



Appendix 1: Disability Service KPIs and Statistics 2021-22

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 applications, 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 applying for Disability Service support 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 applications 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, applications have more than doubled in the last decade and in 2021-22 increased to 2061.

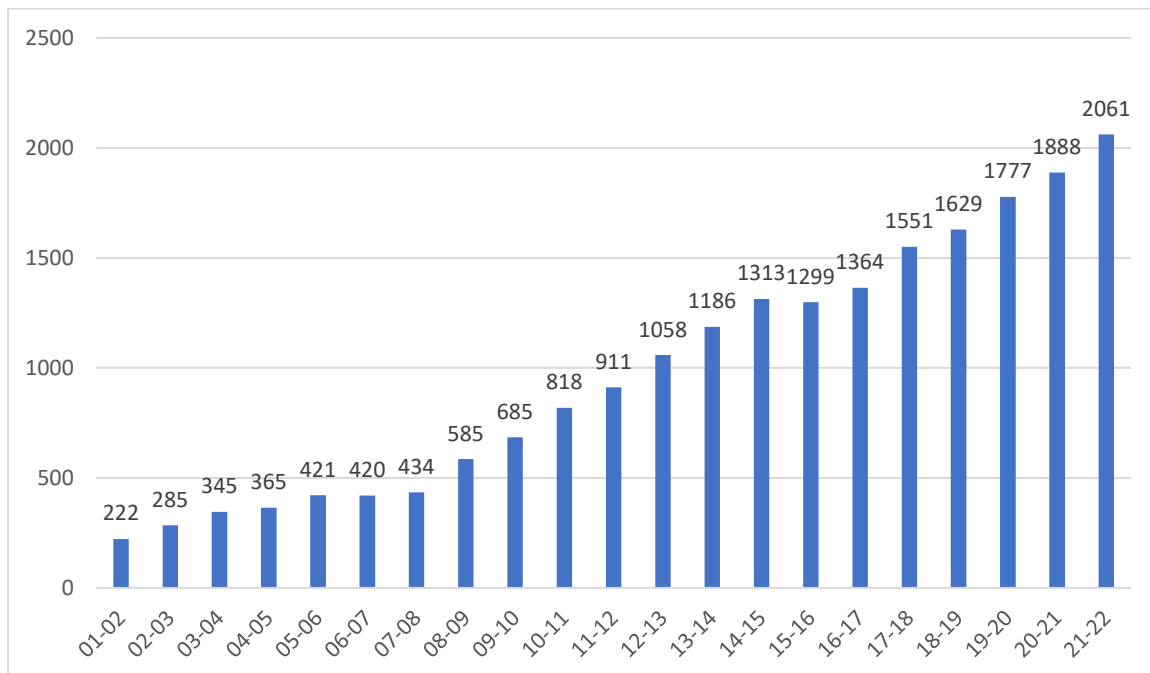


Figure 1: Cumulative Record of completed student applications 2001-02 to 2021-22.

While student numbers in general have increased in Trinity since 2001, the rate of applications 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 applying for support with the DS was 1.5%, this had doubled to 3.2% by 2006-07. By 2021-22, the proportion of students applying for DS support, 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 student applications up to 2014-15 and an increase in 2017-2018. The proportion of postgraduate students applying for DS support rose slightly in 2021-22 but remains significantly smaller than the undergraduate proportion.

Year	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Total Students	1058	1186	1313	1299	1364	1551	1629	1777	1888	2061
Undergrad Students	940	993	1063	1088	1185	1327	1474	1613	1689	1816
% of Total Undergrad	7.7%	8.0%	8.4%	8.6%	9.3%	10%	11.1%	12.0%	12.6%	12.6%
Postgrad Students	118	193	250	211	179	199	155	164	199	245
% of Total Postgrad	2.7%	4.5%	5.6%	4.7%	3.7%	4%	3.0%	3.0%	3.6%	4%
% of All Students	6.4%	7.1%	7.7%	7.4%	7.7%	8.6%	8.8%	9.4%	10%	10.1%

Figure 2: Number and proportion of student applications 2012-13 to 2021-22

Applications by Disability Type and Faculty

The figure below illustrates the number of applications by disability type and Faculty during 2021-22. 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, Hum. & Social Science	Eng, Maths & Science	Health Sciences	Multi Faculty Multi School includes JH
ADHD or ADD	229	102	67	28	32
Autistic Spectrum	181	63	79	10	29
Blind / Visual	27	12	4	7	4
Deaf / HoH	50	28	9	7	6
DCD / Dyspraxia	113	53	27	14	19
Intellectual Disability	4	4	0	0	0
Mental Health	574	234	107	138	95
Neurological	75	25	13	23	14
Physical Disability	120	47	19	33	21
Significant Ongoing Illness	261	97	59	87	18
Speech Language & Communication Disorders	13	3	4	4	2
Specific Learning Difficulty	414	144	113	107	50
Total	2061	812	501	458	290

Figure 3: Breakdown of Total student applications by Disability Category and Faculty in 2021-22

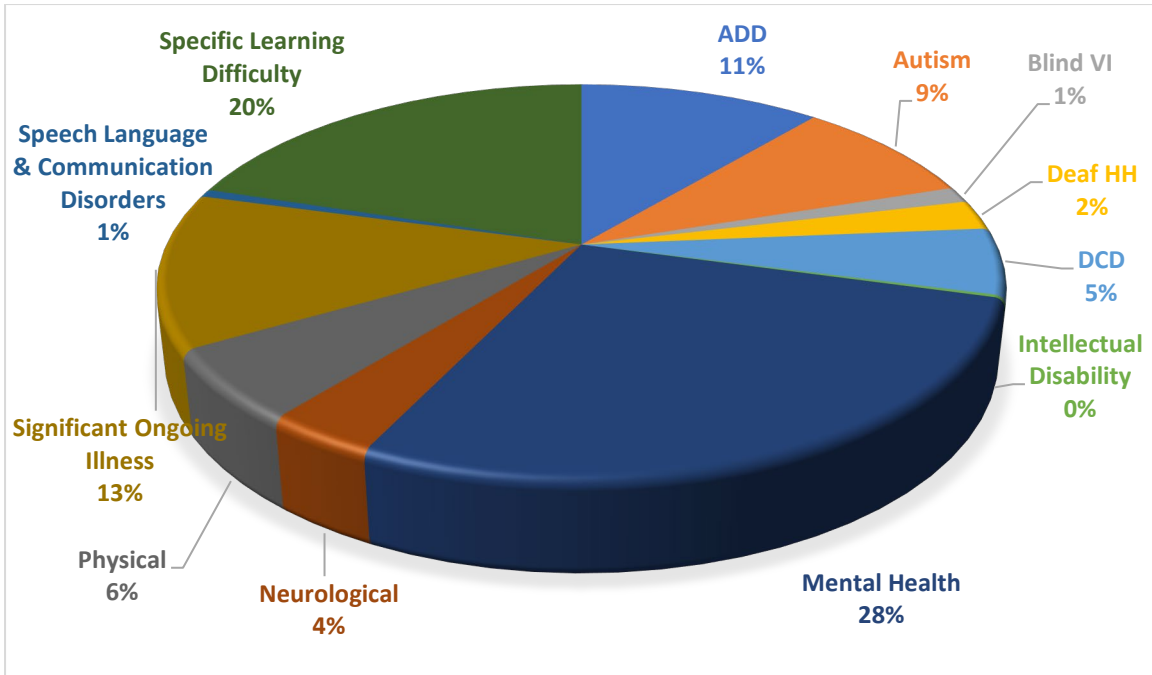


Figure 4: Breakdown of Total student applications by Category of Disability for 2021-22

