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# DISABILITY – STUDENT DATA

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## EXECUTIVE SUMMARY - DISABILITY

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- Around 14% of our students have disclosed a disability and this has been static over the three year period.
- Over the three year period, the greatest proportion of disclosed disabilities has been specific learning difficulties and the second most common is mental health difficulties.
- Chinese and Asian students with a disability are very unlikely to be in receipt of DSA.
- The disabled population shows no significant gender imbalance.
- From the cohort analysis we can see that in first year, disabled students who are not in receipt of DSA are significantly more likely to withdraw, and if they remain at UWE Bristol they make less progress, year upon year.
- Students with mental health difficulties are particularly less likely to make appropriate progress through their university career.
- Only 52% of students with a mental health difficulty graduated at the end of year 3.
- Disabled students were less satisfied with the organisation and management when analysing NSS results.
- Disabled students are less likely to have achieved good honours.
- Overall, disabled students are as likely as non-disabled to be in a positive graduate outcome.

## STUDENT POPULATION ANALYSIS

**Table 1** Faculty breakdown of students by age band (under/over 21)

Faculty	Disabled			Not disabled		
	12/13	13/14	14/15	12/13	13/14	14/15
Arts, Creative Industries and Education	586	571	552	3105	2901	2687
Business and Law	389	418	403	2978	3031	2991
Environment and Technology	569	575	570	3288	3310	3211
Health and Applied Sciences	788	812	791	4393	4438	4316
<b>University total</b>	2331	2376	2316	13763	13680	13204

As can be seen from **Table 1**, around 14% of all of our students have a disability and this has been static over the 3 year period; this is a greater proportion than the 11.6% of UK students that have disclosed a disability<sup>1</sup>. ACE has the largest proportion of disabled students and FBL has the lowest.

**Table 2** total number of students across 3 years who broken down by DSA status

	Arts, Creative Industries and Education	Number	Percentage
ACE	IN RECEIPT OF DSA	1265	74.01%
	STUDENT HAS DISABILITY AND NOT IN RECEIPT OF DSA	44	2.55%
	STUDENT HAS DISABILITY BUT NOT KNOWN WHETHER IN RECEIPT OF DSA	401	23.44%
FBL	IN RECEIPT OF DSA	819	67.73%
	STUDENT HAS DISABILITY AND NOT IN RECEIPT OF DSA	40	3.31%
	STUDENT HAS DISABILITY BUT NOT KNOWN WHETHER IN RECEIPT OF DSA	350	28.96%
FET	IN RECEIPT OF DSA	1231	71.82%
	STUDENT HAS DISABILITY AND NOT IN RECEIPT OF DSA	109	6.36%
	STUDENT HAS DISABILITY BUT NOT KNOWN WHETHER IN RECEIPT OF DSA	374	21.82%
HAS	IN RECEIPT OF DSA	1708	71.45%
	STUDENT HAS DISABILITY AND NOT IN RECEIPT OF DSA	121	5.08%
	STUDENT HAS DISABILITY BUT NOT KNOWN WHETHER IN RECEIPT OF DSA	561	23.47%

<sup>1</sup> Equality in HE: statistical report 2015: part 2: students, Equality Challenge Unit, p303

**Table 2** compares DSA status for all 3 years of student enrolments (students can apply for DSA at any point during their time at university and as such, including enrolments solely from one year can be misleading).

It shows that a greater proportion of ACE students with disabilities are in receipt of DSA. The smallest proportion of students with a disability in receipt of DSA is in FBL where no data is held for almost 30% of disabled students.

**Table 3** breakdown of disabilities at University level for 3 years

Row Labels	12/13	13/14	14/15	12/13	13/14	14/15
Specific Learning Difficulties	1432	1452	1415	61.43%	61.11%	61.10%
AUTISTIC SPECTRUM DISORDER	58	52	60	2.49%	2.19%	2.59%
BLIND/PARTIALLY SIGHTED	23	26	14	0.99%	1.09%	0.60%
DEAF/HEARING IMPAIRMENT	37	39	32	1.59%	1.64%	1.38%
DISABILITY NOT IN LIST	129	118	118	5.53%	4.97%	5.09%
MENTAL HEALTH DIFFICULTIES	281	298	287	12.05%	12.54%	12.39%
MULTIPLE DISABILITIES	143	156	139	6.13%	6.57%	6.00%
UNSEEN DISABILITY, E.G. DIABETES, ASTHMA	180	181	197	7.72%	7.62%	8.51%
WHEELCHAIR USER/MOBILITY DIFFICULTIES	48	54	54	2.06%	2.27%	2.33%

**Table 3** shows that over the 3 year period the greatest proportion of disclosed disabilities has been specific learning difficulties – and that this has remained stable. The second most common disability disclosure is around mental health difficulties and again the numbers have remained stable across the period. The only area where there has been a slight increase has been in unseen disabilities but the low numbers of students involved (an increase of 17 students) means any analysis from this increase is not possible.

