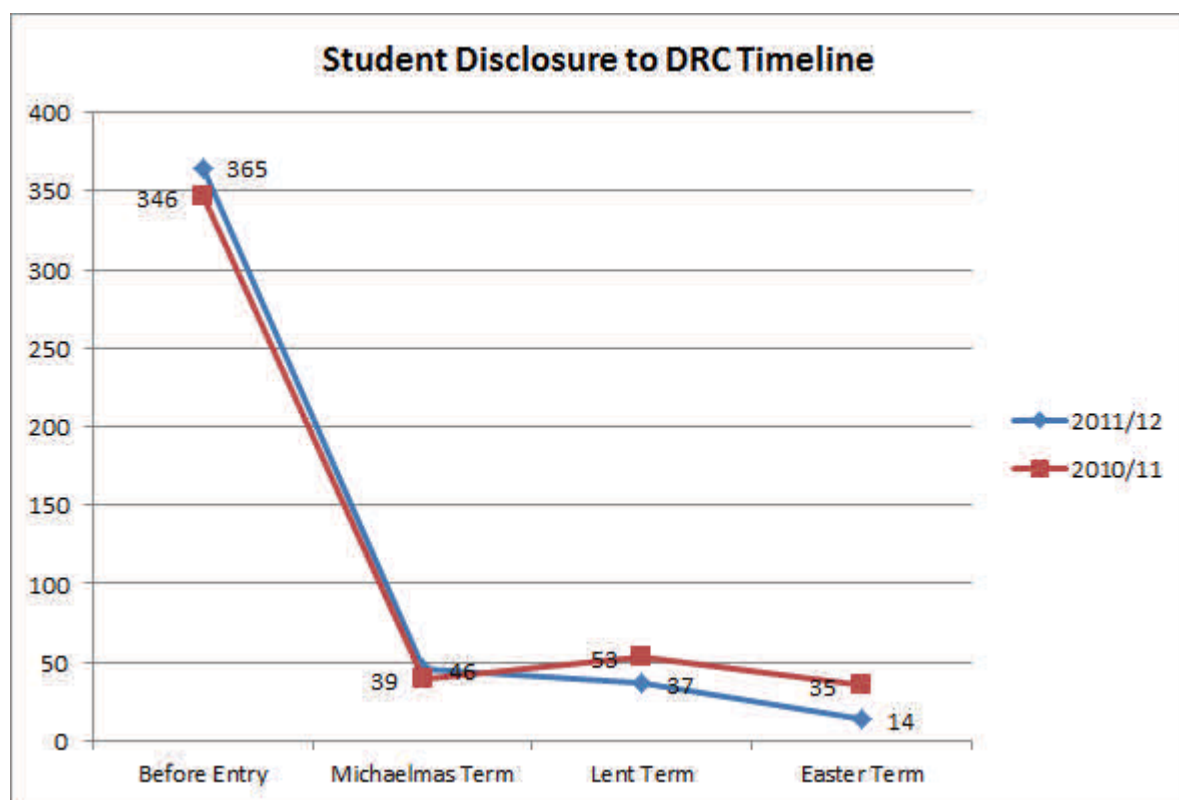
Category	No. of active student clients
Undergraduate	1047 (897) Increase of 16.7%
Postgraduate	496 (524) Decrease of 5.3%
Total	1543 (1421) Increase of 8.6%

Table 1.1 Total Active Students 2011/12 (2010/11 in brackets)



Graph 1.1 Numbers of Students by HESA Disability Categories in 2011/12

Appendix 1: Overall Student Data (continued)



Graph 1.2 Disclosure of the cohort of students who were admitted in 2011/12, compared with 2010/11 data (This includes postgraduate and undergraduate students.)

