



2015/16 Annual Report

Disability Resource Centre (DRC)

Support and advice for students



UNIVERSITY OF
CAMBRIDGE

Foreword

It is my great pleasure to write the foreword to the Disability Resource Centre's Annual Report for the 2015/16 Academic Year. The report demonstrates the University's commitment to supporting its disabled students to achieve their potential at Cambridge; it highlights the DRC's work to develop new and innovative practice; and it evidences how the University continues to meet its obligations under the Equality Act.

The major focus for the DRC during the year has been planning for the significant changes announced by Government to Disabled Students' Allowances (DSAs). In response to the reduction in the funding for DSAs and the transfer of many responsibilities to Cambridge, the University and the Colleges have established a Reasonable Adjustments Fund, which will be administered by the DRC. This Fund will enable the University to improve the experiences of disabled students through less bureaucratic and speedier application processes, through the retention of experienced support workers, and through providing greater freedom to design and develop innovative and more flexible modes of delivery than were possible under the DSAs arrangements.

In consultation with the General Board and working closely with the Academic Division and the University Information Services, the DRC has also been supporting the development and implementation of University's Digital Education Strategy and its Learning and Teaching Strategy. The DRC is taking part in the pilot of lecture capture technology, which is now running in five University departments; and it has contributed to sessions run by the Cambridge Centre for Teaching and Learning. The DRC's involvement in this activity reinforces the message that good teaching and learning practice for disabled students is good practice for all (aligned to the principles of 'universal design for learning').

My considerable thanks go to the team at the DRC for its continued hard work and its creative and open approach. I have every confidence that the team will meet the exciting challenges ahead with equal determination and commitment.



Emma Rampton
Academic Secretary

Every academic year offer new challenges for the DRC in their quest to support our disabled students, and this year brings the additional task of responding to the planned changes to Disabled Students' Allowances (DSAs). This is no small undertaking, however I feel confident that the experience of the DRC team will serve the best interest of the students potentially affected by these changes.

I commend the staff at the DRC for their dedication and hard work in ensuring that the Collegiate University has moved to develop new and effective systems to protect and develop the quality support provision which it has built up over the last decade, and welcome the establishment of the Reasonable Adjustments Fund (RAF) which will enhance the experiences of our students. In all of this, we also need to ensure that we do not lose focus on ensuring that both the University and Colleges are made as accessible for disabled students, both in regard to physical access but also in our teaching and learning practice. The DRC's involvement will be central in these aims.



Dr Nick Bampos
University Disability Equality Champion

Table of Contents

1. Overview.....	5
2. DRC Staff.....	7
3. Specific Learning Difficulties Support.....	8
4. Disability Support.....	9
5. Non-Medical Helper Scheme.....	10
6. Training.....	11
7. Donations and Bursary Funds.....	12
8. Events, Communications and Networks.....	14

Appendices

Appendix 1: Overall Student Data.....	15
Appendix 2: Specific Learning Difficulties Data.....	16
Appendix 3: Other Disabilities Data.....	16
Appendix 4: Non Medical Help Scheme Data.....	17
Appendix 5: Training Data.....	17
Appendix 6: International Disabled Students' Fund and Disabled Students' Bursary Fund.....	18

1. Overview of the 2015/16 academic year

Service Demand:

The 2015/16 academic year saw a further increase in disabled students accessing support. The total number of current disabled students at the end of the academic year (18 July 2016) was **2152**, an increase of **14%** on the previous year (1890). 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.

Disabled Students' Allowances 'Modernisation' and the Reasonable Adjustments Fund

The main changes in the Government's proposed 'modernisation' of the DSAs system will come in to force at the beginning of the 2016/17 academic year. Guidance on DSAs from 2016/17 was published in early 2016 and included a significant change to the delivery of Non-Medical Help, devolving responsibility back to HEIs for certain human support tasks, such as note-taking, practical support, and exam scribing. The General Board's Education Committee supported proposals from the DRC setting out mechanisms to allow the University and Colleges to respond to the coming changes, which led to the establishment of a Reasonable Adjustment Fund (RAF) which will be administered by the DRC. This will cover the costs of certain NMH tasks, although some, such as practical support and exam support workers will be devolved to departments, faculties and colleges.

