

DRC 2009/10 Annual Report

The University of Cambridge's Disability Service



UNIVERSITY OF
CAMBRIDGE



Equality
& Diversity

Foreword

The 2009 – 2010 Annual Report outlines the progress and achievement of yet another successful year for the Disability Resource Centre (DRC). The team have worked hard to promote the services offered by the Centre and to establish and develop key performance criteria, as set out in the DRC's Service Delivery Statement which was published in January, whilst continuing to maintain high professional standards. This period also saw the introduction of improved methods of disseminating information concerning the support requirements of disabled students, which have been appreciated by Colleges, Faculties and Departments.

The formation of the Disability Resource Centre Development Forum during this period has added a valuable focal point for discussion of matters related to the support of disabled students across the Collegiate University.

As Chair of the Joint Committee on Disability, Development Forum member and as the University's Disability Equality Champion, I 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

Chair of the Joint Committee on Disability and University Disability Equality Champion

The Disability Resource Centre (DRC) is one of the University's student support services, addressing the needs of students with a wide range of disabilities in line with their rights and protections under the Equality Act 2010. This service is part of the University's commitment to equality of opportunity.

The DRC aims to be a high quality professional service delivering the best possible practice within given resources, providing expertise and specialist services throughout the Collegiate University. Since 2008 the DRC has come under the management of the Human Resources Division and sits within the Equality and Diversity policy area. The DRC is governed by the Joint Committee on Disability which deals with operational issues, and the University's Equality & Diversity Committee which oversees equalities policy development and implementation and legal compliance. The new DRC Development Forum provides a regular advisory forum with representation from across the Collegiate University. Together these relationships ensure that the DRC function continues to work positively and collaboratively with University Schools and Divisions, and with the Colleges.

This Annual Report demonstrates that the DRC has maintained the clarity of vision that has underpinned recent improvements to this service and bedded in important changes. The DRC is now well placed to deliver the advice and support sought by disabled students, and by the staff supporting those students.



Indi Seehra

Director of Human Resources

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1. Overview of 2009/10

The 2009/10 academic year was a challenging yet successful period for the Disability Resource Centre (DRC). After much significant change in 2008/09, this year was one of consolidation and continued service development, set against the background of a continuing rise in the demand for the DRC's services. In early 2010 the DRC set out to define and clarify the services it offers. After a detailed consultation process the DRC Service Delivery Statement was issued. A mission statement was developed as part of this exercise to define the DRC's remit:

DRC Mission Statement:

The Disability Resource Centre exists to provide a confidential, professional, and accessible service to support the needs of disabled students. The Service supports the mission and core values of the University and Colleges by:

- Providing advice and guidance for prospective and existing disabled students to enable them to access a wide range of services
- Developing and implementing support programmes and strategies for disabled students to enable equal opportunity, access and attainment
- Providing advice, guidance and training for University and College staff in meeting the institutions' duties to disabled students within the context of disability equality legislation

Demand for Services:

The 2009/10 academic year, as in previous years, saw an increase in the number of students disclosing a disability to the DRC. The total number of 'current' students at the end of the academic year (June 2010) was **1201**, an increase of **9%** on the previous year. The number of undergraduate applicants disclosing a disability during this period also rose from **558** to **664**, an increase of **19%**. The number of hours of Non-Medical Assistance support for disabled students, coordinated by the DRC, increased from **3010** hours in 2008/09 to **5102** hours in 2009/10, an increase of **70%**.

Staffing:

During 2010 the DRC welcomed Sally Ivens, who replaced Sue Hughes as Disability Adviser for other disabilities; Tori McKee, who replaced Snehal Sidhu as DRC Office Manager; and Charlotte Yates, whose post as Specific Learning Difficulties (SpLD) Administrator was made permanent.

Key Achievements in 2009/10:

- Implementation of the recommendations of the SpLD Working Group (a sub-group of the Joint Committee on Disability), which has led to significant improvements to the service offered to students with specific learning difficulties.
- Establishment of the DRC Development Forum, which has provided a valuable opportunity for matters relating to the support of disabled students to be considered and for future strategy to be developed.
- Pilot of an additional disclosure letter, proposed by the DRC, providing offer holders with an additional opportunity to disclose.

1. Overview of 2009/10

- Significant improvements to Student Information Forms and development of detailed Cohort Summary documents and individual support documents, in consultation with Colleges and Departments.
- Significant developments to the Non-Medical Assistance (NMA) scheme, such as increased training provision and quality assurance.
- Funding secured for the continuation of the Asperger Syndrome (AS) Project until February 2012.
- Continued high demand for training, with very positive feedback on the content and practical focus of the sessions.
- Fully operational reporting structure, with termly reports issued for Michaelmas and Lent Terms and the Annual Report each November.
- Significant developments to the DRC website (including pages on Facebook and Twitter).
- Participation in the pilot of the Equality Assurance Assessments led by the Equality and Diversity Section.
- The Annual Disability Lecture was very well attended and received.
- The DRC Administration team has formalised the DRC's administrative procedures and a full Procedures Manual with administrative, advisory and management procedures is scheduled to be completed by December 2010.

Challenges for the year ahead:

- Demand for the DRC's services increases year on year. In a challenging financial environment a review of the DRC's priorities in service provision is inevitable.
- The DRC has developed internal processes to track the lead-time for Disabled Students' Allowances (DSA) applications for Cambridge students, in an effort to monitor response times from the Student Loans Company (SLC) after the changes implemented as a result of the Hopkins' review.

