



2017/18 Annual Report

Disability Resource Centre (DRC)

Support and advice for students

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Image on the front cover: photo taken of a current post-graduate student attending the Annual Disability Lecture in March 2018

Image above: Vice Chancellor Professor Stephen Toope and John Harding, Head of the Disability Resource Centre at the Annual Disability Lecture.



## Foreword by the Vice-Chancellor

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“I am delighted to have been asked to write the foreword to this year’s Disability Resource Centre Annual Report. I met the team at the DRC a few months ago and was impressed by the commitment and enthusiasm they showed for their work, and for supporting students across the Collegiate University.



As of this year, over three thousand students have disclosed a disability to the University. This equates to 15% of the student population at Cambridge – above the national average in UK Universities. This represents a challenge for the small team at the DRC, and we need to recognise that we all have a shared responsibility in providing the most effective support possible to our students. Given the continued rise in the number of students who disclosed disabilities, the University needs to move away from systems that only look at making ‘adjustments’ for individual students. We must continue to develop innovative and more inclusive ways to support this growing number of students by looking at how we design our teaching and assessment. The DRC is working closely with the Academic Division, the Cambridge Centre for Teaching and Learning, and with the UIS to develop and promote inclusive teaching and learning practices and systems. As a world-leading university, we should aspire to be leaders in this field as well.

I focussed in my annual address to the University on the need to review our current examination practices. Could we not, for instance, look beyond the three hour written examination and to more innovative and more inclusive modes of assessment? Developments in this area will do even more to allow disabled students who may be disadvantaged by more traditional assessment methods to demonstrate their true abilities.

A good example of the application of inclusive practice, and of the principles of Universal Design for Learning (which seeks to provide the widest access for students without the need for adjustment), has been the implementation of the lecture capture pilot. The DRC is represented on the project board, and initial analysis of the data collected by the project team is highly positive, with many students reporting a reduction in stress and anxiety from having access to recorded lectures.

The DRC is also engaged in an excellent example of preventative support for students with mental health problems, another key focus of my annual address. The DRC’s specialist mentoring scheme in the year covered by this report provided nearly 5000 hours of student support to almost 500 students. I have seen the testimonies from students who benefited from this scheme which indicates that the availability and success of this specialist support was a key factor in them remaining engaged in their studies while developing strategies to deal with a range of personal issues which may have otherwise led them either to leave the University or requiring more reactive services.

I commend the work of the team at the DRC, who do so much to ensure that the key principles of accessibility, inclusion and diversity are applied and promoted. Working closely with the University and the Colleges, the DRC’s team of dedicated and expert advisory and administrative staff help provide disabled students with the opportunity to show their true and full potential.”

**Vice-Chancellor Professor Stephen Toope**

## Foreword by Dr Nick Bampos, Disability Equality Champion

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The DRC Annual Report offers an opportunity to reflect on the achievement of the DRC team over the past year and consider the challenges for the year ahead in a climate of having to 'do more with less'. The greatest beneficiaries of the work John Harding and his dedicated colleagues do are our students. It is they who come to Cambridge with enthusiasm and an aspiration to get the most out of what Cambridge has to offer, but often feel limited by the impact of disabilities that might not have been appropriately assessed earlier in their academic careers. The outcomes of the DRC team and the departments they work with make a meaningful difference to the students who rely on their help and support.

The Report provides statistics to back-up the increasing volume of work resulting from the increasing number of students they work with. The support is not only provided when students arrive in Cambridge, but also in the period between having been made an offer and actually arriving for their first day of lectures. Nearly 11,000 hours of human support has been arranged over the past twelve months and close collaborations forged with colleges and university departments. It is worth mentioning the preventative value of the specialist mentoring scheme and the participation in the universities teaching forum focusing on inclusive teaching and learning.

This has also been the second year of the Reasonable Adjustments Fund which has improved the service available to students and reduced processing times from three months to three days. The newly constituted Sub-Committee on Accessibility brings together the various stakeholders across the University to collaborate on accessibility to old and new buildings and a focus on accessibility and digital content, such as information and teaching materials on the University's VLE and website. The year ahead will see the opening of the Student Services Centre and the new home of the DRC, all of which will improve collaborations with student services and the overall student experience. The DRC team will work with the collegiate University on a new mental health and wellbeing strategy, and continue to develop inclusive teaching and learning provisions.

As the E&D Champion for Disability and Wellbeing for the past ten years, I have had the privilege of working closely with the DRC team and appreciate all they have done and continue to do for collegiate Cambridge. We are fortunate to have a team of experts delivering such a high quality of service with limited resources. I wish John, the DRC team and my successor all the very best in continuing to support our students.



