UCD Widening Participation Committee
Annual Report 2016/17

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Introduction

Chair's Foreword

Dear Colleagues and Friends,

University College Dublin strives to be a supportive community in which every student and employee is enabled to reach their full potential and to contribute to our achievement of excellence in education, research and innovation, and global engagement. All our activities are carried out according to our values of excellence, integrity, collegiality, engagement and diversity.

Ensuring equity in access to Higher Education involves government policy, targets, and, at Institutional level, a specific Access Office. We are fortunate in UCD to have such a creative, dedicated and effective Access & Lifelong Learning team (ALL) headed by Dr. Anna Kelly. However, just as "it takes a village" to raise a child, "it takes a University Community" to be truly effective in recruiting and retaining students from diverse and under-represented backgrounds.

The Widening Participation Committee, first formed five years ago, was re-established with new Terms of Reference in 2016. Reporting to the Equality, Diversity and Inclusion sub-group of the University Management Team, the Committee forms an essential link between Academic Programme Boards, Student Support services, and the UCD Access & Lifelong Learning Centre. The Committee works to ensure that promoting access to higher education at UCD, and supporting students from under-represented cohorts during their UCD experience, is mainstreamed across the University.

Throughout the year, the Widening Participation Committee has worked in tandem with UCD Access & Lifelong Learning to forge links and activity throughout the University in support of enhancing the inclusivity and diversity of our student body. The Committee reports to the Equality, Diversity and Inclusion Sub-Group of the UMT, and has representation from each of the Undergraduate Programme Boards, as well as representatives from support units, and the graduate schools. One of the major objectives of the Committee this year has been to communicate the excellent work done by the Access & Lifelong Learning team, both internally, to our own UCD Community, and externally.

As the report shows, UCD has been successful in attracting a diverse student body, with 28.5% of our undergraduate students coming from under-represented cohorts. Outreach activities by UCD Access & Lifelong Learning are crucial in ensuring UCD is seen as a destination of choice for potential students from these cohorts, and for assisting their successful progression through to graduation. In turn, many of these students act as mentors for others in their communities.

Professor Grace Mulcahy
Chair, UCD Widening Participation Committee

Commentary –
Director: UCD Access &
Lifelong Learning

It is my privilege to work with the UCD Widening Participation Committee, whose commitment and enthusiasm for access and participation for under-represented students is clear for all to see. Inspired by the leadership of Professor Grace Mulcahy, the Committee fulfills a critical role in guiding the University as it strives to diversify the student population. The Committee champions the work of UCD Access & Lifelong Learning (ALL), and I am fortunate to lead this team of highly committed, visionary and impressive access professionals.

The National Plan for Equity of Access to Higher Education 2015-2019 (HEA, 2015a), offers a backdrop to the work of student diversification. Acknowledging the priority afforded to access in higher education institutions (HEIs), it states that the next step is:

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to integrate the principle of equity of access more fully into the everyday life of the HEIs so that it permeates all faculties and departments, and is not marginalised as the responsibility of the designated access office

- HEA, 2015a, p. 25

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Put differently, higher education is being asked to move access and participation from the margins to a mainstream institutional concern. In UCD, we have taken up this challenge: we are unpicking the many elements of mainstreaming, and using research evidence to inform us, we are endeavouring to address this policy objective systematically and sensibly. However, this is a complex task; a broad and challenging agenda that requires both institutional and individual change (May & Bridger, 2010). Such change impacts all facets of University life, and when fully achieved, has the power to transform the University (Thomas, 2011). The work of UCD Access & Lifelong Learning is pivotal in responding to the needs of under-represented student cohorts, and in supporting the University to achieve this ambitious objective. UCD has made a clear commitment to become a diverse and inclusive scholarly community. As this report shows, progress is evident: mainstreaming and embedding equality of access is underway. Mottos offer inspiration: UCD has not one but two mottos, though one is arguably, the more well-known Latin phrase - Ad Astra - which speaks to the quest for excellence. The second motto - Cothrom na Féinne, translates as justice and equality, and so underpins the work of access. In common parlance, Cothrom na Féinne means levelling the playing pitch: guided and inspired by this motto, our journey to a diverse and inclusive University community continues.

Dr Anna M. Kelly
Director, UCD Access & Lifelong Learning

The Role of the UCD Widening Participation Committee

The University is on a journey towards the realisation of its ambition to diversify its student profile, in line with its strategy to be "a pre-eminent diverse and inclusive scholarly community of students, faculty and staff" (University College Dublin, 2015, p. 9). One element supporting this journey is the Widening Participation (WP) Committee. Originally formed five years ago, and re-established in 2016 under amended Terms of Reference, the WP Committee offers a formal University–wide mechanism to oversee, monitor and promote progress towards the achievement of the University's objective of diversifying the student profile to reflect that of general population.

The Committee is now aligned with the University's academic programme structures, and reports to the Equality, Diversity & Inclusion sub-group of the University Management Group (UMT). This alignment constitutes a critical structural change that ensures that equality of access and participation is embedded in the academic structures.

In addition to Programme Board nominees, membership was also extended to a representative of the Graduate School Boards, to selected policy and support services, (Admissions, Recruitment, Teaching & Learning, Communications, Library), and to Student Access Leaders[1].

The Committee's role is to influence, advocate and oversee progress in UCD in widening participation in UCD's student community. Hence, the Committee's interests extend to all facets of University life, including

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1   Access Leaders are students who are affiliated with the ALL Centre. They are invited to apply for the position of access leader, which offers the opportunity to engage in work with ALL. Leaders receive training and contribute to a range of activities, i.e. orientation, shadowing days, events, campus tours. Three Student Access Leaders are nominated to the WP Committee by the Access Leaders Group.

infrastructure and facilities; academic programmes; student support; outreach and engagement; and costs, finance and scholarships. Over the past year, the Committee has undertaken a range of initiatives to track progress and identify opportunities that will further enhance UCD as a diverse and inclusive scholarly community. Its activities build on the platform established in the Institutional Barriers[2] report of the original WP Committee.

The Committee is supported and enabled by the UCD Centre for Access & Lifelong Learning (ALL). The role of UCD ALL is to be the 'bridge to inclusion' offering connections, engagement and building relationships between communities that are distant from higher education, and the University community. UCD ALL provides policy, and student support, towards engaging students with disabilities, adult learners, part-time learners, and students who experience socio-economic disadvantage.

"

Fundamental to this approach is the belief that equality of access extends beyond entry, to an inclusive learning environment, designed for the full range of human diversity, rather than a perceived notion of a typical, average or so-called 'traditional' student.

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Consequently, the University's aim is to be a fully inclusive university, with the educational experience, supports and facilities, as well as the built and technological environments, designed around the needs of all students. This approach ensures that access is embedded and mainstreamed throughout the University, as envisaged in the *National Strategy for Higher Education to 2030* (2011) and the *HEA National Plan for Equity of Access to Higher Education 2015-2019* (2015a).

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2   Institutional Barriers to Full Participation by Students Constrained by Personal or Professional Circumstances, or Economic or Social Disadvantage Sub-groups. 2013. UCD Widening Participation Report.

