

Disability Service KPIs and Statistics 2020-21

Student journey through Trinity

A key feature of the Disability Service’s strategy is the use of objective measures as part of the evidence base on which the service to students can be evaluated and improved. Keeping track of student registrations, disability types, and changes in the rates of progression, withdrawal, and completion allows the service to adapt to issues that may otherwise go unnoticed. The data in this section is presented to illustrate the key features of the student journey. The number of students registering with the Disability Service has risen significantly since 2001. The graph in **Figure 1** below illustrates steady increases in the years after the Service was established, with a doubling of registrations over 7 years from 222 in 2001-02, to 434 in 2007-08. In contrast, the rate of increase accelerated from 2007-08, with the numbers more than doubling in just 4 years to 911 in 2011-12, registrations have continued to increase up to 2020-21.

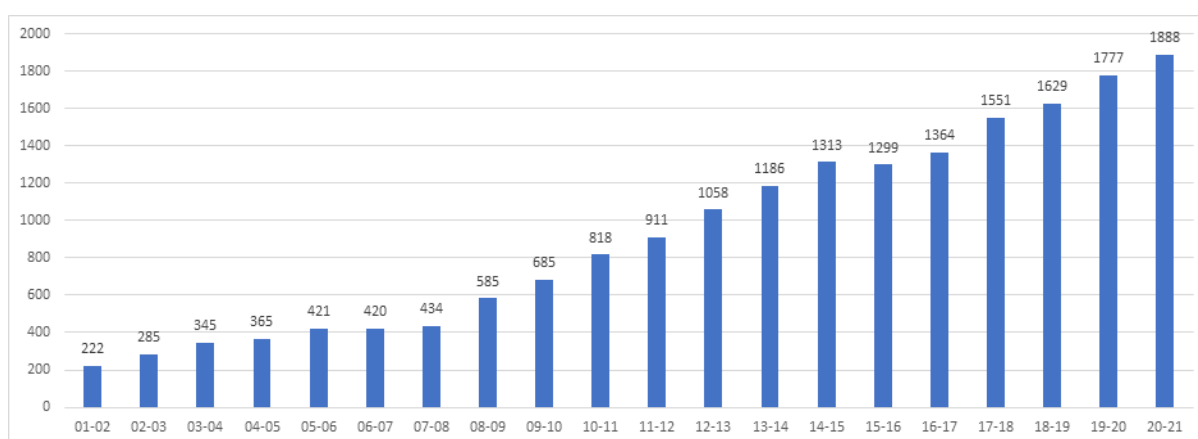


Figure 1: Cumulative Record of Student registrations 2001-02 to 2020-21.

While student numbers in general have increased in Trinity since 2001, the rate of registrations for students with disabilities has also increased proportionately. **Figure 2** below demonstrates proportionate increases in line with the numbers above. In 2001-02, the proportion of TCD students registered with the DS was 1.5%, this had doubled to 3.2% by 2006-07. By 2020-21, the proportion of students registered with DS, as a percentage of the TCD student population tripled to 10%. The number of postgraduates with disabilities was first recorded in 2010-11. The trend shows a steady rise in postgraduate students registered up to 2014-15 and an increase in 2017-2018. The proportion of postgraduate students registering with the DS has risen slightly in 2020-21 but remains significantly smaller than the undergraduate proportion.

Year	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
Total Students	911	1058	1186	1313	1299	1364	1551	1629	1777	1888
Undergrad Students	809	940	993	1063	1088	1185	1327	1474	1613	1689

% of Total Undergrad	6.7%	7.7%	8.0%	8.4%	8.6%	9.3%	10%	11.1%	12.0%	12.6%
Postgrad Students	102	118	193	250	211	179	199	155	164	199
% of Total Postgrad	2.0%	2.7%	4.5%	5.6%	4.7%	3.7%	4%	3.0%	3.0%	3.6%
% of All Students	5.4%	6.4%	7.1%	7.7%	7.4%	7.7%	8.6%	8.8%	9.4%	10%

Figure 2: Number and proportion of students registered 2011-12 to 2020-21

Registrations by Disability Type and Faculty

The figure below illustrates the number of registrations by disability type and Faculty during 2020-21. Students with disabilities tend to choose Arts, Humanities and Social Science courses above the other two faculties. However, in recent years there has been a relative rise in the numbers of students with disabilities in Health Sciences.

Disability Category	Total	Arts, Humanities & Social Science	Engineering, Maths & Science	Health Sciences	Multi Faculty Multi School includes TSM
ADHD or ADD	153	74	40	20	19
Autistic Spectrum	155	47	76	8	24
Blind / Visual	30	12	6	8	4
Deaf / HoH	41	26	7	6	2
DCD / Dyspraxia	108	48	33	10	17
Intellectual Disability	5	5	0	0	0
Mental Health	505	219	94	110	82
Neurological	81	25	19	18	19
Physical Disability	117	61	17	26	13
Significant Ongoing Illness	286	102	61	93	30
Speech Language & Communication Disorders	14	3	5	4	2
Specific Learning Difficulty	393	132	113	110	38

Total	1888	754	471	413	250
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Figure 3: Breakdown of Total Students registered with DS by Disability Category and Faculty in 2020-21

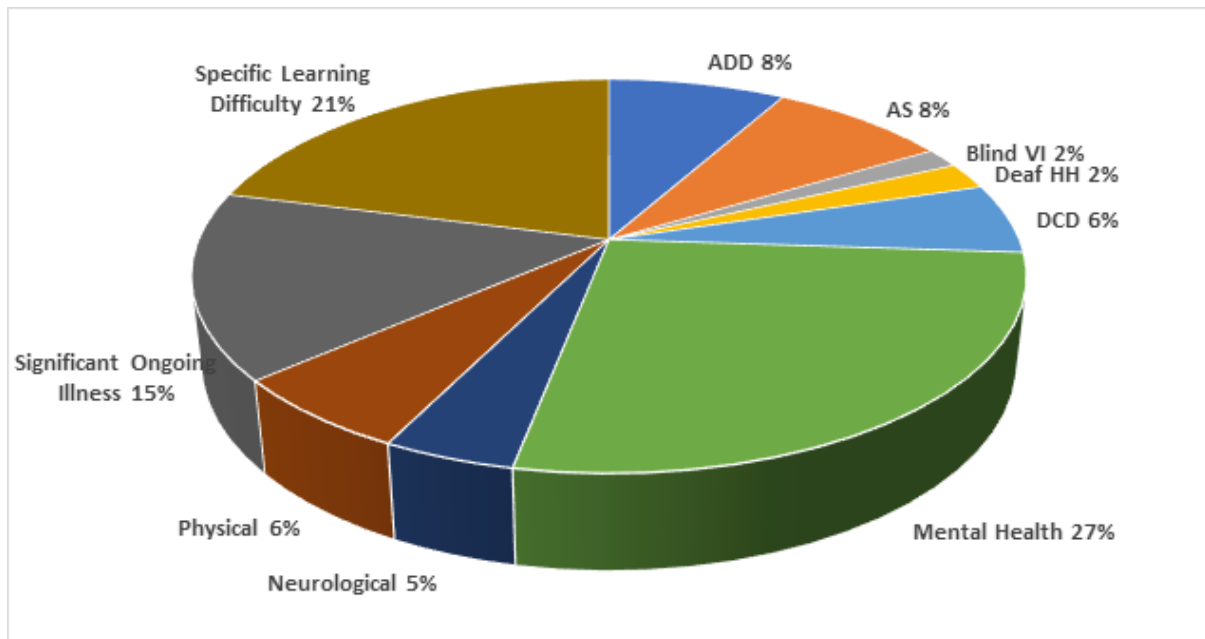


Figure 4: Breakdown of Total Students registered with DS by Category of Disability for 2020-21