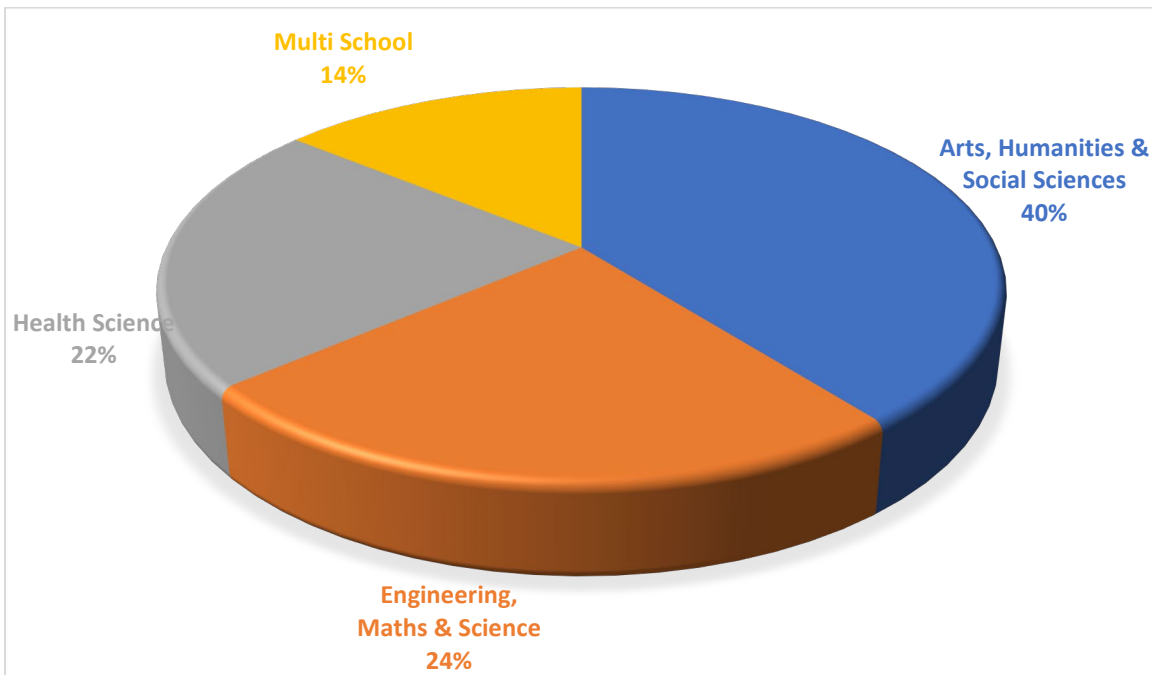


Figure 5: Breakdown of Total student applications by Faculty for 2021-22

Rate of increase or decrease of student applications by disability type

The graphs below (Figures 6 to 13) illustrate the individual growth patterns of student applications by disability type over a 10-year period: 2012-13 to 2021-22. The number of students with physical and sensory disabilities continues to remain low and under-represented compared with other disability types.

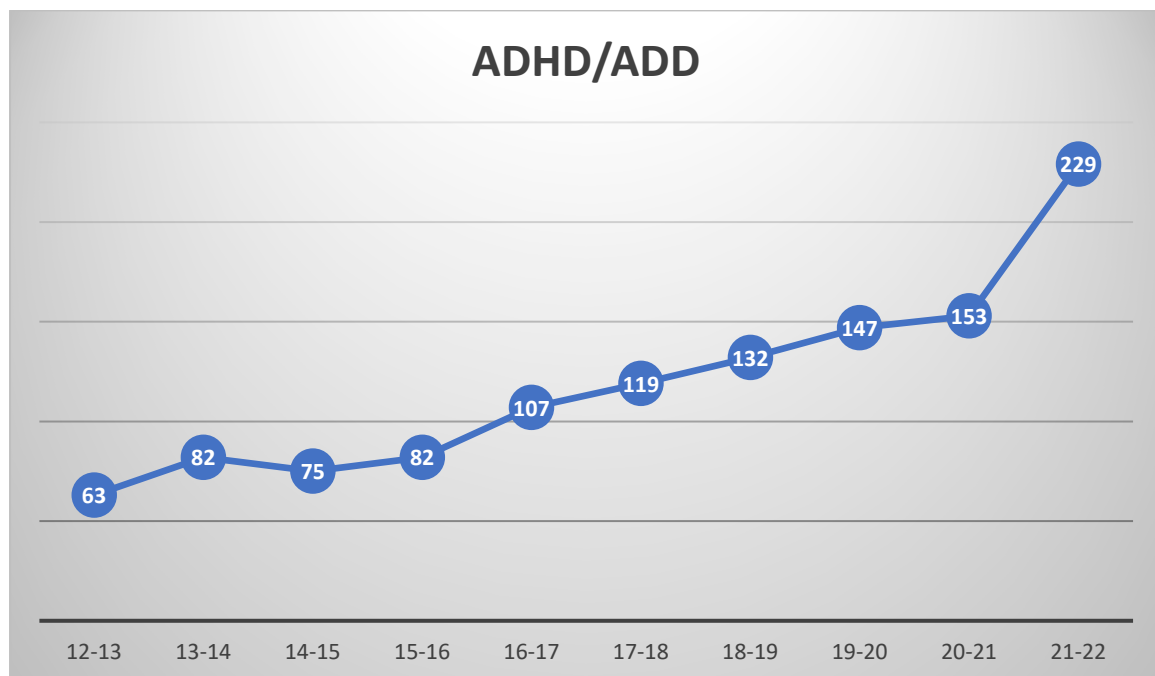


Figure 6: Students with ADD or ADHD 2012-13 to 2021-22

Students with ADD or ADHD are an emerging group since 2007-08. 2021-22 saw a significant increase, rising 44% in one year in the number of students with ADHD applying for Disability Service support.

