

Accessibility & Disability Resource Centre (ADRC): Annual Report 2021-2022: Data

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1. Students who have disclosed a disability

Increase from July 2021 (4000) to July 2022 (4778) = **19.45%**

1.1 Totals

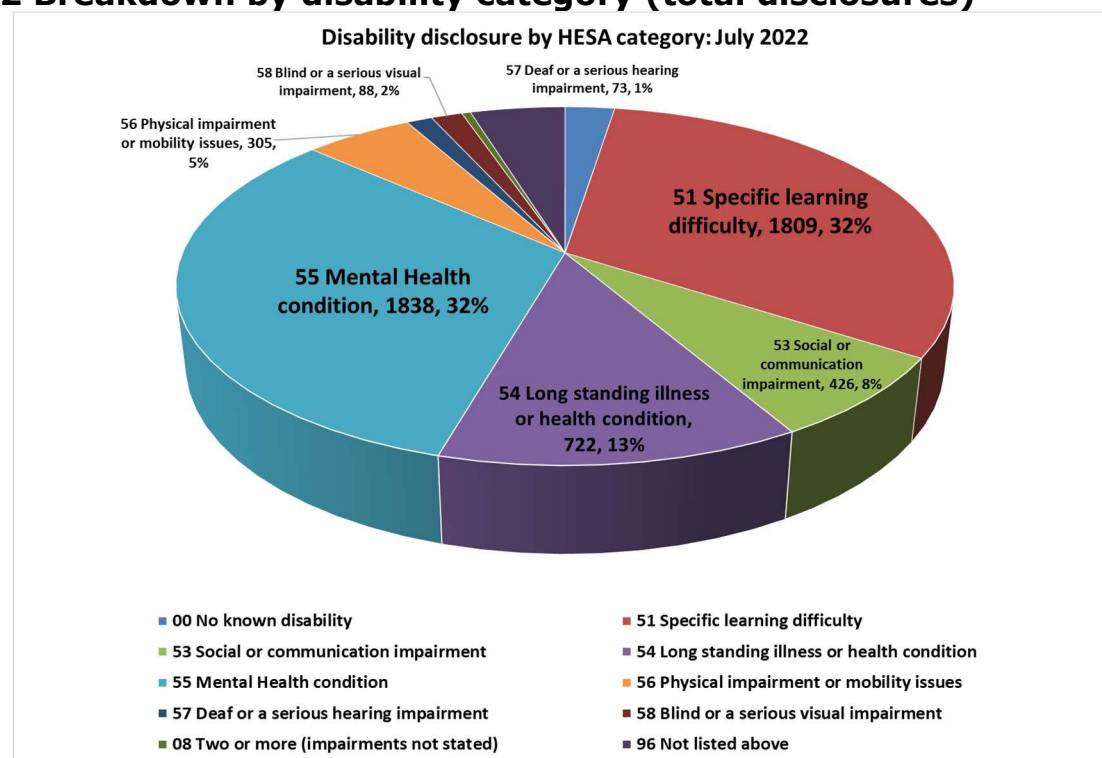
Total Disabled Students as of 31st July 2022

Total No. of Disabled Students	4778	% of Total
Undergraduate	2856	59.77%
Post-Graduate	1922	40.23%

Post-Graduate Disabled Student Data

Total Post-Graduate	1922	% of Total
Post-Graduate Taught (PGT)	904	47.03%
Post-Graduate Research (PGR)	1018	52.97%

