

2012/13 Annual Report

Disability Resource Centre




UNIVERSITY OF
CAMBRIDGE



Foreword

2012-13 was a year of consolidation for the DRC. I am pleased with the full and active role DRC staff have played in the work of the Division, including our annual planning round. In March 2013 the DRC was recognised by the QAA's Institutional Review as an example of best practice, which is a significant achievement. The Code of Practice on reasonable adjustments for disabled students is becoming more widely known across the Colleges and the University – in 2012-13 a number of students requested and were granted permission to be examined for the Tripos by an alternative method. Many thanks to the Faculties and Departments involved for the constructive way in which they have considered these requests. The DRC continues to work closely with the Educational and Student Policy team on the promotion and development of disability equality matters.

As a further step towards a more integrated approach to student services, the Student Counselling Service joined the Division in June, with a new Head from October. The DRC and Counselling Service already have established links and both teams are keen to develop closer working in particular in supporting students with mental health problems, work which will be supported by the new Student Health and Wellbeing Committee.



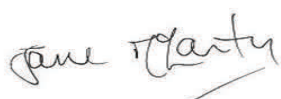
Graham Allen
Academic Secretary

The 2012 – 2013 academic year saw the implementation of the Code of Practice: reasonable adjustments for disabled students and Disability Resource Centre (DRC) staff have worked closely with colleagues across the collegiate university to promote awareness of the code.

The work of the DRC was recognised as an example of good practice by the QAA in its 2013 review of the University of Cambridge for making 'a positive contribution to the students' learning experience' through 'the highly effective support provided to disabled students through the specially trained staff in the Disability Resource Centre and the network of Disability Liaison Officers (DLOs) in departments'. My thanks and congratulations go to the DRC team, student support workers and DLOs for their dedication and hard work.

The DRC, the University and Colleges also continue their significant work to promote disability equality and reduce stigma and as a result the University continues to see increases in applications from disabled students each year.

In my capacity as acting University's Disability Equality Champion, I look forward to supporting and helping the DRC team and the networks of support workers and DLOs in achieving their aims for the year ahead.



Dr Jane McLarty
University Disability Equality Champion and Associate Secretary
of the Senior Tutors' Committee

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1. Overview of the 2012/13 academic year

In March 2013 the Quality Assurance Agency for Higher Education completed an institutional review of the University of Cambridge. In a letter to the Vice-Chancellor the Director of the review team identified examples of good practice which are making a positive contribution to students' learning experience at Cambridge, including, *'The highly effective support provided to disabled students through the specially trained staff in the Disability Resource Centre and the network of Disability Liaison Officers (DLOs) in departments'*. Credit goes to the DRC staff team, DLO network and non-medical assistants whose contributions have made such recognition possible.

Throughout the 2012/13 academic year the DRC, within its available resources, has continued to effectively support disabled students, Colleges, Departments, Faculties and Institutions, and those staff who support them. The DRC has worked closely 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 collaborations with the Equality and Diversity team in the promotion and development of the University's equalities duties, objectives and aspirations.

The DRC welcomed visits from The Vice-Chancellor, the Registry and the Academic Secretary during this period.

Demand for Services:

The 2012/13 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 2013) was **1659**, an increase of **7.5%** on the previous year (1543). The number of undergraduate applicants disclosing a disability during this period also rose from **763** to **824**, an increase of **8%**. These increases are a positive indication that any perceived stigma around the disclosure of disability is diminishing and evidence of achievement against the University's Equality Objective 4 which has a focus on increasing levels of disability disclosure. A breakdown of all current students by HESA disability category is included in Appendix 1.

Staffing:

During the year Tori McKee and Carrie Roberts left the DRC and Margot Chadwick retired after 13 years as Disability Adviser. Lara Gisborne joined the team as Operations Manager, Aless McCann was promoted to the role of Disability Support Coordinator, and Eleanor Girt-Izod was recruited to the post of Disability Adviser. Thanks go to Wendy Solomou for acting as Office Manager during this period as part of a secondment process.