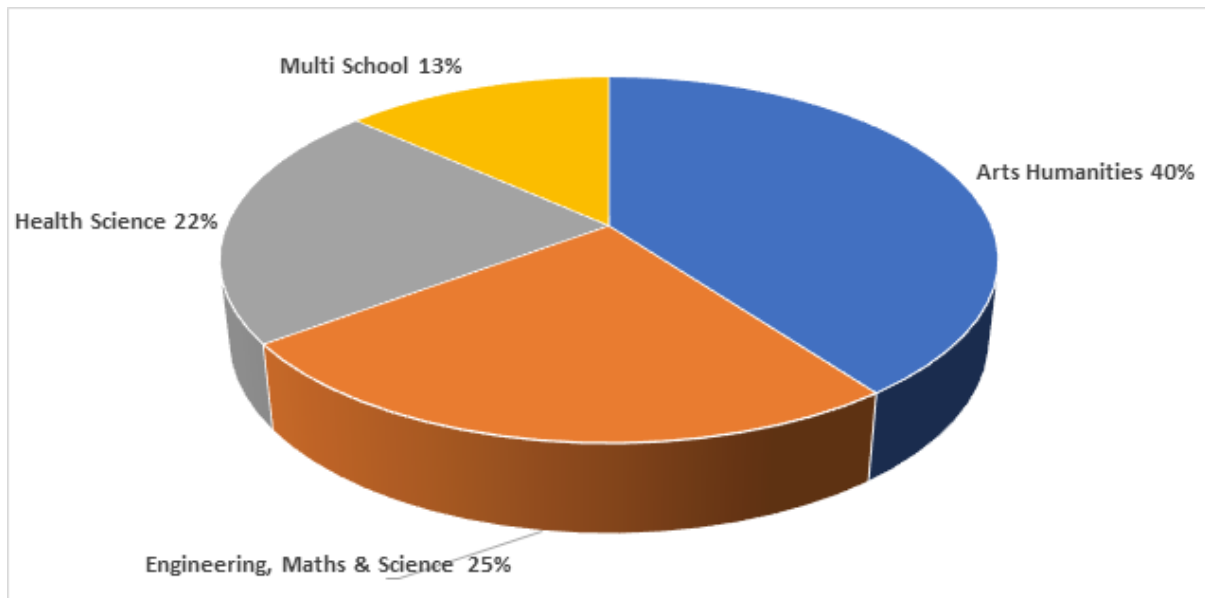


Figure 5: Breakdown of Total Students registered with DS by Faculty for 2020-21

Rate of student registrations by disability type

The graphs below (Figures 6 to 13) illustrate the individual growth patterns of student registrations by disability type over a 10-year period: 2010-11 to 2020-21. The number of students with physical and sensory disabilities continues to remain low and under-represented compared with other disability types.

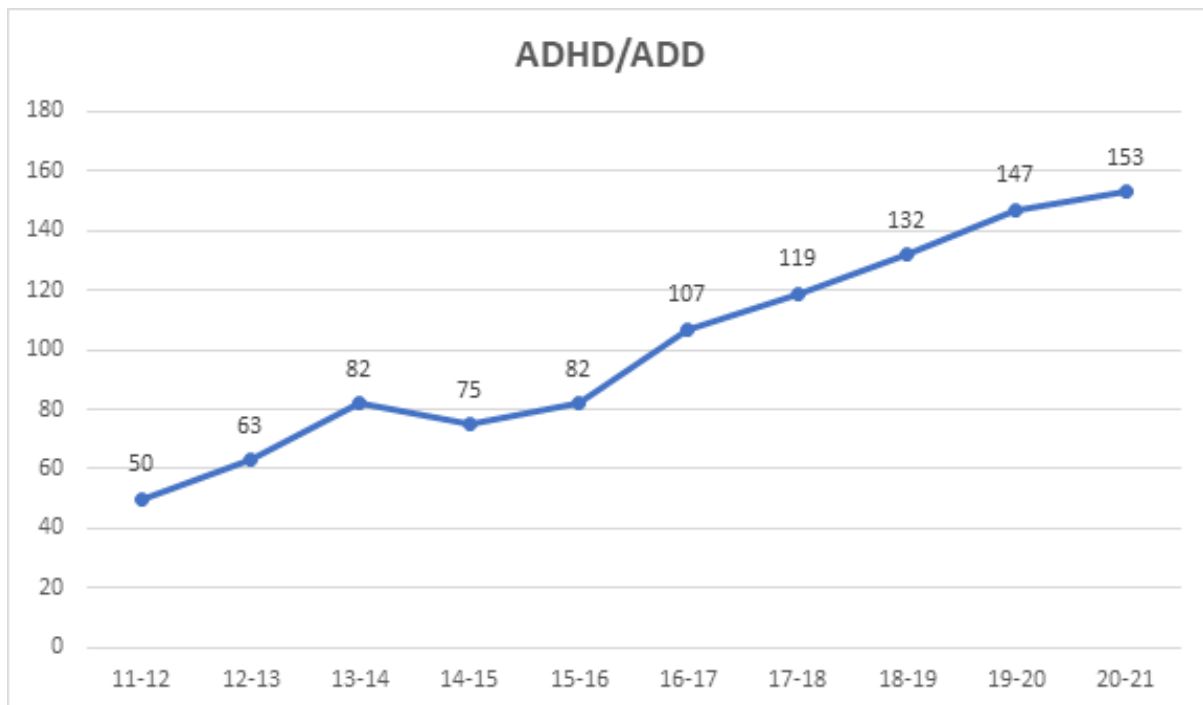


Figure 6: Students with ADD or ADHD 2010-11 to 2020-21

Students with ADD or ADHD are an emerging group since 2007-08. Like students with Autism and DCD prior to 2007-08, as a group they are more likely to be “hidden” among the general student population, or among those with Specific Learning Difficulties.