As part of UCD's commitment to diversify the student profile, the number of undergraduate entry routes has been extended. In addition to the main CAO route, the University also offers seven alternative entry pathways to UCD, i.e. HEAR[3] , DARE[4] , University Access[5], Mature Years[6], QQI-FET[7], Open Learning[8] and Lifelong Learning[9].

Together, the Widening Participation Committee and UCD ALL are proactively supporting and encouraging the diversification of the student population. The WP Committee, through its representatives from across the University, aims to ensure that the promotion and support of our diverse student population is mainstreamed – that is – the responsibility of all across the university, rather than just UCD ALL.

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3 Higher Education Access Route – a targeted entry route for students who show evidence socio-economic disadvantage.

4 Disability Access route to Higher Education - a targeted entry route for students who show evidence of disability.

5 University Access provides students who do not meet existing entry requirements, with the foundation skills to undertake a degree programme. Progression is guaranteed upon successful completion of the course.

6 Mature students are defined as those aged 23 years of age or over at 1st January prior to the proposed entry date, who are entering a full-time undergraduate degree programme, for the first time (i.e. with have no previous Level 8 qualification).

7 QQI-FET entrants must hold an appropriate QQI FET award at Level 5/6

8 UCD Open Learning, which provides opportunities to all students to participate in undergraduate study on a flexible part-time basis. Students can opt for a certificate, or diploma qualification, or audit mode.

9 Lifelong Learning courses offer students a way to engage with the university and experience a range of academic topics, including Art, History, Literature, Philosophy and Creative Writing. These informal courses are open to all and provide an opportunity to explore a subject without a focus on assessment.

WP Committee Activities and Actions 2016/2017

The Committee held eight plenary meetings between March 2016 and May 2017. In-addition, sub-groups met and reported individually to the full Committee. The four WP Committee sub-groups are:

— **Recruitment, Admission & Registration Sub-group**
  Ms Jill O'Mahony (Chair), Professor John Geary, Ms Anne Marie Harvey, Assistant Professor Caitriona Cunningham, Assistant Professor Cliona McGovern, Ms Fiona Sweeney (ALL).

— **Student Supports and Campus Facilities Sub-group**
  Associate Professor John O'Connor (Chair), Assistant Professor Michael Lennon, Dr Sinead Ryan, Assistant Professor Regina Joye, Ms Avril Patterson, Ms Julie Tonge (ALL).

— **Teaching, Learning, Assessment and Curricula Sub-group**
  Associate Professor Mark Flanagan (Chair), Associate Professor Mary Forrest, Associate Professor Sara O' Sullivan, Assistant Professor Terry Barrett, Dr Aideen Quilty, Assistant Professor Arun Kumer, Dr Lisa Padden (ALL).

— **Access, Participation and Retention Data Sub-group**
  Associate Professor Emma Sokell (Chair), Ms Maura McGinn (Institutional Research), Ms Jenny Murphy (ALL), Dr Jenny Doyle (ALL), Ms Susan Mulkeen (Admissions & Enrolment).

The business covered included a review of data on the current diversity of the UCD student population, reports from the representatives of each Programme Board, and reports from each of the WP committee Sub-groups. In addition, the Committee considered presentations on a number of projects and activities underway, as well as proposed new initiatives and events at UCD ALL.

A number of College Principals and Programme Deans - Professor Colin Scott (Social and Law Sciences), Professor Tony Brabazon (Business),

Professor Joe Carthy, (Science), Professor Imelda Maher (incoming Dean of Law) – hosted meetings of the Committee and gave an introduction to how enhancement of student diversity enhancement was progressing in their areas of responsibility.

Regular inputs and updates were received from staff of the Access & Lifelong Learning Centre. For example presentations were made on:

— Campus accessibility (Fiona Sweeney & Tina Lowe)

— Outreach and engagement (Fiona Sweeney)

— Future You Peer Mentoring Programme (Jenny Murphy)

— Mature Years' Research Project (Dr Bairbre Fleming)

— Open Learning (Dr Bairbre Fleming).

The Committee also invited Professor Joe Carthy to speak about the UCD in the Community' initiative.

Each UCD Programme Board was invited to provide a report on progress towards meeting targets for under-represented student groups[10], and on actions taken to promote inclusion, participation and student engagement. Each Board was asked to:

— *Consider and reflect on the Access, Participation and Retention Data for your Programme(s), comparing with the UCD Strategy 2020 and HEA National Plan for Equity of Access to Higher Education 2015-2018*

— *Critically reflect and comment on how you are meeting the national participation targets for under-represented students*

— *Describe the actions taken to progress the access, participation and retention of under-represented students*

— *Comment on trends, barriers and opportunities for greater access and participation of under-represented students in UCD*

— *Describe any practice, pilot study or research initiative that you think could be mainstreamed throughout the University.*

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10 Entrants from socio-economic groups who experience low participation; first time, mature student entrants,; students with disabilities; part-time/flexible learners, and further education award holders.

Amy Hassett, Access Student Leader

The preparation of these reports offered an opportunity to consider and reflect on access and participation issues through a Programme lens. All contributors remarked on the value of the exercise, noting that it had stimulated debate, raised awareness of access issues and the diversity of under-represented students. Programme Boards also used this process as an opportunity to identify challenges, and many presented opportunities for action. Openness, transparency and candour were hallmarks of these reports.

In addition, the Chair held meetings with Associate Professor Amanda Gibney, Chair, Curriculum Review and Enhancement Process[11], initiated to improve coherence of the taught programme portfolio of over 600 programmes. Discussions revolved around how to 'design in' the needs of under-represented students in the process of curriculum review. Discussions were also held with Ms Eilis O' Brien, UCD Director of Communications to consider potential actions to highlight the success of the University in diversifying the student population.

We present here an overview of the output of these various strands of work, capturing progress to date in Widening Participation across the University, and suggested actions and initiatives for the next and future years.

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11 Curriculum Review and Enhancement Steering Committee, chaired by Associate Professor Amanda Gibney, Vice-Principal for Teaching & Learning in the College of Engineering & Architecture

Baseline Data on Participation of Under-Represented Students

As **Table 1** illustrates, 29% of the undergraduate student population of over 17,000 is drawn from targeted under-represented groups.

TABLE 1 - UCD UNDERGRADUATE STUDENTS - WIDENING PARTICIPATION PROFILE

Widening Participation - Undergraduate Programmes (Certificates, Diploma and Degrees)

	2014	2015	2016	2017	
Socio-economically disadvantaged students (full time degree only)[a]	1,717	1,746	1,320	1,406	*
Students reporting a disability (full-time)[b]	1,311	1,349	1,473	1,564	
Students reporting a disability (part-time)	23	48	51	59	
Mature students (full-time)[c]	997	967	1,021	1,060	
Mature students (part-time)	777	814	836	796	
Part-time & Flexible Learning[d]	827	1,006	1,064	910	
FETAC (full-time)	232	262	178	291	
All UCD Widening Participation Students	**4,375**	**4,437**	**4,755**	**4,965**	
Total UCD undergraduate students	16,301	16,310	16,687	17,054	
% Widening Participation Students	26.8%	27.2%	28.5%	29.1%	

a   Students from socio-economic groups D, F & G.

b   Students who report a disability either through registration for supports with Access & Lifelong Learning, Admission through DARE; OR indicating a disability on the Equal Access.

c   Students aged 23 years and over on year of entry to UCD, with no previous undergraduate degree

d   Part-time, including Open Learning.

