

Student Data Analysis 2015-16

DISABILITY

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EXECUTIVE SUMMARY

- Across the university in 15/16, approximately 11% of applicants disclosed a disability.
- Applicants are less likely to disclose a disability in FBL: particularly in Accounting, Economics and Finance, where only 6% of applicants disclose a disability.
- Across the university, only 4% of disabled students were in receipt of DSA; this pattern was consistent across all four faculties. This represents a decrease in the proportion of disabled students in receipt of DSA since 13/14. This is likely due to changes to the DSA that took effect in 15/16¹.
- The highest proportion of enrolled disabled students are those that have disclosed learning difficulties, the lowest proportion being disabled students who have disclosed a physical disability. This pattern is consistent across all faculties.
- Over time, the proportion of disabled students enrolled at the university has gradually decreased; this is also consistent across all four faculties. The greatest decrease is evident in Law where over time, the proportion of disabled students has decreased by 7pp.
- Across the university, the non-continuation rate has improved for students with no disability, disabled students with DSA, and for disabled students where it is unknown whether they have DSA. The only group to see an increase in their rate of non-continuation in 15/16 are disabled students without DSA.
- Overall, in 15/16, disabled students expressed lower levels of satisfaction with the university than those with no disability.
- Students classed as 'other disability' reported the lowest level of satisfaction overall; however, when broken down by various measures of satisfaction, students classed as 'specific learning difficulties' were least satisfied with academic support.
- Over time, disabled students with DSA are more likely to achieve good honours; aside from in 14/15, these students have outperformed disabled students without DSA.
- Over time, disabled students are more likely to achieve a 2.2 and less likely to achieve a first; in 15/16, disabled students achieved a 2.1 at a slightly higher rate.
- Good honours rates achieved by disabled students have varied across the four faculties: notably, in FBL, the rate of good honours has increased over time for both disabled and non-disabled students; in particular, the rate for disabled students without DSA has increased significantly (28.2pp).
- Over time, there is significant variation in the rates of good honours achieved across all disabilities. However, the proportion of students with mental health difficulties achieving good honours has increased (7.6pp).
- Disabled students disclosing a learning difficulty achieved slightly better graduate outcomes than students with no disability did; they performed significantly better than

¹ UWE Bristol (2016) *Changes to DSA*. Available from: <https://intranet.uwe.ac.uk/sites/SAM/Pages/Changes-to-DSA.aspx>

disabled students who had disclosed an 'other disability'. Overall, disabled students are as likely as students with no disability to go on to further study.

APPLICATIONS

Table 1 shows 15/16 application rates broken down by disability

			Disabled	No Disability	Disabled %	No Disability %
University			2912	23631	11%	89%
	ACE		742	5015	13%	87%
		Art and Design	321	1742	16%	84%
		Arts and Cultural Industries	105	937	10%	90%
		Education	87	839	9%	91%
		Film and Journalism	229	1497	13%	87%
	FBL		348	3950	8%	92%
		Accounting, Economics and Finance	42	667	6%	94%
		Business and Management	234	2376	9%	91%
		Law	72	907	7%	93%
	FET		612	4516	12%	88%
		Architecture and the Built Environment	205	1350	13%	87%
		Computer Science and Creative Technologies	187	1267	13%	87%
		Engineering, Design and Mathematics	147	1224	11%	89%
		Geography and Environmental Management	73	675	10%	90%
	HAS		1206	9592	11%	89%
		Allied Health Professions	288	2316	11%	89%
		Applied Sciences	175	1383	11%	89%
		Health and Social Sciences	315	2338	12%	88%
		Nursing and Midwifery	428	3555	11%	89%

Table 1 shows that across the university, approximately 11% of applicants disclose a disability however; there are variations across faculties and departments:

- Overall, within ACE, there is a slightly higher proportion of disabled applicants but this is not consistent across all its departments.
- Applicants are less likely to disclose a disability in FBL: particularly in Accounting where only 6% of applicants disclose a disability.
- Overall, FET have slightly higher proportions of disabled applicants but this level varies slightly across the faculty.
- Similar to the university average, within HAS approximately 11% of applications are from disabled students; this level is consistent across all departments.