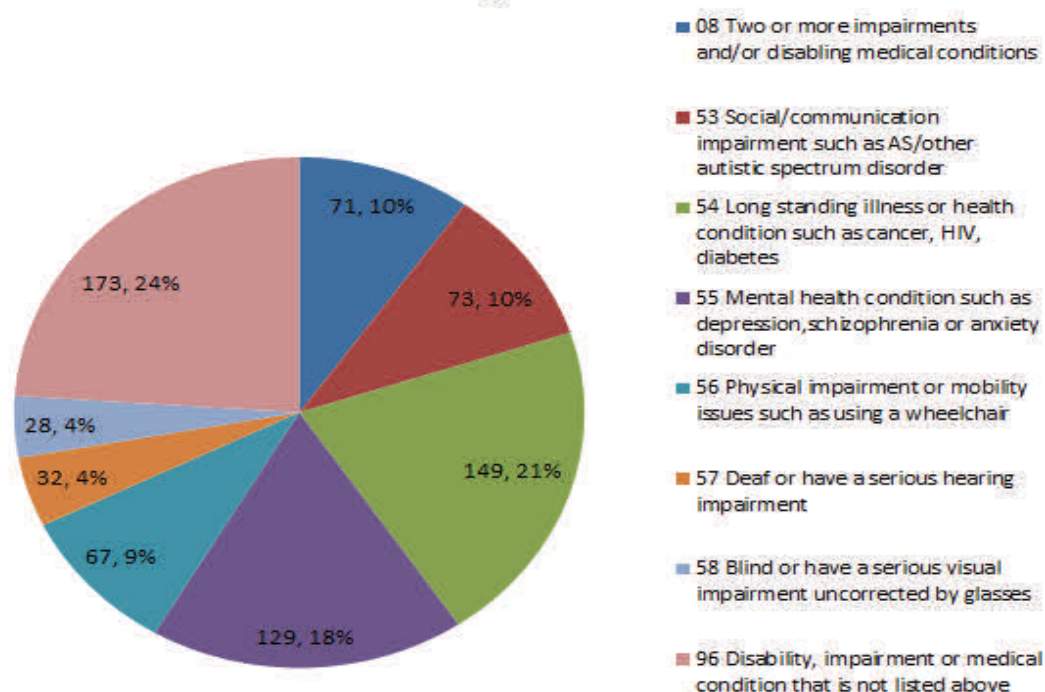
Appendix 2: Specific Learning Difficulties (SpLD) Data

Activity	MT 2011 Caseload	LT 2012 Caseload	ET 2012 Caseload	Summer 2012	Total 2011/12 Caseload
Initial interviews	51	50	19	1	121
Educational Psychologist diagnostic assessments	35	54	17	3	109
Support reviews	46	26	14	7	93
Report feedback sessions	31	34	25	3	83

Table 2.1 Breakdown of the SpLD service by activity in 2011/12

Appendix 3: Other Disabilities Data

Other Disabilities: Total Caseload by HESA Disability Categories



Graph 3.1 Disabled students (with a disability other than a SpLD) distributed according to HESA Disability Categories in 2011/12

Appendix 4: Non-Medical Assistance (NMA) Scheme Data

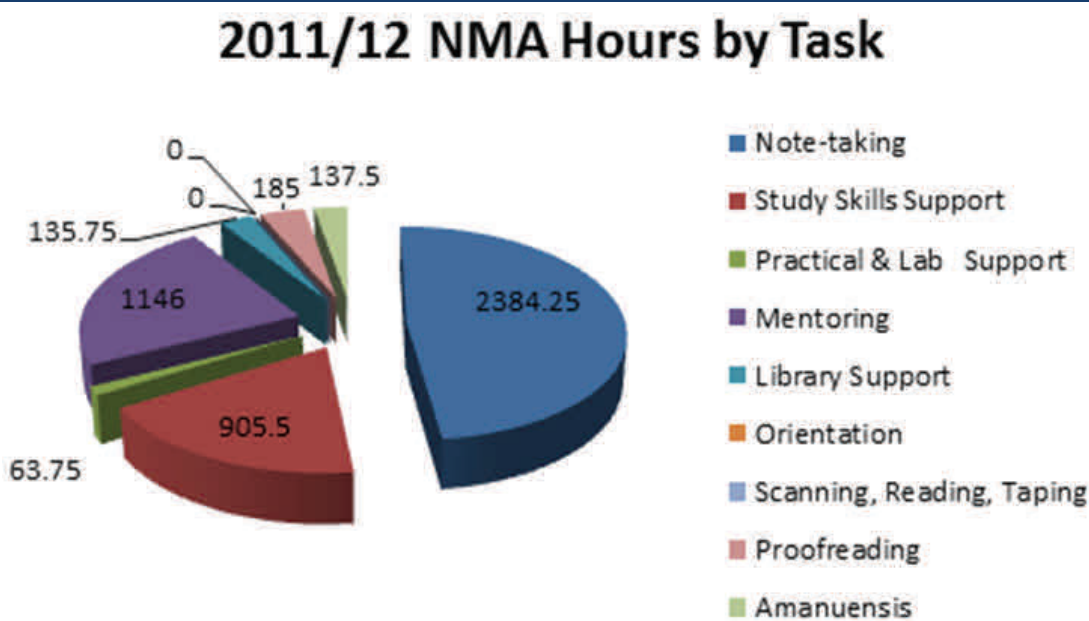
Category	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
Number of new NMAs recruited and inducted	36	24	25	19
Number of NMAs trained by the DRC	21	16	37	73
Total number of NMAs on the DRC database	83*	86*	49	68