* The HEA adjusted their methodology for 2015/16 to SEG now includes group J and counts 18-20 year olds only. This data trend adjusts in 2016 to reflect this counting D, F, G and J but only presenting on 18-20 year olds.

29% of the undergraduate student population of over 17,000 drawn from targeted under-represented groups
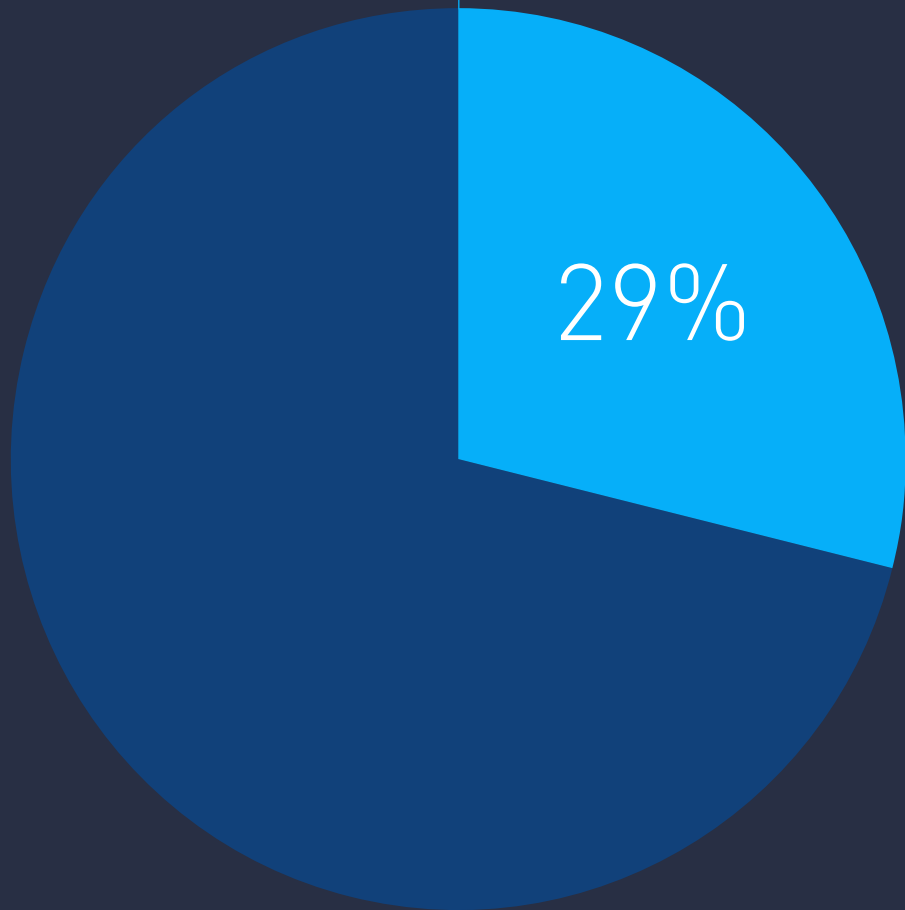
29%

TABLE 2 - UCD UNDERGRADUATE STUDENTS - WIDENING PARTICIPATION PROFILE

New Entrants to Undergraduate Degrees - supplementary admissions routes

	2014	2015	2016	2017
HEAR	255	234	269	210
DARE	196	153	233	246
FETAC	69	72	100	99
Mature	248	233	193	184

Includes campus A, C, D and E; all nationalities and is counting undergraduate only

Table 2 shows the new entrant cohorts of under-represented students for the period 2008 to 2016. The total number of under-represented new entrants increased from 501 in 2008/9 to 781 in 2014/15. New entrants have decreased slightly in the two following years, most notably in the Mature Years' category.

Figure 1 illustrates the data with reference to each of the under-represented cohorts since 2008.

Under-represented students are defined as students who are mature, disadvantaged, report a disability, or who entered UCD with HETAC or FETAC qualifications. Part-time and students entering from non-standard progression routes could also be considered as under-represented but will be reported separately.

Mature students are defined as those 23 years of age or over at 1st January prior to the proposed entry date, who are entering a full-time undergraduate programme, for the first time (i.e. have no previous third level qualification).

Students reporting a disability (Graduate and Undergraduate students) who report a disability on the Equal Access-Survey, enter UCD through the DARE scheme, or who register with UCD Access Centre.

Disadvantage students are those who enter UCD through the HEAR scheme or who are classified in Socio-economic Group (SEG) D, F or G. Where the Socio-economic groups are defined by the Central Statistics Office as:

SEG D:	Non-manual
SEG F:	Semi-skilled
SEG G:	Unskilled
SEG J:	Agricultural Workers

We will also measure the numbers of students from Traveller backgrounds using Equal Access Survey.

Alternative Admission Routes are HEAR, DARE, FETAC, Mature, Access and any other course which are providing a structured admission pathway.

Part-time students are those who undertake undergraduate studies on a flexible basis during the day, evenings, weekends, by distance, online and to include Open Learning students.

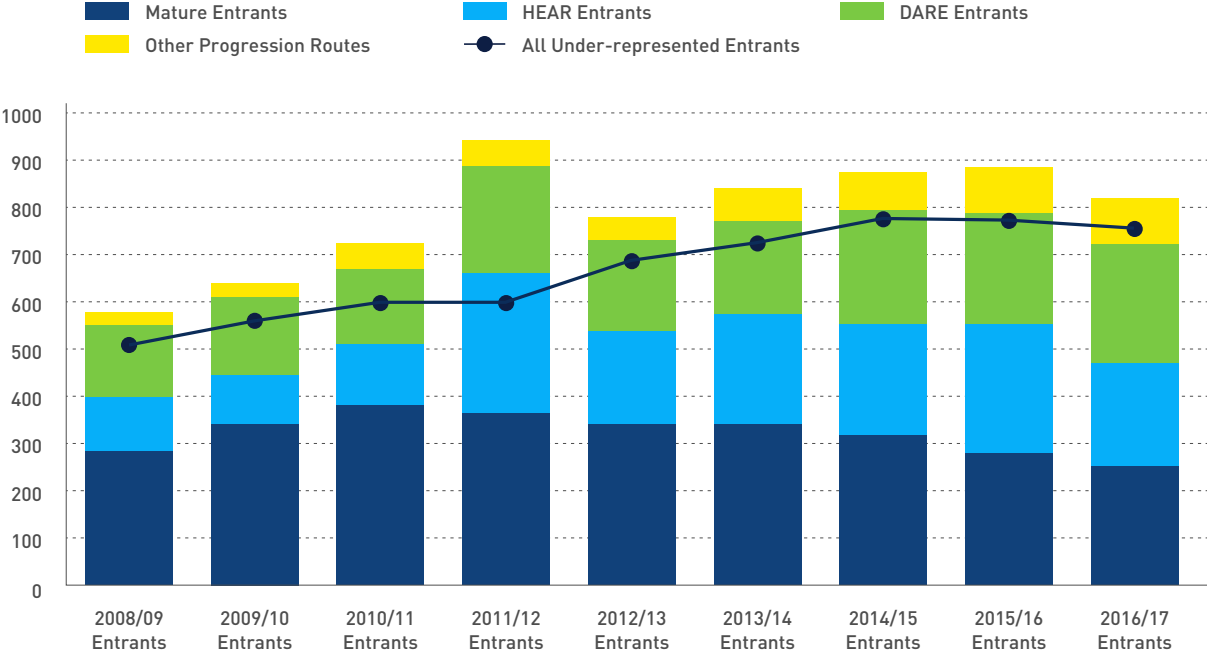## FIGURE 1 - MATURE, HEAR AND DARE NEW ENTRANTS: 2008-2016