ENROLMENTS

Table 2 15/16 enrolments data by disability status and DSA status across the university

			Disabled with DSA	Disabled without DSA	No Disability	Disabled with DSA	Disabled without DSA	No Disability
University			209	478	5049	4%	8%	88%
	ACE		55	127	982	5%	11%	84%
		Art and Design	21	42	270	6%	13%	81%
		Arts and Cultural Industries	9	24	230	3%	9%	88%
		Education	11	16	181	5%	8%	87%
		Film and Journalism	15	45	302	4%	12%	84%
	FBL		29	84	1121	2%	7%	91%
		Accounting, Economics and Finance	7	13	221	3%	5%	92%
		Business and Management	16	59	646	2%	8%	90%
		Law	6	12	254	2%	4%	93%
	FET		53	89	1063	5%	7%	88%
		Architecture and the Built Environment	16	20	259	5%	7%	88%
		Computer Science and Creative Technologies	17	24	296	5%	7%	88%
		Engineering, Design and Mathematics	10	24	338	3%	6%	91%
		Geography and Environmental Management	10	22	170	5%	11%	84%
	HAS		69	134	1507	4%	8%	88%
		Allied Health Professions	18	17	244	6%	6%	87%
		Applied Sciences	12	24	337	3%	6%	90%
		Health and Social Sciences	17	43	484	3%	8%	89%
		Nursing and Midwifery	22	50	442	4%	10%	86%

Table 2 shows enrolment data for first year students reporting whether they were disabled and whether these students were in receipt of DSA. Across the university, only 4% of disabled students were in receipt of DSA; this pattern was consistent across all four faculties. A likely factor in explaining this pattern will have been the changes to DSA that took place in 15/16².

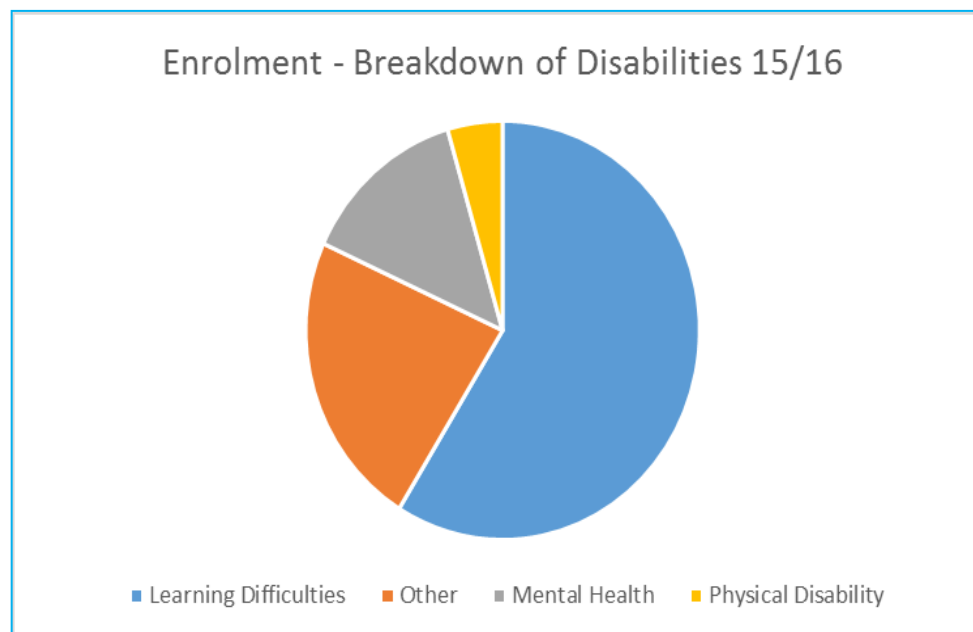
² UWE Bristol (2016) *Changes to DSA*. Available from: <https://intranet.uwe.ac.uk/sites/SAM/Pages/Changes-to-DSA.aspx>