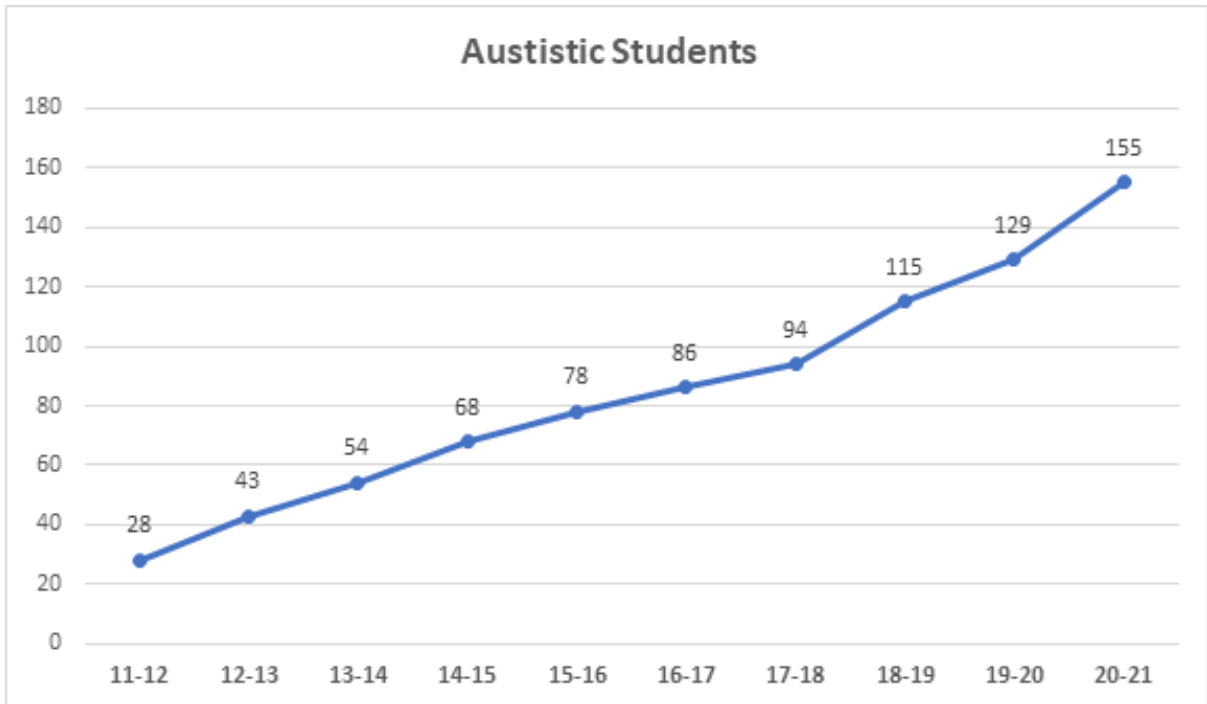


Figure 7: Autistic Students 2010-11 to 2020-21

The increase in Autistic students attending Trinity is significant, albeit from an exceptionally low base, since 2007-08. Like the rationale for students with mental health difficulties, there was (and still is), a legacy of under-diagnosis and under-disclosure to ‘catch up on.’ Also, through the work of numerous staff and students in various departments over the past decade, Trinity has a reputation for being a supportive environment for Autistic students.

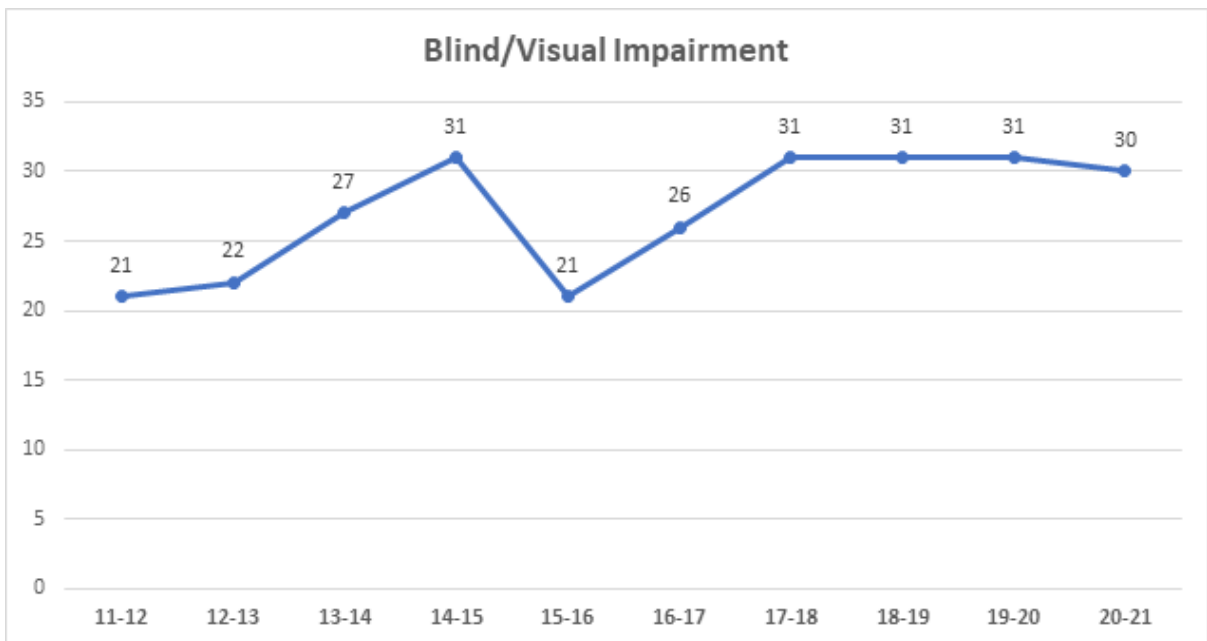


Figure 8: Blind/Visually Impaired students 2010-11 to 2020-21

Students who are blind or visually impaired, like those who are deaf or hard of hearing, enter Trinity in small numbers. In contrast to those who are deaf or hard of hearing, however, they are at minimal risk of withdrawal.

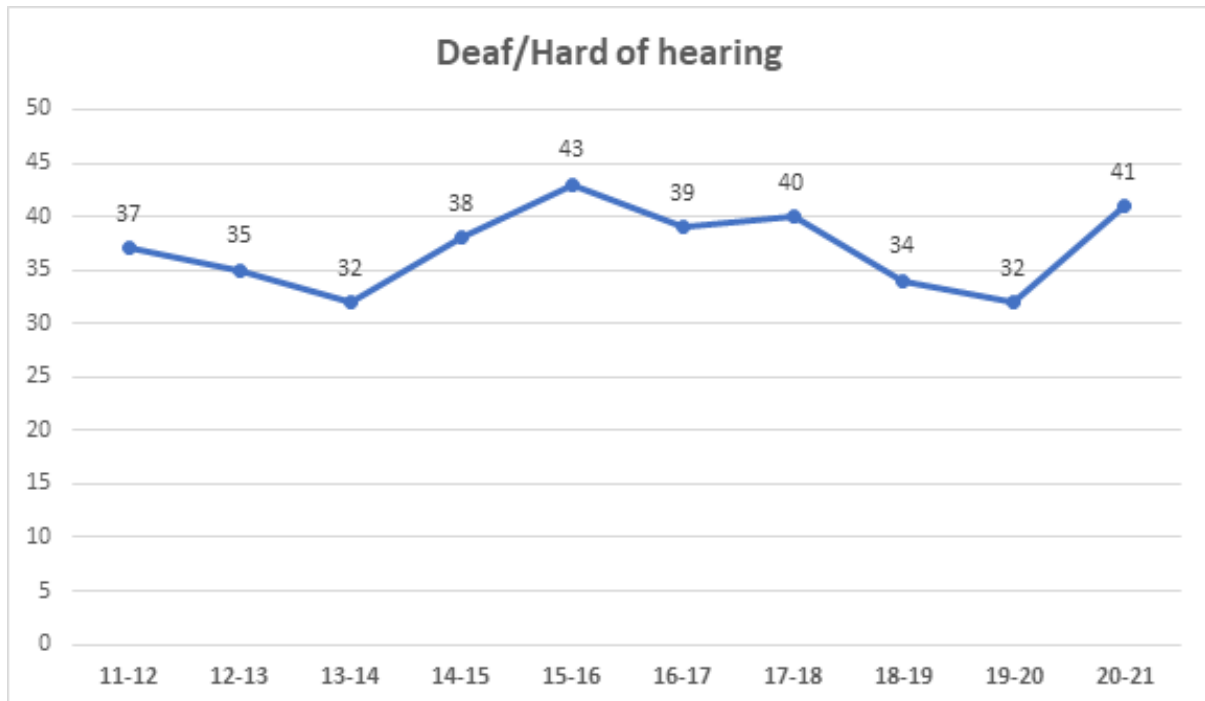


Figure 9: Deaf/Hard of Hearing students 2010-11 to 2020-21

As stated above, deaf, or hard of hearing students enter Trinity in exceptionally small numbers. As a group, they face considerable difficulties in post-primary education, are less competitive at admissions, and are at higher risk of withdrawal from higher education than any other group by disability type.