**Dr Nick Bampos**  
**Disability Equality Champion**

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# 1. Overview

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## Service Demand

- The total number of current disabled students at the end of the academic year (July 2018) was **3017** an **increase of 25%** on the previous year (2410).
- Students disclosing a mental health condition rose from **597** to **805** in the same period, an **increase of 35%** in one year.
- Graduate students disclosing a disability also increased from **960** to **1266**, a **32% increase**.

These increases are a positive indication that any perceived stigma around the disclosure of disability is diminishing and is evidence of achievement against the University's Equality Objective 4, which focuses on increasing levels of disability disclosure. They do however place increasing demands on the DRC's available resources. Further data available in Appendix 1.

## Supporting students with mental health difficulties

Given the steep increase in numbers of students with mental health conditions the DRC and the Counselling Service made a joint bid for increased resources to meet this demand. The DRC received additional funding for an additional Disability Adviser to support this cohort of students. Recruitment to the post will be in the 2018/19 academic year.

## Accessibility

In the 2017/18 Academic year the University established a new Sub-Committee on Accessibility. This was primarily to give increased focus to accessibility in relation to the University Estate and electronic/web-based materials but has a brief which can focus on any accessibility matter related to the University's infrastructure. In a related matter, the DRC was also invited to join the Accessibility and Universal Design Interest Group formed by members of UIS, with a view to promoting digital, VLE and web accessibility. Members of the DRC are also represented in the University's new Digital Advocates programme. The DRC was also asked to take part in the All Party parliamentary group on Assistive Technology, a group advising the Government on the new EU directive on web/VLE accessibility.

## Inclusive Teaching and Learning/ 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 continues to work closely with the Academic Division, with Department & Colleges and with the Cambridge Centre for Teaching and Learning (CCTL) to help promote the development of inclusive teaching and learning. The DRC is represented on the Digital teaching and Learning Strategy and CCTL committees. The Head of the DRC presented at the excellent CCTL teaching forum in April 2018 as part of a panel discussion on inclusive teaching and learning, and the student teaching awards. The DRC is also represented on the project boards of the pilot for lecture capture technology and on-line examinations, as well as the CamSIS improvement programme.

## Staffing

Sarah Norman went on maternity leave in January 2018, with her role covered by Thomas Sweet, on secondment from the Department of Chemistry until January 2019. In September 2018 Darren Bryant, Assistive Technology Manager, transferred into DRC. He will continue to offer training on Assistive Technology for both staff and students.

# 1. Overview (continued)

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## 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 Health and Wellbeing Committee, the Sub-Committee on Accessibility, the Student Information System Committee, the Hardship Committee, and the steering committees for DTLS and CCTL. Disability related policy matters fall under the remit of the General Board's Education Committee.

## 2018 Student Survey

9.5% of the registered students took part in the survey. Of those, 68% would consider themselves 'a disabled person' according to the DRC definition, and 64% received Disabled Students' Allowances. The survey was open April-June 2018. 74% of respondents rated DRC support as 'Very good' or 'Good'. This represents a 10% drop in satisfaction ratings in the last 4 years (84% in 2014). This is likely to be a result of the impact of increased demand on the DRC's finite resources.

**"The support I received from my Adviser has been excellent. I felt I had received lots of very helpful information which left me feeling more positive about my feelings of anxiety."** Student with a mental health difficulty.

**"The Disability Resource Centre couldn't book me in for a slot until after the first term ended. That was 1/3 of the way through my degree, and the term where I needed assistance. As such, I wasn't able to get help that I was seeking."** MPhil Student.

## DRC Priorities for 2018/19

- Promotion of inclusive teaching and learning GBEC report recommendations and practice
  - DRC Training - Moodle provision and inclusive teaching and learning on-line module
  - Digital Education Strategy (lecture capture pilot, on line exams & associated research)
  - Shared projects with the Cambridge Centre for Teaching and Learning (& CCTL Steering Group)
  - Erasmus + placement to Norway focussing on Universal Design for Learning
- Preparation for the move to the new Student Services Centre in 2019
- Contribution to the development of the University's Mental Health and Wellbeing Strategy and associated projects
- Accessibility related projects
  - Projects related to the New EU Digital Accessibility Regulations
  - Planned Improvements to University Access Guides and Access information
  - Accessibility Sub-committee
- Business process improvement work with Kate Maxwell's team focussing on student support documents and exam access arrangements
- Third year of operating the successful Reasonable Adjustments Fund
- Continued close collaboration and cross functional working (e.g. with the Counselling & Careers Services, OSCCA and the Student Registry)
- 16th Annual Disability Lecture - this year's focus will be on student mental health
- Continuation of the pilot of Specific Learning Difficulty (SpLD) group/workshop provision
- Transition Events for incoming disabled students