Table 3 Enrolments data by disability across the university 15/16

		No Disability	Learning Difficulties	Other	Mental Health	Physical Disability	No Disability	Learning Difficulties	Other	Mental Health	Physical Disability
University		5049	404	158	94	31	88%	7%	3%	2%	1%
	ACE	982	104	37	35	6	84%	9%	3%	3%	1%
	FBL	1121	73	24	10	6	91%	6%	2%	1%	0%
	FET	1063	88	33	15	6	88%	7%	3%	1%	0%
	HAS	1507	105	58	31	8	88%	6%	3%	2%	0%

Table 3 shows that the highest proportion of enrolled disabled students are those that have disclosed learning difficulties, the lowest proportion being disabled students who have disclosed a physical disability. This pattern is consistent across all faculties.

Figure 1



			13/14			14/15			15/16		
			Disabled w/DSA	Disabled wo/DSA	No Disability	Disabled w/DSA	Disabled wo/DSA	No Disability	Disabled w/DSA	Disabled wo/DSA	No Disability
University			9%	5%	86%	7%	5%	87%	4%	8%	88%
	ACE		11%	5%	84%	10%	6%	84%	5%	11%	84%
		Art and Design	14%	6%	80%	14%	8%	78%	6%	13%	81%
		Arts and Cultural Industries	9%	2%	88%	5%	6%	89%	3%	9%	88%
		Education	11%	3%	87%	11%	5%	84%	5%	8%	87%
		Film and Journalism	9%	8%	83%	9%	5%	86%	4%	12%	84%
	FBL		8%	4%	88%	5%	4%	91%	2%	7%	91%
		Accounting, Economics and Finance	6%	4%	90%	5%	4%	92%	3%	5%	92%
		Business and Management	8%	4%	87%	5%	4%	91%	2%	8%	90%
		Law	9%	5%	86%	4%	5%	91%	2%	4%	93%
	FET		9%	4%	87%	8%	6%	87%	4%	7%	88%
		Architecture and the Built Environment	9%	7%	84%	9%	4%	87%	5%	7%	88%
		Computer Science and Creative Technologies	8%	4%	88%	7%	5%	87%	5%	7%	88%
		Engineering, Design and Mathematics	8%	3%	89%	8%	6%	86%	3%	6%	91%
		Geography and	13%	3%	83%	7%	7%	86%	5%	11%	84%

		Environmental Management									
	HAS		10%	4%	86%	8%	6%	86%	4%	8%	88%
		Allied Health Professions	12%	3%	84%	12%	5%	83%	6%	6%	87%
		Applied Sciences	9%	3%	88%	8%	5%	87%	3%	6%	90%
		Health and Social Sciences	10%	3%	87%	7%	6%	87%	3%	8%	89%
		Nursing and Midwifery	11%	5%	84%	8%	6%	86%	4%	10%	86%

(see above) **Table 4** Breakdown of enrolments data by disability, over time

Table 4 shows that over time, the proportion of disabled students enrolled at the university has gradually decreased; this is also consistent across all four faculties. The greatest decrease can be found in Law where over time, the proportion of disabled students has decreased by 7pp.

NON-CONTINUATION

Table 5 Non-continuation rates over time, broken down by disability and DSA status

