

“I strongly encourage others in a similar situation to seek out advice from the DRC, as in my experience, relatively small but intelligent interventions can really be transformative in allowing disabled students to fully realise our potential”

(Student comment from 2017 annual survey)

2016/17 Annual Report

Disability Resource Centre (DRC)

Support and advice for students

Foreword: Registry

I am pleased to write once again the foreword to the Disability Resource Centre's annual report. This report highlights the important activity of the DRC in the 2016/17 academic year. As in previous years, the report demonstrates the University's commitment to supporting its disabled students to enable them to achieve their potential at Cambridge and it evidences how the University continues to meet its obligations under the Equality Act.

The major activity was the implementation of the Reasonable Adjustments Fund (RAF) in response to the reduction in the funding for Disabled Students' Allowances (DSAs) and the transfer of many responsibilities from government to universities. Despite a very tight timescale, the RAF and its associated administration and systems were put in place successfully and have since operated very effectively. It is pleasing to see that one key outcome for students has been a significant reduction in waiting time from application to support being approved from 3 months under the DSAs to 3 days under the RAF. This is an impressive result. Further, the development of the RAFs awarding database by the DRC and UIS is an excellent example of effective cross-divisional working.

The end of the academic year saw the General Board's Education Committee welcome a DRC report on the enhancement and promotion of inclusive teaching and learning practice, with all nine recommendations being approved. These recommendations will now be reflected in the University's Digital Education Strategy and its Learning and Teaching Strategy in the coming year; and case studies promoting effective practice will be hosted on the Cambridge Centre for Teaching and Learning website.

These important developments have taken place alongside helping to coordinate the support for the 2500 disabled students currently studying at Cambridge.

My thanks go to the DRC team for its continued work in all these matters and I wish them the very best with the year ahead as the DRC plans for its move to the new Student Services Centre.



Emma Rampton
Registry

Foreword: University Disability Equality Champion

The 2016/17 academic year was a particularly important one for the DRC as the Reasonable Adjustments Fund (RAF) came into operation, in response to the Government's changes to funding for disabled students in higher education. Initial data shows that the fund has had the anticipated benefits for students in both speed of access to and quality of support. The DRC's work in designing and implementing this new funding mechanism within a very tight timescale is impressive and commendable.

In January 2017, the Reasonable Adjustment Fund was highlighted in a case study in the Department for Education's report, *'Inclusive teaching and learning in higher education as a route to excellence'*, as an example of best practice in responses to the changes to DSAs. The DRC has continued to promote the development of inclusive teaching and learning practice in collaboration with the Cambridge Centre for Teaching and Learning and in June 2017 the General Board's Education Committee approved a series of recommendations received from the DRC to further inform and develop institutional strategy and practice in this regard.

In addition to the core activity of enabling access for disabled students and those staff supporting them, the DRC has also been involved in the pilot of lecture capture technology (including with my own department) and also in the largescale examination review. The DRC continues to play a vital role, with others, in the promotion of equality, access and inclusivity across the Collegiate University.

As an institution we are fortunate to have a professional, committed, creative and innovative team of specialists supporting our students, so this report offers an opportunity to recognise the work of John and his team, all of whom it has been a pleasure to work with.



Dr Nick Bampos
University Disability Equality Champion

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1. Overview of the 2016/17 academic year

Service Demand:

The 2016/17 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 (July 2017) was **2410**, an increase of **12%** on the previous year (2152). 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 focuses on increasing levels of disability disclosure. Detail 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 came into 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 (NMH), 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 the Reasonable Adjustments Fund (RAF), administered by the DRC. The Fund covers 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 specialist mentoring would also be part of the Reasonable Adjustments 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 under 1 week under the RAF.

Inclusive Teaching and Learning and Universal Design for Learning

As numbers of students disclosing disabilities increase, Universities are required to think more closely about how curriculum design and teaching and learning practice (including assessment) 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 started in 2016/17.