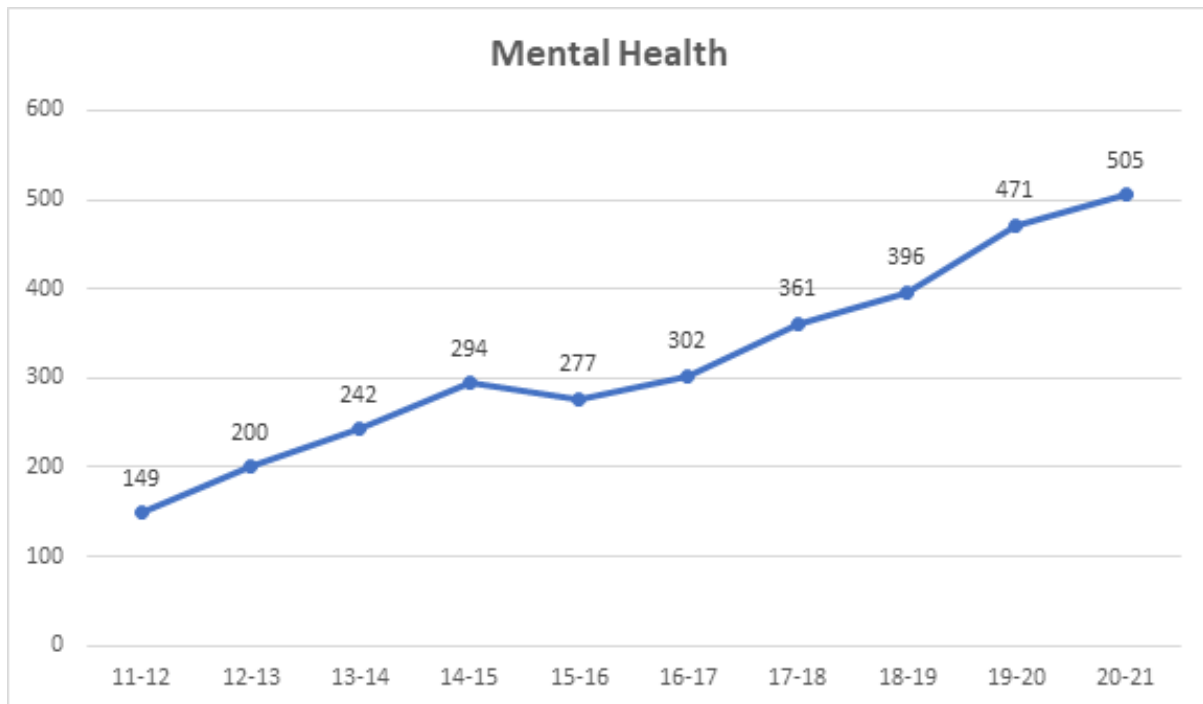


Figure 10: Students with mental health difficulties 2010-11 to 2020-21

Trinity has the highest number and the highest proportion of students with mental health difficulties of any HEI in Ireland (AHEAD surveys). Numerous factors have been suggested by way of explanation. Firstly, mental health conditions are regarded as the most prevalent of all disability types and therefore it is likely that they are simply under-diagnosed and under-disclosed in other HEIs. In Trinity, there are considerable resources available to diagnose and support students with mental health difficulties. The Health Centre provides a Psychiatric Service and the Disability Service provides Occupational Therapy support. There is also a College Counselling Service and a Tutorial service. It is suggested that collectively, these supports also attract a higher number of students with mental health difficulties among CAO applicants.

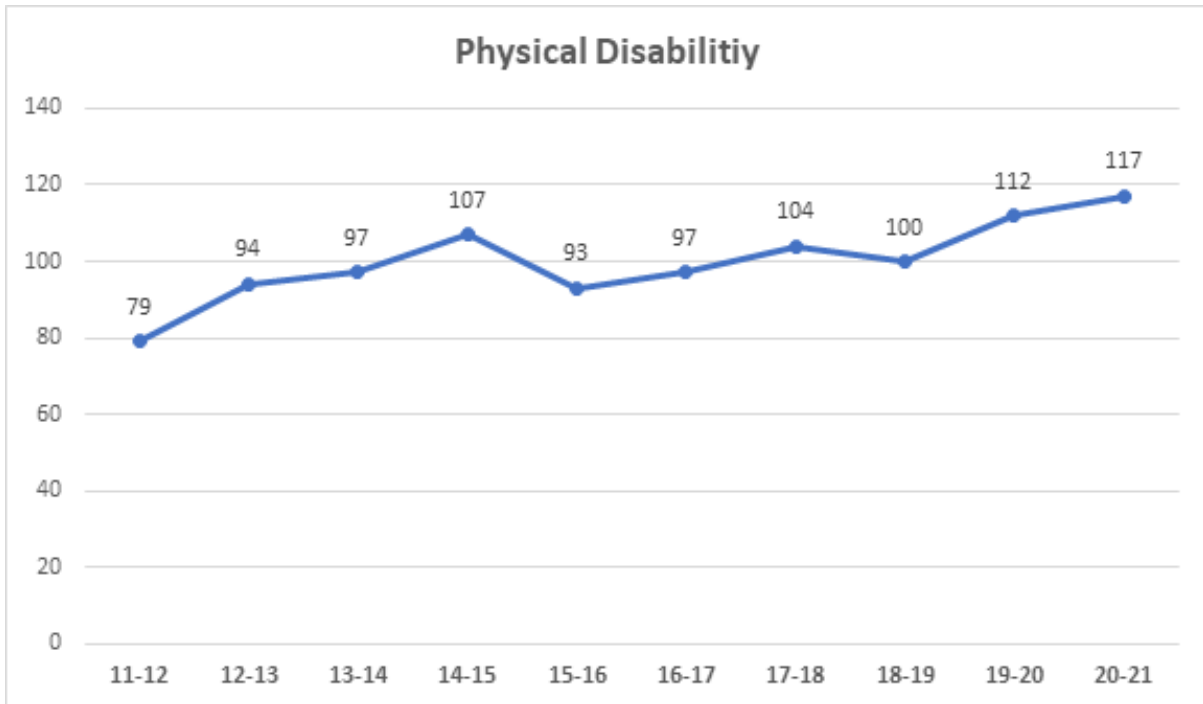


Figure 11: Students with physical disabilities 2010-11 to 2020-21

Students with physical disabilities are under-represented in Trinity and Higher Education nationally compared with other disability types. However, in recent years the numbers have increased compared to those with sensory disabilities.