To protect the quality of provision and allow flexibility in modes of support delivery, it was also decided that the tasks of specialist 1-1 study skills and mentoring would also be part of the Reasonable Adjustment Fund remit. This will also allow much faster and efficient processing of support requests, reducing lead times from the 3 to 4 months under the DSAs regime to 1-2 weeks under the RAF.

Inclusive Teaching and Learning

As numbers of students disclosing disabilities increase, Universities are required to think more closely about how curriculum design and teaching and learning practice can become more inclusive to reduce the need to make a growing number of individual adjustments. This can be through the utilisation of assistive technologies or through simple changes in policy and practice. The DRC was consulted as part of the development of the Digital Education Strategy (part of the wider Learning and Teaching Strategy) and is represented on the project board of the pilot for lecture capture technology which starts in 2016/17. The DRC also ran a session on inclusive design at the opening of the Cambridge Centre for Teaching and Learning in April 2016. This was also the theme of this year's Annual Disability Lecture.

Staffing:

Ali Fawkes left the team in October 2015 and Joanna Hastwell joined in January 2016 as Asperger Syndrome Adviser. Eleanor Girt-Izod went on maternity leave in December 2015 and Aless McCann was seconded as Disability Adviser (maternity cover). Alyson O'Brien was seconded to the role of Disability Support Co-ordinator part-time. Prior to that she was seconded to the temporary role of Asperger Support Co-ordinator between October and December 2015. Rachel Demery has been appointed as an additional Disability Adviser, starting on 19 September 2016. The DRC demonstrably has a flexible and responsive team!

1. Overview of the 2015/16 academic year (continued)

Governance:

The Head of the DRC reports to the Head of Educational and Student Policy within the Academic Division. The Head of the DRC is also a member of the Student Information System Committee, the Hardship Committee and the Student Health and Wellbeing Committee. Disability related policy matters fall under the remit of the General Board's Education Committee. The Head of the DRC attends meetings of the General Board's Education Committee and the Senior Tutors' Welfare and Finance Committee, and other bodies and forums as required.

2016 Student Survey:

13% of the registered students took part in the survey. Of those, 33% would consider themselves 'a disabled person' and 40% received Disabled Students' Allowances. The survey was open April-June 2016. 79% of respondents rated DRC support as 'Very good' or 'Good'. Respondents requested more support for graduates over vacations with loneliness highlighted as an issue. A repeated comment or request was for more funding for more staff at the DRC. An additional Disability Adviser post has been secured for 2016/17. 2016 Annual Student Survey comments:

"Everyone was really friendly and helpful and my problem was solved quickly, and everything has improved drastically for me with the loaned equipment and advice."

"I feel very privileged to have had such amazing help"

"Exceptional. Far beyond what I could have expected. I would not have made it through this year without the DRC. I cannot express how grateful I am."