		13/14				14/15				15/16			
		Disabled DSA Unknown	D with DSA	D wo/DSA	No D	Disabled DSA Unknown	D with DSA	D wo/DSA	No D	Disabled DSA Unknown	D with DSA	D wo/DSA	No D
University		14.5%	7.6%	0.0%	9.1%	8.7%	4.5%	0.0%	7.1%	8.3%	4.5%	2.8%	7.6%
	ACE	17.9%	5.9%	0.0%	9.2%	1.3%	7.4%	0.0%	7.7%	8.3%	4.7%	0.0%	8.9%
	Art and Design	37.5%	10.2%	0.0%	12.5%	3.6%	9.5%	0.0%	6.7%	6.7%	8.1%	0.0%	11.3%
	Arts and Cultural Industries	14.3%	3.3%	0.0%	6.6%	0.0%	0.0%	0.0%	7.3%	5.3%	5.0%	0.0%	8.9%
	Education	11.1%	0.0%	0.0%	5.0%	0.0%	6.7%	0.0%	5.7%	0.0%	0.0%	0.0%	7.6%
	Film and Journalism	8.3%	6.3%	0.0%	12.5%	0.0%	8.3%	0.0%	10.1%	14.3%	3.8%	0.0%	7.4%
	FBL	14.3%	6.9%	0.0%	7.5%	12.8%	3.8%	0.0%	5.6%	13.1%	1.6%	0.0%	7.3%
	Accounting, Economics and Finance	11.1%	0.0%	0.0%	9.1%	7.7%	0.0%	0.0%	5.3%	0.0%	0.0%	0.0%	8.3%
	Business and Management	20.0%	8.6%	0.0%	6.9%	8.3%	4.4%	0.0%	6.7%	15.8%	2.7%	0.0%	8.4%
	Law	10.0%	9.1%	0.0%	6.6%	30.0%	7.7%	0.0%	3.0%	16.7%	0.0%	0.0%	3.8%
	FET	14.0%	12.3%	0.0%	12.6%	16.5%	3.1%	0.0%	9.5%	9.4%	8.6%	0.0%	9.2%
	Architecture and the Built Environment	17.4%	14.6%	0.0%	9.1%	0.0%	0.0%	0.0%	7.8%	0.0%	5.9%	0.0%	5.8%
	Computer Science and Creative Technologies	20.0%	12.1%	0.0%	14.9%	32.1%	2.8%	0.0%	14.5%	13.0%	4.8%	0.0%	12.6%

		Engineering, Design and Mathematics	0.0%	12.1%	0.0%	14.4%	16.7%	8.8%	0.0%	8.4%	9.1%	11.1%	0.0%	9.2%
		Geography and Environmental Management	0.0%	8.7%	0.0%	10.9%	6.7%	0.0%	0.0%	4.6%	13.3%	15.0%	0.0%	8.0%
	HAS		12.1%	5.9%	0.0%	7.7%	6.8%	3.6%	0.0%	6.0%	5.1%	2.9%	6.3%	5.9%
		Allied Health Professions	0.0%	3.2%	0.0%	2.0%	13.3%	6.3%	0.0%	3.3%	0.0%	2.9%	0.0%	3.3%
		Applied Sciences	21.4%	10.3%	0.0%	15.2%	5.6%	5.4%	0.0%	11.2%	12.0%	14.3%	0.0%	8.3%
		Health and Social Sciences	11.1%	7.3%	0.0%	7.6%	11.1%	1.9%	0.0%	3.7%	7.9%	2.9%	0.0%	7.3%
		Nursing and Midwifery	12.0%	3.2%	0.0%	5.0%	2.3%	1.7%	0.0%	6.4%	0.0%	0.0%	16.7%	4.6%

Table 5 shows that across the university the non-continuation rate has improved for students with no disability, disabled students with DSA, and for disabled students where it is unknown whether they have DSA. The only group to see an increase in their rate of non-continuation in 15/16 are disabled students without DSA. When broken down by faculty and department, non-continuation rates are variable:

- Over time in ACE, non-continuation rates have improved for all disabled students. The majority of departments within the faculty follow a similar pattern however, within Arts and Cultural Industries there has been a particular increase in non-continuation for disabled students with DSA.
- In FBL, the most notable difference over time is the overall rate of non-continuation for disabled students with DSA: a decrease of 5.3pp. Notably, in Accounting, Economics and Finance, in 15/16 all disabled students remained active in the university. Over time in Law, the rate of non-continuation for disabled students with unknown DSA status has been significantly greater than the rate for other disabled groups - 16.7pp in 15/16.
- In FET, the non-continuation rate for disabled students has improved over time: for those with unknown DSA status, non-continuation rates have reduced by 4.6pp and for disabled students with DSA, by 3.7pp. Consistently across all departments, disabled students without DSA have all remained active in the university; over time, non-continuation rates for other disabled groups have varied considerably.