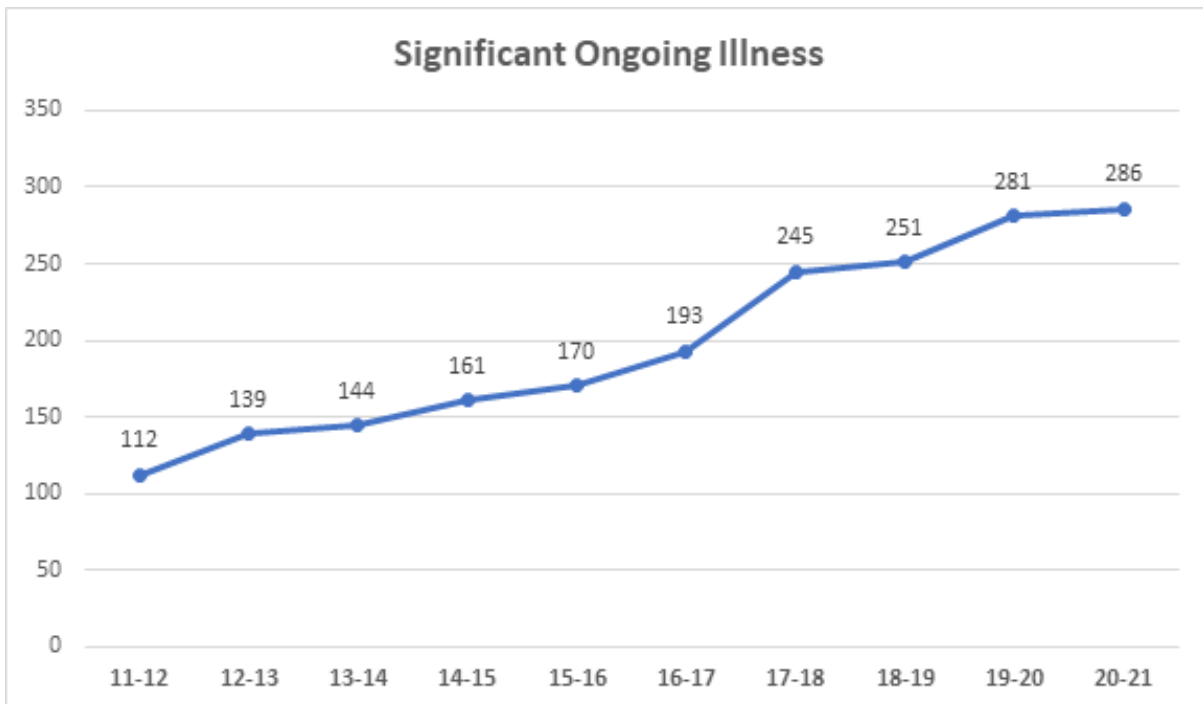


Figure 12: Students with significant ongoing illnesses 2010-11 to 2020-21

Students with significant ongoing illness (SOI) represent the most varied disability type as they are categorised by the broadest criteria. There is no definitive list of all the medical conditions that could be considered SOIs, but the most common conditions are: cancer, chronic fatigue syndrome, Crohn’s disease, diabetes, and multiple sclerosis. There is also an overlap between some SOIs and other categories of disability. For example, arthritic conditions vary and can be considered a physical disability due to the impact on mobility; epilepsy has more recently been considered a neurological condition, and mental health conditions can overlap with fatigue conditions. These discrepancies in categorisation make it difficult to think of the SOI group in clearly defined terms.

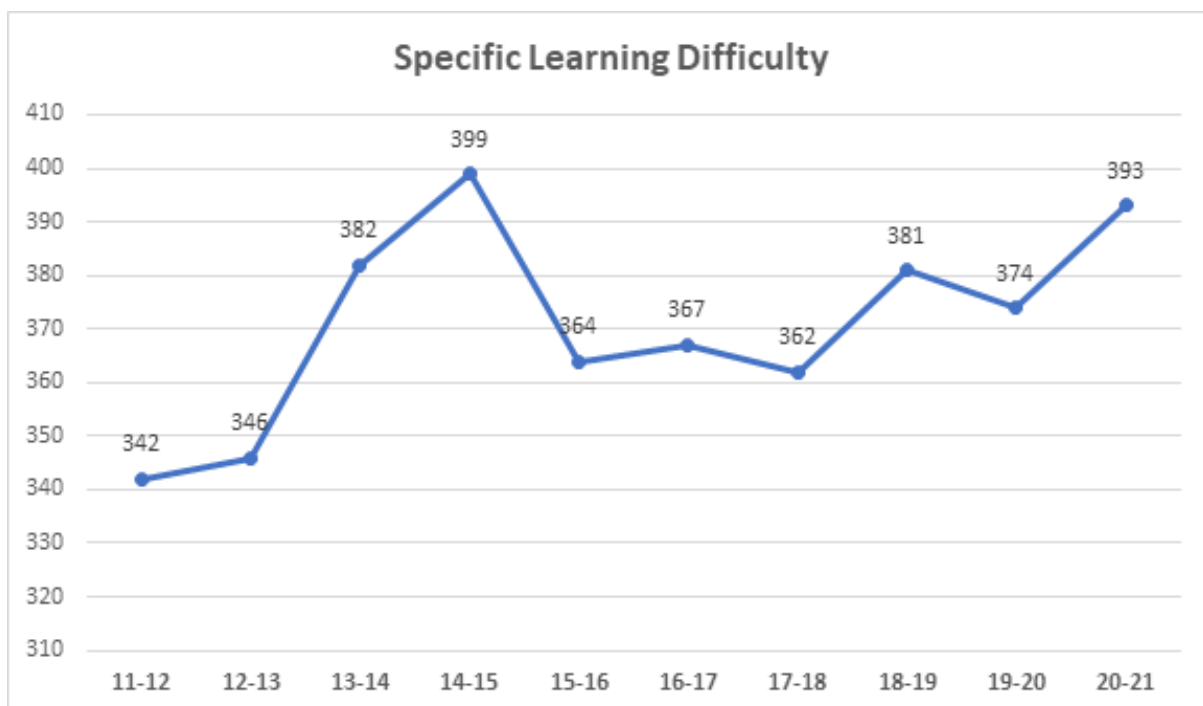


Figure 13: Students with specific learning difficulties 2010-11 to 2020-21

The number of students with specific learning difficulties, predominantly dyslexia, have decreased marginally over the past 6 years. These decreases due to two factors: firstly, the increase in the diagnosis rates of ADHD, Autism, and DCD has lessened the numbers seeking a diagnosis specifically for dyslexia (there is a high comorbidity among these conditions); secondly, the criterion for DARE ensures that only those with two or more literacy difficulties (at or below the 10th percentile) are eligible for a points reduction at admission.

When do students register with the Disability Service?

Knowing when students register with the Disability Service is useful because certain groups tend to register early and others later. It is also useful to consider how supports and resources are ‘front loaded’ at the start of the year. Most students (401 or 73%) that registered with the Disability Service in 2020-21 registered in the months of August, September, and October, while the remaining students (189 or 27%) registered in comparatively small numbers in the other months of the year.

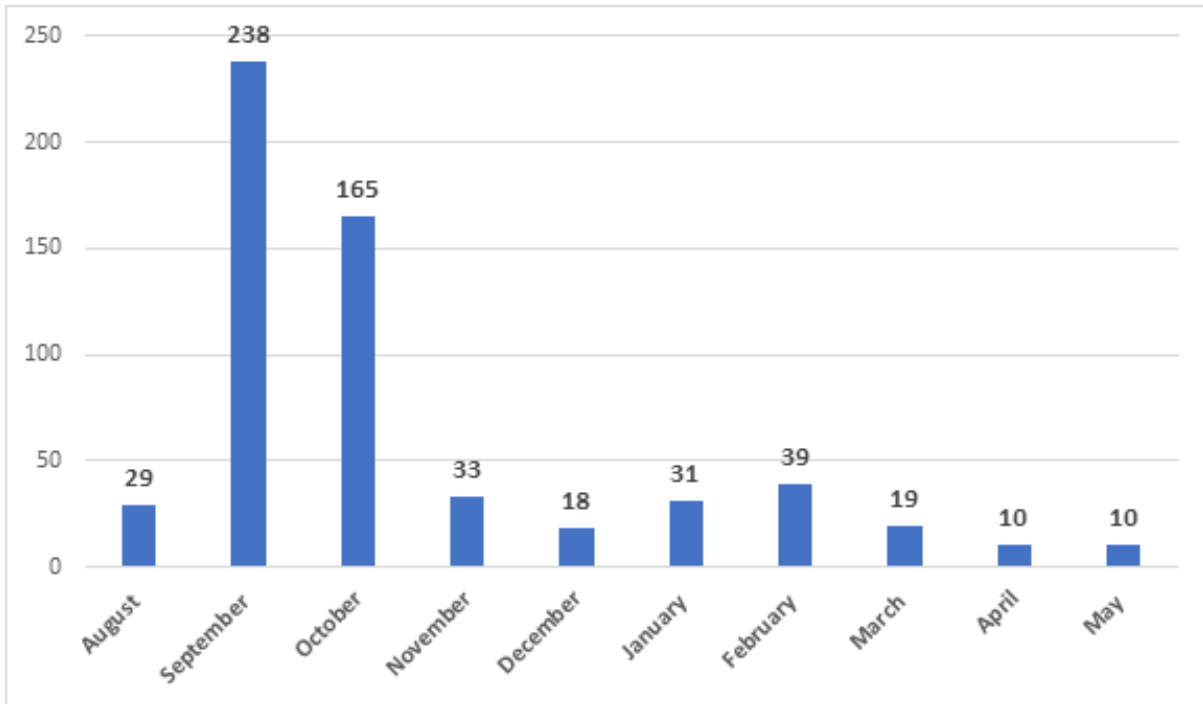


Figure 14: All New DS Registrations by Month August 2020 to May 2021

New first year undergraduate registrations

Most students registering in any one year are first year students. Between 2010-11 and 2014-15 the number of first year students registering with the DS averaged 193. In the past 5 years, 2016-17 to 2020-21, that average has increased to 325.

