MAYOR OF LONDON

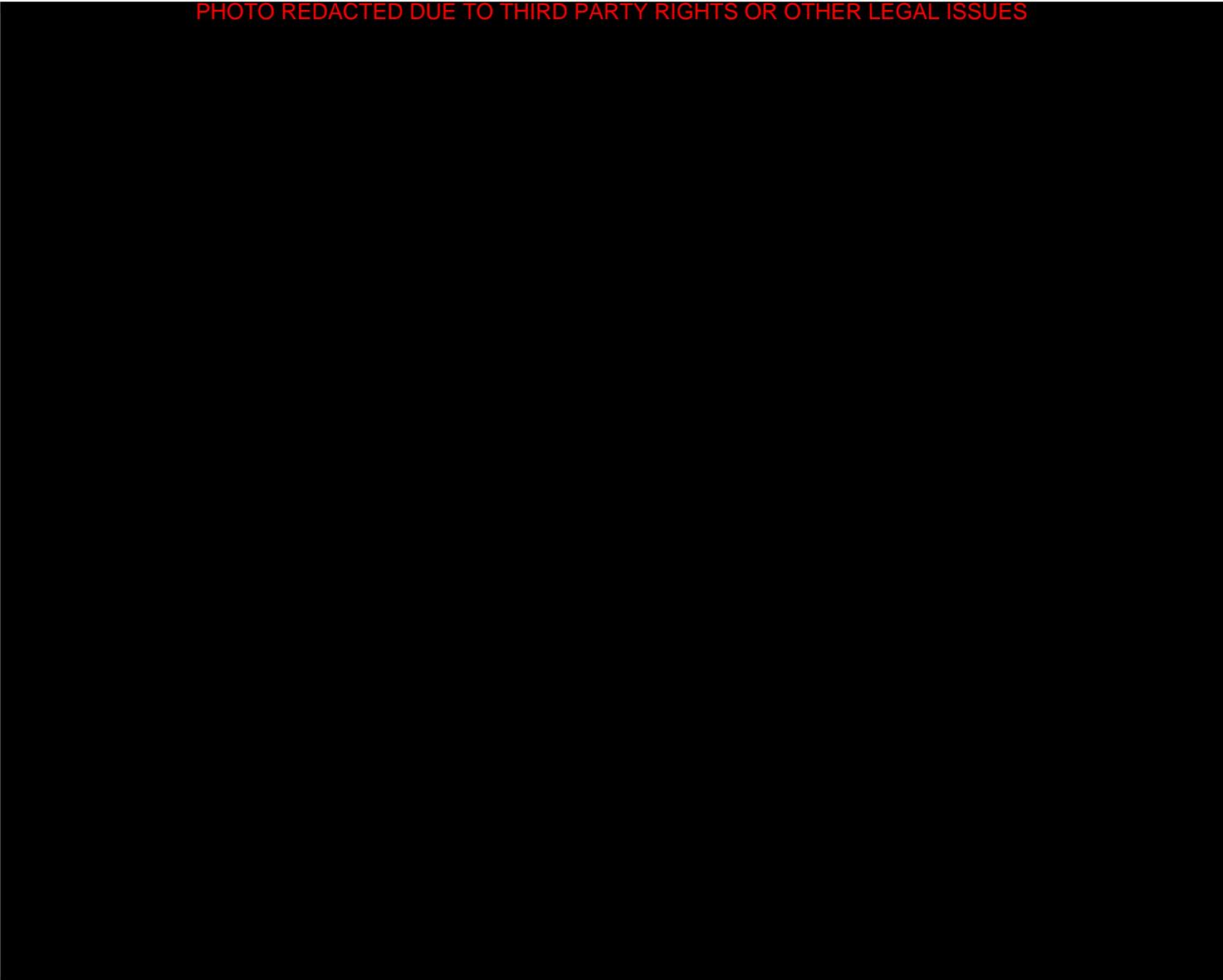## Disabled students in London
A review of higher and further education,
including students with learning difficulties

April 2007

Erratum

Please note that students studying for a degree level nursing qualification are eligible to apply for Disabled Students' Allowance.
On pages 69 and 79, the report is out of date in this respect.

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Foreword by Ken Livingstone, Mayor of London

London is one of the great learning centres of the world. It has more than a million students in further and higher education, studying one of the broadest range of subjects in any world city. London is a diverse city and equality of opportunity in education is fundamental to achieving potential in life.

This report is about the position of disabled students in London. There are over 63,000 disabled people studying in London's further and higher education sectors. However, disabled people are under-represented in post-16 education; this report shows that they still face disadvantage within the education system.

In higher education, financial factors are a deterrent for potential students who are disabled, and lack of information is also a problem. However the most significant barriers are staff attitudes and access to buildings and equipment. Issues around accessible housing and transport also continue to affect people's choices.

In further and adult education, there is major under-representation of disabled people among the older students. This report also provides evidence of under-achievement among disabled students in the sector. For students with learning difficulties, there is still a lack of routes into employment.

At the same time, the Disability Rights Commission notes progress in response to legislation, and the proportion of students who are disabled has been growing. There are also new opportunities to improve the education of disabled people through the London Skills and Employment Board,

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which I chair, and through London's Adult Skills, Training and Employment Strategy.

I'm committed to London being a beacon for inclusion and accessibility. It is fundamentally important that we continue to recognise the disadvantage faced by disabled people within education and identify and remove barriers to ensure greater participation and to effect equality of opportunity for all London's students.

Ken Livingstone
Mayor of London

Executive summary

A   CONCLUSIONS

(Note: In these conclusions, 'disabled' students includes those with learning difficulties)

1   Cross-sector

In both higher and further education there has been a long-term rise in the number and proportion of students who identify as disabled. This might reflect real growth, an increased willingness to disclose a disability, or a combination of the two.

There is thought to be a significant degree of non-disclosure in both sectors, which makes interpretation of the figures difficult. Disclosure has the potential to cause anxiety among students and staff, and is related to the need to see the information put to good use. Details about disability are sometimes passed on inappropriately or not passed on at all. A positive environment combined with appropriate use of the information will encourage more students to identify as disabled.

The Disability Rights Commission finds evidence of progress in both sectors in response to legislation, and has identified some basic elements of good practice, such as provision of lecture notes in advance. It also mentions a lack of consistency. Students still encounter prejudice and physical barriers. Disability tends to be seen as an add-on in the move to widening participation.

There are some other significant cross-sector findings:

- Mode of study is strongly related to the type of impairment, and could offer clues to raising the participation of disabled people.
- Financial factors are a deterrent to potential students in further and higher education (though in different ways), and are an under-researched area.

2 Higher education

There has been a significant rise in the percentage of students who are disabled, but it is highly uneven and it is thought that overall, disabled people are still under-represented. The statistics help to identify areas of strength and weakness:

Areas of under-representation
A *Impairments*
Were it not for dyslexic students, there would have been no increase in the proportion of students who are disabled between 1998 and 2004. Dyslexic students now make up more than half of all disabled students in London.

Among non-dyslexic students, there has been significant growth for those with 'mental health difficulties' and 'multiple disabilities', as a percentage of all students. In contrast, the number and proportion of students with 'unseen disabilities' has fallen, and there has been little or no progress for students with mobility or sensory impairments.

Comparison with the Labour Force statistics and other surveys suggests that people with mobility impairments and mental health issues have especially low representation among higher education students, but more detailed analysis would be needed to confirm this.

Age, mode of study and graduate employment are all associated with impairment and these should be considered when an impairment group is under-represented.

B *Subject*
Disabled people in London have a particularly low representation in business studies, maths, applied sciences and medicine and allied subjects. They are well represented in creative arts and design courses, and this is reflected in the figures for graduate employment.

C   *Institution*
    There are huge contrasts between institutions in the degree to
    which they take on disabled students. The association of high
    entry standards with low representation indicates a danger of a
    two-tier system developing.

D   *Other areas of student under-representation include*

·   Pakistanis, Bangladeshis and Other Asians.
    (This needs to be confirmed by further analysis).
·   Overseas students
·   Postgraduates.

E   *Graduate unemployment*
    The most significant inequality to emerge from the statistics is
    in graduate unemployment, which is more than one and a half
    times as high for disabled recent graduates. This may well deter
    potential students. The transition between university and
    employer needs more attention and liaison between sectors.
    One encouraging sign is that disabled and non-disabled
    graduates find jobs of similar quality.

    Financial factors are an issue for potential students. There are
    remedies which do not require major resources; these include

·   more effective spread of information, and raising awareness of
    Disabled Students' Allowance and Access to Work and
·   more liaison between government departments and ensuring a
    safety net, so that graduates do not end up worse off than
    before.

    The new Office for Disability Issues can contribute to this.

    Universities are limited by financial constraints and by the
    relatively low qualifications of disabled people at age 18.
    Within these limits, there is still considerable room for initiative.

3   Further and adult education

(Note: 'Disabled students' here includes those with learning difficulties)

In further education (FE), disabled people are well represented under 25 and very under-represented over 60. They are also probably under-represented in the 25-59 age group. In Adult and Community Education (ACE), the student age profile is much older than in further education, and older disabled people have the least representation.

Both government initiatives and research tend to concentrate on the younger learners, which could have a bearing on the participation rates.

There are other areas of low participation for disabled people:
· People with 'other medical conditions' (for instance asthma, epilepsy, diabetes).
· People with mental health issues.
· Bangladeshi, Pakistani and Other Asian students.

These groups seem to be under-represented in higher education too, but in both sectors there is a need for more detailed analysis to confirm the findings.

Besides age participation, under-achievement is the other main theme to emerge from the further education review. Reclassification of the statistics strongly suggests that disabled learners of good academic potential are under-achieving; although many are studying at high levels, too many are on level 1.

Research indicates that disabled students still face major barriers in the sector. The Learning and Skills Council identifies a need for better knowledge of the quality of education for mainstream disabled students.

Under-achievement of a different kind is also an issue for students with learning difficulties, many of whom are educated separately. Lack of direction and the revolving door are still common experiences of separate learners. Students themselves would like more routes into employment.

There is some consensus that the system for disabled students is too complex and requires more coordination and planning. A common funding approach and better liaison between sectors and agencies should benefit disabled students.

There is less agreement on some of the recent government proposals for the sector as a whole. The government wishes to concentrate funding on skills which fit people into employment, while general education becomes more the province of local authorities and voluntary organisations. There is concern among researchers and staff that general FE and ACE will be neglected, although they provide a valuable service to the community.

The House of Commons Education and Skills Committee warns of a threat to various kinds of adult learning and notes cuts that have already taken place. The threat is both to leisure education and to more practical courses like access learning and skills for employability.

The debate about further education affects disabled people too. Government initiatives, like raising the number of people with levels 2 and 3 and extending adult learner grant, should benefit mainstream disabled students. Yet, the Learning and Skills Council is concerned that students at lower levels may be neglected and proposes more focus on progression at pre-entry and level 1. There is also good prima facie evidence that disabled people benefit disproportionately from general FE and from ACE (for example, older disabled learners, and people with mental health issues). This needs to be recognised, if they are not to be left out of the system.

There will be new opportunities to deal with these issues through the London Skills and Employment Board and through London's Adult Skills, Training and Employment Strategy, which will be open to public consultation.

The further education sector needs to review its statistics, especially its classification of learning difficulties. Figures should connect in a meaningful way to achievement and level of study. Statistics for the Workers' Educational Association should be kept separate from the student figures for London.

B KEY FINDINGS: HIGHER EDUCATION
Figures are for 2004/05, except where otherwise mentioned

Student numbers and characteristics

In 2004/05, 4.9 per cent of London higher education students identified themselves as disabled, nearly 18,000 people; this compares with 7.4 per cent of residents aged 16-34 who reported a work-limiting disability. There is no clear-cut benchmark in the resident population, but under-representation of disabled people in the student population is now officially acknowledged.

The proportion of London students who are disabled has grown steadily since 1998, when it was 3.1 per cent. However, some of this increase may be due to an increased willingness of students to identify themselves as disabled (e.g. dyslexic students). It is thought that a significant number of students are still reluctant to 'disclose' their disability.

UK domiciled students are more than three times as likely as others to be disabled, both in London and in the UK as a whole.

Students with dyslexia account for the entire increase in the proportion of students in London who are disabled (1998-

2004). Dyslexic students now make up over half of all disabled students in London and 43 per cent in the UK.

In London and the UK, there has been significant growth in the number and proportion of students with 'mental health difficulties' and with 'multiple disabilities'.

Students with 'unseen disabilities' (e.g. diabetes, epilepsy, asthma) have fallen significantly as a proportion of the total student population, in London and the UK (1998-2004). From being the largest group of disabled students they have become the second largest. They have also fallen in absolute numbers.

In London, the percentage of the student population who are visually impaired fell slightly between 1998 and 2004. There has only been a slight increase in the proportion of the student population with hearing impairments in the same period.

In 1995, a higher percentage of the UK student population had mobility difficulties than now, but the monitoring rate was low. Students with mobility difficulties seem to have very low representation in higher education, compared to their numbers in the population.

Overall, disabled and non-disabled students have similar age and gender profiles, but there are wide differences by impairment, and the age bands are very broad.

In London in 2004, 68.2 per cent of disabled UK domiciled students were white, compared with 57.9 per cent of all students.

Comparison with the Census (ages 16-34) suggests that among white and Black Caribbean students in London, disabled people as a whole are not under-represented (although some impairment groups might be). In all other groups, there is some under-representation, especially Pakistanis, Bangladeshis and Other Asians.

Analysis of national statistics in 1999–2000 found that disabled students were of slightly higher social class than their non-disabled counterparts.

Patterns of study

In London, only 28 per cent of disabled students are part–time, compared to 36 per cent of those not disabled. Dyslexic students have a low part–time rate. In contrast, students with hearing impairments (49 per cent), mobility difficulties and 'mental health difficulties' have rates of part–time study above the student average.

Disabled students are relatively well represented in first degree courses. They have a relatively weak representation in postgraduate and 'other' qualifications.

In London, disabled students have a low representation in business studies, maths, medicine, and applied sciences; on the other hand, there is a relatively high proportion in biology, social studies, history and philosophy, and especially creative arts and design.

Subject studied is linked to some extent to impairment. However, students with every kind of impairment are found in almost every subject.

Finances and patterns of living

Research published in 2004 suggested that the financial situation of students living with parents and on Disabled Students' Allowance was satisfactory. Mature students were in a financially more precarious state, dependent on a combination of benefits and student support. Students with high support needs had inadequate financial aid.

Disabled students do not differ much from the majority in their accommodation pattern, but the categories used are very broad.

Research in the UK published in 2005 suggests that increased tuition fees affect disabled students more than most.

Comparison of institutions

The proportion of disabled students recorded in each London institution varies from one in five hundred to one in five. There is little overall difference between new (post-1992) and old universities.

Institutions specialising in the arts have the highest proportion of disabled students; however, only some of these have high proportions of students with Disabled Students' Allowance.

There is a rough correlation between the Disabled Students' Allowance indicator and the proportion of disabled students, but there are many exceptions.

There is some connection between high entry qualifications and low rates of Disabled Students' Allowance, which is apparent mainly for full-time students. Concerns about the development of a two-tier system in universities might be applied to disabled people as well as other 'non-traditional' groups.

Barriers affecting students and potential students

A major cause of lower participation by disabled people is lower qualifications at age 18. However, the figures do not take learning difficulties into account.

Even with the same level of qualifications, disabled people are much less likely to participate in higher education.

Financial factors are a deterrent for disabled people contemplating higher education

Lack of information is a problem for prospective students. For example, many are unaware of Disabled Students' Allowance.

Changes in accommodation and transport arrangements affect disabled people more than most and deter them from higher education.

The move from further to higher education is better managed than most transitions, but there is room for considerably more liaison between sectors.

Research suggests the need for stronger links between widening participation and disability practitioners.

The most significant barriers to disabled students in higher education are staff attitudes and access to buildings and aids. The Disability Rights Commission has noted progress in response to legislation, but also a lack of consistency.

Disabled recent graduates

The economic activity rate in London was 78 per cent for disabled recent graduates, compared to 82 per cent for their non-disabled peers (2004/05). The gap is much greater for the working population as a whole, especially those without qualifications.

In 2004/05, the graduate unemployment rate for London institutions was 7.3 per cent (non-disabled) and 12.5 per cent (disabled). There is a similar gap in the working age population as a whole.

The unemployment rate for disabled London graduates from non-white minorities is 17.3 per cent, compared to 4.8 per cent for their non-disabled white peers (2004/05).

The unemployment rates of disabled graduates vary by impairment. In the UK in 2004/05, they ranged from 8 per cent ('unseen disabilities') to 18 per cent (visual impairments).

Disabled and non-disabled graduates tend to find work at equal levels.

Disabled graduates as a whole are less likely than others to become health professionals and more likely to take up creative jobs. These employment trends are consistent with the subjects which they tend to study.

C KEY FINDINGS: FURTHER EDUCATION

1. Figures are for 2004/05, except where otherwise mentioned. For convenience, 'students with learning difficulties and/or disabilities &/or health problems' are often described here as 'students with disabilities/learning difficulties'. 2. The statistics in this report do not include students of the Workers' Educational Association, because it is a national body.

Student numbers and characteristics

9.5 per cent of London further education students were known to have a 'disability &/or learning difficulty' in 2004, or 45,100 people.

Comparison of student figures with the Census shows that disabled people as a whole, including those with learning difficulties, are well represented under 25 and very under-represented over 60. They are also probably under-represented in the middle age group, but detailed comparisons are not currently available.

Comparison with the Labour Force Survey is not exact, but it suggests that people who declare 'other medical conditions' (like asthma, epilepsy and diabetes) are under-represented in the student population.

For 13 per cent of the London student population, there was no information on disability/learning difficulty in 2004. Statistics on disability/learning difficulty in further education must therefore be treated with caution.

Non-disclosure of disability/learning difficulty is thought to be a significant issue in further as in higher education.

In further education, there are separate classification systems for learning difficulty and disability/health problem. In 2004 in London, there were 26,300 students with a disability/health problem and 24,700 with a learning difficulty. The two groups overlap, with a large minority having a disability and a learning difficulty.

The largest groups of students with a disability/health problem are classified as 'other' (28 per cent) and 'other medical condition (e.g. asthma, epilepsy, diabetes)' (16 per cent). People with 'other medical conditions' seem to have a low representation in further education, when compared to other people with a disability/health problem. The largest groups of students with learning difficulties have 'other' learning difficulties (28 per cent), followed by 'moderate learning difficulties' and dyslexia (both at 26 and a half per cent).

61 per cent of further education students are women. However, a higher proportion of male students have a disability/learning difficulty. Among students with learning difficulties, females only slightly outnumber males.

Most further education students (disabled and non-disabled) are aged 25-59 and 6 per cent are 60 or over. The age profile is closer to that of the general population than in higher education, but still weighted towards youth, with more than a third of all students being under 25. (2004 London figures)

Age profile is strongly related to impairment. Overall, students with learning difficulties have a young age profile, and disabled students are older than the average for further education students.

In 2004, 48 per cent of London further education students were non-white. Most ethnic minorities are well represented in further education.

The ethnic profile of students with disabilities/learning difficulties differs from that of London students as a whole. They are much more likely to be White British or White Irish; they are also more likely to come from a Black Caribbean, Black Other or Mixed background. On the other hand, a relatively small proportion of students with disabilities/learning difficulties come from an Asian, African or Other White background.

Comparison with the Census working age population suggests that disabled people are most under-represented among Pakistanis, Bangladeshis, Other Asians, the White Irish and Other White group. More detailed age comparisons would be needed to confirm this.

In 2004, over a third of all London further education students came from a deprived area. There was little difference between students with disabilities/learning difficulties and the rest in this respect.

Level of study

A   Students with a disability/learning difficulty study at a much lower level than those with none. In this respect, there is little difference between 'disabled' students and those with 'learning difficulties', as defined by the Learning and Skills Council.

B   Under revised classifications used only for this report, 45 per cent of 'disabled' students are studying at level 1, compared with 61 per cent of students with 'learning difficulties', and 38 per cent of students with no disability/learning difficulty. (Under the Learning and Skills Council classifications, the figures are 53, 53 and 38 per cent respectively).

C   The reclassification effectively removes 'ability' as an explanation of any differences of level between disabled students and those with no disability/learning difficulty. Under the new definition, 'disabled' students are studying at

lower levels than their non-disabled peers, but the gap is moderate and much less than that shown in the official statistics. The figures indicate that 'disabled' students are under-achieving.

D All classifications of disability or learning difficulty are subject to error. It is likely that the new classification of 'learning difficulty' includes some students who are under-achieving.

Quality of learning and under-achievement

Research indicates that the quality of provision for students with disabilities/learning difficulties is inconsistent. Evidence on progress since the time of the Tomlinson Committee (1996) is mixed. Students have noted some positive developments in response to the new legislation. On the other hand, a review of provision in the London North Learning and Skills Council/Connexions area found that the system was too complex and was understood neither by users nor providers.

On the whole, education is less satisfactory for students on separate courses than those in the mainstream. A review by the Learning and Skills Council (2005) challenges the 'revolving door' provision for students that are not learning new skills and sometimes return to the same course. There is also some positive evidence for separate courses in some circumstances.

Mainstream students with disabilities/learning difficulties have clearer progression routes on the whole, but some are below the level of their aspirations. The Learning and Skills Council (LSC) identifies a difficulty in monitoring the quality of learning for the mainstream students.

There are advantages in direct experience of work over training for work. The Learning and Skills Council backs the work of supported employment providers and recommends that local LSCs bring them more into their Strategic Area Reviews.

The learning experience can be also be affected by barriers which have nothing to do with the quality of courses themselves. These include access to buildings and equipment, and unhelpful or hostile staff attitudes.

Mode, travel, area

38 per cent of students with learning difficulties study full-time, compared with 28 per cent of disabled students and 28 per cent of those without disability/learning difficulty. More detailed analysis shows that mode of study is strongly related to impairment, in further as in higher education.

Outreach is the preferred mode of study among some students with mental health issues.

In 2004, the proportion of students with a disability/learning difficulty ranged from 8.6 per cent in London North and London Central to 10.3 per cent in London West. Monitoring rates varied from 74 per cent in London North to 92 per cent in London East.

London Central takes relatively high numbers of students with 'mental ill health' and 'emotional/behavioural difficulties'.

Of the further education students with a disability/learning difficulty and resident in London, 9 per cent attended colleges outside the capital in 2004. Not all these students travel to study; some of them attend outside residential colleges. The outflow exceeds the inflow (below).

Of the further education students with a disability/learning difficulty and studying in London, 6 per cent come from outside London.

Altogether, 27 per cent of students with a disability/learning difficulty who live in London study in a different Learning and

Skills area from their own. Of the students with a disability/learning difficulty studying in London, 24 per cent reside in a different LSC area. There is a considerable amount of travel, some students going right across the capital, and this highlights the need for accessible transport in London.

Barriers to participation

A survey of disabled young people aged 16-24 found that, of those who had not gone on to further or higher education, nearly one third had been discouraged because of their impairment. For example, they were worried about support, transport or accommodation. (Disability Rights Commission).

Transitions involve more planning for disabled people than most, and at age 16, the situation is particularly complex. Research shows the need for better, more accessible information and more coordinated support at this stage. (Disability Rights Commission; Learning & Skills Development Agency)

D   KEY FINDINGS: ADULT AND COMMUNITY EDUCATION

Of the students funded by the Learning and Skills Council in adult and community education in 2004/05, 9.9 per cent had a disability/learning difficulty. There was no information for 17 per cent of students.

Comparison with the Census figures shows that disabled people, including those with learning difficulties, are well represented under 25 and under-represented in the middle and older age groups, especially over 60.

Overall, the representation of disabled people, including those with learning difficulties, is far lower in adult and community education than in further education. However, low monitoring rates in both sectors, and non-disclosure of disability/learning difficulty, mean that comparisons are not precise.

In adult and community education, one third of students with a disability/learning difficulty are aged 60 plus, compared to just over one fifth of those without. Relatively few students with disabilities/learning difficulties are under 25.

Non-vocational benefits of further and adult & community

Students with disabilities/learning difficulties have stressed the wider benefits of education, such as social and leisure pursuits. They want access not only to core learning but also to a range of mainstream facilities, such as sport and computer suites. (Learning and Skills Council).

