



Numbers **of**
Students
with **Disabilities**
Studying in Higher
ED **U** **Education**
in
Ireland 20**13/14**



Numbers of Students with Disabilities Studying in Higher Education in Ireland 2013/14

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Foreword

By Ann Heelan, Executive Director, AHEAD

This report of the participation rates of students with disabilities and specific learning difficulties (SLDs) in Higher Education in Ireland presents a snapshot of data gathered from across Ireland's higher education institutions and provides us with an overview of the engagement of this group within the higher education sector. Results indicate that there has been a small rise in numbers year on year with over nine and a half thousand students with disabilities and SLDs now studying across all subject areas in higher education.

This report shows that the inclusion of students with disabilities is now high on the agenda across the sector and the success of many institutions and faculties in creating an inclusive environment for students with disabilities and SLDs must be acknowledged. For example the nursing schools nationally have succeeded in significantly increasing the numbers of students with disabilities and SLDs entering nursing schools and similarly there is a small yet significant increase in the numbers entering the education sciences. This success did not happen accidentally and on the basis that students vote with their feet, we can speculate that the increase in students with disabilities and SLDs is the result of deliberate strategies designed to welcome these students and to create an inclusive learning environment.

However, while this picture is encouraging, the report also highlights a number of persistent barriers for students with disabilities and shows that significant under-representation of students with disabilities and SLDs remains in many fields of study and indeed that the barriers are greater at higher levels of study. Another concern is that according to our research, part time students with disabilities are grossly under-represented. Only 1% of students on part time courses have registered as having a disability or SLD meaning the rate of participation of students with disabilities is five times lower on part time courses than on a full time ones. These students are not looking for any special advantages but are simply seeking equality and the chance to study on the same terms as full time students with disabilities. They have a right to education under the UN Convention on human rights but cannot exercise this right due to the higher cost of disability. While the reasons for the under representation have not been explored here, we know that research conducted by the National Disability Authority asserts the added cost of living for people with disabilities and asks that this extra cost incurred due to the impact of disability be met through the provision of supports¹. If the higher education sector intends to improve the equity of participation, then part-time students must have access to the additional funding available through the Fund for Students with Disabilities so they too can be appropriately accommodated.

Add to this the fact that students with disabilities on post graduate courses are significantly underrepresented and that the participation of deaf and hearing impaired students has consistently dropped over the past three years and we see a different picture emerging, highlighting the many areas where improvement is required.

¹ NDA Cost of disability Survey, ENDECON, 2011



The report also identifies some interesting trends that have implications for faculty in terms of the design of programs and staff development. For example students with disabilities and SLDs are far more likely to be studying Humanities and Arts than the average student; students in the Asperger's/Autism category are 3 1/2 times more likely to be studying Computing and are twice as likely to be studying Science while students with SLDs are over represented in areas such Engineering.

There is now a huge diversity of students in higher education including over 6% students with a wide range of disabilities as well as international and mature students and they all learn differently, so it is clear that in terms of teaching and learning, one size does not fit all. Barriers to learning and participation do not lie with the student but rather within the administration structures and learning environment. Higher education could consider moving to a Universal Design approach to learning as a means of creating a culture of diversity in higher education in which all students are given an equal chance to learn effectively.



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Introduction

AHEAD (Association for Higher Education Access and Disability) is the National Centre for Inclusive Education. An independent non-profit organisation, it works to promote full access to and participation in further and higher education for students with disabilities and to enhance their employment prospects on graduation.

An important function of AHEAD's work is to monitor the overall participation and progress of students with disabilities in higher education and to identify emerging trends. To this end AHEAD surveys, on an annual basis, all Higher Education Institutions (HEIs) that are funded by the Higher Education Authority (HEA) plus other additional higher education institutions that are an important part of the higher education system in Ireland. This is in order to get a snapshot of the numbers of students with disabilities entering and progressing through the higher education system and to identify trends and areas of improvement. The objective of the participation rates survey is to provide an accurate national measure of the numbers of students with disabilities in higher education; to identify where and in what academic field they are studying, and, to give an insight of their progress from one academic year to another. It is intended that survey results will assist and inform strategic planning in the education sector with the aim of improving access routes to higher education for students with disabilities. This report details the results of AHEAD's survey on the participation rates of students with disabilities in higher education in Ireland covering the academic year 2013/2014.

AHEAD provides practical know how advice and information to professionals and students on inclusive practices in higher education and employment. In meeting its aims and objectives, AHEAD designs and coordinates a number of key projects. These include;

- **GET AHEAD** is an initiative of AHEAD which has been running since 2005. It is a network of students and graduates with disabilities currently making the transition from third level education to full time employment.
- The **Willing Able Mentoring** Programme works with and supports employers to create a more inclusive workplace and provides paid mentored work placement opportunities for graduates with disabilities.
- **LINK**, a network of worldwide organisations promoting the inclusion of students and graduates with disabilities in third level education



Survey Method

This survey was carried out by AHEAD, the Association for Higher Education Access and Disability, in collaboration with Disability/Access Officers of various institutions throughout the country. A survey questionnaire was sent to the Disability/Access Officer in each of the targeted institutions. Targeted institutions were selected on the basis that they are funded by the Higher Education Authority (HEA) and therefore included in the HEA annual statistics on the total student population. This allows a comparison between AHEAD survey results and HEA data for the same academic year 2013/14². Despite the National College of Ireland being funded by the Dept. of Education, it was included in this year's survey due to the nature of its size. 28 institutions were approached and 27 of those responded to the survey, all of which are listed below. Some institutions were unable to complete every section of the survey, and this is explained in footnotes throughout the report.

Universities (later referred to as)

- University College Dublin (UCD)
- University College Cork (UCC)
- National University of Ireland, Galway (NUIG)
- Trinity College Dublin (TCD)
- Maynooth University (MU)
- Dublin City University (DCU)
- University of Limerick (UL)
- Mary Immaculate College (MIC)
- Mater Dei Institute of Education (MDIE)
- National College of Art and Design (NCAD)
- Royal College of Surgeons in Ireland (RCSI)
- St. Angela's College (St. Ang)
- St. Patricks College Drumcondra (SPD)

Institutes of Technology and Other Institutions (later referred to as)

- Athlone Institute of Technology (AIT)
- Cork Institute of Technology (CIT)
- Dublin Institute of Technology (DIT)
- Dun Laoghaire Institute of Art, Design & Technology (DLIADT)
- Dundalk Institute of Technology (DKIT)
- Institute of Technology Blanchardstown (ITB)
- Institute of Technology Carlow (ITC)
- Institute of Technology Sligo (ITS)
- Institute of Technology Tallaght (ITT)
- Institute of Technology Tralee (ITTRA)
- Letterkenny Institute of Technology (LYIT)
- Limerick Institute of Technology (LIT)
- National College of Ireland (NCI)
- Waterford Institute of Technology (WIT)

In this report you will find comparisons between the findings of this survey and the findings of seven similar surveys of participation rates of students with disabilities for the academic years

² Higher Education Authority, "HEA Annual Statistics 2013/2014", 2014, <www.hea.ie/en/statistics> [accessed Dec 4th 2014]



2012/13, 2011/12, 2010/11, 2009/10, 2008/09, 2005/2006 and 1998/1999, all of which were undertaken by AHEAD. There are some differences in the approach to the eight surveys, most notably, that the 98/99 survey was much larger in scale. It is important to point out these differences if one is to make an informed comparison of the educational landscapes of the relevant years. In the 98/99 survey, 42 institutions returned information regarding the participation of students with disabilities, in comparison with 22 in 05/06, 21 in 08/09, 26 in 09/10, 23 in 10/11, 25 in 11/12, 26 in 12/13 and 27 in the current survey, although most of the major institutions are represented in all of them. There are also some comparisons made where possible, with a survey carried out by AHEAD on the same topic for the academic year 1993/1994 and it should be noted that this survey included Northern Ireland's higher education institutions, which were not included in subsequent surveys.

It should also be noted that when the term "students with disabilities" (shortened to SWDs in parts) is used in this report, it refers only to students with a disability or specific learning difficulty who have registered with the disability/access services of participating institutions. This requires a student to declare a disability verified by medical documentation. In other words, students with a disability who have not registered with the services of one of the participating institutions are not included in the findings.

Throughout this report the phrase 'participation rate' is referenced. When used in this report, this phrase refers to the number of students with disabilities in higher education as a percentage of the total student population.



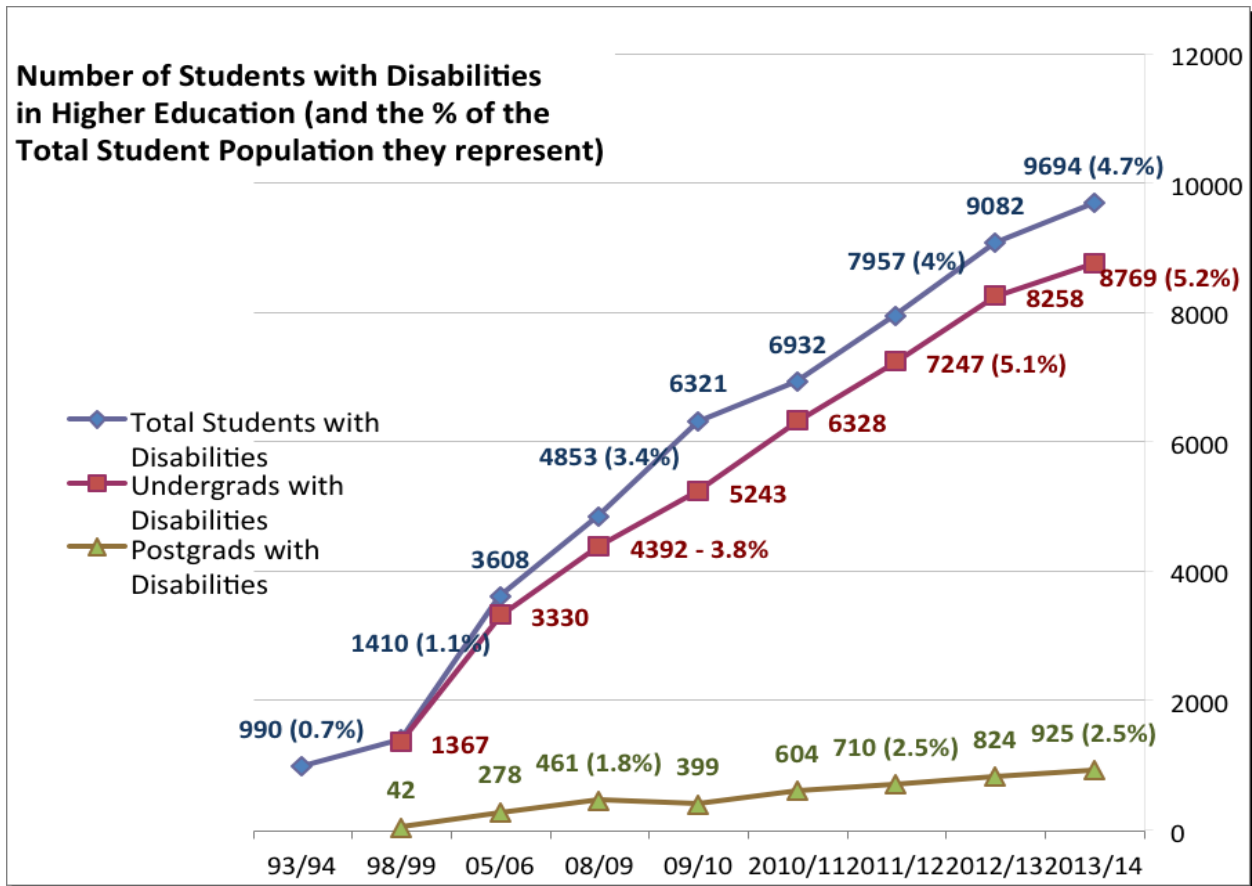
Findings

Participation Rates of Students with Disabilities

The 27 responding institutions in Ireland identified a total of 9694 students with disabilities, representing 4.7% of the total student population, of which 8769 are studying undergraduate courses and 925 are studying postgraduate courses. This represents a 7% rise in the total number of students with disabilities from 12/13, when the figure was 9082. This means that students with disabilities now make up 4.7% of the total student population in the responding institutions, a 0.1% increase from last year's figure of 4.6%. Although the 0.1% increase is not significant, the rise in enrolments means that the number of students with disabilities participating in higher education in Ireland has doubled in the last 5 years.