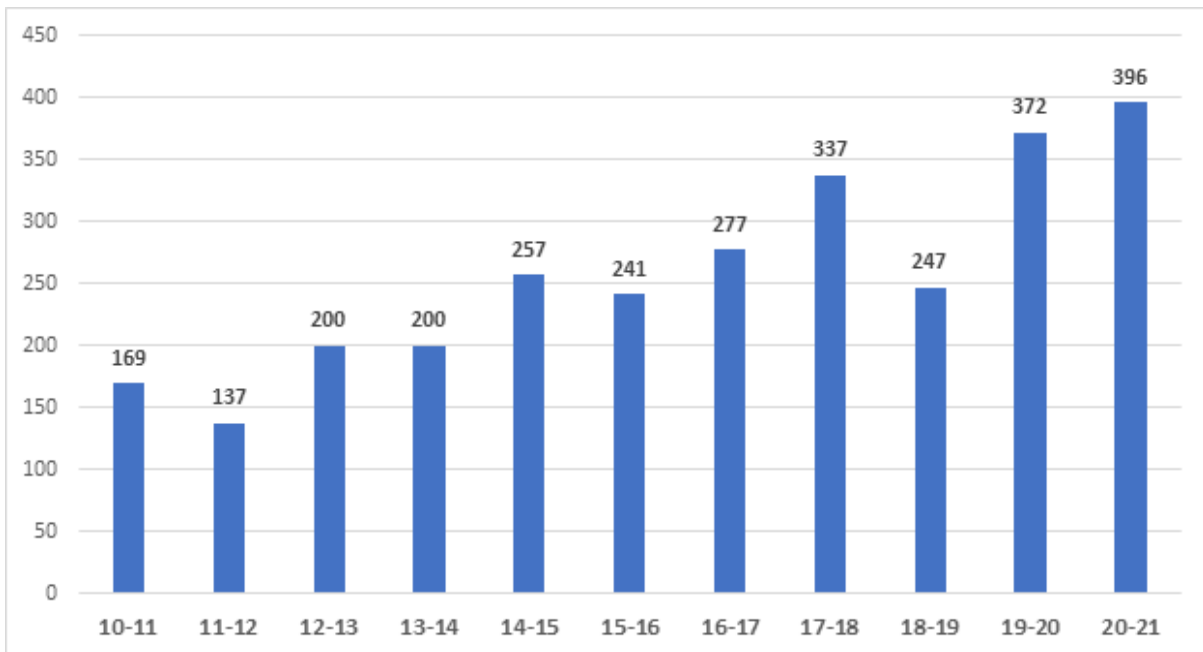


Figure 15: First year (Junior Freshmen) total registrations 2010-11 to 2020-21

Figure 16 below illustrates the breakdown of new first year registrants by entry route: DARE, supplemental (184); Merit or required points (75); and Mature Students (19).

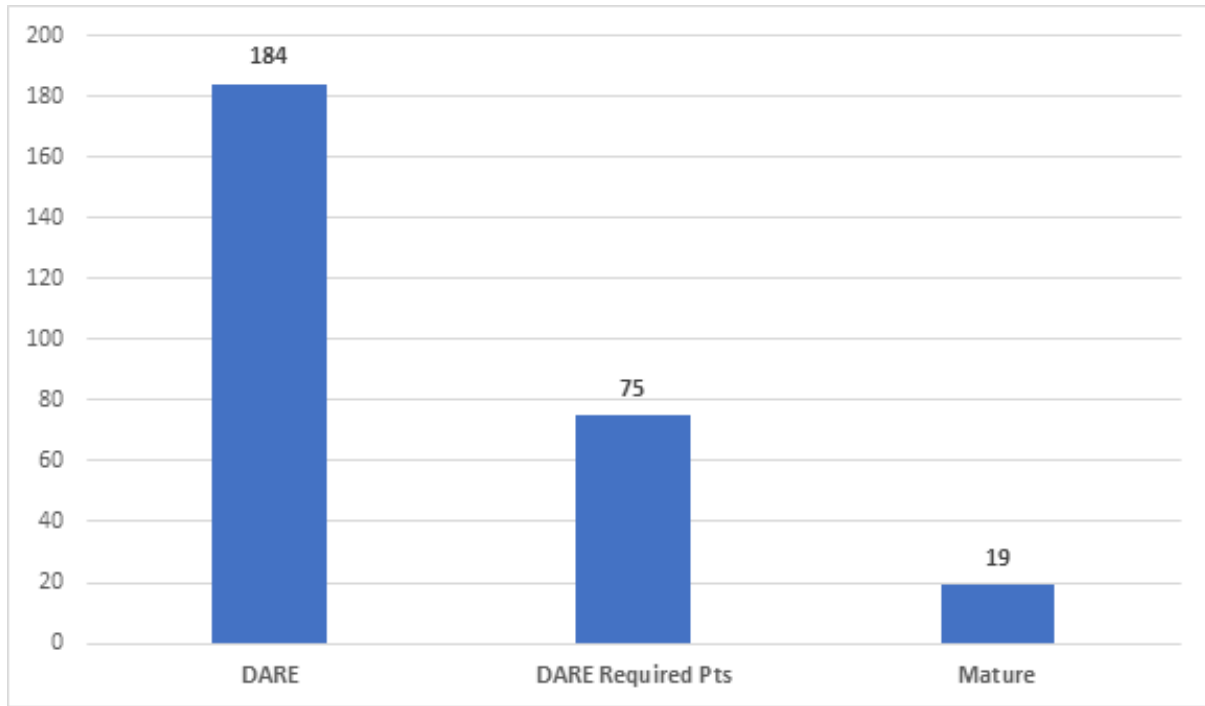


Figure 16: New first year undergraduate registrations by entry route 2020-21

Figure 17 below illustrates the number of new students registering with the DS by Academic Year from 2010-11 to 2020-21.