A Scottish study found that for many further education students with disabilities/learning difficulties, the benefits were mainly social. This was most noticeable for learners over 40. The authors concluded that vocational inclusion is unrealistic for some, and that colleges should do more about social inclusion.

The Learning and Skills Development Agency found that adult and community education could often be a crucial first step towards social inclusion for disabled people; it provided a more informal setting where students could try things out safely.

7   *HEFCE, institutions and professional associations*
    Investigate and seek remedies for the low representation of
    disabled people in medicine, mathematics and business studies.
    Share examples of good practice and role models.

8   *HEFCE and institutions*
    Investigate and seek remedies for the very low participation of
    disabled people in some institutions. Share examples of good
    practice.

9   *Skills and Employment Board, GLA group and all
    HE stakeholders*
    Forge strong links between institutions, careers advisers and
    employers, with the aim of increasing the employment of
    disabled graduates. (GLA= Greater London Authority. For GLA
    group, see glossary)

Further education (FE)

(Note: 'Disabled' here includes people with learning difficulties)

10 *London Skills and Employment Board, government, Learning &
    Skills Council (LSC) and institutions*
    Find ways to increase the participation of older disabled adults,
    including people over 60.

11 *Government, Transport for London*
    Clarify and strengthen transport provision for students over 19
    (disabled and non-disabled). Consider extending the duty to
    make transport provision for students under 19 to those over
    19, as recommended by the LSC.

12 *London Skills and Employment Board, Government, Job Centre
    Plus, GLA group*
    Government should implement the LSC recommendations for
    more supported employment, and more routes into
    employment for students with learning difficulties. GLA group
    to set an example in providing supported employment, and

routes into employment for people with learning difficulties, using Disability Equality Schemes as a tool.

13 *Government*
Consider increasing the number of Connexions advisers. (Research in North London shows that they are valued but that more are needed).

14 *Government*
The government should re-consider its funding priorities so as to

· increase the employability of students with learning difficulties
· take account of the needs of disabled people who study for other reasons than the need to find a job.

15 *London Skills and Employment Board, GLA group, local authorities, all stakeholders*
Implement the white paper recommendations to 'support collaborative working between agencies… to improve the transition planning both into FE and into employment' for 'students with disabilities/learning difficulties'. GLA group to work out its own role in this collaboration.

Adult and Community Education (ACE):

16 *Government, National Institute of Adult and Continuing Education (NIACE)*
Investigate the role of ACE for disabled people, and the degree of potential demand. Plan and invest so that disabled people of all ages can participate as they wish.

Further research, improving statistics:

Government, Funding bodies and London Skills and Employment Board to consider how to fill these gaps in research and information

A   Review student statistics in the FE sector: Find more effective and acceptable categories for learning difficulty and disability, which relate in a meaningful way to academic achievement; reduce the size of the 'other' categories. Statistics for the Workers' Educational Association should be separated from the student figures for London. (FE)

B   Analyse in more depth the participation of disabled people by age band. Research the reasons for the low participation of older adults in FE, taking into account trends over time, their qualifications and reported experiences. (FE)

C   Investigate the situation of disabled people coming to study in London from other parts of the UK, including their accommodation. (HE)

D   Investigate the low representation of disabled people among overseas students. (HE)

E   Investigate the participation of disabled people among Bangladeshi, Pakistani and Other Asian students. (FE and HE)

F   Investigate the financial situations of disabled people entering and leaving HE and FE. Research how disabled students and potential students are affected by the pressure to take student jobs. (FE and HE)

Introduction: Scope, methods and context of report

There are about 63,000[1] disabled students in further and higher education in London, and with full equality of opportunity, there could be considerably more. This review coincides with several major policy initiatives affecting the lives of disabled people and the introduction of new laws affecting their rights. The information here will, it is hoped, be useful to disability organisations and student unions, as well as institutions aiming to promote disability equality and widen educational participation.

The government plans to continue the expansion of student numbers in higher education (HE) and some sections of further education (FE). The recent white paper on FE reform states: 'Our aim must be to be leading the world in skills development with virtually all young people staying on to age 19 and half going on to HE; all adults having the support they need to up-skill and re-skill throughout life; all employers seeing skills as key to their success' (DfES March 2006). In both sectors, widening participation is a key element of government policy and is the object of funding incentives; the aim is to raise the number and proportion of students from non-traditional backgrounds, including low income groups, state schools, mature students, ethnic minorities and disabled people.

In HE and FE there has been an increase in the number and proportion of disabled students, but some groups (e.g. students with 'unseen disabilities') have been left out of this process. Research suggests that, in educational institutions, disability has generally been seen as an add-on in the move to widening participation (LSDA Project 18, 2004; Tinklin, Wilson & Riddell 2004).

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1   2004/05 figures. Further education figures quoted in this report exclude the students of the Workers' Educational Association, because it is a national body and only a small minority of the students are based in London. The WEA Head Office is in London East Learning and Skills area, which is why the published statistics for London have generally included these students up to now.

In London, the Mayor will in future be able to influence developments as Chair of the newly appointed London Skills and Employment Board, which is charged with publishing an Adult (post-19) Skills, Training and Employment Strategy. Current strategies for London already have some bearing on post-16 education; for example –

· The Children and Young People's Strategy has an action point (5B.5.2) 'to address the skills and training needs of those groups of young people {under 18} who are severely disadvantaged or face multiple barriers to employment' (GLA Jan. 2004).

· The Older People Strategy states that 'the role of adult education in promoting independence and wellbeing must be fully recognised across government and that funding should reflect both its benefits and importance to older people' (GLA Sept 2006). This is relevant for disabled people too.

Scope and Methods

This review collates statistical information on publicly funded post-16 education for disabled students in London, mainly their demographic characteristics, patterns of study, and financial funding. The figures are the latest reliable ones available at the time of writing. In higher education, data are to hand for individual institutions and for graduate destinations; in the further education sector, there are some figures for area and travel patterns. The section on adult and community education is shorter because less data are to hand, but it is a significant sector for disabled people. The main themes in the review are educational participation, level of study and destinations, with a discussion of some of the factors affecting each.

Relevant policy and research material is also brought in, to provide context for the figures. This is still not a well-researched area and few studies have concentrated on London. However, the situation improved with national programmes initiated by the Disability Rights Commission and Learning and Skills Development Agency. The research references used here are based mainly on small-scale studies and some larger national projects, several of which include London. Many of the issues affecting disabled students are the same in London and elsewhere, but differences are pointed out where they occur. Although legislation and policy are moving fast, the issues themselves can be long-standing, like pathways into employment for students with learning difficulties; this means that research a few years old can still be relevant.

The review is wide-ranging but does not claim to be exhaustive. Some sectors of post-16 education, such as school education for 16-19s, work-based training and government training, are not covered here; also missing is information on social life, student retention and disabled staff. These are all important topics and omissions are purely based on limitations of time and resources. In a recent research project on the experiences of disabled Londoners, some participants mentioned the need for more disabled staff in educational institutions, because they might be more likely to understand the barriers faced by disabled students and to provide role models for potential future students (Ionann, Future Inclusion and Equal Ability Ltd for GLA, March 2006). There are also some equalities issues, like faith and sexual orientation[1], which are not addressed here; standard statistics are not available on these subjects, and they would require separate research.

1   Harley et al. discuss the situation of disabled LGBT students in the USA, but point to a lack of empirical studies. The climate of opinion on USA campuses might not apply to the UK.

Recommendations

Note: References to institutions here include umbrella bodies like the Association of Colleges and London Higher.

All sectors

1 *Institutions, student unions*
Students should have full control of whether and when they 'disclose' their disability, but be encouraged and supported to do so. Information about disability should be confidential, passed to the relevant people without delay, and to no one else. These procedures should be built into the administration of the institution, as part of the disability equality scheme.

2 *Funding bodies, government, institutions*
Consider the importance of study mode for the participation of disabled people, taking account of impairment where relevant. Find ways to use mode flexibly, so as to increase participation.

3 *Funding bodies, institutions*
Find ways to increase the participation of under-represented impairment groups, e.g. people with mobility and unseen impairments (epilepsy, diabetes etc). Research and monitor the participation of impairment groups, where relevant.

4 *Government, funding agencies and institutions*
Publish statistics which gauge more effectively the extent of under-achievement among disabled people. Institutions should ensure that nobody capable of high-level study is excluded from it because of disability.

Higher education (HE)

5 *Government, institutions and student unions*
Spread awareness of Disabled Students' Allowance to all students and potential students.

6 *Higher Education Funding Council for England (HEFCE), institutions*
Find ways to increase the representation of disabled people among postgraduates.

Disabled people: Legal and policy context

The Special Educational Needs and Disability Act 2001 extended the provisions of the Disability Discrimination Act 1995 to further, adult and higher education ('DDA Part 4'). It introduced, among other things, new duties for institutions not to discriminate against disabled people and to make reasonable adjustments to ensure that they are not put at a substantial disadvantage. The Act came fully into effect in September 2005; it covers students and would-be students but not graduates; for example, it is not currently illegal to discriminate against disabled graduates if they wish to use the careers service at their former university.

The Disability Discrimination Act 2005 extends the definition of disability to cover people diagnosed with HIV or multiple sclerosis, and more people with cancer. There is now a positive duty to promote disability equality in the public sector, which came into force in 2006 and includes the educational institutions covered here. Thus, public authorities now have to anticipate disabled people's access needs; they also have to ensure that delegated persons, like contractors, take disability equality into account. (Ionann, Future Inclusion and Equal Ability for GLA, March 2006).

Recent government initiatives on disability, such as 'Improving the life chances of disabled people' (PM Strategy Unit 2005), indicate a move away from paternalistic approaches towards an emphasis on empowerment, choice and the removal of barriers to equality. They reflect a change in philosophy, brought about in large measure by the influence of the disability civil rights movement. This change may be described as a move away from the traditional medical model of disability towards the social model. This coincides with a move towards more joined-up policy on disability; the new Office for Disability Issues will coordinate matters which are spread across several government departments.

The social model: Disability, impairment and health

Attitudes towards disabled people are affected by one's perspective or 'model'. To explain the models, one must distinguish disability from impairment: An impairment is a physical, mental or functional limitation in the individual; a disabled person is someone with an impairment who cannot function fully in society. For example, a short-sighted person has an impairment but is not disabled if he/she wears glasses. This distinction is now widespread and is used, for example, in government social surveys as well as by disability organisations.

The traditional or 'medical' perspective located the 'problem' in the individual: Because of some physical or mental impairment, the individual needs to be treated or rehabilitated so as to fit more easily into society, or else given special separate services. This view has been criticised by many disabled people. The social model of disability locates the problem in society: Social or physical barriers cause disability, by preventing people with impairments from taking part in the life of the community on an equal level with others. Barriers can include poor design in the built environment, inaccessible information, prejudiced attitudes or clumsy organisation (e.g. benefit traps). The social model of disability encourages cooperative problem-solving, and far more engagement of disabled people than occurred in the past. It also shifts the focus away from impairments towards making adjustments and changing attitudes. This is the approach adopted by the Greater London Authority.

A further distinction needs to be made, between disability and (long-term) health problem. Many disabled people have no health problem. To label them as 'ill' is inaccurate and also implies that they need treatment.

People with long-term health problems may or may not be disabled, in the sense that they face disadvantages in society. In practice, people with long-term health problems can face unnecessary difficulties and discrimination (e.g. unfair

dismissal) and in this sense, they are 'disabled'. However, people with long-term health problems do not necessarily identify as disabled; they are joined by many old people and other people with impairments who may not apply the 'disabled' description to themselves. It is important that these people are included in all programmes of adjustment and equalities promotion. Some standard forms like the Census return take account of these issues.

Although the shift of emphasis has been away from the individual towards society, it remains important for some disabled people to access appropriate rehabilitation and specialist services. Disabled people in general also need equal access to medical services to treat and prevent illness (as distinct from impairment).

Note on definitions and categories

Definitions of disability vary widely, as do the circumstances in which information is gathered. These variations cause problems in the statistics; for example, it is hard to compare the proportions in the student population with those in the population at large. This does not make the figures worthless, because one can make precise comparisons where the same definition is used, for example between disability status and qualification aim, and broad comparisons elsewhere.

Definitions of disability differ in further and higher education, because of their separate administration and funding. This makes sector comparison difficult, but in both sectors, disabled people are thought to be under-represented. (Adult and community education which is funded by the Learning and Skills Council, uses the same definition as further education. There is no classification by impairments but for disabled people as a whole, there is under-representation).

This report makes use of existing classifications and does not attempt to re-write them. Disability is self-assessed, although in practice, assessment in FE is often made by parents or professionals. Disabled people then place themselves in various impairment categories (described as 'disabilities' in HE), which are pre-set by the sectors; the technical nature of these categories (e.g. 'autistic spectrum disorder' in HE, 'severe learning difficulty' in FE) imply that these are labels, not necessarily used by the students themselves.

Language affects the way one thinks about disabled people and some of the categories may be unacceptable to a number of disability organisations as well as individuals. There is also room for argument about the usefulness of impairment classifications which do not reflect the social perspective on disability; some people would prefer to get away from such classifications entirely, but others think that reference to impairment is acceptable when relevant. The answer may depend on how far impairments affect the type of adjustment that needs to be made; sometimes impairment is relevant to the solution and sometimes it is not. Having made these qualifications, the author believes that the data here are useful in locating areas of low participation, and that these areas are sometimes impairment-linked.

Quotes are used, among other things, for categories that may not be liked by some disabled people.

A Higher education

Higher education involves study at a standard above A Level or its equivalent (see glossary for full definition).

The sector was largely inaccessible to disabled students until HEFCE (the Higher Education Funding Council for England) began to fund improved provision in 1993. One of the key documents on HE policy, the Dearing Report 1997, had little to say on disability until it received comments from Skill, which represents disabled students. These comments led to the Disabled Students' Allowance (DSA) being extended to part-time students and no longer means-tested. In 1999, premium funding was introduced, to benefit institutions on the basis of DSA numbers. In 2002, disability discrimination against students in HE became illegal (DDA Part 4). (Tinklin, Wilson & Riddell, 2004)

1 STUDENT NUMBERS AND CHARACTERISTICS
1.1 Numbers and representation

Notes: a) Raw numbers from HESA are subject to the HESA rounding strategy, which means that total frequencies may not sum exactly; the effect is minimal. See Appendix for details.
b) With the exception of Table 1, London Metropolitan University, which has about 30,000 students, is excluded from the student figures for 2004/05. However, it appears in the graduate destinations figures.

Table 1 shows the proportion of students who are disabled. It should not be used as an indicator of the number of students in London. People of unknown disability status are excluded in each year. There are also about 15,000 higher education students based at further education institutions, who are not included in the figures from the Higher Education Statistics Agency (HESA). Allowing for these factors, one could estimate a student total for London of about 385,000 in 2004/05. In both London and the UK, the student population has continued to grow, but the rate of growth has slowed down in the last three years (2001-2004), especially in London. Student growth gives more opportunities for raising participation from under-represented groups, like disabled people.

More recent figures from UCAS (the Universities and Colleges Admissions Service) show that in the UK, admissions of full-time undergraduates rose in 2005/06 but fell by 3.6 per cent in 2006/07 (final figures 18/1/2007). Provisional figures for 2007/08 show a 6.4 per cent rise in the number of applicants (14/2/2007). The drop in 2006/07 probably reflects the introduction of top-up fees in that year. (This report mainly uses HESA figures, which deal with the student population but not admissions, and cover a wider range of students than UCAS).

Table 1 **Disabled students in London and the UK, 1998–2004**

		London			**UK**		
		1998	2001	2004	1998	2001	2004
Disabled	%	3.1	3.8	4.9	4.1	4.8	6.5
	No.	8,480	12,495	17,785	72,090	98,030	134,380
No known	%	96.9	96.2	95.1	95.9	95.2	93.5
disability	No.	264,655	316,665	346,330	1,681,735	1,933,270	1,945,680
TOTAL*	%	100	100	100	100	100	100
	No.	273,135	329,160	364,115	1,753,825	2,031,300	2,080,060

Source   HESA
* a) The Total excludes unknowns, who for most columns comprise less than 5 per cent of all students, but for the UK in 2004, 9 per cent were unclassified. In London in 2004, the figure was less than 2 per cent. In London and the UK, most students of unknown disability status are part-time, and most are on 'other courses', as opposed to first degrees or postgraduate work (mode and level of study are analysed separately for this purpose); this is not an issue for London, where monitoring rates are high in all categories, but it leads to unreliability in some of the UK figures, mentioned in the sections on mode and level of study below. b) HESA figures include postgraduate, overseas and part-time students, among others. c) Raw numbers are subject to HESA rounding strategy, which means that total frequencies may not sum exactly.

Disabled students: Disclosure or real increase?
There has been a rise in the number and proportion of disabled students since 1995, when monitoring started. The proportion then was 2.7 per cent for London but the number of unknowns was nearly one third. Since that time, monitoring has improved considerably, which is why the table runs from 1998; however, in the UK as a whole, the monitoring rate has declined again

recently, with 9.1 per cent unknowns in 2004. The latest figure for disabled students in London was 4.9 per cent in 2004, or 17,800 students. (For full-time first-degree students, the London figure was 6 per cent).

Students are under no obligation to 'disclose' a disability. Although the percentage of unknowns is now less than 2 per cent for London, there is thought to be a significant degree of under-reporting, in the capital and elsewhere, which results in disabled people being classed as 'no known disability', i.e. not disabled. The extent of this under-reporting is not known but, according to the Universities and Colleges Admissions Service, a significant number of students do not declare a disability; the main reason may be that they fear non-admission (UCAS personal communication). There are also people who do not identify as disabled, for example, many students with dyslexia or mental health issues. In a 2001 article, Healey et al. estimated that the actual proportion of disabled students could be closer to 10 per cent than 5 per cent (quoted in Fuller, Bradley & Healey 2004. The figures are national and not for London).

The fact that people are reluctant to identify themselves as disabled is itself significant. Research indicates that this reluctance is not entirely groundless, because disabled students report a range of attitudes in HE institutions. When students do disclose, the information is not always well handled. Information is sometimes not relayed to the right people. Conversely, there is sometimes inappropriate sharing of information. Some students said they wanted to control when and where they gave information about their impairment. (Fuller, Bradley & Healey 2004; Borland & James 1999)

The official policy is to encourage early disclosure but students may see it otherwise. Late disclosure is not uncommon among students with unseen impairments (Riddell, Tinklin & Wilson 2004). Early disclosure is praised by staff, whereas disclosure after failure is sometimes regarded with suspicion (Borland &

James 1999). Students may therefore feel under pressure to reveal aspects of their lives which can attract stigma.

Comment on disclosure

Missing information and non-disclosure raise questions about the interpretation of the figures. To some extent, the rise in the proportion of students who are disabled may reflect an increase in disclosure. This is probably the case with dyslexia, which is now much more recognised than it used to be; 'mental health difficulties' are also more acknowledged as an impairment for which adjustments can be made. Since more than half of all disabled students in London are dyslexic, the 'disclosure effect' might account for much of the change in the figures.

There are positive aspects to self-disclosure, in that it implies confidence on the part of the student and facilitates the provision of support. At the same time, questions are raised about the real growth in the numbers of new disabled people applying for higher education, in London and elsewhere. The figures for impairment (HE section 1.4 below) raise particular concern about the progress of people with unseen impairments (epilepsy, asthma etc) and with visual, hearing and mobility impairments.

Under-representation

It is hard to find reliable standards of comparison for these student figures. Prevalence rates for disability in the population cannot be established conclusively and vary with the context and type of questionnaire. (For a more thorough though less recent discussion of this, see GLA Oct. 2003 and Feb. 2004).

Comparison with official figures suggests that disabled people are under-represented among higher education students in London. The London 'benchmarks' quoted here are also slightly too low, because roughly 40 per cent of UK-domiciled students in the capital come from other parts of the country, where there is a greater percentage of disabled people in the population. In the 2004 Annual Population Survey (APS, which

replaces the former Labour Force Survey), the proportion of young people (16-34) with a work-limiting disability in London was 7.4 per cent; this may be the most realistic benchmark. If all kinds of disability are included (limiting work and/or daily activities), the APS figure was 8.9 per cent. The Census 2001 also provides a higher benchmark for disabled young people than the London figure of 4.9 per cent; only the Family Resources Survey might suggest that disabled people are not under-represented in London's student population (FRS figures for disabled young people in London - 5 per cent in 2003/04 and 2004/05, but the sample is small). (APS figures provided to GLA, 2005. FRS figures from DWP, 2005).

Disabled students also seem to be under-represented in the country as a whole, although the proportion is rising. There is a higher proportion of students who are disabled (6.5 per cent in 2004/05, compared with the capital's 4.9 per cent) but this reflects the higher proportion of disabled people in the national population.

However, allowance must also be made for those people with learning difficulties who may not benefit from higher education. If one allows for this factor, HE representation in 2004/05 might approximate the Census and FRS figures, but fall some way short of the APS figures[1].

Under-representation of disabled people in HE is now officially acknowledged. The Higher Education Funding Council for England (HEFCE) has introduced a new performance indicator for institutions - the percentage of undergraduates in receipt of Disabled Students' Allowance (DSA). Not all disabled students

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1　The benchmark figures include people with learning difficulties; some of them could benefit from higher education (e.g. many people with specific difficulties like dyslexia) but others would not. Figures from schools and further education suggest that a substantial proportion of young people with learning difficulties have so-called 'general' difficulties (although one must bear in mind that the classifications do not have a rigorous scientific basis and can be wrong in individual cases). In the disability follow-up study to the Family Resources Survey 1996/7, 29 per cent of disabled people over 16 in private households had intellectual impairments (with or without other kinds of impairment. DSS 1999); moreover, the survey does not include people in community homes. With these points in mind, one can say that if learning difficulties were taken into account, the benchmarks would be noticeably lower.

are eligible for, or apply for DSA. HEFCE considers the DSA figures to be more robust than the proportions who say they are disabled. (This makes DSA suitable as a performance indicator, but the present review aims at a wider coverage of disabled people). There has been a rapid rise in the proportion of students on DSA (perhaps its use as a performance indicator has a bearing on this):

· In 2004/05, 3.5 per cent of full-time undergraduates in the UK were in receipt of DSA. This compares with 1.5 per cent in 2000/01.
· The figure for part-time undergraduates (half-time or more) was 1.9 per cent, compared with 0.4 per cent in 2000/01. This excludes the Open University, which had 2.4 per cent in 2004/05.

(Source: HESA 2005)

These points about under-representation are all subject to the qualification about under-reporting.

1.2   Factors affecting entry to higher education

'Being disabled you have to fight to achieve; most disabled people going into further or higher education are very determined people. You have to have a certain mind set to apply and go through university as disabled people.'
(Participant in recent research for GLA; Ionann, Future Inclusion and Equal Ability Ltd, 2006).

1   Qualifications.
The National Audit Office (NAO) in 2001 argued that lower qualifications at age 18 was the main cause of lower participation of disabled 18-year olds in higher education. If learning difficulties were taken into account, the qualifications gap would be smaller but still significant (see, for example Table 11 below, for the situation in further education).

Entry to higher education is related to previous educational experiences, which affect not only qualifications, but also

confidence. A large minority of disabled pupils attend special schools, which the Rowntree Foundation divides into two broad categories: A few special schools have high academic standards and win loyalty, but most have low expectations and achievement. The trend is towards mainstreaming of disabled children, but the Foundation argues that this policy must take into account the loss of specialist support and resources which can ensue. (Hendey & Pascall 2001; NAO 2002)

In further education, there is also a division between mainstream and separate courses. Students with disabilities and/or learning difficulties report more satisfactory experiences on mainstream than on separate courses (which cater for students with learning difficulties, and to a lesser extent other kinds of impairment). However, some young people with learning difficulties value residential colleges. (Anderson et al 2003; Mitchell 1999)

2   **Discrimination in the selection process?**
This is not supported by the NAO findings in 2001, where there was no overall difference in the application success rates of disabled and non-disabled applicants. The word 'overall' is important here: Some London institutions, and some subjects, are much more successful than others at recruiting disabled students (HE sections 2.3 & 4 below); this of itself does not imply discrimination, but it needs investigation.

A review of policy innovations in HE concluded that financial constraints on universities have encouraged selection of those needing least support. Some staff, especially in old universities, were also worried that additional support would give unfair advantage and undermine standards. (Riddell, Tinklin & Wilson, 2004). These are qualitative and not statistical findings.