Key Point: The number of students with disabilities participating in higher education has doubled in the last 5 years.

Figure 1 shows the increasing numbers of students with disabilities from AHEAD's first survey of the subject in 1993/94 right through to 2013/14





The average participation rate in Institutes of Technology/Other sector was 5.1% (down from 5.2% last year) in comparison to 4.4% (up from 4.1% last year) in the University sector. This is further evidence of a trend that the participation rate in the University sector is growing at a slightly faster rate than that in the IOT/Other sector which has historically had a higher rate. The participation rate varied significantly across different institutions with rates as low as 1% in some institutions and as high as over 10% in others. Dun Laoghaire Institute of Art, Design & Technology had the highest rate of participation at 10.6%, followed by Institute of Technology Tralee at 8%. National College of Art & Design had the highest participation rate in the University Sector with 7.2% of their total student population being made up of SWDs. See Table 13 in the Appendix for further information on the numbers of students with disabilities registered in each of the responding institutions.

In the academic year 2013/14, SWDs made up 5.2% (8679) of the total undergraduate population but just 2.5% (925) of the total postgraduate population in the 27 responding institutions indicating that significant barriers still prevent students with disabilities from undertaking postgraduate studies, resulting in a notable underrepresentation at post graduate level.

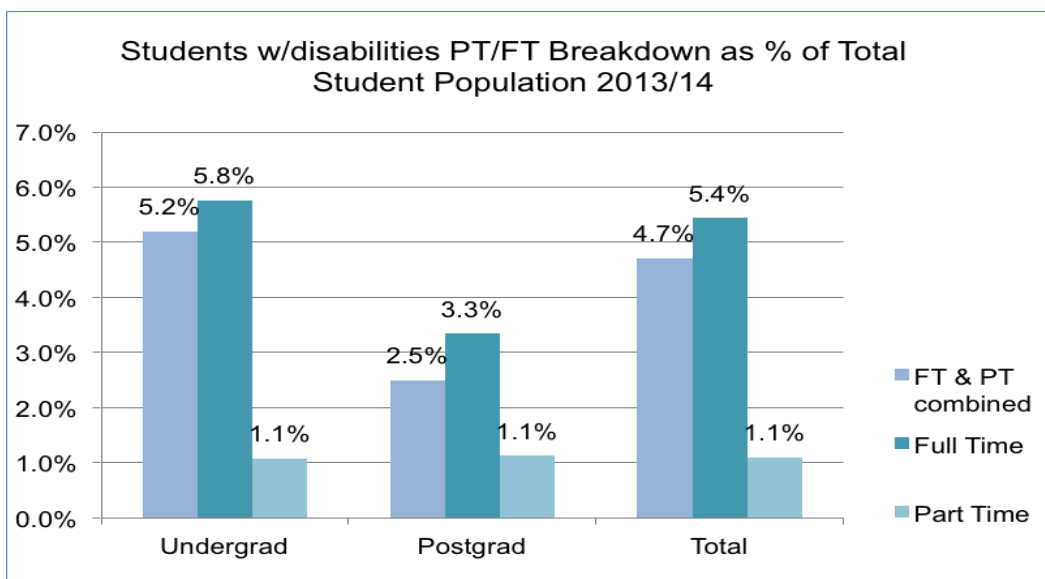


Full Time/Part Time Divide

AHEAD collected data on the breakdown of SWDs by the full time/part time status of their courses. The 27 responding institutions provided the full time/part time breakdown of all SWDs registered with the disability support services. The responding institutions identified 9317 SWDs undertaking full time courses representing 5.4% (unchanged from last year) of the total full time student population while just 360 SWDs undertaking part time course were reported, representing only 1% of the total part time student population (up from 0.9%).

This significant gap between the participation of SWDs on part time courses compared with full time courses highlights the considerable barriers faced by these students. Given the impact of certain disabilities along with the consideration that part time study is a more sustainable choice for many students with disabilities, one might reasonably expect that the part time participation rate would be higher than the full time rate but the data does not reflect this, suggesting that there are systemic barriers present. While we have no robust evidence of the nature of these barriers, anecdotal sources such as calls made to the AHEAD information service indicates that the lack of available funding for additional supports through the Fund for Students with Disabilities in the part time sector is a real difficulty, in particular where the supports are costly as is the case with, for example, sign language interpretation or personal assistance.

Figure 2 shows the full time and part time breakdown of students with disabilities registered with the disability service of the responding institutions



Key Point: The participation rate of Students with Disabilities in full time courses is more than 5 times the participation rate in part time courses. Anecdotal evidence suggests that this could be due to the lack of funding for supports in the part time sector.



New Entrant and Final Year Undergraduates with Disabilities

The institutions surveyed were asked to supply numbers of new entrant undergraduates registered with the disability services in 2013/14, “new entrant” meaning students in their first year of study. A total of 2576 new entrants were registered with the services of the 27 responding institutions (up from 2337 in 12/13) representing 29% of the total disabled undergraduate population, up from 28% in 12/13.

The Institutions surveyed also returned the numbers of final year undergraduates registered with the disability services in 2013/14. A total of 2185 final year undergraduates were registered with the services of the 27 responding institutions, representing 25% of the total disabled undergraduate population, up from 21% in 12/13.



Mature Students with Disabilities

The institutions surveyed were asked to supply numbers of mature students registered with the disability service in 2013/14. A total of 1746 (up from 1231 in 12/13) mature students were registered with the services of the 27 responding institutions, representing 23.5% of the total population of students with disabilities in those institutions.



New Registrations

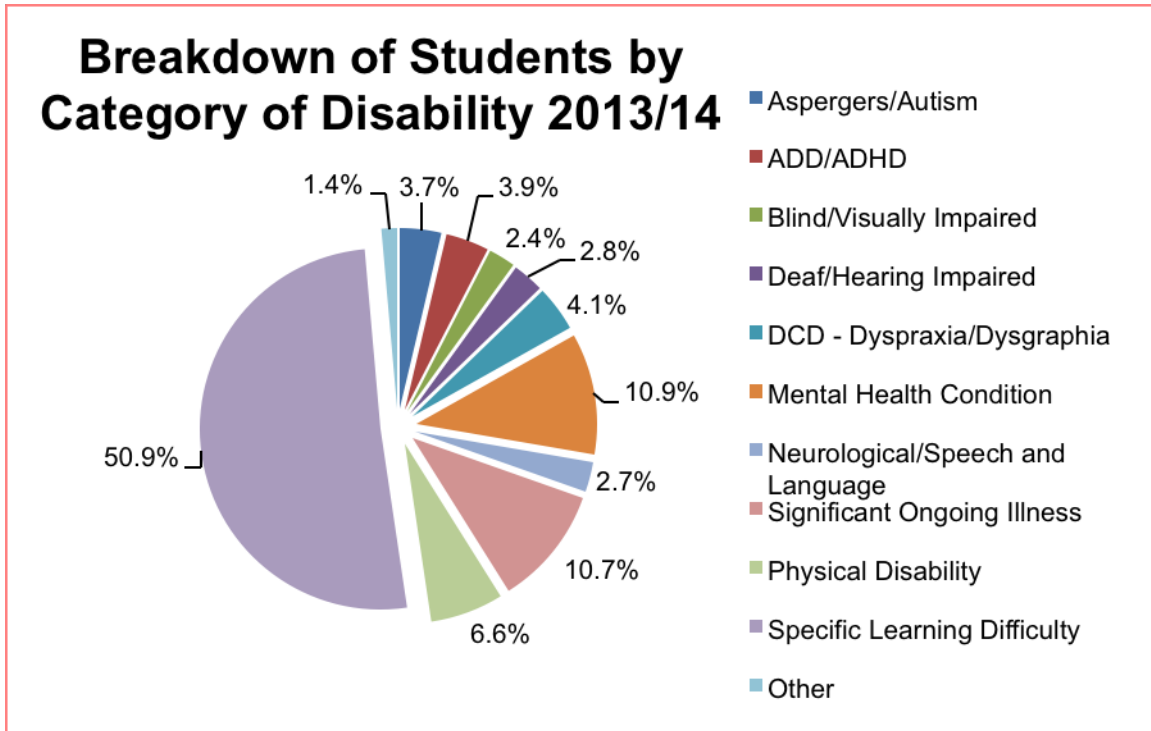
Institutions were asked to provide information on the number of all students who newly registered with the disability services in 2013/14, including those that were not new entrants to the institutions. This question was asked in an attempt to capture the approximate number of students who were going through first year (or more) without support and then subsequently realised they required support and registered in 2013/14. We calculated this number by taking the number of new registrations and subtracting the number of new entrants. The 27 responding institutions identified 650 students newly registered with disability services who were not new entrants to the institutions, representing 7.4% of total SWDs in these institutions (down from 8.6% the previous year) and 20% of total new registrations.

Key Point: It is interesting to note the high number of students who register for support in years subsequent to their first. It is important to understand the difference that support makes to the retention of students with disabilities and attempt to encourage students to register with the disability services at the earliest possible juncture.



Nature of Disability

Figure 3 shows the disability profile of total disabled student population 2013/14



The categories of disability in the breakdown match those outlined in the guidelines provided by the Higher Education Authority to institutions applying to the Fund for Students with Disabilities albeit with an 'Other' category added for students registered with the services who do not fall into one of these categories.

The responding institutions provided the primary disability profile of 8769 undergraduates with disabilities and 925 postgraduates with disabilities. Of the 9694 students represented in the disability profile, 360 (3.7%) are in the Aspergers/Autism category, 375 (3.9%) have ADD/ADHD, 232 (2.4%) are Blind/Visually Impaired, 271 (2.8%) are in the Deaf/Hard of Hearing category, 395 (4.1%) have DCD – Dyspraxia/Dysgraphia, 1054 (10.9%) have a Mental Health Condition, 260 (2.7%) have a Neurological/Speech and Language Condition, 1035 (10.7%) have a Significant Ongoing Illness, 637 (6.6%) have a Physical Disability, 4939 (50.9%) have a Specific Learning Difficulty, and 136 (1.4%) are listed under Other category.

