



University College Dublin
University for All

UCD Widening Participation Committee Annual Report 2020/21





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Chair's Foreword

I have great pleasure in providing this report of the UCD Widening Participation Committee, the last under my term as Chair. I pass on this role to the very capable hands of Professor John Brannigan, in the knowledge that the Committee will continue to promote, challenge, and innovate in the Widening Participation arena.

I would like to pay tribute to Dr. Anna Kelly, Director, and Dr. Bairbre Fleming, Deputy Director, UCD Access and Lifelong Learning, together with the entire UCD ALL team, who have provided exemplary leadership and inspiration. Working with them has truly been a privilege, and an enormous pleasure. A particular thanks to the members of the ALL team, who provided excellent administrative support to the committee. UCD can be very proud that it has such a dedicated team of access professionals, who embody the spirit of inclusion in all that they do.

Both the WPC and UCD ALL are represented on UCD's Equality, Diversity and Inclusion Group, and this has been instrumental in ensuring seamless integration between efforts encompassing both employees and students within our university community. Professor Colin Scott, as Vice-President for EDI, has consistently provided collegial support and advice to me in my role as Chair of the WPC, for which I am extremely grateful.

The Committee has a broad membership, including professional staff from across UCD, as well as faculty members. I am grateful to all of the members during my tenure, who were generous with their time, and unsparing in their efforts to maintain currency with a busy agenda, in the face of many competing demands.

This report describes, at institutional, and individual programme level, the actions and outcomes of UCD's efforts to level the playing field for student access to and success in higher education. It is very clear that these outcomes have required effort from the entire University, and it is gratifying to see the "ripple effect", as Anna Kelly would say, permeating our community.

Lest we become complacent, it is also vital that we do not lose sight of what obstacles still remain to reach our goals. Among these, are barriers which still divide so-called “full-time” from “part-time” students. There are also continuing inequalities in the abilities of all students to access important co-curricular activities, such as mobility programmes, and in the support available to students for access to graduate-level and professional qualifications. Accommodation difficulties, of course, continue to impinge upon a large proportion of our students, and restrict their ability to have a full on-campus experience.

I will watch with interest the WPC's ongoing work in demolishing these remaining impediments to true inclusion.

In conclusion, I would like to acknowledge the leadership of Professor Mark Rogers, Registrar, and now Acting President, in fostering Widening Participation activities at UCD. His deep personal commitment to Access and Inclusion is evident and has been vital to the progress documented in this report.

A handwritten signature in black ink that reads "Grace Mulcahy". The signature is written in a cursive style with a long, sweeping tail on the final letter.

Professor Grace Mulcahy

Chair

UCD Widening Participation Committee 2016-2022

Commentary

There are many ingredients necessary for the successful implementation of a University for All, where all students feel welcome, maximise their learning opportunities, and benefit from the unique experience of a UCD education.

Appreciation of the value of role models ranks high in this list. In today's world, the role of the 'influencer' has assumed greater prominence. Similarly, in the world of higher education, the place and influence of role models is long recognised as important, particularly in creating awareness and promoting access to education. Role models are also a key component in the change process that is University for All: their capacity to animate and galvanise others is essential. They give an authentic perspective that resonates with their peers and potential students. Role models imbue others with courage and help cascade access and inclusion throughout the University. Both University staff and students acting as 'influencers' and role models, inspire others through their beliefs and enthusiasm, shaping behaviour, and prompting action in those around them.

Thus far, the rollout of University for All has embraced the concept of 'role model' in three ways: through the oversight committee, the development of faculty partners, and through students, as access leaders.

Oversight of University for All falls to the UCD Widening Participation Committee, which is the formal mechanism to oversee, monitor, and promote the University's achievement of a diverse and inclusive scholarly community. The appointment of a senior academic as Chair, and the representative nature of membership, are important levers that support and enable the change agenda. Indeed, the position of Chair of the University Widening Participation Committee is a key change agent. This commentary is written at the end of the current Chair's term of office, where Professor Grace Mulcahy has been an exemplary role model, who has lived by the words of Maya Angelou, who said, 'nothing will work unless you do'.

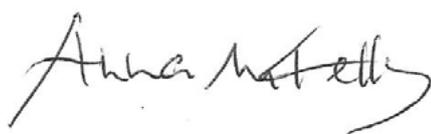
Reflecting on the work of this Committee over the past six years, Professor Mulcahy's achievements as Chair have been significant. She modelled inclusion, promoted and enrolled others, championed diversity at every opportunity, embracing innovative and creative approaches that are transforming UCD into a University for All. Benjamin Disraeli said "The legacy of heroes is the memory of a great name and the inheritance of a great example". This epitomises her work as Chair and gift to us.

Committee members are role models, who also exercise their power to influence and promulgate the work of inclusion throughout the University. Importantly, they have led the implementation process for University for All locally, where each has convened the Implementation Workshops for their college, and co-ordinated the preparation of their College University for All Action Plans, which are now lodged on the [Registrar's intranet](#) and available to all University personnel. This work necessitates members enlisting busy academic colleagues, alleviating fears or concerns, promoting changed practice, and ensuring local ownership of the process.

Faculty members are central actors, who, as role models, can engender confidence, provide reassurance, and demonstrate leadership. Recognising the power of such role models, the [UCD Faculty Partnership Programme](#), a HEA-funded initiative, developed to help build inclusion knowledge, accelerate the implementation of universal design, cascade this know-how throughout the University, becoming role models to influence and demonstrate that access and inclusion is everyone's business. Seventeen Faculty Partners, from all six UCD Colleges, were selected to carry the 'inclusion baton'. These role models are the University's corps of academic universal design pathfinders, systemically imbuing inclusion thinking into everyday practice, across all disciplines.

As students are also important role models, ensuring that their voice is incorporated in the implementation of University for All is an essential principle. Students are catalysts for change and finding ways to capture their experience and weave their contribution into the rollout process is crucial. Empowering students to tell their own stories, to share their experience and perspectives, lends authenticity and credibility to the process. We have deployed a range of strategies to infuse the voice of students. For example, our Access Leader programme selects access students for leadership development, and on successful completion, they work as part of the Implementation team, as active and engaged leaders, creating awareness, and persuading and influencing change in the University.

UCD has a growing corps of leaders, staff and students, who are passionate about access and inclusion, who are using their influence, and enthusiasm, to inspire others to emulate them through both their own actions and individual personalities. To borrow from John Kotter, the acclaimed change author: 'leadership is about mobilising a group of people to jump into a better future'.¹ Our role models are doing just that and, as a result, have given added impetus and urgency to the goal of creating a University for All.



Dr Anna M. Kelly

Director

UCD Access and Lifelong Learning

¹ Kotter, J. P. (2014). *Accelerate: building strategic agility for a faster moving world*. Boston, Massachusetts: Harvard Business Review Press.