## 2. DRC Staff





### 3. Specific Learning Difficulties (SpLDs) support

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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 2018, was 1013 as against 912 in 2017-18. This is a 11% increase on the previous year. This includes those diagnosed with two impairments including an SpLD. Of those reporting no disability 133 were categorised as 'SpLD undetermined'. 179 students were referred for educational psychologist diagnosis following screenings.

#### **Service Development**

Two transitional support events for all students were run before the start of MT 2018/19 with significant input from the SpLD Advisers.

The extended programme of workshops for students with SpLD (as a result of feedback from students asking for this support) ran successfully, developed and delivered by two of the DRC's specialist study skills tutors and the DRC's SpLD team.

Helen Duncan (SpLD Adviser) is continuing her research into exam access arrangements (with a focus on STEM subjects) as part of her ongoing PhD which commenced in early 2017.

#### **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 are providing tailored support to STEM students. Specialist 1-1 study skills is funded either by the Reasonable Adjustments Fund or the International Disabled Students' Fund.

#### **Evaluation of Service**

All specialist study skills tutors are formally observed annually. 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. <https://www.patoss-dyslexia.org/Resources>

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

**"My study-skills tutor 'is encouraging and clear without being patronising'"**

**"I would not have been able to make marked progress without active help and engagement from my study skills tutor"**

Student Survey 2018

## 4. Disability support

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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 2018 was 2517. This represents an increase of 25% against the 2017 total of 2009. This includes students with more than one diagnosis, which may include an SpLD.

The Asperger Syndrome (AS) Adviser supported 188 students in 2017-18 in their transition into Cambridge, or through their diagnosis with an Autism Spectrum Condition. In 2017/18 CLASS (the NHS diagnostic service for Asperger syndrome in Cambridgeshire) stopped taking direct referrals from the DRC. Students who request a screening are referred on to their GP if a diagnosis is likely.

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 ratio of permanent Disability Advisers to disabled students in July 2018 was 1:650. This represents a significant caseload.

### Service Development

The popular Transitional Support Events for incoming students with Autism Spectrum Conditions and their families/guardians was held again in September. Two transitional events for all disabled students were held for the first time before the start of Michaelmas Term 2018/19 with significant input from the Disability Advisers and development of best practice from the previous year's Mental Health transition event.

They proved successful with one student commenting:

**"I went from being terrified of how I would manage the year ahead to being confident that I would be supported to manage the demands of the course."**

### 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

Several students continued to work with the Pets as Therapy dog Dylan on a weekly or fortnightly basis.

## 5. Non-Medical Help (NMH) Scheme

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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.

### Service Demands

The 2017/18 academic year saw an increase in NMH provision, with the total number of NMH support hours delivered to students increasing by 13.5% , from 9,719 to 11,104. 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 2017/18, there were 94 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 39 mentors were offered optional training courses on Mental Health First Aid, a workshop on Borderline Personality Disorder, and online training provided by BEAT followed by a discussion on eating disorders.

### Evaluation of Service

The NMH scheme is evaluated annually as part of the Annual Student Survey, with 74% of respondents rating their NMH support as helpful or very helpful. The following are comments received from the 2018 Annual Survey:

**“My mentor has been amazing and has made such a big difference for my work and mental wellbeing.”**

**“Being able to have regular contact with someone who understands the difficulties I have, as well as understanding my strengths, is incredibly helpful practically but also in terms of self-esteem and generally feeling settled in my studies and life in Cambridge.”**

**“This has vastly improved how I worked and has made studying much easier for me!”**

**“She has been a constant source of support and has provided me with the perfect balance of practical advice and emotional support. She has really been someone I feel I can talk to completely honestly which is often very difficult to do with friends/colleagues.”**



## 6. Training

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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), and collaborating on courses related to mental health with the Counselling Service. The DRC also has training materials available via Moodle. From October 18 courses will be delivered with support from the Cambridge Centre for Teaching and Learning and the DRC is very grateful for all the support received from 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 2017/18 24 courses were delivered via PPD to 221 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. The course 'Supporting PhD Students with Mental Health Difficulties', expanded to cover all graduate students and was popular enough to require a second workshop.