The University of Cambridge was also cited as providing an example of good practice in inclusion in the Department for Education's report, '***Inclusive teaching and learning in higher education as a route to excellence***', which was published in January 2017. The DRC also proposed a series of recommendations to further enhance the development of inclusive teaching and learning practices at Cambridge which were approved by the General Board's Education Committee in July 2017.

Staffing:

Eleanor Girt-Izod returned from maternity leave in January 2017. Rachel Demery was appointed as an additional Disability Adviser, starting on 19 September 2016. Hester Hockin-Boyers joined the DRC for three months as an Ambitious Futures Trainee working on a report and policy for Inclusive Teaching and Learning at Cambridge. Alyson O'Brien left the DRC to move to Scotland after four years of excellent service and support of the team and its objectives. She is missed.

1. Overview of the 2016/17 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, the Access/Egress Advisory Group 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.

2017 Student Survey:

22% of the registered students took part in the survey. Of those, 69% would consider themselves 'a disabled person' according to the DRC definition, and 45% received Disabled Students' Allowances. The survey was open April-June 2017. 75% of respondents rated DRC support as 'Very good' or 'Good'. There were 95 positive comments about elements of the DRC. Other comments were grouped around more support for graduates, better physical access, better signposting to the DRC, better training of academic and tutorial staff and more face to face support.

'I have appreciated all the support I have had, especially the exam arrangements that have been put in place for me. They have had a big impact on reducing stress associated with exams.'

'My mentor has been an invaluable help to me. It was hugely refreshing to be treated with compassion by the university re: the struggles I have. She has been with me at every bad turn throughout this year and has fully supported me. The mentoring and the study skills I get are so helpful that I don't know how I survived my degree for two years before receiving this support. Thank you!'

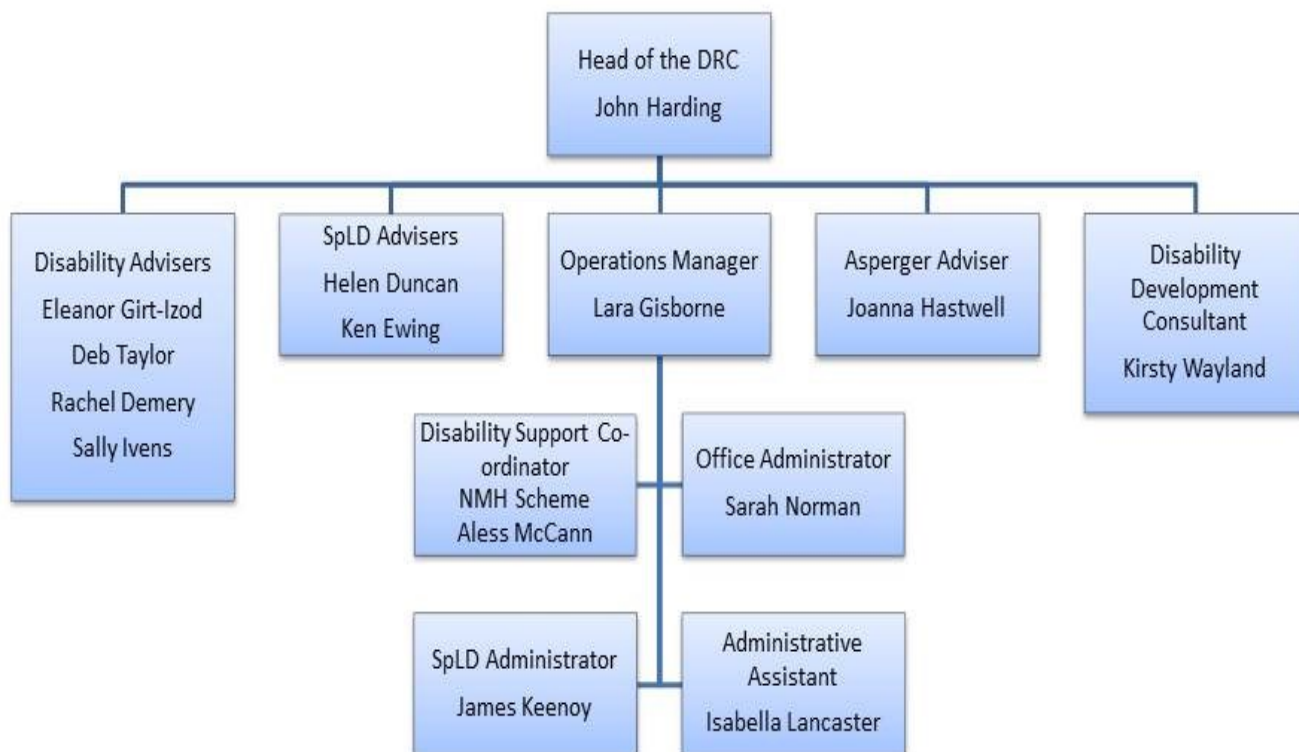
DRC Priorities for 2017/18:

The year ahead will involve a significant amount of planning for the imminent move to the new Student Services Centre, as well as the continued successful operation of the Reasonable Adjustments Fund. The DRC will also be heavily involved in activity across the Collegiate University concerning the further development of inclusive teaching and learning practice, particularly following GBEC's approval of the recommendations made by the DRC in its report on this key theme.

Summary of priorities for 2017/18:

- Promotion of inclusive teaching and learning report recommendations and practice
 - DRC Training - Moodle provision and inclusive teaching and learning on-line module
 - Digital Education Strategy (lecture capture pilot & research)
 - Cambridge Centre for Teaching and Learning (& CCTL Steering Group) activity
- Preparation for the move to the new Student Services Centre
- Second year of operating the Reasonable Adjustments Fund
- Continued close collaboration and cross functional working (e.g. with the Counselling & Careers Services, OSCCA and the Student Registry)
- 15th Annual Disability Lecture (22 March 2018) - focus on disabled staff and employment
- Continuation of the pilot of Specific Learning Difficulty (SpLD) group/workshop provision
- Non-Medical Help (NMH) quality assurance development
- Medics/Vets reasonable adjustments 'panel'
- Proposed 'accessibility sub-committee' and work on accessibility with Estates Management

2. DRC Staff



Isabella Lancaster was appointed as Administrative Assistant on 4 September 2017.

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 2017, was 912 as against 902 in 2015-16. This is a 1% increase on the previous year. This includes those diagnosed with two impairments including an SpLD. Of those reporting no disability 125 were categorised as 'SpLD undetermined' with 30 students being referred for educational psychologist diagnosis.

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 2016/17.

In 2016/17 the DRC also successfully ran a pilot of workshops for students with SpLD (as a result of feedback from students asking for this support). It is intended to extend this programme in 2017/18.

Helen Duncan (SpLD Adviser) is continuing her research into the efficacy of exam adjustments (with a focus this time on STEM subjects) as part of her PhD which commenced in early 2017.

The Colleges have kindly agreed to allow a proportion of the funds allocated to the International Disabled Students' Fund to be used to support accelerating the screening and assessment process for students. This will help to reduce waiting times which can be lengthy at peak periods.

Specialist 1-1 Study Skills

Specialist 1-1 study skills is coordinated by the Disability Resource Centre. The DRC has a pool of four 1-1 specialist study skills tutors who support students who have been recommended this support by Educational Psychologists or DSA Needs Assessors. A further two STEM study skills tutors have also been recruited. Specialist 1-1 study skills is funded either by the Reasonable Adjustments Fund or the International Disabled Students' Fund. Following the successful trial of group sessions run by study skills tutors in 2016/17 further sessions are planned for 2017/18.

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.

'X has been a wonderful skills trainer - responsive to my needs in specific areas of support, giving guidance, and also confidence boosting.'