The only significant changes in the year-on-year percentage breakdown are in the categories Specific Learning Difficulty down 3.1% and DCD- Dyspraxia/Dysgraphia category up 1.3%. Other changes show Asperger/Autism up 0.3%, ADD/ADHD up 0.6%, Blind/Visually Impaired up 0.3%, Deaf/Hearing Impaired down 0.4%, Mental Health Condition up 0.1%, Neurological/Speech and Language Condition up 0.8%, Significant Ongoing Illness up 0.4%, Physical Disability down 0.1% and Other down 0.3%. It should be noted that the 3.1% drop in the Specific Learning Difficulty category continues a trend which has seen it drop on average



3.2% every year since its peak at 60.5% in 2010/11 to its current position as the primary disability of 50.9% of the disabled student population.

Despite the issue of underrepresentation of students with sensory impairments in Higher Education being flagged in several previous AHEAD reports, the only category that has seen a drop in actual numbers of students is the Deaf/Hearing Impaired category. While the total numbers of students with disabilities has risen 7% year on year, the number of students in the Deaf/Hearing Impaired category actually fell by 6% in the academic year 13/14.

Key Point: While the total numbers of students with disabilities has risen 7% year on year, the number of students in the Deaf/Hearing Impaired category fell by 6%.

Numbers with 2 or More Disabilities

In this year's survey, for the first time we asked responding institutions to provide data on the number of students with disabilities who had disclosed 2 or more disabilities. The 26 institutions that responded to this question³ reported 692 SWDs who had disclosed 2 or more disabilities, representing 8% of SWDs in these institutions. Further examination of the breakdown revealed that 8.3% (659) of undergraduates with disabilities disclosed 2 or more disabilities in comparison to just 4.7% (33) of postgraduates with disabilities.

This suggests that while there are significant barriers for SWDs in progressing to postgraduate level as evidenced earlier in the report, the barriers are greater still for those with multiple disabilities.

Interestingly, 9% of students with disabilities in the IoT/Other sector have 2 or more disabilities in comparison to just 6% of those in the University sector.

Key Point: Significant barriers remain for students with disabilities in progressing to postgraduate level and the barriers are greater still for those with multiple disabilities.

New Entrant Disability Breakdown

Of the 2576 new entrant undergraduate students with disabilities identified by the responding institutions, 128 (5%) are in the Aspergers/Autism category, 123 (4.8%) have ADD/ADHD, 64 (2.5%) are Blind/Visually Impaired, 66 (2.6%) are Deaf/Hard of Hearing, 148 (5.7%) have DCD – Dyspraxia/Dysgraphia, 257 (10%) have a Mental Health Condition, 83 (3.2%) have a Neurological/Speech and Language Condition, 221 (8.6%) have a Significant Ongoing Illness, 129 (5%) have a Physical Disability, 1317 (51.1%) have a Specific Learning Difficulty, and 40 (1.6%) were placed in the Other category.

³ UCC could not provide this data



Final Year Disability Breakdown

Of the 2185 final year undergraduate students with disabilities identified by the responding institutions, 58 (2.7%) are in the Aspergers/Autism category, 69 (3.2%) have ADD/ADHD, 52 (2.4%) are Blind/Visually Impaired, 67 (3.1%) are Deaf/Hard of Hearing, 59 (2.7%) have DCD – Dyspraxia/Dysgraphia, 245 (11.2%) have a Mental Health Condition, 54 (2.5%) have a Neurological/Speech and Language Condition, 239 (10.9%) have a Significant Ongoing Illness, 142 (6.5%) have a Physical Disability, 1141 (52.2%) have a Specific Learning Difficulty, and 59 (2.7%) were placed in the Other category.

Undergraduate Disability Breakdown

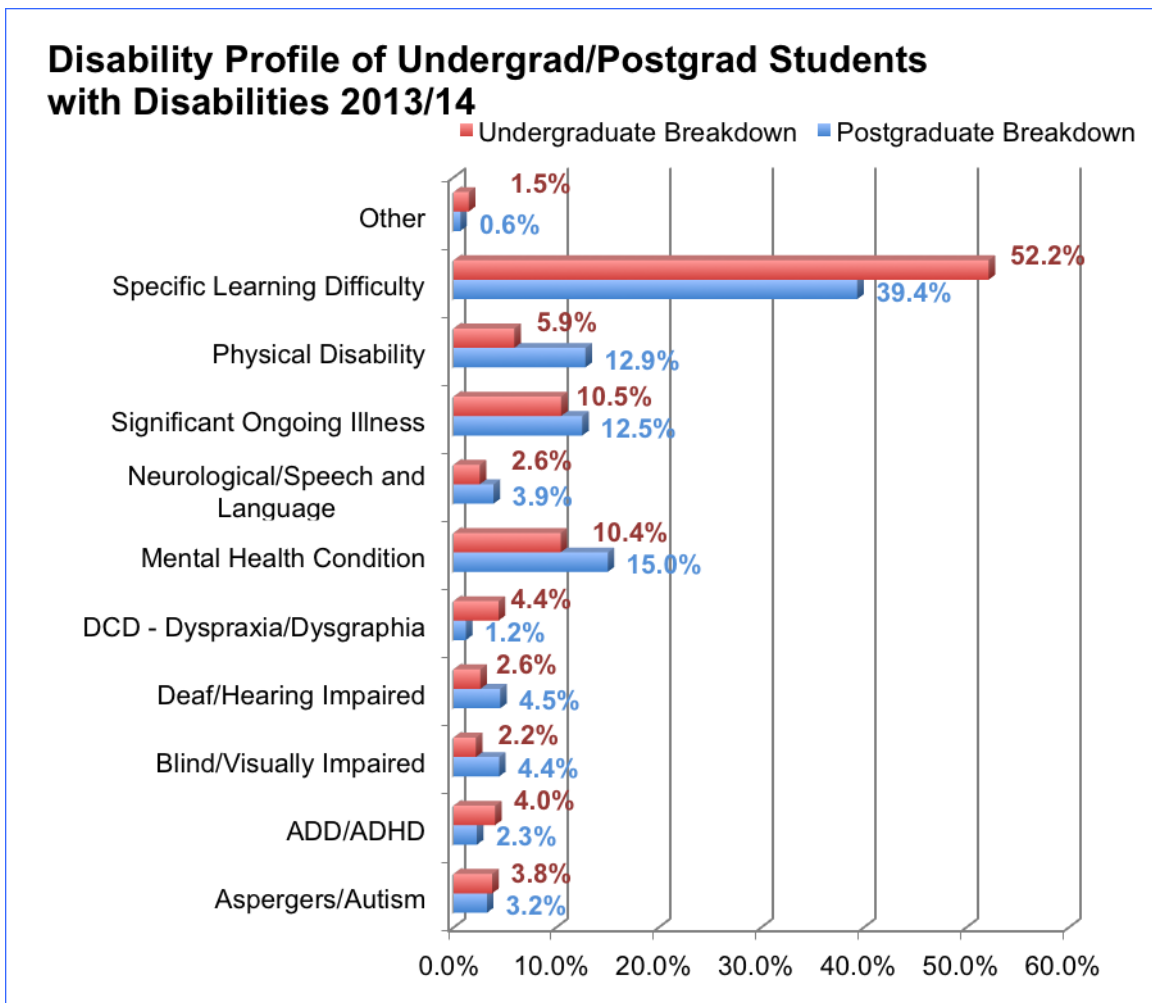
Of the 8769 undergraduate students with disabilities identified by the responding institutions, 330 (3.8%) are in the Aspergers/Autism category, 354 (4%) have ADD/ADHD, 191 (2.2%) are Blind/Visually Impaired, 229 (2.6%) are Deaf/Hard of Hearing, 384 (4.4%) have DCD – Dyspraxia/Dysgraphia, 915 (10.4%) have a Mental Health Condition, 224 (2.6%) have a Neurological/Speech and Language Condition, 919 (10.5%) have a Significant Ongoing Illness, 518 (5.9%) have a Physical Disability, 4575 (52.2%) have a Specific Learning Difficulty, and 130 (1.5%) were placed in the Other category.

Postgraduate Disability Breakdown

Of the 925 postgraduate students with disabilities identified by the responding institutions, 30 (3.2%) are in the Aspergers/Autism category, 21 (2.3%) have ADD/ADHD, 41 (4.4%) are Blind/Visually Impaired, 42 (4.5%) are Deaf/Hard of Hearing, 11 (1.2%) have DCD – Dyspraxia/Dysgraphia, 139 (15%) have a Mental Health Condition, 36 (3.9%) have a Neurological/Speech and Language Condition, 116 (12.5%) have a Significant Ongoing Illness, 119 (12.9%) have a Physical Disability, 364 (39.4%) have a Specific Learning Difficulty, and 6 (0.6%) were placed in the Other category.



Figure 4 shows the disability profile of postgraduate and undergraduate students with disabilities



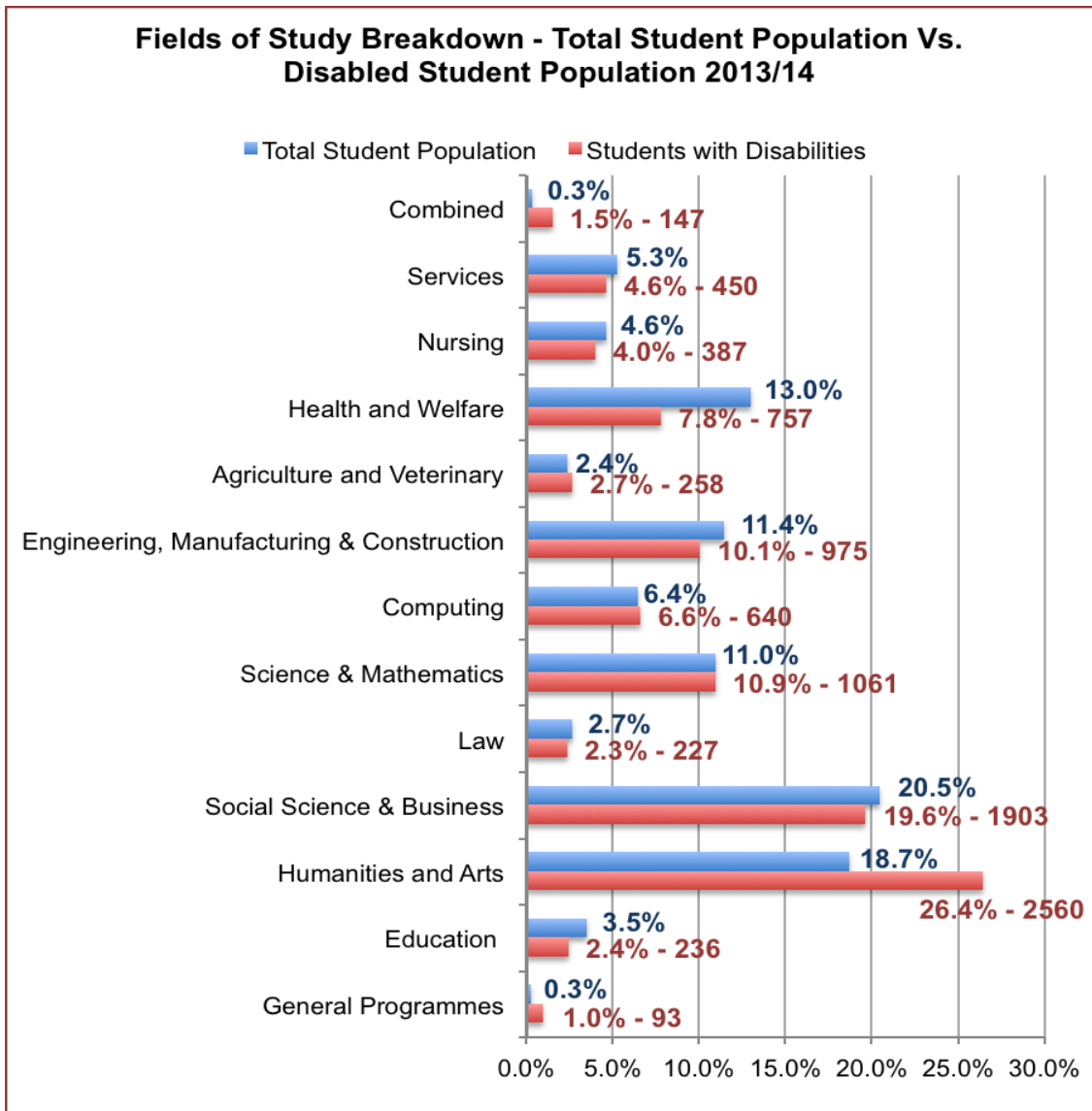
It is notable that while the total (See Figure 3) and undergraduate breakdowns are almost identical, the postgraduate breakdown differs significantly from the others. Students with Specific Learning Difficulties make up 39.4% of the postgraduate breakdown compared to 52.2% of the undergraduate breakdown. Students with physical disabilities make up 12.9% of the postgraduate breakdown in comparison to 5.9% of the undergraduate breakdown. Students in the Blind/Visually impaired (4.4%), Mental Health Condition (15%) and Significant Ongoing Illness (12.5%) categories also represent a significantly larger percentage of the postgraduate population than the undergraduate population of students with disabilities. The reasons behind these significant differences merit some further exploration.