Key Achievements in 2012/13:

- QAA Recognition of DRC as an example of good practice
- AS Project completion and report
- Implementation of the Code of Practice: Reasonable Adjustments for Disabled Students
- Successful application of the alternative modes of assessment process
- Continued effective Operations of the International Disabled Students' Fund with agreement gained for additional College funding to supplement University funding from 2013/14
- 10th Annual Lecture delivered by Dame Anne Begg MP.
- Promotion of Disability-related Widening Participation Films
- Transitional Events (SpLD and AS)

1. Overview of the 2012/13 academic year (continued)

Governance:

Disability related matters have continued to be reported on via the Equality and Diversity Standing Committee of the General Board's Education Committee. The University's Health Services Management Committee was dissolved at the end of the 2012/13 academic year and has been replaced by the new Committee on Student Health and Wellbeing which was established on 1 June 2013. The Head of the DRC is a member of this new committee whose focus is student health and wellbeing issues in the context of teaching and learning. Reporting will be to the General Board, through its Education Committee.

The former membership of the Joint Committee on Disability continued to meet during 2012/13 to discuss disability related matters and to raise any relevant business via the new committee structure.

DRC Priorities for 2013/14:

The Priorities of the DRC for 2013/14 are:

- Developing the DRC's collaborative work with Colleges, Departments and Faculties
- Pursuing DRC process efficiency projects (Maximizer/CamSIS/SSDs/Cohort Summaries)
- Maintaining the effectiveness of the Disability Liaison Officer (DLO) network
- Continuing close working with other service and departments, e.g. Careers/Counselling/BoE/ Student Registry
- Redesign the DRC's Communication Strategy
- Supporting the work of the Student Health and Wellbeing Committee
- To continue to support College and University activity to increase levels of disability disclosure, via the Additional Disclosure process and the University's Equality Objectives (Objective 4)
- To work to continue to develop and promote inclusive teaching and learning practice via:
 - Further 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
- Continued development of the DRC's Non-Medical Assistance Scheme
- Planning for the new Student Services Building project
- Sustaining the outputs from the Asperger Syndrome Student Project
- Events: 11th Annual Disability Lecture (March '14), DLO Events (Sept '13, Feb '14)

Quality Assurance 2013 Student Survey:

- 88.5% rated DRC support as 'Very helpful' or 'Helpful'
- 85.2% rated their Disability Adviser as 'very good' or 'good'

Respondents commented that whilst standard of service was high, waiting times could be longer than expected.

'Everyone was very friendly and supportive. It made something daunting bearable. They just paid attention to me- it was the first time I felt heard- they looked at my problems in depth and took me seriously. It was however a problem that they are so oversubscribed- there needs to be more funding so it doesn't take weeks to get to be seen.'

2. DRC Staff

Head of The Disability Resource Centre

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

Operations Manager

Lara Gisborne, BA (Hons), 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)

Eleanor Girt-Izod (part-time), BA (Hons), PGCE, MRes, FHEA, NADP

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

Deb Taylor, BA (Hons), NADP

Disability Support Co-ordinator

Aless McCann, BA (Hons), MA, NADP

Disability Development Consultant

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

Finance Administrator (Acting)

Sarah Norman, BSc (Hons), NADP

Specific Learning Difficulties Administrator

James Keenoy, BSc (Hons), NADP

Administrative Assistant

Laura Oakes (Temporary Employment Service)

3. Specific Learning Difficulties (SpLDs)

Specific Learning Difficulties (SpLDs) 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 July 2013 was 877, a 8.6% increase on the previous year (846). This includes those diagnosed with two impairments including an SpLD. Due to service demand a 0.6FTE advisory post for students with Specific Learning Difficulties was appointed at the beginning of the academic year.

Service Development

Transitional support events for students with SpLDs are held before the start of Michaelmas Term for incoming students and operated successfully for a second year in 2012/13.

