Executive Summary

This is an executive summary of the Disability Service Annual Report covering the academic year 2016-17. Below is a table summarising the Key Performance Indicators developed by the Disability Service (DS) to capture the breath of work carried out by the service.

Disability Service Key Performance Indicators

<table>
<thead>
<tr>
<th>KPI Indicator</th>
<th>Year 2016-2017</th>
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<tbody>
<tr>
<td>Number of new UG entrants with disabilities entering with the required points (RP) / DARE³</td>
<td>RP 93</td>
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<tr>
<td></td>
<td>DARE 174</td>
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<td></td>
<td>Total 277</td>
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<tr>
<td>Number of new students with disabilities registering with DS – UG/PG</td>
<td>UG 404</td>
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<tr>
<td>Total</td>
<td>PG 45</td>
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<tr>
<td>Number of International students (non-Irish)</td>
<td>167 total</td>
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<td></td>
<td>65 new in 16/17</td>
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<tr>
<td>Number of students with disabilities in College</td>
<td>1364 (7.7%)</td>
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<tr>
<td>Number of needs assessments carried out</td>
<td>422</td>
</tr>
<tr>
<td>No. of students in receipt of General Disability support</td>
<td>760 (159 new in 16/17)</td>
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<tr>
<td>Number of students supported by ESF student with disability fund</td>
<td>974 total</td>
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<tr>
<td></td>
<td>361 (new in 16/17)</td>
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<tr>
<td>Number of student receiving exam accommodations</td>
<td>1064</td>
</tr>
<tr>
<td>Number of Assistive Technology assessments/appointments</td>
<td>69/198</td>
</tr>
<tr>
<td>Number of students receiving Occupational Therapy supports/appointments</td>
<td>259 students</td>
</tr>
<tr>
<td>Description</td>
<td>Value</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------</td>
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<tr>
<td>Number of students availing of Professional Placement support</td>
<td>1150 OT appointments</td>
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<tr>
<td>Number of students/parents supported pre-entry</td>
<td>340</td>
</tr>
<tr>
<td>Number of Student Ambassadors engaging annually</td>
<td>540</td>
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<tr>
<td>Number of students availing of Erasmus outgoing</td>
<td>17</td>
</tr>
<tr>
<td>Number of students whose residential accommodations applications were supported</td>
<td>91 (37 incoming) (54 continuing)</td>
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<tr>
<td>Number of students attending Careers Boot camp annually</td>
<td>19</td>
</tr>
<tr>
<td>Number of DLO and departmental meetings</td>
<td>35</td>
</tr>
<tr>
<td>Number of students supported by ESW</td>
<td>20</td>
</tr>
<tr>
<td>Number of staff with disabilities supported</td>
<td>15</td>
</tr>
<tr>
<td>Total 16/17 361</td>
<td></td>
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</tbody>
</table>
Introduction and Service Structure

Trinity College Dublin Disability Service (DS), addresses the needs of students and staff with disabilities in Trinity by providing advice, support, and academic/work accommodations in partnership with service users and academic departments/schools and service areas.

The DS has two principle functions:

1. To provide supports and services to Trinity’s disabled community (which comprises of students, staff, and indirectly, visitors) and to recommend policy and procedural changes as required.
2. To ensure Trinity is compliant with the Disability Act 2005 and other relevant legislation and codes of practice.

The DS Strategic Plan (2015-2020), aims to develop clear and effective support systems at all stages of the student journey. It supports disabled students by continuing to move from a transactional model of provision - where students are passive recipients of supports - to a transformational model of resource usage - where students take an active part in planning their educational journey. This model engages students across all three phases of their Higher Education journey:

1. pre-entry, admission, and the first-year experience
2. building and maintaining a Trinity career
3. transitioning to employment and developing work-related skills and experiences

One of the key elements of this plan is to deliver on Trinity’s strategic objective to “encompass an ever more diverse student community, providing a distinctive education based on academic excellence and a transformative student experience”, as well as its declared objective to increase the percentage of under-represented groups enrolled on undergraduate courses to 25% by 2019.