Table 4.1 Active Non-Medical Assistants in the 2008-11 intakes. (2008 and 2009 figures include both active and inactive NMAs. The figures since 2010 are a more accurate reflection of the number of active NMAs on the DRC database.)

Task	2010/11 Annual NMA Hours	2010/11 Number of Students	2011/12 Annual NMA Hours	2011/12 Number of Stu- dents
Note-taking	2357	24	2384.25	25
Study Skills Support	583.5	137	905.5	173
Practical & Laboratory Support	0	0	63.75	5
Mentoring	823.75	59	1146	84
Library Support	165	5	135.75	10
Orientation	28	1	0	0
Scanning, Reading, Taping	14.25	1	0	0
Proofreading	14.5	2	185	14
Amanuensis	142.75	6	137.5	6
Totals	4128.75	235	4957.75	317

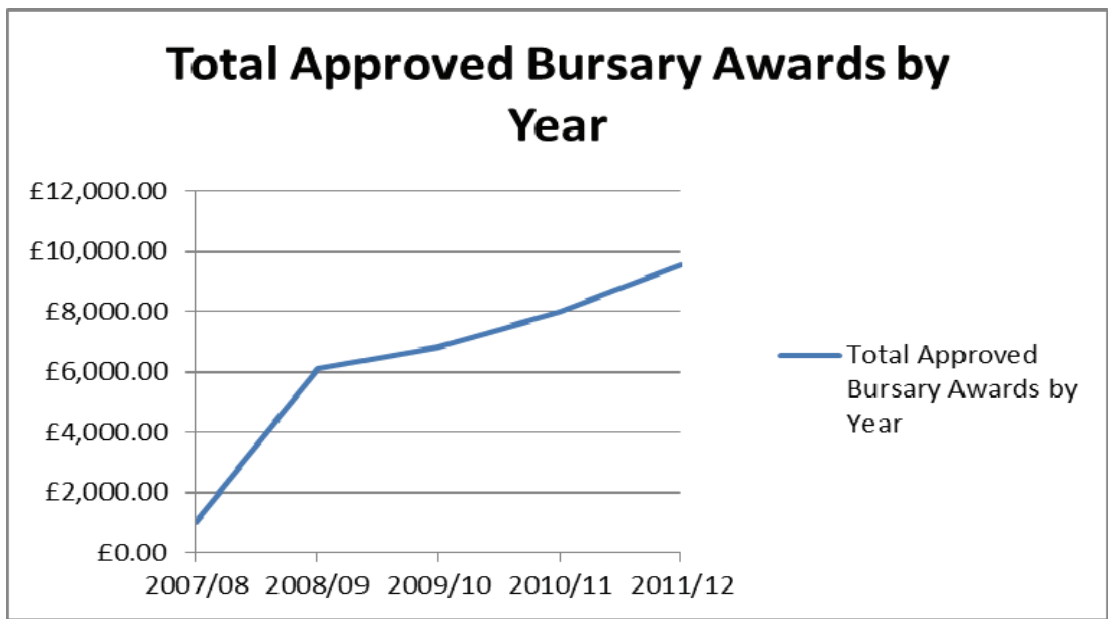
Table 4.2. Comparison of NMA hours by task and number of students supported 2010/11 to 2011/12

Appendix 4: NMA Scheme Data (continued)