**National comparison:** The Equality Challenge Unit report that since 2007/08, the number of disabled students disclosing a mental health difficulty has more than doubled and has been recorded at 12.8% in 2013/14.<sup>2</sup>

<sup>2</sup> Equality in HE: statistical report 2015: part 2: students, Equality Challenge Unit, p301

**Table 4** learning difficulties, mental health difficulties and other disabilities by faculty

Target Outcome Faculty Name	Disability Type2	12/13	13/14	14/15	12/13	13/14	14/15
Arts, Creative Industries and Education	Learning Difficulties	365	357	341	62.34%	62.52%	61.78%
	Mental Health difficulties	77	80	78	13.15%	14.01%	14.04%
	Other disabilities	144	134	134	24.51%	23.47%	24.18%
Business and Law	Learning Difficulties	252	263	271	64.85%	62.85%	67.31%
	Mental Health difficulties	41	44	39	10.41%	10.53%	9.68%
	Other disabilities	96	111	93	24.74%	26.63%	23.01%
Environment and Technology	Learning Difficulties	372	371	365	65.38%	64.52%	64.04%
	Mental Health difficulties	43	51	49	7.56%	8.87%	8.60%
	Other disabilities	154	153	156	27.07%	26.61%	27.37%
Health and Applied Sciences	Learning Difficulties	443	461	438	56.22%	56.81%	55.34%
	Mental Health difficulties	121	123	122	15.30%	15.15%	15.36%
	Other disabilities	224	228	232	28.48%	28.04%	29.30%

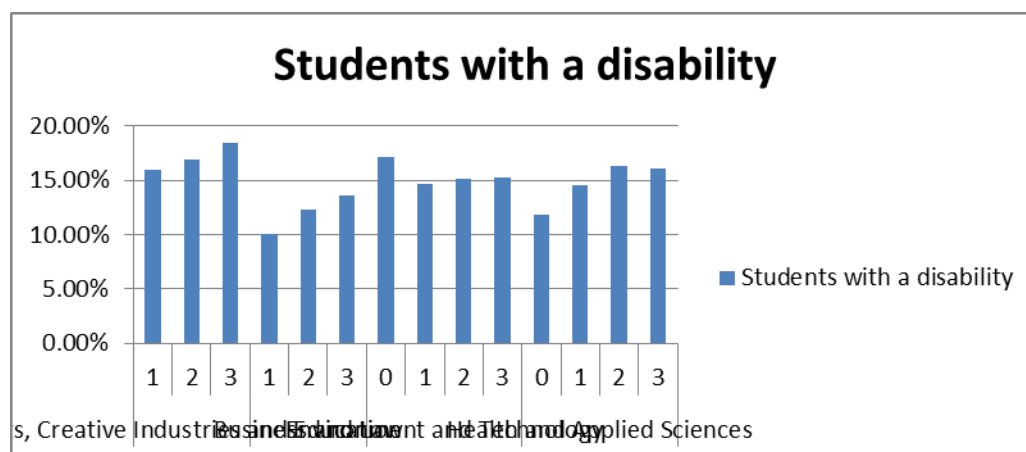
**Table 4** separates out the two most commonly disclosed disabilities and provides a breakdown to faculty level. This shows that Mental Health difficulties are most commonly reported in ACE and HAS, and least commonly reported in FET. HAS students have the lowest proportion of specific learning difficulties and an increasing proportion of students with other disabilities (further rudimentary analysis suggests these are likely to be unseen disabilities in particular).

**Table 5** departmental level breakdown of students by disability status

Faculty	Department	Disabled	Not disabled	Disabled	Not disabled
Arts, Creative Industries and Education	Art and Design	209	690	23.26%	76.74%
	Arts and Cultural Industries	88	680	11.40%	88.60%
	Education	115	592	16.27%	83.73%
	Film and Journalism	141	725	16.23%	83.77%
Business and Law	Accounting, Economics and Finance	80	694	10.31%	89.69%
	Business and Management	229	1682	11.98%	88.02%
	Law	94	615	13.31%	86.69%

Faculty	Department	Disabled	Not disabled	Disabled	Not disabled
<b>Environment and Technology</b>	Architecture and the Built Environment	160	760	17.35%	82.65%
	Computer Science and Creative Technologies	153	1002	13.25%	86.75%
	Engineering, Design and Mathematics	147	904	13.99%	86.01%
	Geography and Environmental Management	111	546	16.83%	83.17%
<b>Health and Applied Sciences</b>	Allied Health Professions	118	607	16.28%	83.72%
	Biological, Biomedical and Analytical Sciences	170	898	15.92%	84.08%
	Health and Social Sciences	241	1262	16.05%	83.95%
	Nursing and Midwifery	262	1549	14.47%	85.53%
<b>University</b>		<b>2316</b>	<b>13204</b>	<b>14.92%</b>	<b>85.08%</b>

**Table 5** shows that within ACE, the greatest proportion of disabled students is within Art and Design – this department has the largest proportion of disabled students in the whole university. In FBL, the greatest proportion of disabled students is in Law and in FET, it is in Geography & Environmental Management. In HAS, the proportion of students with a disability is equal across all departments.