Key Themes for the year ahead:

- Continuing to encourage early disclosure, both via existing practices and procedures and via work with the Widening Participation team.
- Raising awareness of inclusive teaching and learning practice in conjunction with colleagues across the collegiate University.
- Raising awareness of the University's duties and responsibilities under the new Equality Act 2010 (which supersedes the Disability Discrimination Act).
- Investigating the options for developing effective mechanisms for supporting disabled international students, including funding mechanisms.
- Working to support the University in its responsibility for the support of disabled staff.

The core focus of the DRC remains the provision of quality advice, guidance and support to disabled students and those staff supporting them; the provision of resources and equipment for disabled students and staff; advice and guidance in relation to the Equality Act 2010 and effective and innovative disability equality training provision. Through these services we continue to aim to maintain and build effective relationships across the collegiate University to ensure a positive student experience and the opportunity to succeed.

2. Staffing

Head of Service: John Harding

Office Manager: Tori McKee

Disability Advisers: Helen Duncan (SpLD)
Margot Chadwick and Sally Ivens (Other Disabilities, job-share)

Disability Development Consultant: Kirsty Wayland (part-time)

Asperger Syndrome Project Officer: Joanna Hastwell

Office Administrators: Jennie Hastie and Sonya Kirk

SpLD Administrator: Charlotte Yates

Disability Support Co-ordinator: Carrie Roberts (part-time)

Study Skills Tutors: Kitty Malone, Jane McGurdy, Mandy Jacob



The DRC Team

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). The total number of current students who disclosed a Specific Learning Difficulty as of June 2010 was 620, a 12% rise on the previous year when the total stood at 556.

Current Issues:

In 2008/09 the Student Loan's Company (SLC) centralised the administration of Disabled Student's Allowances, resulting in serious delay in the implementation of support. Over the course of 2009/10 some administrative changes at the SLC were implemented, including the removal of the initial recommendation of a 10-hour allocation of study skill support. This has gradually reduced some administrative pressure, although the use of Individual Learning Plans has been retained as a means of monitoring progress and ensuring quality assurance.

The recommendations of the SpLD Working Group, which reviewed the University's SpLD provision, were fully implemented during 2009/10. This has now brought the assessment process in line with the professional bodies' guidelines on best practice. Students are now being assessed solely by an Educational Psychologist. In addition, the DRC has expanded the number of Educational Psychologists in its pool, which has enabled the DRC to match Educational Psychologists with certain specialisms to individual students' presenting profiles. This has also effectively managed the increase in the time involved in the diagnostic assessment as well as the increase in the number of students needing to have an assessment for a diagnosis of a specific learning difficulty. It has also reduced student waiting time for assessment. Although appointments are made available in Cambridge at the DRC, some students are required to travel to see an Educational Psychologist.

The current assessment model that is operating has produced high levels of student satisfaction, with the student survey reporting that 'satisfaction with the service' was either 'excellent' or 'good'. For more on this year's student survey see Section 11 under Monitoring and Evaluation.

Staff Development and Networking:

Staff working in the DRC's SpLD Advisory team are actively committed to professional development and establishing effective internal and external networks. Activities this year included attending the National Association of Disability Practitioners (NADP) conference, the Association of Dyslexia Specialists in Higher Education (ADSHE) annual general conference, and the European Dyslexia Association's All European Dyslexia Conference, as well as developing SpLD workshops, delivering student induction programmes and meeting staff across Colleges and Departments.

4. Other Disabilities

Support for all disabilities (other than SpLD) ranges from initial enquiries from prospective students and/or their parents through to approaches from final-year students who are perhaps finding existing chronic conditions exacerbated by the effort of the run-up to final examinations. The total number of current students who disclosed a disability other than a specific learning difficulty as of June 2010 was 581, a 7% rise on the previous year when the total stood at 541.

Case Complexity:

The DRC continues to record an increase in the complexity of student cases. Typical complex cases include:

- Students with comprehensive support packages
- Students needing 24-hour care
- Students who are Braille users, involving detailed planning to produce accessible materials

The DRC is in the process of developing a measurement tool to track this trend of increased complexity (and its impact on resources) more effectively.

Current Issues:

The most pressing issues for the Disability Advisers of students with other disabilities are in relation to the increase in volume of enquires, the growing number of 'complex' cases and increasing demand on advisory services in general.

Staff Development and Networking:

During the reporting period the Disability Advisers attended a range of professional development events, such as NADP conferences, SKILL (National Bureau for Students With Disabilities) meetings and Student Loans Company briefings. They also delivered a number of specialist talks and presentations to University and external delegates.

5. Non-Medical Assistance (NMA) Scheme

The Non-Medical Assistance Scheme provides coordinated support for disabled students who have been deemed to require assistance in order to access their studies effectively. The recruitment, training, matching and organisation of NMAs to students is the responsibility of the Disability Support Coordinator.

The 2009/10 Academic Year saw a marked increase in the number of NMA hours coordinated by the DRC. This is, in the main, in direct response to the support identified by independent needs assessors as part of students' recommended DSA support package. Appendix 4, Table 4.1, demonstrates the 70% rise in supported NMA hours put in place between 2008/09 and 2009/10.

Specialist Study Skills Support also continues to be provided at the Disability Resource Centre. The DRC provides some study skills support in anticipation of DSA to students who apply for Disabled Student's Allowances, as this grant can take some time to process fully. Students requiring study skills support who are not eligible for DSA (such as international disabled students) need alternative sources of funds, such as College or Bursary funding, to finance their support.

6. Loan Pool Equipment

The DRC holds nearly 200 items of specialist equipment which is available, free of charge, to disabled students and staff of the University.