1.2 Breakdown by disability category (total disclosures)



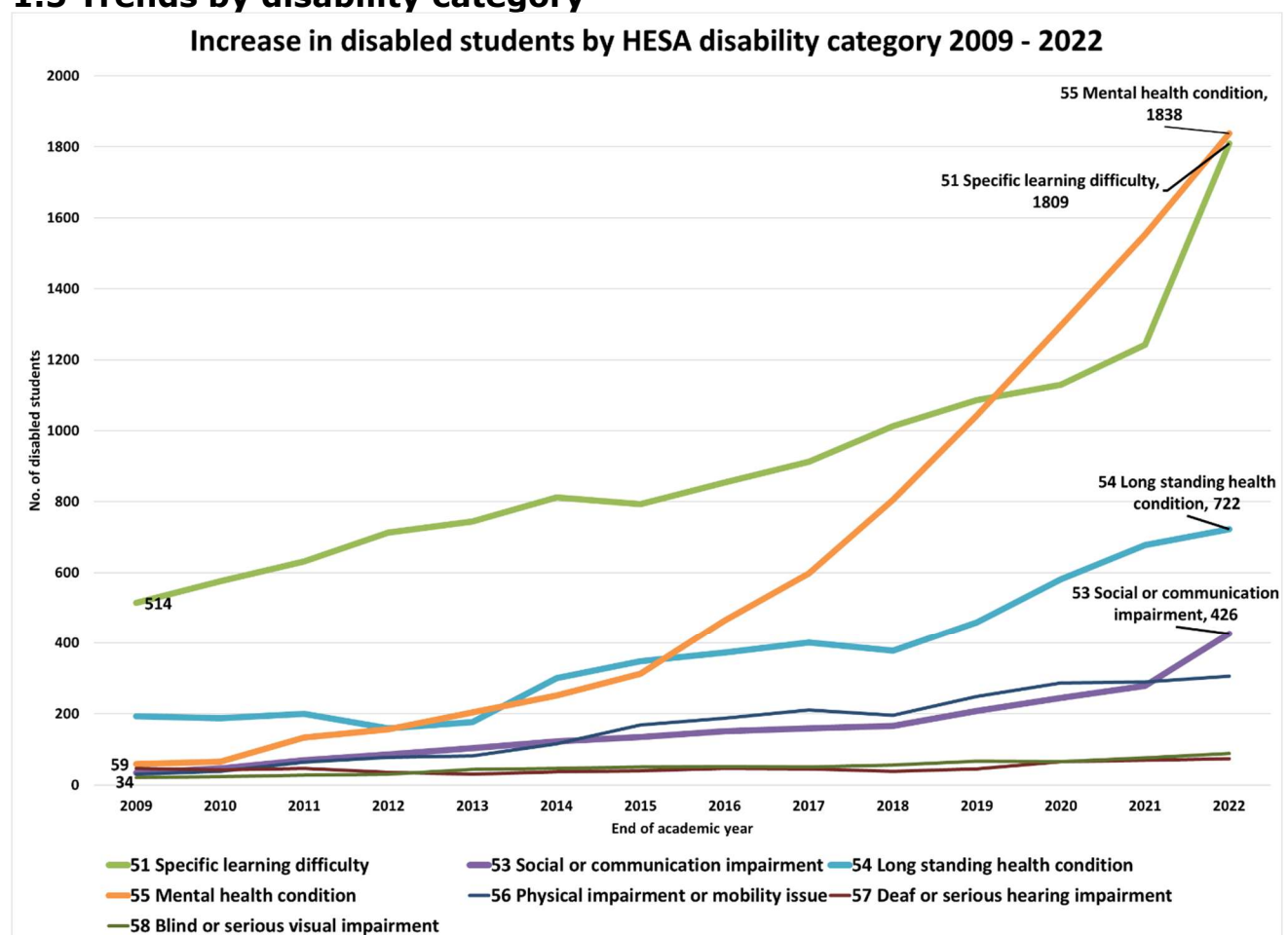
1.3 Gender

	Male	Female	Other	Unknown
Gender all levels of study	1898	2751	126	2
	39.72%	57.58%	2.64%	0.04%
Gender UG	1103	1665	86	1
	38.62%	58.30%	3.01%	0.04%
Gender PG	795	1086	40	1
	41.36%	56.50%	2.08%	0.05%