Specialist 1-1 Study Skills

Specialist 1-1 study skills is coordinated by the Disability Resource Centre. The DRC has a pool of eight 1-1 specialist study skills tutors who support students who have been recommended this support by Educational Psychologists or DSA Needs Assessors. Specialist 1-1 study skills is funded either by Disabled Students' Allowances (DSAs) or from other sources of funds, such as the International Disabled Students' Fund.

Evaluation of Service

All specialist study skills tutors are formally observed annually and submit termly reviews to Directors of Studies.

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

4. Other Disabilities

Disability Advisers carry out detailed investigations into the support requirements of incoming students who have disclosed a disability on their application. Support is then arranged in the months prior to an individual's arrival at University and communicated to academic and support staff via a Student Support Document (SSD). Disability Advisers provide on-going support and advice to students and staff after admission. They also work closely with students who become disabled or are diagnosed after admission. Advisers respond to initial enquiries from prospective students and/or their parents and set up pre-admissions visits for some prospective students.

Service Demands

The total number of current students who disclosed a disability other than a Specific Learning Difficulty as of July 2013 was 871, a 13.5% rise on the previous year when the total stood at 767. This includes students with more than one diagnosis including some who also have an SpLD diagnosis.

As reported in previous years, 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

Following the completion of the AS Student Project and the end of the Asperger's Project Officer role the Disability Advisers took over responsibility for conducting initial assessments and referrals for diagnostic assessment of Asperger's Syndrome. 16 students have been referred for diagnostic assessment via this route. The popular 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.

85.2% of respondents to the student survey rated the service they received from their Disability Adviser as 'very good' or 'good'.

'My Adviser was incredibly encouraging and really put me at ease, she helped to direct me towards the right sources of support. I haven't had much opportunity to meet the other two advisors I had throughout my time here, but any contact I've had with them has always been very positive.'

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 once again thanked for underwriting these costs on occasion.

Service Demands

The 2012/13 academic year saw a significant increase in NMA provision, with the total number of students in receipt of NMA support rising from 317 to 351 an increase of 11%. From the previous year, students in receipt of mentoring support rose from 84 to 122 (44% increase), and those in receipt of library support also rose, whilst 1-1 specialist study skills support fell from 173 to 159.

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

Service Development

The resignation of the Disability Co-ordinator in May 2012 meant that some aspects of service development have been held while a new member of staff was recruited. Consistent NMA provision has been the priority during this period of change.

Evaluation of Service

The NMA scheme is evaluated annually as part of the Annual Student Survey, with the majority of respondents rating their NMA support as helpful or very helpful. The following are comments received from the survey:

“Practical and library support has made a great impact most noticeably with time and energy management so that I am able to work more often in my office along side colleagues. This is making a big difference in my social and academic life.” **2nd Year PhD Student**

“Mentoring has been a great help and encouragement to keep on going in tiring times and reflect on improvements.” **2nd Year Undergraduate**

“Mentor M. has been an incredibly supportive mentor who has helped to me see what the DRC can offer as back up systems and always had words of encouragement that have ensured I haven't felt lost in times of struggle in such a big University. My meetings with her are always times to see the good going on, I'm very thankful for her support!” **2nd Year Undergraduate**

“Study skills support 1:1 brilliant” **4th Year Undergraduate**

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 2012/13, 23 awards were made to fund specialist equipment, Non-Medical Assistance, and travel and living expenses. These totalled £6769.57.

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: Platinum Trust, Alchemy Foundation, Blatchington Court Trust, City and University of Cambridge Masonic Charitable Trust. 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 disabled undergraduate and postgraduate students at the University of Cambridge and at Anglia Ruskin University. In 2013, 10 awards were made helping students to travel to many different destinations, including: Vietnam, France, Barbados and Hong Kong, to undertake research, attend conferences, to undertake a medical internship in South Africa and the USA, and to gain confidence in travelling independently ahead of attending a conference next year. Our sincere thanks go to the Bayne family, and the Trustees for their continued support of this valuable student trust.