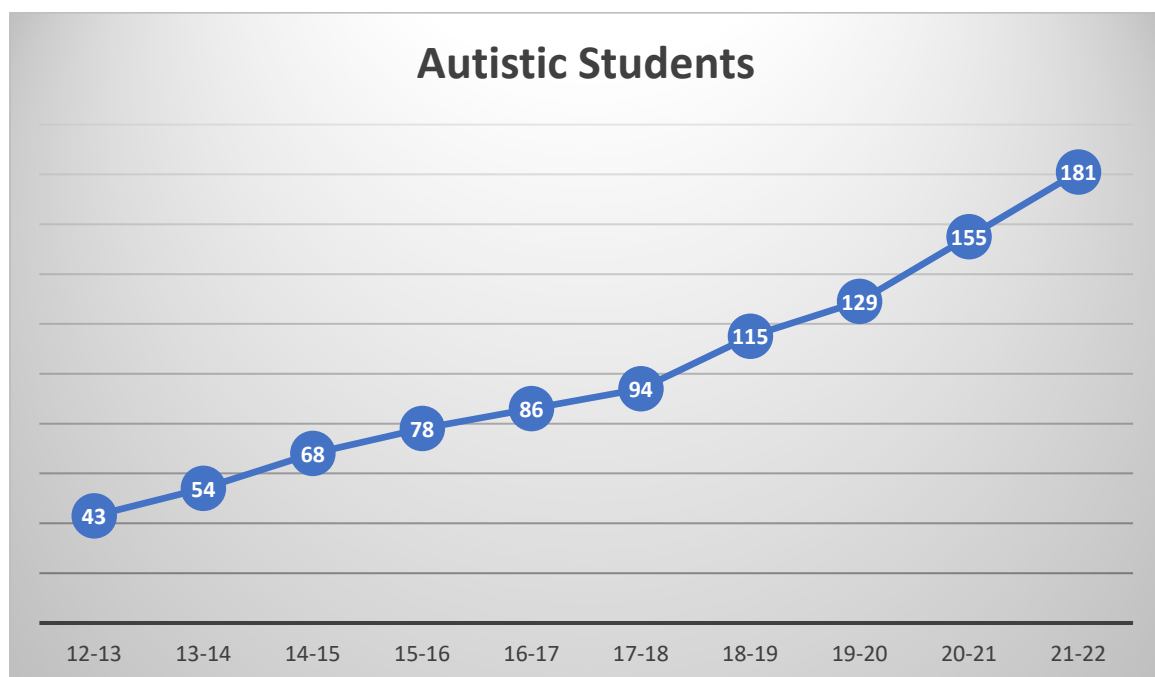


Figure 7: Autistic Students 2012-13 to 2021-22

The increase in Autistic students attending Trinity is significant (growing 30% over last 2 years), 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.

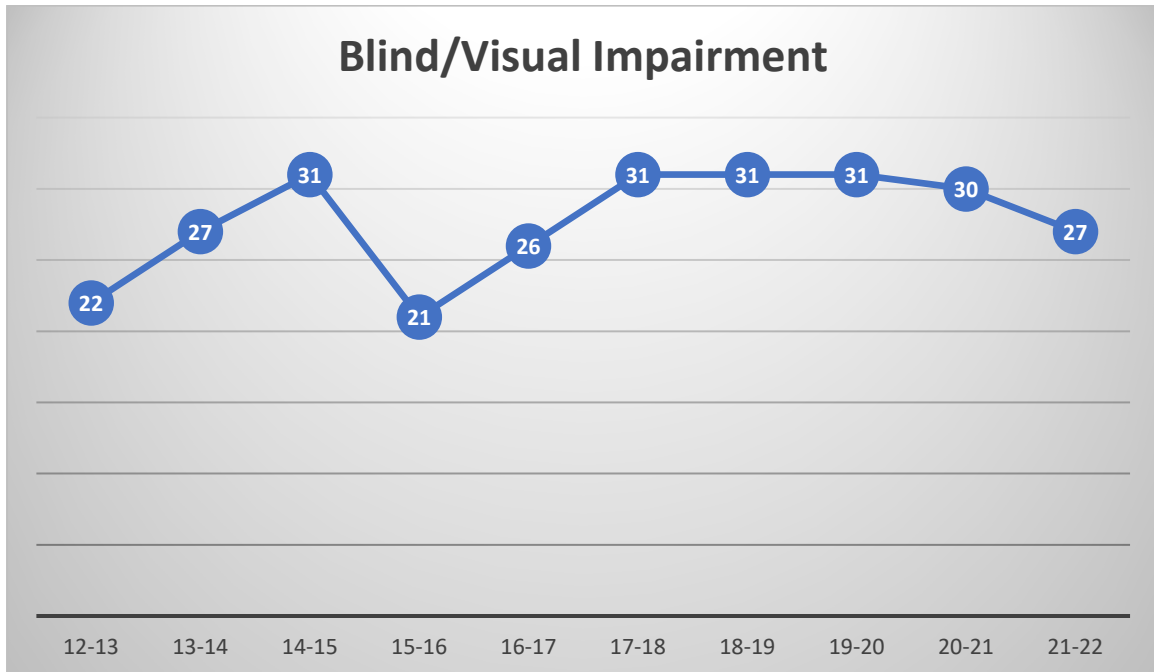


Figure 8: Blind/Visually Impaired students 2012-13 to 2021-22

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.

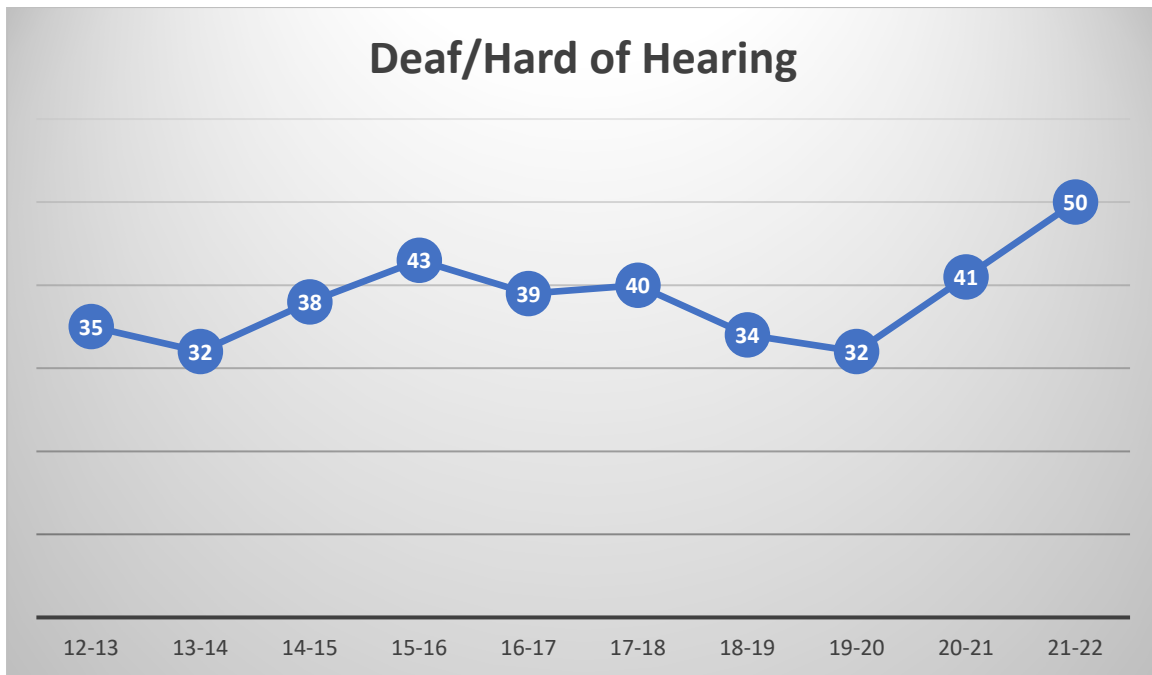


Figure 9: Deaf/Hard of Hearing students 2012-13 to 2021-22

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.