There is more evidence of indirect than direct discrimination in the selection process; for example, fear of debt, lack of advance information or worry about barriers in the universities

themselves can all put disabled people at a disadvantage. Some of these factors are briefly described below.

3   **Less participation with the same qualifications.**
Even with level 3, 18-year olds with disabilities or health problems were 20 per cent less likely to participate than those without (NAO 2002). This point is important. The participation gap for disabled people is greater than the social class gap, on which there has been considerable research. There are deterrents to higher education for well-qualified disabled people. There is some research evidence as to what these deterrents might be:

a)   Financial. A recent qualitative research project found that financial obstacles were a deterrent for disabled people contemplating further or higher education. The disabled research participants were concerned, among other things, about the risk of losing current benefit arrangements; the risk of taking out student loans which they might not be able to repay; and uncertainty as to whether concessionary fees or grants would be available. (Ionann, Future Inclusion and Equal Ability Ltd for GLA, 2006).

From 2006/07, universities have been allowed to charge variable fees (also known as top-up fees), in addition to the current standard tuition fees. This affects UK domiciled students and could lead to an increase in the already high level of debts. (The NUS Press Pack 2006-2007 has some estimates). For disabled students or potential students, there will be additional complexities, for example, worries about finding work on graduation and ability to pay off their debts, or about benefit levels if they are unable to find work. Furthermore, most HE students support themselves by part-time jobs, but for disabled students, this can be more difficult (Hall & Tinklin 1998). Research based on fees charged since 1998 suggests that further increases will affect disabled students more than most (University of York et al., 2006).

b) Information. A repeated finding from research is that disabled people need more information in advance, on financial and other support, courses, assessment formats etc. For instance, there appears to be widespread lack of awareness of Disabled Students' Allowance, not only among people contemplating HE, but even in HE itself (LSC National Office 2005; NDT/Skill 2004; Sanderson 2001). Thus, there are unrealistic financial worries as well as realistic ones mentioned above.

Information needs to come in accessible formats and through the right channels. One study of the FE to HE transition found that students wanted a named person to answer their questions without prejudicing their applications. (Sanderson 2001)

c) Changes in accommodation and transport arrangements affect disabled people more than most (Wilson 2004). One aspect of this that needs investigation is the effect on potential disabled students from other parts of the UK.

d) Skills and aspirations. A review found that FE students lacked the opportunities to develop skills for independent living that were needed for higher education. Lack of aspiration, among some disabled people themselves or their parents, could also be an issue (NDT/Skill 2004). Low educational expectations from other people, like parents or teachers, can go with low self-esteem.

e) Perceived and real barriers within HE itself. This is a major topic. The Disability Rights Commission has noted progress in response to legislation, but also a lack of consistency. For example, provision of lecture notes in advance is often a sticking point; yet it is part of base-line provision and appreciated by non-disabled as well as disabled students (Tinklin, Wilson & Riddell 2004; NFER for DRC 2003). A review in 2004 found that most institutions aimed for mainstreaming but there was still a long way to go. Provision was largely the province of support services and only a small minority of teaching staff felt adequately prepared to work with disabled students. The most significant

barriers included staff attitudes and access to buildings and aids (Riddell, Tinklin & Wilson 2004).

So far, few research studies have compared the learning needs of disabled and of non-disabled students, who may also face barriers (e.g. lecture slides removed too quickly). Avramides and Skidmore developed and distributed a 'learning for all' questionnaire for the entire student population of one university (2004) and found no real difference between disabled and other students in the support available and their learning needs. They argued that it was counterproductive to single out disabled students for support, because they were at risk of drop-out during the assessment of need stage; moreover, a much larger group of students would benefit from support services but received none. They concluded that an all-inclusive approach would benefit students as a whole. (Quoted in York University et al., 2006).

Most people in the field advocate at least some specific policies aimed at disabled people. However, several have argued that good practices for disabled people would benefit all students (University of York et al., 2006).

This is a fast developing area; the public duty to promote disability equality came into force in December 2006 but the scale of change required implies that this will be a continuing process.

Several of the hindrances to participation relate to the **transition** process. Research indicates that life-changes in general are more complicated and difficult for disabled people. They have to negotiate a whole new package of arrangements. The transition from FE to HE is better managed than most but there is room for considerably more liaison between sectors. (LSC National Office 2005; Sanderson 2001; Maynard 2000).

More effective transitions are now part of the Learning and Skills Council's National Strategy for 'students with disabilities and/or learning difficulties'. The LSC proposes to work more closely with the Higher Education Funding Council for England (HEFCE), Jobcentre plus and other agencies to support highly skilled people into higher education and employment, and in this context it mentions the higher skills needs of London. (LSC Oct. 2006)

There is also a need to bring disability into the mainstream of widening participation initiatives. For example, there could be stronger links between WP and disability practitioners (NDT/Skill 2004; Riddell, Wilson & Tinklin 2002). The National Audit Office found that in 2001, less than 30 per cent of HE institutions used the disability premium for outreach and marketing; this contrasted with the two thirds who used the postcode premium (aimed at lower income groups) for such purposes (NAO 2002). WP activities for children up to year 11 rarely seem to include disability as an issue (personal communication from Children and Young People's Unit, GLA). The new duty to promote disability equality demands more forward planning and a less reactive approach.

1.3 Domicile

More than a fifth of London's students come from overseas - 7 per cent from the EU and 15 per cent from non-EU countries.

In London, 5.7 per cent of UK domiciled students are disabled, compared with 1.7 per cent from elsewhere. UK domiciled students are more than three times as likely as others to be disabled, both in London and in the UK as a whole. These differences persist when age and mode of study are taken into account. Representation of disabled people is low among students from the EU and lower still among non-EU students.

It is worth investigating the situation faced by (potential) disabled students from overseas. One factor is that they do not

qualify for Disabled Students' Allowance (although there are some exceptions for EU students in certain circumstances). However, the duty not to discriminate applies to all disabled students, including those from overseas (DRC website).

1.4   Impairments

Note on language: The categories in the tables below are termed 'disabilities' by HESA but 'impairments' here, in line with the definitions shown in the glossary, which follows the social model of disability. Otherwise, the report uses the HESA terminology, for ease of reference.

Disabled students are asked to give details of their impairments. The statistics collated here may help to identify trends and some areas of low participation.

Table 2 **Disabled students by impairment, London 2004/05**

Impairment	No.	%
Dyslexia.	8,530	52.4
Blind/are partially sighted.	415	2.5
Deaf/have a hearing impairment.	760	4.7
Wheelchair user/have mobility difficulties.	530	3.2
Personal care support.	35	0.2
Mental health difficulties.	680	4.2
An unseen disability, e.g. diabetes, epilepsy, asthma.	3,005	18.4
Multiple disabilities.	530	3.3
Autistic Spectrum Disorder.	30	0.2
A disability not listed above.	1,785	11.0
Total disabled	**16,290**	**100.0**

Source: HESA
Notes: a) The total excludes unknowns, and students from London Metropolitan University.
b) Raw numbers are subject to HESA rounding strategy, which means that total frequencies may not sum exactly.
c) Percentages do not sum to 100, because of rounding errors.

Dyslexic students now make up over half of all disabled students in London (Table 2 above). Between 1998 and 2004, this proportion grew from 27 per cent to 52 per cent (and among full-time first degree students in 2004, the figure was

60 per cent). The number of dyslexic students more than trebled in the same period. Greater recognition of dyslexia and more disclosure help to account for this trend. Whereas in the early 1990s, it was hard to gain Disabled Students' Allowances for dyslexia, by the end of the decade, 59 per cent of all students on DSA in England were dyslexic (NAO 2002). Staff have sometimes been concerned about possible abuse of the system and dyslexic students sometimes face suspicion or lack of comprehension. At the same time, research indicates that staff on the whole are now more aware of the real issues facing dyslexic students, and most universities offer a range of support facilities with amended assessment (Cottrell in Powell 2003). Diagnosis is often delayed. However, Plymouth University is paying particular attention to identifying dyslexia; according to Plymouth's Disability Assist Services, students can start courses without realising they are dyslexic, so staff are trained to recognise the symptoms (THES 30/1/2004).

In contrast, there was only a modest increase in the number of non-dyslexic disabled students in London between 1998 and 2004, and as a proportion of the total student population, they stayed the same – at 2.3 per cent ('unknowns' excluded. For impairment trends, see Figs 1 and 2 and Table 3 below).

In the UK as a whole, there has been a similar steep rise in the number and proportion of disabled students who are dyslexic, but they make up a smaller proportion of disabled students than in London. Between 1998 and 2004, the proportion of UK disabled students who were dyslexic rose from 23 to 43 per cent. In the UK as in London, there has been relative stagnation for non-dyslexic disabled students: As a proportion of the total student population, they grew from 3.2 to 3.7 per cent between 1998 and 2004, whereas the equivalent growth for UK dyslexic students was 11 times as fast; however, there has been a slight progress in percentage terms, unlike in London.

The lack of progress for non-dyslexic students masks differences between impairments (Figs 1 and 2 and Table 3 below). In London and the UK, there has been significant growth in the number and proportion of students with 'mental health difficulties' and with 'multiple disabilities'; the large category of 'unclassified disabilities' has grown significantly in the UK, as a proportion of the student population, but in London the change has been much slower. (Percentages are based on all students, disabled and non-disabled, for whom there are data).

In contrast, there has been a large drop in the percentage of disabled students with 'unseen disabilities' (e.g. diabetes, epilepsy, asthma) between 1998 and 2004, both in London and the UK. From being the largest category of disabled students in 1998, they are now the second largest. They have also fallen significantly as a proportion of the total student population, and even in absolute numbers.

Some other trends are also worth noting:

- In London, the percentage of the student population who are visually impaired is slightly lower than in 1998, and since 2001, there has also been a fall in the absolute numbers. In the UK, there was a slight percentage rise between 1998 and 2004.
- In London between 1998 and 2004, there were only slight increases in the percentages of the total student population with hearing impairments and with mobility difficulties. In the UK, there was moderate growth during the same period. However, if one takes 1995 as the baseline, the proportion of UK students with mobility difficulties has actually fallen (although at that time, 19 per cent of students were of unknown disability status, so caution is needed in interpreting the figures); if these students were as well represented now as they were in 1995, there would be about a thousand more studying in the UK today.

· In London and the UK, the number and percentage of 'personal care support' students has fallen since 2001; they are a very small group, so the figures are subject to random fluctuation.

Figure 1 **Trends in the proportion of London higher education students with dyslexia and 'unseen disabilities', 1998-2004**

Disabled students per 10,000 all students
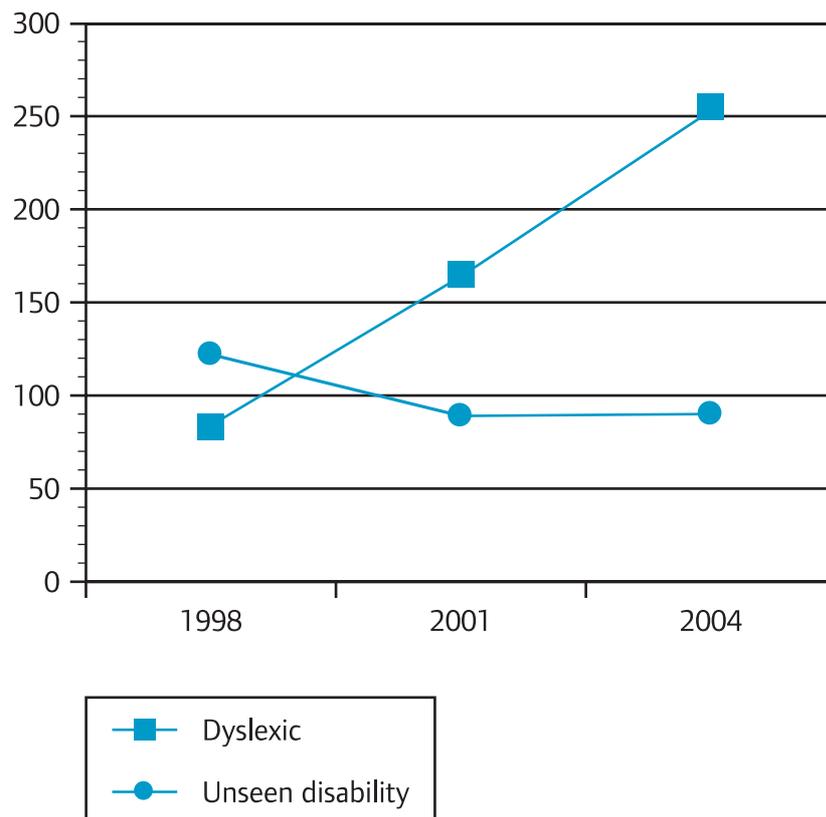
Source: HESA
Note: The following categories are excluded: 1) Students of unknown disability status. 2) Students from London Metropolitan University.

Figure 2 **Trends in the proportion of London higher education students with sensory impairments, 'multiple disabilities' and 'mental health difficulties', 1998-2004**

Disabled students per 10,000 all students
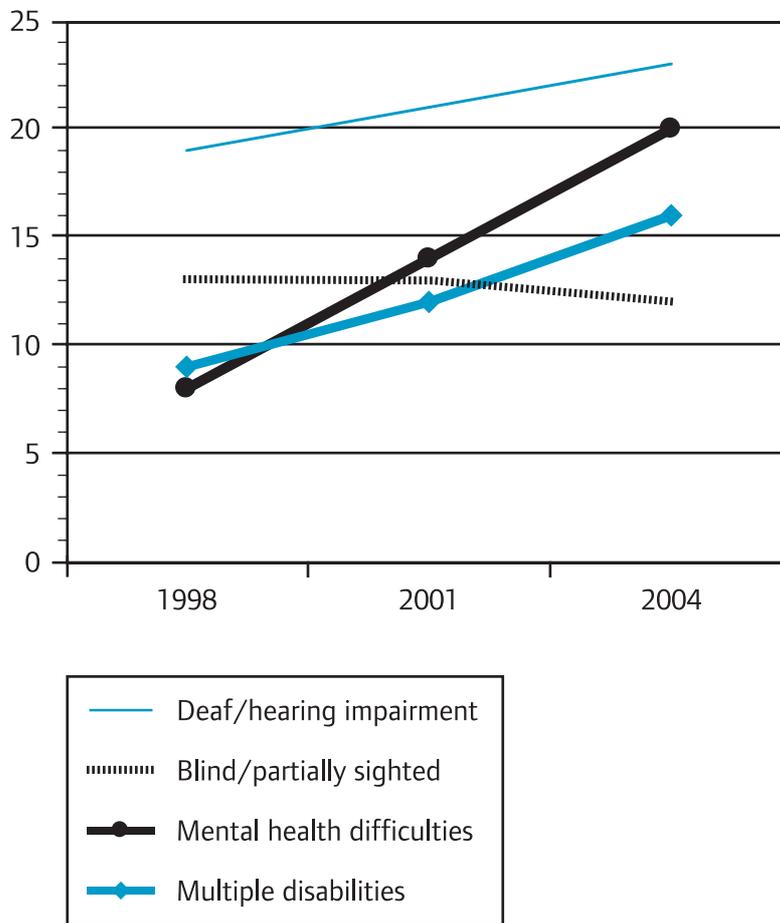
Source: HESA
   Note: The following categories are excluded: 1) Students of unknown disability status. 2) Students from London Metropolitan University.

Table 3 **Number and percentage of disabled students in London and the UK, 1998-2004, with details of impairment**

Disability		London			UK		
		1998	2001	2004	1998	2001	2004
Dyslexia	No.	2,270	5,445	8,530	16,780	35,435	57,270
	%	0.83	1.65	2.55	0.96	1.74	2.79
Blind/Partially	No.	355	435	415	2,505	3,160	3,605
sighted	%	0.13	0.13	0.12	0.14	0.16	0.18
Deaf/Hearing	No.	525	690	760	4,190	5,580	6,550
impairment	%	0.19	0.21	0.23	0.24	0.27	0.32
Wheelchair user/	No.	380	470	530	3,100	4,380	5,190
Mobility difficulties	%	0.14	0.14	0.16	0.18	0.22	0.25
Personal care	No.	45	55	35	160	280	245
support	%	0.02	0.02	0.01	0.01	0.01	0.01
Mental health	No.	215	460	680	1,685	3,490	6,125
difficulties	%	0.08	0.14	0.20	0.10	0.17	0.30
An unseen	No.	3,335	2,920	3,005	28,515	25,295	24,915
disability,	%	1.22	0.89	0.90	1.63	1.25	1.21
e.g. diabetes,epilepsy, asthma							
Multiple	No.	245	405	530	6,590	8,340	12,665
disabilities	%	0.09	0.12	0.16	0.38	0.41	0.62
A disability	No.	1,115	1,615	1,785	8,570	12,075	15,790
not listed above	%	0.41	0.49	0.53	0.49	0.59	0.77
Autistic Spectrum	No.	**	**	30	**	**	530
Disorder	%	**	**	0.01	**	**	0.03
No known	No.	264,655	316,665	318,555	1,681,735	1,933,270	1,917,910
disability	%	96.9	96.2	95.1	95.9	95.2	93.5
Grand Total	No.	273,135	329,160	334,845	1,753,825	2,031,300	2,050,795
	%	**100**	**100**	**100**	**100**	**100**	**100**
Total disabled	No.	8,480	12,495	16,290	72,090	98,030	132,885
	%	**3.1**	**3.8**	**4.9**	**4.1**	**4.8**	**6.5**

Source: HESA

Notes: a) The Grand Total excludes unknowns, who for most columns comprise less than 5 per cent of all students, but for the UK in 2004, 9 per cent were unclassified. London Metropolitan University is also excluded. b) Autism was not classified in 1998 and 2001. c) Raw numbers are subject to HESA rounding strategy, which means that total frequencies may not sum exactly. d) Some percentages do not sum to 100, because of rounding errors.

Research on disability in post-16 education may help to provide some background for these figures.

a)   **'Mental health difficulties'.** Although there has been an increase in the proportion of HE students with 'mental health difficulties', figures from the London Household Survey and the Labour Force Survey suggest that they still have very low representation, in relation to their numbers (GLA 2002 and Jan. 2003). Surveys of potential FE students suggest that the main obstacles to college education include anxieties about funds, exams, being unwell and about what other people would think (which affects disclosure). (LSDA Project 16, 2004; Farmakopoulou & Watson 2003).

There is also evidence that the stress of university life is increasing and that this may account for some of the growth in the number and percentage of students with 'mental health difficulties'. The same article suggests that institutions are under-prepared and under-resourced for the increasing numbers. (Baker, Brown & Fazey, 2006)

b)   **Students with 'unseen disabilities'.** People with long-term illness do not necessarily see themselves as disabled, and people with unseen impairments may fear non-admission if they disclose disability. However, this does not explain why their representation in higher education has declined. It is possible that the diversity of unseen impairments and illnesses makes it harder for institutions to focus on the needs of these students. Whatever the reason for the decline, this is a topic that affects many people and needs to be investigated. Recent research on the experiences of disabled Londoners shows that people with hidden impairments encountered failure to understand their situation, even mistrust; this occurred in employment, housing and transport as well as education; some students mentioned problems getting support when their impairment was not apparent. (Ionann, Future Inclusion and Equal Ability Ltd for GLA, March 2006. In this particular

project, dyslexia and mental health issues came under the 'hidden impairments' umbrella, but the finding applied to a much wider range of people).

According to the National Union of Students, about 70 per cent of disabled people in the UK have a 'hidden disability'. The NUS runs a campaign for students with 'hidden disabilities', and argues that awareness of this issue should be part of induction training for students and staff (NUS website).

c) **Visually impaired students.** In a large survey of visually impaired people aged 5-25, the Royal National Institute for the Blind (RNIB) found that nearly half the students in FE and HE were not getting materials they need in the right format. Failings in the educational system were most acute for those who had 'additional complex difficulties.' (Guardian Society 1/11/2000). The impact of the Special Educational Needs and Disability Act 2001 on these problems remains to be seen.

d) **Deaf students**[1]. According to some further education staff, many deaf students do not even contemplate higher education, one reason being the lack of specialist signed interpreters. An article on the transition from further to higher education argued for more consistency of provision across the sector (Sanderson 2001).

There is also the social aspect. Deaf students in HE often want opportunities to mix with a deaf group for relaxation, even when they have good oral skills. This raises the question of whether there should be centres for Deaf students, as for example at the University of Central Lancashire (Jarvis & Knight in Powell 2003). The Deaf community have their own culture, language and dialects; British Sign Language (BSL) was recognised as a language in 2003, although it has no legal status yet.

1   Lower-case 'deaf' denotes hearing impairment. Upper-case 'Deaf' is now a political and social term for belonging to the Deaf community, as e.g. Spanish or Irish. People from the Deaf community do not necessarily identify as 'disabled'.

e) **Students with mobility difficulties.** Although good benchmarks are lacking, mobility impairments make up one of the largest groups in all surveys of disability. Even allowing for age, it seems that people with mobility impairments have very low representation in higher education, in relation to their numbers; they form only 3.2 per cent of the disabled student population in London.

Only a minority of people with mobility difficulties are wheelchair users. This implies that a range of adjustments is needed to make institutions user-friendly. The low representation of people with mobility impairments needs investigation.

Variations in recording
To some extent, the trends shown in Table 3 above may reflect variations and changes in the way impairments are recorded. For example, 'autistic spectrum disorder' has only recently become a separate category. There is also a sizeable group of people with 'disabilities not listed above'. In London, the proportion of disabled students with 'multiple disabilities' is only one quarter of that in the UK; variations in recording might account for some of this difference.

1.5 Gender

In London and the UK, 57 per cent of students are female and 43 per cent male. For disabled students as a whole, the pattern is very similar.

Female students are in the majority for all impairments except 'autistic spectrum disorder'. For students with hearing and mobility impairments and 'unseen disabilities', the majorities are large (over 60 per cent), but for visual impairments the balance is fairly even. These points apply to London and the UK.

1.6   Age

London students are older on average than those in the UK as a whole; one quarter are under 21, compared to 31 per cent of UK students.

Within the very broad bands provided (under 21, 21-24, 25 and over), disabled students in London and the UK have a similar age profile to those not disabled. Analysis by impairment shows that dyslexic students and those with 'autistic spectrum disorder' have a young age profile; perhaps increasing recognition contributes to this. In contrast, deaf students, those with mobility difficulties, 'mental health difficulties', 'personal care support' and 'multiple disabilities' are much older than average; in London, around 60-70 per cent of each group is 25 or over (compared with 48 per cent of all students). Blind students and those with 'unseen disabilities' are close to average.

1.7   Ethnicity

More than 42 per cent of London's UK-domiciled students come from non-white ethnic minorities; there are also significant white minorities, like the Irish, who are not included in these figures. This diversity is unparalleled in the rest of the UK. Ethnic minorities are well represented in higher education, in relation to their proportions in London's young population (and some 40 per cent of UK-domiciled students in the capital come from other parts of the country, where there is less ethnic diversity). A recent study of undergraduates in the UK found that in 2001, the participation rates of all minorities were higher than that of white people; when gender was taken into account, only Bangladeshi women fell below the average in their participation (Connor et al 2004).

Disabled students are more likely than most to be white (Figure 3). In London, 68.2 per cent are white, compared with 57.9 per cent of all students. Black groups are also relatively

well represented among disabled students, with the exception of Africans. On the other hand, all Asian groups have a low representation among disabled students, as compared to their non-disabled peers. (Lack of information about disability is more common in the white group than in ethnic minorities, but still low, at 1.1 per cent). These are the findings for London, but the pattern is similar in the UK as a whole.

Among full-time first degree students, the differences between disabled and non-disabled students are more marked. Thus, in London in 2004, 66.1 per cent of disabled students were white, compared with 49.6 per cent of all students.