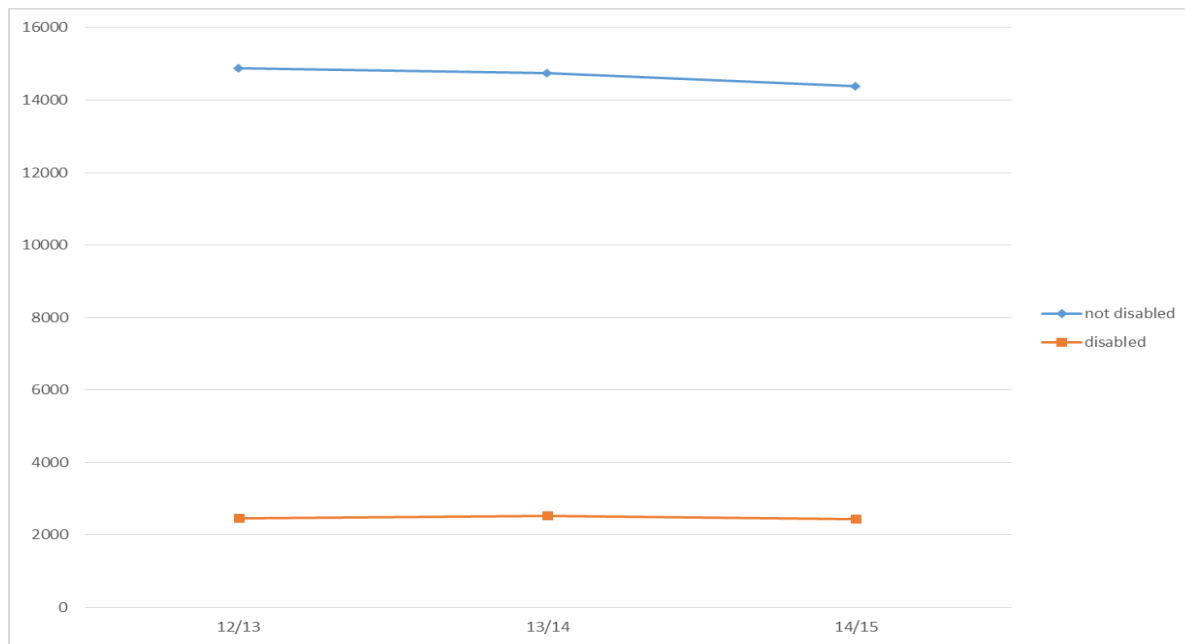
**Figure 1** proportion of students with a disability by faculty and year of study

**Figure 1** shows that the number of students disclosing a disability increases across each year for all faculties, with the greatest proportion of year 1 students disclosing in ACE. There is a significant proportion of FET's year 0 students who have disclosed a disability and the reduced level in year 1 suggests many of these students do not progress within UWE.

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## CHANGES IN THE DISABILITY BREAKDOWN OF THE STUDENT BODY OVER TIME

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**Figure 2** Change over time of student numbers by disability status

The graph above shows that while for both groups there has been a slight decrease in total numbers of the 3 year period, the downward trajectory for non-disabled students is slightly steeper than for disabled students.

## UNDERSTANDING DISABILITY WITH OTHER PROTECTED CHARACTERISTICS

The following section will provide a simple 2x2 breakdown of the total number of students within the university in 2014/15 (and at faculty level) by age and the other protected characteristics in this report. Further analysis will be required to further investigate the significance of these comparisons.

### AGE AND DISABILITY

**Table 6** Age and disability

Broad category	Type of disability	21 and above	Under 21	21 and above	Under 21
<b>Disability</b>		<b>2305</b>	<b>5468</b>	<b>19.18%</b>	<b>12.99%</b>
	LEARNING DIFFICULTIES	1206	3558	10.12%	8.49%
	AUTISTIC SPECTRUM DISORDER	38	143	0.33%	0.35%
	BLIND/PARTIALLY SIGHTED	23	45	0.20%	0.11%
	DEAF/HEARING IMPAIRMENT	36	94	0.31%	0.21%
	DISABILITY NOT IN LIST	141	273	1.17%	0.66%
	MENTAL HEALTH DIFFICULTIES	387	545	3.26%	1.30%
	MULTIPLE DISABILITIES	222	273	1.74%	0.63%
	UNSEEN DISABILITY, E.G. DIABETES, ASTHMA	179	436	1.49%	1.02%
	WHEELCHAIR USER/MOBILITY DIFFICULTIES	73	101	0.57%	0.23%
<b>NO DISABILITY</b>		<b>9578</b>	<b>36512</b>	<b>19.18%</b>	<b>12.99%</b>
<b>not known</b>		<b>28</b>	<b>137</b>	<b>0.24%</b>	<b>0.34%</b>

**Table 6** shows that more of the mature student population has disclosed a disability than the young population. In particular, the incidences of learning difficulties and mental health difficulties are greater within the mature student population. However, due to the larger number of young students, the total number of young students with a disability is greater than for mature students.