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 2017 was 1335. This represents an increase of 7% against the 2016 total of 1248. This includes students with more than one diagnosis, which may include an SpLD. The Asperger Syndrome (AS) Adviser supported 49 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 the new disability adviser from Michaelmas term 2016 assisted with managing this volume. The ratio of Disability Adviser to disabled students in July 2017 was 1:503. This represents a significant caseload.

Service Development

In 2016/17, 23 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. A new Mental Health transitional event will be piloted in September 2017.

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-ordinator 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

The pilot continued with the local charity Red2Green to provide a PAT dog to students with Asperger syndrome at the University. A student commented *"Towards the end of the week I often feel very drained and exhausted, but seeing Dylan helps me focus again. The interaction with Dylan has also given me more confidence (both in interacting with animals as well as humans) and it would be great if I could build on this."*

Evaluation of Service

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

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 Co-ordinator and the Disability Development Consultant. The SpLD Administrator matches students with SpLDs to specialist 1-1 study skills tutors.

The implementation of the Reasonable Adjustments Fund has been beneficial to students as waiting times for support are considerably reduced. Students are now often matched to a Non-Medical Helper within a week of seeing their Disability Adviser. This is a huge improvement on the previous waiting times and there is no longer a requirement for interim funding from Colleges.

Service Demands

The 2017/18 academic year saw a small decrease in NMH provision, with the total number of NMH support hours delivered to students decreasing by 8%, from 10574 to 9725. The number of students accessing mentoring and study skills support has increased significantly. It should be noted that Library, practical, laboratory and exam support are now devolved tasks which are funded by Departments and Colleges, and though the DRC often assists with sourcing of staff the hours delivered for these tasks are no longer part of DRC data. Data on hours of NMH support administered by the DRC can be found in Appendix 4.

Service Development

In 2016/17, there were 106 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-ordinator over the year. The 35 mentors were offered optional training courses on Bipolar Disorder and a lecture on ADHD given by Dr Edward Hallowell. Mentors were asked to complete online training on PREVENT and mental health training by the Charlie Waller Memorial Trust.

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 2017 Annual Survey:

“This service is outstanding and helped me pass my viva up-grade with confidence”

“I received study skills sessions and my tutor was extremely understanding and empathetic to my situation and offered me practical tips to aid my academic progress.”

“My transcriber was extremely accurate and a very fast worker.”

“My mentor is absolutely wonderful, and has been the single most important element to improving my mental well-being and progress”

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 2016/17 courses were delivered via PPD to 148 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', expanded to cover all graduate students and continues to be popular.

Bespoke training sessions:

In 2016/17, there were 13 bespoke training sessions delivered, with 207 participants. Training to departmental staff looking at teaching disabled students remained in demand. Those taking up bespoke training included the departments of Engineering and Philosophy, College Nurses, and the libraries among others.

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, which is delivered via Moodle, began in Michaelmas 2016 and has proved successful. 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 2016/17, 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 96 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 2016/17 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 2016/17, seven awards were made to fund specialist equipment, Non-Medical Help, and travel and accommodation costs. These totalled £3620.

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 Lady Hind Trust for funding towards a Pets as Therapy dog and the Crane's Fund for funding towards Loan Pool equipment. The Great Britain Sasakawa Foundation provided funding towards the return visit of Japanese academics to the Disability Resource Centre. 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 2017, nine awards were made, helping students to travel to many different destinations, including: Malaysia, Brussels, Greece, Dublin and Australia. Our sincere thanks go to the Bayne family and the Trustees for their continued support of this valuable student trust.



North-West Greece.

7. Donations and Bursary Funds (continued)

The Reasonable Adjustments Fund (RAF)

The RAF provides for a range of Non-Medical Help tasks and some assistive software for UK national disabled students studying at Cambridge. In its first year there have been 240 students awarded support.

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) and the Reasonable Adjustments Fund (RAF). The Fund is managed and administered by the DRC.