Legend:
- Mature Entrants
- HEAR Entrants
- DARE Entrants
- Other Progression Routes
- All Under-represented Entrants

TABLE 3 - NEW ENTRANT UNDER-REPRESENTED STUDENTS[12]: 2008-2017

Incoming Students

Entry Cohort	2008 /09	2009 /10	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17
Mature Entrants	287	348	395	370	346	351	323	292	260
DARE Entrants	159	162	157	233	195	193	246	235	251
HEAR Entrants	113	105	127	295	196	230	239	267	217
Other Progression Routes*	28	36	49	49	53	72	73	98	98
All Under-Represented Entrants	**510**	**561**	**592**	**589**	**683**	**716**	**781**	**769**	**742**
Total UCD New Entrants	4,153	4,383	4,252	4,209	4,379	4,493	4,432	4,499	4,568

Progression rate for the entering cohort of 2015/16 was 87.6%, with the progression rate among the under-represented group only slightly lower at 86.9%. Progression is defined as the total number of a full-time undergraduate degree entering cohort who progress directly to second year at the end of their first year of study. A student progresses to the next year if the student completes and passes the final examination for that year or attains the required number of credits to progress. The undergraduate degree entering cohort comprises full-time undergraduate degree students entering first year for the first time.

Table 4 shows that the progression rates from first year directly to second year have been improving since 2011. Progression rate for the entering cohort of 2015/16 was 87.6%, with the progression rate among the under-represented group equivalent at 86.9%. However, as can be seen more clearly in **Figure 2**, there is more variability in the progression rate for this cohort, although this has decreased over the time-period presented.

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12 Under-represented student categories may overlap; hence the ALL total under-represented entrants does not equate to the sum of the individual cohorts.

* FETA / HETAC

TABLE 4 - PROGRESSION OF UNDER-REPRESENTED STUDENTS

Under-represented Students: Undergraduate degree First Year Progression Rate

Entry Cohort	2008 /09	2009 /10	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17
Incoming Students	510	561	592	589	683	716	781	769	742
Number Progressed	434	447	506	476	558	614	652	668	
All Under-Represented Progression	**85.1 %**	**79.7%**	**85.5%**	**80.8%**	**81.7%**	**85.8%**	**83.5%**	**86.9%**	
All Students Progression Rate	**83.2 %**	**84.2 %**	**85.8%**	**83.2%**	**83.3%**	**85.0%**	**85.0%**	**87.6%**	

FIGURE 2 - UG DEGREE FIRST YEAR PROGRESSION RATE
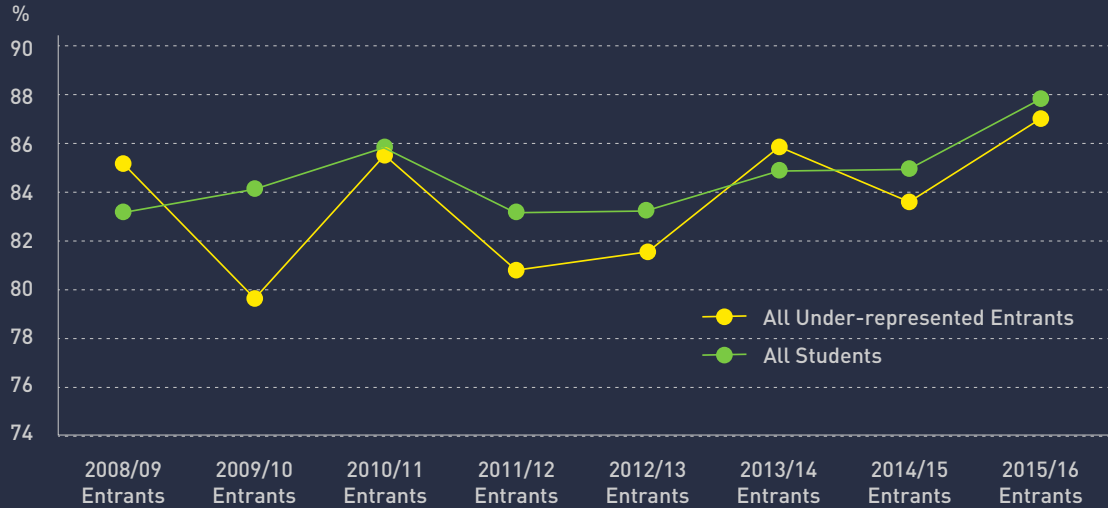
FIGURE 3 - UNDERGRADUATE NON-COMPLETION RATE 2
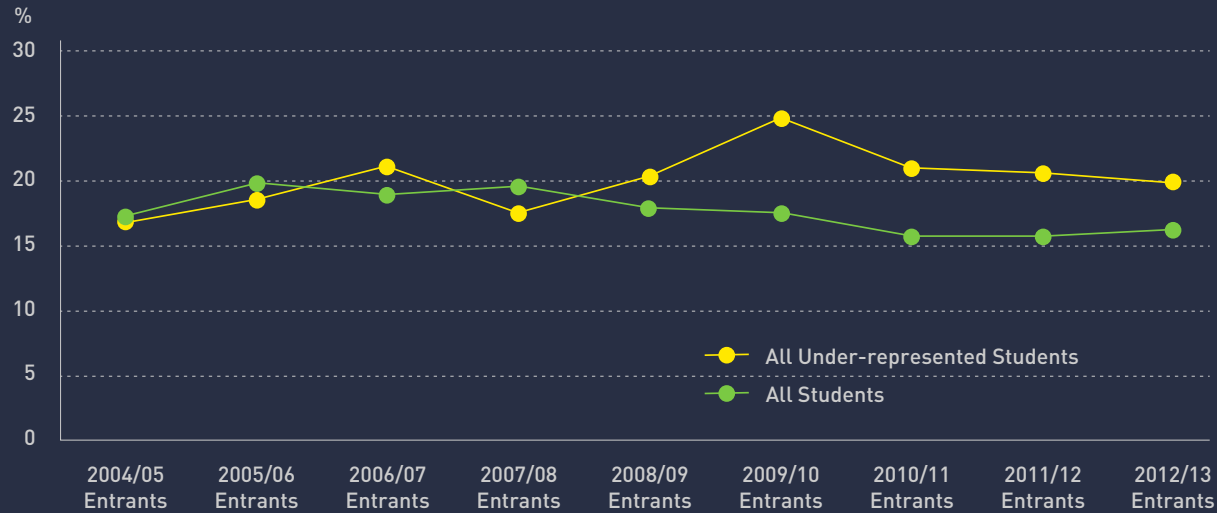
Completion is defined as the total number of an entering cohort that is awarded a degree. When looking at the completion rate it is important to note that there is a number of continuing students.