Executive Summary

In this, the final report under the three-year term for this Committee, we present data, both at institutional and programme level, on a range of metrics relevant to student inclusion and equity. These data enable assessment of how UCD measures up to the aims of the National Access Plan, but also, crucially, empowers individual programme areas, through their WPC representatives, to examine their student access targets and statistics. The statistics also examine some elements of how under-represented student cohorts fare in outward mobility, which can have a very significant impact on overall educational outcomes.

Financial and other supports to access students including scholarships, and initiatives delivered under the University of Sanctuary programme, and the inter-institutional PATH programme, are documented. In addition, how supports are delivered, in particular through implementation of the University for All programme, and the Outreach Coordination Network, are described.

Recognising the changing nature of higher education brought about by the pandemic, advances in technology, and developments in career entry points, we also describe the landscape for part-time, flexible educational provision in UCD, and the Pathways to the Professions Programme, which aims to aid under-represented cohorts to succeed in areas where significant barriers to entry and to progression still remain.

The report concludes with a summary of the discussion held at the last WPC meeting, on the pressing and urgent problems surrounding provision of student accommodation. The Committee is grateful to Professor Andy Prothero, College of Business, for Championing this issue and ensuring it remains on the WPC Agenda.

Committee Activity

During the period covered by this report, the Committee met on five occasions, on

- 29 September 2020
- 25 November 2020
- 28 January 2021
- 30 March 2021
- 26 May 2021

All meetings except the final meeting in May were held virtually. A wide range of issues relevant to widening participation were discussed. Programme representatives were invited, on a rolling basis, to provide an overview of widening participation opportunities and challenges in their own domains.

Widening Participation

- Baseline Data

In a culmination of the work done on Widening Participation Data over the last number of years, a central theme has been to capture and disseminate access and inclusion data and evidence. In this context a full data publication, *Who Counts? University for All Data, Metrics, and Evidence 2020-2021* (Fleming, Padden & Kelly, 2022 In Press). This 'Who Counts'? , was produced by Access and Lifelong Learning. This publication is a high point of many years' work, offering a window to a critical component in the University's access and inclusion journey. In keeping with the ethos of University for All, the report delivers a holistic data view, spanning the entire student lifecycle, using both quantitative and qualitative criteria. Such knowledge and information are instrumental in helping to underpin the progress made, identify good practice, and offer a clear roadmap to develop interventions that address the gaps.

The content of this section of the Widening Participation Annual Report is drawn mostly from this Data Publication.

Baseline Data on Access Students

Table 1 shows the numbers of undergraduate students from each Access Student cohort, as a proportion of the total number of UCD undergraduate students, from 2015/16 to 2020/21.

The overall proportion of Access Students has increased in each of the six years shown, and in 2020/21 stands at 34.6%. Numbers in each of the under-represented categories, with the exception of mature students, have grown over the timescale shown. In Table 2, the numbers of new entrants to UCD Undergraduate programmes coming from under-represented cohorts are shown. The trends here are very similar to those for total numbers of under-represented students, with numbers of Mature new entrants again diverging from the rising trend of all other categories.

Baseline Data
Access Students

Table 1. Numbers of under-represented students from each access cohort, compared with total numbers of UCD undergraduate students, from 2015/16 to 2020/21.

	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21
Low Income students²	1,320	1,406	1,449	1,785	1,938	2,134
Students reporting a disability³	1,546	1,623	2,002	2,186	2,381	2,743
Mature students⁴	1,857	1,821	1,717	1,717	1,634	1,714
Part-time and flexible learning⁵	1,062	981	980	965	1,199	1,254
QQI-FET⁶	289	329	345	449	565	707
Refugees and Asylum Seekers⁷		6	5	24	60	57
Students in more than one Access Group⁸	1,236	1,187	1,357	1,624	1,724	1,896
All UCD Access Students	4,818	4,979	5,141	5,492	5,625	6,223
Total UCD undergraduate students	16,856	17,192	17,299	17,186	17,332	17,968

2 Low-Income Students: From 2018-19, students in receipt of SUSI Special Rate Grant, students eligible for the Higher Education Access Route, students in receipt of a means-tested UCD or Higher Education Authority scholarship, students who attended DEIS secondary schools, and students in receipt of Lone Parent financial supports. Before 2018-19, students in designated socio-economic groups, as determined through the Equal Access Survey and those students eligible for the Higher Education Access Route

3 Disability: Students who were eligible for the Disability Access Route to Education, declare a disability on the Equal Access Survey, or avail of disability support through Access and Lifelong Learning

4 Mature: Students over the age of 23 entering higher education for the first time (Data gathered from student registration information)

5 Part Time: Any student studying part time, including Open Learners. Some Open Learners are not represented (those studying in semester one only)

6 QQI-FET: Students who are studying fulltime and have entered UCD holding a FETAC/HETAC/QQI award

7 Refugee/Asylum: Students who are refugees, asylum seekers, or those given leave to remain and who are availing of support from UCD ALL.

8 Students in more than one access category are students who meet the criteria for more than one under-represented category. This group is explored in Intersectionality.

Table 2. New entrants to UCD undergraduate programmes as a proportion of total UCD undergraduate students, from 2013/14 to 2020/21.

Entry Cohort	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21
Mature Entrants	351	323	292	260	248	192	254	258
DARE Entrants	193	246	235	251	262	335	380	423
HEAR Entrants	230	239	267	217	252	219	231	269
Other Progression Routes	72	73	98	98	104	181	229	263
All Access Students Entrants	725	781	769	742	744	871	985	1,118
Total New Entrants	4,492	4,432	4,499	4,569	4,564	4,244	4,600	4,957

Access Data per Programme Area

Access Admissions Quotas

In addition to collating data on the overall numbers of access students admitted to and progressing through UCD Undergraduate Programmes, statistics on individual programme areas are collated. In Figures 1(a) and Figure 1(b), the Access quotas, and proportions of Access students progressing through each of UCD's undergraduate programmes are shown. As is clear from this Figure, both quotas and representation of under-represented cohorts vary widely across the programme areas. There are many reasons for this, and the chief value of this data is to empower WPC representatives, and their faculty colleagues, to understand the historical and current context for their own programme area, and to decide whether they think it appropriate to alter their admissions criteria. In one such example, the veterinary medicine programme has recently approved a mature entry pathway, which was absent previously. In many cases, those programmes with the lower quotas are those with the highest CAO points requirements. UCD's Widening Participation Representatives are working to address these disparities and increase the number of targeted places on these programmes. Widening Participation Representatives have identified those programmes which do not offer all alternative admission pathways. Some programmes do not yet offer a QQI-FET pathway, so this is being addressed where possible.

The upward trend in the undergraduate quota of targeted places for access admission pathways continued in 2020-21. The total number of places on undergraduate programmes increased due to changes required as a result of the Covid-19 pandemic. While there was an increase in the number of targeted places, it was not in line with the overall increase in places. Thus, while the number of quota places increased, the percentage of access places decreased slightly, from 2019-20 (25.9%), to 2020-21 (24.5%).