The RAF and the IDS fund are both supported by contributions from the University and the Colleges. Sincere thanks go to the University and to the Colleges for supporting this important source of assistance for the growing population of disabled students at Cambridge.

Separate annual reports are produced for both funds.

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.

Support for the loan pool comes from Occupational Health and Safety Service (OHSS) funds and the Crane's Charity for student equipment.



8. Events, Communications and Networks

Events:

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

- The **2017 Annual Disability Lecture** took place on the 23 March 2017. The speaker was Saqib Shaikh, software engineer. The lecture was entitled '**Innovating towards a More Inclusive Future**'. A film of the lecture is available online at <http://sms.cam.ac.uk/media/2468554>. 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 for Undergraduates and postgraduates.
- Transitional support events were run for incoming students with Asperger syndrome and Specific Learning Difficulties during the 2016 long vacation.
- DRC staff attended the Societies' Fair in October 2016 in order to publicise the DRC's services to students
- The Head of Service spoke at the National Association for Disability Practitioners Annual Conference on 30 June 2017 on the effectiveness of Cambridge's response to the modernisation of DSAs and the establishment and operation of the Reasonable Adjustments Fund

Disability Liaison Officers (DLOs):

Events for DLOs were run on 22 September 2016 and 7 April 2017.

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, and the pan-European LINK network of disability practitioners. DRC staff also attend national and regional Non-Medical Help groups and Funding Body Networks.

The Head of the DRC was invited to speak at a series of external conferences and events this year with a focus on Cambridge's response to the changes to DSAs, the Reasonable Adjustments Fund and developments concerning inclusive teaching and learning practice.

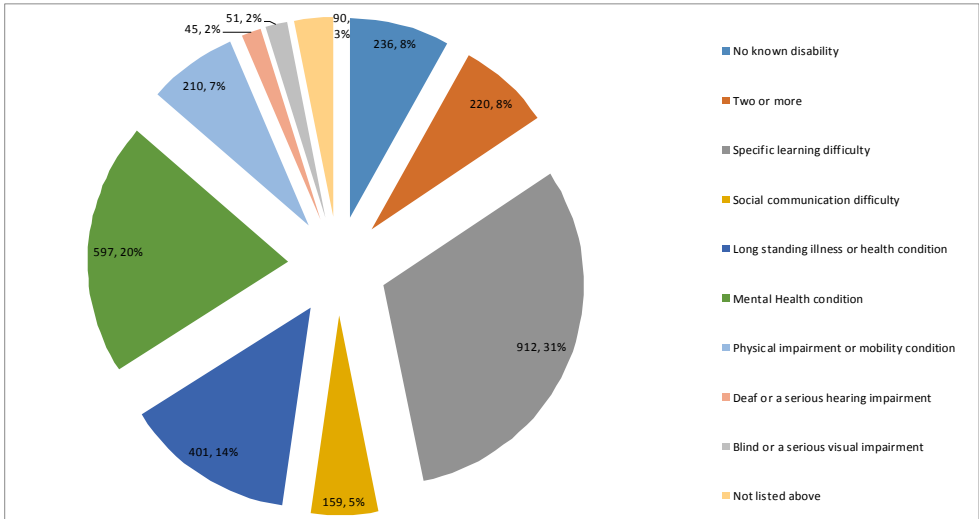
In November 2017 the DRC hosted a delegation of Japanese Universities, focusing on the screening and diagnostic processes for students with Specific Learning Difficulties and Autism. Thanks go to the Sasakawa Foundation for their kind donation of project funds which made this possible.