**Table 7** comparison of DSA status for disabled students by age

Row Labels	21 and above	Under 21	21 and above	Under 21
In receipt of DSA	521	1073	73%	67%
Has disability but not in receipt of DSA	23	43	3%	3%
Has disability but not known if in receipt of DSA	167	489	23%	30%

**Table 7** shows that a greater proportion of mature students with a disability are in receipt of DSA than young students.

**Table 8** breakdown of students by faculty summarised by age and disabled/not disabled

		21 and above	Under 21	21 and above	Under 21
ACE	Disabled	438	1307	22.81%	14.97%
	Not disabled	1482	7596	77.19%	85.03%
FBL	Disabled	177	1170	18.48%	11.20%
	Not disabled	771	9222	81.52%	88.80%
FET	Disabled	480	1375	21.06%	13.51%
	Not disabled	1739	8666	78.94%	86.49%
HAS	Disabled	1120	1319	18.02%	13.63%
	Not disabled	5082	8340	81.98%	86.37%

As can be seen from **Table 8**, ACE has the largest proportion of its mature student population who disclose a disability, followed closely by FET.

**Table 9** DSA status by faculty broken down by age

	Row Labels	21 and above	Under 21	21 and above	Under 21
ACE	In receipt of DSA	107	282	77%	68%
	Has disability but not in receipt of DSA	2	5	1%	1%
	Has disability but not known if in receipt of DSA	29	128	21%	31%
FBL	In receipt of DSA	36	231	70%	66%
	Has disability but not in receipt of DSA	1	7	2%	2%
	Has disability but not known if in receipt of DSA	14	114	28%	32%
FET	In receipt of DSA	99	294	70%	69%
	Has disability but not in receipt of DSA	6	10	4%	2%
	Has disability but not known if in receipt of DSA	36	125	26%	29%
HAS	In receipt of DSA	280	266	73%	65%
	Has disability but not in receipt of DSA	14	21	4%	5%
	Has disability but not known if in receipt of DSA	88	122	23%	30%

**Table 9** shows that the pattern of more mature students with a disability being in receipt of DSA is replicated across all faculties. The greatest prevalence of disabled students not being in receipt of DSA is in FET and HAS; these faculties also have higher proportions of students for whom it is unknown whether they receive DSA.



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## DISABILITY AND ETHNICITY

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**Table 10** breakdown of student numbers by disability and ethnicity and DSA status

Broad category		Disabled	Not disabled	Disabled	Not disabled	Disabled and DSA
<b>BME</b>		<b>813</b>	<b>6521</b>	<b>11.11%</b>	<b>14.97%</b>	<b>7.52%</b>
	Asian	175	2031	2.32%	4.72%	4.67%
	Black	300	2300	4.12%	5.21%	9.11%
	Chinese	22	343	0.27%	0.79%	2.31%
	Mixed	277	1570	3.86%	3.61%	9.79%
	Other	39	277	0.53%	0.64%	7.96%
White	White	<b>6528</b>	<b>36246</b>	<b>88.35%</b>	<b>84.72%</b>	<b>10.18%</b>
Not Known	Not Known	45	131	0.54%	0.32%	<b>10.31%</b>

**Table 10** The rate of disability disclosure for Chinese students is particularly low. It also shows that a smaller proportion of BME students with a disability are in receipt of DSA than white students. Particularly, Chinese and Asian students with a disability are very unlikely to be in receipt of DSA.

**Table 11** breakdown of students by faculty summarised by disability and ethnicity

		Disabled	Not disabled	Disabled	Not disabled	Disabled and DSA
<b>Arts, Creative Industries and Education</b>	BME	156	777	2.22%	1.82%	13.17%
	White	1576	8270	21.90%	19.49%	27.27%
	Unknown	13	31	0.19%	0.08%	11.82%
<b>Business and Law</b>	BME	178	2071	2.23%	4.54%	3.93%
	White	1168	7887	14.95%	17.52%	12.50%
	Unknown	1	35	0.01%	0.08%	8.88%
<b>Environment and Technology</b>	BME	175	1762	2.38%	4.01%	5.97%
	White	1656	8616	21.82%	20.05%	26.67%
	Unknown	24	27	0.24%	0.07%	11.22%
<b>Health and Applied Sciences</b>	BME	304	1911	4.28%	4.60%	10.60%
	White	2128	11473	29.68%	27.65%	8.33%
	Unknown	7	38	0.10%	0.09%	10.72%

**Table 11** shows that in ACE, disabled students are more likely to be BME than non-disabled students however; they are half as likely to be in receipt of DSA. It also shows that most of the disabled students in FBL are white and that the small numbers of disabled students in FBL who are also BME are very unlikely to be in receipt of DSA. This is likely to be related to the ethnic composition of the faculty; as we saw in the previous table, Asian and Chinese students are least likely to be in receipt of DSA and these groups represent a significant proportion of the FBL, BME cohort. In FET, fewer of the disabled students are BME in comparison to the non-disabled students and those that are, are much less likely to be in receipt of DSA than white students. In HAS, disabled students are as likely to be BME or white and BME disabled students are more likely to be in receipt of DSA than white disabled students.