Figure 1. (a) Quotas for admission for Access students, as determined by each programme area.

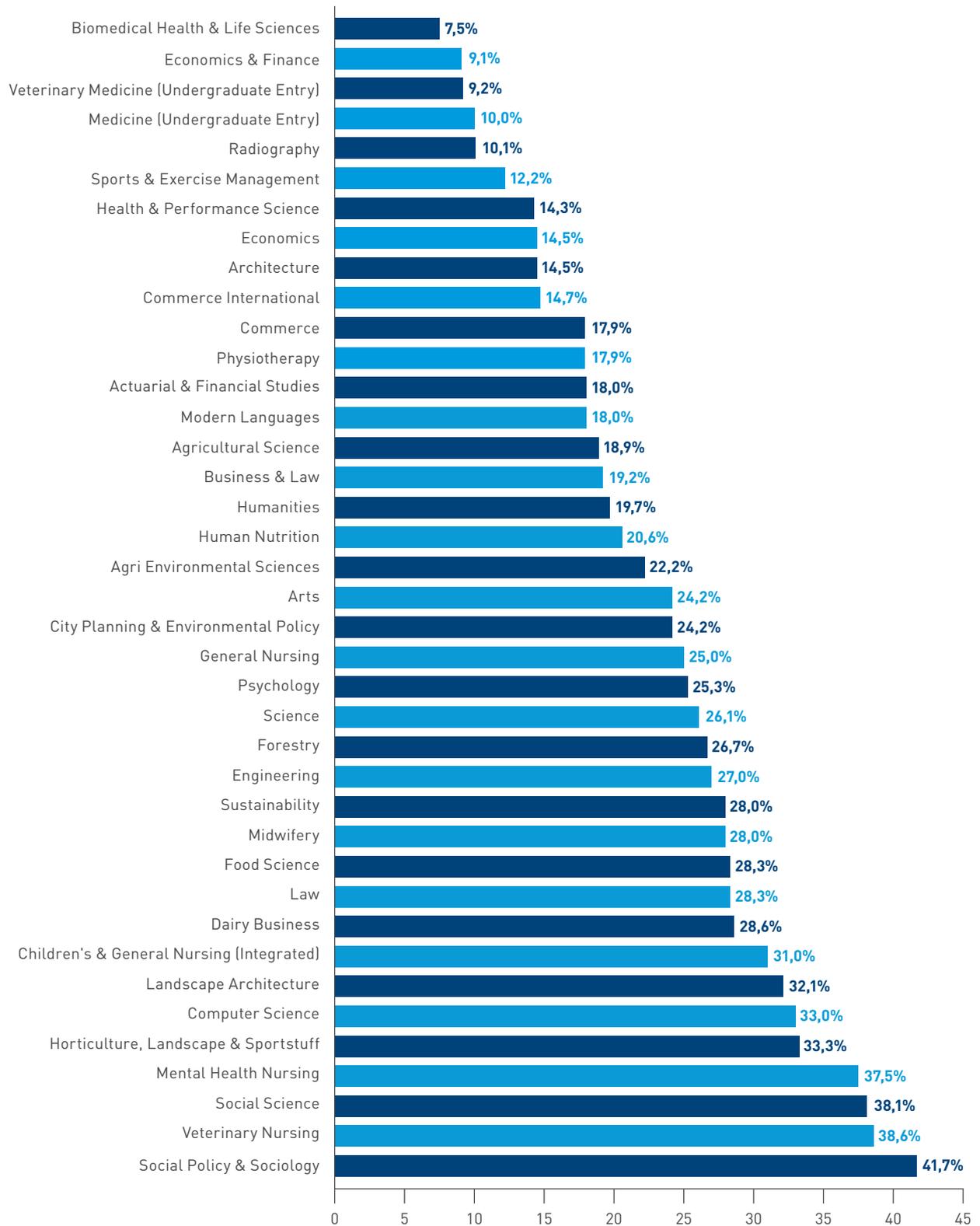
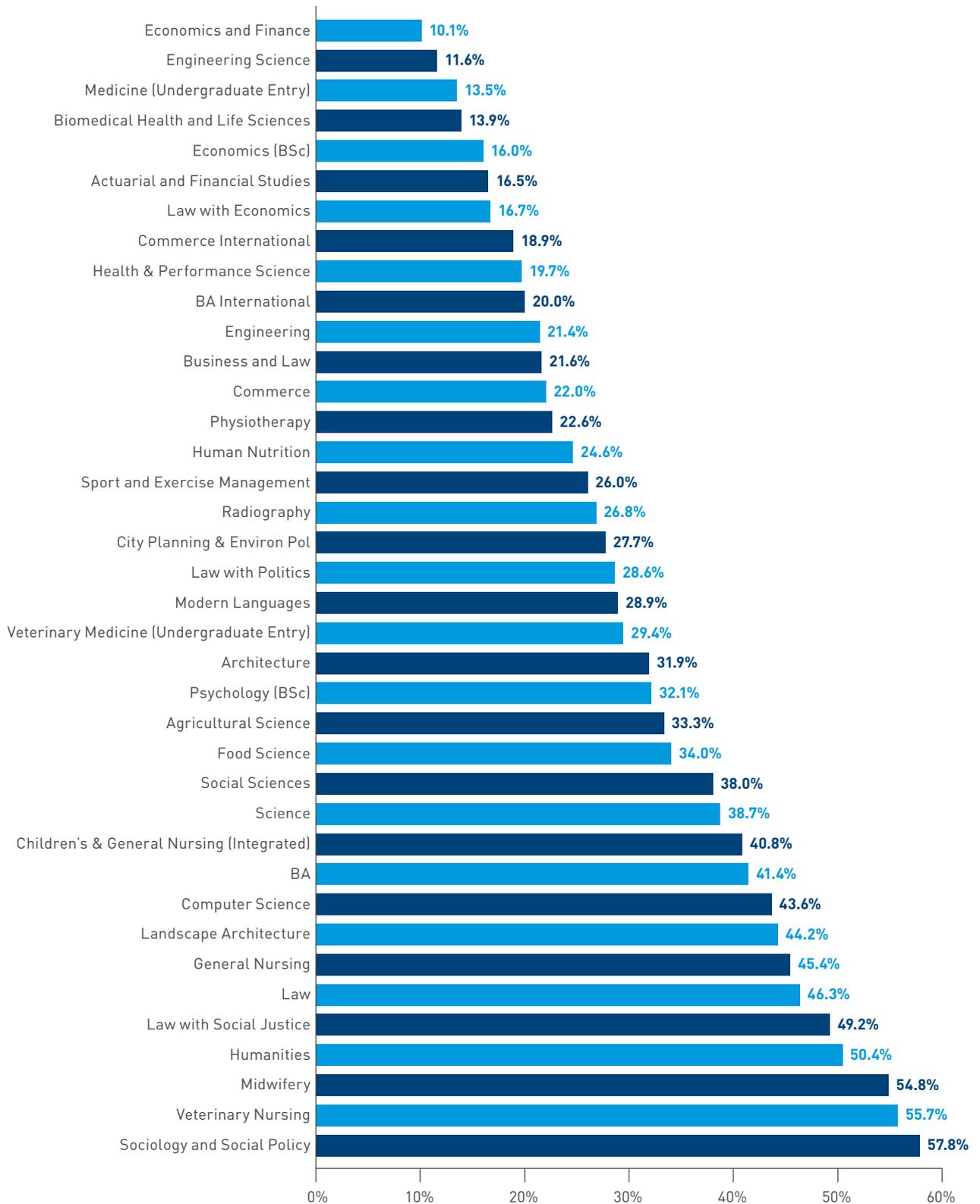
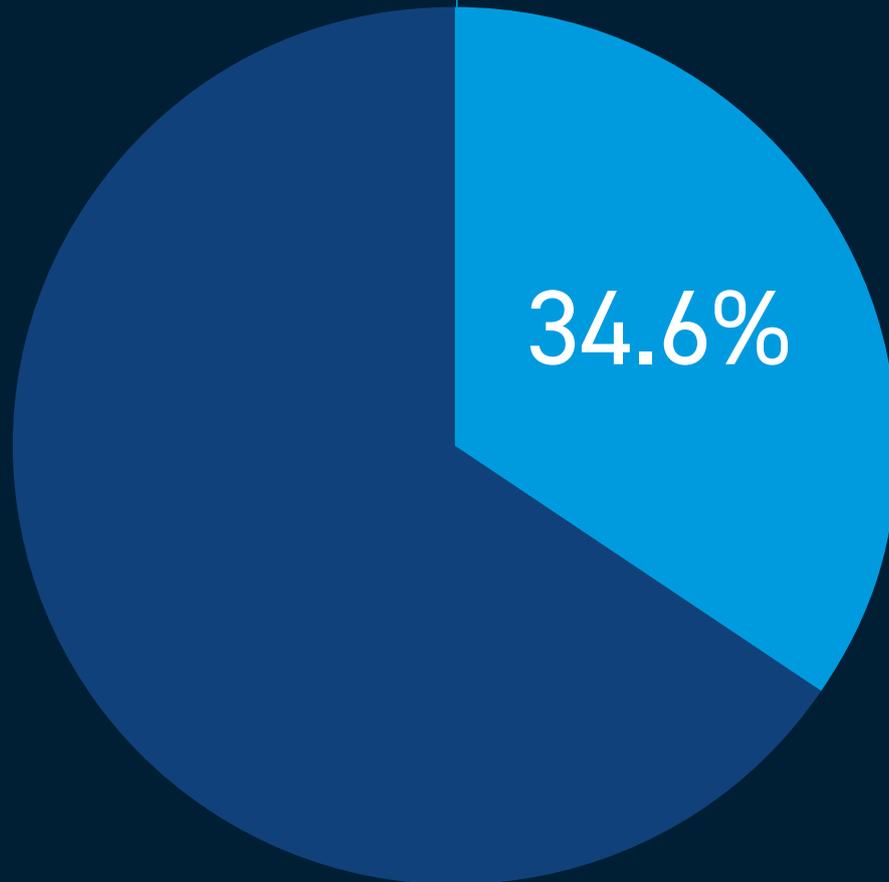