Fields of Study of Students with Disabilities

The responding institutions reported on the number of students with disabilities in each field of study in 2013/14. Each institution was given the subject breakdown as used by the HEA in their statistics but modified slightly⁴, each subject coming under one of 13 fields and were asked to report the number of students with disabilities studying in each field.

Figure 5 shows the fields of study of students with disabilities and compares them to the figures for the total student population⁵



⁴ HEA statistics collate subjects under 10 fields. In this survey AHEAD provided 13 fields putting Law, Computing & Nursing in fields of their own where in the HEA statistics they were included in more diverse fields.

⁵ Higher Education Authority, "2013/14 Statistics", 2014, <www.hea.ie/en/statistics> [accessed Dec 4th 2014]



'Humanities & Arts' was again the most common field of study for students with disabilities in the responding institutions with 26.4% of the makeup, followed by 'Social Science & Business' with 20.5% and 'Science & Mathematics' with 10.9%. The least common fields of study for students with disabilities were 'General Programmes' with 1%, 'Combined Studies' with 1.5% and law with 2.3%.

The most notable differences between the percentage breakdown for fields of study of students with disabilities and the breakdown for the total student population arise in the fields of 'Humanities and Arts' and 'Health & Welfare'. 26.4% of students with disabilities study in the field of 'Humanities and Arts' in comparison to 18.7% of the total student population and 7.8% of all students with disabilities study in the area of 'Health & Welfare' in comparison to 13% of the total student population.

Key Point: In recent years, great progress has been made to level the playing field in several fields of study where our reports highlighted serious underrepresentation of students with disabilities in comparison to the total student population. Two such fields are Nursing and Education, which if current trends continue will see a similar percentage of both the total and disabled student population enrolled in them by 2015. As recently as last year, students with disabilities were three times less likely to study in the field of Education than their non disabled peers.



Fields of Study Breakdown by Disability

We asked the responding institutions to provide the fields of study breakdown of students with disabilities by category of disability. The 26 institutions that responded to this question⁶ provided the fields of study of 8674 students with disabilities and the fields of study breakdown for each primary disability. Below you will find a section on the fields of study of each disability category, each one containing a table and one or two interesting points about the findings. Note that when discussing the preferred subjects of each disability category, we have omitted reference to the 'General Programmes' field and the 'Combined' field as they are, by far, the least popular fields selected by the total student population and given their broad nature, neither reveal a great deal about the students with disabilities studying them.

The results provide insights that may have implications for the design and implementation for teaching and learning within higher education as a whole and in particular on specific fields of study.

⁶ UCD and MIC could not provide this information



Aspergers/Autism – Fields of Study Breakdown

Table 1 shows the fields of study breakdown for students in the Aspergers/Autism Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

| Asperger's/Autism Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category | | | | | |
|--|------------------------------------|-------------------------------|--|--|--|
| 3.7% of all SWDs are in Asperger's/Autism Category" | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in Asperger's/Autism Category Studying Field | % of Students in Asperger's/Autism Category Studying Field | % of SWDs Studying Field in Asperger's/Autism Category |
| Broad Programmes | 0.3% | 1.0% | 2 | 0.6% | 2.2% |
| Education Science | 3.5% | 2.4% | 2 | 0.6% | 1.0% |
| Humanities & Arts | 18.7% | 26.4% | 97 | 29.8% | 4.5% |
| Social Science & Business | 20.5% | 19.6% | 34 | 10.5% | 1.9% |
| Law | 2.7% | 2.3% | 5 | 1.5% | 2.6% |
| Science | 11.0% | 10.9% | 47 | 14.5% | 5.0% |
| Computing | 6.4% | 6.6% | 73 | 22.5% | 11.4% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 23 | 7.1% | 2.5% |
| Agriculture and Veterinary | 2.4% | 2.7% | 5 | 1.5% | 3.2% |
| Health & Welfare | 13.0% | 7.8% | 14 | 4.3% | 2.0% |
| Nursing | 4.6% | 4.0% | 7 | 2.2% | 2.1% |
| Services | 5.3% | 4.6% | 10 | 3.1% | 2.2% |
| Combined | 0.3% | 1.5% | 6 | 1.8% | 4.1% |
| Total | | | 325 | 100.0% | |

Key Points:

- In comparison to other students with disabilities, those in the Aspergers/Autism category are most underrepresented in the field of Education Science.
- In comparison to other students with disabilities, those in the Aspergers/Autism category are most overrepresented in the fields of Computing & Science.
- The institutions who responded to this question reported just 2 students with Aspergers/Autism in the fields of Education Science.
- Students in the Aspergers/Autism category are almost 3 and a half times as likely to study in the Computing field as the average student or the average student with a disability.



- Students in the Aspergers/Autism category are one quarter as likely to study in the field of Education Science as the average student with a disability.



ADD/ADHD – Fields of Study Breakdown

Table 2 shows the fields of study breakdown for students in the ADD/ADHD Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

ADD/ADHD Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category

| | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in ADD/ADHD Category Studying Field | % of Students in ADD/ADHD Category Studying Field | % of SWDs Studying Field in ADD/ADHD Category |
|--|------------------------------------|-------------------------------|---|---|---|
| 3.9% of all SWDs are in ADD/ADHD Category | | | | | |
| Broad Programmes | 0.3% | 1.0% | 8 | 2.6% | 9.0% |
| Education Science | 3.5% | 2.4% | 1 | 0.3% | 0.5% |
| Humanities & Arts | 18.7% | 26.4% | 59 | 19.2% | 2.7% |
| Social Science & Business | 20.5% | 19.6% | 79 | 25.6% | 4.5% |
| Law | 2.7% | 2.3% | 8 | 2.6% | 4.2% |
| Science | 11.0% | 10.9% | 35 | 11.4% | 3.7% |
| Computing | 6.4% | 6.6% | 28 | 9.1% | 4.4% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 33 | 10.7% | 3.7% |
| Agriculture and Veterinary | 2.4% | 2.7% | 1 | 0.3% | 0.6% |
| Health & Welfare | 13.0% | 7.8% | 26 | 8.4% | 3.7% |
| Nursing | 4.6% | 4.0% | 11 | 3.6% | 3.3% |
| Services | 5.3% | 4.6% | 11 | 3.6% | 2.4% |
| Combined | 0.3% | 1.5% | 8 | 2.6% | 5.4% |
| Total | | | 308 | 100.0% | |

Key Points:

- In comparison to other students with disabilities, those in the ADD/ADHD category are most underrepresented in the fields of Education Science and Agriculture & Veterinary.
- In comparison to other students with disabilities, those in the ADD/ADHD category are most overrepresented in the fields of Computing and Social Science & Business.
- The institutions who responded to this question reported just 1 student with ADD/ADHD in the field of Education Science.
- Students in the ADD/ADHD category are almost one and a half times as likely to study in the Computing field as the average student or student with a disability.



Blind/Visually Impaired – Fields of Study Breakdown

Table 3 shows the fields of study breakdown for students in the Blind/Visually Impaired Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

| Blind/Visually Impaired Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category | | | | | |
|--|------------------------------------|-------------------------------|---|--|--|
| 2.4% of all SWDs are in Blind/Visually Impaired Category | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in Blind/Visually Impaired Studying Field | % of Students in Blind/Visually Impaired Category Studying Field | % of SWDs Studying Field in Blind/Visually Impaired Category |
| Broad Programmes | 0.3% | 1.0% | 3 | 1.4% | 3.4% |
| Education Science | 3.5% | 2.4% | 5 | 2.4% | 2.4% |
| Humanities & Arts | 18.7% | 26.4% | 76 | 36.7% | 3.5% |
| Social Science & Business | 20.5% | 19.6% | 48 | 23.2% | 2.7% |
| Law | 2.7% | 2.3% | 10 | 4.8% | 5.2% |
| Science | 11.0% | 10.9% | 11 | 5.3% | 1.2% |
| Computing | 6.4% | 6.6% | 17 | 8.2% | 2.7% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 15 | 7.2% | 1.7% |
| Agriculture and Veterinary | 2.4% | 2.7% | 1 | 0.5% | 0.6% |
| Health & Welfare | 13.0% | 7.8% | 14 | 6.8% | 2.0% |
| Nursing | 4.6% | 4.0% | 1 | 0.5% | 0.3% |
| Services | 5.3% | 4.6% | 2 | 1.0% | 0.4% |
| Combined | 0.3% | 1.5% | 4 | 1.9% | 2.7% |
| Total | | | 207 | 100.0% | |

Key Points:

- In comparison to other students with disabilities, those in the Blind/Visually Impaired category are most underrepresented in the fields of Nursing, Services and Agriculture & Veterinary.
- In comparison to other students with disabilities, those in the Blind/Visually Impaired category are most overrepresented in the fields of Humanities & Arts and Law.
- The institutions who responded to this question reported just 1 student in the Blind/Visually Impaired category in the fields of both Nursing and Agriculture & Veterinary.



- Students in the Blind/Visually Impaired category are more than twice as likely to study in the Law field as the average student with a disability.
- Students in the Blind/Visually Impaired category are less than a quarter as likely to study in the fields of Nursing, Services and Agriculture & Veterinary as the average student or student with a disability.