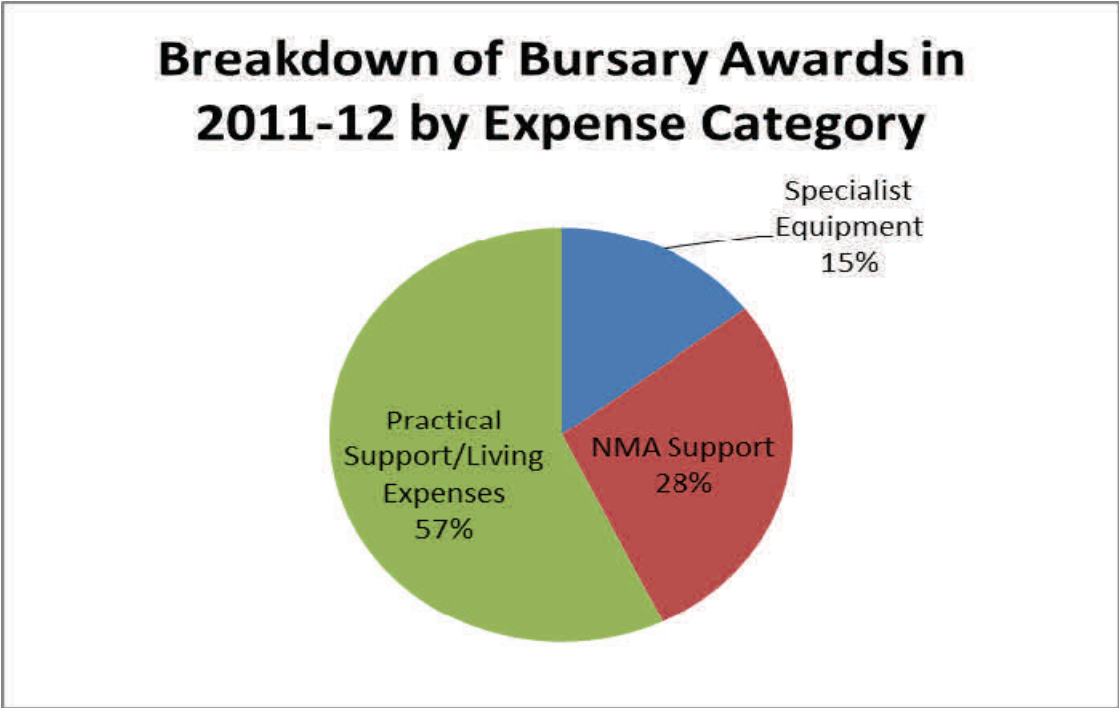


Graph 4.2. Non-Medical Assistant hours for 2011/12 by task

Appendix 5: Donations and Bursary Funds Data

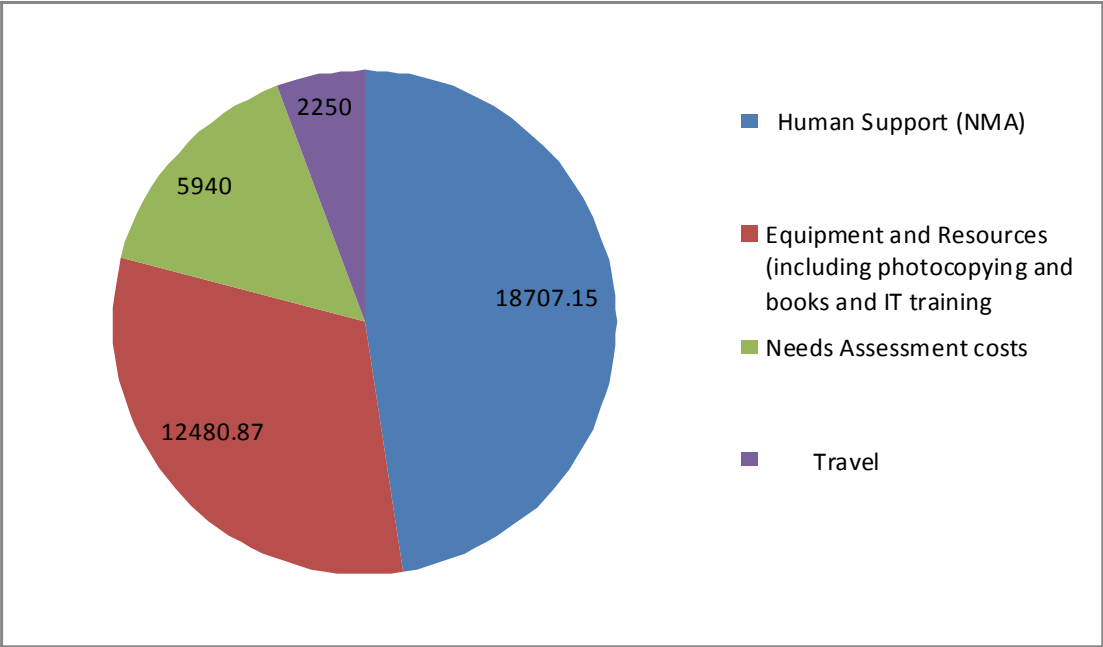


Graph 5.1 Total approved Disabled Student Bursary Fund Awards by year



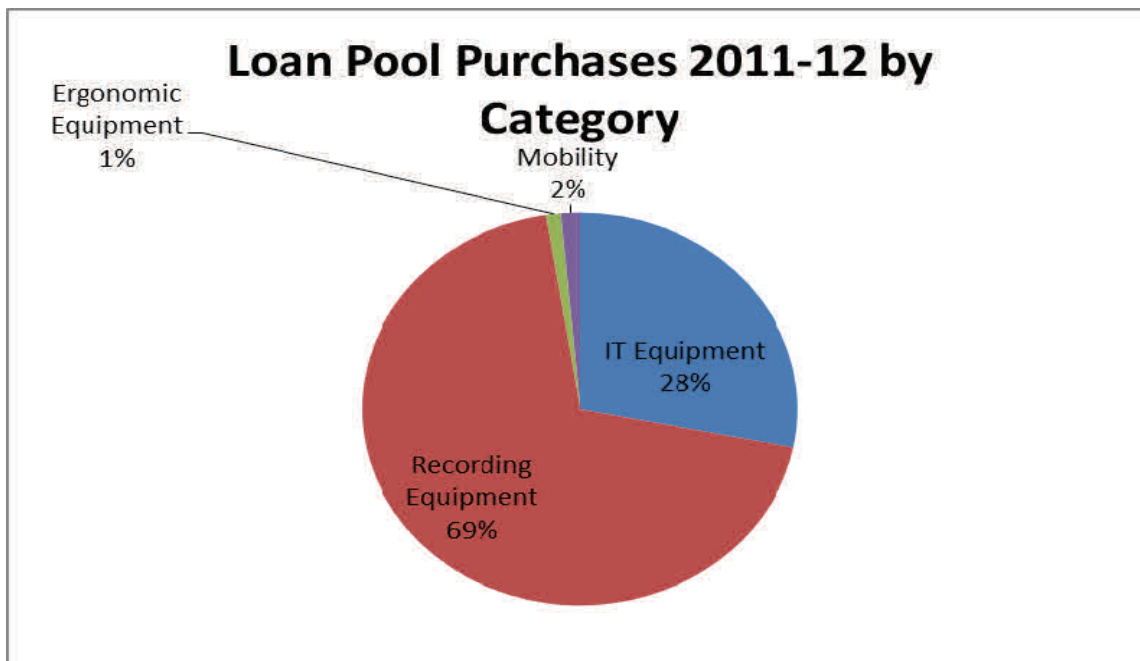
Graph 5.2 2011/12 Bursary awards by expense category

International Disabled Students’ Fund (IDS Fund)



Graph 5.3 2011/12 International Disabled Students’ Fund expenditure by category

Appendix 5: Donations and Bursary Funds Data (continued)



Graph 5.4 2011/12 Loan Pool Purchases by expense category

Appendix 6: Training Data

Type of Course	2008/09	2009/10	2010/11	2011/12
Participants on PPD supported courses	79	93	117	86
Courses delivered supported by PPD	10	10	14	14
Participants on DRC administered/bespoke courses	299	197	115	166
Courses administered by DRC/bespoke courses	18	16	10	16

Table 6.1 Courses conducted in the past four academic years

If you would like this report in an alternative format (such as Braille, large-font or an electronic version) please contact the Disability Resource Centre.

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