“At times it has felt difficult to continue with my PhD due to the arm pain I experience. I have received a lot of support and encouragement from my partner, friends and family; but the financial support provided by the Charlie Bayne Trust made my research that much more feasible, and helped me look after myself in a very practical way.”



A student receiving a Charlie Bayne Trust grant

Faran Mahood, attending Frontrunner course for disabled Students on Leadership

6. Donations and Bursary Funds (continued)

International Disabled Students' Fund (IDS Fund)

The IDS Fund enables international disabled students to receive support equivalent to that received by their 'home' counterparts via Disabled Students' Allowances (DSAs). The Fund is managed and administered by the DRC. During the second year of the IDS Fund (2012/13) a total of 38 international students have been granted an award out of a total of 45 who applied.

Financial Overview

As of June 2013, from the available £60,000 for the fund, there was £59,573.95 planned total expenditure for 2012/13 Academic year, with the remainder held as contingency for late applications. An additional £20,000 was added to the fund by the Registry this year to cater for the increased number of applications. Details of expenditure are included in Appendix 5.

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.

Future Funding

From the 2013/14 Financial year onwards, it has been agreed that the costs of the IDS Fund will be shared equally by the University and the Colleges, with a sum of £60,000 in total available for 2013/14, rising by £10,000 per year in total until the fund reaches a total of £90,000 in the 2016/17 financial year. Sincere thanks go to the Colleges and to the University for supporting this important source of assistance for the growing population of disabled international students.

Testimonials from Students in receipt of IDS funds

'This award makes a tremendous difference, as I am required to use large amounts of material that needs to be processed into a form that I can read. The award had been most beneficial, and I am very grateful for the assistance of the funding in helping me to complete my studies.'

A Postgraduate Divinity Student

'Absolutely fantastic. This is making my life so much easier. The DRC staff and the IDS funds have been extremely helpful'

A Postgraduate Education Student

Equipment Loan Pool

The loan pool for assistive technological and ergonomic equipment is funded through donations. It provides equipment for students waiting for funding to come into place and for staff to borrow following referral from Occupational Health. In 2012-13 the value of equipment purchased was £1744.

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).

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 2012/13, 12 courses were delivered via PPD to 113 people. Ongoing courses included the 'Teaching Students with...' series and 'An Introduction to Sign Language'. Courses currently offered focus on dyslexia and other Specific Learning Difficulties and Asperger syndrome. A new course on Student Support Documents (SSDs) and the process by which information about disabled students' recommended support is communicated proved very popular and continues this academic year.

Bespoke training sessions:

In 2012/13, there were 9 bespoke training sessions delivered, with 133 participants. Training to college and departmental staff on Asperger syndrome was a frequent request.

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

Evaluation of Service

In 2012/13 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 88% of respondents ranked the administration and delivery as 4, and 93% ranked success at meeting its objectives at 3 or 4.

For data of courses conducted in 2012/13 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 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. The films and materials were launched during the 2012/13 academic year. The films can be viewed at <http://www.study.cam.ac.uk/undergraduate/support/disability/meet.html>
- The 2013 Annual Disability Lecture took place on 18 April 2013. The speaker was Dame Anne Begg MP, speaking about disabled people's experiences and if they have improved over time.
- 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 2013 long vacation.
- The DRC supports the Equality and Diversity section-led People Matter Week each year in November (to be move to June in 2014)
- DRC staff attended the Societies' Fair in October 2012 in order to publicise the DRC's services to new and returning students.

Disability Liaison Officers (DLOs):

Events for DLOs were run in September 2012 and March 2013 focussing on the Specific Learning Difficulty assessment process, and matters related to physical access and the University estate.

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 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 2009—2012

The Asperger Syndrome (AS) Student Project began in August 2009 and formally came to an end in September 2012. 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. The final Project Report was published in June 2013 and is available on the DRC website.

Key project achievements and outcomes include:

- **AS Social Group.** A social group for Cambridge students with AS was established in January 2010 and continues to meet weekly during term time.
- **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 Cambridge students 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 2012/13 and will run for a fourth year in 2013/14.
- **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 during the project.
- **Materials and resources.** Revised publications and guidelines on supporting students with AS have been published on the DRC website.
- **Findings and recommendations from longitudinal study.** The findings and recommendations were published in the final project report in June 2013.