Deaf/ Hearing Impaired – Fields of Study Breakdown

Table 4 shows the fields of study breakdown for students in the Deaf/Hearing Impaired Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

| Deaf/Hearing Impaired Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category | | | | | |
|--|------------------------------------|-------------------------------|--|--|--|
| 2.8% of all SWDs are in Deaf/Hearing Impaired Category | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in Deaf/Hearing Impaired Category Studying Field | % of Students in Deaf/Hearing Impaired Category Studying Field | % of SWDs Studying Field in Deaf/Hearing Impaired Category |
| Broad Programmes | 0.3% | 1.0% | 5 | 2.1% | 5.6% |
| Education Science | 3.5% | 2.4% | 13 | 5.5% | 6.2% |
| Humanities & Arts | 18.7% | 26.4% | 45 | 19.1% | 2.1% |
| Social Science & Business | 20.5% | 19.6% | 48 | 20.3% | 2.7% |
| Law | 2.7% | 2.3% | 6 | 2.5% | 3.1% |
| Science | 11.0% | 10.9% | 34 | 14.4% | 3.6% |
| Computing | 6.4% | 6.6% | 21 | 8.9% | 3.3% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 18 | 7.6% | 2.0% |
| Agriculture and Veterinary | 2.4% | 2.7% | 4 | 1.7% | 2.6% |
| Health & Welfare | 13.0% | 7.8% | 25 | 10.6% | 3.6% |
| Nursing | 4.6% | 4.0% | 8 | 3.4% | 2.4% |
| Services | 5.3% | 4.6% | 7 | 3.0% | 1.6% |
| Combined | 0.3% | 1.5% | 2 | 0.8% | 1.4% |
| Total | | | 236 | 100.0% | |

Key Points:

- In comparison to other students with disabilities, those in the Deaf/Hearing Impaired category are most underrepresented in the fields of Services and Agriculture & Veterinary.
- In comparison to other students with disabilities, those in the Deaf/Hearing Impaired category are most overrepresented in the field of Education Science.



- Students in the Deaf/Hearing Impaired category are more than 2¼ times as likely to study in the Education Science field as the average student with a disability and more than one and a half times as likely as the average student.



DCD – Dyspraxia/Dysgraphia – Fields of Study Breakdown

Table 5 shows the fields of study breakdown for students in the DCD – Dyspraxia/ Dysgraphia Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

| DCD - Dyspraxia Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category | | | | | |
|---|---|--------------------------------------|--|---|---|
| 4.1% of all SWDs are in DCD - Dyspraxia Category | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in DCD - Dyspraxia Studying Field | % of Students in DCD - Dyspraxia Category Studying Field | % of SWDs Studying Field in DCD - Dyspraxia Category |
| Broad Programmes | 0.3% | 1.0% | 2 | 0.6% | 2.2% |
| Education Science | 3.5% | 2.4% | 3 | 0.8% | 1.4% |
| Humanities & Arts | 18.7% | 26.4% | 103 | 28.7% | 4.7% |
| Social Science & Business | 20.5% | 19.6% | 67 | 18.7% | 3.8% |
| Law | 2.7% | 2.3% | 9 | 2.5% | 4.7% |
| Science | 11.0% | 10.9% | 42 | 11.7% | 4.5% |
| Computing | 6.4% | 6.6% | 40 | 11.1% | 6.3% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 26 | 7.2% | 2.9% |
| Agriculture and Veterinary | 2.4% | 2.7% | 3 | 0.8% | 1.9% |
| Health & Welfare | 13.0% | 7.8% | 17 | 4.7% | 2.4% |
| Nursing | 4.6% | 4.0% | 8 | 2.2% | 2.4% |
| Services | 5.3% | 4.6% | 26 | 7.2% | 5.8% |
| Combined | 0.3% | 1.5% | 13 | 3.6% | 8.8% |
| Total | | | 359 | 100.0% | |

Key Points:

- In comparison to other students with disabilities, those in the DCD – Dyspraxia/Dysgraphia category are most underrepresented in the fields of Education Science and Agriculture & Veterinary.
- In comparison to other students with disabilities, those in the DCD – Dyspraxia/Dysgraphia category are most overrepresented in the fields of Services and Computing.



- Students in the DCD – Dyspraxia/Dysgraphia category are almost 1¾ times as likely to study in the Computing field as the average student with a disability or the average student.
- Students in the DCD – Dyspraxia/Dysgraphia category are more than 1½ times as likely as the average student with a disability to study in the field of Services.

Mental Health Condition – Fields of Study Breakdown

Table 6 shows the fields of study breakdown for students in the Mental Health Condition Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

| Mental Health Condition Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category | | | | | |
|---|---|--------------------------------------|---|---|---|
| 10.9% of all SWDs are in Mental Health Condition Category | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in Mental Health Condition Category Studying Field | % of Students in Mental Health Condition Category Studying Field | % of SWDs Studying Field in Mental Health Condition Category |
| Broad Programmes | 0.3% | 1.0% | 14 | 1.5% | 15.7% |
| Education Science | 3.5% | 2.4% | 20 | 2.1% | 9.6% |
| Humanities & Arts | 18.7% | 26.4% | 334 | 35.8% | 15.4% |
| Social Science & Business | 20.5% | 19.6% | 158 | 16.9% | 9.0% |
| Law | 2.7% | 2.3% | 34 | 3.6% | 17.8% |
| Science | 11.0% | 10.9% | 111 | 11.9% | 11.9% |
| Computing | 6.4% | 6.6% | 59 | 6.3% | 9.2% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 40 | 4.3% | 4.4% |
| Agriculture and Veterinary | 2.4% | 2.7% | 4 | 0.4% | 2.6% |
| Health & Welfare | 13.0% | 7.8% | 79 | 8.5% | 11.4% |
| Nursing | 4.6% | 4.0% | 35 | 3.7% | 10.5% |
| Services | 5.3% | 4.6% | 19 | 2.0% | 4.2% |
| Combined | 0.3% | 1.5% | 27 | 2.9% | 18.4% |
| Total | | | 934 | 100.0% | |

Key Points:

- In comparison to other students with disabilities, those in the Mental Health Condition category are most underrepresented in the fields of Agriculture & Veterinary, Engineering, Manufacturing & Construction and Services.



- In comparison to other students with disabilities, those in the Mental Health Condition category are most overrepresented in the fields of Humanities & Arts and Law.
- The institutions that responded to this question reported just 4 students in the Mental Health Condition category in the field of Agriculture & Veterinary.
- Students in the Mental Health Condition category are almost twice as likely to study in the Humanities & Arts field as the average student.
- Students in the Mental Health Condition category are more than 1½ times as likely to study in the Law field as the average student with a disability.
- Students in the Mental Health Condition category are less than half as likely as the average student or student with a disability to study in the fields of Agriculture & Veterinary, Engineering, Manufacturing & Construction and Services.



Neurological/Speech and Language – Fields of Study Breakdown

Table 7 shows the fields of study breakdown for students in the Neurological/Speech and Language Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

Neurological/Speech and Language Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category

| | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in Neurological /Speech and Language Studying Field | % of Students in Neurologic al/Speech and Language Category Studying Field | % of SWDs Studying Field in Neurologic al/Speech and Language Category |
|--|------------------------------------|-------------------------------|---|--|--|
| 2.7% of all SWDs are in Neurological/Speech and Language Category | | | | | |
| Broad Programmes | 0.3% | 1.0% | 1 | 0.4% | 1.1% |
| Education Science | 3.5% | 2.4% | 8 | 3.2% | 3.8% |
| Humanities & Arts | 18.7% | 26.4% | 70 | 28.2% | 3.2% |
| Social Science & Business | 20.5% | 19.6% | 42 | 16.9% | 2.4% |
| Law | 2.7% | 2.3% | 2 | 0.8% | 1.0% |
| Science | 11.0% | 10.9% | 32 | 12.9% | 3.4% |
| Computing | 6.4% | 6.6% | 28 | 11.3% | 4.4% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 18 | 7.3% | 2.0% |
| Agriculture and Veterinary | 2.4% | 2.7% | 2 | 0.8% | 1.3% |
| Health & Welfare | 13.0% | 7.8% | 17 | 6.9% | 2.4% |
| Nursing | 4.6% | 4.0% | 11 | 4.4% | 3.3% |
| Services | 5.3% | 4.6% | 11 | 4.4% | 2.4% |
| Combined | 0.3% | 1.5% | 6 | 2.4% | 4.1% |
| Total | | | 248 | 100.0% | |

Key Points:

- In comparison to other students with disabilities, those in the Neurological/Speech and Language category are most underrepresented in the fields of Law and Agriculture & Veterinary.
- In comparison to other students with disabilities, those in the Neurological/Speech and Language category are most overrepresented in the field of Education Science and Computing.



- The institutions who responded to this question reported just 2 students in the Neurological/Speech and Language category in the fields of Agriculture & Veterinary and Law.
- Students in the Neurological/Speech and Language category are almost 1¼ times as likely to study in the field of Computing as the average student with a disability or the average student.
- Students in the Neurological/Speech and Language category are less than half as likely to study in the fields of Agriculture & Veterinary and Law as the average student with a disability or average student.



Significant Ongoing Illness – Fields of Study Breakdown

Table 8 shows the fields of study breakdown for students in the Significant Ongoing Illness Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

Significant Ongoing Illness Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category

| | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in Significant Ongoing Illness Category Studying Field | % of Students in Significant Ongoing Illness Category Studying Field | % of SWDs Studying Field in Significant Ongoing Illness Category |
|--|------------------------------------|-------------------------------|--|--|--|
| 10.7% of all SWDs are in Significant Ongoing Illness Category | | | | | |
| Broad Programmes | 0.3% | 1.0% | 5 | 0.6% | 5.6% |
| Education Science | 3.5% | 2.4% | 23 | 2.6% | 11.0% |
| Humanities & Arts | 18.7% | 26.4% | 261 | 29.4% | 12.0% |
| Social Science & Business | 20.5% | 19.6% | 172 | 19.4% | 9.8% |
| Law | 2.7% | 2.3% | 23 | 2.6% | 12.0% |
| Science | 11.0% | 10.9% | 119 | 13.4% | 12.7% |
| Computing | 6.4% | 6.6% | 39 | 4.4% | 6.1% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 58 | 6.5% | 6.4% |
| Agriculture and Veterinary | 2.4% | 2.7% | 4 | 0.5% | 2.6% |
| Health & Welfare | 13.0% | 7.8% | 92 | 10.4% | 13.2% |
| Nursing | 4.6% | 4.0% | 40 | 4.5% | 12.0% |
| Services | 5.3% | 4.6% | 28 | 3.2% | 6.2% |
| Combined | 0.3% | 1.5% | 23 | 2.6% | 15.6% |
| Total | | | 887 | 100.0% | |

Key Points:

- In comparison to other students with disabilities, those in the Significant Ongoing Illness category are most underrepresented in the field of Agriculture & Veterinary.
- In comparison to other students with disabilities, those in the Significant Ongoing Illness category are most overrepresented in the fields of Health & Welfare and Science.



- The institutions that responded to this question reported just 4 students in the Significant Ongoing Illness category in the field of Agriculture & Veterinary.