In 2009/10, the DRC purchased 20 new items for the Loan Pool, including 10 Digital Recorders, 2 portable Optical Character Recognition devices and a variety of ergonomic equipment. These items were funded through donations generously given for the express purpose of purchasing adaptive equipment. Total expenditures for these items came to £7790.64.

Loan Pool Room (formerly Public Workstation Facility Room):

In August 2010 the usage of the former Public Workstation Facility (PWF) Room changed, and is now called the Loan Pool Room. As the University Computing Service now offers PWF facilities in a variety of fully accessible, 24 hour, locations throughout the University, the PWF facilities in this room have been discontinued. The DRC now makes use of the Loan Pool Room in the following ways:

- to house the equipment available for loan to students and staff of the University.
- for use by the DRC's Advisers for demonstrating equipment and delivering training.
- for use by those trialling equipment to determine items to borrow from the DRC's Loan Pool.
- for use by Non-Medical Assistants employed to support disabled students with visual impairments, by scanning documents and converting them to Braille.

The room has a workstation comprising a height adjustable table, ergonomic chair and PC with a variety of assistive software (including: TextHelp Read & Write, Inspiration, Kurzweil 1000 OCR, JAWs Screen Reader, Dragon Naturally Speaking, Supernova and Zoomtext). The DRC retains two PWF machines which are located in the study skills rooms and used for individual support only.

7. Staff Support

The management of case-work for disabled University staff was transferred to the Human Resources Business Managers (HRBMs) and their teams in 2009.

Disabled University staff:

All enquiries from disabled University staff received by the DRC are logged and staff members referred to their relevant HR contact. The DRC is working actively with the Human Resources team on an ongoing basis to ensure the transition of these responsibilities is managed effectively and to run training sessions related to this support.

Disabled College staff:

The DRC continues to manage the case-work for disabled college staff (those staff members working solely within colleges).

If any member of staff is unsure of who to contact in relation to a disability issue, DRC staff are happy to provide advice and guidance.

8. 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 twice per term and decide how to allocate the available funds. This Bursary Fund is supported by donations (see Appendix 5 for data). In 2009/10, 18 awards were made to fund specialist equipment, study skills sessions, mentoring, practical support and living expenses. These totalled £6812.85. We thank the donors for their generosity.

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 undergraduate and postgraduate students at the University of Cambridge and at Anglia Ruskin University with a disability. The Trust is intended to assist students who face extra costs in travelling as a result of their disability. In 2010, 7 awards were made helping students to travel to many different countries including the United States, Norway, Israel/Palestine and Italy.



Clare Walker-Gore (Selwyn College) on her trip to the United States with her sister

Our sincere thanks go to the Bayne family for their continued support of this valuable student trust.

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 of Cambridge. These funds have assisted many disabled students in accessing their learning over the last year. The donors include the following:

Blatchington Court Trust, Bridget's Trust, City & University of Cambridge Masonic Charitable Trust, Coutts & Co. Charitable Trust, Eastern Counties Educational Trust Limited, 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.

9. Training

In 2009/10 the DRC training programme continued to work across the University and Colleges to deliver training in support of disabled students, staff and visitors. Sessions promote disability equality by enabling staff to meet their responsibilities under the Disability Discrimination Act (DDA) (now the Equality Act 2010) and to work effectively and easily with disabled people.

Courses Delivered in conjunction with CPPD:

In 2009/10, 10 courses were delivered via CPPD to 93 people, an increase of 17% compared to last year. Courses included topics such as mental health, providing good customer care and an introduction to sign language. This year again saw an 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.

Additionally in 2009/10 the DRC began 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 half the respondents ranked the administration and delivery as 4, and over three quarters ranked success at meeting its objectives at 3 or 4.

Bespoke training sessions:

In 2009/10, there were 16 bespoke training sessions delivered. This included another two lunchtime sessions on student mental health, part of the 'How To...' series, delivered in conjunction with CPPD and the Counselling Service. These have been very successful and this work is being taken forward in smaller group sessions looking at managing support of students in emotional distress called 'Mental Health: Boundaries and Boomerangs'.

Further new work around teaching and learning involved workshops for lecturers in the Department of English and Medieval and Modern Languages and work around the needs of new individual disabled students. Additionally, within the DRC, new workshops for mentors in the NMA scheme began with largely positive feedback.

For data of courses conducted in 2009/10 see Appendix 6, Table 6.1.

10. Information and Communications

Events:

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

The 2010 Annual Disability Lecture, hosted by the DRC and St John's College, was held on the 16th March 2010. This year's lecture, '*Neurodiversity*' was delivered by Dr Ross Cooper of London South Bank University. The lecture attracted nearly 180 participants and was followed by an interesting question and answer session. The DRC would like to thank St John's College and Ray Jobling for their continued support in hosting and co-sponsoring the event with the DRC and the Equality and Diversity team for their support and assistance in coordinating the event.

Widening Participation:

The DRC has also been working with the Widening Participation team to look at ways in which the key messages of the importance of early disclosure and application for Disabled Students' Allowances can be reinforced via Widening Participation and DRC activities.

Intra-University Networking:

The DRC team have been working to develop effective networks with stakeholders across the University. Meetings and discussions have been held with College Nurses, Cambridge University Students' Union, Cambridge University Graduate Union, Senior Tutors, Human Resources, Admissions, the Board of Exams, the Education Section, the Equality and Diversity Team, Assistive Technology, Counselling, Occupational Health and Health and Safety services as well as the Disabled Staff Network.