1.4 Ethnicity

	White	Asian	Black	Arab	Other	Unknown
Ethnicity	3272	822	192	39	219	234
	68.48%	17.20%	4.02%	0.82%	4.58%	4.90%
Ethnicity UG	1980	505	125	20	98	128
	69.33%	17.68%	4.38%	0.70%	3.43%	4.48%
Ethnicity PG	1292	317	67	19	121	106
	67.22%	16.49%	3.49%	0.99%	6.30%	5.52%

1.5 Trends by disability category



2. Non-Medical Help (NMH)

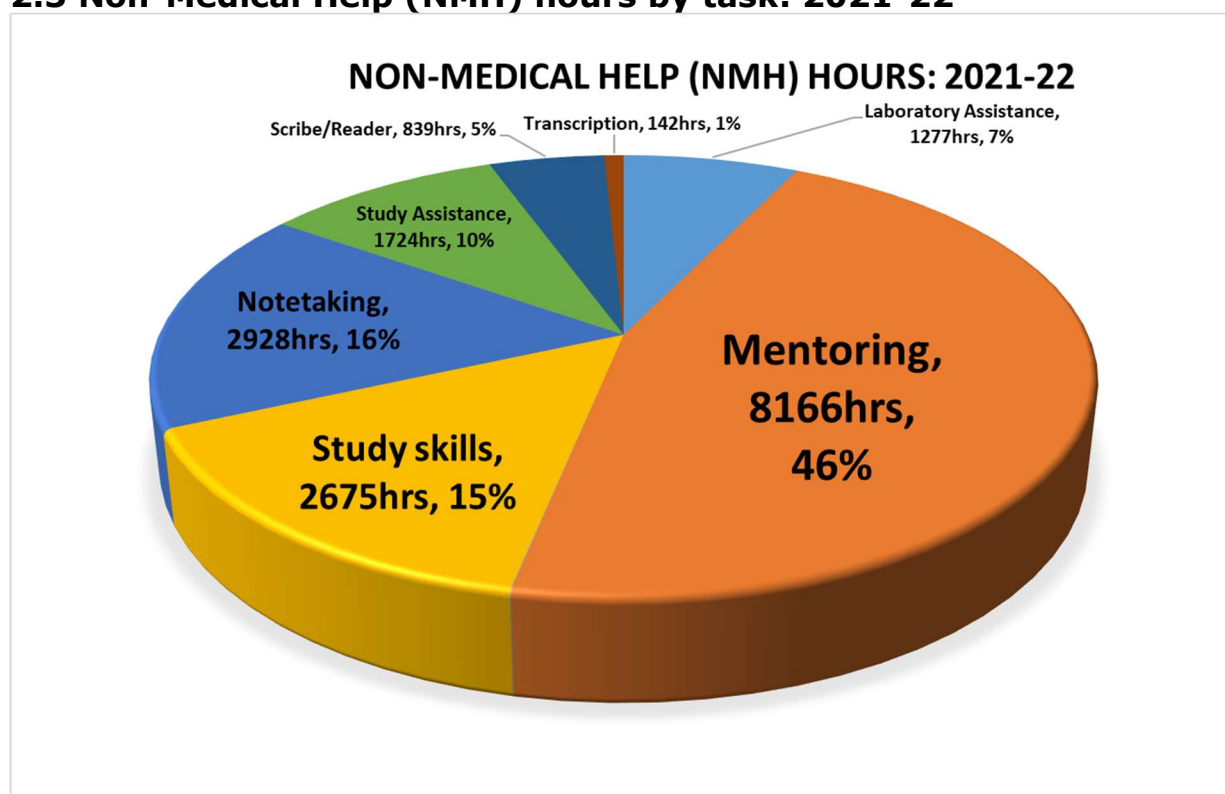
2.1 Number of students in receipt of main NMH tasks