- In HAS, the non-continuation rates for disabled students with unknown DSA status and those with DSA have improved over time. Table 5 shows that in 13/14 and 14/15, disabled students without DSA had all remained active in the university however in 15/16, 6.3% had not continued; this potentially could be due to the significant increase in the non-continuation rate for disabled students without DSA in Nursing and Midwifery (16.7%).

STUDENT SATISFACTION

Table 6 NSS Satisfaction rates for 15/16 broken down by disability

	No of respondents	Response rate	Teaching	Assessment and feedback	Academic support	Organisation and management	Learning Resources	Personal Development	Students' Union	Overall satisfaction
No Disability	3054	86%	89	76	85	81	91	87	72	88
Specific Learning Disability	279	83%	90	76	83	77	91	88	73	86
Other Disability	171	83%	88	72	84	76	88	82	68	82

Table 6 shows that students with no disability are more satisfied with the university overall, whilst students with an 'other disability' are least satisfied overall. This remains the case across the different categories apart from academic support where students with specific learning disabilities were least satisfied.

GOOD HONOURS AND DEGREE CLASSIFICATION

Table 7 Breakdown of good honours by disability

	13/14		14/15		15/16	
	Enrols	Good Hons %	Enrols	Good Hons %	Enrols	Good Hons %
Disabled with DSA	455	73.8%	402	69.4%	404	75.2%
Disabled without DSA	169	71.0%	159	71.1%	222	73.9%
No Disability	4,364	76.2%	3,635	76.3%	3,502	77.6%

Table 7 shows that over time, students with no disability achieve a greater proportion of good honours.

Over time, disabled students with DSA are more likely to achieve good honours; aside from in 14/15, these students have outperformed disabled students without DSA.

Figure 2

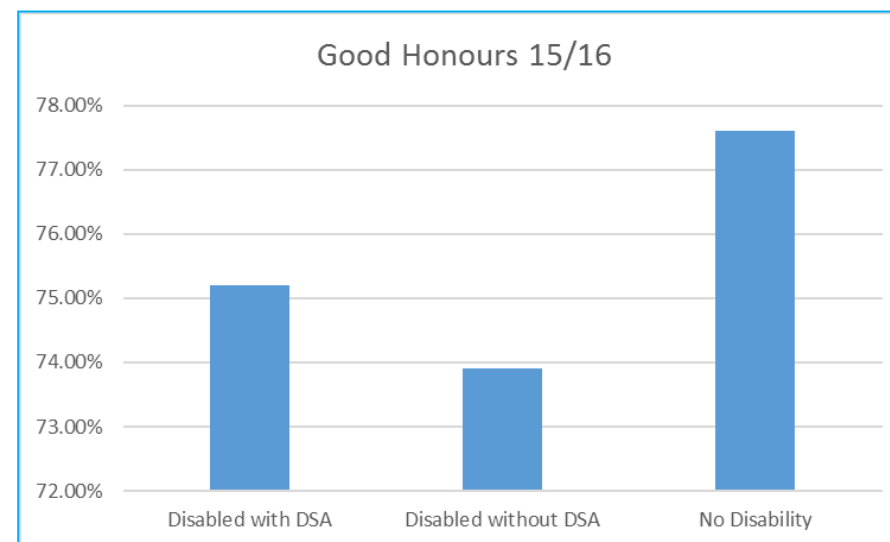


Table 8 Breakdown of degree classifications by disability

%	13/14				14/15				15/16			
	1st	U2	L2	3rd	1st	U2	L2	3rd	1st	U2	L2	3rd
Disabled	19.7%	53.4%	23.4%	3.53%	21.7%	48.1%	26.2%	3.92%	21.4%	53.4%	22.8%	2.40%
Non-Disabled	23.6%	52.7%	21.3%	2.45%	24.2%	52.1%	20.7%	3.03%	25.2%	52.5%	19.6%	2.77%

Table 8 shows that over time, disabled students are more likely to achieve a 2.2 and less likely to achieve a first. There is variation in the level of good honours achieved for both disabled and non-disabled students but aside from in 14/15, disabled students have achieved a 2.1 at a slightly higher rate. The rates of achieving a third have been largely comparable between disabled and non-disabled students.

