

Accessibility & Disability Resource Centre (ADRC): Annual Report 2022-2023: Data and key performance and quality assurance measures.

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1. Executive summary

Headline data:

1. Total disabled student numbers increased by 17% (4778 to 5576)
2. Satisfaction ratings for the overall ADRC service (89%) and advisory support (91%) remained high and increased from 2021-22
3. 19,672 hours of individual non-medical help were delivered (a 20% increase from 2021-22) with attendance rates at 91%, and satisfaction rates above 90%
4. The ADRC ran 16 training course with 192 participants, with a further 130 participants completing the ADRC's Moodle course on inclusive teaching and learning
5. The ADRC's Assistive Technology service provided individual support to 19 members of staff and 51 students, with 76 delegates attending its accessible materials on-line course
6. Student feedback identified lack of recording of lectures, lack of understanding of disability in academic staff and communication difficulties as major barriers to access to learning
7. The ratio (case-load) of disabled students to ADRC adviser stood at 769:1, an 8% increase in case-load per adviser from 2021-22
8. The ADRC received funding from the University to establish a service to support disabled non-matriculated students

2. Current students who have disclosed a disability

July 2022 (4778) to July 2023 (5576) = **16.70% Annual Increase**

2.1 Totals

Total Disabled Students as of 31st July 2023

Total No. of Disabled Students	5576	% of Total
Undergraduate	3431	61.5%
Post-Graduate	2145	38.5%

Table 2.1

Post-Graduate Disabled Student Data

Total Post-Graduate	2145	% of Total
Post-Graduate Taught (PGT)	939	43.8%
Post-Graduate Research (PGR)	1206	56.2%