DRC staff attended the Societies Fair in October 2009 in order to publicise the services offered by the DRC. In addition, the DRC once again ran information sessions for disabled students as part of the University Open Days. Disability Advisers also met one-to-one with prospective students and their families. DRC staff are also represented on the steering group of the Disabled Staff Network.

Disability Liaison Officers (DLOs):

A review of the DLO network took place during the 2009/10 academic year. A report detailing the findings of this review and recommendations for future operation of the network were discussed at the DRC Development Forum in June 2010 and will be presented to the Joint Committee on Disability in November 2010.

Extra-University Networking:

DRC staff continue to maintain strong links with and attend the meetings and conferences of national professional bodies, such as the National Association of Disability Practitioners (NADP), Association of Dyslexia Specialists in Higher Education (ADSHE), and SKILL (the national body representing disabled students) as well as the regional meetings for managers of Higher Education Institutions Disability Services.

11. Policies and Procedures

Monitoring and Evaluation:

After consultation with the DRC Development Forum it was agreed that in future years the DRC's student and staff-user surveys would be run in alternate years in an attempt to cater for perceived 'survey fatigue' amongst students and staff.

The 2010 Student User Survey demonstrated continued high levels of satisfaction amongst students. 97% of all respondents felt that their disability or difficulty interfered with their ability to study. 85% of respondents found the support they received from the DRC helpful or very helpful, with the remaining 15% indicating that they were satisfied. These findings were supported by the data from The International Student Barometer survey which recorded a satisfaction rating of 92.6% for the Disability Resource Centre.

Departmental Procedures Manual:

A departmental Procedures Manual for all procedural tasks within the DRC is being written in order to standardise and record all department-specific procedures. The Financial procedures manual and the Administrative manuals have now been completed. The Advisory procedures manual is due to be completed by December 2010. This consolidation of DRC procedures will aid in both internal and external transparency.

12. Projects

Students with Asperger Syndrome (AS) Project:

The AS Project began in August 2009 and is funded by the Baily Thomas Charitable Trust. A key focus of the project during the 2009/10 academic year has been to track the student experience, review and evaluate the current service provision and develop a model of best practice for students with AS. 17 students with AS volunteered to participate in individual and focus group interviews at key stages of the 2009/10 academic year and this activity will continue during the next year, enabling a longitudinal study for the duration of the project.

The AS Project originally received funding for one year from August 2009 to August 2010 but has since been extended until February 2012. A proportion of the extended project grant is shared with the Cambridge Lifespan Asperger Syndrome Service/Autism Research Centre.

The AS Project Officer, Joanna Hastwell, has been working with internal and external students, staff, service providers and organisations over the course of the first year of the project to develop effective support systems and raise awareness of the barriers students with AS face in higher education.

12. Projects

Students with Asperger Syndrome (AS) Project (continued):

Key project achievements over the 2009/10 period are as follows:

- Networks have been established between the AS Student Project and the following bodies: the Cambridge University Student Union (CUSU), the Graduate Union, University Counselling Service, University Careers Service, Senior Tutors, Cambridge Lifespan Asperger Syndrome Service (CLASS), National Autistic Society and Disability Support Services at other national and international universities (such as the University of Oxford, the London School of Economics, Imperial College London, University of Strathclyde Glasgow, Sheffield Hallam University, University of Canterbury New Zealand, University of Leuven Belgium and the University of Toyama Japan).
- Project steering group members have promoted the project with national and international Higher Education Institutions and professional bodies. The project is seen as leading the way in the field of support for students with AS and feedback from the network has been extremely positive. This includes presentations at five national and two international conferences.
- The project is currently supporting 68 students with AS at the University and this figure has risen by 152% from 27 students at the start of the project in August 2009.
- A social group for Cambridge students with AS was established in January 2010 and currently has 12 student members. An online networking group has also been established to enhance the accessibility of the AS social group.
- The Cambridge Lifespan Asperger Syndrome Service (CLASS) clinic has fast-tracked 13 Cambridge University students per year for a diagnosis of AS (a projected 30 over the total period of the grant, including the extension).
- An evaluation of the current service provision has enabled initial recommendations to be made. These developments include:
 - Producing a clear and consistent document to be used to make 'reasonable adjustment' recommendations in line with current disability legalisation (Equality Act 2010)
 - Planning pre-University transitional support
 - Revision of the DRC publications and guides regarding supporting students with AS
- A specific AS information section on the DRC website is in development. This will include resource development, an expansion of published information, advice and guidance available to staff, students and other stakeholders, and direct quotes from students to ensure the student voice is heard. National and international links will be built in.

Project reports will be published in December 2010 detailing the findings and making recommendations for the continued development of effective services for students with Asperger Syndrome who are covered by disability discrimination legislation (Equality Act 2010).

12. Projects

Website:

In September 2009 the DRC launched its new-look website. With support from Web Services and the Office of External Affairs and Communications, Administrators at the DRC undertook a usability review and redesigned the site, making improvements to its design features, content, accessibility, and user navigation. A period of usability testing is to follow, as well as a smaller project to improve the site's graphics. The DRC has also developed presences on the social networking sites Facebook and Twitter. Further developments to the DRC website are planned for the coming academic year, including a photo competition in early 2011.

Transkills:

The DRC is represented on the steering group of the Transkills project. This exciting initiative focuses on addressing the skills gap some students face between their secondary and university education, helping them to develop key skills and to assist staff in identification and support methods.