National Comparison: The Equality Challenge Unit noted that in 14/15, the proportion of disabled students achieving a first or 2.1 continued to be lower than that of non-disabled students; across the sector notably, a larger proportion of disabled qualifiers in receipt of DSA achieved a first/2:1 than those not in receipt of DSA (71.1% and 69.2%).³

³ Equality Challenge Unit (2016) *Equality in Higher Education: Students Statistical Report 2016*. Available from: <http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>

Table 9 Breakdown of good honours rate by year and faculty broken down by disability

Faculty	Category	13/14		14/15		15/16	
		Enrols	Good Hons %	Enrols	Good Hons %	Enrols	Good Hons %
Arts, Creative Industries and Education	Disabled with DSA	136	83.1%	122	75.4%	111	82.9%
	Disabled without DSA	39	71.8%	38	86.7%	52	75.0%
	No Disability	1047	80.2%	824	78.8%	797	82.7%
Business and Law	Disabled with DSA	62	61.3%	89	70.8%	61	85.7%
	Disabled without DSA	30	63.3%	27	74.5%	44	91.5%
	No Disability	916	75.8%	822	80.7%	732	80.6%
Environment and Technology	Disabled with DSA	79	74.7%	76	68.4%	82	70.7%
	Disabled without DSA	34	79.4%	27	74.1%	26	69.2%
	No Disability	762	75.5%	606	77.4%	586	72.9%
Health and Applied Sciences	Disabled with DSA	158	70.9%	104	64.4%	138	70.1%
	Disabled without DSA	58	72.4%	55	61.9%	66	67.9%
	No Disability	1393	76.6%	1130	75.0%	1140	77.4%

Table 9 shows that across all four faculties there has been significant variation in the rates of good honours achieved by disabled students:

- In ACE, aside from in 15/16, disabled students with DSA have achieved a higher good honours rate than disabled students without DSA. For both groups, rates have been comparable, if not better, than rates of good honours for students with no disability.
- In FBL, the rate of good honours has increased over time for both disabled and non-disabled students; in particular, the rate for disabled students without DSA has increased significantly (28.2pp).
- In FET, the proportion of good honours for disabled students without DSA has steadily decreased over time however overall, the proportion for all groups of students as detailed in table 9 show a decrease over time.
- In HAS, rates of good honours decreased in 14/15 for both disabled and non-disabled students but increased in 15/16; disabled students with DSA have largely achieved a higher rate of good honours when compared to disabled students without DSA.

Table 10 Breakdown of degree classification by year and faculty broken down by disability

Faculty / Disability		13/14				14/15				15/16			
		1st	2:1	2:2	3rd	1st	2:1	2:2	3rd	1st	2:1	2:2	3rd
ACE	Disabled	19.1%	61.4%	16.6%	2.86%	24.5%	53.6%	19.4%	2.51%	24.5%	55.8%	17.2%	2.45%
ACE	Non-disabled	21.5%	58.7%	17.7%	2.10%	21.4%	57.5%	18.4%	2.79%	22.7%	60.0%	14.6%	2.76%
FBL	Disabled	17.4%	44.6%	32.6%	5.43%	25.8%	45.9%	25.8%	2.58%	22.0%	66.1%	11.6%	0.29%
FBL	Non-disabled	25.0%	50.8%	21.9%	2.32%	25.4%	55.3%	17.6%	1.70%	25.8%	54.8%	17.2%	2.19%
FET	Disabled	26.5%	49.6%	23.0%	0.88%	24.3%	45.6%	29.1%	0.97%	26.9%	43.5%	27.8%	1.85%
FET	Non-disabled	28.1%	47.4%	23.2%	1.31%	31.2%	46.2%	21.0%	1.65%	32.1%	40.8%	24.4%	2.73%
HAS	Disabled	18.3%	53.0%	25.0%	3.70%	15.1%	48.5%	29.5%	6.91%	16.6%	52.8%	28.3%	2.30%
HAS	Non-disabled	22.9%	53.7%	20.8%	2.64%	24.0%	51.0%	21.7%	3.36%	23.2%	54.2%	20.6%	2.02%