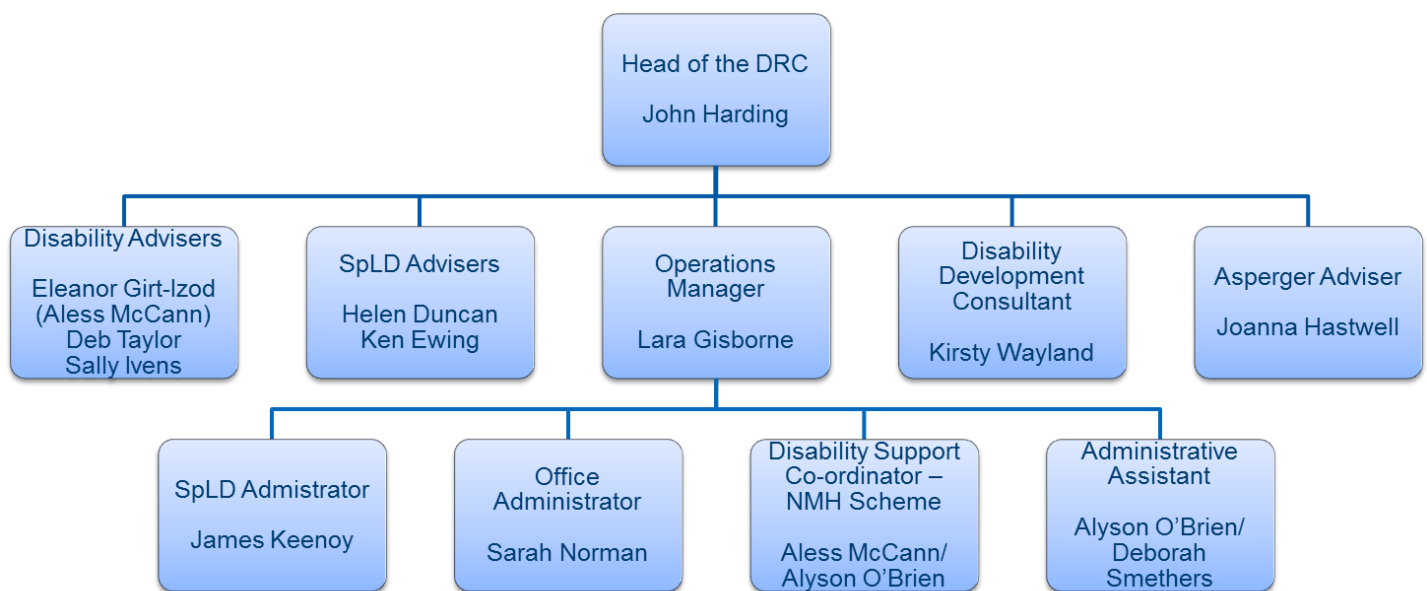
DRC Priorities for 2016/17:

The response of the Collegiate University to the transfer of responsibilities previously covered by DSAs funding will be a key priority, met by the operation of the Reasonable Adjustments Fund and by Departments, Faculties and Colleges through provision of devolved tasks, and the development of innovative and mixed modes of support. There is also external impetus through The Office for Fair Access (OFFA), the planned Teaching Excellence Framework (TEF), for Universities to look closely at support for disabled students and for the development of more inclusive teaching and learning practices. The DRC is involved in a number of initiatives looking at these themes.

Summary of priorities for 2016/17:

- Implementation and operation of the Reasonable Adjustments Fund
- Pilot of Specific Learning Difficulty (SpLD) group/workshop provision
- Non-Medical Help (NMH) quality assurance development
- DRC Training - Moodle provision
- Lecture capture pilot/Digital Education Strategy
- New hardship funding mechanisms
- Cambridge Centre for Teaching and Learning
- Examination Review
- Continued close collaboration and cross functional working (e.g. with the Counselling and Careers Services)
- Continued input into the planning and development of the new Student Services Centre project
- 14th Annual Disability Lecture - focus on assistive technology and inclusion

2. DRC Staff



Rachel Demery has been appointed as an additional Disability Adviser, starting on 19 September 2016.

3. Specific Learning Difficulties (SpLDs) support

Specific Learning Difficulties (SpLDs) is a term that covers a range of conditions such as Dyslexia, Dyspraxia, Dyscalculia and, for the purposes of support and funding, 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 2016, was 902 as against 793 in 2014-15. This is a 13% increase on the previous year. This includes those diagnosed with two impairments including an SpLD.

Service Development

Two 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 2015/16.

Specialist 1-1 Study Skills

Specialist 1-1 study skills is coordinated by the Disability Resource Centre. The DRC has a pool of six 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 or via support from Colleges. In anticipation of the Reasonable Adjustment Fund starting in 2016/17, sessions were held with the study skills tutors to develop group sessions specifically for Cambridge students. The first sessions will run in Michaelmas Term 2016.

Evaluation of Service

All specialist study skills tutors are formally observed annually and submit termly reviews to Directors of Studies. PAToSS, the Professional Association for Teachers and Assessors of Students with Specific Learning Difficulties, has recognised the University of Cambridge's assessment model for SpLD as an example of best practice in the higher education sector.



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

'My one-to-one support has been brilliant... My supervisor has said my writing has improved to the point I should consider writing a book!'