SpLD Working Group:

The DRC is also represented on the SpLD Working Group which is a sub-group of the Joint Committee on Disability (JCD). The working group was tasked with carrying out a comprehensive review of the processes and procedures associated with the provision of support and access arrangements for students with specific learning difficulties. The group's report was presented to the Joint Committee on Disability during 2009 and the major recommendations with regards to initial and diagnostic assessment for students with specific learning difficulties and examination access arrangements were implemented during 2009/10.

Equality Assurance Assessments:

In 2010 the DRC acted as a 'volunteer' department for the internal roll-out of the Impact Assessments currently being trialled by the Equality and Diversity team within the Human Resources Division. The DRC will continue to work with the Equality and Diversity team in the next stages of this project.

13. DRC Priorities for 2010/11

1. Funding Mechanisms for disability-related support for International Disabled Students

During the summer of 2010, the DRC hosted an international student placement from the USA, Sara Scheffert, who was tasked with producing a paper reviewing the provision and funding of support for international disabled students across the higher education sector in the UK.

Miss Scheffert's paper, setting out the legislative background and identifying the potential options for support mechanisms, will be presented to the Joint Committee on Disability in November 2010. The Joint Committee on Disability will consider a range of options for increasing the effectiveness of the provision of disability-related support for this cohort, including a review of the funding mechanisms in operation across a range of UK Higher Education Institutions, and make recommendations to the University.

2. DRC Development Plan

The DRC Development Plan is a project planning document which identifies all of the DRC's projects and major activities for each academic year. The plan is updated annually following the DRC's Annual Quality Review Meeting where priorities are identified from a range of sources.

3. Combined Equalities Scheme (CES) and the Equality Act 2010

The DRC team has worked closely with the Equality and Diversity team in the development of the University's Combined Equalities Scheme (CES) for 2010/11 and will pursue the disability related priorities identified therein.

The DRC will work closely with the Equality and Diversity team to raise awareness across the collegiate University of the implications of the changes within the Equality Act 2010 (which supersedes the Disability Discrimination Act) in relation to disability, with a particular focus on the changes in the law in relation to reasonable adjustments and forms of discrimination.

4. Disclosure

The DRC actively promotes and supports activities and initiatives across the collegiate University, which support the development of further opportunities to disclose disabilities, and which highlight the benefits to disabled students of early disclosure.

The pilot of the additional disclosure letter, proposed by the DRC, which was sent to all offer holders in 2010, proved extremely successful in generating additional disclosures. 67 students who had not previously disclosed did so via this route, allowing significant additional time to be given to preparation for their support requirements.

The DRC is also keen to ensure that all disabled students are aware of the funding and support that is available to them and promotes this via the DRC website and other University publications.

5. Disabled Staff Network

The DRC supported the development and launch of the Disabled Staff Network and is represented on the Network's steering group.

13. DRC Priorities for 2010/11

6. Inclusion and Awareness

Feedback from students and staff from the DRC's user surveys have identified the following themes, which the DRC intends to pursue this year:

- Raising awareness of inclusive teaching and learning practice in conjunction with colleagues across the collegiate University
- Raising awareness of our duties as an institution under the Equality Act 2010

7. Governance

The DRC is governed by the Joint Committee on Disability, which deals with operational issues, and the University's Equality and Diversity Committee, which oversees equalities policy development and implementation and legal compliance. In 2010, the DRC took up the secretarial duties for the Joint Committee on Disability, after the departure of the previous secretary, Diane Rainsbury.

8. Support for Disabled Staff

The DRC will continue to work with the Equality and Diversity team to develop the skills and knowledge of the Human Resources team, who have responsibility for the casework and support of disabled staff, via the training programme, which has been in operation since 2009, and also via the newly established Staff Disability Policy Review Group.

9. Publications and Communications Strategy

The DRC team have begun work in conjunction with the Communications team to develop a DRC Publications and Communications Strategy.