Table 10 shows that within all four faculties, there has been variation in the rates of degree classifications achieved:

- In ACE, the rate of disabled students achieving a first has steadily increased over time but across the period, the rate of 2.1s achieved has decreased, though there was a slight increase in 15/16 following a 7.8pp decrease from 13/14/ to 14/15.
- In FBL, disabled students have generally achieved a lower rate of good honours however, in 15/16 there has been a significant increase in the rate of 2.1s achieved (21.5pp across the period) and a decrease in both 2.2s and thirds.
- In FET, the rates of disabled and non-disabled students achieving a first have been comparable however; there has been variation in the rate of 2.1s and 2.2s achieved. Across the period, non-disabled students have been more likely to achieve a third.
- In HAS, non-disabled students have consistently achieved a greater proportion of firsts and 2.1s; concurrently, disabled students have consistently achieved a higher rate of 2.2s and thirds.

Table 11 Breakdown of good honours by disability type, over time

	13/14		14/15		15/16	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
A LEARNING DIFFICULTY, E.G. DYSLEXIA, DYSPRAXIA	197	71.6%	192	68.8%	333	76.0%
AUTISTIC SPECTRUM DISORDER	9	77.8%	17	70.6%	11	72.7%
BLIND/PARTIALLY SIGHTED	8	75.0%	3	100.0%	11	72.7%
DEAF/HEARING IMPAIRMENT	9	77.8%	8	75.0%	12	58.3%
DISABILITY NOT IN LIST	34	85.3%	25	76.0%	43	69.8%
LEARNING DIFFICULTY EXCLUDING DYSLEXIA	17	82.4%	10	70.0%	4	25.0%
LEARNING DIFFICULTY INCLUDING DYSLEXIA	196	67.9%	165	72.7%	43	72.1%
MENTAL HEALTH DIFFICULTIES	61	72.1%	49	71.4%	79	79.7%
MULTIPLE DISABILITIES	38	81.6%	30	60.0%	26	57.7%
NO DISABILITY	4,363	76.2%	3,634	76.3%	3,427	78.0%
NOT KNOWN IF STUDENT HAS DISABILITY	1	0.0%	1	100.0%	75	60.0%
UNSEEN DISABILITY, E.G. DIABETES, ASTHMA	42	78.6%	52	63.5%	50	78.0%
WHEELCHAIR USER/MOBILITY DIFFICULTIES	13	84.6%	10	70.0%	14	92.9%

Table 11 shows that over time, there is significant variation in the rates of good honours achieved across all disabilities.

The proportion of students with mental health difficulties achieving good honours has increased (7.6pp).

Whilst rates for students with no disability have steadily increased, there has been a notable decrease in the proportion of students with a learning difficulty excluding dyslexia and deaf/hearing impairment students achieving good honours (57.4pp and 19.5pp).

GRADUATE OUTCOMES

Table 12 Graduate destinations broken down by disability

Disability	KPI %	Prof %	Study %	Self-employed %	U/E %	R.R. %
Learning Difficulty	78%	81%	11%	6%	6%	88%
No Disability	77%	79%	11%	4%	4%	86%
Other Disability	68%	74%	11%	3%	10%	90%

Prof = professional/ graduate level work and constitutes a 'good' outcome,
 KPI = our institutional KPI
 U/E = unemployed
 R.R. = response rate

Table 12 shows that overall, disabled students disclosing a learning difficulty achieved slightly better graduate outcomes than students with no disability did; they performed significantly better than disabled students who had disclosed an 'other disability' (10pp).

Overall, disabled students are as likely as students with no disability to go on to further study. The table shows that students disclosing a learning difficulty are most likely to go on to graduate level employment and be self-employed however overall, disabled students are more likely to be unemployed than students with no disability.

Figure 3