Physical Disability – Fields of Study Breakdown

Table 9 shows the fields of study breakdown for students in the Physical Disability Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

Physical Disability Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category

| | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in Physical Disability Studying Field | % of Students in Physical Disability Category Studying Field | % of SWDs Studying Field in Physical Disability Category |
|---|------------------------------------|-------------------------------|---|--|--|
| 6.6% of all SWDs are in Physical Disability Category | | | | | |
| Broad Programmes | 0.3% | 1.0% | 7 | 1.3% | 7.9% |
| Education Science | 3.5% | 2.4% | 26 | 4.7% | 12.4% |
| Humanities & Arts | 18.7% | 26.4% | 163 | 29.2% | 7.5% |
| Social Science & Business | 20.5% | 19.6% | 117 | 20.9% | 6.7% |
| Law | 2.7% | 2.3% | 20 | 3.6% | 10.5% |
| Science | 11.0% | 10.9% | 52 | 9.3% | 5.6% |
| Computing | 6.4% | 6.6% | 35 | 6.3% | 5.5% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 37 | 6.6% | 4.1% |
| Agriculture and Veterinary | 2.4% | 2.7% | 5 | 0.9% | 3.2% |
| Health & Welfare | 13.0% | 7.8% | 55 | 9.8% | 7.9% |
| Nursing | 4.6% | 4.0% | 16 | 2.9% | 4.8% |
| Services | 5.3% | 4.6% | 16 | 2.9% | 3.6% |
| Combined | 0.3% | 1.5% | 10 | 1.8% | 6.8% |
| Total | | | 559 | 100.0% | |

Key Points:

- In comparison to other students with disabilities, those in the Physical Disability category are most underrepresented in the fields of Agriculture & Veterinary and Services.
- In comparison to other students with disabilities, those in the Physical Disability category are most overrepresented in the fields of Education Science, Law and Health & Welfare.
- Students in the Physical Disability category are almost twice as likely to study in the Education Science field as the average student with a disability.



- Students in the Physical Disability category are more than 1 ½ times as likely to study in the field of Law as the average student with a disability.



Specific Learning Difficulty – Fields of Study Breakdown

Table 10 shows the fields of study breakdown for students in the Specific Learning Difficulty Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

Specific Learning Difficulty Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category

| | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in Specific Learning Difficulty Studying Field | % of Students in Specific Learning Difficulty Studying Field | % of SWDs Studying Field in Specific Learning Difficulty Category |
|---|------------------------------------|-------------------------------|--|--|---|
| 50.9% of all SWDs are in Specific Learning Difficulty Category | | | | | |
| Broad Programmes | 0.3% | 1.0% | 26 | 0.6% | 29.2% |
| Education Science | 3.5% | 2.4% | 108 | 2.4% | 51.7% |
| Humanities & Arts | 18.7% | 26.4% | 959 | 21.4% | 44.2% |
| Social Science & Business | 20.5% | 19.6% | 952 | 21.2% | 54.2% |
| Law | 2.7% | 2.3% | 73 | 1.6% | 38.2% |
| Science | 11.0% | 10.9% | 448 | 10.0% | 47.9% |
| Computing | 6.4% | 6.6% | 288 | 6.4% | 45.1% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 633 | 14.1% | 70.0% |
| Agriculture and Veterinary | 2.4% | 2.7% | 122 | 2.7% | 79.2% |
| Health & Welfare | 13.0% | 7.8% | 333 | 7.4% | 47.8% |
| Nursing | 4.6% | 4.0% | 193 | 4.3% | 58.1% |
| Services | 5.3% | 4.6% | 307 | 6.8% | 68.2% |
| Combined | 0.3% | 1.5% | 47 | 1.0% | 32.0% |
| Total | | | 4489 | 100.0% | |

Key Points:

- In comparison to other students with disabilities, those in the Specific Learning Difficulty category are most underrepresented in the field of Law.
- In comparison to other students with disabilities, those in the Specific Learning Difficulty category are most overrepresented in the fields of Engineering, Manufacturing & Construction & Services.
- Students in the Specific Learning Difficulty Category are almost 1 ½ times as likely to study in the Services category as the average student with a disability.



Other – Fields of Study Breakdown

Table 11 shows the fields of study breakdown for students in the Other Category and compares with the breakdown of total students with disabilities and total student fields of study breakdown

Other Field of Study Breakdown - Highlighted Green/Red are Highest/Lowest % in each category

| 1.4% of all SWDs are in Other Category | % of Total Students Studying Field | % of Total SWD Studying Field | Numbers in Other Studying Field | % of Students in Other Category Studying Field | % of SWDs Studying Field in Other Category |
|--|---|--------------------------------------|--|---|---|
| Broad Programmes | 0.3% | 1.0% | 16 | 13.1% | 18.0% |
| Education Science | 3.5% | 2.4% | 0 | 0.0% | 0.0% |
| Humanities & Arts | 18.7% | 26.4% | 5 | 4.1% | 0.2% |
| Social Science & Business | 20.5% | 19.6% | 39 | 32.0% | 2.2% |
| Law | 2.7% | 2.3% | 1 | 0.8% | 0.5% |
| Science | 11.0% | 10.9% | 4 | 3.3% | 0.4% |
| Computing | 6.4% | 6.6% | 11 | 9.0% | 1.7% |
| Engineering, Manufacturing and Construction | 11.4% | 10.1% | 3 | 2.5% | 0.3% |
| Agriculture and Veterinary | 2.4% | 2.7% | 3 | 2.5% | 1.9% |
| Health & Welfare | 13.0% | 7.8% | 24 | 19.7% | 3.4% |
| Nursing | 4.6% | 4.0% | 2 | 1.6% | 0.6% |
| Services | 5.3% | 4.6% | 13 | 10.7% | 2.9% |
| Combined | 0.3% | 1.5% | 1 | 0.8% | 0.7% |
| Total | | | 122 | 100.0% | |

Due to the varied nature of the 'Other' group, we have decided just to produce the table in this instance.



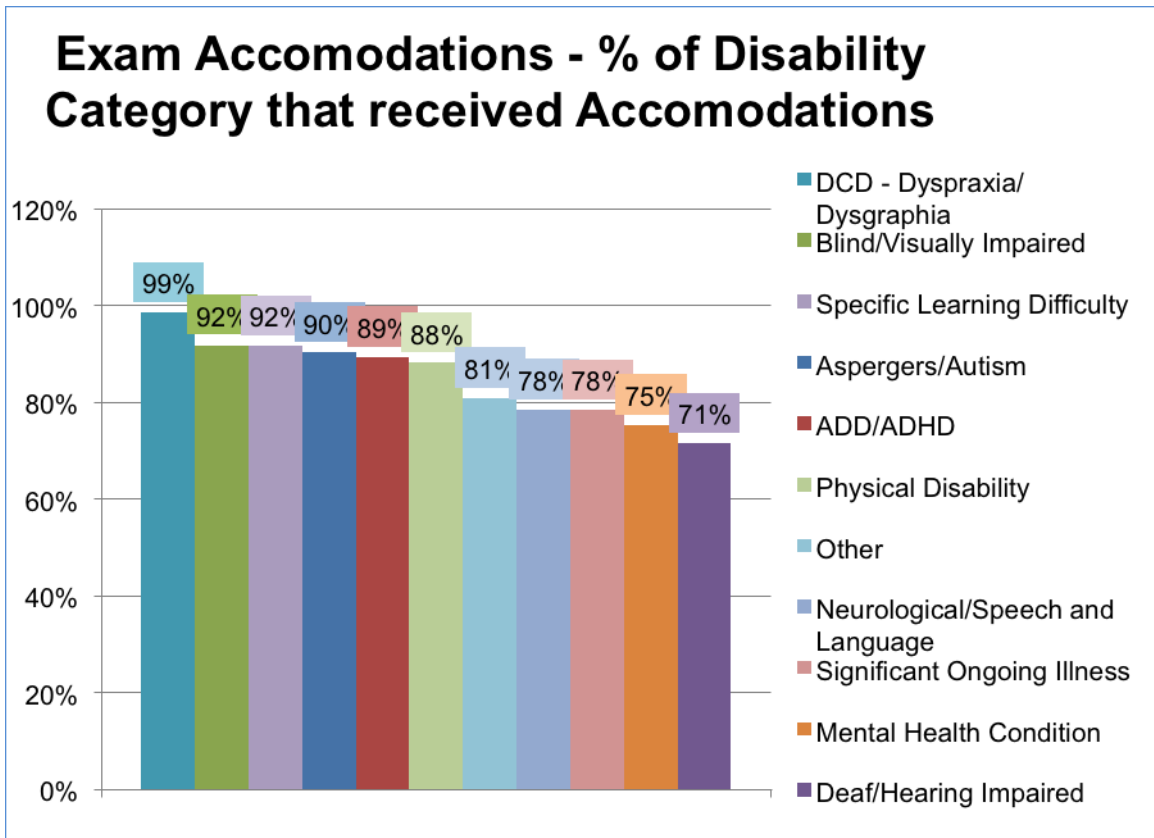
Examination Accommodations

Responding institutions were asked to supply the number of students with disabilities receiving one or more exam accommodations and the type of accommodations provided. 7608 students with disabilities receiving one or more exam accommodations in the academic year 2013/14 were identified, representing 78% of the disabled student population in these institutions, up from 73% in 2012/13.

Exam Accommodations – Disability Profile

Pro rata, the group most likely to receive an exam accommodation were students with DCD – Dyspraxia/Dysgraphia, of whom 99% received one or more exam accommodations in the academic year 2013/14. They were followed closely by the Blind/Visually Impaired group (92%) and the Specific Learning Difficulty group (92%). The groups least likely to be receiving an accommodation were the Deaf/Hearing Impaired (71%), those with a Mental Health Condition (75%) and those with a Significant Ongoing Illness (78%).

Figure 6 shows the percentage of students in different disability categories receiving one or more exam accommodations

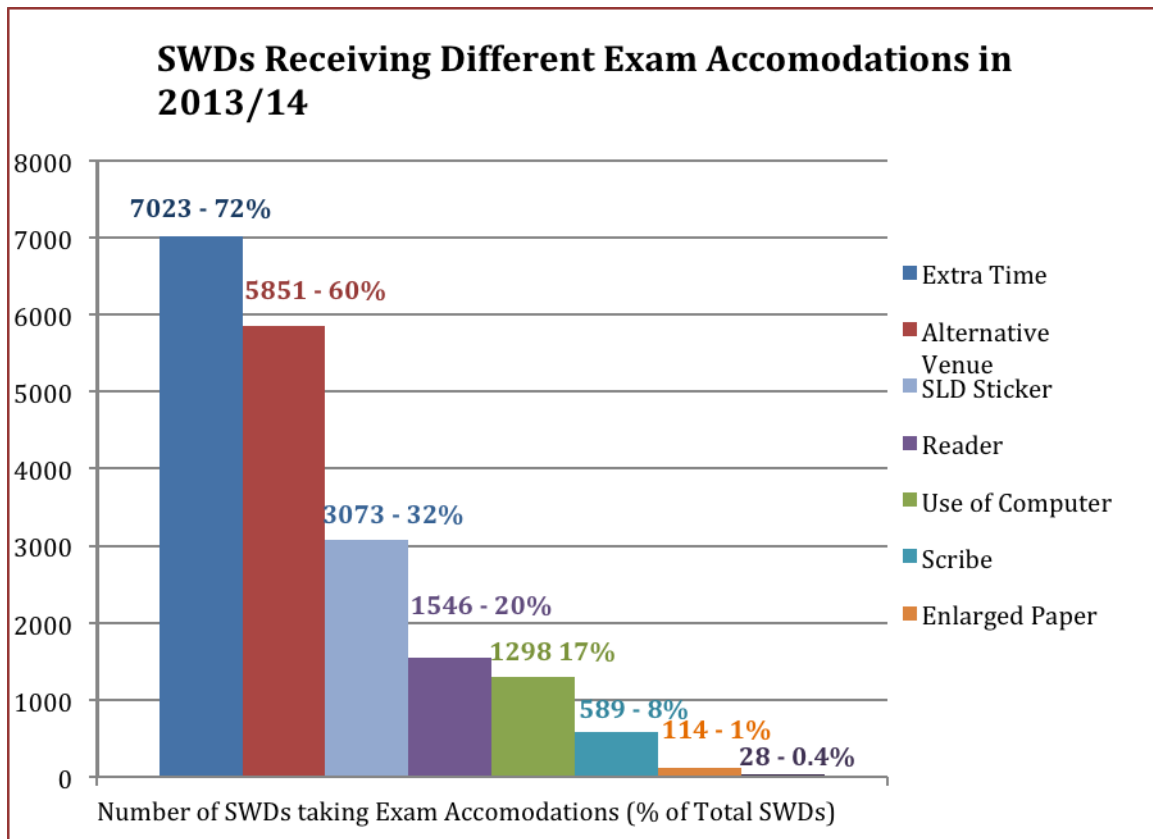




Exam Accommodation Types

Responding institutions were asked to provide data on the types of exam accommodations received by students with disabilities. The responses identified three major categories of exam accommodations – those related to extra time given, those related to alternative venues provided to undertake the exam and other accommodations such as the use of a computer.