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## DISABILITY AND GENDER

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**Table 12** breakdown of student numbers by disability status and gender

Gender	Disabled	Not disabled	Disabled	Not disabled	Disabled and DSA
FEMALE	4058	23506	52.96%	51.33%	10.72%
MALE	3715	22749	47.04%	48.67%	9.80%

**Table 12** shows that there is no greater gender imbalance for disabled students in comparison to non-disabled students – both groups are slightly more likely to be female. Female students with a disability are also slightly more likely to be in receipt of DSA than male students.

**Table 13** breakdown of students by faculty summarised by age and gender

		Disabled	Not disabled	Disabled	Not disabled	Disabled and DSA
<b>Arts, Creative Industries and Education</b>	Female	373	1788	17.26%	82.74%	12.08%
	Male	179	899	16.60%	83.40%	11.83%
<b>Business and Law</b>	Female	187	1242	13.09%	86.91%	8.87%
	Male	216	1749	10.99%	89.01%	7.11%
<b>Environment and Technology</b>	Female	117	577	16.86%	83.14%	11.82%
	Male	453	2634	14.67%	85.33%	10.07%
<b>Health and Applied Sciences</b>	Female	559	3106	15.25%	84.75%	11.36%
	Male	232	1210	16.11%	83.89%	12.08%

**Table 13** shows that in all faculties, disabled students are more likely to be female than male. Further, in all faculties except for HAS, female disabled students are more likely to be in receipt of DSA.

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## DISABILITY AND LPN

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**Table 14** breakdown of young student numbers by disability and LPN status

	Disabled	Not disabled	Disabled	Not disabled
LPN Young	575	4675	10.56%	12.84%
Young not LPN	4893	31974	89.44%	87.16%

**Table 14** shows that disabled students are less likely to be from an LPN postcode than non-disabled students

**Table 15** breakdown of young students numbers by disability for faculties

		Disabled	Not disabled	Disabled	Not disabled
<b>Arts, Creative Industries and Education</b>	LPN Young	146	1009	11.34%	13.38%
	Young not LPN	1161	6587	88.66%	86.62%
<b>Business and Law</b>	LPN Young	103	1083	8.61%	11.77%
	Young not LPN	1067	8139	91.39%	88.23%
<b>Environment and Technology</b>	LPN Young	138	1114	9.96%	12.99%
	Young not LPN	1237	7552	90.04%	87.01%
<b>Health and Applied Sciences</b>	LPN Young	161	1154	12.31%	13.90%
	Young not LPN	1158	7186	87.69%	86.10%

**Table 15** shows that in all faculties disabled students were less likely to be from an LPN postcode than non-disabled students.

## STUDENT METRICS ANALYSIS

### APPLICATION DATA

**Table 16** Applications in 2014/15 broken down by disability

		Disabled Student	No disability	Disabled Student %	No Disability %
<b>University</b>		2,682	25,662	9%	91%
ACE	Faculty total	770	5,755	12%	88%
	Art and Design	271	1,590	15%	85%
	Arts and Cultural Industries	123	1,250	9%	91%
	Education	137	1,298	10%	90%
	Film and Journalism	239	1,617	13%	87%
FBL	Faculty total	313	4,256	7%	93%
	Accounting, Economics and Finance	42	758	5%	95%
	Business and Management	220	2,597	8%	92%
	Law	51	901	5%	95%
FET	Faculty total	591	5,024	11%	89%
	Architecture and the Built Environment	157	1,299	11%	89%
	Computer Science and Creative Technologies	189	1,526	11%	89%
	Engineering, Design and Mathematics	153	1,380	10%	90%
	Geography and Environmental Management	92	819	10%	90%
HAS	Faculty total	990	9,937	9%	91%
	Allied Health Professions	231	2,398	9%	91%
	Biological, Biomedical and Analytical Sciences	159	1,332	11%	89%

		Disabled Student	No disability	Disabled Student %	No Disability %
	Health and Social Sciences	205	2,250	8%	92%
	Nursing and Midwifery	395	3,957	9%	91%

Key highlights from the admissions data broken down by age across faculties and departments are:

- Across the university around 9% of all applicants disclose an application.
- This average disguises some variation, with some departments in ACE (Art & Design and Film & Journalism) having much greater numbers of applications from disabled students.
- Equally, Architecture & the Built Environment and Computer Science in FET have slightly higher proportions of disabled applicants.
- Applicants are less likely to disclose a disability in FBL: particularly in Law and Accounting where only 5% of applicants disclose a disability.