Figure 3 **Higher education: Disability and ethnic group of UK- domiciled London students, 2004/05**

Figure 3 shows the ethnic mix of the disabled and non-disabled student population. It does not show how well disabled students are represented in each ethnic group, because rates of 'long-term illness/disability' vary by ethnicity, even in the younger age-groups. The 2001 Census shows the proportion of each ethnic group with 'long-term illness/disability' by age. If one takes the Census question and the 16-34 age-group in

London as the benchmark, it appears that disabled people are well represented among white and Black Caribbean students. In all other groups, there seems to be some under-representation, especially Pakistanis, Bangladeshis and Other Asians (ONS figures supplied to GLA). These comparisons are based on UK-domiciled students only, among whom the proportion of disabled students is relatively high (5.9 per cent for all ethnic groups in London in 2004/05, compared with 5.8 per cent for the 16-34 age-group in the Census). However, the proportion of non-UK students who are disabled is much lower, and it is arguable that they should be included in any comparison with London's population, since one Londoner in 6 is a foreign national (LFS figures provided to GLA, Feb. 2003). An ethnic breakdown of EU and overseas students is not available. Further analysis by impairment could also be useful here; for example, it is likely that some impairment groups are under-represented among white students, although disabled people as a whole are not.

1.8   Social class

Analysis of national statistics in 1999-2000 found that disabled students were of slightly higher social class than their non-disabled counterparts, and less likely to come from ethnic minorities. A somewhat higher proportion of disabled students were male and aged 19-24. The background of disabled students is related to the large number of dyslexic students, who also tend to be white, male and middle class. The authors suggested that only well-qualified, motivated disabled students gain access to HE. It was likely that many disabled people from poor backgrounds were excluded. In this project, eight universities in England and Scotland were compared; differences in resources affected the level of support available for disabled students. The report argued that until universities were funded more equally, disabled people and other non-traditional groups were unlikely to receive effective support. Access for disabled students should be related to wider access programmes generally. (Riddell, Wilson & Tinklin 2002)

It would be interesting to update the analysis of social class and disability although it will take some time to see the effects of recent legislation.

2. PATTERNS OF STUDY: Mode, level, subject
2.1 Mode of study

In London, 28 per cent of disabled students are part-time, compared to 36 per cent of those not disabled; a further breakdown by level of study shows that the association with full-time study only applies to disabled students on 'other courses' (as opposed to first degrees or postgraduate work). In the UK, there is no general association between disability and mode of study. The monitoring rate in London is high for all modes but in the UK, nearly one quarter of part-time students are of unknown disability status.

These overall figures mask some major differences between impairments. In London, the low proportion of dyslexic students who study part-time (19 per cent) accounts for the overall pattern. Several groups have above-average rates of part-time study; the highest part-time rates occur among deaf/hearing-impaired students (49 per cent) and students with mobility difficulties (43 per cent), followed by 'mental health difficulties' (39 per cent).

In the UK as in London, a low proportion, of dyslexic students study part-time, while deaf/hearing impaired students, students with mobility difficulties and students with 'mental health difficulties' have relatively high rates of part-time study (around 50 per cent each). However, the contrast between groups is greater in the UK as a whole, and unlike in London, students with 'multiple disabilities' have the highest part-time rate, at 66 per cent. Again, the London figures are more reliable, with higher rates of monitoring.

A more thorough analysis would require a breakdown by level of study, age and impairment. Students on first degrees are

much more likely than others to study full-time, and this affects the statistics on mode.

Comments on mode.
The figures here suggest a relationship between preferred study mode and type of impairment. However, needs are also variable for individuals with the same impairment. The findings show that mode is crucial in the assessment of disabled people's needs; this element might be incorporated in advisory services and combined with flexible schemes.

Part-time study has advantages for many disabled students. It is no coincidence that the largest providers of part-time higher education in London, Birkbeck College (face-to-to face) and the Open University (distance learning), both have relatively high proportions of disabled students.

Some disabled people, for example with variable illnesses, might benefit from courses of less than half-time, but very limited financial help is available for these courses, and DSA does not apply.

2.2 Qualification aim

Figure 4 **Qualification aim and disability in higher education: London 2004/05**
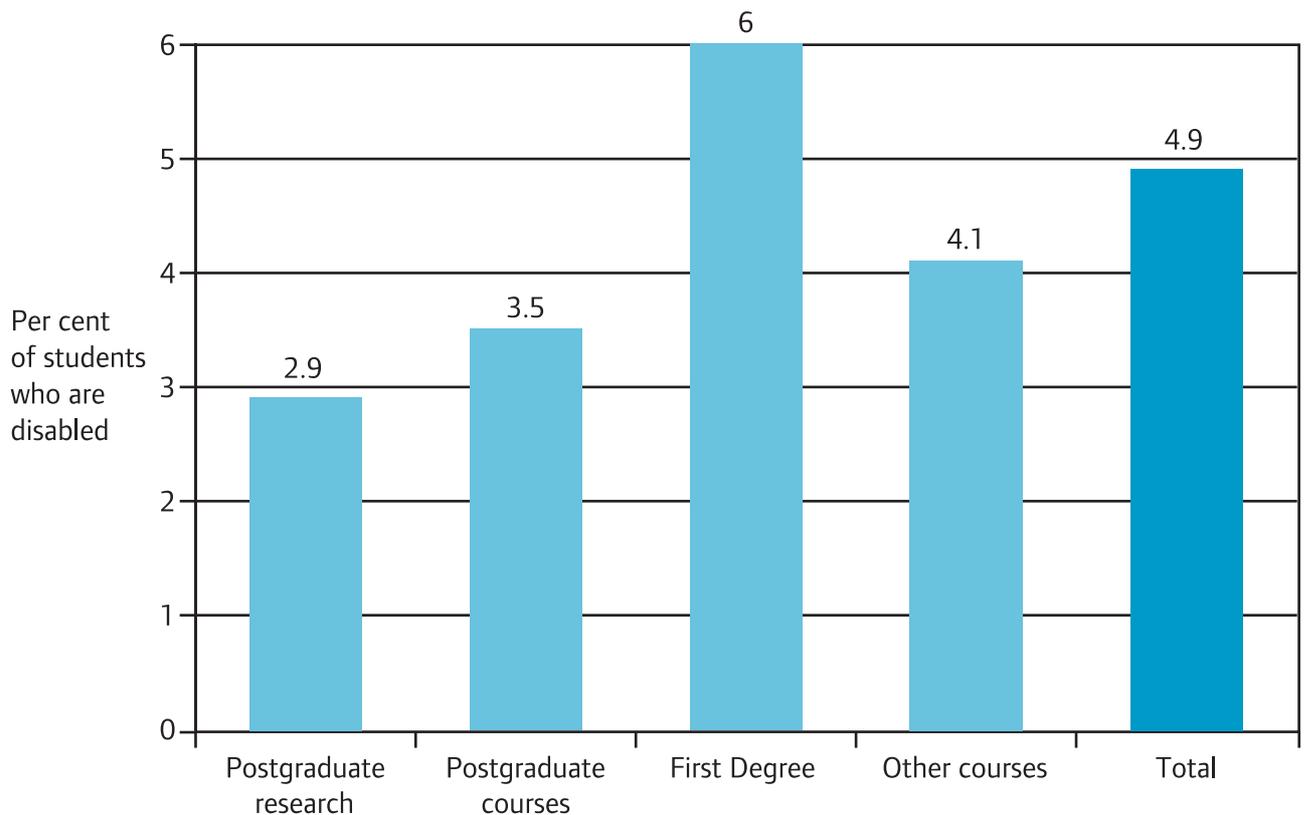
Source: HESA
Note: The following categories are excluded: 1) Students of unknown disability status. 2) Students from London Metropolitan University.

In London, disabled students are relatively well represented in first degree courses and have a relatively weak representation in postgraduate qualifications. The lowest representation is in postgraduate research at only 2.9 per cent (530 people), while postgraduate courses have 3.5 per cent. (The large proportion of postgraduates from overseas does not affect the picture: Relatively few postgraduates are disabled, whether they come from the UK or overseas. The low postgraduate representation also applies across mode).

Postgraduates are liable to pay the full costs of tuition fees. Disabled people also experience more complex transitions. These factors might affect their decisions to apply for postgraduate work.

Representation of disabled people on 'other' courses is fairly low, but these courses (which account for around one fifth of the student population) are generally below first degree standard. It is sometimes said that disabled students are put onto courses of lower standard but Figure 4 provides no evidence for this; the picture is mixed.

A similar pattern applies to the UK as a whole, except that there is little difference between postgraduate courses (4.0 per cent disabled) and research (4.1 per cent). In comparison, 6.5 per cent of all UK students are disabled. However, the figures are less reliable in the UK as a whole, because of the lower monitoring rates; this is an issue in the 'other courses', where 17 per cent of students are of unknown disability status (compared to 5 per cent in London).

2.3 Subject

Table 4 shows that, in London, disabled students have penetrated some subject areas far more than others. In general, there is a low representation in business studies, maths, medicine, and applied sciences; on the other hand, there is a relatively high proportion in biology, social studies, history and philosophy, and creative arts and design.

Table 4 **Percentage of students in each subject who are disabled, in ascending order: London 2004/05**

	Disabled	
	%	(no.)
Combined	1.9	(130)
Mathematical sciences	2.7	(125)
Business & administrative studies	2.7	(1,285)
Medicine & dentistry	2.9	(445)
Veterinary science	3.0	(40)
Engineering & technology	3.1	(555)
Computer science	3.5	(780)
Subjects allied to medicine	4.2	(2120)
Languages	4.3	(675)
Agriculture & related subjects	4.4	(35)
Architecture, building & planning	4.5	(380)
Education	4.6	(1135)
Law	4.7	(670)
Grand Total	**4.9**	**(16,290)**
Physical sciences	5.1	(380)
Social studies	5.5	(1,410)
Mass communications & documentation	6.0	(640)
Biological sciences	6.2	(1,160)
Historical & philosophical studies	7.2	(705)
Creative arts & design	11.0	(3,620)

Source: HESA
Notes: a) London Metropolitan University is excluded from all figures.
          b) Students of unknown disability status are excluded from the percentage calculations.
          c) Raw numbers are subject to HESA rounding strategy, which means that total frequencies may not sum exactly.

The pattern in the UK is similar on the whole; languages and education are further below average, and physical sciences further above it, than in London. In contrast to the capital, agriculture and combined studies have a high proportion of disabled students in the UK as a whole.

Disabled students are by no means limited to the more 'desk-bound' subjects. They have penetrated several subjects with a strong practical element, like biology and creative arts & design

(and in the UK as a whole, physical sciences and agriculture); this suggests that other practical subjects, like medicine, could accommodate more. There are also more 'desk-bound' subjects, like mathematics, which have relatively few disabled students.

The National Audit Office provided some national (English) figures for Disabled Students' Allowance in 1999/00. Again, medicine and allied subjects showed very low participation rates and creative arts and design had high percentages. However, some of the other subjects showed differences from Table 4 above. In particular, Engineering and Technology had high DSA rates. It is possible that some subjects have low representation of disabled students and high DSA rates or vice versa. (There are also differences of year and place which could affect the figures). (NAO 2002)

The NAO found no overall selection bias for or against disabled people, but this masks differences in subjects. In most subjects, disabled candidates had chances slightly above average, but in medicine, dentistry and veterinary science, their chances were well below average. (Figures for England; NAO 2002)

Subject by impairment
Impairment is linked to the subject studied, to a certain extent. For example, in the UK,

- 43 per cent of disabled students are dyslexic, but in agriculture and in creative arts and design, the figures are over 60 per cent. Architecture and engineering are also popular. On the other hand, relatively few dyslexic students go for law, languages, history & philosophy or maths.
- Blind/partially sighted students tend to study maths, computer science, law, languages and business studies. There are relatively few in creative arts and design, architecture, physics or medicine.
- Students with mobility difficulties tend to study law, computer science, languages, history and education. There

are relatively few in medicine, physics, engineering, architecture, creative arts and design, or maths.
· Students with 'autistic spectrum disorder' are likely to study maths or computer science.
· Students with 'mental health difficulties' are found in combined subjects, maths, languages and history & philosophy. There are relatively few in medicine, engineering, architecture and business studies.

The selection of findings above might suggest that disabled students go for the subjects most 'suitable' for them (for example, dyslexic students study subjects where reading is relatively unimportant). Such an interpretation would be too facile. It may be, for example, that more dyslexic candidates would like to study languages if the necessary adjustments were made, or if they received more encouragement from their school or university.

There are other findings that do not lend themselves to the 'suitability' interpretation. For example, in the UK,

· Deaf students tend to study languages and education, but not maths or creative arts and design.
· Students with 'unseen disabilities' tend to study medicine and veterinary science, but not creative arts and design.

These findings suggest interest on the part of the student, although one cannot know, without asking the students themselves.

It is important to realise that these are only tendencies and that students with every kind of impairment are found in almost every subject. (The four exceptions occur in categories where there are very few students anyway, which could happen through random variation). This suggests that where some students go, others can follow, and that choice does not have to be restricted by type of impairment. The point has already been made by Skill, the organisation which represents disabled

students: 'Many disabled people have successfully studied science and engineering….and are now pursuing rewarding careers. Modern technology, flexibility and creative approach have opened doors which previously appeared to be locked shut'. (Skill 1997, quoted in Jones & Hopkins, ed. Powell 2003). An example of adaptation is the set of guidelines now in place for laboratory work by visually impaired students.

There is other evidence, from institutions and from students themselves, that choice of college and course is often affected by their impairment (Fuller, Bradley & Healey 2004; Riddell, Tinklin & Wilson 2004). It is important to ascertain the reasons for restrictions on specific courses, whether they are self-imposed, imposed by the institution or by the profession. Such research could indicate ways to widen opportunities.

Finally, there is evidence from graduate surveys that people with different impairments go into different kinds of job. Disabled graduates as a whole are less likely than others to become health professionals and more likely to take up creative jobs (HE section 5 below). These employment trends are, on the whole, consistent with the courses studied by disabled students.

3. STUDENT FINANCES AND ACCOMMODATION

3.1 Student finances

Disabled Students' Allowance (DSA) is intended to meet the additional costs of study related to the student's disability. The study can be postgraduate or undergraduate and must be half-time or more. Payment is direct to the student. In addition, some disabled students receive benefits during vacation.

A national research project based on case studies of institutions and on 48 students, found that the financial situation of students living with parents and on DSA was satisfactory. Mature students were in a financially more precarious state, dependent on a combination of benefits and student support.

Students with high support needs had inadequate financial aid. (Riddell, Tinklin & Wilson 2004)

Postgraduates and students from non-EU countries are liable to pay the full costs of tuition fees. This might affect disabled people more than most, because of the greater complexities of transition and the associated financial risks. Students from EU countries may be able to receive help with tuition fees but are not generally eligible for DSA.

The introduction of variable fees (also known as top-up fees) of up to £3,000 in 2006/07 will affect most students. Nearly all institutions are in fact charging the full £3000 (NUS 2006). The UCAS figures for the UK, which cover full-time undergraduates only, show a drop in admissions for 2006/7. This drop is greatest for UK-domiciled students, followed by those from outside the EU; there has been a rise of 11 per cent for students from the EU, apart from the Republic of Ireland. Variable fees are a likely cause of the drop for UK-domiciled students, but do not account for all the trends; for instance, students from outside the EU were always liable for full fees, whereas many new students from the EU, like their English counterparts, now face a more expensive regime than their predecessors.

Provisional figures for applicants to full-time undergraduate courses in 2007/08 show a 6.4 per cent rise in the UK, including a 7.1 per cent rise for England (UCAS 14/2/2007). Proponents of variable fees now argue that the 2006/07 figures were only a blip and that the new fee system is not having a long-term effect on admissions. They also point to the support package for less well-off students (with grants, bursaries and deferred fee payment), which should encourage them to apply (Independent, 15/2/2007). However, it is rather early to make confident statements about the figures; they are provisional, relate to applicants (not admissions) and might be affected by a backlog of deferred entries. The effects on disabled people in particular are not yet clear.

Earlier research suggests that variable fees could deter people at a disadvantage from entering higher education, or accentuate a two-tier system (Callender 2004; GLA 2004). The effect on disabled people needs to be monitored, but the evidence so far is that they may be affected more than most. Financial factors can deter disabled people considering post-16 education (Ionann, Future Inclusion and Equal Ability Ltd for GLA, March 2006). Research on means-tested tuition fees, introduced in 1998, suggests that they increased the expected level of debt, especially for disabled students and those whose families did not provide financial support. The researchers suggest that top-up fees will also have a disproportionate effect on disabled people (Metcalf 2005). Another survey found that disabled students expect a debt level on graduation which is 37 per cent higher than the actual average; most students, in contrast, anticipate lower debts than the current average (Student Experience Report 2005, quoted in University of York et al., 2006). Some of the findings are qualitative and others are based on low response rates, so these findings on disabled people are indicative only.

Student jobs are now the norm in vacations and more than half take term-time employment. The main reasons for this are financial. A survey by Universities UK found that 83 per cent of students had to work to meet basic living costs (quoted by NUS, 2006). This factor must complicate decisions and transitions for disabled potential students. They need to consider the opportunities for finding student jobs, with the attendant travel, as well as the courses themselves.

3.2 Accommodation

Disabled students do not differ much from the majority in their accommodation pattern, but the HESA accommodation categories are so broad that some differences might be missed (e.g. 'own home' ranges from bedsitter to owned house); moreover, information is missing for one fifth of London and UK students.

In the UK-domiciled category, disabled students are slightly more likely to live at home (25 per cent in London), compared to their non-disabled counterparts (23 per cent).

4 LONDON INSTITUTIONS
4.1 Proportion of disabled students

Table 5 shows the proportion of disabled students in each London higher education institution, in ascending order. There is a very wide range, from 0.2 per cent in the London Business School (one in five hundred) to 20 per cent in the Royal College of Art (one in five). There is little overall difference between new (post-1992) and old universities, each group having contrasts.

· Imperial College, University College, LSE and King's College, all regarded as 'premier league' universities, have a low representation of disabled students, ranging from 1.8 to 3.8 per cent.
· Institutions specialising in the arts have the highest proportion of disabled students; however, only some of these, like Central School of Speech and Drama, have high proportions of students with Disabled Students' Allowance.
· Only a few general institutions are above average in their proportions of disabled students, notably Birkbeck College (7.9 per cent), the University of East London and Goldsmiths College.
· On the whole, institutions with a high proportion of disabled students are smaller, but there are several exceptions, like the University of East London. There are also small institutions with a low representation, like the Royal College of Nursing.
· Unknowns ranged from 0 to 16.1 per cent (Birkbeck College) but were less than 2 per cent in all but four institutions.

These statistics need to be combined with detailed knowledge of the circumstances affecting each institution. Travel to the college would be a major factor.

The arts colleges have many dyslexic students, which to some extent accounts for their high proportion of disabled students overall. Some of these colleges, like the Conservatoire of Dance and Drama and Ravensbourne College of Design and Communication, also have a high intake of students with other impairments. Birkbeck College, which specialises in part-time higher education, has a high intake of students with every kind of impairment, except dyslexia.

These figures exclude the Open University, which has a relatively high representation of disabled people.

Table 5 **Disabled students in London HE institutions, 2004/05: Per cent in ascending order**

	% disabled	TOTAL student population
London Business School	0.2	1,625
The Royal College of Nursing	0.7	880
Imperial College of Science, Technology & Medicine	1.8	12,185
London School of Hygiene & Tropical Medicine	2.2	965
City University	2.5	22,540
The University of Westminster	3.0	26,300
The Royal Veterinary College	3.1	1,415
University College London	3.2	18,960
Queen Mary and Westfield College	3.2	10,850
Institute of Education	3.3	6,770
London School of Economics and Political Science	3.4	8,780
King's College London	3.8	21,965
Royal Academy of Music	4.1	735
Thames Valley University	4.2	19,900
The School of Oriental and African Studies	4.3	4,280
University of London (Institutes and activities)	4.5	445
Brunel University	4.6	15,365
London South Bank University	4.6	21,155
St George's Hospital Medical School	4.7	3,505
The University of Greenwich	4.8	22,275
All institutions (mean)	4.9	334,845
Kingston University	5.2	20,525
The School of Pharmacy	5.4	1,400
Middlesex University	5.4	24,570
Royal College of Music	5.5	600
The Institute of Cancer Research	6.5	155
Courtauld Institute of Art	6.7	400
Goldsmiths College	6.9	7,270
Roehampton University	7.1	7,950
St Mary's College	7.3	3,460
The University of East London	7.5	16,325
Birkbeck College	7.9	12,495
Trinity Laban	8.8	795
University of the Arts, London	10.7	12,600
Rose Bruford College	10.8	850

Table 5 **contd.**

	% disabled	TOTAL student population
Conservatoire for Dance and Drama	12.5	1,005
Central School of Speech and Drama	15.4	970
Ravensbourne College of Design and Communication	15.7	1,085
Wimbledon School of Art	18.7	650
Royal College of Art	20.0	850

Source: HESA
Notes: a) Right hand column includes all students, disabled, non-disabled and of unknown disability status. However, the percentages are based only on students of known disability status. b) London Metropolitan University is excluded. c) The Open University is excluded. d) Raw numbers are subject to HESA rounding strategy, which means that total frequencies may not sum exactly.

4.2   Institutions and Disabled Students' Allowance

The Higher Education Funding Council monitors the proportion of UK-domiciled undergraduates on DSA, with separate benchmarks for full and part-time students (see performance indicators on www.hesa.ac.uk). The benchmarks are set for each institution and are affected by entry qualifications and subject of study. The figures give a different picture of London institutions from that in Table 5 above (which is not restricted to UK-domiciled undergraduates). On the whole, the DSA figures are less positive, which one might expect with a performance indicator: Institutions with high percentages also have higher benchmarks and so can fall short in this way. (A low DSA percentage is to some extent a sign of high entry qualifications and vice versa).

Some subjects are more open to disabled students and there are concerns that subject-related benchmarks would imply acceptance of these differences. However, HEFCE points out that some of the differences are beyond the control of institutions; for example, a number of professional associations set physical criteria which exclude some disabled people. In nursing, students are not eligible for DSA, although this is set to change. HEFCE considers that factors beyond the control of the institution make them suitable as benchmark criteria.

There is a rough correlation between the DSA indicator for 2004/05 and the proportion of disabled students, but there are many exceptions. Broadly speaking, institutions below average in Table 5 also have low DSA rates when compared to the London average (mean), but the following points are worth noting:

· London South Bank University has high DSA rates and is above its benchmarks.
· London Metropolitan University (not included in Table 5 above) has high DSA rates and is above its benchmark for part-time, but not full-time students.
· Some institutions, like King's College and Brunel, have low full-time DSA rates but high part-time rates and meet their benchmarks in this respect (but the numbers involved are small).

Of the institutions with above average proportions of disabled students (Table 5), only about half have high DSA rates for both full-time and part-time students:

· The University of East London, St Mary's College and Roehampton University have high full-time and part-time DSA rates and are above their benchmarks.
· Birkbeck College has an above-average DSA rate for part-time students and is above its benchmark.
· Goldsmiths college, the Royal College of Music and the Royal Academy of Music have average to low DSA rates and are below their benchmarks.
· Arts colleges have high DSA rates on the whole, but their benchmarks are generally higher still. Central School of Speech and Drama is above its benchmark (full-time) with a DSA rate of 14.3 per cent.

The connection between high entry qualifications and low DSA rates needs further investigation. It is apparent mainly for full-time students. There are long-running concerns about the development of a two-tier system for lower income groups and ethnic minorities. This might be applied to disabled people as well.

5. GRADUATE DESTINATIONS

Note:The Destination Survey figures quoted here apply to UK-domicile only, and include London Metropolitan University; they refer to full-time and part-time undergraduates and postgraduates who graduated during the period August 2004-July 2005. However, the DDN/AGCAS figures at the end of this section have a different basis, and a separate note.

HESA Destination Surveys

Surveys called 'Destination of Leavers of Higher Education' record the main activity of students (undergraduate and postgraduate) shortly after they have graduated, with an average time lapse of about 6 months. These surveys started in 2002/03; they differ from the earlier 'First destination surveys' described in earlier reviews, and the figures are not directly comparable. The Higher Education Statistics Agency (HESA) records eight types of activity (full-time paid employment, including self-employed/part-time paid employment/voluntary or unpaid work/work and further study/further study only/assumed to be unemployed/not available for employment/other). In 2004/05, 58 per cent of non-disabled graduates from London institutions were in full-time employment, compared with 51 per cent of disabled graduates (UK domicile only). For part-time work, there was little difference between the two groups. On the other hand, disabled graduates were more likely to be unemployed, unavailable for employment, in unpaid work, further study or 'other' activities. This pattern of differences also applies in the UK as a whole, but the unemployment rate for graduates (disabled and non-disabled) is lower nationally than for London institutions.