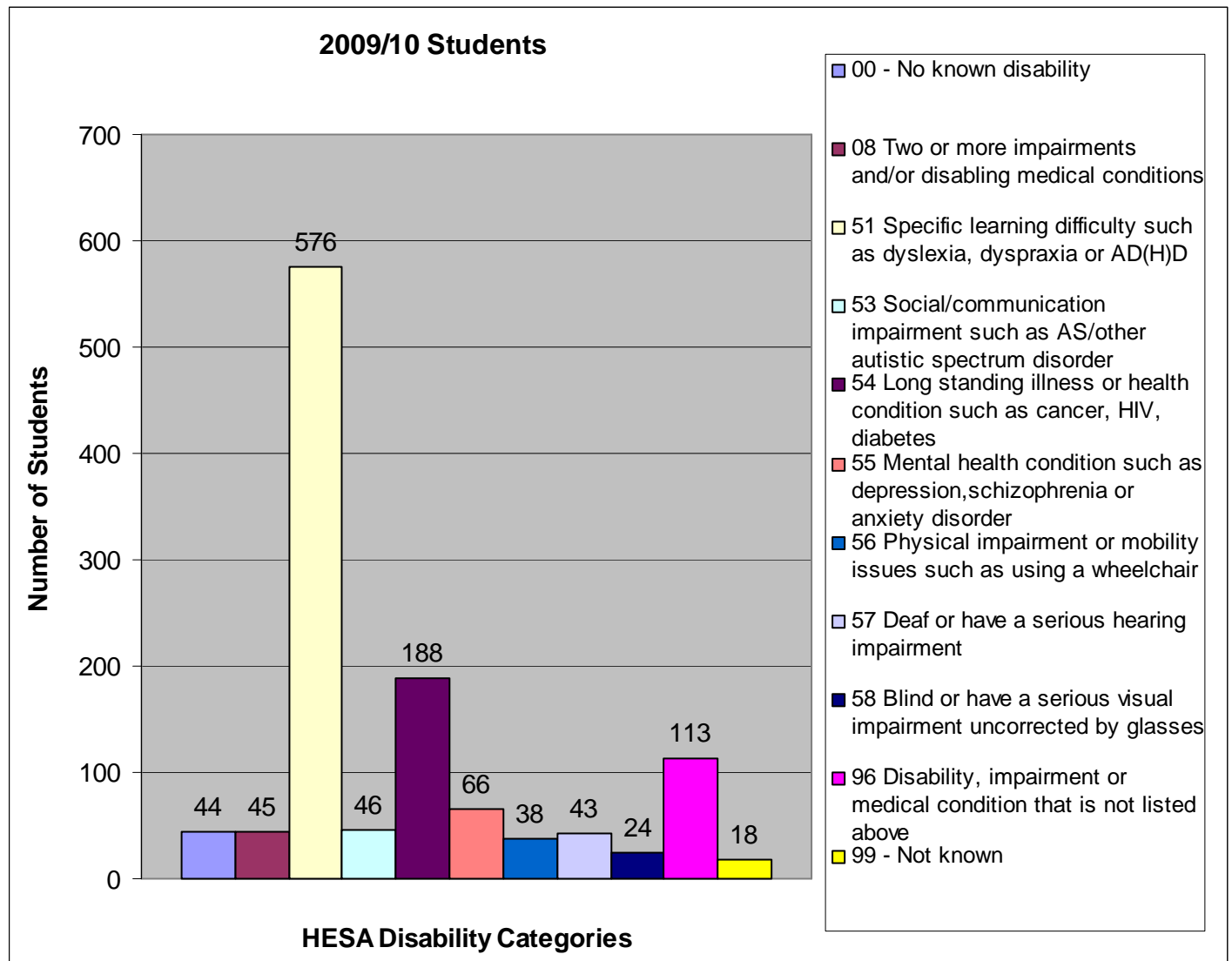
Appendix 1: Overall Student Data

All data accurate as on 18th June 2010.

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 our bespoke case management database.

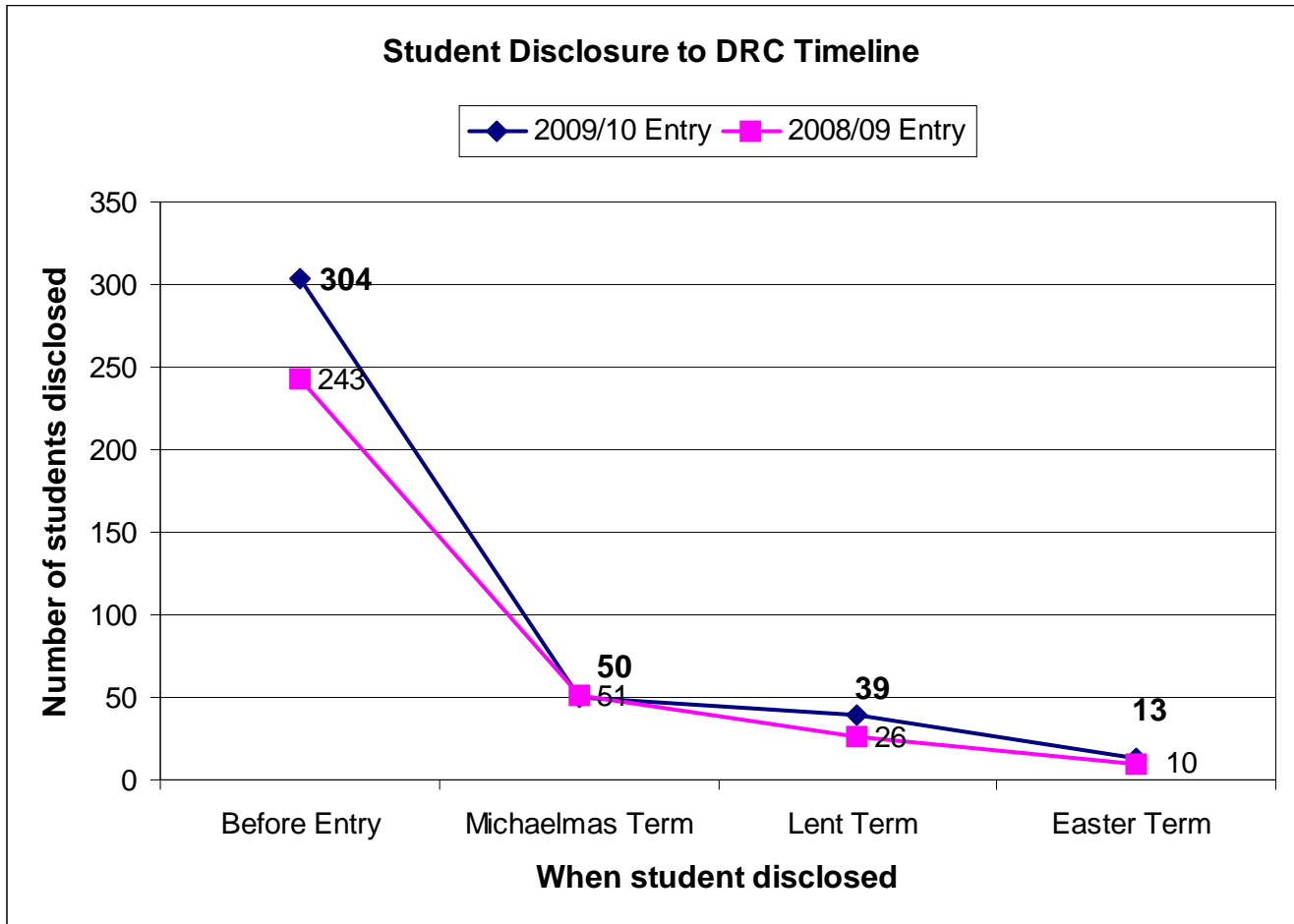
Category	No. of active student clients
Undergraduate	760 (711) Increase of 7%
Postgraduate	441 (386) Increase of 14%
Total	1201 (1097) Increase of 9%