## ENROLMENTS AND CONVERSION

**Table 17** Enrolments data by disability status and DSA status across the university

		Disabled Student DSA	Disabled student no DSA	No disability	Disabled Student (DSA) %	Disabled student % (no DSA)	No Disability %
<b>University</b>		453	320	5387	7%	5%	92%
ACE	Faculty total	124	78	1063	10%	6%	90%
	Art and Design	49	27	273	14%	8%	85%
	Arts and Cultural Industries	14	18	250	5%	6%	95%
	Education	26	13	205	11%	5%	89%
	Film and Journalism	36	20	336	9%	5%	90%
FBL	Faculty total	56	50	1114	5%	4%	95%
	Accounting, Economics and Finance	13	10	244	5%	4%	95%
	Business and Management	35	27	656	5%	4%	95%
	Law	8	13	214	4%	5%	96%
FET	Faculty total	105	73	1145	8%	6%	92%
	Architecture and the Built Environment	28	14	274	9%	4%	91%
	Computer Science and Creative Technologies	29	20	341	7%	5%	92%
	Engineering, Design and Mathematics	32	23	333	8%	6%	91%
	Geography and Environmental Management	16	16	198	7%	7%	93%
HAS	Faculty total	158	110	1668	8%	6%	91%
	Allied Health Professions	31	12	208	12%	5%	87%
	Biological, Biomedical and Analytical Sciences	33	19	345	8%	5%	91%
	Health and Social Sciences	39	35	519	7%	6%	93%
	Nursing and Midwifery	55	44	596	8%	6%	92%

**Table 17** shows enrolment data for first year students reporting whether they were disabled and whether these students were in receipt of DSA. In almost all departments more students with a disclosed disability are in receipt of DSA than not – an important factor because of the recognised effect

of DSA on success throughout university (as a means by which the student can access a range of support to ensure equitable progression).

**Table 18** conversion data broken down by disability status

		<b>Disabled Student</b>	<b>No disability</b>
<b>University</b>		29%	21%
ACE	Faculty total	26%	18%
	Art and Design	28%	17%
	Arts and Cultural Industries	26%	20%
	Education	28%	16%
	Film and Journalism	23%	21%
FBL	Faculty total	34%	26%
	Accounting, Economics and Finance	53%	32%
	Business and Management	28%	25%
	Law	42%	24%
FET	Faculty total	30%	23%
	Architecture and the Built Environment	27%	21%
	Computer Science and Creative Technologies	26%	22%
	Engineering, Design and Mathematics	36%	24%
	Geography and Environmental Management	35%	24%
HAS	Faculty total	27%	17%
	Allied Health Professions	19%	9%
	Biological, Biomedical and Analytical Sciences	33%	26%
	Health and Social Sciences	36%	23%
	Nursing and Midwifery	25%	15%

The enrolment and conversion tables show that applicants who disclose a disability are more likely to enrol. This pattern applies regardless of the overall proportion of applications from disabled applicants (conversion rates in FBL remain significantly higher for disabled applicants despite low numbers of applicants).

Overall, the pattern remains similar to applications: Arts subjects enrolling the largest number of disabled students (as a proportion of their overall intake) and FBL generally enrolling far fewer disabled students.

## PROGRESSION

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**Table 19** cohort comparison across 4 years by disability status

Transition point	Age group	Total #	No HE	No Progression	Progression	Qualified	No HE %	No Progression	Progression %	Qualified %
Year 1- 2 (2010 to 2011)	Disabled	594	47	48	499		8%	8%	84%	0%
	Not disabled	3962	514	187	3260	1	13%	5%	82%	0%
Year 2 – 3 (2011 to 2012)	Disabled	549	41	45	463		7%	8%	84%	0%
	Not disabled	3447	213	136	3094	4	6%	4%	90%	0%
Year 3- 4 (2012 to 2013)	Disabled	511	30	64	52	365	6%	13%	10%	71%
	Not disabled	3245	163	199	180	2703	5%	6%	6%	83%
Year 4- 5 (2013 to 2014)	Disabled	121	21	23	12	65	17%	19%	10%	54%
	Not disabled	414	74	39	32	269	18%	9%	8%	65%

**Table 19** shows that at the end of first year, disabled students were less likely to have withdrawn from HE and were more likely to have made appropriate progression to the next level of study. However, this pattern inverts in the next year when disabled students are less likely to have made appropriate progression and are slightly more likely to have withdrawn. By the end of year 3, disabled students are less likely to have qualified and only half of those who return for an additional year of study graduate in that extra year.

**Table 20** cohort comparison across 4 years by for disabled students comparing the progression by DSA status

<b>Transition point</b>	<b>Age group</b>	<b>Total #</b>	<b>No HE</b>	<b>No Progression</b>	<b>Progression</b>	<b>Qualified</b>	<b>No HE %</b>	<b>No Progression</b>	<b>Progression %</b>	<b>Qualified %</b>
Year 1- 2 (2010 to 2011)	In receipt of DSA	405	23	33	349		6%	8%	86%	0%
	Not in receipt of DSA	32	1	4	27		3%	13%	84%	0%
	Not known	157	23	11	123		15%	7%	78%	0%
Year 2 – 3 (2011 to 2012)	In receipt of DSA	384	26	37	321		7%	10%	84%	0%
	Not in receipt of DSA	31	1	1	29		3%	3%	94%	0%
	Not known	134	14	7	113		10%	5%	84%	0%
Year 3- 4 (2012 to 2013)	In receipt of DSA	360	20	45	37	258	6%	13%	10%	72%
	Not in receipt of DSA	30	2	7	4	17	7%	23%	13%	57%
	Not known	121	8	12	11	90	7%	10%	9%	74%
Year 4- 5 (2013 to 2014)	In receipt of DSA	84	11	19	10	44	13%	23%	12%	52%
	Not in receipt of DSA	11	3	1		7	27%	9%	0%	64%
	Not known	26	7	3	2	14	27%	12%	8%	54%