	Total Students	UG	PG
Mentoring	1025	659	366
Study Skills	916	597	319

2.2 NMH hours delivered: 2020-21 & 2021-22 compared

	20/21		21/22	
NMH Task	Total Hrs	% of total	Total Hrs	% of total
Laboratory Assistance	1459.75	9.97%	1276.75	7.19%
Mentoring	7077.75	48.32%	8166.25	45.99%
Proof reading	111	0.76%	6	0.03%
Study skills	2421.5	16.53%	2674.75	15.06%
Notetaking	2017.5	13.77%	2928	16.49%
Study Assistance	1000.5	6.83%	1723.5	9.71%
Scribe/Reader	172.5	1.18%	839.25	4.73%
Transcription	388.25	2.65%	142.25	0.80%
Total Hours	14648.75	100%	17756.75	100%

2.3 Non-Medical Help (NMH) hours by task: 2021-22



2.4 Student satisfaction rating (from Connect¹)

- Student Satisfaction with individual NMH provision = 99.59%
- Session Attendance rate = 91.99%

2.5 ADRC Annual Student Survey Data

Quantitative data: In the 2021-22 ADRC student survey, respondents (n= 160), gave an overall satisfaction rating (satisfactory, good or very good) for NMH support of 94% (n= 150), with 83% (n= 132) rating the service as good or very good.

Qualitative Data:

Mentoring was fantastic. Having somebody there each week to speak to about my anxieties etc. was so incredibly useful and facilitated my experience so much more

I am grateful for the mentoring sessions I had. I found them really helpful and supportive throughout my course. I think it is an excellent initiative and should be provided to more students. The mentoring assistance I had helped me find solutions for various challenges I was facing. These sessions helped me a lot in settling in Cambridge.

The only reason [specialist study skills] I've got this far in my PhD. Having someone that understands the challenges of working to a high level with dyslexia

3. ADRC Training Provision

3.1 CCTL Training

In 2021/22 the ADRC ran 43 training courses and 738 participants attended. Courses delivered included:

- Inclusive teaching: disabled students (briefing)
- Inclusive Teaching: students with Specific Learning Difficulties (briefings – discipline specific)
- Teaching students with ADHD (briefing)
- Everyday skills working with students in distress
- Supporting Postgraduate students with mental health difficulties
- Supporting students in distress: boundaries and boomerangs

3.2 Assistive Technology Training

During 2021-22, 23 one-to-one Assistive Technology sessions were provided to University staff and 47 one-to-one consultations were carried out for students. During the same period 11 "How to Produce Accessible Documents - An Introduction" courses were delivered online to both staff and students, training a total of 95 delegates.

¹ Connect is the system used to match students with support workers and manage timesheets. It also tracks student attendance levels at NMH support sessions and also allows students to rate their support.

Delegate Feedback

I really liked that the course focused on practical matters. I've been to several courses of this type over 25 years in HE and previously there was too much content on general issues without giving attendees the tools to do anything about it. This course has been a real enabler.

What is needed to produce accessible documents is not difficult but makes a huge difference to so many. I'm glad I attended. I will implement this straight away.

I don't think I expected to learn as much as I did on the course. There was plenty of focus on the most commonly used documents and the general speed of the course allowed me to absorb the information and the group time for questions. I've already done a lot of work in this area, but did still learn new things.

3.3 Moodle Training Courses

The ADRC also provides Moodle courses on the following subjects:

- Inclusive Teaching and Learning: Disabled Students
- Teaching Disabled students

4. Overall Service Rating

In the 2021-22 ADRC student survey, respondents (n=301) gave an overall satisfaction rating (satisfactory, good or very good) of 84% (n= 254), with 70%, (n= 212) rating the service as good or very good.

I contacted DRC once and they followed up with me, made sure I received all possible adjustments and checked in on me. I felt very cared for.

Felt very supported, didn't have to explain myself, and my SSD and exam arrangements/term time accommodations were all really easy to sort out and I felt listened to and not judged etc.

Respondents who rated the support provided by ADRC Advisers (n= 304) gave an 88% overall satisfaction (satisfactory, good or very good) rating (n= 269), with 73% (n=223) of students rating the service good or very good.