Table 2.2

2.2 Breakdown by disability category (total disclosures)

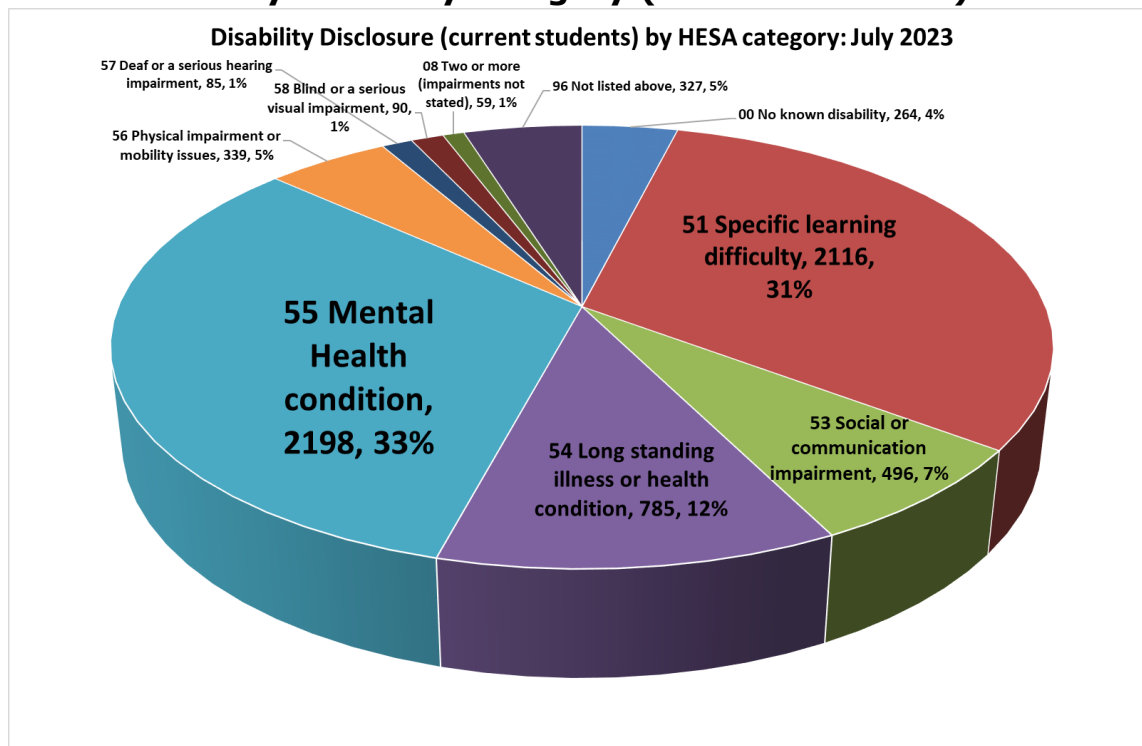


Figure 2.1

2.3 Gender & Disability

	Male	Female	Other	Unknown
Gender all levels of study	2063	3279	211	23
	36.0%	58.8%	3.8%	0.4%
Gender UG	1256	2011	146	18
	36.6%	58.6%	4.3%	0.5%
Gender PG	807	1268	65	5
	37.6%	59.1%	3.0%	0.2%

Table 2.3

2.4 Ethnicity & Disability

	White	Asian	Black	Arab	Other	Unknown
Ethnicity	3690	1052	280	40	247	267
	66.2%	18.9%	5.0%	0.7%	4.4%	4.8%
Ethnicity UG	2302	668	185	15	118	143
	67.1%	19.5%	5.4%	0.4%	3.4%	4.2%
Ethnicity PG	1388	384	95	25	129	124
	64.7%	17.9%	4.4%	1.2%	6.0%	5.8%