Annual Student Survey comment on Study Skills provision

4. Disability support

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 set up pre-admissions visits to Cambridge 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 2016 was 1248. This includes students with more than one diagnosis, which may include an SpLD. The Asperger Syndrome (AS) Adviser supported 32 new students in their transition into Cambridge.

As reported in previous years, the most pressing issues for the Disability Advisers relate to the increase in volume of support demands and increase in cases which require significant advisory time and resources. The recruitment of a new disability adviser for Michaelmas term 2016 will assist in managing this volume.

Service Development

In 2015/16, 34 students were referred for diagnostic assessment at CLASS (the NHS diagnostic service for Asperger syndrome in Cambridgeshire) following initial assessment and referral by Disability Advisers. The popular Transitional Support Events for incoming students with AS and their families/guardians continue to be held in September.

Specialist 1-1 Support

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

Pets as Therapy (PAT) Dog

A pilot was organised with charity Red2Green to provide a PAT dog to students with Asperger Syndrome at the University. Up to four students a week during term time have been able to take advantage of the scheme. A student commented "Meeting Dylan has helped my anxiety surrounding university. He gives me a valuable opportunity to relax, and gives me something to look forward to each week."

Evaluation of Service

A breakdown of current disabled students by HESA disability category (other than SpLD) is included in Appendix 3.

74% of respondents to the 2015 student survey rated the service they received from their Disability Adviser as 'very good' or 'good'.

5. Non-Medical Help (NMH) Scheme

The Non-Medical Help Scheme provides coordinated human 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 NMHs to students is the responsibility of the Disability Support Coordinator. The SpLD Administrator matches students with SpLDs to specialist 1-1 study skills tutors.

The DRC can provide interim NMH support in anticipation of DSAs to students who apply for Disabled Students' 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. The implementation of the Reasonable Adjustments Fund will mean that interim support will be faster, less bureaucratic and with less financial reliance on colleges.

Service Demands

The 2015/16 academic year saw an increase in NMH provision, with the total number of NMH support hours delivered to students increasing by 9%, from 9698 to 10574. From the previous year, there was a significant increase of 25% in the number of Mentoring hours used, from 2042 to 2559 hours. There was also a 15% increase in the number of notetaking hours used and a 14% increase in the number of 1:1 specialist study skills hours used. Data on hours of NMH support administered by the DRC can be found in Appendix 4.

Service Development

In 2015/16, there were 99 NMHs supporting students, and training and events were held for them throughout the year. Mentoring training has also been reviewed and developed by the Disability Development Consultant and the Disability Support Co-ordinators over the year. The 30 mentors were offered optional training courses on mind-mapping software, non-violent communication and self-harm. The DRC also ran a panel event where students spoke to NMHs about their experience of studying at Cambridge with a disability.

Evaluation of Service

The NMH scheme is evaluated annually as part of the Annual Student Survey, with the majority of respondents rating their NMH support as helpful or very helpful. The following are comments received from the 2016 Annual Student Survey:

“The service provided in the 1-to-1 support has been life-changing in both confidence, strategies and practical tips. This is vital service!!!”

“Both my mentor and my note taker have been excellent and I really appreciate all their help.”

“This help has enabled me to maintain my studies.”

“X has been my mentor throughout my time at Cambridge. She has been an excellent mentor; helping me set goals, to-do lists and also to discuss stressful situations or confusing events.”

6. 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, and in conjunction with Personal and Professional Development (PPD). The DRC also has training materials available via Moodle.

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 2015/16, 18 courses were delivered via PPD to 134 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 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. The course 'Supporting PhD Students with Mental Health Difficulties', has been expanded to cover all graduate students.

Bespoke training sessions:

In 2015/16, there were 13 bespoke training sessions delivered, with 158 participants. Training to departmental staff looking at teaching disabled students continued to be popular. Those taking up bespoke training included Engineering, Maths, CUSU and staff from various Cambridge Museums.

Work continued around the needs of individual disabled students, and to support departments. Within the DRC workshops and training for mentors in the NMH scheme continued and were developed. In particular new training for notetakers has been developed via Moodle to start in Michaelmas 2016. The DRC supported a number of activities in Colleges including staff training and tutorial staff briefings.