### Bespoke training sessions

In 2017/18 there were 8 bespoke training sessions delivered, with 128 participants. Training to departmental staff looking at teaching disabled students remained in demand. Those taking up bespoke training included continuing work with the departments of Engineering and Philosophy, and a new workshop on supporting students with mental health difficulties in the library booked out within 24 hours.

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. 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. An online course for students transitioning into Cambridge has also been developed. The DRC is also developing an on-line module for academic and support staff on inclusive teaching and learning.

### Evaluation of Service

In 2017/18, 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'). 90% of respondents ranked the administration and delivery at 3/4.

### DRC Staff development and training

The annual away day for staff of the DRC took place in July.

For data of courses conducted in 2017/18 see Appendix 5.

## 7. Donations and Bursary Funds

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### 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 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 2017/18, 11 awards were made to fund specialist equipment, Non-Medical Help, and travel and accommodation costs. These totalled £3971 with the majority of costs going on equipment.

### 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 City and University of Cambridge Masonic Charitable Trust gave £3000 a year for three years from January 2018. The University of Cambridge also gave funds from a one-off fund to the Charlie Bayne Travel Trust, Snehal Sidhu Memorial Fund and to the Disabled Students' Bursary Fund, to a total of £70,000. Enterprise Cars gave £1000 annually for three years. 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 2018, 11 awards were made, helping students to travel to many different destinations, including: USA, Cologne and Japan. Our sincere thanks go to the Bayne family and the Trustees for their continued support of this valuable student trust.

Right: Image and quote from a student who visited Japan, Summer 2018, with support from the Charlie Bayne Travel Trust

**"I learned so much and in comparison was able to give so little. But it's not about changing the world but changing someone's world. And mine has deeply changed and been broadened through this experience."**



## 9. Student Support Funds and Equipment Loan Pool

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### **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. 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.

In 2017-18, 406 awards were made to a total of £335,461. The average award per student was £826.

### **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.

In 2017-18, 132 awards were made, to a total of £148,301. The average award per student was £1,123.

Three laptops were purchased from UIS for loan to international students on one year courses, saving money for the fund as each laptop will be able to be used for three students over three years.

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 which are received by the General Board's Education Committee and the Senior Tutors' Welfare and Finance Committee.

### **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 Assistive Technology Manager.

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

The most popular items are Livescribe pens and audio recorders for students and ergonomic mice and keyboards for staff.



## 10. 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 **2018 Annual Disability Lecture** took place on the 22nd March 2018. The speakers were Professor Farah Mendlesohn, Professor Nigel Lockett and Dr Hamied Haroon. The lecture was entitled 'Disabled Academics in the 21st Century'. A film of the lecture is available online at <https://sms.cam.ac.uk/media/2754756>.
- 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 and as part of the Sutton Trust Summer Schools programme.
- A transition event was run for incoming students with Autism Spectrum Conditions, and two transition events were run for all disabled students in the 2018 long vacation.

### Disability Liaison Officers (DLOs)

Two events were run for DLO's in the academic year. One was held in September 17 on the Lecture Capture Project and one in April 18 on Inclusive Teaching and Learning.

### 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.

In 2017-18 the Head of Centre travelled to Norway (Trondheim) on an Erasmus + funded placement to Norway focussing on sharing best practice on universal design, and gave a speech at a conference in Drammen, near Oslo. The DRC has regular requests for visits from UK, European and international Universities every year.

## Appendix 1: Student Data

### Total number of students who disclosed a disability

Category	No. of students who have disclosed a disability 2nd July 2018
Undergraduate	1751
Postgraduate	1266
<b>Total</b>	<b>3017</b>