The number of students with AS at the University of Cambridge increased by 300% during the lifetime of the project, 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.

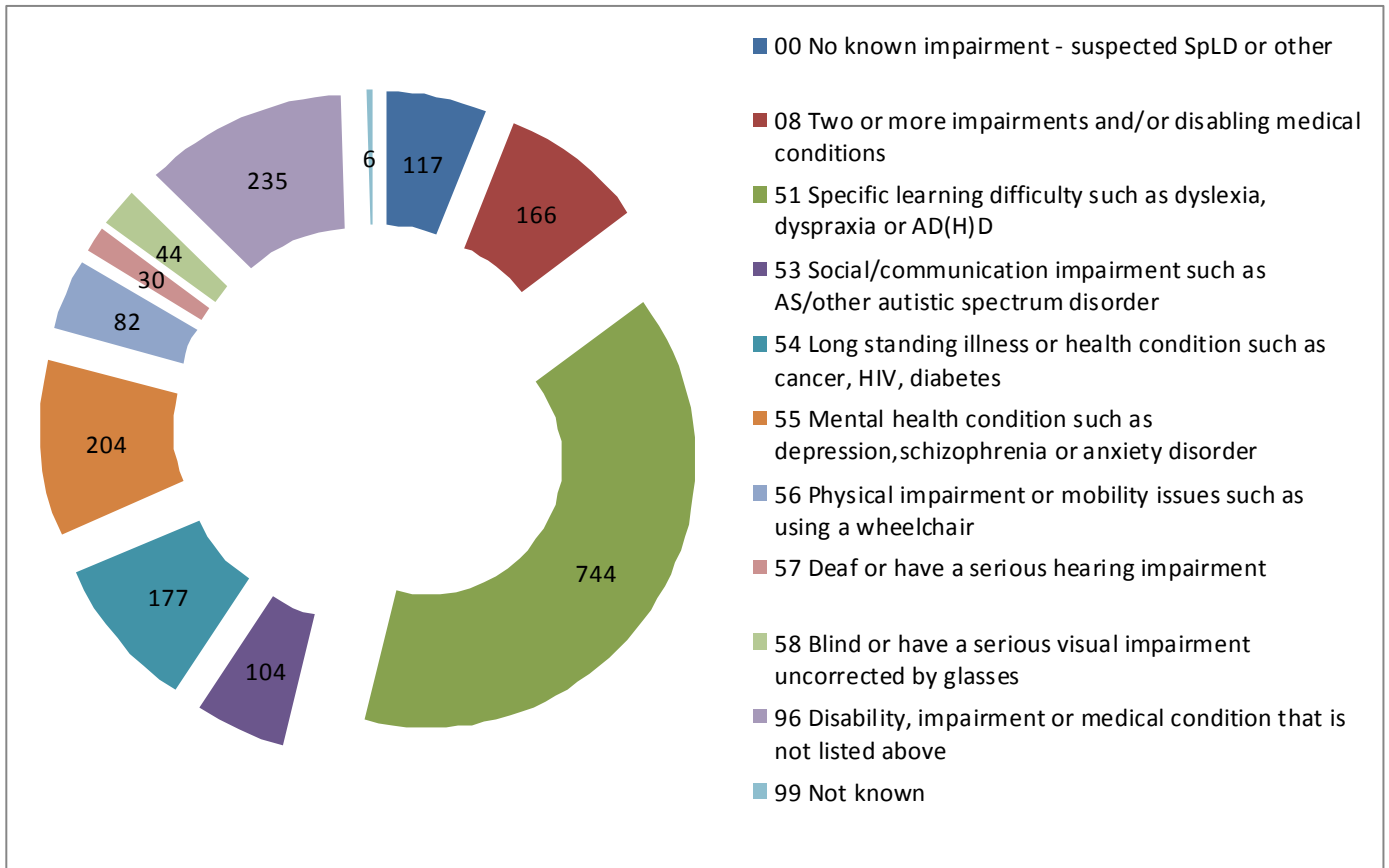
Appendix 1: Overall Student Data

All data accurate as on 2nd July 2013.