Table 5 below indicates that 20.1% of the 2012/13 under-represented cohort did not complete. As can be seen in **Figure 3**, the completion rate for this cohort improved again in the last four years, unwinding most of the deterioration that occurred in the entrants of 2009/10.

TABLE 5 - UNDER-REPRESENTED STUDENTS

Undergraduate Degree Completion Rate

Entry Cohort	2004 /05	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11	2011 /12	2012 /13
Incoming Students	390	401	457	489	510	561	592	589	683
Number Completed	315	315	346	384	394	416	446	432	452
Number of Students who have Not Completed	66	75	96	86	104	138	123	122	137
Under-Represented Non Completion Rate	**16.9**	**18.7**	**21.0**	**17.6**	**20.4**	**24.6**	**20.8**	**20.7**	**20.1**
All Students Non-Completion Rate	**17.1**	**19.5**	**19.1**	**19.5**	**18.1**	**17.5**	**15.8**	**15.9**	**16.1**

UCD O'Brien Centre for Science

Infrastructure and Facilities

Significant work has been done in recent years to maximise the accessibility of University Campuses and Buildings. In 2012, UCD Buildings and Estates undertook a campus accessibility audit of ten key buildings on the Belfield campus[13]. Each year since, they have led a programme of minor accessibility works, based on recommendations from the audit. This work has been carried out over a period of severe financial constraints; nevertheless the University prioritised this work and as a result, has significantly improved the accessibility of the Campus. However, the accessibility of Richview and the Engineering building remain to be addressed. Recently, the Blackrock campus has been identified as requiring a similar audit, which is now underway.

UCD Estate Services, in collaboration with UCD ALL, is leading the development of an accessible signage project for nine buildings on the Belfield campus[14]. This includes information and orientation signage at main entrances, accessible wayfinding to principal destinations and identification signage at principal destinations along with building identification. In addition, A collaborative project between students, Teaching & Learning and Access & Lifelong Learning, resulted in the publication of the Getting Around UCD Videomap Series[15], which shows the accessible routes around the Belfield campus.

Academic buildings at both Belfied and Blackrock are open on Saturdays during term time, and the James Joyce Library is open on Saturdays and Sundays, with extended hours coming up to Semester 1 and 2 exams.

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13 Newman, Agriculture and Food Science, Richview, Veterinary Science, Science Centre North & West, James Joyce Library, Tierney Building (incl. UCD Research), Engineering and Materials Science, and Gerard Manley Hopkins.

14 James Joyce Library Building; Newman Building; Tierney and UCD Research; Gerard Manley Hopkins Centre; Engineering and Material Science Centre; Agriculture and Food Science Centre, Science Centre North, Science Centre West, and Veterinary Science.

15 https://www.youtube.com/watch?v=jOXzwqCxBIM.

Students studying on programmes that involve attendance in the evenings and weekends experience very limited availability of catering and other relevant services during their time on campus.

UCD Residences provide a wide range of student accommodation, including wheelchair-accessible rooms; 69 rooms are now tagged for priority access for students with disabilities. A limited quota of rooms is also available to HEAR students.

Accessibility of online resources is also key to UCD's strategy of being a diverse, welcoming University. A recent ICT accessibility audit found that most online web services are accessible, and the new UCD parent website was constructed in accordance with Universal Design principles. UCD ALL has launched a new website providing clear, accessible information on the services provided to under-represented students16.

While most other websites within the UCD domain are now accessible, the accessibility of some pertinent documentation, remains an issue to be resolved.

16 https://www.ucd.ie/all/

Academic Programmes

Targets, Entry Pathways & Orientation

The University's enrollment planning process includes targets for specified under-represented student categories. Further integration with the budget planning process for Academic Schools is currently underway, which will underscore mainstreaming and is intended to strengthen ownership at School level.

A decline in the number of mature students enrolling has been noted. A research project – the Mature Years Project, led by Dr. Bairbre Fleming of ALL, aims to understand the reasons for this phenomenon.

In terms of other under-represented cohorts, Students who are deemed eligible for under the HEAR and DARE physical/sensory categories are now prioritised for admission to the University.

Access from further education, through reserved places for holders of QI-FET awards, is available in seven Programme areas (Science, Agriculture & Food, Veterinary Nursing, Nursing, Arts & Humanities, Social Sciences, and Business[17]). Social Sciences and Arts & Humanities are actively considering extending the number of QQI-FET awards that qualify for entry, while other Programme Boards are considering whether to make some places available for QQI-FET award holders.

UCD provides a number of Access Courses that offer alternative entry to nominated degree programmes. Historically, these have been the sole responsibility of Access & Lifelong Learning, but here too the University is progressing the inclusion agenda. The University Access course for Science, Engineering & Agriculture is now mainstreamed, and forms part of the suite of programmes offered by the College of Science. All Stage One students, who have successfully completed the Access to Science, Engineering and Agriculture Programme, are invited to request Recognition of Prior Learning (RPL) in respect of 2 x 5 credit modules to substitute the requirement to complete elective modules in Stage 1&2 of their degree programme. Discussions are underway to extend this Access pathway to Medicine.

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17 http://www.ucd.ie/registry/admissions/FETAC.html

Mainstreaming the existing University Access course for Arts, Social Sciences & Law, which also guarantee entry to degree programmes, is also in progress.

A number of initiatives have taken place across the University that highlight mainstreaming of Access to UCD. For example, Catherine Tormey, UCD Mature Student Advisor led a SPARC[18] project to develop a video entitled, **Pathways: alternative routes to study in UCD**, which showcases students who entered the University using the wide range of different pathways and entry routes. The Agriculture & Food Science programme has developed a **Non-Standard Entry and Progression booklet**, which could be used as a template for a similar initiative in other Programme areas. This Programme has developed a **Roadmap Infographic** to assist students in making the transition to college. In some Programme areas, students coming from under-represented cohorts are provided with "**College Knowledge**" study skills supports, which include online info-videos, in addition to the general student orientation programme and that provided through ALL. Finally, a working group of the Equality, Diversity and Inclusion sub-group of the UMT has been established to consider how to remove barriers to access to the University for Refugees, Asylum Seekers and those with leave to remain in Ireland. This group aims to promote outreach initiatives to these cohorts, to seek support for fee waivers and scholarships for prospective applicants, and to seek University of Sanctuary status for UCD. Guidelines produced by the working group (ref) were adopted by the UMT on World Refugee Day, 20th June, 2017.