Figure 1. (b) Percentage of Access students in each of UCD's undergraduate programme areas.



The overall proportion of Access Students has increased to 34.6% in 2020/21



Open Learning as an Admissions Pathway

For 2021-22, we will begin reporting on those who take up places through our Open Learning degree pathways. Open Learning is one of UCD's most flexible pathways for entering into undergraduate study. At the time of publication of this report, Open Learning can be used to enter 12 UCD undergraduate programmes. Open Learning allows students to study a variety of UCD undergraduate modules at their own pace and accumulate credits for a Certificate or Diploma in Open Learning.

Participation Data

Our participation data is our most extensive data set, as it includes the full UCD undergraduate student population. UCD's sustained focus on WP is reflected in the data and we are pleased to report that the number of access students has increased each year since reporting was initiated. Interrogating the data, it is clear that some groups are growing more rapidly than others. The group of students with a disability, for example, has seen exceptional growth. This is reflected in national figures reported annually by AHEAD, which show that the participation of students with disabilities in higher and further education is continuing to grow (AHEAD, 2021). Mature students are not seeing the same level of growth, however; and, in fact, seem to have stabilised, with a slight decrease evident in the six years of data presented here. Again, this is reflective of the national data trends, but it has been suggested that this trend may change should Ireland's economic situation change. Our part-time numbers have seen an increase in the last two years, in particular; in part due to the innovative work in UCD to develop and expand the Open Learning programme.

Intersectionality

It is clear from the data that the number of students in more than one access group is increasing year on year (Table 3). In 2020-21, 1,896 students were in multiple access groups - this table represents 30.5% of access students. The increase in targeted places for access students may be contributing to this increase, including the prioritisation of those eligible for both HEAR and DARE admissions schemes. An analysis of intersectionality has shown that over 95% of part-time students are also in another access category (most often mature students), with over half of mature students in another access category, and more than three quarters of refugee/asylum seeker students in another access category. Over a third of those in the QQI-FET group were also in another access group and a quarter of those with disabilities are in another category. The lowest level of intersectionality is seen in the low-income group. Broken down, 205 students were in three or more access groups (181 in three groups, 22 in four groups and 2 in five groups).

Table 3: Intersectionality of Access Student Groups 2020-21.

1896 Access Students in more than one group	Low income	Disability	Mature	Part-time	QQI-FET	Sanctuary
Low income	2,134	374	227	12	208	46
Disability	374	2,743	245	58	167	9
Mature	227	245	1,714	930	55	35
Part-time	12	58	930	1,035	1	5
QQI-FET	208	167	55	1	707	14
Sanctuary	46	9	35	5	14	57

Outward Mobility

Outward Mobility

Outward mobility offers students an exciting opportunity to expand their learning and their educational experience by studying in a different country and sometimes through another language. Outward mobility has become a marker of privilege of which many access students are unable to avail. Given the nature of the academic year 2020-21 and the impact of the Covid-19 pandemic it is difficult to make significant observations from the data trends that year in outward mobility. However, from the data available (Table 4) it is clear that each year a greater percentage of those engaging in outward mobility are access students although the increase is small.

Table 4. Participation of Access Student Cohorts in Outward Mobility 2015-2021.