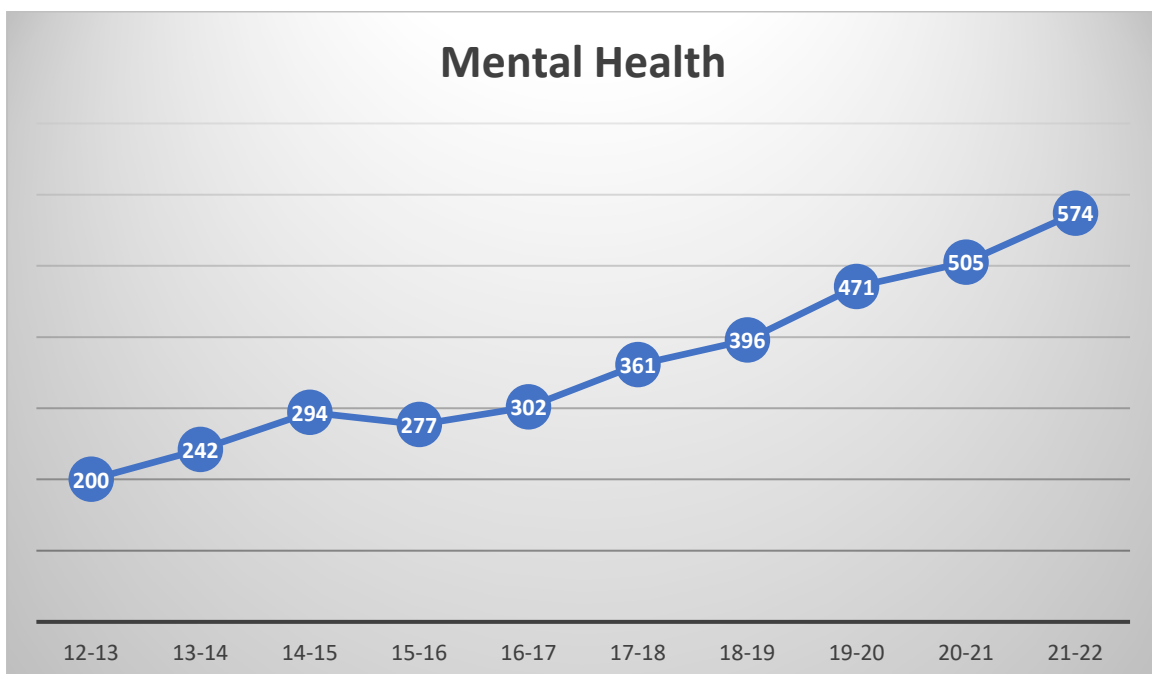


Figure 10: Students with mental health difficulties 2012-13 to 2021-22

Trinity has the highest number and the highest proportion of students with mental health difficulties of any HEI in Ireland (28% in Trinity and 16.5% nationally - 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.

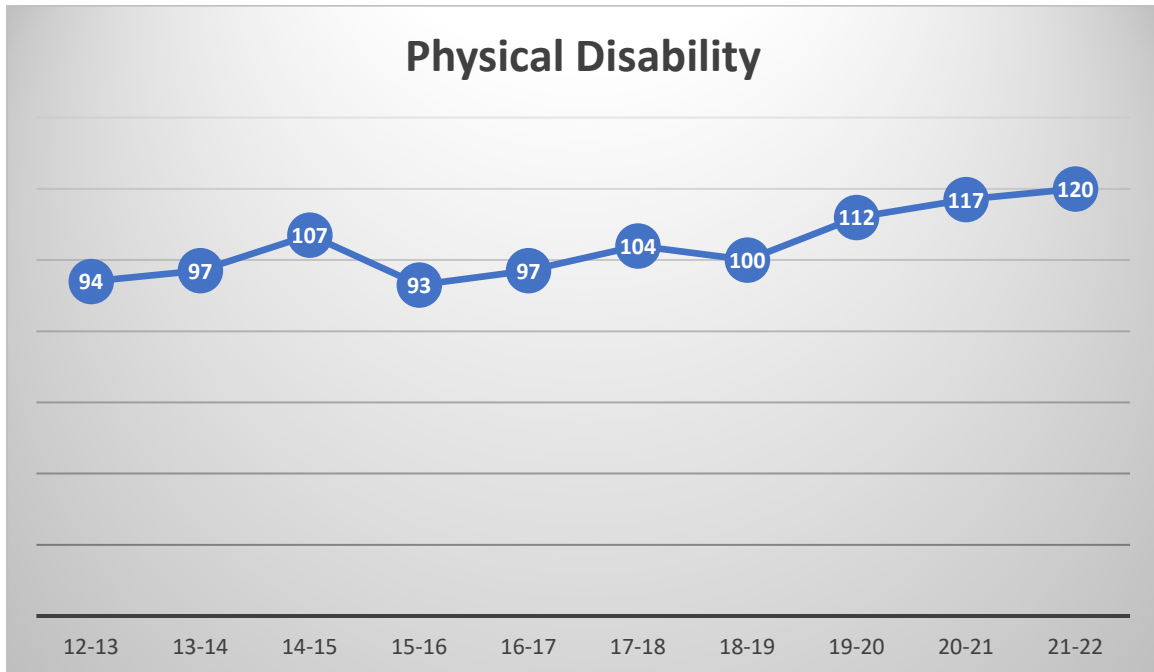


Figure 11: Students with physical disabilities 2012-13 to 2021-22

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.

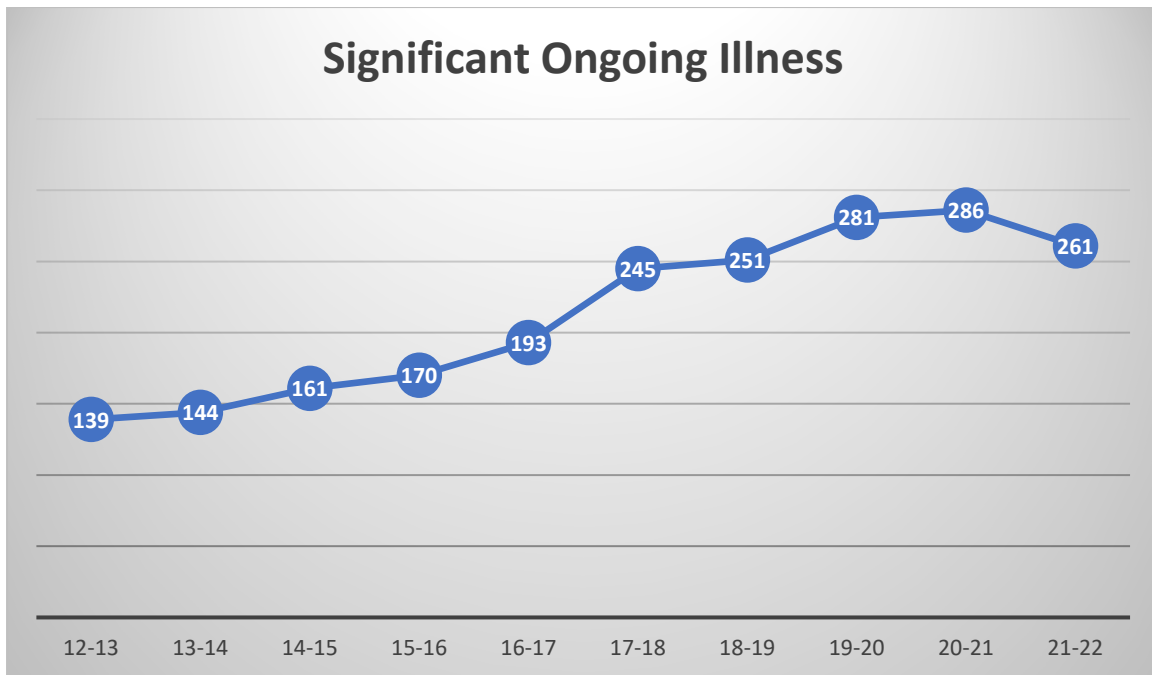


Figure 12: Students with significant ongoing illnesses 2012-13 to 2021-22

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.