My disability adviser has been extremely helpful in setting up and obtaining support for my studies.

She seemed to really understand what I was trying to explain even though I don't think my explanation was very good, and she was able to come up with effective methods of helping me.

In both measures, students who rated the ADRC service or support from Advisers poor or very poor cited delays in responses and provision of support or apparent lack of resources.

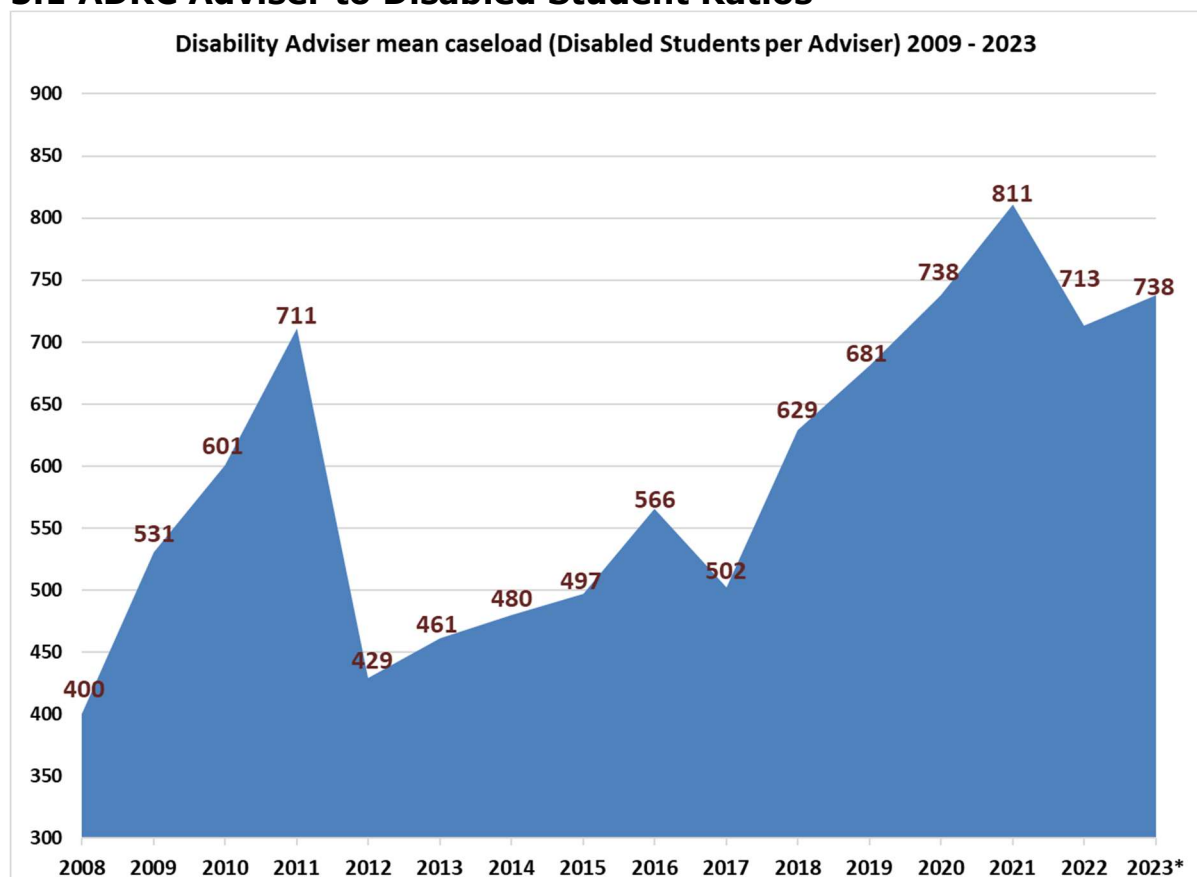
Every time I see my Disability Adviser, she is very helpful; however, it is extremely difficult to get in touch with her due to how many students she has to deal with.