Year	Total	Access	Access %	Low Income	LI %	Disability	Dis. %
2020/2021	211	44	20.9%	17	8.1%	25	11.8%
2019/2020	567	104	18.3%	30	28.8%	72	69.2%
2018/2019	661	119	18.0%	56	8.5%	71	10.7%
2017/2018	492	73	14.8%	34	6.9%	39	7.9%
2016/2017	572	82	14.3%	36	6.3%	39	6.8%
2015/2016	545	91	16.7%	43	7.9%	41	7.5%

Year	Mature	Mat. %	Part Time	PT %	QQI FET	QQI FET%	Refugee Asylum	Students in more than one access category
2020/2021	2	0.9%			4	9.1%		
2019/2020	9	8.7%			1	1.0%		7
2018/2019	2	0.3%		0.0%	1	0.2%		11
2017/2018	1	0.2%		0.0%	2	0.4%	1	4
2016/2017	7	1.2%		0.0%	4	0.7%		4
2015/2016	11	2.0%		0.0%	1	0.2%		5

Progression

Progression

Progression of 2019-20 access students to second year shows a number of notable patterns. Most notably, students eligible for HEAR and students eligible for DARE, both above and below the CAO points requirement, are progressing at a higher rate than the UCD average. This clearly demonstrates the motivation of access students and the success which is possible for these under-represented student groups. Conversely, mature students who entered in 2019-20 progressed below the UCD average, as did those who entered through the QQI-FET pathway. This warrants further investigation. Another notable trend which can be seen from the progression data for entrants from 2015-16 to 2018-19 is the higher progression rate of both students entering through the HEAR and DARE pathways below the required CAO points.

Table 5. First Year Progression Rates Disaggregated by Target Group, from 2008/09 to 2019/20.

Progression Rate (per 100 new entrants)											
Entry Cohort	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21
Overall Access Progression Rate	85.4	80.4	81.7	85.3	83.5	87.3	82.0	84.3	85.0	87.1	88.2
Mature Entrants	87.6	84.1	81.5	84.4	85.8	89.6	84.9	83.1	88.0	79.1	87.2
DARE Entrants	81.5	79.7	83.1	89.1	85.0	86.4	84.1	84.0	87.2	90.8	89.8
HEAR Entrants	87.5	77.1	87.2	89.1	82.4	90.3	81.6	88.5	84.9	93.5	91.1
Other Progression Routes	93.9	89.6	77.4	81.9	83.6	85.7	80.6	80.8	81.1	87.3	87.7
Total UCD	85.7	82.9	83.1	84.8	84.9	87.6	85.9	85.8	88.1	90.4	90.5

Non-Completion

Non-completion

DARE, HEAR and Mature students completion rates are broadly in line with the university average (Table 6). The data show that the non-completion rate for access students has reduced significantly in recent years. Non-completion is higher among those coming through QQI-FET pathways and this needs to be investigated and addressed.

Table 6. Non-Completion rates for Access Student cohorts disaggregated by target group from 2005/06 to 2015/16.

Non-Completion Rate (per 100 new entrants)											
Entry Cohort	2007 /08	2008 /09	2009 /10	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18
Access Student Non-Completion Rate	18.2	21.0	25.1	21.5	23.1	23.7	22.4	20.3	19.0	21.4	13.6
Mature Entrants	20.7	21.7	25.3	18.0	19.5	24.9	20.3	18.3	14.6	20.5	14.1
DARE Entrants	16.6	15.7	21.6	22.3	21.7	14.4	16.1	15.9	15.3	19.1	14.1
HEAR Entrants	18.0	22.3	19.0	21.9	27.6	21.4	21.7	21.8	16.5	20.7	10.7
Other Progression Routes	11.8	31.0	29.7	16.3	18.8	32.1	30.6	21.9	29.6	17.3	19.2
Total UCD	20.0	19.6	19.0	17.4	17.8	18.0	18.3	17.1	15.3	15.8	12.9



Information

Assistance

Support

Guidance

Help

Advice

Lifelong Learning

University College Dublin is proud of its designation as an Age-Friendly University as part of the AFU Global Network. This commitment is particularly evident in how we offer Lifelong Learning. UCD has been offering Lifelong Learning in various guises since the Extra Mural programme was launched in 1949. Throughout this time adult learners have remained engaged and committed to their programmes in a range of topics including Languages, Art Appreciation, Irish Studies, History, Literature, Philosophy, and Writing. The arrival of Covid did little to dampen that enthusiasm. We considered it particularly important to find a way to retain and support the LLL programme, so we switched to online teaching. Lifelong Learners and their tutors embraced the new technology and adapted readily to Zoom. ALL Staff prepared Zoom tutorials for participants and provided technical support where necessary. In 2020-21 there were 1273 registrations, which is close to the previous years' pattern pre-Covid. In addition, there was a record 674 for free tasters, including the Zoom classes.

ALL prepared a guide for Lifelong Learners during lockdown to a range of online supports, cultural attractions and community building activities which encouraged our learners to continue interacting in a safe way. The guide was a directory of free online events, cultural institutions and ways of engaging. Lifelong Learners reported that Zoom had become a lifeline and that their UCD classes were a critical part of their week during Lockdown. The classes were attended with enthusiasm and the tutors adapted their teaching methods with enthusiasm and creativity. Our experience of Lifelong Learning during Covid has demonstrated the value of lifelong learning and the joy learning brings to our lives and our community.

Scholarships

UCD offers a range of scholarships and bursaries to access students.

The largest of these are the Cothrom na Féinne scholarships. These awards are named after UCD's commitment and historical connection with justice and equality, or, in common parlance, "a level playing field". The Cothrom na Féinne scholarships awards are made to students who experience significant financial, social, and educational barriers.

In 2020/2021, 145 Cothrom na Féinne scholars received awards:

- 39 sanctuary students
- 102 undergraduate students
- 4 graduate students

In addition, 26 students were awarded the HEA's Programme for Access to Higher Education (PATH) 1916 Bursaries. A further 46 UCD access students received the NUI Grant Scheme for Students with Disabilities (O'Brien Bequest).

The consistent increase in Cothrom na Féinne scholarships year on year reflects on the excellent work of the Alumni Office and UCD Foundation, and on the generosity of alumni and other donors in sponsoring these scholarships.

Figure 2: Year on year increase of Cothrom na Féinne scholarships from 2017-2021.



74.3%

Increase in Cothrom
na Féinne scholarship
recipients in four years

Outreach Coordination Network

The overarching goal of the WP Outreach Coordination Network is to develop a university-wide coherent approach to the provision of outreach for communities with low levels of progression to higher education, in particular, to UCD. This WP sub-committee is chaired by Associate Professor Caitríona Cunningham, with representations drawn from all Programme, and policy/support units (e.g. Student Recruitment, Library, Careers Network and Admissions). During the academic year 2020-2021, the Network met in October, March, and May 2021.

During the year, the Network focused on using the findings of the university-wide survey to inform their work. This survey was undertaken to establish baseline information about outreach activity to under-represented cohorts. In summary, the findings highlighted the considerable range and extent of such outreach activities that are undertaken throughout UCD. This activity was categorised into four domains, i.e. Information and Guidance, Student Experiences, Mentoring, and Teaching and Learning. In addition, the Network developed an infographic (Figure 3), to help create visibility of outreach in UCD Colleges and Schools. Following on from this, two workshops in March and May were held to review progress and identify work priorities, which are:

- To further clarify the role of the WP Outreach Representative
- To enhancing awareness of outreach at academic school level and university wide
- To enable Network representatives to play a role in Access Admission Pathways and enrolment planning
- To develop a central repository of targeted outreach activities and resources.