Appendix 1: Student Data

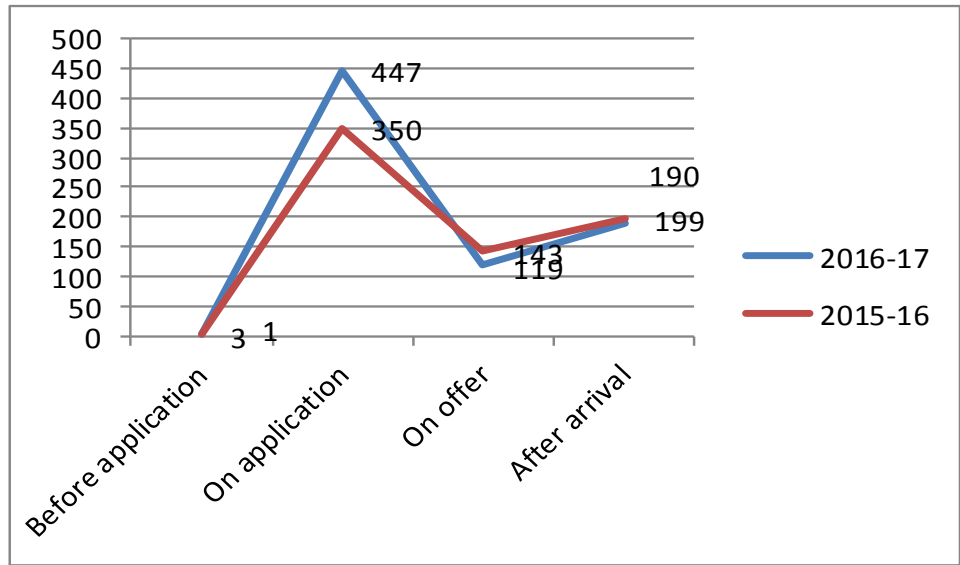
Data is collected on disclosure.

Category	No. of active student clients 3rd July 2017)
Undergraduate	1450
Postgraduate	960
Total	2410

Table 1.1 Total Students who have disclosed a disability 2016/17



Graph 1.1 Active students by HESA Disability Categories in 2016/17 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.



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

Appendix 2: Specific Learning Difficulties (SpLD) Data

Activity	2015-16	2016-17
Initial interviews/screenings	176	169
Educational Psychologist diagnostic referrals	141	150
Report feedback sessions	80	77
Support review	88	94

Table 2.1 Appointments and screenings for SpLD Advisers

Appendix 3: Disability Data (non-SpLD)

Activity	MT 2016	LT 2017	ET 2017	Total 16-17 Appointments
Disability Adviser appointment	284	204	145	633
Asperger Syndrome Screening	7	9	7	23

Table 3.1 Appointments and screenings for Disability Advisers

Activity	MT 2016	LT 2017	ET 2017	Total 16-17
Sessions attended	30	39	27	96
Number of students	6	6	5	17

Table 3.2 Sessions with Pets as Therapy (PAT) dog

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

	2015/16 Annual NMH Hours	2015 /16 Number of Students	2016/17 Annual NMH Hours	2016/17 Number of Students
Note-taking	4196.25	41	245.75	30
Study Skills Support	1020.75	208	974	388
Practical & Laboratory Support	2149.25	14	1934	20
Mentoring	2558.50	251	3702	355
Library Support	28.50	40	6.5	25
Orientation	0	0	0	0
Proofreading	79.75	13	144.75	23
Amanuensis/Transcription	541	20	508	14
Totals	10574	587	9725	855

Table 4.1 Comparison of NMH hours by task and number of students supported 2015/16 to 2016/17