The Head of Centre delivered training to college tutors as part of the programme for new tutors in October and May. The Head of Centre and Operations Manager also gave a series of briefings on the changes to DSAs and the Reasonable Adjustments Fund to a range of forums and networks across the Collegiate University.

Evaluation of Service

In 2015/16, 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'). 100% of respondents ranked the administration and delivery at 3 or 4, and 95% ranked success at meeting its objectives at 3 or 4.

DRC Staff development and training

The annual away day for staff of the DRC took place in July. The team also achieved a Gold Award as part of the University's Green Impact Challenge.

For data of courses conducted in 2015/16 see Appendix 5.

7. Donations and Bursary Funds

The 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. It is funded in its entirety by donations made to the DRC for this purpose. The Guardians of the Fund consider applications throughout the year, and awards are administered by the DRC. In 2015/16, 18 awards were made to fund specialist equipment, Non-Medical Help, and travel and accommodation costs. These totalled £7227.

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 Blatchington Court Trust for funding for an Opti Verso for the DRC's Loan pool, The Lady Hind Trust for funding towards a Pets as Therapy dog and the Crane's Fund for funding towards Loan Pool equipment. We thank the donors for their generosity.

The 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 2016, six awards were made, helping students to travel to many different destinations, including: a tour of Europe, New Orleans, Copenhagen and a conference in Toronto. Our sincere thanks go to the Bayne family and the Trustees for their continued support of this valuable student trust.



During this trip I met many people, I spent time with friends whom I hadn't seen for a decade, I wandered in charming streets, experienced a new cuisine and had a tremendous amount of fun doing so. Without the generosity of the Charlie Bayne Travel Trust I would not have been able to experience this, and I would like to express my deepest gratitude for this opportunity.

7. Donations and Bursary Funds (continued)

The 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 fifth year of the IDS Fund (2015/16), a total 89 international students were granted an award. Students who have already received funds from previous years can request additional IDS funding if their previous awards have been used, which is included in this figure.

Financial Overview

Planned total expenditure for the 2015/16 academic year was £80,000 plus £51,419.22 of brought forward awards, allocated to students but still to be utilised.

The majority of IDS Fund applications took less than one month to process from application to award, a far quicker turnaround than that for home students applying for DSAs.

The IDS fund is supported equally by the University and Colleges. 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

The funding, advice and equipment provided to me through the DRC and an IDS Fund award have made a huge difference to me. Thanks to the IDS award, the DRC was able to provide me with a height-adjustable desk, ergonomic desk chair, voice-activated software which will allow me to write when the arthritis in my hands is flaring, and funds to help me travel to the library by taxi when I am unable to walk easily. All of this will save me time which I would otherwise have lost to illness and allow me to complete my PhD in a much more timely and effective manner. PhD History student.

International Disabled Students' Fund has been a great help in supporting my travel expenses in Cambridge for academic related journeys, primarily travel between College accommodation, department and the university library. The application was very straight forward and I found the DRC staff extremely helpful with regard to administering the funding from beginning till the end. It has greatly supported and helped me stay at Cambridge towards successful academic course and I couldn't be more grateful to the DRC for all the kind help and excellent support. PhD Biotechnology student.

Equipment Loan Pool

The loan pool for assistive technology 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 a referral from Occupational Health or the UIS Assistive Technology specialist.

A discussion with Occupational Health and Dr Martin Vinnell resulted in the agreement that £3,000 a year will be available from 2015-16 for the purchase of equipment for staff for the loan pool. £440 was used of this funding in 2015-16 to purchase equipment for staff and £7386 has been spent from a donation from the Crane's Fund for student equipment. In 2015-16, the value of equipment purchased and cost of servicing current equipment was £10,113.

8. Events, Communications and Networks

Events:

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

- The **2016 Annual Disability Lecture** took place on the 14th April 2016. The speaker was Director of Disability Resources at the University of Arizona Dr. **Sue Kroeger**. The lecture was entitled '**The Power of Design: Exclusion or Inclusion?**'. A film of the lecture is available online at <http://sms.cam.ac.uk/media/2227966> . The lecture was attended by over two hundred people
- 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 2015 long vacation.
- DRC staff attended the Societies' Fair in October 2015 in order to publicise the DRC's services to students
- The DRC website moved to the new University templates in October 2015 and our social media presence continued to expand with new followers on Facebook and Twitter
- The Head of Service ran an over-subscribed workshop at the NADP national conference on responses to the changes to DSAs, and was the keynote speaker at Imperial College's Annual Welfare seminar in June 2016.