Outreach Coordination Network

The Widening Participation Outreach Network prioritised the development of a programme/school level outreach checklist or self-assessment tool as the next project to guide this work and facilitate greater coherence throughout the University.

UCD Access & Lifelong Learning

Engaging & increasing participation in Higher Education



8 Target Student Groups

32.5% of UCD's Student Population are from access groups

- Students with Disabilities
- Low-Income Students
- Irish Travellers
- Part-Time Students
- Lone Parents
- Refugees and Asylum Seekers
- Ethnic Minorities

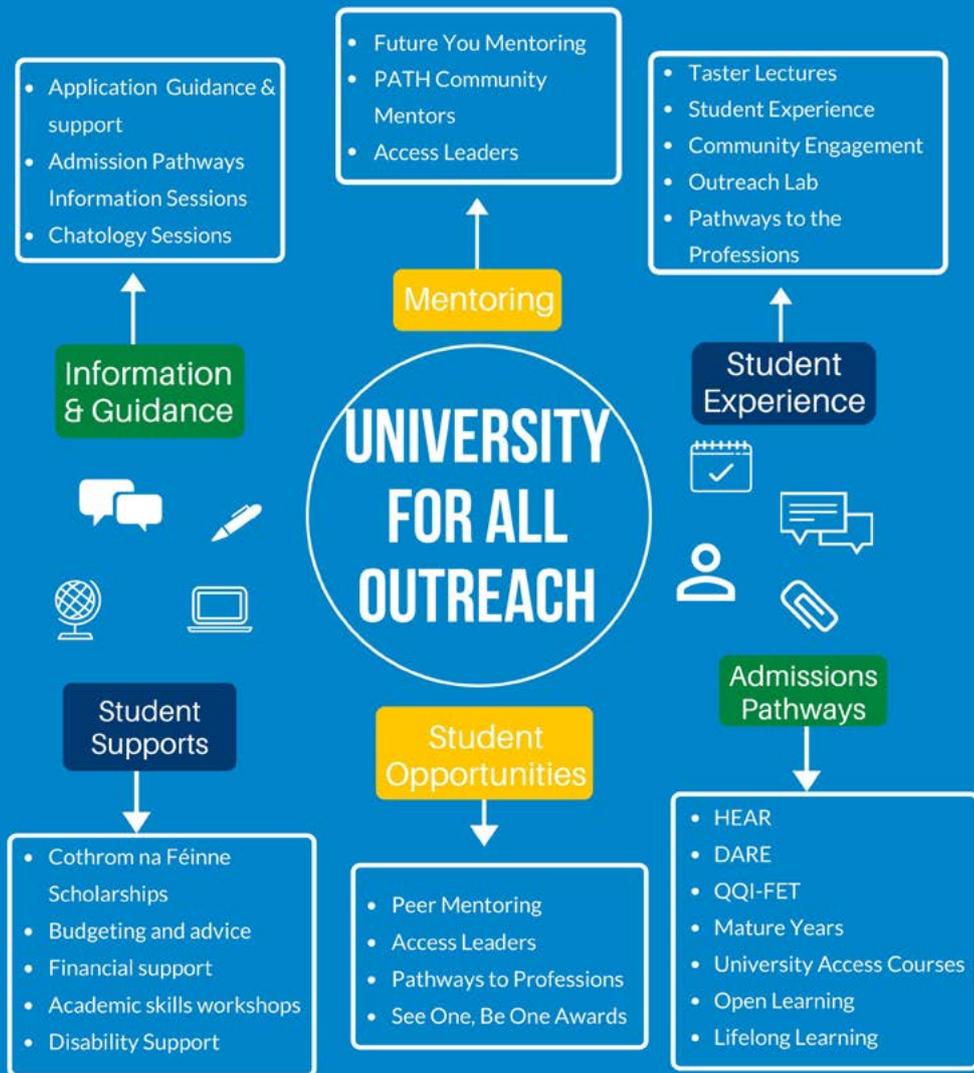


Figure 3: All Outreach Coordination Network activities across UCD.

University of Sanctuary

In the 2020-21 academic year, UCD continued to offer scholarships to people from a forced migration background living in Ireland who were not eligible for state support or did not have alternative funding. Sixty-seven applications for scholarships were received, with forty-eight successful applicants, taking up places in courses across the university ranging from access programmes to degrees and postgraduate programmes. Of the forty-eight SP students, twenty-four are continuing on undergraduate programmes, two are continuing on graduate studies, and twenty-two are new entrants. The admission pathways used this year varied, like in previous years, and a breakdown of the new entrants is as follows; fifteen new entrants undergraduate, two new graduate, four University Access, and one Open learning. The financial supports provided for full time students this academic year included full fee tuition coverage and maintenance of €5,915 (non-adjacent) and €2,957.50 (adjacent). Students were engaged with UCD ALL Welcome programme and received a starter pack and a laptop loan upon commencement of their studies. A Keyworker system, established in 2019, continued, with students also availing of many of the other supports and events organised by UCD ALL, as well as availing of mainstream UCD supports such as the Writing Centre and the Student Adviser services.

UCD continued to be represented on the Universities of Sanctuary Ireland Steering Committee, where the various Universities of Sanctuary work together to address sectoral challenges arising for this group of students. In recognition of the need to support the operational running of the sanctuary scholarship programme and deal with challenges arising, as well as the need for the University to meet its obligations at a broader level, a decision was made to establish a Sanctuary Operations Committee, chaired by Fiona Sweeney, and a University of Sanctuary Strategic / Policy Committee, (a subgroup of the University EDI committee), chaired by Dr. Muireann Ní Raghallaigh, with the two chairs collaborating together.

Key issues emerging during the year included issues around accommodation for Sanctuary students, many of whom live in direct provision and can be subjected to moves within that system, as well as issues related to fee status, and how students were being assessed for EU fees status. Significant work was done in this regard by the Operations committee, with a proposal put to the Registrar to amend the current rules so that the sanctuary students' three years would be counted from the date of application for International Protection and not from when they receive their status, as had been the case.



University for All

The implementation of University for All continued with growing momentum. This whole-institution, evidence-based approach to mainstreaming inclusion in UCD, ensures that all students feel welcome, belong, and are valued. Grounded in the UCD Strategy 2020-2024: Rising to the Future, and the EDI Strategy and Action Plan 2018 - 2020 - 2025, and the Education and Student Success Strategy (UCD, 2021), University for All recognises, promotes, and values the breadth of talent, experience, and contribution of all students, and creates an inclusive educational experience for all. In line with both the UCD and EDI strategies, the University for All initiative embeds inclusion across the university, further developing UCD's capacity to attract, retain, and develop our diverse student population.