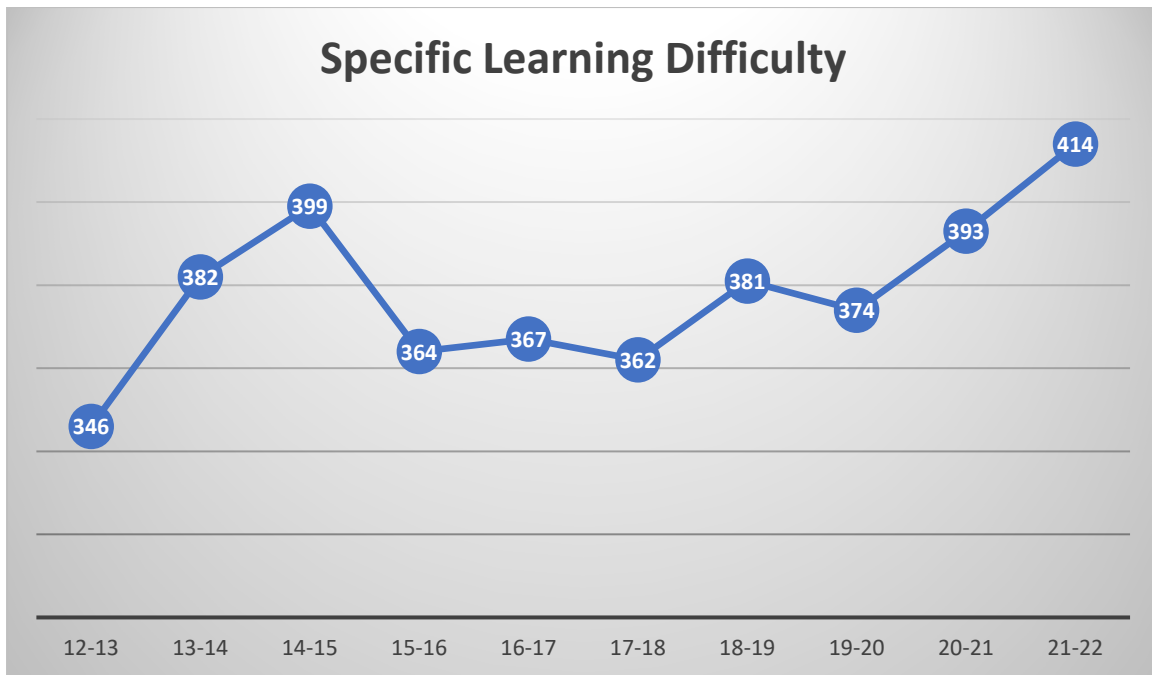


Figure 13: Students with specific learning difficulties 2012-13 to 2021-22

The number of students with specific learning difficulties, predominantly dyslexia, declined from a high of 399 in 2014-15 to 362 in 2017-18 and rose again by 10% in 2022. This decline prior to 2019 was due to an increase in the diagnosis rates of ADHD, Autism, and DCD, and changes to the criterion for DARE which ensured that only those with two or more literacy difficulties (at or below the 10th percentile) were eligible for a points reduction at admission. In recent years number have begun to increase again in proportion with the general increase in students disclosing disabilities within higher education.

When do students apply to the Disability Service?

Knowing when students apply for Disability Service supports is useful because certain groups tend to apply 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 (529 or 75%) that completed applications for Disability Service support in 2021-22 applied in the months of September, October and November, while the remaining students (179 or 25%) applied in comparatively small numbers in the other months of the year.

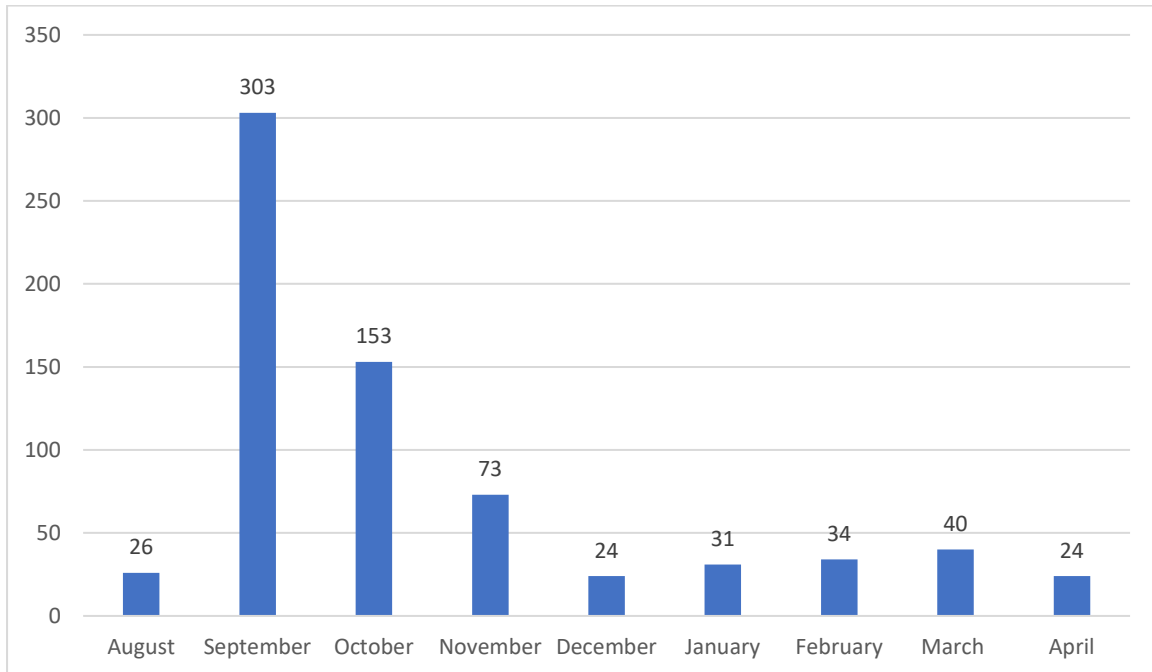


Figure 14: All New DS applications by Month August 2021 to April 2022

New first year undergraduate applications

Most students applying in any one year are first year students. Between 2012-13 and 2016-17 the number of first year students registering with the DS averaged 235. In the past 5 years, 2017-18 to 2021-22, that average has increased to 351.