Table 1.1 Total Students who have disclosed a disability 2017/18

### HESA Disability Categories

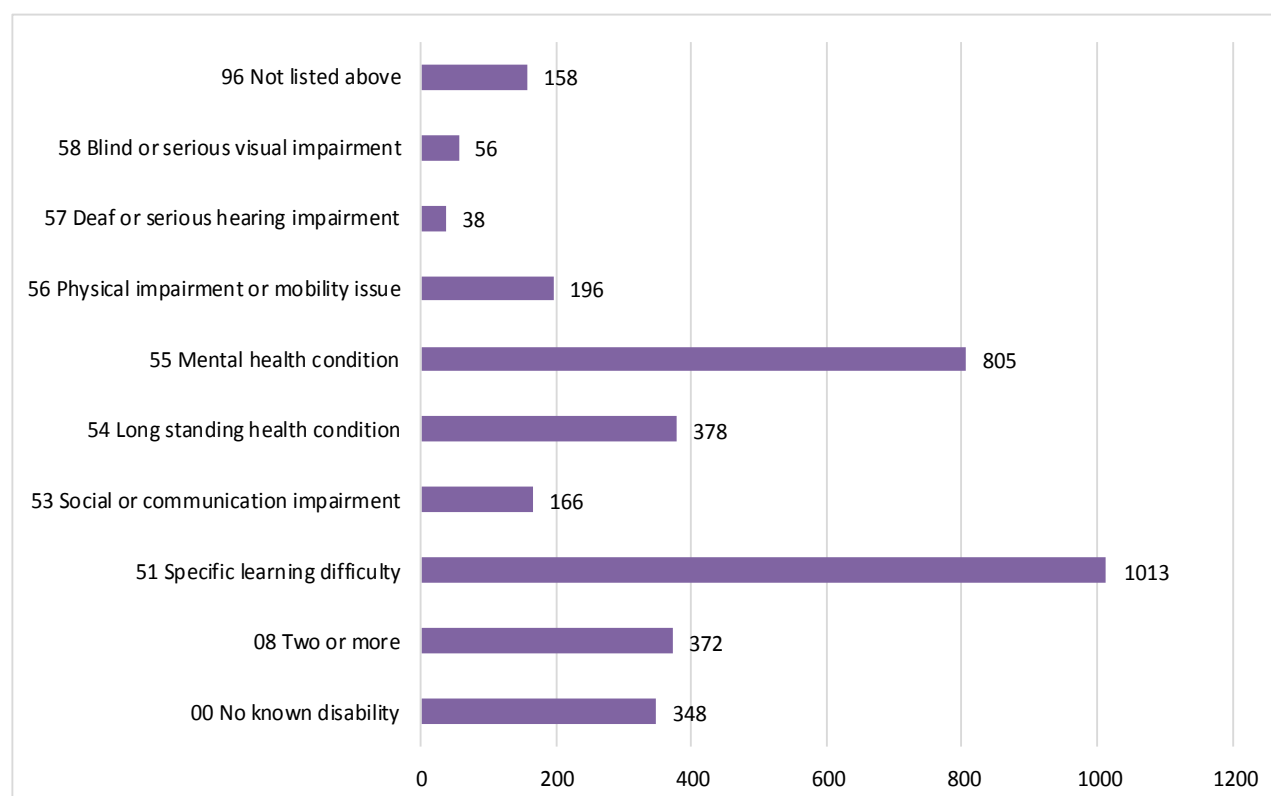


Table 1.2  
Number

of students in each disability category (this does not equal the total number of students in table 1.1, as some may have two impairments and not be listed under two or more)

## Appendix 2: Specific Learning Difficulties (SpLD) Data

Activity	2016-17	2017-18
Initial interviews/screenings	169	245
Educational Psychologist diagnostic referrals	150	179
Report feedback sessions	77	92
Support review	94	168
<b>Total Appointments</b>	<b>490</b>	<b>684</b>

Table 2.1 Appointments and screenings undertaken by SpLD Advisers

## Appendix 3: Disability Data (non-SpLD)

Activity	2016-17	2017-18
Disability Adviser appointment	633	789
Asperger Syndrome Screening	23	41
<b>Total Appointments</b>	<b>656</b>	<b>830</b>

Table 3.1 Appointments and screenings undertaken by Disability Advisers

Activity	MT 2017	LT 2018	ET 2018	Total 17-18
Sessions attended	34	36	27	97

Table 3.2 Sessions with Pets as Therapy (PAT) dog



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

	2016/17		2017/18	
Task	Annual Hours	No. of students	Annual hours	No. of students
Amanuensis	29	11	14	5
Transcription	479	3	479	7
Note-taking	2456	30	2645	31
Proofreading	145	23	287	28
Practical and Lab support	1934	20	2004	12
Specialist Mentoring	3702	355	4649	497
Specialist study skills	974	388	1026	498
<b>Total</b>	<b>9719</b>	<b>830</b>	<b>11,104</b>	<b>1078</b>

Table 4.1 Comparison of NMH hours by task and number of students supported 2016/17 to 2017/18

## Appendix 5: Training Data

	2016-17		2017-18	
Courses	Participants	No. of courses	Participants	No. of courses
Bespoke courses	207	13	128	8
PPD advertised courses	148	18	221	24
<b>Total</b>	<b>355</b>	<b>31</b>	<b>349</b>	<b>32</b>

Table 5.1 Courses conducted in the past two academic years

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