Teaching, Learning, Assessment and Curriculum

There are a number of on-going significant initiatives aimed at ensuring UCD's Curriculum, its pedagogy, and its assessment methods are designed and implemented with the diversity of our student body in mind.

— The principles of Universal Design for Learning recognise the importance of presenting a curriculum in ways that are appropriate and accessible to a diverse body of students, and to removing barriers to learning, and to students demonstrating what they have learnt.

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18 The SPARC (Supporting Partnerships and Realising Change) programme enables UCD staff and students to work together to make UCD a better place to learn, work and live.

Universal Design has become a core part of the UCD Professional Certificate in University Teaching and Learning. As part of UCD's Curriculum Design and Enhancement Project, which commenced in 2015, teams involved in the process were provided with inclusion-related resources. Twenty academic staff attended a workshop that addressed the practicalities of embedding Universal Design in the curriculum, producing accessible Blackboard materials, and developing inclusive assessment strategies[19]. Student feedback has indicated that the Blackboard Module Design Project, which helps academic staff to apply consistency and good design practice in organising their Blackboard content, has been very successful.

— UCD Access & Lifelong Learning published a new book in June 2017 on the subject of **Universal Design for Curriculum Design: Examples from University College Dublin**. Editors: Lisa Padden, John J. O' Connor, & Terry Barrett.

— UCD ALL[20] provides under-represented students with a wide range of supports primarily designed to enable students in their first year to become independent learners and actively engage with university life. Access supports available include needs assessment, specialist orientation, guidance, financial support, academic skills, learning support, disability, assistive technology, and digital tools for learning. Students who require temporary examination supports due to injury or illness are also accommodated.

— The Student Advisory Service provides a point of contact and support and all academic programmes have a dedicated Student Adviser to assists students in finding pathways to address/resolve personal, social and emotional issues and advise on appropriate UCD policies, procedures and services[21]. In addition, the UCD Peer Mentoring programme to help all new students the transition to college. Using their own experiences and insights, in excess of 600 Peer Mentors help create an environment that is welcoming and which facilitates the social and academic development of all our new undergraduate students.

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19 Workshops provided by Dr Lisa Padden, (ALL), Associate Professor Terry Barrett (T&L) and Associate Professor, John O'Connor, School of Biomolecular & Biomed, Associate Dean of Widening Participation, College of Science.
20 https://www.ucd.ie/all/
21 http://www.ucd.ie/studentadvisers/

— The UCD Writing Centre offers students a wide range of orientation and ongoing interventions for HEAR, DARE, Mature Years' and Part-time students. The Centre has recently introduced a DEIS Schools' Transition Year/Fifth Year Programme, whereby these students will be invited to the Writing Centre and participate in tutored writing workshops.

— The UCD Mathematics Support Centre (MSC) offers summer sessions for incoming Access to Science, Engineering and Agriculture students, a basic mathematics bridging session for Mature, HEAR and DARE students in late August, and one-on-one support sessions for students with specific learning difficulties who are referred to via UCD ALL. In a joint initiative with the UCD Library, Leaving Certificate support sessions are also offered in late May and early June; these sessions are free to DEIS students. Also, MSc tutors help out with "Maths Sparks" each year, which is a series of workshops for approximately 85 DEIS students from 12 schools in the Dublin/Wicklow area.

Outreach and Engagement

UCD ALL has reshaped its approach to attracting under-represented students. This new approach entails working holistically with all community members, including adults, parents, as well as younger and older children, in selected communities within the Dun Laoghaire Rathdown, and South Dublin Council districts. The focus is on geographical communities with low progression rates that are within UCD's immediate catchment area. This intergenerational approach is intended to facilitate sustainability, as conversations about college become part of everyday life in these linked communities. To date, three community-based groups have been established in the South Dublin Council district; Ballyfermot, Crumlin & Greenhills, and Tallaght West. UCD ALL also has formal links with 18 DEIS secondary schools and 9 further education colleges in the two council districts. To reach potential students with disabilities, ALL is collaborating with the Irish Wheelchair Association, and with Visiting Teachers.

The University has developed a number of initiatives to encourage engagement with members of the Irish Traveller Community. For example, The School of Physiotherapy leads a Traveller Health Workshop, involving BSc Physiotherapy students and members of this community. UCD ALL, in collaboration with the School of Veterinary Medicine, is working with the Southside Traveller Action Group to engage young members of the community to with an eye to prospective future students.

A two-year strategic campus-wide initiative, UCD in the Community, has been launched with a view to strengthening relationships with and supporting community-based organisations[22]. The activities promoted include, student volunteering, staff placements with community based organisations (CBOs), capacity building, outreach programmes targeting marginalised groups and communities, widening participation and access to higher education, promoting and stimulating social enterprise with community partners and community-based research projects[23].

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22 https://www.ucd.ie/science/contact/ucdinthecommunity/

23 Sponsored by Professor Mark Rogers, Registrar & Deputy President, and Academic Leadership provided by Professor Joe Carthy, Principal College of Science.

Part-time Provision

Access to part-time education at UCD has been traditionally provided by Adult Education. This provision has been re-imagined as UCD Open Learning[24]. This innovative process opens hundreds of Horizons modules to all. Open Learning is mainstreamed and offered by 25 Schools across the University. Students can opt to build towards a certificate or diploma qualification or alternatively they may audit modules. Progression pathways to degree programmes are in development. However, part-time provision has been developed by UCD without state financial support and despite the significant challenges posed by inadequacy of national policy surrounding state support for part-time provision[25]. The HEA consistently includes flexible learning as an equity issue (HEA, 2004, 2010, 2015a). Despite this, part-time undergraduate students are ineligible for SUSI grants[26]. Current data show that 17% of undergraduate students in higher education are enrolled on a part-time basis (HEA, 2015c), while 8% of university undergraduate students are part-time enrollments (HEA, 2015b). The HEA set up an advisory group to consider part-time and flexible higher education, which, inter alia, recommended that by 2016

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full equality of provision and support will have been achieved in higher education for all students, regardless of time, place or pace of study

- HEA, 2012b, p. 33

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These recommendations have yet to be implemented, however.

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24 Project led by Professor Gabriel Cooney and Dr Bairbre Fleming

25 UCD receives some Springboard funding for graduate level courses only. This is a state-sponsored labour market activation measure, which funds unemployed people to take up targeted part-time HE (HEA, 2012a)

26 Student Universal Support Ireland (SUSI): https://susi.ie/

Scholarships

A number of scholarship schemes across the University are aimed specifically at students from under-represented cohorts. For example, The Widening Participation Scholarships are awarded to students admitted through a range of access routes, who demonstrate that they have overcome significant barriers and challenges in order to pursue their education. Typically, the scholarships are awarded to students from socio-economically disadvantaged backgrounds, students with a disability, and mature students. The application process is competitive, and merit based. Eighty-one such awards were made in 2016/17. The average financial award is in the order of €1,500 per student per year of study. In addition, the Scholars are offered a range of supports by UCD Access & Lifelong Learning. The University Management Team (UMT) has endorsed a proposal to mainstream the Widening Participation Scholarships, and to include the Scholars along with other Scholarship recipients in University awards ceremonies.
The BComm Class Gift Appeals has raised €456,429 to date. This goes solely to fund student scholarships. Each €100,000 awards approximately 15 scholarships.