The 'further study only' category is the second largest after full-time employment, and is favoured to some extent by disabled graduates, especially those from ethnic minorities. Of the impairment groups, dyslexic graduates are among the least likely to opt for further study; students with visual impairments and mental health difficulties are the most likely. (This analysis is based on UK figures, London numbers being too small for reliability)

Economically active graduates are those in paid work or actively seeking it. For this purpose, four of the above categories may be defined as economic activity – full time paid work or self-employed/ part-time paid/unemployed/work and further study. (A minority of the last group would have been in unpaid work but this would make only a small difference to the figures). For London institutions, the economic activity rate was 78 per cent for disabled graduates, compared to 82 per cent for their non-disabled peers, and the pattern was similar for the UK as a whole. Around two thirds of disabled graduates in London and the UK were employed, compared to about three quarters of their non-disabled peers. Although disabled graduates were somewhat less economically active and less likely to be employed, higher education greatly reduces the gap. Some recent figures for Great Britain in spring 2005 illustrate the point clearly (APS figures quoted in DRC 2006):

· The employment rate of disabled people with no qualifications was 23 per cent, compared with 75.5 per cent for those with a degree or above.
· The equivalent figures for non-disabled people were 62 and 90 per cent, a much smaller gap, though still significant.

It could be argued that those people likely to succeed in HE would also succeed in employment. For example, people who study for qualifications may also tend to be more economically active. However, it seems likely that education itself has an independent effect on the figures quoted above.

Economic activity varies with the impairment. Thus, in the UK as a whole, nearly 80 per cent of dyslexic graduates and those with 'unseen disabilities' and hearing impairments were economically active; on the other hand, the activity rates of graduates with 'mental health difficulties', 'autistic spectrum disorder', mobility difficulties and 'multiple disabilities' ranged from 63 to 67 per cent. (Figures are for the UK, since London numbers are too small for reliability).

The unemployment rate is based on economically active graduates only. The figures show that unemployment is higher for graduates of London institutions, and that disabled graduates are far more likely to be unemployed than their non-disabled peers. Thus in 2004/05, the unemployment rates for London institutions were 7.3 per cent (non-disabled) and 12.5 per cent (disabled); the equivalent figures for the UK as a whole were 6.3 per cent and 10.2 per cent (UK domicile only). In the London working age population of 2004, the unemployment rate for non-disabled people was 6.7 per cent and for disabled people, 12.2 per cent (APS figures provided to GLA, Sept. 2005). This suggests that higher education does not narrow the gap in unemployment for disabled people, but care is needed with the comparison: First, these are recent graduates, and more needs to be known about the long-term progress of disabled and non-disabled graduates; second, the published 2004 working age figures do not take account of the greater average age of disabled people (and unemployment is highest among people under 25). Earlier figures for the whole working age population of London show that the unemployment gap persists across age-groups (GLA & LHO 2003; GLA Jan. 2003).

Among disabled graduates, the unemployment rate varies very much with the impairment (Table 6 below. Figures are for the UK because London numbers are too small to be reliable. Even in the UK figures, there is likely to be some element of random fluctuation). The two largest groups are dyslexic graduates and those with 'unseen disabilities', both of whom have below average unemployment rates for disabled graduates; if the figures for these groups are removed, the unemployment rate for disabled graduates in the UK would be 12.9 per cent, twice the national average; the equivalent figure for London would be 14.8 per cent. In 2004 in the UK, the highest unemployment rate was found among blind/partially sighted graduates (18 per cent), followed by 'mental health difficulties' and mobility difficulties (this excludes 'personal care support'

and 'autistic spectrum disorder', where unemployment rates are of limited value because of small numbers). It is possibly significant that these groups are also among the most likely to opt for 'further study only'.

Although direct comparison with years before 2002/03 is imprecise, there seems to a consistent pattern, in which graduates with dyslexia and 'unseen disabilities' are less likely to be unemployed, compared to other impairment groups, and graduates with visual impairments have one of the highest unemployment rates.

Table 6 **Graduate unemployment by impairment in the UK, 2004/05: UK domicile**

	No. of unemployed	%
Dyslexia	795	9.8
Blind/are partially sighted	60	18.0
Deaf/have a hearing impairment	70	10.3
Wheelchair user/have mobility difficulties	65	14.0
Personal care support	5	18.2
Mental health difficulties	60	15.8
An unseen disability, e.g. diabetes, epilepsy, asthma	265	7.9
Multiple disabilities	100	13.6
A disability not listed above	185	11.2
Autistic spectrum disorder	10	25.7
All disabled	1,610	10.2
No known disability	14,060	6.3
Total	**15,670**	**6.5**

Source: HESA.
Notes: a) There were very few graduates with 'personal care support' and 'autistic spectrum disorder', which means that figures for unemployment rate are of limited value.
b) Raw numbers are subject to HESA rounding strategy, which means that total frequencies may not sum exactly.

Figures for the working age population as a whole also show that unemployment rates vary greatly with the impairment, but are highest for people with mental health issues and learning difficulties. Unemployment rates are significantly above

average for disabled people at each qualification level (GLA Jan. 2003). Higher education of itself does not ensure equality, as the unemployment rates show; however, it is associated with greatly increased economic activity and employment prospects among disabled people.

Graduates from non-white minorities are more than twice as likely to be unemployed as their white peers (11.7 per cent compared to 5.2 per cent in London in 2004/05; UK domicile only). The unemployment rate for disabled London graduates from non-white minorities is 17.3 per cent, compared to 4.8 per cent for their non-disabled white peers; the contrast is nearly as great for graduates in the UK as a whole. Figures for the UK working population from the Labour Force Survey (now the Annual Population Survey) show a similar contrast between disabled people from ethnic minorities and their non-disabled white peers (GLA Jan. 2003). The economic disadvantages of being disabled and from an ethnic minority are compounded. More needs to be known about the situation and experiences of disabled people from different ethnic groups.

DDN/AGCAS reports on graduate destinations.

Note: The Disability Development Network (DDN, funded by HEFCE) provides annual reports for the Association of Graduate Careers Advisory Services (AGCAS). Like the figures above, they are based on the HESA statistics from the 'Destination of Leavers of Higher Education' surveys. However, unlike the figures above, they include EU as well as UK domicile; they are also restricted to full-time, first degree undergraduates only. Unemployment percentages quoted in DDN/AGCAS are based on all graduates, whereas those quoted above are based only on those who are economically active, but this does not affect the general conclusions. DDN/AGCAS figures are for the UK as a whole, and the latest report is based on graduates from 2003/04 (described as '2004' in the AGCAS report).

The DDN/AGCAS reports provide some useful information on full-time, first degree undergraduates; information on this sub-set is regarded as more robust than that for students overall (HEFCE personal communication). Overall, disabled graduates are not far behind in employment rates, but their unemployment rate is significantly higher than that of their non-disabled peers. These findings are similar to those quoted

above (for UK domiciled graduates at every level, full-time and part-time); however, the gaps are somewhat smaller in the DDN/AGCAS reports.

There are significant differences between impairments, which are very similar to those quoted above. Most disabled graduates have dyslexia or 'unseen disabilities'. These graduates were generally more successful economically than other disabled graduates. Gaps in economic activity and the unemployment rate would be much greater if these two groups were left out of the statistics. The group with the highest unemployment rate were graduates with mobility difficulties, whereas in Table 6 above, graduates with visual impairments had the highest rate (excluding two very small groups). Between 2002/03 and 2003/04, people with 'mental health difficulties' showed a marked rise in economic activity and drop in the unemployment rate. The reasons for this change are unknown, but the number of graduates in the surveys with 'mental health difficulties' is rather small (275 in 2003/04).

Some of the most interesting findings relate to the graduates' occupations (as described in the government Standard Occupational Classification or SOC). 'On the whole, there was parity between the occupational groups with whom disabled and non-disabled graduates found work' (DDN/AGCAS 2005). For example, there is comparability in the proportions of disabled and non-disabled graduates finding managerial, administrative or professional jobs.

There are also some differences by sector. Relatively few disabled graduates become health professionals, except for graduates with 'unseen disabilities'. On the other hand, disabled graduates are twice as likely to move into creative jobs. Type of work is also related to impairment. These occupational trends are generally compatible with the subjects studied by disabled students (HE section 2.3 above).

The DDN/AGCAS report for 2003/04 points out the need for more information about the graduate selection process. Do disabled applicants have to make more applications? Do graduates with 'unseen disabilities' disclose their impairments to prospective employers? This might be a factor affecting the success rates of these graduates. (DDN/AGCAS 2005).

Besides being based on a different selection of HESA figures, the DDN/AGCAS reports give a somewhat more 'upbeat' interpretation of the figures than this review. The GLA reviews, while trying to be impartial, concentrate on the need to improve services; the DDN/AGCAS authors do not wish to discourage disabled people from studying or from applying for jobs, so they tend emphasise the successes of disabled graduates.

6. HIGHER EDUCATION: CONCLUSIONS

There has been a significant rise in the percentage of students who are disabled, but it is highly uneven and open to different interpretations. The rise might reflect real growth, increased willingness to disclose, or a combination of the two.

Students and prospective students will be more willing to identify as disabled if they see that the monitoring information is being well used, and research shows that this is sometimes not the case. The Disability Rights Commission notes progress in response to legislation, and DSA (Disabled Students' Allowance) percentages have grown. However, students still encounter prejudice and physical barriers.

Under-reporting of disability and the lack of clear benchmarks make it hard to gauge the extent to which disabled people are under-represented in higher education. However, the statistics do identify areas of strength and weakness:

Areas of under-representation

A. **Impairments**. Were it not for dyslexic students, there would have been no increase in the proportion of students who are disabled between 1998 and 2004. Dyslexic students now make up more than half of all disabled students in London.

Among non-dyslexic students, there has been significant growth for those with 'mental health difficulties' and 'multiple disabilities', as a percentage of all students. In contrast, the number and proportion of students with 'unseen disabilities' has fallen, and there has been little or no progress for students with mobility or sensory impairments. Students with 'unseen disabilities' have the option not to disclose a disability, and they do relatively well in finding work after graduation. On the other hand, they tend to experience suspicion and non-recognition in higher education and other areas of life.

Comparison with the Labour Force statistics and other surveys suggests that people with mobility impairments and mental health issues have especially low representation among higher education students, but more detailed analysis would be needed to confirm this.

Age, mode of study and graduate employment are all associated with impairment and these should be considered when an impairment group is under-represented. For example, recent graduates with mobility impairments tend have difficulty finding work, which might be one factor influencing their lack of progress in higher education.

Mode of study is important for the participation of disabled people and for the quality of their experience. In response to research, they have emphasised the need for flexible learning (which includes mode but also timing of course, distance learning, outreach etc). Possibly the full-time emphasis of most universities acts to the disadvantage of some groups, like

people with sensory and mobility impairments, who tend to be older than most and more likely to study part-time.

B. **Subject.** Disabled people in London have a particularly low representation in business studies, maths, applied sciences and medicine and allied subjects. Some professions have medical requirements and in nursing studies, there is currently no DSA. This problem needs to be investigated within each work area and questions asked about the need for medical and financial restrictions.

In contrast, disabled students are well represented in creative arts and design courses, and this is reflected in the figures for graduate employment.

C. **Institution.** There are huge contrasts between institutions in the degree to which they take on disabled students. This also needs investigation, within and across institutions, and examples of good practice should be shared. The association of high entry standards with low representation indicates a danger of a two-tier system developing.

D. **Other areas of student under-representation include –**

- Black and Asian minority ethnic groups, especially Pakistanis, Bangladeshis and Other Asians. However, disabled people appear to be well represented among Black Caribbean students.
- Overseas students, of whom only 1.7 per cent are disabled. They do not generally qualify for Disabled Students' Allowance, and students from outside the EU pay full tuition fees. There may be other, non-financial factors at work. This issue needs to be highlighted. So far as possible, equality of opportunity should be extended to overseas students; this is also a way of spreading good practice.
- Postgraduates. This in turn contributes to low representation among academic staff.

E. **Graduate unemployment.** The most significant inequality to emerge from the statistics is in graduate unemployment, which is more than one and a half times as high for disabled recent graduates. This may well deter potential students. The transition between university and employer needs more attention and liaison between sectors. One encouraging sign is that disabled and non-disabled graduates find jobs of similar quality.

Financial factors are a deterrent to potential students. There are remedies which do not require major resources; these include

- more effective spread of information, and raising awareness of DSA and Access to Work and
- more liaison between government departments and ensuring a safety net, so that graduates do not end up worse off than before.

The new Office for Disability Issues can contribute to this.

Variable fees (top-up fees) were introduced in 2006/07, and there is some evidence that they could have a disproportionate effect on disabled people (University of York et al., 2006). Worries about debt are likely to affect people who see themselves at a disadvantage in the job market.

Universities are limited by financial constraints and by the relatively low qualifications of disabled people at age 18. Within these limits, there is still considerable room for initiative, to change attitudes and remove physical barriers. With planning and ideas to implement the new duty, they should be able to recruit numbers of talented people who have in the past, been kept out of the system by artificial barriers.

B Further education

1 FE BACKGROUND AND DEFINITIONS
What is further education?

Further education covers a very wide range of courses for students aged 16 and over, from Basic Skills to A Level. The age-range and diversity of students is also greater than in higher education.

There is no official definition of further education, but the Learning and Skills Act 2000, Sections 96-97, specifies a range of approved qualifications from Basic Skills to A level, which might be termed 'further education'. In contrast, much of adult and community education does not fit within the National Qualification Framework.

Further education institutions include further education and tertiary colleges (covering the great majority of students), sixth form colleges, specialist designated institutions and land-based colleges. Most, though not all of their courses are in FE.

A minority of students are based at a 'former external institution', usually an adult education college, and funded by the Learning and Skills Council (LSC) for an approved FE qualification. Most students at adult education colleges are not LSC-funded.

The student statistics in this review include all at FE institutions, plus FE students funded by the LSC at 'former external institutions'. The figures include the 2-3 per cent of students taking HE courses; however, they exclude a similar number of students who are based at HE institutions and taking FE courses. Sixth formers in schools and city technology colleges are not included in these statistics.

Students of the Workers' Educational Association (WEA) are officially recorded as having London East as provider, although most of them live in other parts of the UK. Only about 6 per cent of course enrolments come from London students. WEA

students have been removed from the statistics in this report, because the institution is national. However, WEA is important for disabled people and deserves separate study; their students are older than average, and 18.4 per cent are recorded as disabled. (WEA figures supplied by London East LSC).

Since 2001, the funding body for all further education, adult education and sixth forms has been the Learning and Skills Council. It also deals with work-based training, workforce development and education-business links, and secures the provision of advice to adults. Although this report does not cover all the LSC funding streams, a national review argues for a common funding system and coordinated planning for 'students with disabilities/learning difficulties', and these points are now embodied in the national strategy (LSC National Office, 2005 and Oct. 2006).

Background and policy developments

In the last 25 years, there has been a rapid nationwide growth in the number and proportion of further education students with 'disabilities &/or learning difficulties' This growth has taken place against a background of policy changes towards more inclusive education. In the 1970s, most pupils with 'Special Educational Needs' left school for low-skilled employment, if any. (SEN is not the same as disability, but there is an overlap). In 1978, the Warnock Committee introduced proposals for meeting special educational needs in ordinary schools and encouraged many FE colleges to provide SEN courses. In 1996, the Tomlinson Committee estimated the number of potential students to be 130,000, similar to the number of those actually enrolled. Potential students were turned away for various reasons, including lack of accommodation and lack of expertise.

Growth has continued since 1996 but FE and schools differ fundamentally from HE in at least one respect - the notion of separate or 'segregated' education (Hurst, ed. Barton 1996). At

the time of the Tomlinson Committee (1996), nearly half the education in FE was separate. Today, much provision still takes place in separate classes or sometimes, residential colleges, although exact figures are not available. A review in 2004 of the North London area found that a large minority went on separate courses (CTAD for Connexions & LSC London North). Government policy since Tomlinson has favoured more mainstream education, but there is still debate on this topic.

In November 2005, the national Learning and Skills Council published 'Through inclusion to excellence', the first major review since 1996 of post-16 provision for 'students with disabilities/learning difficulties'. The review advocated the development of a national strategy across the sector and a common funding approach. It argued that funding 'silos' led to inequities and hampered development for 'students with disabilities/learning difficulties'. The review further recommended that the Department for Education and Skills (DfES) in its grant letter to the LSC, and the LSC in its annual statement of priorities, should give greater prominence and clarity to provision for disabled/ld learners. The grant letter to LSC for 2007/08 broadly endorses the review and the subsequent response of the LSC, and expects the LSC to continue to increase its investment in provision for disabled/ld learners (DfES October 2006). This review took place against a background of legislation – the Special Educational Needs and Disability Act 2001, and the Disability Discrimination Act 2005.

In October 2006, the LSC published its National Strategy for students with disabilities/learning difficulties for the period 2006/07 to 2009/10. This sets out a broad timetable for the recommendations in its review of 2005. The strategy is structured into six themes, listed below with some selected measures:

· **Planning**. Detailed needs analyses for provision for learners across England will be in place by autumn 2007.

- **Quality**. For example, LSC London Region is piloting a project to build capacity and joint working between specialist and FE college providers. The pilot will identify ways for providers to share knowledge and expertise.
- **Funding**. The new funding arrangements, proposed in the national review, will be implemented by 2009/10. The LSC also proposes to invest £35 million of additional funds by 2008.
- **Working with partners**. By the end of 2007, the DfES and other government departments will have agreed and published a set of protocols for shared funding responsibilities and partnership working.
- **Communicating priorities.** The National Learners with Disabilities Panel will be launched in 2007.
- **Learner progression.** This puts economic participation at the heart of the agenda, in line with the government's further education strategy. The LSC wants 'flexible, planned progression to employment as a central goal for those learners for whom it is appropriate'.

The first four themes are drawn from the national review (Nov. 2005) and the last two are derived from consultation responses to the review. The learner progression theme is of particular interest to this report and is taken up further in sections 3.3 and 3.4 (under-achievement and destinations).

The LSC London Region is developing a regional strategy to advance the implementation of the national priorities.

The government set out its strategy for further education in March 2006 (DfES white paper). The paper emphasises the need to improve the skills level of the workforce, especially by

- increasing the staying-on rate after age 16
- increasing the number of adults with level 2 skills
- increasing the number of young adults with level 3 (A level or equivalent)

The UK lags behind other developed countries in these respects, according to figures quoted in the white paper. The proposed package of reforms, while affecting all potential students, would have a significant effect on disabled people, who have relatively low qualifications and low staying-on rates. The proportion of jobs requiring no qualifications almost halved between 1994 and 2004, and the trend looks set to continue (quoted figures, Lord Low of Dalston, December 2006).

The government sees the central purpose of further education as being 'to equip young people and adults with the skills, competences and qualifications that employers want'. The funding system will be more focused on economic priorities, and general education will become more the province of local authorities and voluntary organisations. In parallel with the white paper, the government has expanded provision for people aged 16-19 and for adults on full level 2 places but reduced adult provision in non-priority areas (DfES October 2005 and 2006). These proposals contain both risks and potential benefits for disabled people (FE section 4 on student finances and Section C on adult and community education, below).

The House of Commons Education and Skills Committee 2005/06 has welcomed 'the government's recent statements on the importance of further education to the UK economy' but is concerned that current proposals may still not produce a coherent planning and funding machinery, and that adult education will lose out. (HC 649)

The most recent developments will have a special impact on London. The Further Education Bill, due to be enacted later in 2007, follows from the white paper and consultation. It provides a framework for change but does not of itself contain all the recommendations in the paper. It will remove local Learning and Skills Councils and create larger regional units, including one for London. As Chair of the newly appointed London Skills and Employment Board, the Mayor will have major influence though not direct control over Learning and

Skills Council policies for the capital, including further education (and, more indirectly, higher education, some of which is located in FE institutions). A variety of interests are represented on the Board, with the emphasis on business. The Board must publish an Adult (post-19) Skills, Training and Employment Strategy, and will therefore be at the centre of discussion about the roles of FE, HE and ACE.

2. STUDENT NUMBERS AND CHARACTERISTICS
2.1 Numbers and representation

Note: Throughout this report, the 83,700 students of the Workers' Educational Association have been removed from the statistics.

Definitions
Further education students are asked if they have a disability/health problem or learning difficulty. This is self-assessment in principle, although in practice assessments are often made by parents or professionals.

If the answer is 'yes' to the general question, students then answer separate questions about disability/health problem and learning difficulty; some students have both. The categories are provided by the FE sector. All kinds of learning difficulty are included in further education.

It should be noted that the Learning and Skills Act 2000 uses different definitions, not based on self-identification. A person has a learning difficulty if

'(a) he has a significantly greater difficulty in learning than the majority of persons of his age, or:

(b) he has a disability which either prevents or hinders him from making use of facilities of a kind generally provided by institutions providing post-16 education or training.'

There is a possible source of confusion here, in that students may not apply these criteria when asked to describe

themselves. Moreover, item b) might, if misapplied, permit physical criteria like visual impairment to be included under 'learning difficulty'.

The national review of the LSC sector uses the Learning and Skills Act definition and states that 'learners may incorrectly define themselves in relation to learning difficulties and/or disabilities, for example, by confusion with basic skills needs {e.g. numeracy, literacy}', or by 'learners not considering their difficulty/disability to be a barrier to learning'. This identifies some problems but also conflicts with the social model of disability (used by the Greater London Authority and the disability civil rights movement) and raises issues about diverse definitions and perspectives. However, all parties acknowledge that non-disclosure is an issue in the statistics. The review states that non-disclosure can be linked to fear of labelling or discrimination. (LSC National Office Nov. 2005)

As with HE, this report makes use of the existing categories for ease of reference. The full phrase 'students with disabilities &/or learning difficulties' is often shortened to 'disabled/ld students'. Terms that may not be liked by disabled people are put in quotes (but the reverse does not apply; words in quotation marks are not necessarily contentious).

Numbers
In 2004/05, there were 547,600 FE students in London, of whom 45,100 were known to have a 'disability/learning difficulty'. Of the students for whom data exist, 9.5 per cent had a 'disability/learning difficulty' in 2004/05; this compares with 9.4 per cent in 2003/04 (43,500 students), a marginal change.

Data were missing for 13 per cent of students in 2004 (down from 17 per cent in 2003). This large information gap means that disability statistics in the sector must be treated with caution and with less confidence than the HE sector (where a similar situation applied a few years ago). 'Unknowns' do not necessarily resemble the rest; for example, in the London North

Learning and Skills area, disability data are missing for more than a quarter of students. Monitoring is more complete for those students who are funded entirely or in part by the European Social Fund, with 9 per cent of data missing in 2004, compared to 17 per cent for all other students (FE section 4.1 below).

Non-disclosure

Non-disclosure is another significant factor which makes it difficult to estimate the current numbers precisely. Colleges are required to encourage students to 'disclose' their disability/learning difficulty and the nature of their impairment, so that they can receive appropriate support, but this requirement is causing anxiety amongst staff. Disclosure can also be problematic for students, a theme which emerges in several studies. First, it is related to the questions of identity and labelling: Students entitled to receive support may not identify as disabled, especially those with unseen impairments or health problems (e.g. cancer, epilepsy). Learners generally have a narrow perception of the meaning of 'disability', which does not coincide with that of legislators or disability organisations. The design of forms is important: In one form, the disability question was next to the one on criminal convictions. Second, students may fear non-admission (more of an issue in HE), or prejudice from students or staff once in the college, e.g. because they appear to get more help than others. Third, they may worry that the information will be passed to the wrong people. Fourth, students lacked awareness of support options; growing awareness of support for dyslexic students has encouraged disclosure of dyslexia in the last decade. (LSDA Project 1; 2004)

Once the disability/learning difficulty is disclosed, the provider must pass it on to the relevant people, otherwise the student may have to ask for the same thing several times.

Under-representation

As in HE, it is hard to find reliable standards of comparison for the student figures. The Annual Population Survey showed that in 2004, 13.5 per cent of London residents of working age had a 'work limiting disability', which may or may not limit daily activities; if all kinds of disability are included (limiting work &/or daily activities), the figure is 16.3 per cent. (APS figures provided to GLA, 2005). The Family Resources Survey 2003/04, using a different definition of disability, gives a figure of 16 per cent for disabled adults (including pensioners) in London (quoted in DRC March 2006). In comparison, only 9.5 per cent of London FE students had a disability/learning difficulty in 2004. However, even in FE, students are much younger than London's population: More than a third are under 25, 60 per cent are 25-59 and only 6 per cent are 60 or over.