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.

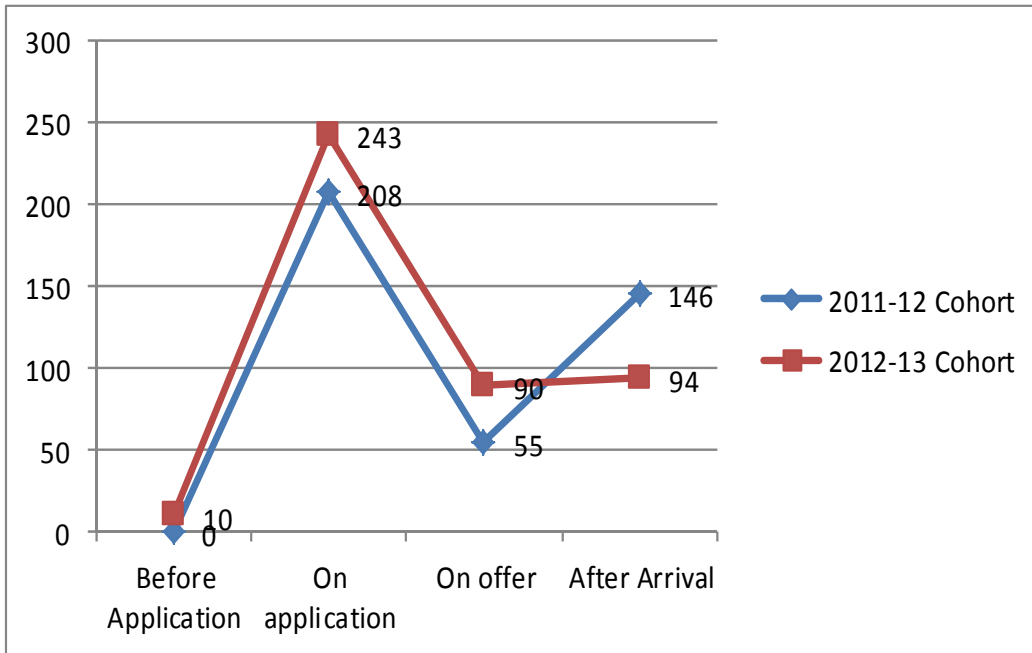
Category	No. of active student clients
Undergraduate	1137 (1047 +8%)
Postgraduate	522 (496 +5%)
Total	1659 (1543 +7.5%)

Table 1.1 Total Active Students 2012/13 (2011/13 in brackets)



Graph 1.1 Active students by HESA Disability Categories in 2012/13 (including incidents of students with more than one category)

Appendix 1: Overall Student Data (continued)