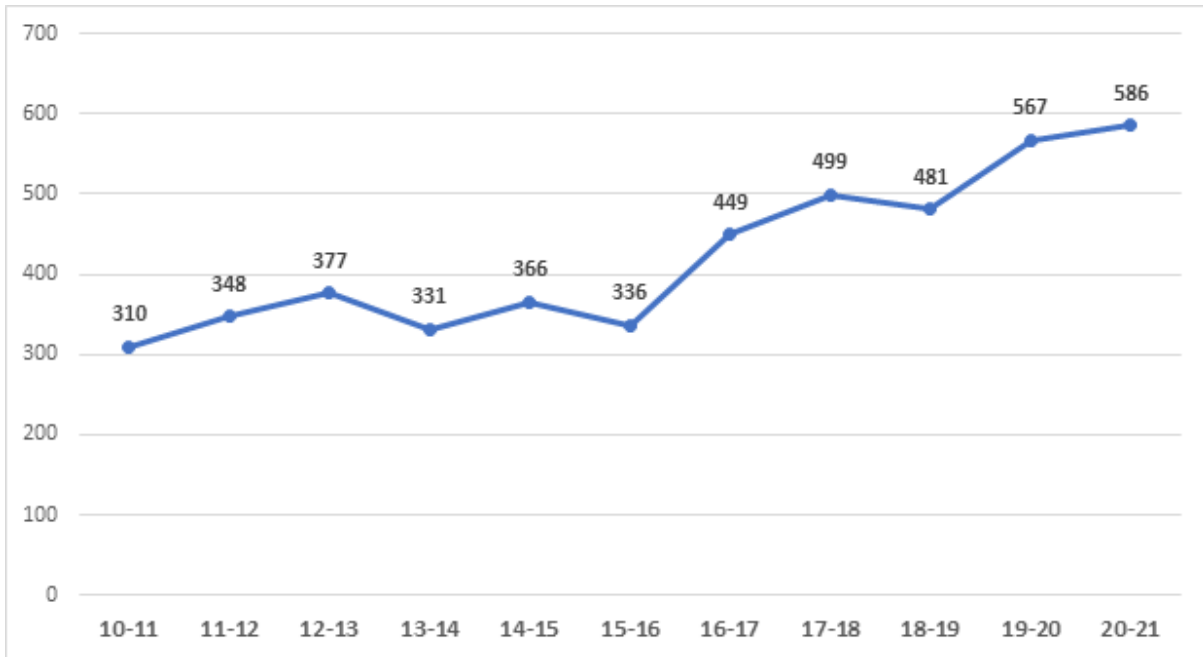


Figure 17: Number of new students' registrations from 2010-11 to 2020-21

The chart below illustrates the breakdown of newly registered students by disability type for the academic year 2020-21.

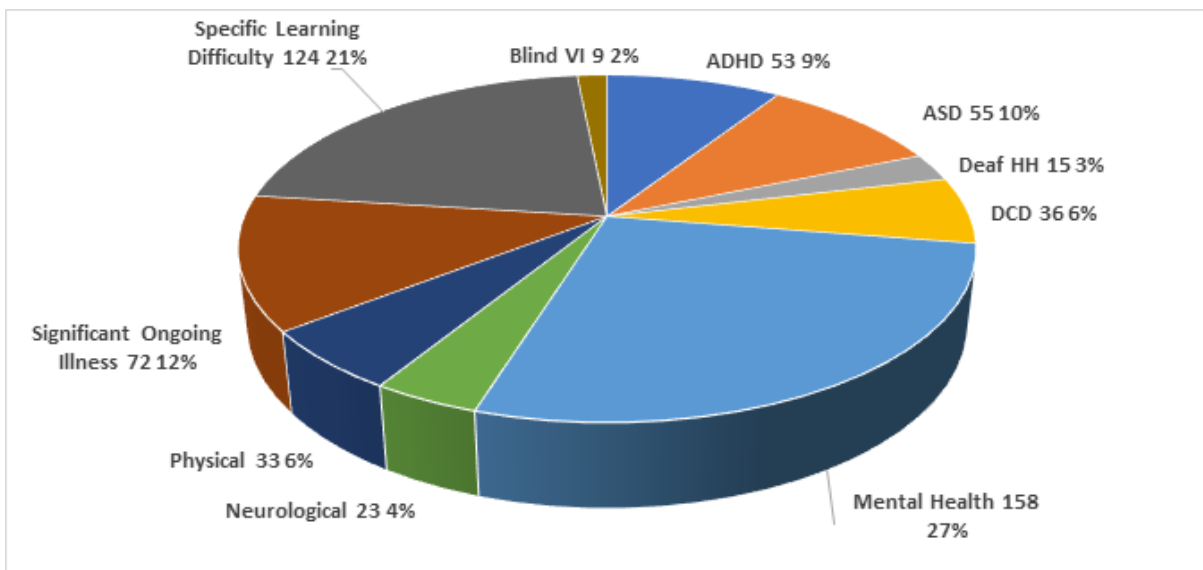


Figure 18: Illustrates the Category of Disability for all new student registrations 2020-21

The chart below illustrates the percentage breakdown of new registrants by Faculty for the academic year 2020-21. Students with disabilities tend to choose Arts, Humanities and Social Sciences courses above the other two Faculties. However, in recent years there has been a relative rise in the number of students with disabilities in Health Sciences.