Table 1.1 Total Active Student Clients 2009/10 (2008/09 in brackets)



Graph 1.1 Numbers of Students by HESA Disability Categories in 2009/10

Appendix 1: Overall Student Data



Graph 1.2 Disclosure of the cohort of students who were admitted in 2009/10, compared with 2008/09 data (This includes postgraduate and undergraduate students.)

Appendix 2: Specific Learning Difficulties (SpLD) Data

Level of study	Students with a SpLD (2007 entry)	Students with a SpLD (2008 entry)	Students with a SpLD (2009 entry)
Undergraduate	109 (of which 85 declared at entry)	108 (of which 67 declared at entry)	144 (of which 92 declared at entry)
Graduate	54	63 (of which 44 declared at entry)	102 (of which 88 declared at entry)

Table 2.1 Breakdown of Students with a SpLD admitted in 2007, 2008, 2009

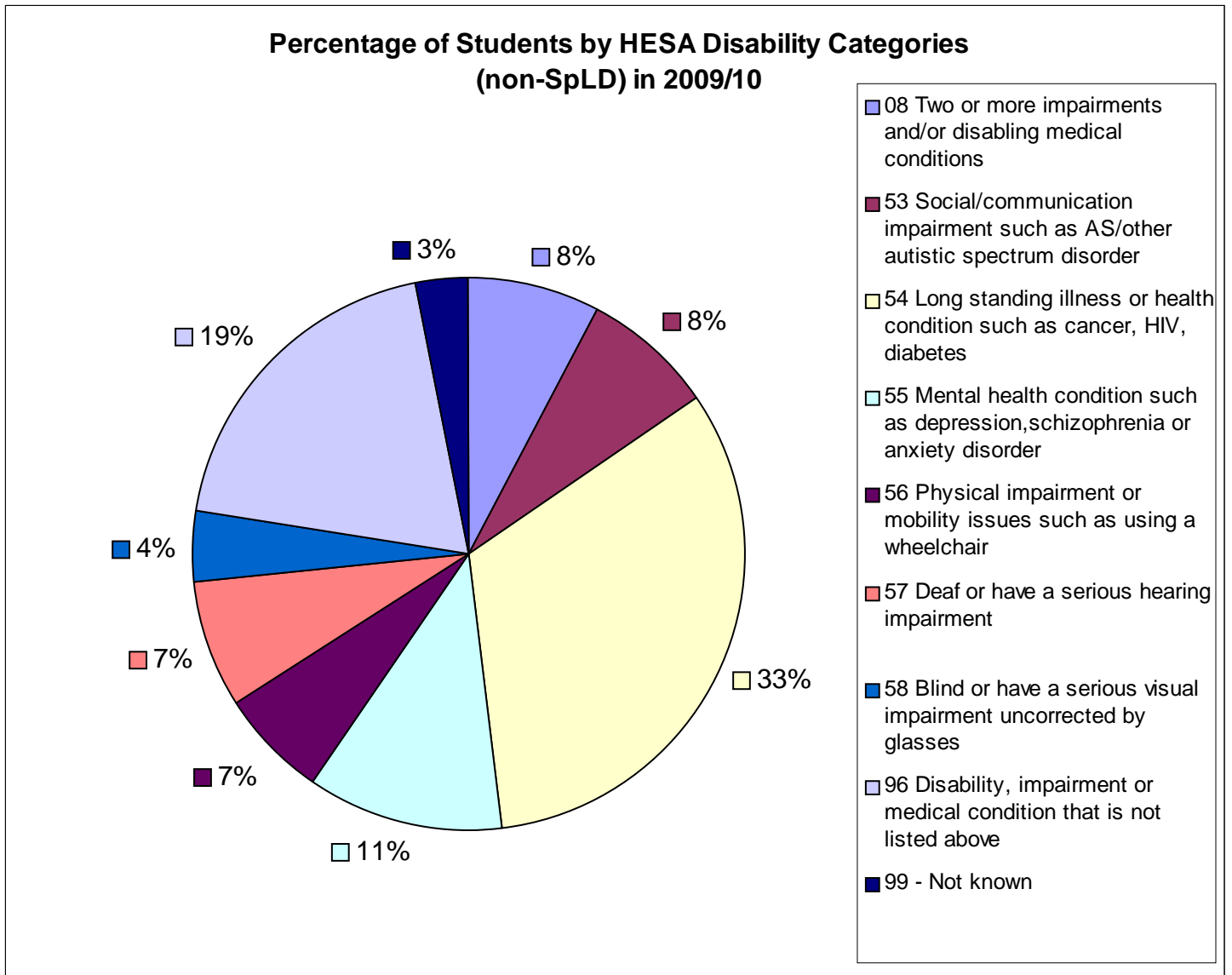
Activity	MT 2009 Caseload	LT 2010 Caseload	ET 2010 Caseload	Total 2009/10 Caseload
Initial interviews: student with no previous diagnosis	49	40	17	106
Initial interviews: student with a previous diagnosis	17	9	1	27
Educational Psychologist diagnostic assessments	43	38	7	88
Support reviews	48	30	16	94
Report feedback sessions	29	45	18	92
College staff interviews	2	3	1	6