This strategic approach enhances the student experience by engaging prospective students, current students, and staff, with the intention of improving practice and implementing
change across the whole institution. It is an evidence-based approach, collecting data and evaluating supports on an ongoing basis to improve the student journey. Each phase is aligned to:

- the Strategic Objectives of Trinity College Dublin, the University of Dublin (Trinity)
- national targets for students with disabilities set by the Higher Education Authority (HEA) in Ireland
- recommendations from the OECD (2011) report on students with disabilities in higher education

Since its inception in June 2000, the DS has undergone enormous growth and development. Students registered with the service have increased from 64 in 2000/01) to 1324 in 2016/17. During this time a comprehensive range of supports have been developed to enable students with disabilities to pursue degree programmes across all faculties.

Below are key take-away points pertaining to each Disability Service process.

**DS1 - Pre-entry and first year experience**

- In 2016-17, 1413 students indicated Trinity as a choice on the CAO form. 1115 applied through the CAO DARE scheme. 798 were DARE eligible.
- The Disability Service hosted a three-day summer camp entitled; Ready Steady Go! A Taste of College to support secondary school students with Autism Spectrum Disorder to experience college life in a fun and supportive manner.

**DS1.3 Career-focused support**

- In 2016-17, 34 students attended the annual Careers Bootcamp, which included seminars on disclosing a disability, CV preparation, developing a LinkedIn Profile, Interview preparation, as well as practice interviews with staff from HR in Trinity as well as Careers Consultants from the CAS.

**DS2- Disability Service Registrations**
In this academic year, the Disability Service introduced a new online registration form embedded within the my.TCD.ie portal, making registration easier. In total, there were 449 new student registrations in the academic year 16 – 17. Of these, 407 completed the online registration form (functionality was not live for the remaining 42 at time of entry).

The two most commonly declared disabilities via this route were: Specific Learning Difficulties (109) and Mental Health (97). The two most commonly chosen courses were BESS (43) AND Science (41).

DS3- Needs Assessment Process

The DS3 process includes a detailed one-to-one Needs Assessment, which involves matching specific student needs to a range of individual supports. The DS3 process often culminates in a disclosure to schools and departments through a Learning Educational Needs Summary (LENS).

- There was an increase of 113 in student registrations in 2016/17. (336 in 2015/16 to 449 in 2016/17)
- The three Occupational Therapists completed the Needs Assessment process with 218 students and an additional 127 students completed the Needs Assessment process with Disability Officers.

DS3.1- Group registration and themed information sessions

- From September to December, 14 Group registration sessions ran from September until December 2016, 96 students attended.
- From January to May, 27 students were met for one-to-one general level of disability support meetings. These sessions catered mainly for students with SpLD diagnosis.

DS4 – Disability Service Funding

Funding for the DS comes from a range of sources with the majority from non-core Trinity sources. The DS total budget for 2016-17 was €1,093,070 of which:
• 48% (48% in 15-16) came from the access allocation in the HEA core grant
• 44% (42%) from the European Social Fund, Fund for Students with Disabilities
• 8% (6%) generated from self-financing and shared services

DS5 Examinations

• The annual exams experience has improved from previous years due to better communications with the Exams Office, improved training of invigilators, and pre-emptive work done from Jan-May through the Student Cases function.
• Exams Office and DS agreed on an Examination Team for students with disabilities. A new code was introduced – LR standing for LENS Report. This allowed for additional supports to cover specialist examination requirements e.g. alternative format paper, ergonomics and low distraction supports.
• 120 students were given exam accommodations between January and May 2017 via Student Cases.

DS6 – Assistive Technology

• The Assistive Technology (AT) support provides assessment, information, 1:1 training, and short-term technology loans to students registered with the DS. In 2016-17, there were 69 new student referrals for a 1:1 AT appointment.
• Students with a diagnosis of a specific learning difficulty (SpLD) were the highest users of the service, at 14 new referrals.

DS7 – Occupational Therapy Supports

• Students referred to Occupational Therapy support are generally defined as students requiring additional disability support. The Occupational Therapy process places a focus upon ‘learning through doing’, and upon the student’s development of practical self-management skills. The number of appointments within DS7 was 1,150, compared to 1,599 appointments in 15-16.
• In 2016-17, Occupational Therapists within the Disability Service delivered a combined role of the DS3 and DS7 processes for the first time. The three Occupational Therapists completed the DS3 process with 218 students in addition to 259 referrals to the DS7 process.