**Table 20** compares the same pathways for disabled students by DSA status: In first year, disabled students who are not in receipt of DSA are significantly more likely to withdraw and these students are also more likely to not make appropriate progress from year to year. Students who are in receipt of DSA are still less likely to qualify at the end of year 3 than non-disabled students (comparing with the previous table) but are 20pp more

likely to graduate than disabled students not in receipt of DSA. The Equality Challenge Unit reports that a higher proportion of disabled students in receipt of DSA received a first/2.1 than those who did not receive DSA.<sup>3</sup>

**Table 21** cohort comparison across 4 years comparing the progression by three key groupings of disability

Transition point	Age group	Total #	No HE	No Progression	Progression	Qualified	No HE %	No Progression	Progression %	Qualified %
Year 1- 2 (2010 to 2011)	Learning difficulties	381	33	28	320		9%	7%	84%	0%
	Mental health difficulties	82	4	8	70		5%	10%	85%	0%
	Other disabilities	131	10	12	109		8%	9%	83%	0%
	No disability or not known	3962	514	187	3260	1	13%	5%	82%	0%
Year 2 – 3 (2011 to 2012)	Learning difficulties	349	29	20	300		8%	6%	86%	0%
	Mental health difficulties	79	3	15	61		4%	19%	77%	0%
	Other disabilities	121	9	10	102		7%	8%	84%	0%
	No disability or not known	3447	213	136	3094	4	6%	4%	90%	0%
Year 3- 4 (2012 to 2013)	Learning difficulties	321	18	30	25	248	6%	9%	8%	77%
	Mental health difficulties	77	4	20	13	40	5%	26%	17%	52%
	Other disabilities	113	8	14	14	77	7%	12%	12%	68%
	No disability or not known	3245	163	199	180	2703	5%	6%	6%	83%
Year 4- 5 (2013 to	Specific learning difficulties	57	15	8	6	28	26%	14%	11%	49%

<sup>3</sup> Equality in HE: statistical report 2015: part 2: students, Equality Challenge Unit, p305



Transition point	Age group	Total #	No HE	No Progression	Progression	Qualified	No HE %	No Progression	Progression %	Qualified %
2014)	Mental health difficulties	33	3	9	5	16	9%	27%	15%	48%
	Other disabilities	31	3	6	1	21	10%	19%	3%	68%
	No disability or not known	414	74	39	32	269	18%	9%	8%	65%

**Table 21** shows that students with specific learning difficulties largely make comparable progress through their university programme, when compared to students without disabilities – the exception being that they are less likely to qualify at the end of year 3 due to higher continuation without progression in previous years. Students with mental health difficulties are particularly less likely to make appropriate progress through their university career and the rate of non-progression rises each year suggesting a cumulative effect. However, they are less likely to leave the university than any other group. Only 52% of students with a mental health difficulty graduated at the end of year 3. Students with other disabilities are also less likely to qualify at the end of year 3.

## SATISFACTION

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**Table 22** NSS scores broken down by disability status

	Number of respondents	Response rate	The teaching on my course	Assessment and feedback	Academic support	Organisation and management	Learning resources	Personal development	Overall Satisfaction	Students Union
No known disability	3113	76%	87	71	82	75	88	83	85	68
A specific learning disability	256	74%	87	69	80	70	88	82	84	68
Other disabilities	128	70%	89	73	84	76	83	81	88	67
Disabled total	384	72%	88	71	82	73	86	82	86	68

**Table 22** shows that overall, disabled students were slightly more satisfied with the university than non-disabled students but this average reflected the higher scores given by students with disabilities other than specific learning difficulties – whereas this group of students reported a slightly

lower level of satisfaction than those without disabilities. Further, disabled students were slightly less likely to complete the survey – particularly those with other disabilities.

Comparing the sub questions, we can see that disabled students were less satisfied with the organisation and management, with this particularly being the case for students with specific learning difficulties.

## GOOD HONOURS AND DEGREE CLASSIFICATION

**Table 23** good honours rates for the university for disabled/not disabled students over time

	12/13		13/14		14/15	
	Enrols	Good Honours Rate	Enrols	Good Honours Rate	Enrols	Good Honours Rate
Disabled	523	72.28%	584	73.29%	529	71.46%
Not disabled	3533	75.97%	3974	77.20%	3215	78.10%

**Table 24** degree classification rates for the university by age over time

	12/13								13/14								14/15							
	1st		U2		L2		3rd		1st		U2		L2		3rd		1st		U2		L2		3rd	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
disabled	11	20.66		51.74	13	24.86	1	2.74	11	19.80		53.14	13	24.09	1	2.97	11	21.54		49.55	13	25.31	1	3.59
	1	%	267	%	0	%	5	%	7	%	311	%	8	%	8	%	7	%	261	%	2	%	9	%
Not disabled	79	21.82	188	54.24	76	21.61	8	2.33	94	23.66	212	53.61	82	20.58	8	2.15	80	24.81	170	53.27	62	19.46	8	2.45
	5	%	9	%	5	%	4	%	8	%	0	%	1	%	5	%	3	%	8	%	4	%	0	%

**Table 23** shows that disabled students are less likely to achieve good honours than non-disabled students and that the proportion of disabled students achieving good honours has more or less stayed the same (or slightly decreased) in this period whereas the proportion of non-disabled students achieving good honours has steadily increased.