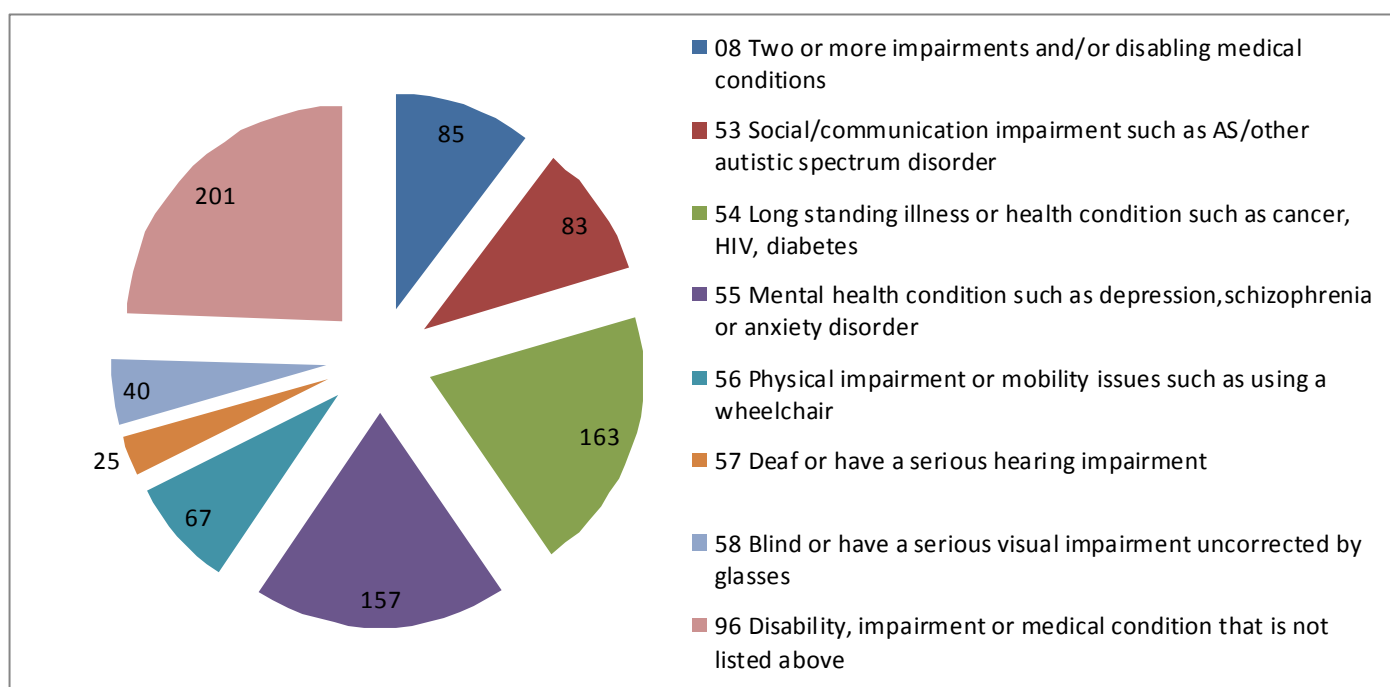


Graph 1.2 Time of disclosure to the DRC, 2011-12 cohort includes those disclosing in their second year, both sets of data excludes those who have disclosed when doing previous undergraduate degree.

Appendix 2: Specific Learning Difficulties (SpLD) Data

Activity	MT 2012 Caseload	LT 2013 Caseload	ET 2013 Caseload	Summer 2013	Total 2012/13 Caseload
Initial interviews	50	46	25	6	127
Educational Psychologist diagnostic assessments	68	53	16	0	137
Support reviews	30	20	30	14	94
Report feedback sessions	17	41	31	4	93

Appendix 3: Other Disabilities Data



Graph 3.1 Disabled students (with a disability other than a SpLD) distributed according to HESA Disability Categories in 2012/13