Figure 7 shows the numbers of students with disabilities receiving exam accommodations in 2013/14 and the percentage they represent of total students with disabilities



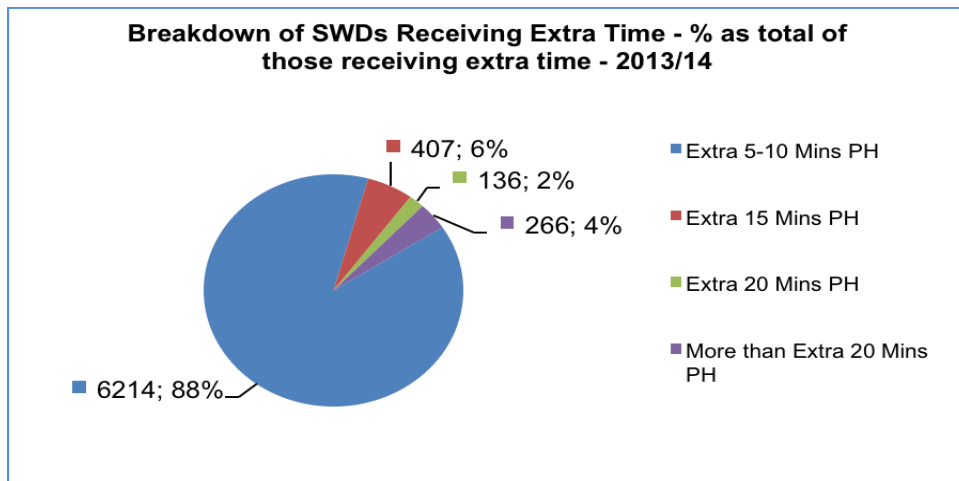
Extra time given to complete an examination proved to be the most popular exam accommodation with 72% (7023) (up from 66% in 12/13) of all students with disabilities in the responding institutions receiving extra time in examinations in 2013/14, representing 92% of all SWDs that received one or more exam accommodations. 60% (5851) of students with disabilities took their examinations in an alternative venue (up from 52% in 12/13); 32% (3073) had a sticker placed on their exam paper to notify their marker that they had a specific learning difficulty (down from 45% in 12/13); 20% (1456) had a reader to read exam papers aloud to them (up from 16% in 12/13); 17% (1298) had the use of a computer to aid them in writing their answers (up from 11% in 12/13); 8% (589) had a scribe present to aid them in writing their answers (up from 5% in 12/13); 1% (114) had their paper in an enlarged format (also 1% in 12/13) and 0.4% (28) had their examination provided in Braille or an electronic format (down from 1% in 12/13).



Extra Time Breakdown

Of the 7023 students with disabilities who received extra time to complete their examinations, 6214 (88% of those who received extra time) received an extra five to ten minutes per hour; 407 (6% of those who received extra time) received an extra 15 minutes per hour; 136 (2% of those who received extra time) received an extra 20 minutes per hour; and 266 (3.8% of those who received extra time) received more than an extra 20 minutes per hour.

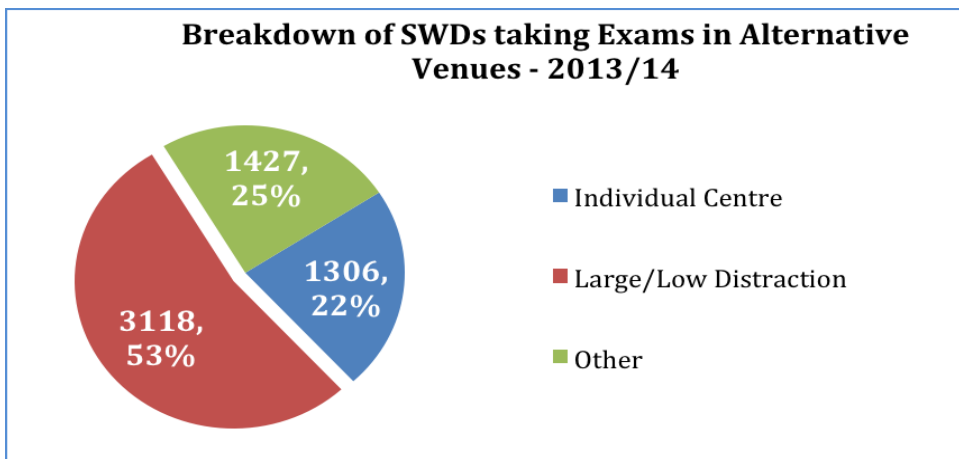
Figure 8 shows the number of students with disabilities receiving varying amounts of extra time per hour in examinations in 2013/14



Alternative Venue Breakdown

Of the 5851 students with disabilities who took their examinations in an alternative venue; 3118 (53%) sat their exams in a Large or Low Distraction Venue; 1306 (22%) sat their exam in an individual centre and 1427 (25%) sat their exam in another type of alternative venue.

Figure 9 shows the number of students with disabilities taking their examinations in different types of alternative venue in 2013/14





Inside the Service

AHEAD asked responding institutions to provide information about the numbers of staff with responsibility for supporting students with disabilities and the number of learning support staff employed by the responding institutions. Responses were delivered as a decimal number where one full time (5 days a week) staff member = 1, and part-time staff members were included as a pro rata fraction of 1. For example, a college with one full time staff member working 5 days a week and one part time staff member working 2 days a week would report 1.4 staff members. Where staff members had shared responsibility over students with disabilities as well as other student groups, they were asked to estimate how much of their remit was dedicated to students with disabilities.

The responding institutions reported an average of 140 students per disability support staff member with responsibility for students with disabilities (up from 137 in 12/13) and 321 students per learning support staff member (down from 329) in 12/13). If we combine these figures, we get an average of 97 students per staff member (unmoved from 12/13). In the combined figure, the University sector report an average of 106 students per staff member and the IT sector report an average of 88 students per staff member.

Dyslexia Screenings

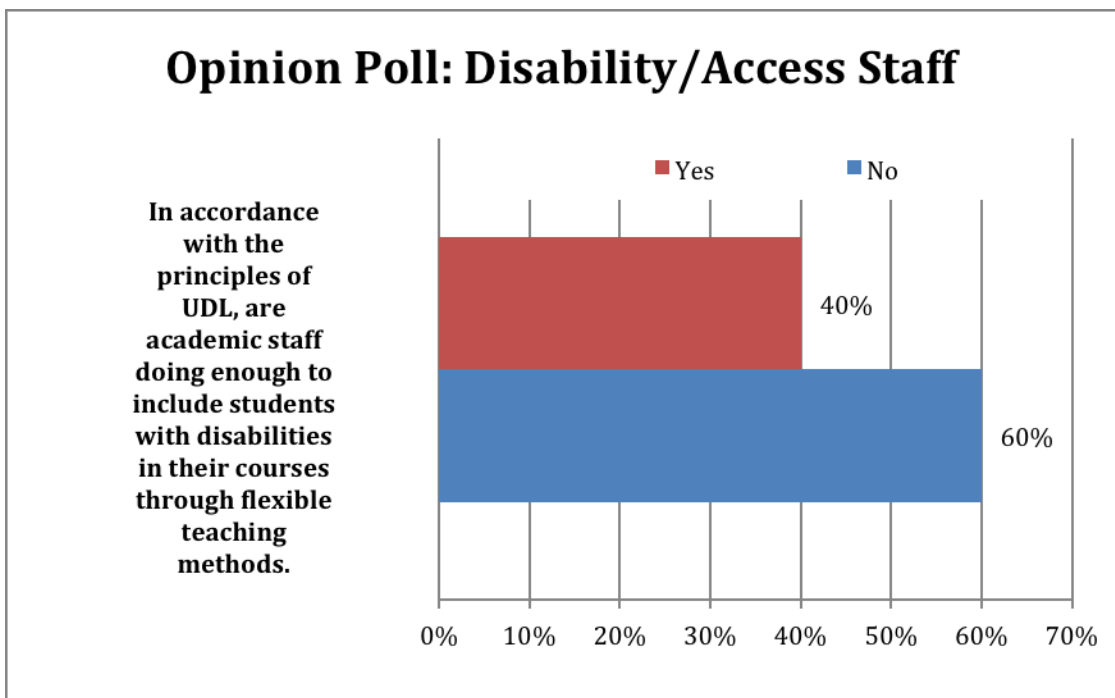
AHEAD also tried to gauge the number of students referred for specific learning difficulty screenings by the responding institutions and the diagnosis rate resulting from these screenings. The responding institutions reported that 458 students were referred for dyslexia screening in 2013/14 (up from 421 in 12/13), of which 280 received a positive diagnosis, representing an overall 61% positive diagnosis rate.



On the Ground

The questionnaire sent to institutions also contained a question designed to gauge the opinion of Disability/Access Staff in the responding institutions on whether the academic staff in their institutions, in accordance with the principles of Universal Design for Learning, were doing enough to include students with disabilities in their courses through flexible teaching methods. Each respondent was asked to answer either yes or no and then given the opportunity to elaborate. The question is transcribed below, along with details of the responses and a representative selection of the comments provided.

Figure 10 shows the percentage breakdown of the yes and no answers received



Question: In accordance with the principles of Universal Design, do you think enough is being done by academic staff to include students with disabilities in their courses through the use of flexible teaching methods? – Responses provided: 25, Yes: 40%, No: 60%

On the Ground - Respondents Comments:

The following is a sample of representative comments:

“The majority of staff do not apply the principles. Some have done while others give greater options to students with disabilities.”

“I think that more and more lecturers are aware that this is the case and they need to design modules and learning outcomes that are achievable and realistic for all students. There is always room for improvement and there is a huge need for more training and awareness



raising - sometimes very simple information sessions with staff have achieved very positive results - academic staff may need the tools first in order to be in a position to deliver on this. More needs to be done from an institutional point of view on this.”