UCD new entrants to BCL programmes supported by the Higher Education Access Route (HEAR) may compete for the Frank Scott Access Scholarship, valued up to €5,000 per annum. Note: This scholarship is divided among a number of qualifying students.

The AMOSS Scholarship in Law, targeting under-represented students, offers a three-year scholarship (to the value of €3,000 per annum for the duration of the awardees' studies) in UCD Sutherland School of Law commencing in September 2016. Benefits of the scholarship include the opportunity to participate in the AMOSS summer internship programme. The Scholarship first was awarded in 2016, with continued support for this awardee, and additional Scholarships to be awarded in 2017 and 2018. Once fully implemented, there will be three awardees at any given time.

L-R Mr Seán Ó Foghlú, Secretary General of the Department of Education, Professor Grace Mulcahy, UCD School of Veterinary Medicine and Dr Anna Kelly, Director, UCD Access and Lifelong Learning

Communications and Events

International Access Conference 2016

UCD hosted the European Access Network (EAN) Silver Jubilee Conference, "Retrospective for Perspective" on May 29 - 31, 2016. This event celebrated twenty-five years advocating and promoting equality of access to higher education for under-represented groups. Over three days, fifty speakers shared their knowledge and expertise with 200 conference delegates from across Europe, the USA, Canada, Brazil, South Africa, and Australia. Among the conference highlights were contributions from Professor Halleh Ghorashi - Professor of Diversity and Integration, Department Sociology, VU University Amsterdam, who spoke about Building a New Life as Crucial for Sustainable Inclusion of Refugees; Dr Frank Tuitt, Sr. Advisor to the Chancellor and Provost on Diversity and Inclusion and Associate Professor of Higher Education, University of Denver, USA, who explored The Continued Search for Inclusive Learning Environments; Professor Kathleen Lynch, Chair of Equality Studies, UCD, who deliberated on Globalisation of Higher Education – Challenges for Equality Of Access; Mr Sjur Bergan, Head of the Education Department, Council of Europe, whose address focused on Competences for Democracy and Educational Access; and Professor Patrick Clancy, Emeritus Professor of School of Sociology, UCD, who discussed the Evolution of Equity Policy in Europe. This conference also featured an exhibition, titled - Access and the Looking Glass – curated by the National College of Art & Design (NCAD),and the Dun Laoghaire Institute of Art, Design & Technology (IADT). One of the most memorable elements was the first showing in a university of It's a Cultural Thing, or is it? – a play written and performed by Michael Collins, the renowned Irish actor of stage and screen, and a member of the Traveller community.

In his closing address, UCD President Andrew Deeks pointed to the many ways that higher education is addressing equity issues, in order to move access and participation from the margins to the mainstream. He reminded delegates that Cardinal John Henry Newman founded the University in 1854 to provide access to higher education for the Catholic population, and as a result, said ¨we like to think that providing access to education is in UCD's DNA¨. UCD Access & Lifelong Learning published the EAN Conference 2016 Graphic Harvest, which presents the rich harvest of ideas debated as meaningful images that captures the essence and convey spirit of the conference.

The UCD Access Symposium 2017

UCD hosted an Access Symposium on June 9th 2017 to highlight access and participation in the University and to celebrate our achievements in this domain. This event, opened by Professor Andrew Deeks, included an exciting line-up with the distinguished keynote speaker, Diane Reay, Professor of Education at Cambridge University, who shared her knowledge, expertise and thinking on education and social justice in an address entitled, Degrees of Inequality: widening access and participation in higher education. Twenty speakers from across the University contributed examples of good practice to the Inclusive Practice in UCD Showcase, and Dr Gavin Jennings, Journalist, RTE conducted a public interview with a selection of UCD access graduates. The Access Symposium also featured the launch of

— Universal Design in Curriculum in UCD (eds. Lisa Padden, John O' Connor, & Terry Barrett

— Video: Pathways: alternative routes to study in UCD.

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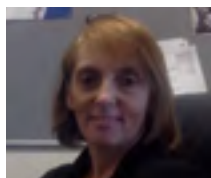## Invitation from the Widening Participation Committee

As part of its programme for 2016/17, the WP Committee invites any members of the UCD Community interested in proposing any initiatives to enhance the diversity of our students, on actively promoting widening participation in the UCD Community, and/or hosting events to celebrate student-focused diversity and inclusion initiatives, to contact us.

Thank you
UCD Widening Participation Committee Annual Report 2016/17

Widening Participation Committee

Professor Grace Mulcahy

Chair, UCD Widening Participation Committee

Grace is Full Professor of Veterinary Microbiology and Parasitology at the School of Veterinary Medicine, University College Dublin.   From January 2007-September 2016 she was Dean of Veterinary Medicine, and during this time worked to ensure the current position of the school as a leading international player in veterinary education and research.

She leads an active research group with interests in helminth immunobiology, She is the current Chair of the UCD Widening Participation Committee, and very much enjoys contributing to the advancement of student diversity, and to working to ensure UCD's work in widening participation is mainstreamed throughout the University community.

Programme Board

Dean's Nominee

Professor Mary Forrest

Agriculture, Food, Environmental Sciences Associate

Dr. Mary Forrest, Associate Professor, School of Agriculture and Food Science, represents the Agricultural Sciences Programme Board. Previously Associate Dean for Teaching and Learning she was a member of Access to Science, Engineering and Agriculture Board of Studies and the Student Support Working Group. Speaking about horticulture, she was invited to participate in 'A Taste of UCD' at Beckett Civic Centre, Ballyogan, October 2017.

Assistant Professor Michael Lennon

Architecture, Planning and Environmental Policy

Mick Lennon is Assistant Professor in Planning and Environmental Policy, and Director of Teaching and Learning in the School of Architecture, Planning and Environmental Policy. He represents the Architecture, Landscape Planning and Environmental Policy Programme Board.

Dr Aideen Quilty

Arts & Humanities

Dr Aideen Quilty is a lecturer in the School of Social Policy, Social Work and Social Justice UCD and is Director of the Women and Gender Studies Community/University Outreach Programme. Throughout her academic career she has championed the rights of traditionally under-represented and disenfranchised groups within higher education. Aideen locates her undergraduate and graduate teaching as a form of critical civic practice.

Professor John Geary

Business

John Geary is Professor of Industrial Relations and Human Resources at UCD School of Business. He is currently Honorary Professor at the University of Bologna and at the Marco Biagi Foundation, Università di Modena e Reggio Emilia, Italy. He has published in the leading journals in the field of work and employment relations.