Disability Liaison Officers (DLOs):

Events for DLOs were run on 18th September 2015 and 17 March 2016.

Information dissemination on the changes to Disabled Students' Allowances (DSAs)

Members of the DRC team gave a series of briefings on the changes to DSAs and the Reasonable Adjustments Fund to a range of forums and networks, for academic and support staff across the Collegiate University. General guidance was issued in August 2016.

Networking and Representation:

DRC staff maintain strong links with national professional bodies, such as the National Association of Disability Practitioners (NADP), of which John Harding, the Head of the DRC, and Joanna Hastwell, Asperger Syndrome Adviser, are Directors, and the 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 also attend national and regional Non-Medical Help groups and Funding Body Network meetings.

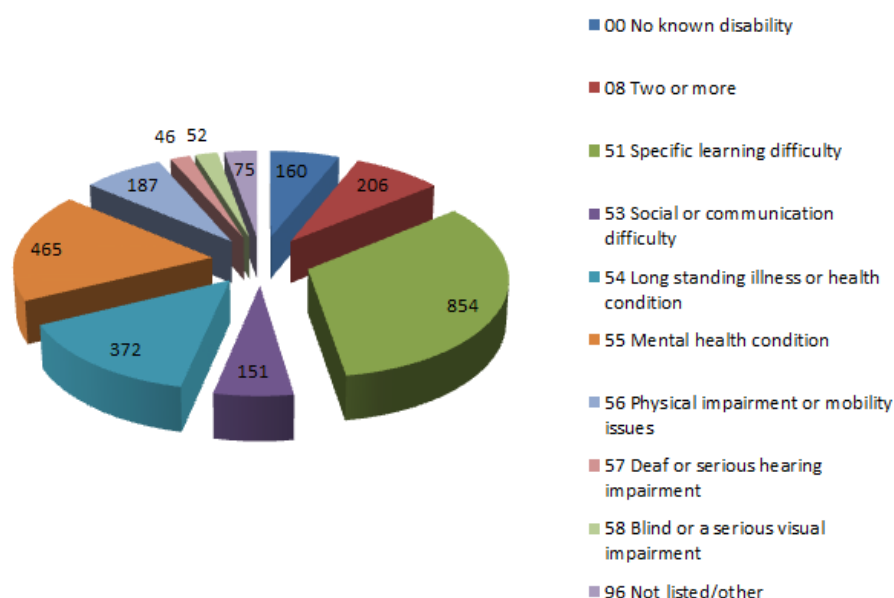
John Harding and Helen Duncan, Disability Adviser (Specific Learning Difficulties), delivered lectures to colleagues at Nagoya and Tskuba Universities in Japan in February 2016. John also attended a conference on Universal Design for Learning in Ghent, Belgium as the UK representative at LINK—a pan-European Disability in Higher Education Network.

Appendix 1: Overall Student Data

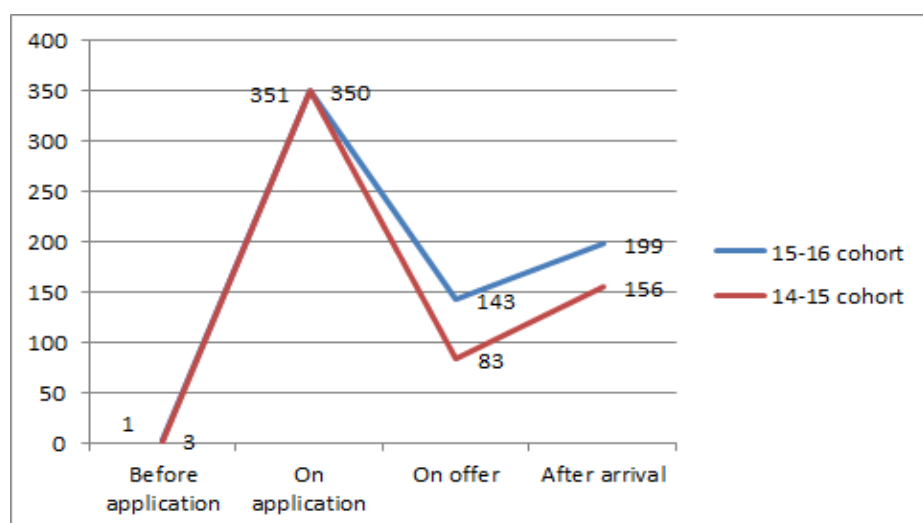
Data is collected on disclosure.