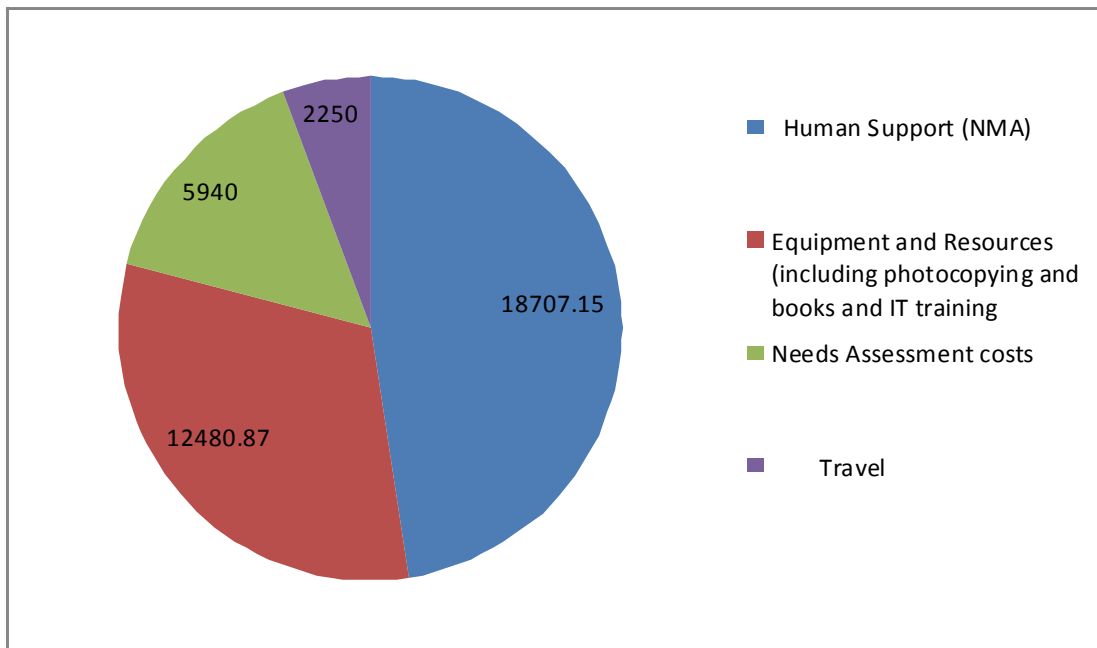
Appendix 4: Non-Medical Assistance (NMA) Scheme Data

Task	2011/12	2011/12	2012/13	2012/13
	Annual NMA Hours	Number of Students	Annual NMA Hours	Number of Students
Note-taking	2384	25	3348	30
Study Skills Support	905	173	749	159
Practical & Laboratory Support	64	5	126	6
Mentoring	1146	84	1226	122
Library Support	136	10	151	17
Proofreading	185	14	125	9
Amanuensis	138	6	388	8
Totals	4960	317	6113	351

Table 4.2. Comparison of NMA hours by task and number of students supported 2011/12 to 2012/13

Appendix 5: Donations and Bursary Funds Data

International Disabled Students Fund



Graph 5.3 2012/13 International Disabled Students' Fund expenditure by category

Appendix 6: Training Data

Type of Course	2009/10	2010/11	2011/12	2012/13
Participants on PPD supported courses	93	117	86	113
Courses delivered supported by PPD	10	14	14	12
Participants on DRC administered/bespoke courses	197	115	166	133
Courses administered by DRC/bespoke courses	16	10	16	9

Table 6.1 Courses conducted in the past four academic years

Appendix 5: Year End Accounts

Disability Resource Centre (excluding Research Grant activity MABB)

Financial Year 1 August to 31 July

Income		2011-12	2012-13
Chest	Stipends and Wages	294,919	322,553
	Savings target	-7,840	-6,596
	Non-payroll	64,800	40,300
		0	
Donations	DSA Administration & trusts and foundations	206,181	235,373
Other	Insurance claim, trading	0	301
Total income		558,060	591,932
Expenditure		2011-12	2012-13
	Stipends & Wages	264,373	320,332
	Non-pay	273,953	245,189
Total expenditure		538,326	565,521
Surplus (deficit) Year End		19,733	26,411
	Brought forward balance	39,624	57,563
Total reserves as at 31st July (1)		59,357	83,974
	Actual Surplus over plan swept to UAS reserves	-1,794	-587
Balance to c/fwd		57,563	83,387

(1) Reserves include c/fwd funds for student awards :
 Student Bursary Fund c/fwd 2012-13 £14,115
 International Students Disabled Fund c/fwd £33,350
 and administration fees from SFE funded DSAs which can only be spent on directly related DSAs activity of £29,603.

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.

Address

Disability Resource Centre (DRC)
Keynes House
Trumpington Street
Cambridge
CB2 1QA

Telephone

01223 332301

Textphone

01223 764085

Fax

01223 766863

Email

disability@admin.cam.ac.uk

Website

<http://www.admin.cam.ac.uk/univ/disability/>

Twitter

http://www.twitter.com/Cambridge_DRC