Implementation

To facilitate online Implementation workshops, a digital version of the [Toolkit for Inclusive Higher Education Institutions](#) was developed in Spring 2021. This digital version has enabled efficient capture of workshop self-assessment outputs, with workshops transitioning online very successfully, and with good attendance from colleagues. A demonstration version of the digital Toolkit is available to allow colleagues to familiarise themselves with it before attending a workshop. The digital version can be adapted by external organisations for use in their own settings.

During 2020-2021, seven University for All implementation workshops took place:

- Arts & Humanities, led by Dr Mary Farrelly (Workshop held 10 December 2020, 12 in attendance)
- Agriculture and Food Science, led by Professor Olaf Schmidt (Workshop held 22 June 2021, 25 in attendance)

- Engineering led by Associate Professor Mark Flanagan (Workshops held 14 & 15 January 2021, 25 in attendance)
- Nursing, Midwifery and Health Systems, led by Dr Phil Halligan (Workshop held 22 June 2021, 30 in attendance)
- Public Health, Physiotherapy and Sports Science, led by Associate Professor Catriona Cunningham (Workshop held 12 March 2021, 35 in attendance)
- Science, led by Associate Professor Siobhán McClean (Workshop held 17 June 2021, 57 in attendance).

In July 2021, Programme representatives submitted their University for All Implementation Plans. These plans were prepared by Widening Participation Representatives in collaboration with their local change teams using workshop output, data, student focus groups, and other input. The implementation plans outline the progress made, to date, in each programme area, as well as plans for the future. These plans were published in the UCD [Registrar's Intranet](#), which is available to all UCD employees.

An International Community of Practice (CoP) was established, bringing together access and inclusion professionals from Higher and Further Education Institutions to discuss the use of the Toolkit as part of a whole-institution approach to embedding inclusion. With the first meeting held in June 2021, the purpose of this CoP is to create a forum that allows us to share good practice and lessons learned, to foster collaboration and build our capacity to successfully implement an institutional change programme for inclusion. Fourteen organisations are represented from Ireland, Canada, The Netherlands, Belgium, and Portugal.

Universal Design

Universal Design is a core component of the University for All initiative in UCD. Using the framework and principles of Universal Design, we can create an inclusive educational environment to benefit all students. In Autumn 2020, UCD Access & Lifelong Learning entered into a strategic partnership with AHEAD to jointly deliver the Digital Badge for Universal Design in Teaching and Learning in a fully online format to a national audience. This National Forum Digital Badge was jointly designed by AHEAD and UCD ALL. This digital badge course provides participants with a strong introduction to the Universal Design for Learning (UDL) framework and gives them the opportunity to implement UDL approaches within the teaching activities they are currently undertaking.

In UCD, this digital badge is integrated into a module of the UCD Teaching & Learning University Teaching Qualification. The integration and promotion of Universal Design for Learning is a core element of the University for All initiative in UCD. Our strategic partnership with AHEAD allows us to broaden the reach of the UDL badge and promote our University for All message to a national audience to encourage others to implement a whole-institutional approach to student inclusion.

We have been facilitating the UDL Badge since we jointly developed it as part of the National Forum's professional development framework in 2017, but in 2020 we partnered with previously trained UDL badge facilitators to offer this course to over 600 participants simultaneously in the Higher Education and Further Education and Training sector; the largest national roll out of UDL CPD ever undertaken in Ireland. This MOOC style facilitation of the digital badge has had a wide-ranging impact on the sector, with local UDL implementation significantly increasing. Another national roll-out of the badge is underway for 2021, with over 1,000 participants.

University for All Faculty Partnership Programme

In early 2021, UCD Access & Lifelong Learning was notified by the Higher Education Authority (HEA) of an underspend within the Fund for Students with Disabilities (FSD). The HEA invited proposals for strategic initiatives relating to disability services for students. In the context of UCD's mainstreaming approach, the University submitted a proposal to embed a Universal Design approach across the institution that would benefit all students. The resulting University for All Faculty Partnership Programme is a collaboration between UCD Access & Lifelong Learning (ALL), UCD Teaching & Learning (T&L), and UCD Equality, Diversity & Inclusion (EDI). The unique and pioneering Programme is designed to be a high-impact intervention that offers participants an opportunity to undertake Universal Design for Learning (UDL) training, to qualify as a UDL Facilitator, to embed UDL in their own work and to act as role models to persuade and influence others within their own academic discipline as to the merits of inclusion for all students.

A call was issued to faculty in April 2021. A review panel, comprising the WPC, together with representatives from ALL, T&L, EDI and access students, was established. Each application was interrogated and the panel was impressed by the standard and quality of the applicants. Seventeen Faculty Partners were appointed in June 2021:

- College of Arts & Humanities: Associate Professor Naomi McAreavey
- College of Business: Dr Linda Dowling-Hetherington, and Mr Allen Higgins
- College of Engineering & Architecture: Dr John Healy, Dr Jennifer Keenahan, and Associate Professor Vikram Pakrashi
- College of Health & Agricultural Sciences: Dr Freda Browne, Professor Deirdre Campion, Associate Professor Caitriona Cunningham, Dr Tom Flanagan, Dr John Gilmore, Dr Phil Halligan, Dr Karen Keaveney, and Dr Deirdre O'Connor
- College of Science: Dr Anthony Cronin
- College of Social Sciences & Law: Associate Professor Kevin Costello, and Dr Muireann Ní Raghallaigh.



University for All Faculty Partnership meeting online

Faculty Partners will undertake the Digital Badge in Universal Design for Teaching & Learning and the subsequent Facilitator Badge in order to support both national and local rollouts of the Digital Badge in each academic year 2022-2024. As part of this Programme, they are also required to develop a case study of their work to embed UDL in their teaching practice. Faculty Partners are also required to persuade and encourage discipline colleagues to adopt UDL also. The University for All Symposium, planned for May 2022 will showcase their work and contribute to the growing interest in UDL within the sector.

A Faculty Partner Community of Practice has been established, supported by ALL, and is proving a useful forum for sharing resources, good practice, and cross-disciplinary knowledge. Another call for additional Faculty Partners is planned for the next academic year, to strengthen the teams across each UCD College.

Pathways to the Professions

The Pathways to the Professions (P2P) project was conceived as a strategic response to mitigating the barriers to the professions for students from underrepresented groups. As part of outlining and implementing the strategic plan (2019-2020) for the pathways to the professions, follow up consultations were held with three professional programmes: Law, Architecture, and Business to conduct a needs analysis. Findings from the literature (academic and grey literature) supported by thematic analysis allowed for the development of a tailored action plan to address specific areas of need for each of the programmes. Following on from this, specific interventions are being developed for each of the programme areas.

We are currently working with the Architecture Programme to explore and develop outreach interventions to sustain students' early career aspirations. With the UCD Business School, we ran focus groups and workshops that centred on the student voice to ascertain the nuanced and complex challenges faced by Access graduates. With the UCD School of Law, we are planning to offer a Moot Court programme to DEIS primary schools, focusing on career awareness and aspirations in communities experiencing disadvantage.