Table 2.4

2.5 Trends by disability category

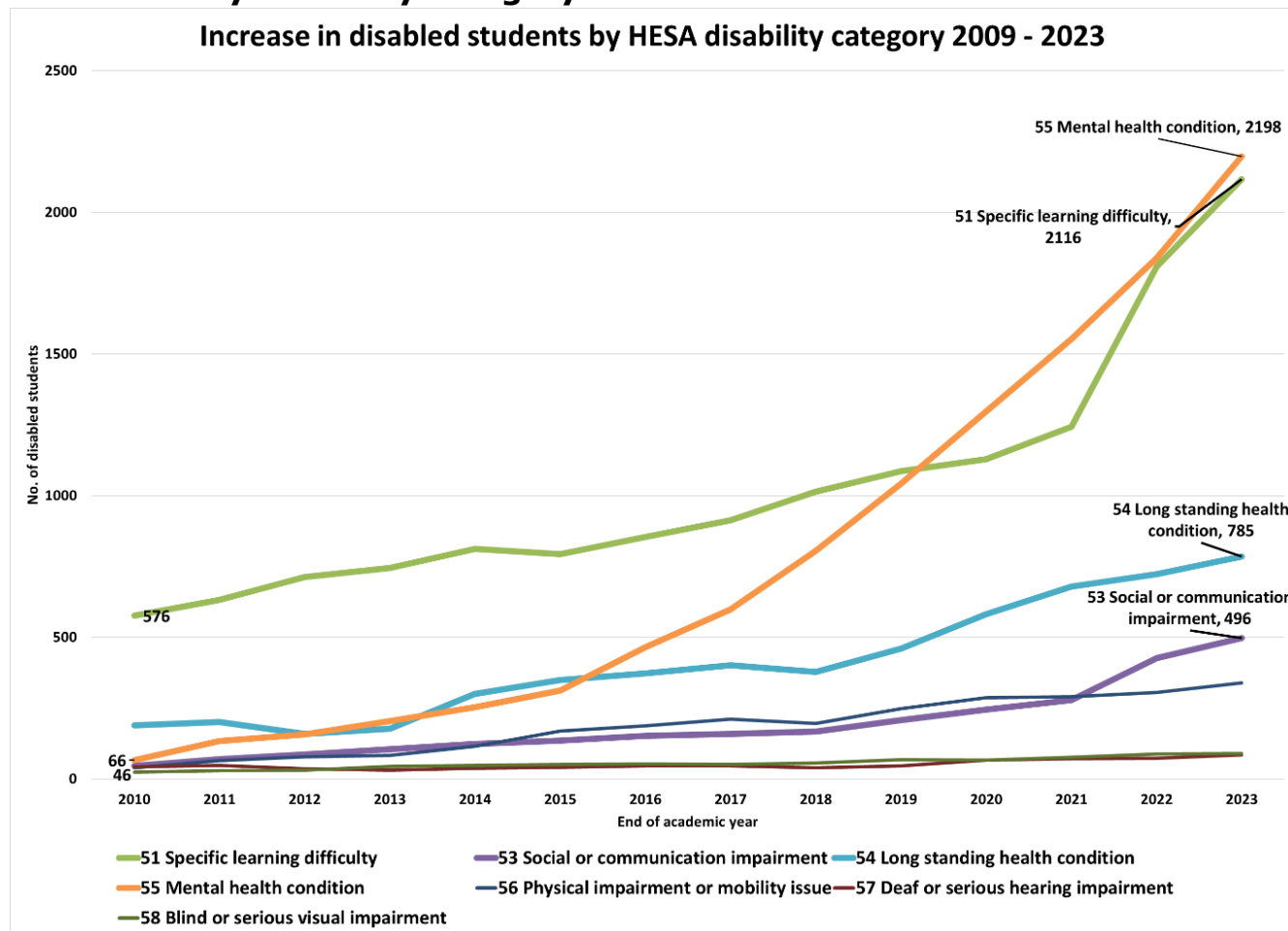


Figure 2.2

3. ADRC Service Rating

3.1 Overall service rating

In the 2022-23 ADRC student survey, respondents (n= 265) gave an overall satisfaction rating (satisfactory, good or very good) of 89% (n= 237), a 5% increase on 21/22, with 71%, (n= 188), a 1% increase on 21/22, rating the service as good or very good.

I am amazed by the quality of support I have received.

It's [support from the ADRC] been amazing and allowed me finally to reach my potential

3.2 ADRC Adviser rating

Respondents (n= 265) who rated the support provided by ADRC Advisers gave a 91% overall satisfaction (satisfactory, good or very good) rating (n= 241), a 3% increase on 21/22, with 70% (n= 159), the same score as in 21/22, of students rating the service good or very good.

[My Advisers] support was immense in terms of her specialist knowledge, empathy, and her ability to effortlessly problem solve at times.

ADRC's advisors gave me so much confidence and understanding, which is quite important for my life

My disability advisor is great, she is very well informed, kind, and empathetic. She is very knowledgeable about autism and practices. Her support is extremely important to me being able to continue my PhD.

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.

Sometimes there was quite a significant delay before I got a response from my advisor, but when we were in contact, the support I received was excellent

hire more people so that they have time to reply to emails and, for example, write student support documents within a couple of months rather than seven. The ADRC is clearly understaffed

Other key themes identified within the qualitative data were:

- Delays in responding to emails
- Long waiting times for appointments
- Delays in production of support documents

The ADRC has recently completed a restructure of its Operations Team with a view to addressing some of these issues. Progress will be recorded in future reports.

4. Non-Medical Help (NMH)

4.1 Number of students in receipt of main NMH tasks

	Total Students	UG	PG	FY
Mentoring	864	593	262	9
Study Skills	705	468	229	8

4.2 NMH hours delivered: 2021-22 & 2022-23 compared

NMH Task	21/22		22/23	
	Total Hrs	% of total	Total Hrs	% of total
Mentoring	8166.25	50%	10559.5	55%
Study skills	2674.75	16%	4622.25	24%
Notetaking	2928	18%	1520.5	8%
Study Assistance	1723.5	11%	2412	12%
Scribe/Reader	839.25	5%	532	3%
Practical Assistance	0	0%	25	0%
Total Hours	16331.75	100%	19671.75	100%