Table 2.2 Breakdown of the SpLD service by activity in 2009/10

Study Skills	2007/08	2008/09	2009/10
Total Number of Students	22	79	74
Total Number of Hours	No data available	313.5	542.75

Table 2.3 Specialist Study Skills Support provided 2007/08 to 2009/10

Appendix 3: Other Disabilities Data

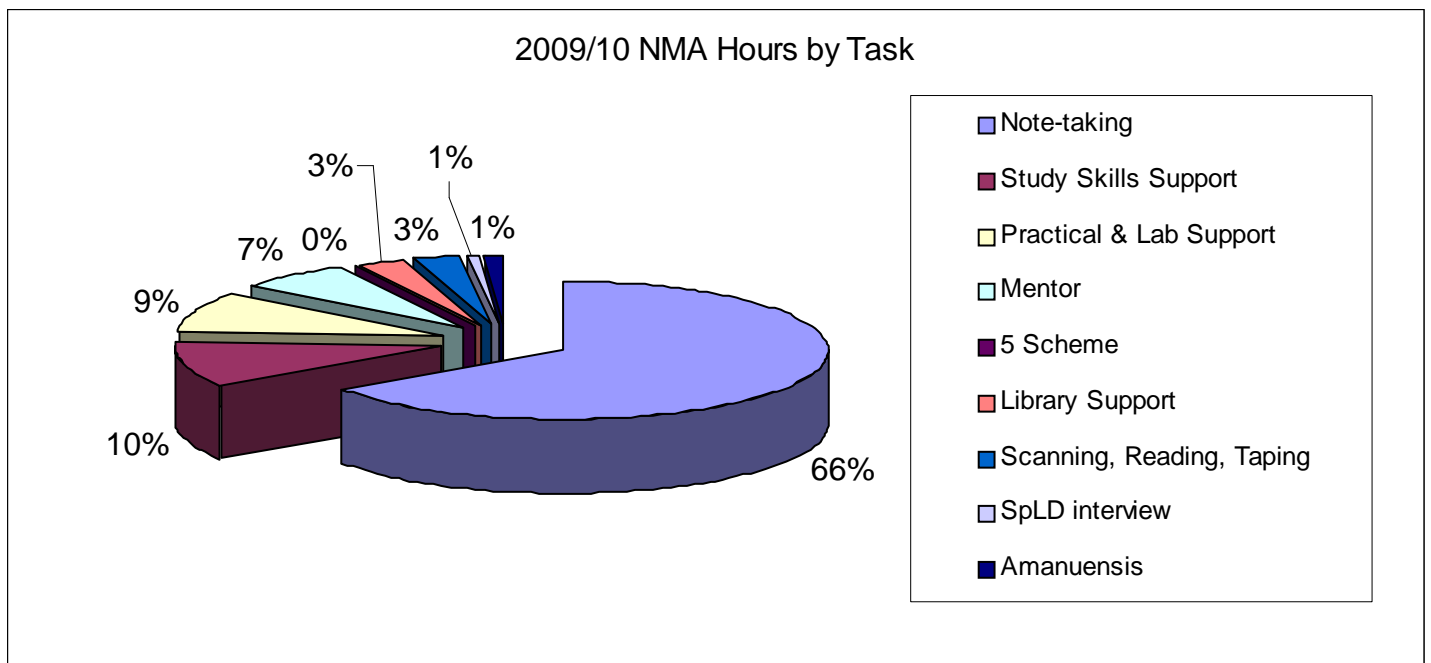


Graph 3.1 Disabled students (with a disability other than a SpLD) distributed according to HESA Disability Categories in 2009/10

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

Task	2008/09 NMA Hours	2009/10 NMA Hours
Note-taking	1864	3349.25
Study Skills Support	529	529.75
Practical & Lab Support	292	471
Mentor	121	372.5
5 Scheme	66	0
Library Support	29	143
Scanning, Reading, Taping	0	130.5
SpLD interview	0	48
Amanuensis	0	58
Total Hours of Support	3010	5102

Table 4.1. Comparison of NMA hours by task: 2008/09 to 2009/10



Graph 4.1. Non-Medical Assistant hours for 2009/10 by task

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

Category	2007 Cohort	2008 Cohort	2009 Cohort
Number of new students receiving NMA support	12	17	24
Total number of students receiving NMA support	34	29	55
Number of new NMAs recruited and inducted	23	36	24
Number of NMAs trained by the DRC	25	21	16
Total number of active NMAs	60	83	86

Table 4.2 Active Non-medical assistants in 2007, 2008 and 2009

Appendix 5: Donations and Bursary Funds Data

Expense	2007/08	2008/09	2009/10
Specialist Equipment	£1050.00	£2275.00	£1675.00
Study Skills Sessions & Mentoring		£3064.50	£3137.85
Note-taking/Library Support		£760.00	
Practical Support & Living Expenses			£2000.00
Total Approved Grants	£1050.00	£6099.50	£6812.85

Table 5.1 Bursary Fund breakdown for 2007/08, 2008/09 and 2009/10

Appendix 6: Training Data

Type of Course	2007/08	2008/09	2009/10
Participants on CPPD supported courses	77	79	93
Courses delivered supported by CPPD	11	10	10
Participants on DRC administered/bespoke courses	260	299	197
Courses administered by DRC/bespoke courses	20	18	16

Table 6.1 Courses conducted in the periods 2007/08, 2008/09 and 2009/10

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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