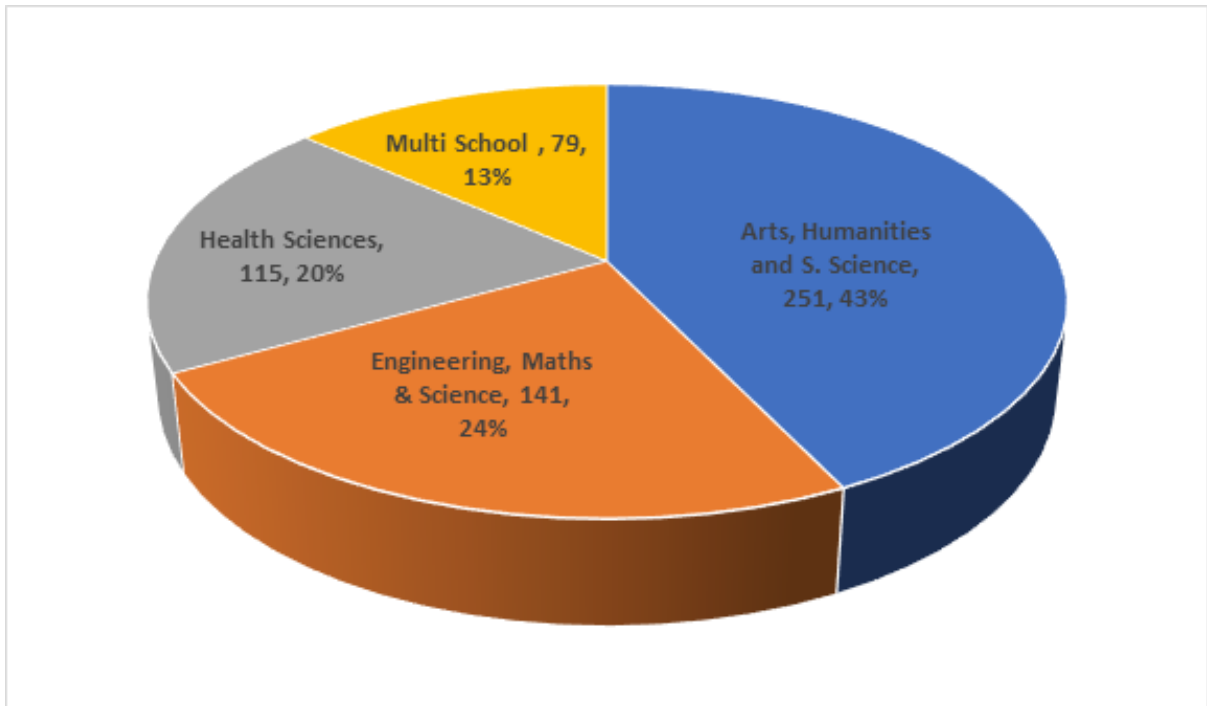


Figure 19: Percentage breakdown of new registered students by Faculty 2020-21

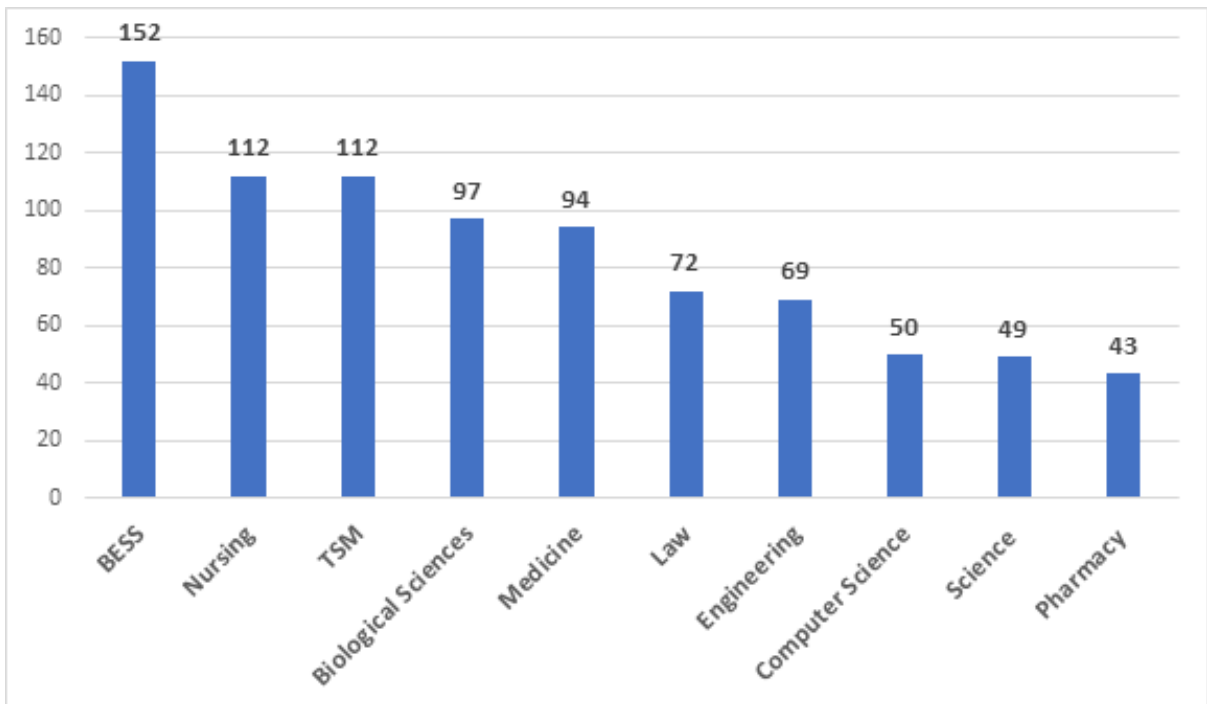


Figure 20: Top 10 Courses chosen by Undergrads registered with DS 2020-21

Disclosures through LENS reports

The table below shows the number of disclosures through the issuing of LENS reports in the year 2020-21. These are students registered with the Disability Service who agree to

disclose their disability and reasonable accommodations to their school or department via their LENS report in SITS.

Faculty of Arts, Humanities and Social Sciences			718
Business	34	Linguistics, Speech and Communication Studies	40
Drama, Film and Music	18	Law	74
Education	25	Psychology	50
English	32	Religion	15
Histories and Humanities	74	Social Science and Philosophy	222
Languages, Literatures and Cultural Studies	29	Social Work and Social Policy	40
AHSS Multi School	265		
Faculty of Engineering, Maths and Science			444
Biochemistry and Immunology	3	Genetics and Microbiology	2
Chemistry	6	Mathematics	24
Computer Science and Statistics	81	Natural Sciences	10
Engineering	90	Physics	5
EMS Multi School	223		
Faculty of Health Sciences			402
Dental Science	16	Pharmacy	50
Medicine	111	Occupational Therapy	27
Radiation	6	Physiotherapy	21
Nursing and Midwifery	143	Human Nutrition and Dietetics	6
HS Multi School	22		
Trinity Multi Faculty			240
Total			1804

Figure 21: Disclosures through LENS

Examination Accommodations

The graph below illustrates the changes in the provision of exam accommodations over a three-year period from 2018-19 to 2020-201 The changes reflect increases in students registering with the Disability Service over the same period.

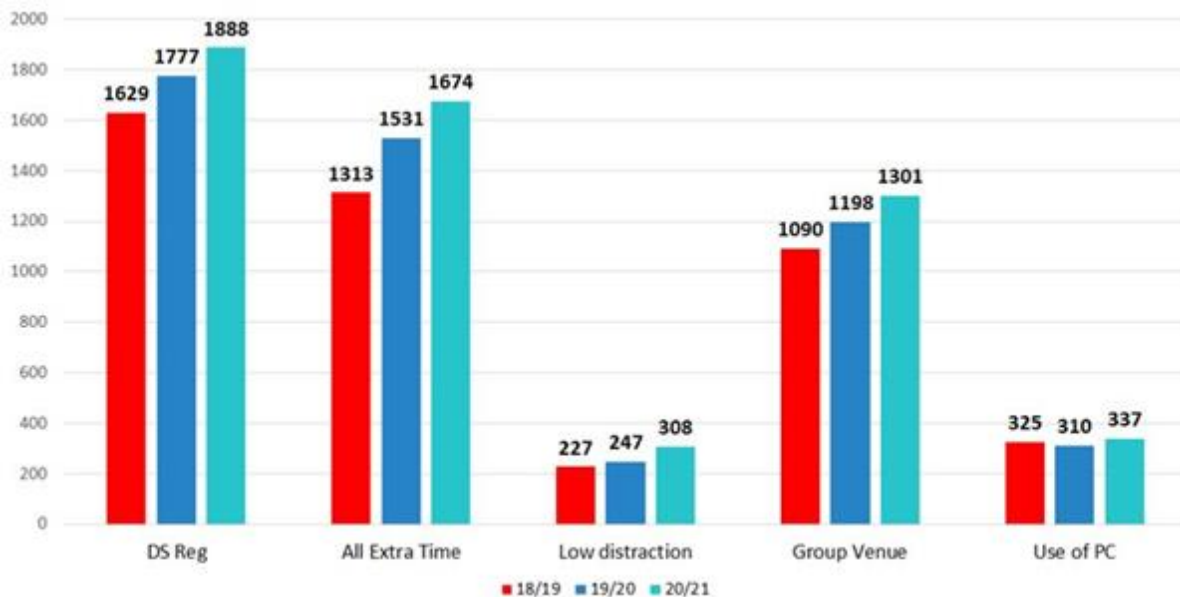


Figure 22: Increases in exam accommodations from 2018-19 to 2020-21

- DS reg: All students registered with the Disability Service
- All extra time: All students with extra exam time including 10, 15 and 20 minutes extra per hour
- Low distraction: All students who attend a low distraction venue
- Group venue: All students who attend a Group Venue (alternative to the main venues)
- Use of PC: All students who use a computer in exams

Changes in exam accommodations 2016-17 to 2020-21

The table below lists the changes in exam accommodations during the five-year period, 2016-17 to 2020-21. Most students registered are accommodated with extra time of 10 minutes per hour and a group venue. Additional supports beyond this 'baseline' are allocated in small numbers. Since semester 2 in 2019-20 most exams moved online, and additional supports and services were required to ensure students were supported.

	16-17	17-18	18-19	19-20	20-21
Students registered with DS	1364	1551	1629	1777	1888
Total with exam accommodations	1109	1241	1400	1526	1674
Total with no exam accommodations	255	310	229	251	214
10 mins per hour	1023	1192	1253	1443	1580

15 mins per hour	28	29	42	38	53
20 mins per hour	6	10	15	23	19
Low distraction venue	122	148	227	247	308
Individual test centre – general	58	68	83	78	78
Group Test Centre	891	1019	1090	1198	1301
Reader	2	2	4	0	0
Scribe	10	6	6	0	0
Use of computer	278	298	325	310	337

Figure 23: Changes in exam accommodations 2016-17 to 2020-21