More useful results come from a breakdown of age groups. A comparison with the 2001 Census figures shows that -

· 10 per cent of FE students under 25 have a disability/learning difficulty, compared to 5 per cent of this age group in London's population who have a 'disability/long-term illness',
· 9 per cent of students aged 25-59 have a disability/ld, compared to 13 per cent in the population,
· 14 per cent of students over 60 have a disability/ld; in the 60-64 age group alone, the Census figure is 34 per cent.

This allows one to say that disabled people, including those with learning difficulties, are well represented under 25 and very under-represented over 60. They are also probably under-represented in the middle age group, but the student population may be skewed towards the younger end of this group, so a more detailed student age breakdown would be needed for a confident statement here.

The high representation among the under-25s reflects the fact that many courses are aimed at young people with learning

difficulties. Under the Learning and Skills Act 2000, the Learning and Skills Council must have regard to the needs of students with learning difficulties and/or disabilities, and must promote equality of opportunity. However, this duty has not led to good representation for all impairment groups; there is evidence that students with 'other medical conditions' and 'mental ill health' are under-represented (below, section 2.4. Again, more detailed age breakdowns are desirable).

Among the older age groups, particularly the over 60s, it is arguable that more people would attend if conditions were easier for disabled/ld students. Perhaps the age profile of further education will be older, more like that of the general population, when the new disability equality duty is fully implemented (Disability Discrimination Act 2005).

These points about under-representation are all subject to the qualifications about incomplete returns and under-reporting.

On a national level, the Learning and Skills Council shows that the number and proportion of disabled/ld students increased between 2001 and 2004. The LSC wishes to increase this proportion and proposes the development of more robust performance measures by autumn 2007 (LSC 2006).

2.2 Factors affecting participation in further education

'…if your housing is not right, how can you give attention to education and employment?'

(Participant in recent research for GLA; Ionann, Future Inclusion and Equal Ability Ltd, 2006).

Transitions involve more planning for disabled people than most, and at age 16, the situation is particularly complex. The options are mainstream or special school, mainstream FE or specialist FE college, employment or training, or none of these. At this stage, disabled people need good, accessible information on a wide range of issues. Yet, parents and

students often say they have to find out everything for themselves; this is especially a problem for ethnic minorities. Teachers and managers need good information too, for example on learner aspirations; there is concern at lack of information from schools. The Disability Rights Commission (DRC) has identified a lack of coordinated support at this crucial stage, although there are examples of good collaboration between schools and colleges. A major longitudinal study for the DfES identified some issues for young people with 'largely uncontested impairments', like sensory and physical difficulties: 'The overall impression is that, once out of school {at 16+}, no individual or organisation gives a strong lead to young people'. They were not always directed down the right pathway and coordination was insufficient. The Learning and Skills Development Agency (LSDA) has found that multi-agency working makes a real difference to learners, but care must be taken to protect confidentiality. There is also evidence from Australia to suggest that young people need longer periods of transitional support than is currently envisaged in the UK. (Dewson et al for DfES 2004, quoted in Miller et al 2005; NDT/Skill 2004; Anderson 2003; Gray for DRC, 2002)

At 16, most people continue with some form of education, and a minority enter employment. However, some people do neither. The National Youth Cohort Study (YCS) found that 16 per cent of disabled 16 year-olds were not in education, training or employment, compared with 7 per cent of their non-disabled counterparts (DfES Feb. 2005). At age 19, the figures are 27 per cent and 9 per cent respectively (DfES Nov. 2005). Some disabled people may find fulfilment in this situation, for example through voluntary work or artistic expression, but for others it can indicate thwarted aspirations.

The YCS also shows that disabled people have lower qualifications at age 16 and 19. This should not be a deterrent to further education, which provides courses at many levels; however, it does restrict the range of choice. Disabled

schoolchildren still tend to under-achieve, which affects their later progress (e.g. Hendey & Pascall 2001).

Participation of older disabled learners in FE has been less studied, but the Tomlinson Committee (1996) identified them as a group at risk, relatively lacking in confidence and education. 'Lifelong learning' initiatives need to take account of this.

Participation of disabled people in FE is affected by many other factors, besides qualifications. A DRC survey of disabled young people aged 16-24 found that, of those who had not gone on to FE or HE, nearly one third had been discouraged because of their impairment. For example, they were worried about support, transport or accommodation (Wilson 2004). Such barriers would affect older potential learners too.

Disabled people may need to sort out barriers in other areas of their lives, which in turn affect their educational participation. For example, it is difficult for them to enter education or employment without affordable and accessible housing (see quote above).

Government initiatives
Some of these issues are addressed in the white paper on further education. It advocates closer collaboration generally between schools and colleges, and between colleges and universities. For students with a disability/learning difficulty it recommends 'supporting collaborative working between agencies, to improve assessment of the needs ....and to improve the transition planning both into FE and training and into employment'. This will be linked to an investment programme and a common funding approach for the sector. (DfES March 2006)

The government also set up the Connexions service to assess individually the post-school learning needs of young disabled people and those with learning difficulties. Connexions

Personal Advisers in schools and colleges provide a bridge for information about learners and learner opportunities; a review of provision in the North London area found that these Advisers were greatly valued, but more were needed (CTAD for Connexions & LSC London North, 2004).

Some other government schemes may benefit disabled people indirectly. For example, Adult Learning Grant and Skills for Life. The latter aims to increase the employability of people of working age and reduce the proportion without level 2 qualifications by 40 per cent from 2001-2010. (DfES 2005. Further details on financial support are below, FE section 4.1).

2.3 Student profile

In higher education, disabled students are sometimes characterised as middle class and white (Riddell, Wilson & Tinklin 2002). This is not true in further education, where more than a third of students come from deprived areas, with little difference between disabled/ld students and others in this respect. Less than half the disabled/ld students are white; they are more likely than others to be White British or White Irish but much less likely to come from an Other White background. (For more details, see FE sections 2.7 & 4.1 below).

2.4 Impairments[1]

In further education, unlike in HE, there are separate classification systems for learning difficulty and disability/health problem. In 2004 in London, there were 26,300 students with a disability/health problem and 24,700 with a learning difficulty. The two groups overlap, with a large minority having a learning difficulty and a disability. There are also 2,900 students who answered 'yes' to disability &/or learning difficulty but provided no further information; it is not

1   Note: Comments on the representation of impairment groups are tentative, because definitions differ in the LSC and LFS/GLA statistics.

known whether they are disabled or have a learning difficulty. These unclassified students, and the overlap between disability and learning difficulty, contribute to the figure of 45,100 disabled/ld students overall.

Whereas in HE, there are very few students with learning difficulties, apart from those with dyslexia, in FE there are many students with so-called 'general learning difficulties'. The separate classification of disability and learning difficulty has a parallel in the educational system, because many FE students with learning difficulties receive separate education, sometimes in residential colleges.

Disability/Health problem. Table 7 shows the impairments of students with a disability/health problem.

Table 7 **Students with a disability/health problem by impairment, London 2004/05**

Impairment	No.	%
Visual impairment	1,754	6.7
Hearing impairment	2,693	10.2
Disability affecting mobility	2,452	9.3
Other physical disability	1,835	7.0
Other medical condition (for example epilepsy, asthma, diabetes)	4,103	15.6
Emotional/behavioural difficulties	918	3.5
Mental ill health	3,159	12.0
Temporary disability after illness (for example post-viral)	290	1.1
Profound complex disabilities	206	0.8
Multiple disabilities	1,563	5.9
Other	7,306	27.8
Total	**26,279**	**100**

Source: LSC figures provided by London Regional Office.
Percentages do not sum to 100, because of rounding errors.

More than one quarter of students with a disability/health problem are classified as 'other'. The next largest category is 'other medical condition' which appears to be similar to 'unseen disability' in higher education. This is followed by 'mental ill health' and 'hearing impairment'.

Comparison with HE is difficult because the categories used are not the same. For example, 'emotional/behavioural difficulties' is not an HE category; it reflects one of the functions of FE colleges - to take on students who may have failed at school, including some under school-leaving age.

Students with emotional/behavioural difficulties

The Tomlinson Committee (1996) identified people with 'emotional/behavioural difficulties' as one of the most under-represented groups in FE. There is no easy standard of comparison for the figures in Table 7.

There is some evidence from the implementation of the government's 14-19 agenda that school truants are more engaged by a vocational curriculum and by the different atmosphere of FE and training providers. (LSDA Project 17, 2004)

Students with 'mental ill health'

People with 'mental ill health' were one of the most excluded groups, according to the Tomlinson Committee 1996. More recent figures from the Labour Force Survey suggest that their representation is still low for disabled people, although some groups may be more under-represented (e.g. 'other medical condition', GLA Jan. 2003).

Traditionally, education takes place within the mental health services. In surveys, people with mental health issues mention anxieties about funds, exams, being unwell and about what other people would think, as the main obstacles to college education. As a group, they have very diverse needs, which can change over time. Whereas some people wish to be in the mainstream, others prefer separate specialist provision (LSDA Project 16; 2004). A Scottish study found that some students with mental health issues preferred outreach courses, with their smaller classes and helpful tutors. Most passed a number of modules with good marks. (Farmakopoulou & Watson 2003)

The Learning and Skills council has published a strategy for improving services for learners with mental health difficulties

(Aug. 2006). It has four broad aims - to build the capacity of the FE system, boost the demand for learning, ensure quality of provision and raise the achievement levels of learners. One of the more specific aims is to 'work with the Qualifications and Curriculum Authority to ensure that the qualifications framework is flexible enough to allow learners with fluctuating conditions or more transient lifestyles to mark their progress and achievement'.

'Other medical condition'

Comparison with figures from the Labour Force Survey suggests that people with 'other medical conditions' (for example asthma, epilepsy, diabetes) have a low representation in FE, compared with that of other disabled people (GLA Jan. 2003). In HE, there has been a fall in the number of students with 'unseen disabilities' (e.g. asthma, epilepsy, diabetes. See above, HE section 1.4).

Sensory impairments

The proportion of disabled people with visual and hearing impairments appears to be slightly higher among FE students than in the working age population. (GLA Jan. 2003. The figures include people with learning difficulties). It is also much higher than in HE, but the average age of students is also greater.

A survey in 2000 found that many visually impaired students in FE and HE were not getting the materials they need in the right format (Guardian Society 1/11/2000). The impact of recent legislation on barriers for people with sensory impairments remains to be seen.

Table 8 **Students with learning difficulties, London 2004/05**

Impairment	no.	%
Moderate learning difficulty	6,565	26.6
Severe learning difficulty	2,108	8.5
Dyslexia	6,553	26.5
Dyscalculia	218	0.9
Other specific learning difficulty	1,394	5.6
Multiple learning difficulties	674	2.7
Other	7,180	29.1
Total	**24,692**	**100**

Source: LSC figures provided by London Regional Office
Percentages do not sum to 100, because of rounding errors.

Learning difficulties. Table 8 shows the type of learning difficulty students have, using LSC categories. The largest category is 'other', followed by 'moderate learning difficulty' and 'dyslexia'. Together they comprise 82 per cent of students with learning difficulties. 'Severe learning difficulty' is also significant at 8.5 per cent. The profile therefore differs widely from that of HE, where dyslexic students make up nearly all students with learning difficulty, and more than half the total of 'disabled' students.

In the last year, there has been some growth in the 'other' and 'other specific learning difficulty' categories, along with dyslexia. The other categories have fallen as a percentage of all students with learning difficulties.

Students with 'profound and complex learning difficulties'
The Tomlinson Committee identified people with 'profound and complex learning difficulties' as one of the groups with least participation in FE. In 1998, the Joseph Rowntree Foundation commented that there had been a drop in provision for people with more complex needs; it related this to the emphasis on accredited courses, which had narrowed the curriculum, with a

loss of much non-vocational provision (Simons 1998). There is no ready benchmark with which to assess current representation.

The LSDA research on this topic said that a strategic plan was needed, and guidance for staff on the curriculum (LSDA Project 18; 2004). Some regions thought that basic skills and employment-oriented courses attract more funds; this can lead to mislabelling of courses as 'basic skills' or neglect of other types of course. Inclusion should to be redefined, to allow achievement through diversity of provision, not blanket attendance at mainstream courses (LSDA 2004; the Tomlinson Committee made a similar point in 1996, but the topic is still controversial).

2.5 Gender

61 per cent of FE students are women. However, a higher proportion of male students have a disability &/or learning difficulty, especially the latter. Thus, among students with learning difficulties, females only slightly outnumber males. Figure 5 shows the sex ratios in further education. These differences are not echoed in HE, where the sex ratio is similar whether or not students are disabled.

Gender issues have received very little attention in the literature on disability and post-16 education.

Figure 5   **Further education: Gender, disability/health problem
and learning difficulty, London students 2004/05**

Sex ratio: Females per 100 males
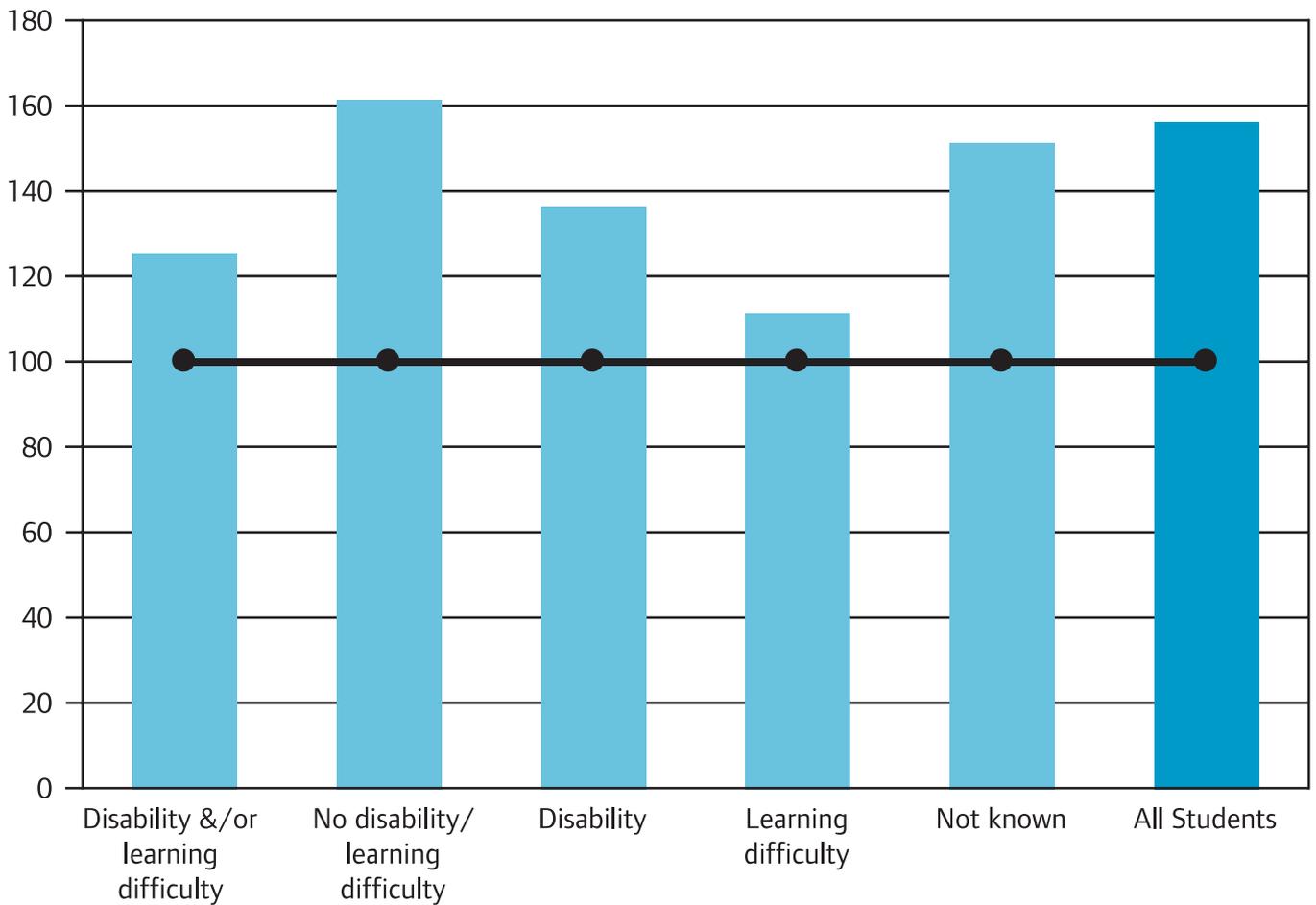
2.6 Age

Table 9 shows that in 2004 most FE students (disabled and non-disabled) are aged 25-59 and 6 per cent are 60 or over. The age profile is closer to that of the general population than in HE, but still weighted towards youth, with more than a third of all students being under 25.

Students with a disability &/or learning difficulty are more likely than others to be under 19 or 60 plus (column 1 in Table 9). There is a contrast in the age profiles of disabled students and those with learning difficulties (columns 3 and 4):

· 29 per cent of students with learning difficulties are aged under 19, compared to 19 per cent of all students. This young age-profile applies to most kinds of learning difficulty (e.g. 'moderate ld', dyslexia). However, students with 'severe learning difficulties' are older, and weighted towards the 19-59 age-bands. For most kinds of learning difficulty, there are relatively few students over 60.
· Students with a disability/health problem are more than twice as likely as their non-disabled peers to be 60 or over, and less likely to be under 25. Students in most impairment categories are older than average, especially those with sensory, mobility or multiple impairments. The large group with 'other medical conditions' (e.g. asthma, epilepsy) are more likely than their non-disabled peers to be under 21, but also more likely to be 60 plus. Students with 'mental ill health' tend to fall in the 25-59 age range.

Table 9 **Age, disability/health problem and learning difficulty: London FE students, 2004/05**

	Disab.[1]/ld	No disab./ld	Disability[1]	Learning difficulty	Not known[2]	ALL Students[3]
	%	%	%	%	%	%
Under 16	2.8	1.4	1.8	3.5	2.3	1.6
16-18	20.6	17.9	15.3	25.5	15.1	17.7
19-20	5.5	5.3	4.7	6.9	4.9	5.3
21-24	7.7	9.8	6.8	9.0	10.2	9.7
25-59	54.4	59.9	58.5	50.0	62.3	59.7
60 & over	9.1	5.8	12.9	5.1	5.2	6.0
ALL %	**100**	**100**	**100**	**100**	**100**	**1005**
(All - no.)[4]	(44,881)	(430,026)	(26,134)	(24,623)	(70,555)	(545,462)

Source: LSC figures provided by London Regional Office
1. Includes health problems as well as disabilities.
2. No information about any learning difficulty, disability or health problem.
3. All students except those with no information about age, who made up 0.4 per cent of the total.
4. Column 1 includes students with unclassified impairments; columns 3 (disability) and 4 (ld) only include students with classified impairments, and the two columns overlap.
5. Some percentages do not sum to 100 because of rounding errors.

This section concentrates on the age profile of disabled/ld students. The reverse analysis, a disability profile of broad age-bands and a comparison with the Census, shows that disabled people, including those with learning difficulties, are under-represented among the older students (see above, FE section 2.1, under-representation).

The age dimension has not received much attention in the research. The Tomlinson Committee (1996) identified older learners as a group at risk, with relatively little education. Age-related issues are discussed further in the context of Adult and Community Education (Section C below).

2.7 Ethnicity

In 2004, 48 per cent of London FE students were non-white; this is much higher than their proportion in the capital's working age population, which was 29 per cent in the 2001 Census. Most ethnic minorities are well represented in further education, especially the 'Other' group. The groups with low representation (compared to their proportion in the population) are the Indians, White Irish and White British.

In further education, the ethnic profile of disabled/ld students differs from that of London students as a whole (Fig. 6). They are much more likely to be White British or White Irish (48.1 per cent, compared to 38.2 per cent of all students); disabled/ld students are also more likely to come from a Black Caribbean, Black Other or Mixed background. On the other hand, a relatively small proportion of disabled/ld students come from an Asian, African or Other White background.

Figure 6 **Further education: Ethnic group, disability/health problem and learning difficulty: London students 2004/05**

Ethnic group	All students	Students with disability/learning difficulty
Other	7.2	6.5
Mixed	4.2	4.8
Other Asian	4	3
Chinese	1.3	0.8
Bangladeshi	2.8	2.3
Pakistani	2.3	2
Indian	4.5	4.7
Other Black	1.9	2.4
Black African	12.5	9.9
Black Caribbean	6.9	8.8
White - other	14	6.7
White Irish	1.7	2.2
White - British	36.5	45.9
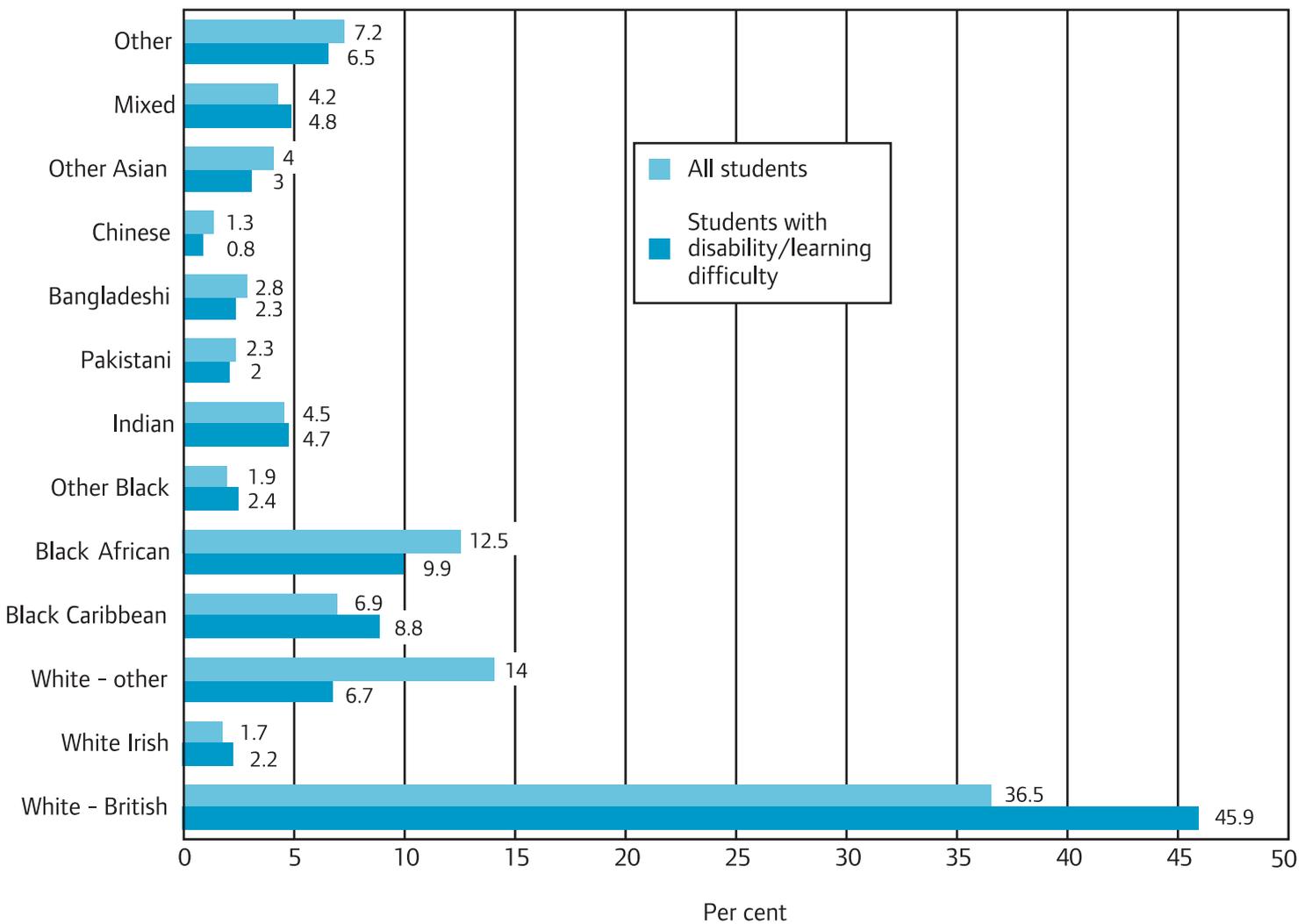
Per cent

Source: LSC figures provided by London Regional Office
Notes: **a)** Includes health problems as well as disabilities.
          b) Excludes students of unknown ethnicity (5 per cent of the total student population.
          c) 'All students' in the chart includes disabled, non-disabled and people of unknown disability status.
          d) There are more categories than in the higher education figures: 'Other' and 'Mixed' categories are separate, and the white group is sub-divided.
          e) The ethnic breakdown of non-disabled students (a large majority) is fairly similar to that of all students.