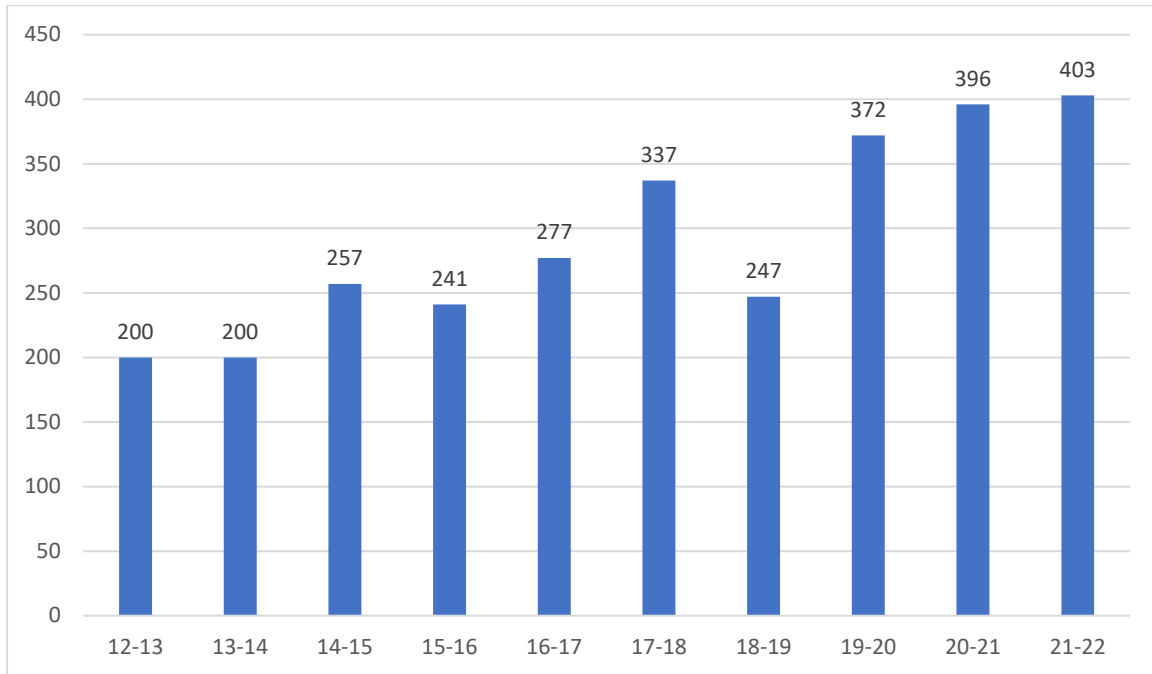


Figure 15: First year (Junior Freshmen) total applications 2012-13 to 2021-22

Figure 16 below illustrates the breakdown of new first year applicants by entry route: Merit or required points (157), DARE reduced points (204) and Mature Students (27).

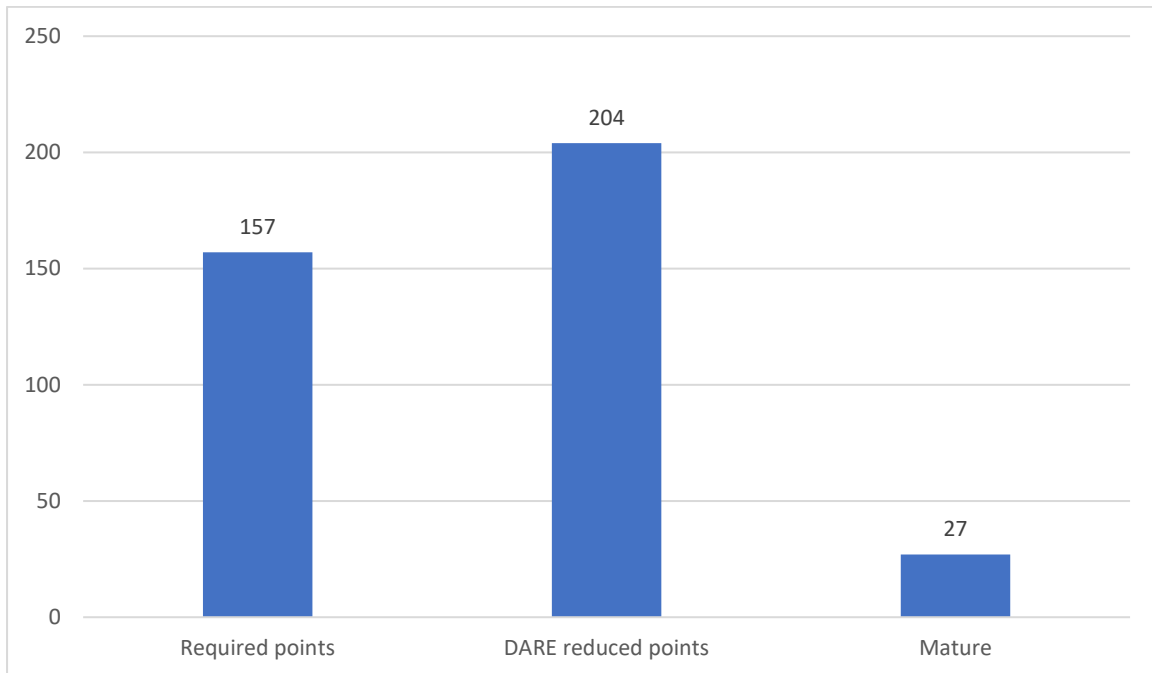


Figure 16: New first year undergraduate applications by entry route 2021-22

Figure 17 below illustrates the number of new students applying for Disability Service Supports by Academic Year from 2012-13 to 2021-22.

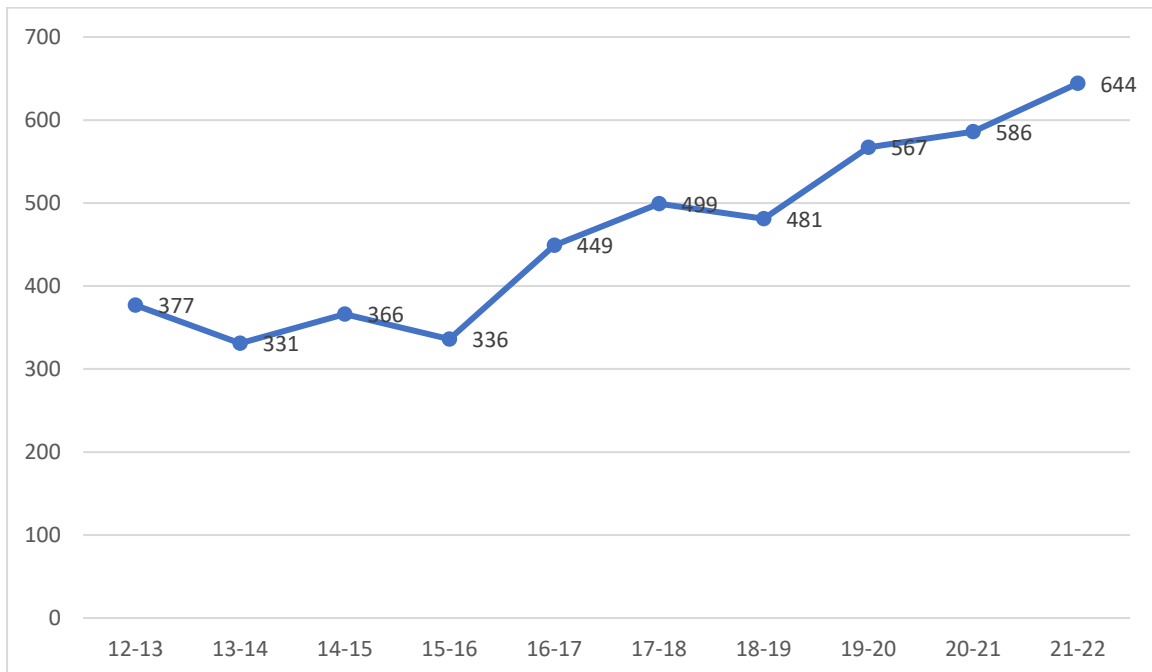


Figure 17: Number of new students' applications from 2012-13 to 2021-22

The chart below illustrates the breakdown of new applications by disability type for the academic year 2021-22.