“We still have difficulties with academics making their lecture notes available before class; some still do not provide them online even after the lecture. We have been recently asked not to provide academics with so much information, though we only provide them with the student's type of disability & the exam supports they are receiving. Lecturers felt it was an invasion of privacy.”

“Our recent all Staff Development Day was focused on an Inclusive Campus with sessions including: 1. Dealing with the Reality of the Inclusive Campus-Legal Issues and Professional Boundaries; 2. Universal Design for Teaching and Presentation materials; 3. The Scholarship of Teaching and Learning; 4. Understanding and Managing Unconscious Bias.”

“It is difficult to get some academic staff to take on board changes to the traditional way of teaching. New technology devices such as LiveScribe pens seems to cause the most concern as lecturers often do not like to be recorded in class.”

“We have found academic staff to be flexible and accommodating 99% of the time. Furthermore, we have always found that flexible teaching methods benefit all students, not just those registered with a disability.”

“There are some areas of disability supports that academics have some difficulties with. There can be a concern amongst academics in terms of getting the balance between supporting students and ensuring academic standards are maintained. Continuing to address this concern is a continuing part of my role.”

“Academic staff, for the most part, are flexible, supportive and responsive within the current constraints with regard to budget cuts, time and capital resources.”

“Increasing the Accessibility of the teaching and learning environment to include students with disabilities is a work in progress in all HEIs. Each year there are some improvements made as a direct result of the participation of students with disabilities. The key development we made in 13/14 was the introduction of a lecture recording system which makes a recording of the lecture available to students with disabilities on Blackboard. This development enhances the learning experience for students with processing difficulties, students with illnesses and mental health difficulties who may miss lectures due to illness and also students with vision impairments who may miss information in PowerPoint slides.”

“There have been significant improvements, especially with the introduction of training workshops and information sessions for academic staff but a large percentage of staff are still not making universal design a priority. A significant improvement has been in the area of recognising the limiting nature of a number of assessment methods with more being done on developing a flexible approach to this aspect.”



Summary of Key Findings

In order to ascertain the number of students with disabilities in the Irish higher education system for the academic year 2013/2014 AHEAD surveyed all HEA funded Higher Education Institutions plus one non HEA funded institution (with a large volume of students and thereby considered too significant to omit). A structured questionnaire was sent out and responses were received from 28 institutions. Following data collation and analysis, the following represent the most salient findings emerging from the research process concerning students with disabilities in higher education for the academic year 2013/2014:

- 28 HEI's in Ireland identified a total of **9694** students with disabilities representing **4.7%** of the total student population.
- **2310** of these were new entrants, representing 29% of the disabled undergraduate student population.
- **2185** of these were final year undergraduates, representing 25% of the disabled student population.
- The participation rate of students with disabilities in full time courses (5.4%) is **almost 5 times** the rate in part time courses (1.1%). Only 4% of students with disabilities study part time courses, well below the national average of part time students at 7% and below the national target for participation of part time students in higher education, which is at 17% of the total student population⁷.
- In terms of disability profile, the vast majority of students with disabilities have a specific learning difficulty (**50.9%**). However, this cohort has reduced as a percentage of total students with disabilities, on average 3.2% every year for the last three academic years, when it peaked at 60.5% in 2010/11.
- While the overall numbers of students with disabilities has increased **7%** year on year, a worrying trend among the Deaf/Hearing Impaired cohort has seen the numbers enrolled drop by 6% to 271 and they now make up just 2.8% of the total population of students with disabilities (down from 3.2% last year).
- Responding institutions reported **more than twice as many** Blind/Visually Impaired new entrants In 2013/14 as compared to the previous academic year. A trend identified in last year's report of a decreasing number of new entrants in the Blind/Visually Impaired category appears to have been arrested.
- When compared with the general student population, students with disabilities remain particularly underrepresented in subjects related to 'Health & Welfare' and 'Education Science'. Interestingly a significantly higher percentage of students with disabilities are studying in the fields of 'Humanities & Arts' in comparison to their non-disabled peers.

⁷ HEA 2008, National plan for Equity of Access to Higher education 2008 - 2013



- **78%** of the disabled student population received an examination accommodation in the academic year 2013/14. Extra time was by far the most common support provided with 72% of students with disabilities receiving extra time in their examinations in 2013/14.
- The responding institutions reported an average of **140** students per disability support staff member and **321** students per learning support staff member. The combined average of 97 students per staff member remains unchanged year on year.
- **60%** of disability/access staff on the ground believe that academic staff are not doing enough to include students with disabilities in their courses through the use of flexible teaching methods in accordance with the principles of Universal Design for Learning.



Recommendations

1. In recognition of the additional cost of disability, the Higher Education Authority together with higher education institutions should consider allowing part-time students to access the same funding for supports granted to full-time students, thus removing a barrier to access.
2. Students with disabilities are hugely under-represented in post graduate courses and those with multiple disabilities are even less likely to progress to that level of study. The Higher Education Authority should consider conducting a study into the progression of students with disabilities to post graduate courses to determine why this is so and what can be done to improve progression rates.
3. The participation of students who are deaf or hearing impaired has decreased year on year while numbers in all other major categories continue to rise. Research is urgently required into the transition of deaf and hearing impaired students from second level to higher education to identify their experience and engagement with education. The HEA could raise this issue with the Department of Education & Skills and the NCSE.
4. This report highlights a reliance on the provision of additional time and alternative locations for students with disabilities in examinations as a means to combat the impact of a student's disability on their performance. The Higher Education Institutions should consider embracing a broader suite of valid assessment instruments and incorporate assessment as an indicator within the periodic review of programmes.



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Appendix

Table 12 shows which subjects are contained within each Field of Study. This breakdown is taken from the student statistics found on the Higher Education Authority website and modified to allow a greater insight into the numbers studying in key areas such as Law and Nursing - www.heai.ie.

| |
|---|
| Field of Study |
| General Programmes |
| (010) Basic / broad general programmes |
| (080) Literacy and numeracy |
| (090) Personal skills |
| Education |
| (140) Teacher training and education science (Broad programmes) |
| (142) Education science |
| (143) Training for pre-school teachers |
| (144) Training for teachers at basic levels |
| (145) Training for teachers with subject specialisation |
| (146) Training for teachers of vocational subjects |
| Humanities and Arts |
| (200) Combined Arts & Humanities |
| (210) Combined Arts |
| (211) Fine arts |
| (212) Music and performing arts |
| (213) Audiovisual techniques and media production |
| (214) Design |
| (215) Craft skills |
| (220) Combined Humanities |
| (221) Religion |
| (222) Foreign languages |
| (223) Mother tongue |
| (225) History and archaeology |
| (226) Philosophy and ethics |
| Social Science, Business and Law |
| (300) Combined Social Science, Business and Law |
| (310) Combined Social and behavioural science |
| (311) Psychology |
| (312) Sociology and cultural studies |
| (313) Political Science and civics |
| (314) Economics |
| (320) Combined Journalism and Information |
| (321) Journalism and reporting |



| |
|--|
| (322) Library, information, archive |
| (340) Combined Business and Administration |
| (341) Wholesale and retail sales |
| (342) Marketing and advertising |
| (343) Finance, banking, insurance |
| (344) Accounting and taxation |
| (345) Management and administration |
| (346) Secretarial and office work |
| (347) Working life |
| Law |
| Science |
| (400) Combined Science, Mathematics and Computing |
| (420) Combined Life Science |
| (421) Biology and biochemistry |
| (422) Environmental Science |
| (440) Combined Physical Science |
| (441) Physics |
| (442) Chemistry |
| (443) Earth Science |
| (460) Combined Maths and Statistics |
| (461) Mathematics |
| (462) Statistics |
| Computing |
| (481) Computer Science |
| (482) Computer Use |
| Engineering, Manufacturing and Construction |
| (500) Combined Engineering, Manufacturing and Construction |
| (520) Combined Engineering & Engineering Trades |
| (521) Mechanics and metal work |
| (522) Electricity and energy |
| (523) Electronics and automation |
| (524) Chemical and process |
| (525) Motor vehicles, ships and aircraft |
| (540) Combined Manufacturing and Processing |
| (541) Food processing |
| (542) Textiles, clothes, footwear, leather |
| (543) Materials (wood, paper, plastic, glass) |
| (544) Mining and extraction |
| (580) Combined Architecture and building |
| (581) Architecture and town planning |
| (582) Building and civil engineering |
| Agriculture and Veterinary |
| (600) Combined Agriculture & Veterinary |



| |
|--|
| (620) Combined Agriculture, forestry and fishery |
| (621) Crop and livestock production |
| (622) Horticulture |
| (623) Forestry |
| (624) Fisheries |
| (641) Veterinary |
| Health and Welfare |
| (700) Combined Health and Welfare |
| (720) Combined Health |
| (721) Medicine |
| (724) Dental Studies |
| (725) Medical diagnostic and treatment technology |
| (726) Therapy and Rehabilitation |
| (727) Pharmacy |
| (760) Combined Social Services |
| (761) Child Care and youth services |
| (762) Social work and counselling |
| Nursing |
| Services |
| (800) Combined Services |
| (810) Combined Personal Services |
| (811) Hotel, restaurant and catering |
| (812) Travel, tourism and leisure |
| (813) Sports |
| (814) Domestic services |
| (815) Hair and beauty services |
| (840) Transport services |
| (850) Combined Environmental Protection |
| (851) Environmental protection technology |
| (852) Natural environments and wildlife |
| (853) Community sanitation services |
| (860) Combined Security Services |
| (861) Protection of persons and property |
| (862) Occupational health and safety |
| (863) Military and defence |
| Combined |
| (900) Balanced Combination across difference Fields of Education |
| (910) Balanced Combination of 'Humanities/Arts' and 'Social Sciences Business/Law' |



Table 13 shows the numbers of students with disabilities registered with the disability/access service in each responding institutions

| Institution | Total Students with Disabilities | % of Student Population |
|-------------------------|---|--------------------------------|
| UCD | 966 | 3.67% |
| UCC | 1003 | 6.1% |
| NUIG | 531 | 3.1% |
| TCD | 1186 | 7.1% |
| MU | 462 | 4.6% |
| DCU | 497 | 4.8% |
| SPD | 25 | 1.0% |
| UL | 574 | 4.0% |
| MIC | 54 | 1.7% |
| MDIE | 29 | 5.0% |
| NCAD | 89 | 7.2% |
| RCSI | 40 | 1.1% |
| St Angela's | 30 | 3.4% |
| <hr/> | | |
| AIT | 266 | 5.0% |
| CIT | 550 | 6.1% |
| DIT | 847 | 4.8% |
| DLIADT | 236 | 10.6% |
| DKIT | 174 | 3.5% |
| ITB | 215 | 6.1% |
| ITC | 240 | 3.8% |
| ITS | 265 | 5.0% |
| ITT | 129 | 2.3% |
| ITTRA | 253 | 8.0% |
| LYIT | 194 | 5.6% |
| LIT | 384 | 7.4% |
| NCI | 150 | 6.9% |
| WIT | 305 | 3.6% |
| <hr/> | | |
| University Total | 5486 | 4.4% |
| Other Total | 4208 | 5.1% |
| <hr/> | | |
| Overall total | 9694 | 4.7% |



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Numbers of
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with Disabilities
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