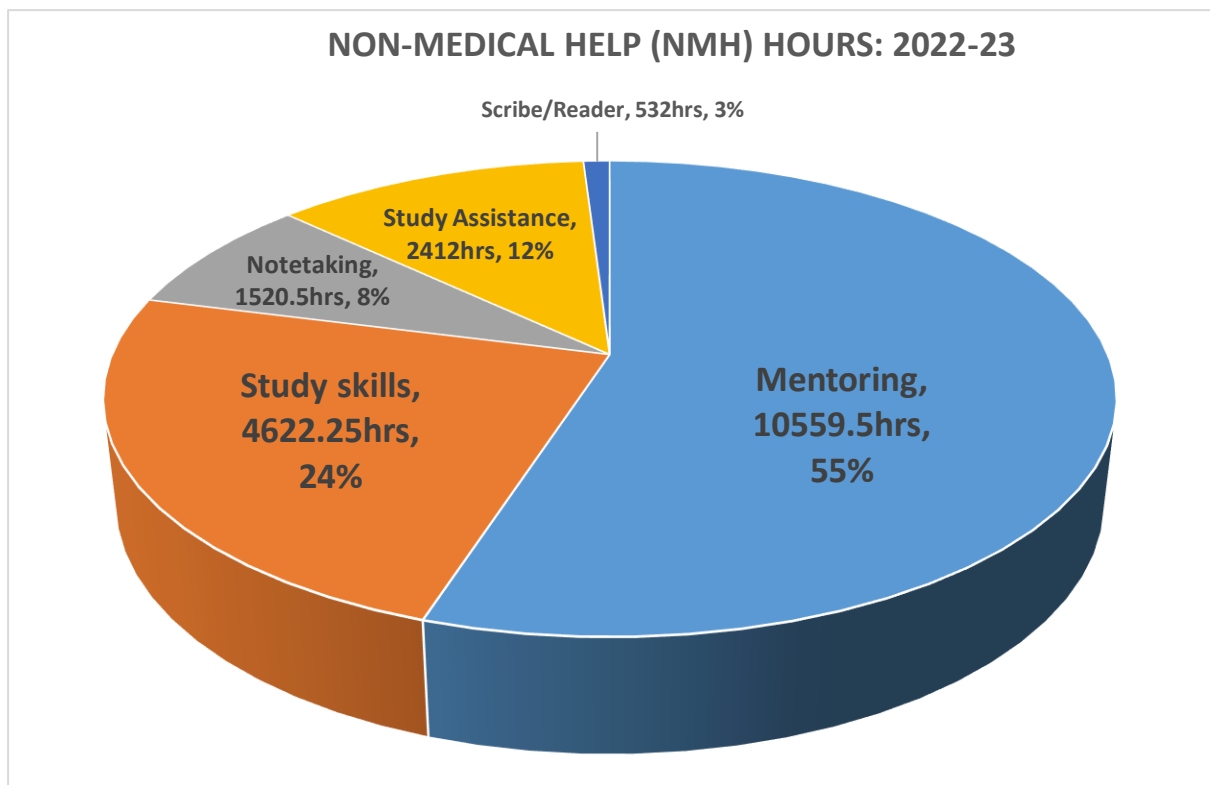


Figure 4.1

4.3 Student satisfaction rating (from Connect¹)

- Student Satisfaction with individual NMH provision = 99.29%
- Session Attendance rate = 90.62%

4.4 ADRC Annual Student Survey Data: NMH

Quantitative data: In the 2022-23 ADRC student survey, respondents (n= 164), gave an overall satisfaction rating (satisfactory, good or very good) for NMH support of 92% (n= 151), a 2% decrease on 21/22, with 79% (n= 132), a 3% decrease on 21/22, rating the service as good or very good.

Qualitative Data:

I truly don't believe I would have made it through my postgraduate study without this support.

My study skills sessions were particularly useful and I felt as though I had made meaningful progress with my assignment after each meeting.

My mentor was incredible. She constantly helped me, listened to me and provided insightful prompts to how to better approach my week ahead. She helped me nurture a flexible and compassionate understanding of myself as well as help me acknowledge my success and areas for improvements by setting goals and targets.