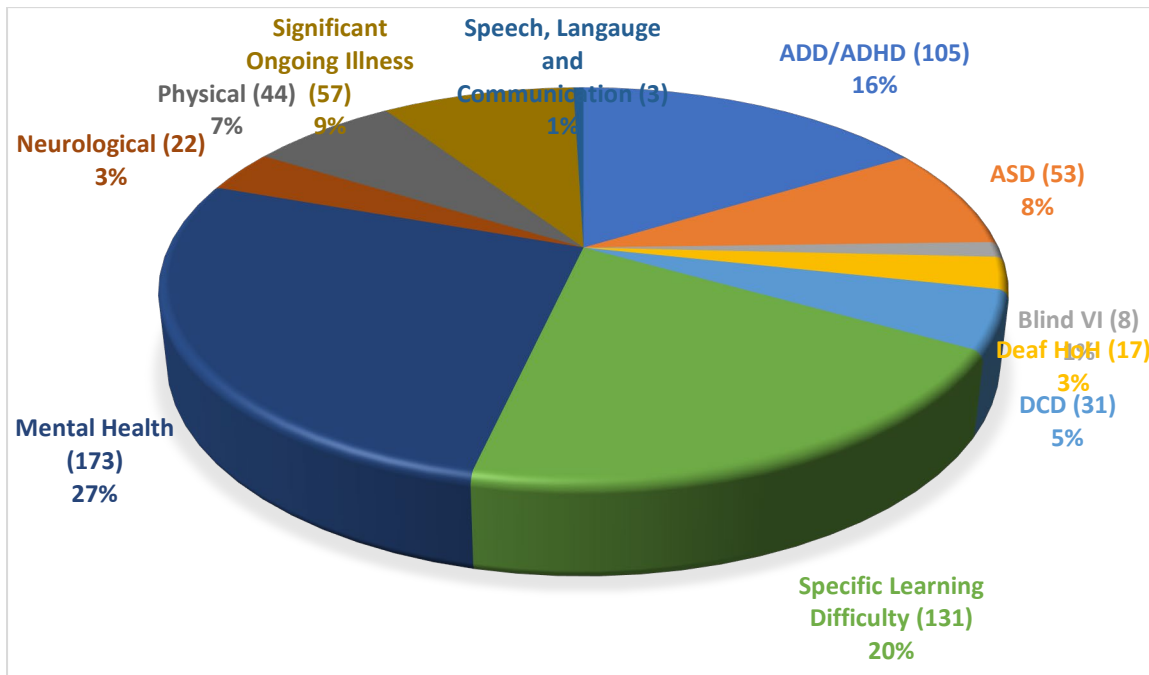


Figure 18: Illustrates the Category of Disability for all completed new student applications 2021-22

The chart below illustrates the percentage breakdown of new applications by Faculty for the academic year 2021-22. 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.