Professor Mark Flanagan

Engineering Associate

Dr. Mark Flanagan is an Associate Professor in the School of Electronic and Electrical Engineering at University College Dublin. He serves on the technical programme committees of several international conferences, and is a Senior Editor for the journal IEEE Communications Letters.

Professor Emma Sokell

Graduate School Boards Associate

Assoc. Professor Emma Sokell, School of Physics UCD, Director of the Science Graduate School. Chair of the Widening Participation Data Subgroup (2016-2017)

Assistant Professor Liam Thornton

Law

Dr Liam Thornton is a lecturer in law the School of Law, UCD, where he teaches on a number of undergraduate and graduate courses. Liam was previously Director of Clinical Legal Education in UCD School of Law (2012-2015) and Widening Participation Officer (2015-2017) in UCD School of Law, where he led initiatives to ensure equitable access for all persons to UCD law degrees.

Assistant Professor Cliona McGovern

Medicine

Cliona McGovern holds a PhD in coroners' law and death investigation from the Department of Law in the University of Sheffield. She was a member of the Working Group on the Review of the Coroner Service with the Irish Government's Department of Justice. She is a member of the Irish College of General Practitioners Research Ethics Committee, a member of the Human Research Ethics Committee in UCD, and a member of the Radiographers Registration Board. She is a lay advisor to the Royal College of Physicians of Edinburgh.

She has been at the forefront of increasing and streamlining access to medicine pathways and wrote a comprehensive report on opportunities for Widening Participation in Medicine in 2016.

Assistant Professor Regina Joye

Nursing & Midwifery

Dr Regina Joye is lecturer and a member of the School of Nursing Midwifery and Heath Systems programme board. Equity, diversity and inclusion are principles that Regina is fully committed to within the curriculum and the profession of nursing and midwifery and extending it to the wider university community.

Assistant Professor Caitriona Cunningham
Physiotherapy/Public Health
Public Health/ Physiotherapy/Sports Science

Caitriona Cunningham is an Assistant Professor and Associate Dean for Teaching and Learning at UCD School of Public Health, Physiotherapy and Sports Science and represents her school on UCD's Widening Participation Committee. Her research and teaching focus on Muscuoskeletal health, physical activity and exercise promotion with internationally published research findings. She has a strong commitment to facilitating the translation of evidence into practice, with active involvement in research, professional and community networks. In 2015, she co-founded the innovative UCD Physio Hub to facilitate delivery of Physiotherapy-led exercise and health promotion programmes to a wider community and provide 'real world' learning and research opportunities.

Associate Professor John O'Connor
Science

John O'Connor is an Associate Professor in the School of Biomolecular & Biomedical Science and a Conway Fellow at UCD. He was the Head of Neuroscience in UCD from 2009 to 2012 and General Secretary of the Royal Academy of Medicine in Ireland from 2004 to 2011. He received the Conway Silver Medal from the Royal Academy in 2010 for his contribution to research in the Biomedical Sciences field. He is currently Associate Dean for Widening Participation in the College of Science. As well as teaching interests which integrate research into undergraduate programs he has an active research laboratory in the Conway Institute in UCD investigating how low oxygen modulates synaptic signaling in the brain. He has published over 80 full scientific papers and book chapters and over 200 scientific abstracts to date.

Associate Professor Sara O'Sullivan

Social Science

Dr Sara O'Sullivan, Associate Professor of Sociology and Associate Dean of Social Sciences representing Social Sciences Programme Board. The Social Sciences Programme Board is launching a new Social Sciences degree in September 2018 and under the leadership of Dr Aideen Quilty, and, with the assistance of colleagues from across the university, is embedding widening participation into the design and delivery of the new programme.

Assistant Professor Arun Kumar

Veterinary Medicine

Clinician, Drug Discovery Scientist and Entrepreneur with over 15 years of research and teaching experience in pharmacology and regenerative medicine. Extensive international experience with over 100 peer-reviewed publications. I have attracted investments from several national and international organisations at various stages of my carrier. I have successfully directed several projects in preclinical/clinical pharmacology, specifically in cardiovascular pathophysiology, diabetic complications, medical devices, arthritis, and regenerative medicine, which has resulted in either patentable products and/or high impact publications.

Policy & Support Services

Director's Nominee

Dr Anna Kelly

Access & Lifelong Learning

Dr Anna M. Kelly, DipEd(HEc), MEd(SEN), MSc(Mgt), PhD (Inclusive Design) is Director, Access & Lifelong Learning at University College Dublin (UCD). Dr Kelly leads a team of access professionals who support the University to realise its strategic objective to become a diverse and inclusive scholarly community. She is Chair of the Steering Group for HEAR/ DARE Alternative Admissions Routes to Higher Education, and is Ireland's representative on the European Access Network. In addition, Dr Kelly has extensive experience of the further education sector, including St Michael's House, the National Rehabilitation Board, and FÁS.

Ms Jill O' Mahony

Admission & Enrolment Planning

Jill O Mahoney joined UCD in 2007 and currently works as Director of Admissions and Enrolment Planning . Jill's early student years were also spent in UCD in the Engineering and MBA programmes. Working with her colleagues in Admissions and other teams across UCD, Jill enjoys participating in all processes and reviews that influence the different cohorts of students, entering UCD.

Associate Professor Terry Barrett

Teaching & Learning

Dr Terry Barrett is Assistant Professor in Education Development at UCD Teaching and Learning where she is Programme Director for the accredited programmes in University Teaching and Learning. Her research and teaching interests include curriculum design, problem-based learning, creativity, academic writing and mindfulness and compassion in higher education.

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Mr Mark Simpson

Communication & Marketing

Mark is responsible for developing and implementing engagement strategies for employees with the objective of fostering a better sense of community. This supports UCD's ambition of becoming an employer and university of choice.

Ms Avril Patterson

Library

Avril Patterson is currently User Services Manager in UCD Library. Prior to taking up this position in March 2015, she held a number of positions across the UCD library service. She is committed to the development and provision of user focussed services. She is a member of the Widening Participation Committee, with a strong personal interest in its agenda, as she graduated as a mature student.

Ms Anne-Marie Harvey

Recruitment

Anne-Marie Harvey is currently Director of Student Recruitment at University College Dublin a position she has held since 2007.

With long experience in UCD she also serves on the University Management Team (UMT) for Education, Global Engagement Group, Widening Participation and Ad Astra Academy committees.

Student Access Leaders

Ms Alise Murniece

Alise is a 3rd year Sociology and Social Policy student, specialising in Social Work. Alise is the HEAR student representative on the University Widening Participation Committee.

Ms Amy Hassett

Amy is the DARE Student Representative on the Widening Participation Committee. Amy came into college through the DARE route and her role on the board is to represent students with disabilities on the committee. Amy is a 4th Year Physiology Student.

Ms Amy Earley

Amy is studying English and History at undergraduate level. She is the Mature Student representative on the Widening participation Committee. Her aim is to contribute to widening the college experience for others.

University for All

UCD Widening Participation Committee Annual Report 2016/17