Category	No. of active student clients (18th July 2016)
Undergraduate	1260
Postgraduate	892
Total	2152

Table 1.1 Total Students who have disclosed a disability 2015/16



Graph 1.1 Active students by HESA Disability Categories in 2015/16. Individual disclosed categories are represented here, so students can appear in more than one category. The 00 No known disability category includes students waiting for a diagnosis of an SpLD or Asperger syndrome. (data as of 25/10/16)



Graph 1.2 Time of disclosure to the DRC, first year students

Appendix 2: Specific Learning Difficulties (SpLD) Data

Activity	2014-15	2015-16
Initial interviews/screenings	158	176
Educational Psychologist diagnostic referrals	129	141
Report feedback sessions	66	80
Support review	106	88

Graph 2.1 Appointments and screenings for SpLD Advisers

Appendix 3: Disability Data (non-SpLD)

Activity	MT 2015	LT 2016	ET 2016	Total 15-16 caseload
Disability Adviser appointment	135	182	132	449
Asperger Syndrome Screening	12	12	10	34

Graph 3.1 Appointments and screenings for Disability Advisers

Activity	MT 2015	LT 2016	ET 2016	Total 15-16
Sessions attended	13	33	39	85
Number of students	4	6	5	15

Graph 3.2 Sessions with Pets as Therapy (PAT) dog

Appendix 4: Non-Medical Help (NMH) Scheme Data

	2014/15 Annual NMH Hours	2014/15 Number of Students	2015/16 Annual NMH Hours	2015 /16 Number of Students
Note-taking	3627	33	4196.25	41
Study Skills Support	895	156	1020.75	208
Practical & Laboratory Support	2540	10	2149.25	14
Mentoring	2042	153	2558.50	251
Library Support	70	14	28.50	40
Orientation	0	0	0	0
Proofreading	123	8	79.75	13
Amanuensis/Transcription	401	6	541	20
Totals	9698	380	10574	587

Table 4.1 Comparison of NMH hours by task and number of students supported 2014/15 to 2015/16