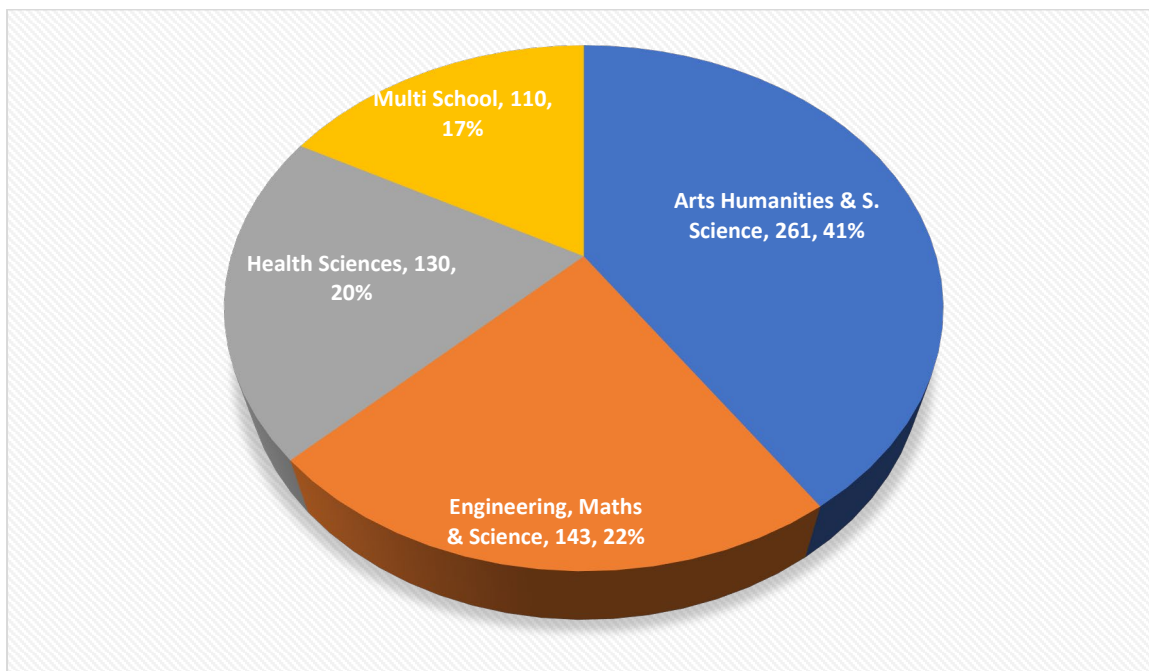


Figure 19: Percentage breakdown of new student applications by Faculty 2020-21

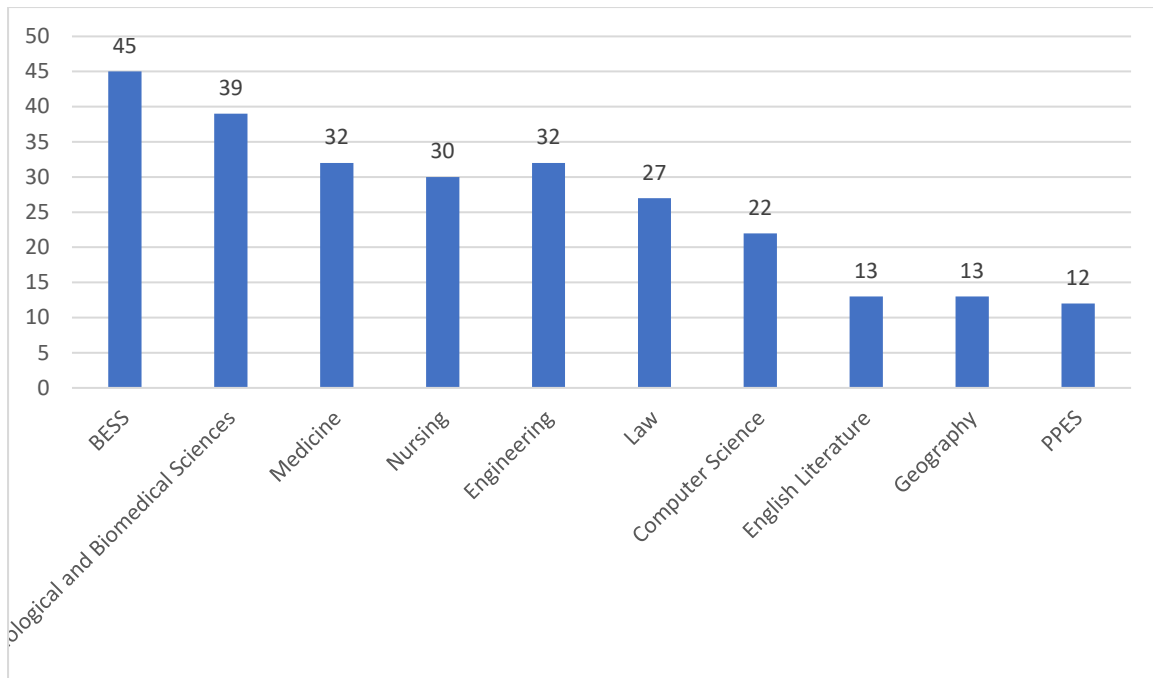


Figure 20: Top 10 Courses chosen by Undergraduate new applicants to DS 2021-22

Disclosures through LENS reports

The table below shows the number of disclosures through the issuing of LENS reports in the year 2021-22. These are students who have applied for Disability Service support and have agreed 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			812
Business	56	Linguistics, Speech and Communication Studies	37
Drama, Film and Music	36	Law	65
Education	37	Psychology	41
English	41	Religion	15
Histories and Humanities	83	Social Science and Philosophy	26
Languages, Literatures and Cultural Studies	37	Social Work and Social Policy	42
AHSS Multi School	296		
Faculty of Engineering, Maths and Science			501
Biochemistry and Immunology	5	Genetics and Microbiology	3
Chemistry	6	Mathematics	23
Computer Science and Statistics	85	Natural Sciences	11
Engineering	111	Physics	10
EMS Multi School	247		
Faculty of Health Sciences			458
Dental Science	22	Pharmacy	60
Medicine	131	Occupational Therapy	28
Radiation	17	Physiotherapy	25
Nursing and Midwifery	147	Human Nutrition and Dietetics	8
HS Multi School	20		
Trinity Multi Faculty			290
Total			2061

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 2019-20 to 2021-22. The changes reflect increases in student application to the Disability Service over the same period.

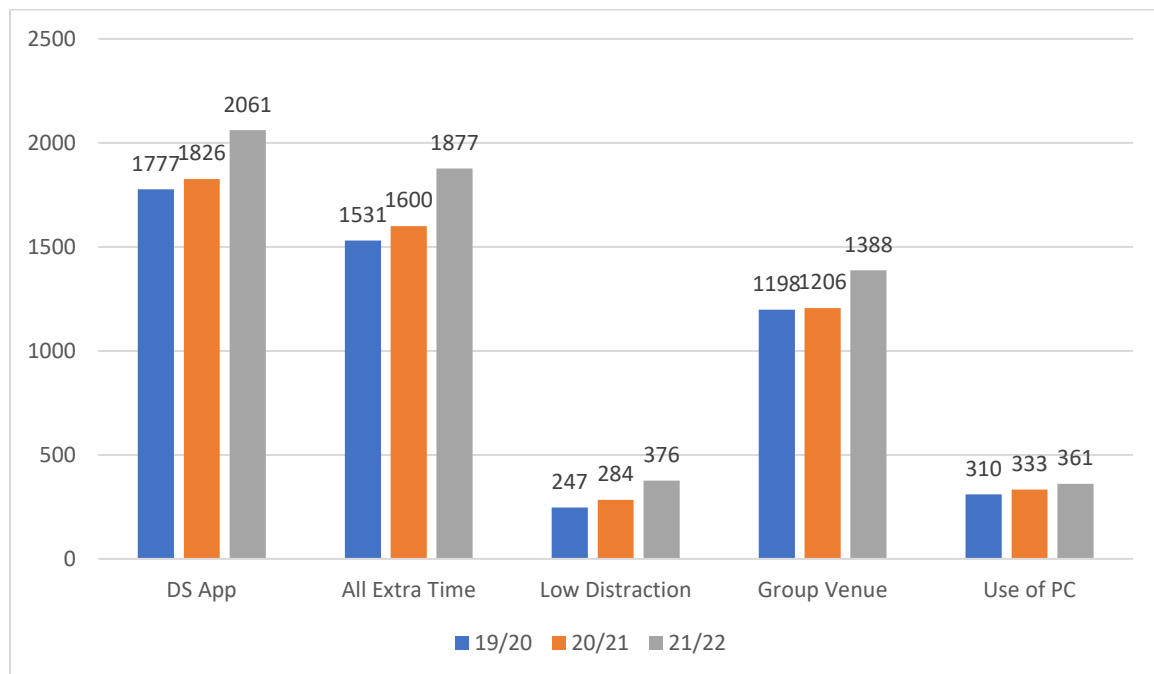


Figure 22: Increases in exam accommodations from 2019-20 to 2021-22

- DS App: All students who completed applications for Disability Service support
- 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 2017-18 to 2021-22

The table below lists the changes in exam accommodations during the five-year period, 2017-18 to 2021-22. Most students who apply for Disability Service support 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.

	17-18	18-19	19-20	20-21	21-22
Students registered with DS	1551	1629	1777	1888	2061
Total with exam accommodations	1241	1400	1526	1674	1877
Total with no exam accommodations	310	229	251	214	184
10 mins per hour	1192	1253	1443	1580	1750
15 mins per hour	29	42	38	53	83
20 mins per hour	10	15	23	19	22
30 mins per hour					9
Low distraction venue	148	227	247	308	376
Individual test centre – general	68	83	78	78	82
Group Test Centre	1019	1090	1198	1301	1388
Reader	2	4	0	0	0
Scribe	6	6	0	0	2
Use of computer	298	325	310	337	361

Figure 23: Changes in exam accommodations 2017-18 to 2021-22

Exam accommodations 2020-21 vs. 2021-22

The table below shows the percentage change for each exam accommodation from 2020-21 to 2021-22.

	May 2021	May 2022	% Change
Students with disabilities	1888	2061	9.2
Total with exam accommodations	1674	1877	12.1
10 mins per hour	1580	1750	11
15 mins per hour	53	83	56.6
20 mins per hour	19	22	15.8
30 mins per hour	0	9	900
Low distraction venue	308	376	22.1
Individual venue	78	82	5.1
Group venue	1301	1388	6.7
Use of computer	337	361	7

Figure 24: Percentage change in exam accommodations 2020-21 vs. 2021-22