Figure 6 shows the ethnic mix of the disabled and non-disabled student population. It does not show how well disabled students are represented in each ethnic group, because rates of 'long-term illness/disability' vary by ethnicity (ranging from 6 per cent among the Chinese to 17 per cent among White Irish of working age in London). If one takes the 2001 Census and Londoners of working age as the benchmark, it appears that disabled people are most under-represented among Pakistanis, Bangladeshis, Other Asians, the White Irish and Other White group. However, caution is needed here, because these figures do not take account of the age factor. (Students are younger, and the age profiles of ethnic groups vary both among students and in London's population).

Although the situation in HE is not the same, there is a similarity: In both sectors, there appears to be under-representation of disabled people among Pakistani, Bangladeshi and Other Asian students. More detailed analysis would be needed to confirm this.

The situation of disabled people from ethnic minorities has not yet received sufficient attention. Labour Force Survey statistics show that the employment disadvantage of disabled people is compounded when they come from an ethnic minority. ('Disabled' here includes people with learning difficulties).

The Learning and Skills Development Agency undertook some research on minority groups in FE as part of its programme for the DRC (LSDA Project 7; 2004). It found that information often did not reach disabled people from ethnic minorities. There were also communication difficulties: Some impairment terms do not translate, e.g. 'learning difficulties' may be blurred with mental health. Some students from minority groups are extremely reticent about discussing or disclosing disability. These issues of disclosure might affect the figures quoted above.

3. PATTERNS OF STUDY:
Mode and level; under–achievement.

3.1 Mode of study

Note: 'Full-time' in the text includes full-time part-year as well as full-year.

In further education the majority of students are part-time, and this includes those with a disability/learning difficulty. However, 38 per cent of students with learning difficulties study full-time, compared with 28 per cent of disabled students and 28 per cent of those without disability/learning difficulty (Table 10).

Table 10 **Mode of study, disability/health problem and learning difficulty: London FE students 2004/05**

	Disab.[1]/ld	No disab./ld	Disability[1]	Learning difficulty	Not known[2]	ALL Students[3]
	%	%	%	%	%	%
Full-time full-year	28.5	22	24	34	18	22
Full-time part-year	4.5	6	4	4	8	6
Part-time	67	72	72	61	74	72
ALL %	**100**	**100**	**100**	**100**	**100**	**1004**
(All - no.)[3]	(45,089)	(431,258)	(26,279)	(24,692)	(71,280)	(547,627)

Source: LSC figures provided by London Regional Office
1.   Includes health problems as well as disabilities.
2.   No information about any learning difficulty, disability or health problem.
3.   Column 1 includes students with unclassified impairments; columns 3 (disability) and 4 (ld) only include students with classified impairments, and the two columns overlap.
4.   Some percentages do not sum to 100 because of rounding errors.

The kind of impairment is relevant in further education, as it is in HE. In FE, the large number of students with 'other medical conditions' (e.g. asthma, epilepsy) have relatively high rates of full-time study (37 per cent, compared to 28 per cent of all students); in contrast, the rates of full-time study are below average for students with mobility impairments (19 per cent) and 'mental ill health' (14 per cent).

Students with all kinds of learning difficulty have relatively high rates of full-time study, especially those with 'moderate learning difficulties' (44 per cent) and specific learning difficulties (including dyslexia, which is also associated with full-time study in HE). The tendency towards full-time study is relatively weak among students with 'other' and 'multiple learning difficulties'.

These contrasts, which have parallels in the HE sector, show that impairment is strongly related to mode of study. There are other dimensions besides full-time/part-time, like variable course length and outreach. Students with variable health would like courses with enough flexibility to take their situation into account (LSC Aug. 2006; Ionann, Future Inclusion and Equal Ability Ltd for GLA, March 2006).

The national review 'Through inclusion to excellence' recommends that providers consider alternative delivery patterns and alternative environments to stimulate learning. These could include evening and weekend provision, youth work and leisure activity as well as the workplace. (LSC National Office Nov.05)

Table 11 **Highest level of study by disability/health problem &/or learning difficulty: London FE students 2004/05**

	Disability &/or health problem and/or learning difficulty?		Disability &/or health problem (LSC definition)	Learning difficulty (LSC definition)	'Disability &/or health problem &/or specific learning difficulty'	'Non-specific learning difficulty (moderate, severe, multiple or other)'	No infor-mation	ALL
	Yes	No						
	%	%	%	%	%	%	%	%
Level 1	51.0	37.6	53.3	53.5	44.9	60.9	47.0	40.0
Level 2	17.5	22.2	15.5	17.1	19.8	13.3	19.4	21.5
Level 3	15.4	20.9	13.3	15.7	16.7	12.3	17.3	20.0
Level 4 or higher	1.5	2.6	1.4	1.1	2.0	0.5	1.8	2.4
Other	14.7	16.6	16.6	12.5	16.6	12.9	14.5	16.2
ALL %	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
ALL (Numbers)	45,089	431,258	26,279	24,692	23,303	16,527	71,280	547,627

Source: LSC figures provided by London Regional Office and London Central.

Notes   **a)** The ALL column is the sum of columns 1, 2 and 7 (Yes, No, No information). Column 1 includes some students with unclassified impairments, whereas columns 3, 4, 5 and 6 only include students with classified impairments.

b) Columns 3 (disability &/or health problem) and 4 (learning difficulty) use the LSC categories. For details, see Glossary. Columns 3 and 4 overlap, because some people have a learning difficulty as well as a disability/health problem.

c) Columns 5 and 6 re-combine the categories to bring out the contrast of levels. Column 5 includes 'specific' learning difficulties (dyslexia, dyscalculia and 'other specific') as well as disability/health problem. Column 6 includes all 'non-specific' learning difficulties ('moderate', 'severe', 'multiple' and 'other'). Students with 'non-specific' learning difficulties and a disability/health problem as well, fall in column 6, and not in column 5. There is no overlap between columns 5 and 6, and because of missing data on impairments, they do not sum to column 1.

d) 'Other' courses cannot be assigned a level and include such diverse subjects as 'optical technicians', 'business enterprise' and 'copper tube advice and installation'.

e) Due to rounding errors, some percentages do not sum to 100.

3.2   Level of study

Table 11 shows the highest level at which people study. (It relates to students, not courses, and a student can study on more than one course). Overall, students with a disability/learning difficulty study at a lower level than average. 51 per cent are on level one, compared to 38 per cent of students with no disability/learning difficulty; 17 per cent are on levels 3 or higher, compared with 24 per cent of their non-disabled/ld peers. In this respect, there is little difference between disabled students and those with learning difficulties, as defined by the LSC (except that disabled students are more likely to go on 'other' courses, which are often of a vocational nature). However, revised definitions do bring out a contrast in level of study between disabled students and those with learning difficulties (highlighted in columns 5 and 6 of Table 11). There are two reasons for this:

1. The LSC definition of learning difficulty includes specific difficulties, such as dyslexia; many of these students are capable of studying at a high level, given the right conditions; they are therefore re-classified with the disabled students in column 5. Students with 'non-specific' learning difficulties ('moderate', 'severe', 'multiple' and 'other') are included in column 6.

2. Disabled students in the LSC definition include many who also have a learning difficulty; the revised classification includes most of these students in column 6 ('moderate', 'severe', 'multiple' and 'other' learning difficulty. Students with a 'specific' learning difficulty and a disability as well are included in column 5). There is no overlap between columns 5 and 6 in the new classification.

The purpose of this reclassification is to include in the 'disabled' category those students who might have good academic potential. It effectively removes 'ability' as an explanation of any differences of level between disabled

students and those with no disability/learning difficulty. There is an important proviso here: 13 per cent of students in column 6 are studying at levels 3 or 4 or above and it is likely there are others who are capable of doing so. Even 'moderate' or 'severe' learning difficulty is not an automatic bar to academic success; labels are subject to human error and there were many notorious examples of people falsely categorised as 'mentally retarded' in the C20. The revised categories here are intended to reduce error (they cannot remove it) and to draw attention to areas of under-achievement.

The re-combined categories bring out a strong and consistent contrast of levels (columns 5 and 6), which is not apparent in the LSC definitions (columns 3 and 4). The revised classification in column 5 is close to the definition of disability used in HE (which includes students with specific learning difficulties).

Table 11 also shows that disabled students are studying at lower levels than average, whichever definition is used. Even in the new classification (column 5), there is a moderate but consistent gap between disabled and non-disabled students. For example, 45 per cent of disabled students are at level 1, compared to 38 per cent of their non-disabled peers (columns 5 and 2); 19 per cent in column 5 are at level 3 or higher, compared with 24 per cent of those not disabled. Since the new definitions minimise the effect of academic potential, these figures indicate that disabled students are under-achieving. (The gap may be greater than the one shown in the Table: Dyslexic students are at somewhat higher levels than average for further education, which slightly boosts the figures at levels 2-4 in column 5. Without dyslexia, the figure of 45 per cent at level 1 would be slightly higher). At the same time, the gap looks bridgeable, unlike the contrasts sometimes shown in official statistics.

There are some other points of interest in the qualifications figures:

· Students with learning difficulties, of either definition, are least likely to go on 'other' courses, which can be vocational. The next section highlights a common experience of these students - the lack of meaningful preparation for employment.
· Students of unknown disability/ld status study at lower levels than average.

The Learning and Skills Council itself is proposing to develop new definitions of learning difficulties and disabilities, to be used from 2009/10. These definitions will be comparable to those of schools and other agencies such as social services. It remains to be seen whether they will relate in a more meaningful way to level of study than the current official statistics. (LSC 2006)

3.3 A note on under-achievement

Under-achievement by disabled/ld learners is a large topic, and it is only possible to outline some of the issues here. The achievements of disabled/ld FE students are related to previous school experience, and to the suitability, quality and accessibility of the FE courses themselves. The Tomlinson Committee 1996 found that learning opportunities were poorer for disabled/ld students, and that inspection grades were lower for separate courses. Research since that time suggests that, whilst there has been some progress, the problems identified by Tomlinson have not yet been solved. There are examples of good practice, but the general picture is one of inconsistent provision (Ionann, Future Inclusion and Equal Ability Ltd for GLA, March 2006; NFER for DRC, 2003).

Reviews by the LSC and the LSDA found that the majority of disabled/ld students were satisfied with the quality of learning (LSC National Office Nov. 2005; Anderson et al. 2003).

However, in a review of provision for students with learning difficulties &/or disabilities in the London North area, users and other stakeholders were generally critical of the quality of education (CTAD for Connexions & LSC London North, 2004). Evidence on progress is also mixed: The LSC national review noted improvements in learning support and quality of staff since the Tomlinson report in 1996; on the other hand, annual inspection reports show that quality of provision is highly variable and progress since 2001 has been marginal (LSC National Office Nov. 2005). In 2006, the Adult Learning Inspectorate reported 'the current provision for adult learners with disabilities is costly and does not provide value for money' (quoted by Lord Low of Dalston, December 2006).

On the whole, education is less satisfactory for FE students on separate courses than those in the mainstream. Separate courses tend to be at lower level and many, though not all, of the students have learning difficulties. Mainstream disabled/ld students have clearer goals and are more likely to feel they are heading towards them (Anderson et al. 2003). Providers and other people involved in the London North review thought that there were not enough progression routes for learners on separate courses and some learners were segregated unnecessarily (CTAD for Connexions & LSC London North, 2004). The national LSC review challenges the 'revolving door' provision for students that are not learning new skills and sometimes return to the same course (LSC National Office Nov. 2005). The National Strategy plans to concentrate instead on learning in the workplace (LSC Oct. 2006).

There is also some positive evidence for separate courses in some circumstances. Residential colleges can provide a graduated transition to the outside world (Mitchell 1999). The LSC national review states the importance of specialist residential colleges, which provide over 3000 places in England for learners with 'severe or complex disabilities'. However, it also emphasises the need for more high quality local provision, including collaboration with specialist providers (LSC National

Office Nov. 2005). The debate is about social as well as academic factors: Students on separate courses are often unaware of college social life (Anderson et al. 2003); on the other hand, bullying can lead school pupils to request transfer to separate education (Wilson 2004; Gray 2002). This report can only touch on the subject.

Disabled/ld students in the mainstream have clearer progression routes on the whole, but some are below the level of their aspirations (Anderson et al. 2003). The national LSC identifies a difficulty in monitoring the quality of learning for mainstream disabled/ld students; it is hard to assess this through standard inspections. The LSC review points to insufficient knowledge and understanding in this area. (LSC National Office Nov. 2005).

The learning experience can also be affected by barriers which have nothing to do with the quality of courses themselves. These include access to buildings and equipment, information, financial and other support, and staff attitudes. Transport is a major issue, and unhelpful or hostile staff attitudes still exist (Ionann, Future Inclusion and Equal Ability Ltd for GLA, March 2006; Anderson et al. 2003). The DRC found that students have noted positive developments in response to the new legislation. However, the large numbers of staff in FE, many of them part–time or off-site, make this a major task (NFER for DRC, 2003). Staff in FE tend to see implementation of the law as an addition to their usual workloads (LSDA Project 18, 2004).

The London North review, which criticised regional provision for disabled/ld students, traced the problems to complexity of the system, which was understood neither by users nor providers. Provision tended to be ad hoc and based on custom rather than planned. This was only one area, but the points made are not unique; they echo the comments of the Tomlinson Committee eight years earlier. (CTAD for Connexions & LSC London North, 2004)

The LSC National Strategy for students with disabilities/ learning difficulties now has employment as a central goal for those learners for whom it is appropriate. For students without qualifications (often on separate courses) it proposes more focus on progression, including at pre-entry levels and level 1, with measures of distance covered, so that these learners will be able to contribute to the success of business. However, those students who do not progress require support to maintain the skills they have gained. For mainstream learners, the LSC expects 'parity of experience' with their non-disabled peers. There are a number of recommendations for more inter-agency collaboration, which should help with transitions. (LSC National Strategy Oct. 2006, and Review 2005)

There is also a proposal that the LSC 'invest for change' to increase the supply of high quality local provision for students with disabilities/learning difficulties. This will involve increased spending in the short-term but produce long-term savings. The proposals for a common funding approach aim to simplify the system. These proposals are now embodied in the National Strategy. (LSC National Strategy Oct. 2006, and Review 2005)

3.4 Destinations

Further education students are far more likely than those in HE to continue with study (in FE or HE) after completing their courses (GLA 2002). However, monitoring is incomplete and up-to-date reliable figures are not available.

Research by the LSDA found that students with learning difficulties, who tended to go on separate courses, often wanted to work, but had few effective routes into employment and tended to be recycled onto other courses. They were often unaware of careers guidance, received routinely by mainstream students (Anderson et al. 2003). Employment prospects are better for well-qualified disabled students, although they can still encounter barriers.

The LSC national review tries to address the problem of the revolving door. It finds advantages in direct experience of work over training for work and quotes research in support of this. In particular, it backs the work of supported employment providers, recommending that LSCs, in collaboration with Job Centres, bring them more into their Strategic Area Reviews and provide proper funding (LSC National Office Nov. 2005). The National Strategy proposes to concentrate on learning in the workplace and to pilot the supported employment model with a range of employers (LSC Oct. 2006).

Joint work involving LSC and employers will be central to the goal of raising the intake of employees with disabilities/learning difficulties (LSC 2006).

4. STUDENT FINANCES
4.1 Financial support

In 2004, 88 per cent of London FE students were financed by the Learning and Skills Council but of these, rather more than half were co-financed by the European Social Fund (ESF). Similar proportions of LSC and co-financed students had a disability/learning difficulty. However, students with ESF funding (part or in full) had the highest rates of disability monitoring, at 91 per cent, compared with 83 per cent for the rest (LSC funding or none).

Different types of fund are available for widening the participation of students in further education. Some of these go to the student and others to the college. The most relevant for this report are -

1. **Additional Learning Support.** The Learning and Skills Council provides the funds, which are then administered and delivered by the colleges for the benefit of individual learners. The need for additional support can arise from literacy, numeracy or language support requirements, or a learning difficulty or disability/health problem.

In 2004, 46 per cent of students with a disability/health problem were assessed as requiring additional support, and 62 per cent of those with learning difficulties. This compares with 9 per cent of students with no disability/learning difficulty. (Nearly half the students had not yet been assessed, and these are excluded from the calculations). Most students needing additional support are not disabled, simply because the non-disabled category form a large majority of the student population.

The national review of post-16 provision, 'Through inclusion to excellence', found in its consultation exercise that users placed great emphasis on Additional Learning Support, which was crucial to their effective participation. However, they also wanted good access to the full range of student activities. (LSC National Office Nov. 2005)

2. **Learner Support Funds.** The LSC provides these funds to a minority of students, to help them meet the costs of FE level study, including the costs of transport, books and equipment, childcare provision and residential charges. They are not aimed at disability-related needs, although disabled/ld students are one of the priority groups for support, along with e.g. probationers and students leaving care.

3. **Educational Maintenance Allowances** are paid to young people from low-income families, who stay on in full-time education in the two years following the end of compulsory education; they may be in schools or colleges. This should benefit people with a disability/learning difficulty, who come disproportionately from low-income families.

4. **Adult Learning Grants** are undergoing regional trials and are likely to be rolled out nationally in 2007/08. They are means tested and provide up to £30 per week for adults studying full-time for a first full level 2 qualification, or for young adults aged 19-30 studying for a first full level 3 qualification.

5. **Widening participation factor for colleges.**
    The government funds for widening participation (also known as 'uplift') are channelled to colleges through local Learning and Skills Councils. The funds go to the college and not the individual student. The largest single source of uplift is the postcode premium, whereby colleges are encouraged to raise intake from deprived areas. Uplift is also provided for basic skills students and for eligible groups, like homeless people and refugees. London as a whole has a very high proportion of FE students attracting a widening participation factor.

    In 2004, 58 per cent of London students with a disability/learning difficulty were eligible for a disadvantaged uplift, compared to 50 per cent of those without. This was partly due to the higher proportion of disabled/ld students on a basic skills programme; there were also more in the eligible groups. Over a third of all students came from a deprived area, and there was little difference between disabled/ld students and the rest in this respect.

4.2 Some proposed reforms

Fee remissions are available for some categories of student. The white paper proposes a new entitlement to free tuition for all 19-25 year-olds studying for their first Level 3 qualification. However, there will be reduced support in other areas:

- Fee remissions for adults on income related benefits will be focused increasingly on core government objectives, such as raising the number of students taking first full level 2.
- By 2010, learner contributions to fees not covered by national entitlements will rise to around 50 per cent (i.e. subsidies will be reduced).

These fee changes are likely to benefit some disabled/ld students aiming for levels 2 or 3. On the other hand, they could act as a deterrent to the significant number of disabled/ld students who join classes for social and leisure

reasons, and to students on practical but non-priority courses, like access learning (H of C 2006; DfES March 2006; Farmakopoulou and Watson 2003). The House of Commons Education and Skills Committee has recently argued the case for non-priority adult learning, both in FE and ACE (HC 649). More details are provided below, in Section C on adult and community education.

The white paper also endorses the common funding approach for students with disabilities/learning difficulties, which was proposed in the LSC national review. The approach, as set out in the LSC review, would apply across the post-16 education sector. This would include an identified sum for Additional Learning Support to be used flexibly by all providers within their allocation; thus, students in work-based learning, special schools, sixth forms, and Adult and Community Learning would benefit from the same arrangements as those in FE. Currently, there are real and perceived inequalities for disabled/ld learners in the sector, which means that people are sometimes steered away from non-FE provision, even when it is the most appropriate for them. The review also recommends greater contributions from partner organisations to the LSC, such as specialist care and health; it argues that a more equitable spread of the costs of inter-agency work would free large sums for post-16 learning (LSC National Office Nov. 2005). In principle, further resources would come from an investment programme for students with disabilities/learning difficulties, promised in the white paper (DfES March 2006).

The funding and partnership recommendations in the LSC review have been incorporated in the LSC National Strategy for students with disabilities/learning difficulties (October 2006). Local authorities are likely to have an important role in development of partnerships. The LSC review states that local authorities will become the main facilitator for multi-agency funding packages for learners aged 16-25 (disabled and non-disabled). Under the Children Act 2004, local authorities have a duty to make arrangements for collaboration between 'key

agencies' (including the LSC) and joint budgets to improve the well-being of children and young people.

4.3 Financial situation of disabled students and potential students

Finances are one of the factors which discourage young people with impairments from entering FE (Wilson 2004). Recent research for the GLA found that financial obstacles are an important factor for disabled people contemplating post-16 education (Ionann, Future Inclusion and Equal Ability Ltd for GLA, 2006).

A large survey of FE students aged 19 and over suggests that 39 per cent of full-time and 16 per cent of part-time learners find it 'hard' or 'quite difficult' to cope financially (IFF Research for DfES 2003). Although the study did not distinguish disabled students, their financial problems are likely to be at least as serious.

The finances of disabled students and potential students are an under-researched area, especially in further education. Future research should investigate the specific financial and support factors involved.

5. LEARNING AND SKILLS AREA

The proportion of students with a disability/learning difficulty ranged from 10.3 per cent in London West to 8.6 per cent in London North and London Central (Table 12).

London Central is the largest area with more than a quarter of all FE students; the smallest areas are London North and London West, each with 15 per cent of London's student population. London Central takes relatively high numbers of students with 'mental ill health' and 'emotional/behavioural difficulties'.

The headquarters of the Workers' Educational Association (WEA) is located in London East, which is officially recorded as the provider for WEA students. The WEA is a national institution with more than 83,000 students, only a small minority of whom live in London; for this reason, all WEA students have been removed from the statistics for this report.

Table 12 **Learning and Skills area: Per cent and number with disability/learning difficulty: London FE students 2004/05**

Area in London	Disab.[1]/ld	
	%[2]	No.
North	8.6	5,235
West	10.3	7,368
Central	8.6	11,637
East	10.0	12,678
South	9.9	8,171
ALL	**9.5**	**45,089**

Source: LSC figures provided by London Regional Office
  1.   Includes health problems as well as disabilities.
  2.   Percentages are based only on those students for whom there is information about disability/learning difficulty.

In London North, information on disability/learning difficulty is unavailable for 26 per cent of students; in the other areas, the proportions range from 8 per cent (London East) to 13 per cent (London West). However, between 2003 and 2004, there was a rise in the monitoring rate for all areas but especially London Central and London North.

The Further Education Bill, due to be enacted later in 2007, proposes removing local LSCs and having larger regional units, including one for London.

6. TRAVEL TO STUDY

· Of the FE students with a disability/learning difficulty and
resident in London, 9 per cent attend colleges outside the
capital (2004 figures provided by LSC London Regional
Office). Not all these students travel to study; some disabled
and non-disabled students attend outside residential
colleges. The outflow exceeds the inflow (below).
· Of the FE students with a disability/learning difficulty and
studying in London, 6 per cent come from outside London.

Altogether, 27 per cent of disabled/ld students resident in
London study in a different LSC area from their own. Of the
disabled/ld students studying in London, 24 per cent reside in
a different LSC area. There is a considerable amount of travel,
some students going right across the capital, and this
highlights the need for accessible transport in London.

Research repeatedly shows that transport is a central issue for
disabled/ld students, and many report difficulties (Wilson
2004; Anderson et al 2003). Under the Education Act 2002,
local education authorities have a duty to make transport
provision for students aged 16-19 and to ensure that transport
is no barrier to further education. There is no equivalent
legislation for students over 19; local education authorities and
social services have a power to fund transport for students over
19 but no duty, 'which means this often does not happen in
practice'. The national review of the LSC sector recommends
that the government 'consider and propose appropriate
transport legislation' for disabled/ld learners over the age of
19. (LSC National Office Nov. 2005)

C Adult and Community Education

This brief section highlights a few points about adult and community education but is not meant to be a review. This is an important sector of post-16 education, which deserves more attention.