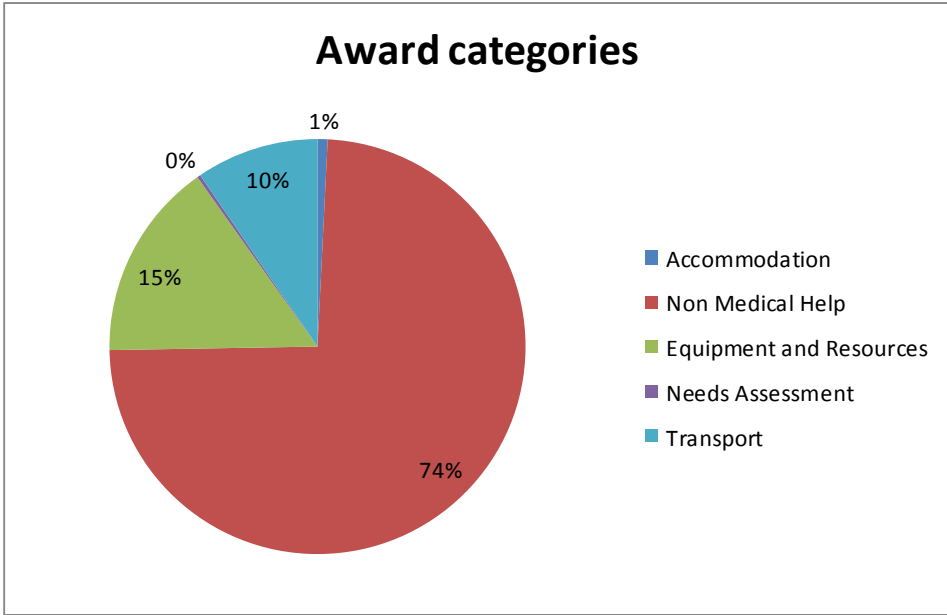
Appendix 5: Training Data

Type of Course	2013/14	2014/15	2015/16	2016/17
Participants on PPD supported courses	121	178	134	148
Courses delivered supported by PPD	15	18	18	18
Participants on DRC administered/bespoke courses	148	206	158	207
Courses administered by DRC/bespoke courses	13	11	13	13

Table 5.1 Courses conducted in the past four academic years

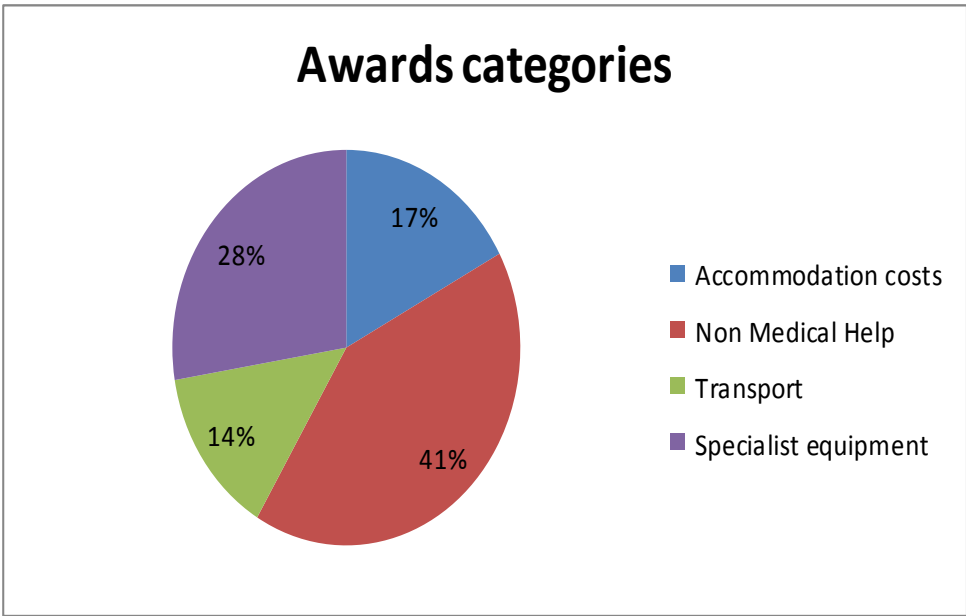
Appendix 6: International Disabled Students' Fund and Disabled Students' Bursary Fund

International Disabled Students' Fund



Graph 6.1 2016/17 International Disabled Students' Fund awards by category

Disabled Students' Bursary Fund



Graph 6.2 2016/17 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.

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References:

Department for Education (DfE). (2017). *Inclusive teaching and learning in higher education as a route to excellence*. Retrieved from <https://www.gov.uk/government/publications/inclusive-teaching-and-learning-in-higher-education>