I found working with an ADRC mentor life changing! They helped me prioritise my schedule, make sense of the tasks I needed to get done, and just generally feel less overwhelmed and more in control. I think that without my mentor I'd have dropped out.

5. ADRC Training Provision

5.1 Training via CCTL booking system

In 2022/23 the ADRC ran 7 training courses open to all University and College staff with 98 participants. Courses delivered included:

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

The ADRC also ran 9 training sessions for Specialist Mentors with 94 participants.

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.

Very sadly, Kirsty Wayland, the longest serving (and original) member of the ADRC staff, died in January 2023. One of Kirsty's primary roles was the management and administration of the ADRC's in person and on-line training. In light of this, and also due to the change in resources and remit within Natalie Acton's Student Support Team, responsibility for training related to mental health has now passed to other teams within Student Support (the ADRC will continue to provide support with content). This also reduced the number of courses which were available in 2022-23.

5.2 Assistive Technology Training

During 2022-23, 19 one-to-one Assistive Technology sessions were provided to University staff and 51 one-to-one consultations were carried out for students. During the same period 8 "How to Produce Accessible Documents - An Introduction" courses were delivered online to both staff and students, training a total of 76 delegates.

Delegate Feedback:

The tutor took time to gauge at which level to pitch the course, and made sure to include everyone. He gave plenty of time for people to ask questions and make comments.

A really helpful and informative course which I will suggest to other colleagues to attend as feel this is very important information to know.

The speed was perfect. I did like how the teacher engaged with the participants and the subject matter. They really did know what they were talking about and were keen to get their message across. I think this course should be more widely promoted as it is imperative that all people can access documents of all kinds.

5.3 Moodle Training Courses

The ADRC also provides Moodle courses on the following subjects:

- Inclusive Teaching and Learning: Disabled Students (130 participants in 22/23)
- Teaching Disabled students (course due for removal)

The ADRC is working with the new Education Services Blended Learning Service to consolidate these two courses into one and to update the existing materials.

6. Student feedback on teaching learning and assessment

From a thematic analysis of the qualitative data in the free text responses to the on-line questionnaire in the annual student survey the three themes with the highest number of individual comments in the following areas were:

Barriers to learning (94 responses)

1. Dissatisfaction with lack of recording of lectures or significant time and bureaucracy required to access recordings (29 responses)
2. Physical accessibility and issues with transport or travel (14 responses)
3. Failure for academic and support staff in being aware of SSDs/putting SSD recommendations in place/questioning SSD recommendations (10 responses)

Suggestions to improve learning experiences (81 responses)

1. Better communication across the collegiate University related to accessing support/reducing complexity (23 responses)
2. Provide consistent and universal recording of lectures (16 responses)
3. Academic staff disability awareness, training and understanding and implementation of SSD recommendations (15 responses)

7. Resourcing

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

7.1 ADRC Adviser to Disabled Student Ratios (case-load)

The graph shows the ADRC adviser to disabled student ratios (case-load)