I had to wait a very long time to get anything through the DRC. My Adviser took over a week to respond to emails and I had to send prompting emails. I requested an appointment and after 2 weeks of no responses, I was offered one on the day I had exams. However, the support I received after prompting was good, it just didn't make up for the delay or effort involved.

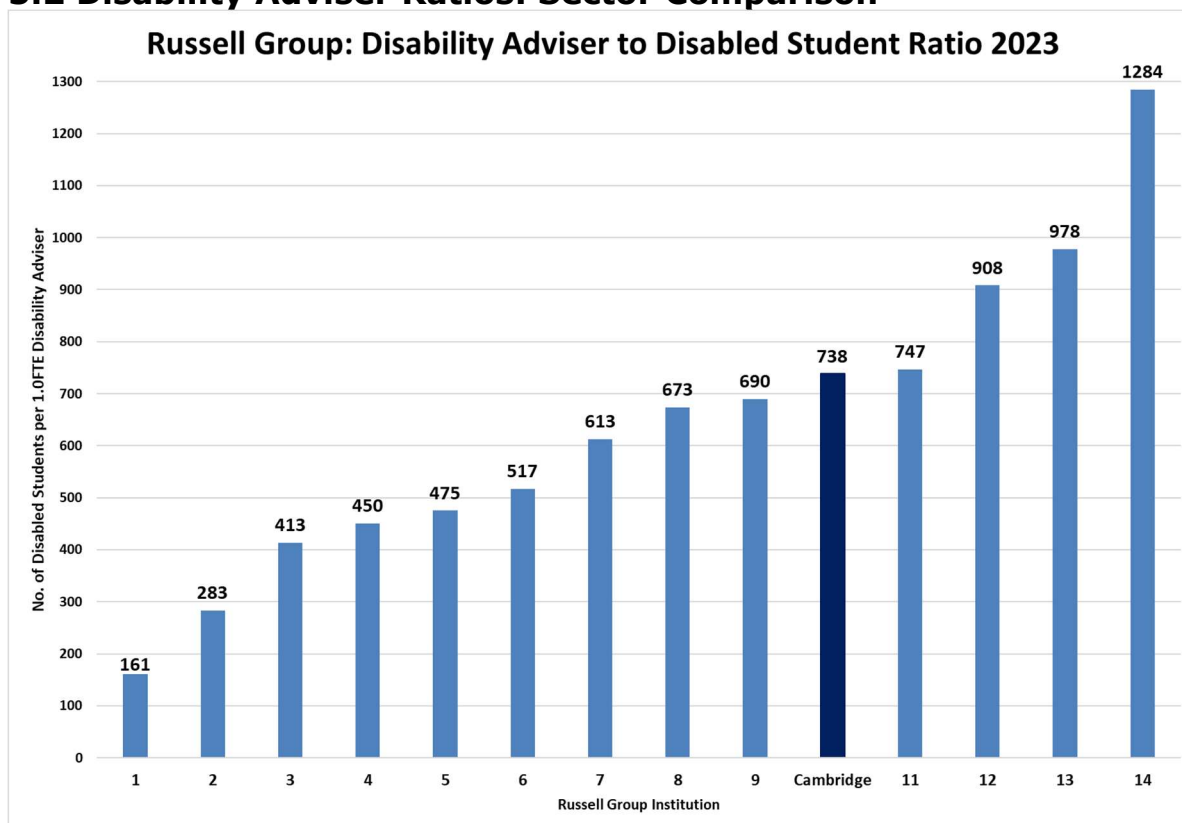
5. Resourcing

This section was added at the request of the Joint Wellbeing Committee Operational Subcommittee.

5.1 ADRC Adviser to Disabled Student Ratios



5.2 Disability Adviser Ratios: Sector Comparison



If you have any questions regarding this report please email disability@admin.cam.ac.uk .

ADRC. January, 2023.