DS8 – Professional placement planning

• In 2016/17, 25% of students registered with the DS were on a professional course.
• Students with disabilities on professional courses are more likely not to complete their course. 35% (33 of 93) of all students with disabilities who withdrew from courses in the entry cohorts 2012 to 2016, withdrew from professional.

DS8.1 – Erasmus

• In 2016/17, specific information for students with disabilities featured on the Global Office website and DS website for Erasmus applicants. DS held a lunchtime seminar for DS student on Erasmus on March 15th 2017.
• In late May and early June, 19 outgoing applicant students were identified by the Global Office for 17/18 as students with disabilities. These students were advised to contact the DS regarding any support needs.

DS8.2 – Residential Accommodation

• An online form created in March 2016 for incoming students 2016/17 had 116 entries submitted by August 2016. Of these, 39 came through CAO & DARE (with 37 having their disability verified) and were recommended for rooms in Trinity Hall.
• There is a need to broaden the eligibility criteria to include impacts of mental health and ASD.
• A proposal to automate doors for two apartments in Trinity Hall was put to Estates and Facilities in June 2017.
DS8.3 – Other Disability Supports

- In 2016-17, there were 31 student referrals for print credit compared with 803 in 2015-16, as only students who have significant access difficulties to print material are now eligible for this support.
- In 2016-17, there were 344 student referrals for special library loans. There were 146 Student Referrals for Respite usage compared to 201 for 2015-16.
- A new locker management system has been introduced for the Academic Year 2017-18. Students will be able to use their Student T-Card to reserve and pay for a locker.

DS9 – Educational Support Workers

- The payment of scribes is an issue that has arisen over the past number of years. There is no transparency in the payments process with the Exams Office.

DS10 – KPIs and statistics

The significant increase in students registering with the DS over the past academic year has resulted in an increased workload for the Service. This is summarised in the statistics below:

- 1364 students (7.7% of the Trinity total student population) registered with the service in 2016/17, up from 1,299 (7.6%) in 2016/17
- 449 (336 in 2015/16) new students registered this year, 25% increase on 15/16
- 442 number of needs assessments carried out in 2016/17
- 974 (874) applications were made to the fund for students with disabilities (ESF)
- 1109 (1088) students received additional exam accommodations
- 1150 (1599) individual Occupational Therapy (OT) meetings with students were held
Marino Disability Service

This is the fifth year the Trinity College Dublin Disability Service (DS) has been providing a disability service to Marino Institute of Education (M.I.E.). The DS provides a disability support service in conjunction with the M.I.E. Access Officer and is based on a service level agreement (SLA), agreed by both parties at the end of the academic year 2015/16.

- In the Academic Year 2016/2017, 20 new students registered with the DS and were subsequently met for Needs Assessment.
- An annual report on DS activity in MIE was prepared and presented to MIE by DS staff on 10th July 2017. A separate orientation event will be held specifically for Marino students registering with the DS in the next academic year.
- In 2017/18, the DS will host Placement Preparation workshops for MIE students registered with the DS going on placement.

DS Operational Developments

The Disability Service operational developments aim to improve the quality of our service through continuous review. To achieve our ambition of being the number one choice for disabled students in Ireland, we implemented organisational change in the areas of DS structure; DS systems and processes; and DS information systems.

- **Structure:** The Disability Service implemented a new operational structure, see Annual Report for more details. A five-year post was approved for an additional Occupational Therapist to meet student demands.
- **Systems and Processes:** All DS processes were reviewed and improved in 2016-2017. An additional process DS1.3 called Career Focus was added.
- **Disability Service Information Systems:** The service began scoping project in the SITS-Tribal accessibility manager module. The aim of this module is to provide a system interface based within current TCD SITS solution that allows disability service staff to complete and record students’ needs assessment via the my.TCD.ie portal.
• In April 2017 the DS instigated an initial scoping of estates based module – SID. This tool is primarily designed to handle service desk encases and notes that may come from a communication with student.