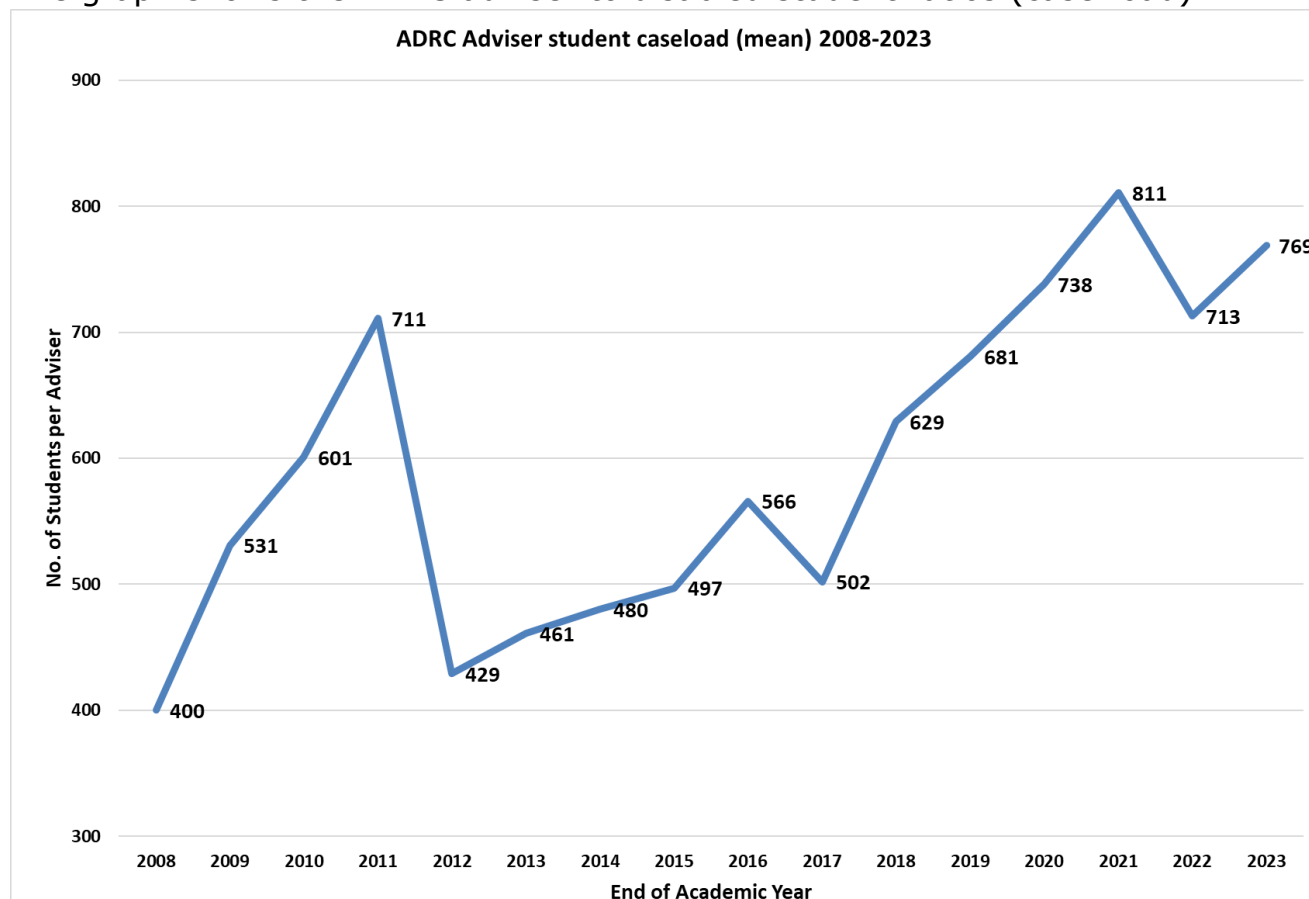


Figure 7.1

7.2 Disability Adviser Ratios: Sector Comparison

The Russell Group Disability Heads Forum completes a survey of disability adviser to disabled student ratios once every two years. The next survey is planned for the 2024/25 academic year. From August 2022 to August 2023 the mean caseload for an ADRC adviser rose from 713 students per adviser to 769, an annual increase of 8%.

7.3 Non-Matriculated Student Service

In May of 2023 the establishment of a new service within the ADRC for non-matriculated students (students on award bearing courses but without college membership) was approved and funded by the University. This new service will become operational in Lent Term 2024 and will be reported on in future annual reports.

7.4 Neurodiversity Screening Service

The ADRC received a philanthropic donation which has been used to re-establish the Neurodiversity screening service which was discontinued in 2017 due to lack of available funding. Funding is available to operate the service for three years. Staff were recruited in the summer of 2023 and the service became operational in Michaelmas Term 2023. The activities of the screening service will be reported on in future annual reports.

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

ADRC. January, 2024.