**Table 24** shows that this is likely to be because:

- Disabled students became much less likely to achieve a 1<sup>st</sup> (particularly in 2013/14 and 2014/15)
- Disabled students became much more likely to achieve a 2.2.

- In each year a greater proportion of disabled students than non-disabled students achieve a 3<sup>rd</sup>

**Table 25** good honours rates by disability status broken down by faculty

		12/13		13/14		14/15	
	Row Labels	Enrols	Good Honours Rate	Enrols	Good Honours Rate	Enrols	Good Honours Rate
<b>Arts, Creative Industries and Education</b>	disabled	176	76.35%	170	80.00%	157	78.27%
	Not disabled	1002	82.60%	1011	80.25%	788	79.25%
<b>Business and Law</b>	disabled	80	65.46%	86	62.79%	114	72.90%
	Not disabled	702	69.60%	881	75.71%	765	81.57%
<b>Environment and Technology</b>	disabled	107	67.29%	111	75.68%	93	69.89%
	Not disabled	711	71.71%	727	75.93%	571	77.76%
<b>Health and Applied Sciences</b>	disabled	160	74.55%	217	70.97%	165	64.87%
	Not disabled	1118	76.73%	1355	76.58%	1091	75.02%

**Table 25** shows the variation in good honours rates by faculty over the period. It shows that there is the greatest difference in good honours rates in HAS (where there was nearly a 10pp differential in 2014/15) and where there has been considerable widening of differential over the 3 year period. FBL also has a significant differential but there has been a considerable improvement in the good honours rate for disabled students over the 3 year period. FET saw a significant increase in its good honours rate for disabled students in 2013/14 (and equity between groups achieved) however, 2014/15 has seen a widening in attainment again and an 8pp gap has returned.

**Table 26** degree classification for 2014/15 broken down by disability status and faculty

		<b>1st</b>		<b>U2</b>		<b>L2</b>		<b>3rd</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>Arts, Creative Industries and Education</b>	disabled	39	24.22%	84	54.66%	30	18.63%	4	2.48%
	Not disabled	167	20.61%	458	58.90%	143	17.91%	21	2.58%
<b>Business and Law</b>	disabled	30	25.78%	53	43.75%	28	27.34%	3	3.13%
	Not disabled	195	25.81%	429	55.34%	127	17.05%	14	1.80%
<b>Environment and Technology</b>	disabled	21	21.21%	44	48.48%	27	29.29%	1	1.01%
	Not disabled	181	31.53%	263	45.76%	119	21.19%	8	1.53%
<b>Health and Applied Sciences</b>	disabled	27	15.98%	80	49.70%	47	27.81%	11	6.51%
	Not disabled	260	23.58%	558	51.58%	236	21.50%	37	3.34%

**Table 26** provides further evidence of differentials in degree outcome by age.

- In Ace, despite overall similar good honours rates, mature students were less likely to achieve a 2.1 (but were more likely to achieve a 1<sup>st</sup> than non-disabled students).
- In FBL, the lower good honours rate for disabled students translates into more 2.2.s (L2) and more 3<sup>rd</sup> class degrees.
- In FET, disabled students were 10pp less likely to achieve both a 1<sup>st</sup> and 8pp more likely to achieve a 2.2. (L2).
- In HAS, disabled students were less likely to achieve a 1<sup>st</sup> and had a high rate (6.5%) of students achieving a 3<sup>rd</sup> class degree.

## GRADUATE OUTCOMES

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**Table 27** graduate destinations broken down by disability

Disability	Work + Work & Study	Work + Work & Study (Prof)	Prof %	KPI %	U/E %	Study %	R.R.%
DYSLEXIC	<b>268</b>	<b>208</b>	78.2%	76.1%	5.9%	10.5%	90.6%
OTHER DISABILITY	<b>143</b>	<b>94</b>	66.7%	65.2%	6.0%	8.2%	89.8%
Total for all disabled students	<b>411</b>	<b>302</b>	72.4%	70.6%	5.96%	9.3%	90.2%
NO DISABILITY	<b>2,700</b>	<b>1,924</b>	72.2%	71.8%	4.9%	11.6%	84.7%

Prof = professional/ graduate level work and constitutes a 'good' outcome,

KPI = our institutional KPI

U/E = unemployed

R.R. response rate

**Table 27** shows that overall, disabled students are as likely as non-disabled students to be in a positive graduate destination and to be working at graduate level. However, this disguises a discrepancy between students with dyslexia and other types of disabilities, with the latter group having consistently less good outcomes than non-disabled students. Furthermore, students with other disabilities are less likely to be engaged in further study.