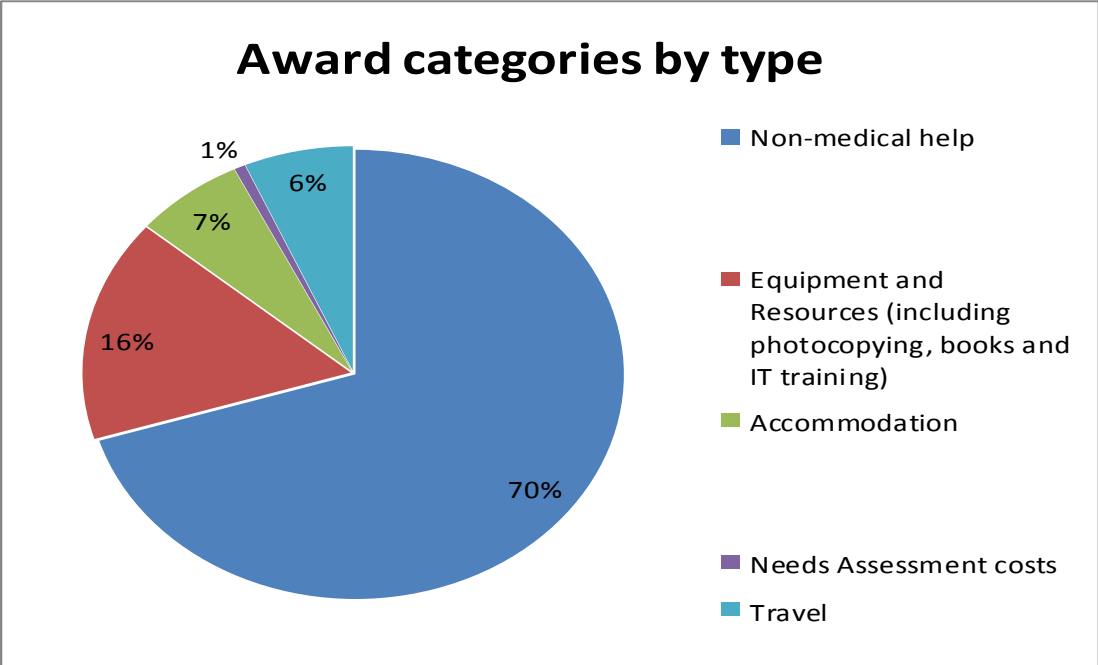
Appendix 5: Training Data

Type of Course	2012/13	2013/14	2014/15	2015/16
Participants on PPD supported courses	113	121	178	134
Courses delivered supported by PPD	12	15	18	18
Participants on DRC administered/bespoke courses	133	148	206	158
Courses administered by DRC/bespoke courses	9	13	11	13

Table 5.1 Courses conducted in the past four academic years

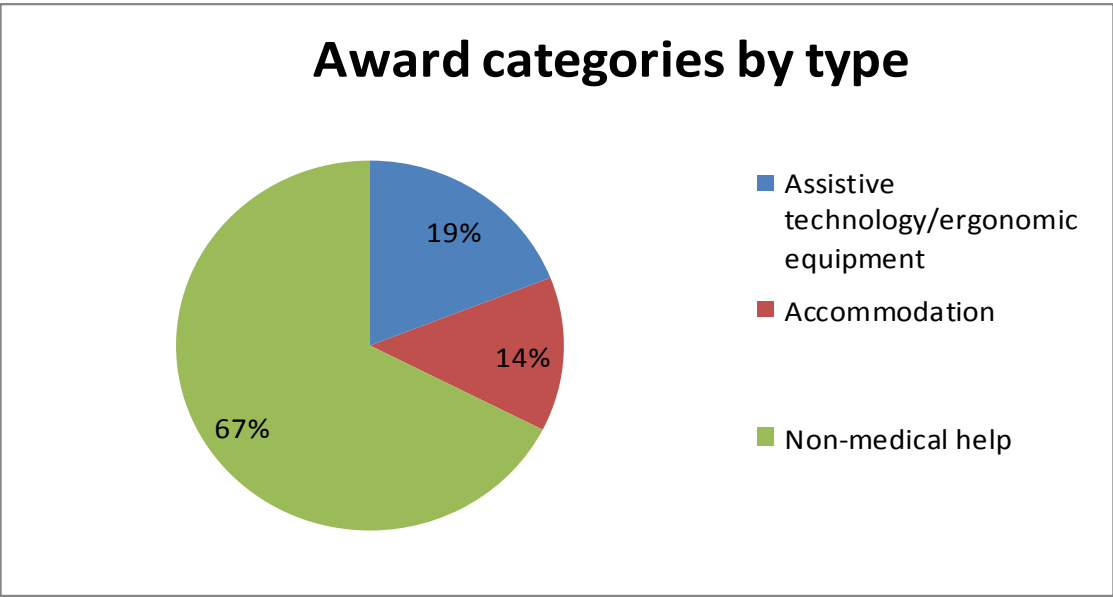
Appendix 6: International Disabled Students' Fund and Disabled Students' Bursary Fund

International Disabled Students' Fund



Graph 6.1 2015/16 International Disabled Students' Fund awards by category

Disabled Students' Bursary Fund



Graph 6.2 2015/16 Disabled Students' Bursary Fund awards by category

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

Email disability@admin.cam.ac.uk

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

Twitter http://www.twitter.com/Cambridge_DRC

Facebook <https://www.facebook.com/cambridgedrc>

John and Helen during their lecture tour to Japanese Universities to advise on provision of disability services in Higher Education, in response to changes to Japanese disability equality legislation.