Numbers

Adult and community education does not form part of the range of courses generally described as FE; much of it is leisure-oriented but other courses are more goal-directed, e.g. language classes for community groups. The providers are the local education authorities.

In London in 2004, there were 155,300 students in ACE that was funded by the Learning and Skills Councils. (Many other students in ACE are not LSC-funded). Typically, ACE courses are non-accredited - they do not lead to a qualification in the National Qualification Framework.

Of the LSC-funded students, 12,700 or 9.9 per cent had a disability/learning difficulty (compared to 9.5 per cent in FE. Figures exclude students of unknown disability status). Representation ranged from 8 to 13 per cent in the different LSC areas, but figures are unreliable because of the low monitoring rate; in further education, areas of high representation differ from those in ACE.

For 17 per cent of students, there was no information about disability/learning difficulty; the figure ranged from 6 per cent in London South to 58 per cent in London North (which also has a low FE monitoring rate). The percentage of unknowns is somewhat higher in ACE than in FE, but in both sectors the monitoring rate has improved since 2003.

It is thought that many students in ACE do not disclose their disability/learning difficulty (LSDA Project 3; 2004).

Age

In Adult and Community Education, 11 per cent of students are under 25, compared to 34 per cent in FE; 21 per cent of students are aged 60 plus, compared to 6 per cent in FE.

Although ACE students are much older than those in further education, the proportion of students with disabilities/learning difficulties is similar. Comparison of ACE age-bands with the Census figures shows that disabled people, including those with learning difficulties, are well represented under 25 and under-represented in the middle and older age groups, especially over 60. The situation is similar in FE, but ACE students are much older, therefore the representation of disabled people, including those with learning difficulties, is far lower overall.

It is also useful to compare the age profiles of disabled/ld students in the two sectors. In ACE, students with a disability/learning difficulty are older than those without. One third of students with a disability/learning difficulty are aged 60 plus, compared to just over one fifth of those without; relatively few disabled/ld students are under 25.

Disabled/ld students in FE have a much younger age profile than those in ACE. Although disabled FE students are somewhat older than average, students with learning difficulties have a young age profile, which reflects the large number of people with 'moderate learning difficulties' and dyslexia in colleges in their late teens. In contrast, many people enter ACE for leisure interest and social contact, not necessarily to gain qualifications; this includes retired people, of whom a relatively high percentage are disabled.

It is possible that in ACE, the low representation of disabled people, and of people with learning difficulties, is related to the low monitoring rate. However, the disability equality duty applies to ACE as to FE.

The results in this section need to be treated with caution, because of non-disclosure of disability/learning difficulty and the low rate of monitoring.

The uses of ACE

Researchers have described ACE as the 'poor relative' of FE; for instance, most of the resources for disability work go to FE, although the requirements of the Special Educational Needs and Disability Act 2001 cover both.

Nevertheless, the Learning and Skills Development Agency found that ACE could often be a crucial first step for disabled people; it provided a setting where students could try things out safely. It is potentially very useful for students with mental health issues. The more informal nature of ACE allows more room for innovative design. However, it is thought that many students do not disclose their disability. (LSDA research programme on implementation of DDA, e.g. Project 3; 2004).

The LSDA also considered access to ACE: There are a huge number of small sites in ACE, not always with a dedicated staff member; there is a need for staff training but it is hard to achieve. Collaboration with disability organisations is essential.

Researchers identified two groups as in need of more attention (LSDA Project 3; 2004):

1. Learners aged 50 plus.
2. 'Vulnerable' young people who have missed out on learning; they often lack advice, guidance and support.

There are more intangible benefits of ACE, besides the 'first step' and goal-oriented aspects discussed by the LSDA:

- In consultation for the recent national review of the LSC sector, students with disabilities/learning difficulties stressed the wider benefits of education, such as making friends,

gaining confidence and learning to make decisions. They wanted access not only to core learning but also to a range of mainstream facilities, such as sport and computer suites (LSC National Office Nov. 2005).

· A Scottish study of motivation and progression through FE found that for many disabled/ld students, the benefits were mainly social. This was most noticeable for learners over 40, many of whom had little work experience and joined for leisure and social reasons. The authors concluded that vocational inclusion is unrealistic for some, and that colleges should do more about social inclusion. FE students should not be seen as purely economic units but as 'social capital'. (Farmakopoulou and Watson 2003). These findings are also relevant for ACE.

Qualifications are important for many, but not all disabled students, and ACE is well placed to provide the wider benefits of education.

Disabled students seeking the benefits of ACE have sometimes taken matters into their own hands. Access to Community Education was founded in 1989 by physically disabled students at Brixham Community College, Devon. They raised funds and attracted volunteers, including children, which contributed to a change in attitudes. At the time of the write-up in 2003, non-disabled students shared transport to evening classes. Over half the members had gained an ICT qualification in the last 4 years; they had also gone to specialist classes in cooking, pottery etc. The LSC were funding the new ICT room. (Stanistreet 2003. www.freewebs.com/ace.brixham)

Prospects for disabled students in ACE

'The government and the LSC need to re-examine funding for adult learning.....as a matter of urgency' (House of Commons Education and Skills Committee 2005/06, HC 649).

There has been a secular decline in adult education. The increasing emphasis on accreditation in post-16 courses has been to the disadvantage of some disabled people, who may not meet the objective standards required or may join courses for less formal reasons. There is concern in the sector that the LSC may stop funding 'other provision', as not contributing to its targets. (LSDA Project 3, 2004; GLA 2004)

The LSC has a public commitment to high quality, non-accredited education, but is concerned about standards. The national review acknowledges 'a tension between target-led provision and meeting the learning needs of learners with learning difficulties and/or disabilities'. It recommends that the LSC and government develop performance indicators for the participation and achievement of disabled/ld students, and that Regional Directors should consider these when assessing the performance of local LSCs. An example would be the development of milestones within the Foundation Learning Tier. Thus, the review and the strategy that follows from it aim to bring some non-accredited education within the target-led approach. (LSC National Strategy Oct. 2006, and Review 2005).

The white paper on further education states: 'As general FE colleges increasingly focus on the core economic mission, local authority and voluntary providers may focus on wider personal fulfilment and community programmes, with funding targeted on securing high quality provision which meets local community priorities' (DfES March 2006).

The case for adult and community education, and also non-priority FE for adults, was argued in a recent House of Commons report (Education and Skills Committee, HC 649). The report states that certain types of adult learning are inadvertently being put at risk by current funding priorities, and that the FE white paper fails to address the issue properly. Under the Learning and Skills Act 2000, the LSC must secure the provision of 'proper' facilities for people of 18 and under but only 'reasonable' facilities for those aged 19+. In 2005, there was a cut of £65 million in the LSC budget for adult learning. Witnesses have noted cuts not only in leisure learning, but also in practical (but non-priority) courses like skills for employability and access learning. NIACE (the National Institute of Adult and Continuing Education) put forward a two-pronged argument in the report: First, leisure learning can promote social cohesion and citizenship, for example by facilitating an active life for pensioners or independence for people with mental health issues. Second, the more utilitarian courses will help the government in its plans to raise the employment rate. Over the next decade, adults are likely to fill two in three vacancies, and NIACE argues that key groups for this goal will include people on Incapacity Benefits, women from some ethnic minorities, migrants and older people delaying full retirement.

The Mayor of London's Older People Strategy emphasises the value of learning for people over 60 and warns against cuts to courses affecting them. It refers to 'a drop of up to 25 per cent in the number of older people signing up for further education colleges in the wake of increased fees and reduction in courses, brought about by the government's funding policy' (Guardian 2/5/2006, quoted in GLA Sept. 2006).

The issues touched on in the House of Commons report and the Older People Strategy are all relevant for disabled people. Inevitably, there will be disabled students and potential students who fall outside the focused approaches of the LSC and the

government. It remains to be seen whether they will have access to the good quality adult education that they need.

These issues will be significant for the new London Skills and Employment Board, of which the Mayor is Chair.

Further and Adult Education: Conclusions

The main difficulty in interpreting the figures is non-disclosure, which affects both higher and further education. Disclosure of disability has the potential to cause anxiety among students and staff in both sectors, and is related to the need to see the information put to good use. A positive environment will encourage more students to identify as disabled.

The further education sector also needs to review its statistics, especially its classification of learning difficulties, and the large number of students in various 'other' categories could be reduced. Statistics for the Workers' Educational Association should be kept separate from the student figures for London. The level of monitoring for disability/learning difficulty is improving but still rather low, at 87 per cent. This report welcomes the Learning and Skills Council's proposals to review definitions and performance measures (LSC 2006), but the new statistics should connect in a meaningful way to achievement and level of study (above, FE section 3.2).

Despite these problems, the figures serve to highlight areas of low participation, some of which apply to higher as well as further education. For example,

- People with 'other medical conditions' (for instance asthma, epilepsy, diabetes) seem to have a low representation in further education, compared with that of other disabled people (GLA Jan. 2003. In higher education, there has been a fall in the number of students with 'unseen disabilities', e.g. asthma, epilepsy, diabetes).

- Representation of people with mental health issues is low in both further and higher education.

- Disabled people seem to be least represented among Bangladeshi, Pakistani and Other Asian students, in both further and higher education. This needs to be confirmed by a more detailed age analysis.

Some other similarities between the sectors are worth
mentioning:

- In both sectors, mode of study is strongly related to
impairment, and could offer clues to raising the participation of
disabled people.

- Financial factors are a deterrent to potential students in further
and higher education (though in different ways), and are an
under-researched area.

In other respects, the sectors contrast. Disabled/ld students in
FE are far more numerous; they are of all ages and one third
come from a deprived area; they are more like a cross-section
of London's disabled people. Further education has 24,700
students with a wide range of learning difficulties, whereas in
HE, learning difficulties are mainly restricted to dyslexia. In
some ways, the further education sector is in a pivotal position,
being in touch with 'ordinary' Londoners while acting, among
other things, as a stepping stone to higher education. Students
have noted progress in response to legislation, but the sector
faces a major task, because of the number of sites and staff
involved, many of them part-time.

There is also a contrast in age participation. Overall, there is
under-representation of disabled people in higher education.
In further education, disabled people, including those with
learning difficulties, are well represented under 25 and very
under-represented over 60. They are also probably under-
represented in the 25-59 age group. In ACE, the student age
profile is much older than in FE, and older disabled people
have the least representation.

As far back as 1996, the Tomlinson Committee identified older
disabled FE learners as a group at risk, relatively lacking in
confidence and education. The issues for learners in ACE are
probably different: For example, disabled pensioners may want
to broaden their lives, but could be discouraged if support

facilities are not available. Both government initiatives and research tend to concentrate on the younger learners, which could have a bearing on the participation rates. The House of Commons Education and Skills Committee has made related points (HC 649 below).

Besides age participation, under-achievement is the other main theme to emerge from the further education review. Reclassification of the statistics strongly suggests that disabled learners of good academic potential are under-achieving; although many are studying at high levels, too many are on level 1.

While previous school experience is an important factor, there is evidence from research that disabled students still face major barriers in the sector. This in turn affects participation in higher education. The Learning and Skills Council identifies a need for better knowledge of the quality of education for mainstream disabled students.

Under-achievement of a different kind is also an issue for students with learning difficulties, many of whom are segregated. There is evidence in favour of separate education in some circumstances, but lack of direction and the revolving door are still common experiences of separate learners. Students themselves would like more routes into employment. The National LSC Office endorses supported employment and the North London review stresses the need for more Connexions advisers.

There is some consensus on the issues faced by the sector, as they affect disabled/ld students and would-be students - complexity of the system, the need for more coordination and planning. A common funding approach and better liaison between sectors and agencies should benefit disabled/ld students.

There is less agreement on some of the recent government proposals for the sector as a whole. The government wishes to concentrate funding on skills which fit people into employment, while general education becomes more the province of local authorities and voluntary organisations. There is concern among researchers and staff that general FE and ACE will be neglected, although they provide a valuable service to the community.

The House of Commons Education and Skills Committee warns of a threat to various kinds of adult learning and notes cuts that have already taken place (HC 649). The threat is both to leisure education and to more practical courses like access learning. The Committee evidence sets out the social and economic benefits of this 'non-priority' education.

The debate about further education affects disabled people too. Government initiatives, like raising the number of people with levels 2 and 3 and extending adult learner grant, should benefit mainstream disabled/ld students. Yet, the Learning and Skills Council recognises a conflict between the government proposals and the needs of many students, especially those with learning difficulties; skills for employability, for example, are mentioned in the Education and Skills Committee report as one of the areas at risk (HC 649). The LSC proposes more focus on progression at pre-entry levels and level 1, bringing more students within the government's target-led approach.

At the same time, there are many disabled people who cannot or do not wish to study for a job. They may join courses for other practical purposes (e.g. to learn British Sign Language), for social or leisure reasons, for security, or as a first step in rehabilitation. Researchers have identified older learners, people with learning difficulties, mental health issues and 'vulnerable' young people as groups that could benefit from more general or community education, but all kinds of disabled (and non-disabled) people have an interest.

Similar arguments apply to adult and community education, the 'poor relative' of further education; many of the disabled students are over 60. There is good prima facie evidence that disabled people benefit disproportionately from general FE and from ACE. This needs to be recognised, if they are not to be left out of the system.

There will be new opportunities to deal with these issues through the London Skills and Employment Board and through London's Adult Skills, Training and Employment Strategy, which will be open to public consultation.

Recommendations

Note: References to institutions here include umbrella bodies like the Association of Colleges and London Higher.

All sectors

1. **Institutions, student unions**
    Students should have full control of whether and when they 'disclose' their disability, but be encouraged and supported to do so. Information about disability should be confidential, passed to the relevant people without delay, and to no one else. These procedures should be built into the administration of the institution, as part of the disability equality scheme.

2. **Funding bodies, government, institutions**
    Consider the importance of study mode for the participation of disabled people, taking account of impairment where relevant. Find ways to use mode flexibly, so as to increase participation.

3. **Funding bodies, institutions**
    Find ways to increase the participation of under-represented impairment groups, e.g. people with mobility and unseen impairments (epilepsy, diabetes etc). Research and monitor the participation of impairment groups, where relevant.

4. **Government, funding agencies and institutions**
    Publish statistics which gauge more effectively the extent of under-achievement among disabled people. Institutions should ensure that nobody capable of high-level study is excluded from it because of disability.

Higher education (HE)

5. **Government, institutions and student unions**
    Spread awareness of Disabled Students' Allowance to all students and potential students.

6. **Higher Education Funding Council for England (HEFCE), institutions**
    Find ways to increase the representation of disabled people among postgraduates.

7. **HEFCE, institutions and professional associations**
    Investigate and seek remedies for the low representation of disabled people in medicine, mathematics and business studies. Share examples of good practice and role models.

8. **HEFCE and institutions**
    Investigate and seek remedies for the very low participation of disabled people in some institutions. Share examples of good practice.

9. **Skills and Employment Board, GLA group and all HE stakeholders**
    Forge strong links between institutions, careers advisers and employers, with the aim of increasing the employment of disabled graduates. (GLA= Greater London Authority. For GLA group, see glossary)

Further education (FE)

Note: 'Disabled' here includes people with learning difficulties

10. **London Skills and Employment Board, government, Learning & Skills Council (LSC) and institutions**
    Find ways to increase the participation of older disabled adults, including people over 60.

11. **Government, Transport for London**
    Clarify and strengthen transport provision for students over 19 (disabled and non-disabled). Consider extending the duty to make transport provision for students under 19 to those over 19, as recommended by the LSC.

12. **London Skills and Employment Board, Government, Job Centre Plus, GLA group**
Government should implement the LSC recommendations for more supported employment, and more routes into employment for students with learning difficulties. GLA group to set an example in providing supported employment, and routes into employment for people with learning difficulties, using Disability Equality Schemes as a tool.

13. **Government**
Consider increasing the number of Connexions advisers. (Research in North London shows that they are valued but that more are needed).

14. **Government**
The government should re-consider its funding priorities so as to:

   • increase the employability of students with learning difficulties
   • take account of the needs of disabled people who study for other reasons than the need to find a job.

15. **London Skills and Employment Board, GLA group, local authorities, all stakeholders**
Implement the white paper recommendations to 'support collaborative working between agencies… to improve the transition planning both into FE and into employment' for 'students with disabilities/learning difficulties'. GLA group to work out its own role in this collaboration.

Adult and Community Education (ACE)

16. **Government, National Institute of Adult and Continuing Education (NIACE)**
Investigate the role of ACE for disabled people, and the degree of potential demand. Plan and invest so that disabled people of all ages can participate as they wish.

Further research, improving statistics

Government, Funding bodies and London Skills and Employment Board to consider how to fill these gaps in research and information

A. Review student statistics in the FE sector: Find more effective and acceptable categories for learning difficulty and disability, which relate in a meaningful way to academic achievement; reduce the size of the 'other' categories. Statistics for the Workers' Educational Association should be separated from the student figures for London. (FE)

B. Analyse in more depth the participation of disabled people by age band. Research the reasons for the low participation of older adults in FE, taking into account trends over time, their qualifications and reported experiences. (FE)

C. Investigate the situation of disabled people coming to study in London from other parts of the UK, including their accommodation. (HE)

D. Investigate the low representation of disabled people among overseas students. (HE)

E. Investigate the participation of disabled people among Bangladeshi, Pakistani and Other Asian students. (FE and HE)

F. Investigate the financial situations of disabled people entering and leaving HE and FE. Research how disabled students and potential students are affected by the pressure to take student jobs. (FE and HE)

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Appendix

HESA rounding strategy
(applies to higher education)

'Due to the provisions of the Data Protection Act 1998 and the Human Rights Act 1998, HESA implements a strategy in published and released tabulations designed to prevent the disclosure of personal information about any individual. These tabulations are derived from the HESA non-statutory populations and may differ slightly from those published by related statutory bodies. This strategy involves rounding all numbers to the nearest 5. A summary of this strategy is as follows:

· 0, 1, 2 are rounded to 0
· All other numbers are rounded to the nearest 5

So for example 3 is represented as 5, 22 is represented as 20, 3286 is represented as 3285 while 0, 20, 55, 3510 remain unchanged.

This rounding strategy is also applied to total figures; the consequence of which is that the sum of numbers in each row or column will rarely match the total shown precisely. Note that subject level data calculated by apportionment will also be rounded in accordance with this strategy.

Average values, proportions and FTE values prepared by HESA will not be affected by the above strategy, and will be calculated on precise raw numbers. However, percentages calculated on populations which contain 52 or fewer individuals will be suppressed and represented as '..' as will averages based on populations of 7 or less.'

(Quoted from HESA student definitions 2004/05)

Abbreviations

ACE	Adult and community education
AGCAS	Association of Graduate Careers Advisory Services
APS	Annual Population Survey
DDA	Disability Discrimination Act
DDN	Disability Development Network
DfES	Department for Education and Skills
DRC	Disability Rights Commission
DSA	Disabled Students' Allowance
DWP	Department for Work and Pensions
ESF	European Social Fund
FE	Further education
GLA	Greater London Authority
H of C	House of Commons
HE	Higher education
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
LD	Learning difficulty
LGBT	Lesbian, gay, bisexual and transgender
LHO	London Health Observatory
LSC	Learning and Skills Council

LSDA   Learning and Skills Development Agency

LSE   London School of Economics and Political Science

NAO   National Audit Office

NIACE   National Institute of Adult and Continuing Education

NUS   National Union of Students

ONS   Office for National Statistics

SEN   Special Educational Needs

SOC   Standard Occupational Classification

UCAS   Universities and Colleges Admissions Service

WEA   Workers' Educational Association

YCS   Youth Cohort Study

Glossary

Disability

Disability is caused, not by a person's impairment, but by barriers in his or her physical and social environment – buildings, transport, information provision, people's attitudes etc. (This is the definition used by the GLA, which is based on the social model of disability).

The definitions used in the higher and further education sectors are given below:

a) Higher education students: Disability is self-assessed. Students are asked about disability, but not obliged to report it. The types of impairment reported are also based on self-assessment, although the categories are provided by HESA. HESA categories are consistent with those of UCAS.

b) Disability/health problem and/or learning difficulty (further education)

Further education students are asked if they have a disability/health problem and/or learning difficulty. This is self-assessment in principle, although in practice assessments are often made by parents or professionals.

If the answer is 'yes' to the general question, students then answer separate questions about disability/health problem and learning difficulty; some students have both. The categories are provided by the FE sector. All kinds of learning difficulty are included in further education.

GLA group

The Mayor sets the annual budget for five organisations known as the GLA group: The Greater London Authority, the London Development Agency, Transport for London, the Metropolitan Police Authority, and the London Fire & Emergency Planning Authority.

Impairment

A physical, mental or sensory functional limitation within the individual.

Learning difficulty

The following definition comes from the Learning and Skills Act 2000: A person has a learning difficulty if

'(a) he has a significantly greater difficulty in learning than the majority of persons of his age, or:

(b) he has a disability which either prevents or hinders him from making use of facilities of a kind generally provided by institutions providing post-16 education or training.'

Medical model

From a medical model perspective, people are disabled by their impairment and the absence of or reduction of functionality that it causes. There is a focus on medical intervention.

Social model

From a social model perspective, people are disabled, not by their impairment, but by environmental and social barriers that prevent them from participating fully as members of society. There is a focus on removal of barriers, and providing 'different but equal' treatment to enable all people to participate.

Higher education

'Higher education (HE) students are those students on programmes of study for which the level of instruction is above that of level 3 of the National Qualifications Framework, i.e. courses leading to the Advanced Level of the General Certificate of Education (GCE A-levels), the Advanced Level of the Vocational Certificate of Education (VCE A-levels) or the

Advanced Higher Grade and Higher Grade of the Scottish Qualifications Authority (SQA) Advanced Highers/Highers).

The HESA Student Record contains information about individual enrolments, which, because a student can be enrolled on more than one programme of study, will exceed the number of students. Postdoctoral students are not included in the HESA Student Record.'

(Quoted from HESA student definitions 2004/05)

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Chinese

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Vietnamese

Nếu bạn muốn có văn bản tài liệu này bằng ngôn ngữ của mình, hãy liên hệ theo số điện thoại hoặc địa chỉ dưới đây.

Greek

Αν θέλετε να αποκτήσετε αντίγραφο του παρόντος εγγράφου στη δική σας γλώσσα, παρακαλείστε να επικοινωνήσετε τηλεφωνικά στον αριθμό αυτό ή ταχυδρομικά στην παρακάτω διεύθυνση.

Turkish

Bu belgenin kendi dilinizde hazırlanmış bir nüshasını edinmek için, lütfen aşağıdaki telefon numarasını arayınız veya adrese başvurunuz.

Punjabi

ਜੇ ਤੁਹਾਨੂੰ ਇਸ ਦਸਤਾਵੇਜ਼ ਦੀ ਕਾਪੀ ਤੁਹਾਡੀ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿਚ ਚਾਹੀਦੀ ਹੈ, ਤਾਂ ਹੇਠ ਲਿਖੇ ਨੰਬਰ 'ਤੇ ਫ਼ੋਨ ਕਰੋ ਜਾਂ ਹੇਠ ਲਿਖੇ ਪਤੇ 'ਤੇ ਰਾਬਤਾ ਕਰੋ:

Hindi

यदि आप इस दस्तावेज की प्रति अपनी भाषा में चाहते हैं, तो कृपया निम्नलिखित नंबर पर फोन करें अथवा नीचे दिये गये पते पर संपर्क करें

Bengali

আপনি যদি আপনার ভাষায় এই দলিলের প্রতিলিপি (কপি) চান, তা হলে নীচের ফোন নম্বরে বা ঠিকানায় অনুগ্রহ করে যোগাযোগ করুন।

Urdu

اگر آپ اِس دستاویز کی نقل اپنی زبان میں چاہتے ہیں، تو براہ کرم نیچے دئے گئے نمبر پر فون کریں یا دیئے گئے پتے پر رابطہ کریں

Arabic

إذا أردت نسخة من هذه الوثيقة بلغتك، يرجى الاتصال برقم الهاتف أو مراسلة العنوان أدناه

Gujarati

જો તમને આ દસ્તાવેજની નકલ તમારી ભાષામાં જોઇતી હોય તો, કૃપા કરી આપેલ નંબર ઉપર ફોન કરો અથવા નીચેના સરનામે સંપર્ક સાધો.