Part-time, Open, Flexible Education

Background and Context

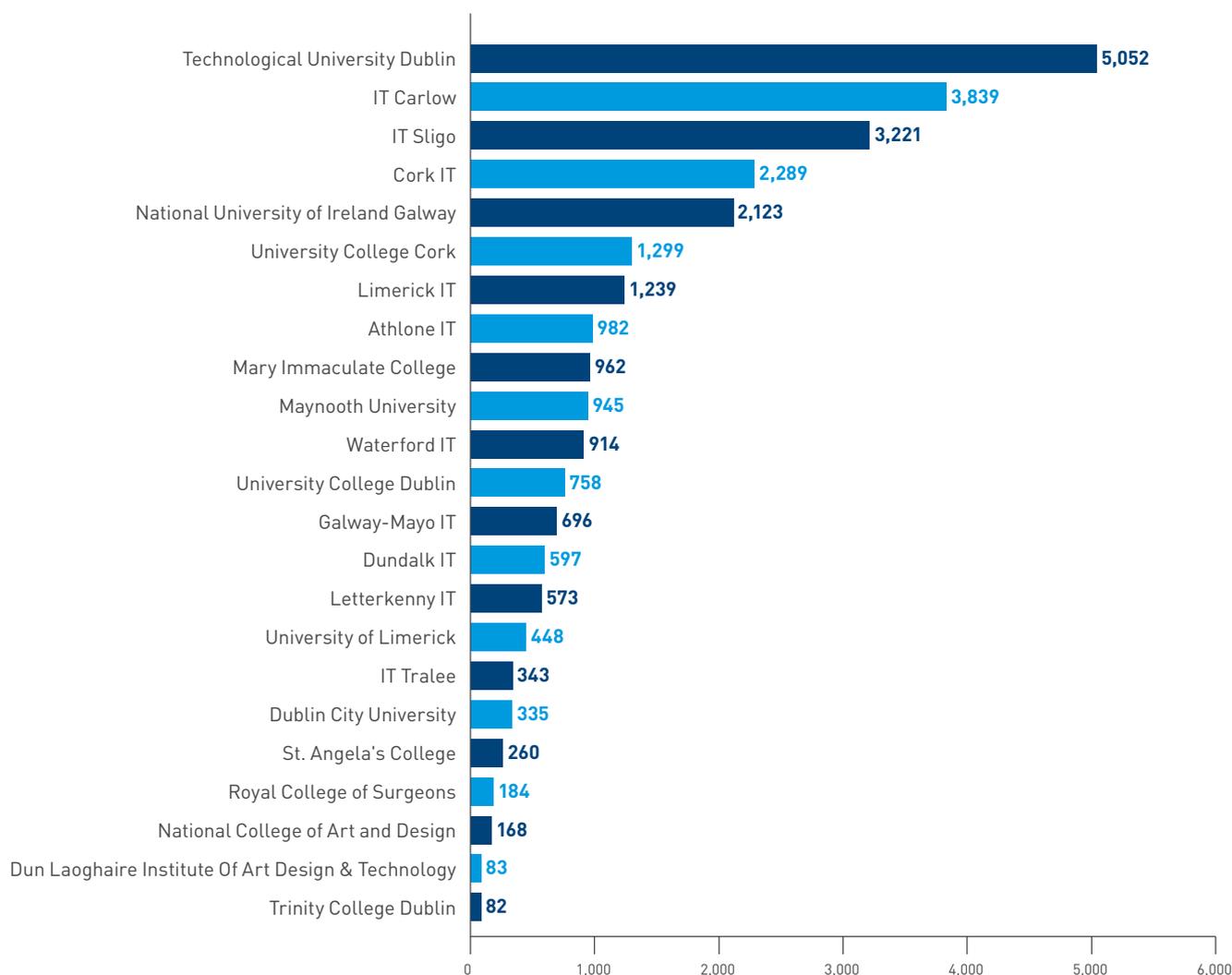
There is a growing demand for flexible higher education across the higher education sector. This demand for lifelong learning is being driven by changing demographics, skills needs of the labour market, and student circumstances and preferences. There is a range of national and European targets for part-time/ flexible provision to reflect this demand (EUA, 2018).

The current configuration at undergraduate level is based on the assumption that all students are available or wish to study full-time. The University (UCD Submission to the HEA National Access Plan 2022-2026 Public Consultation Process) recommended a 'coherent, systematic and viable approach that moves from 'othering' of part-time/flexible students, using Universal Design, in line with the HEA's 2012 recommendations, and the report of the IUA Part-time/Flexible Subgroup, 2020'. The IUA working group (2020) identified that current distinctions between full and part-time students are old-world constructs, which are outside the realities of national and European policy and outside of the need of HEIs and the students themselves. From a policy perspective, part-time/ flexible learners are a target group under the National Access Plan (2015 – 2019). The HEA has also stressed that:

“The extension of supports and initiatives to part-time students necessitates an understanding of the capacity of the access infrastructure within individual higher education institutions to facilitate part-time students” (2018, p. 30).

There are low rates of part-time undergraduate students at the national level (Figure 4). This participation pattern is particularly relevant for the PATH Open Learning strand, which seeks to promote part-time provision in those HEIs (UCD, RCSI, NCAD, IADT and TCD) who are returning the lowest numbers of part-time undergraduate students.

Figure 4: Number of Part-time undergraduate students by HEI 2019-20.



Part-time/Flexible study in UCD

Widening Access to Higher Education and promoting part-time and flexible education is a driver for economic growth. UCD's Strategy 2020-24 outlines our ambition to 'provide tailored educational offerings to support lifelong learning for a diverse audience' (Goal 4).

As illustrated in Figure 5, UCD offers a significant range of flexible study options, which offer the potential to grow the student numbers and ensure higher levels of access and participation.

In the context of implementing University for All, finalising the mainstreaming of part-time provision into UCD's institutional systems is a critical next step to guarantee equality of provision, widening participation, and equality of career opportunities. The adaptation of flexible modes of delivery during the pandemic also offered alternative options and showcased the university's capacity to offer teaching and learning remotely and flexibly.

During 2020-21, we continued to offer part-time provision to our University Access, Lifelong Learning and Open Learning students. The restrictions and limitations imposed by Covid-19 were countered by a range of additional supports and interventions offered by Access & Lifelong Learning. ALL Staff stayed in regular contact with students, offering additional support, including access to the Laptop Loan Scheme, to those who were identified as vulnerable or in need of additional support. ALL staff prioritised contact for those on the Sanctuary programme, low income, students with disabilities, mature students, University Access, Open Learners and those who reported challenges including isolation and care responsibilities. In that context, a series of online webinars was offered to students to help them adapt to studying at home. In addition, Access & Lifelong Learning also reached out to the lifelong learning community, offering online classes during the pandemic, shared a range of resources to sustain their connection with the University, and maintain their enthusiasm for learning.

Flexible Learning Options in UCD 2022

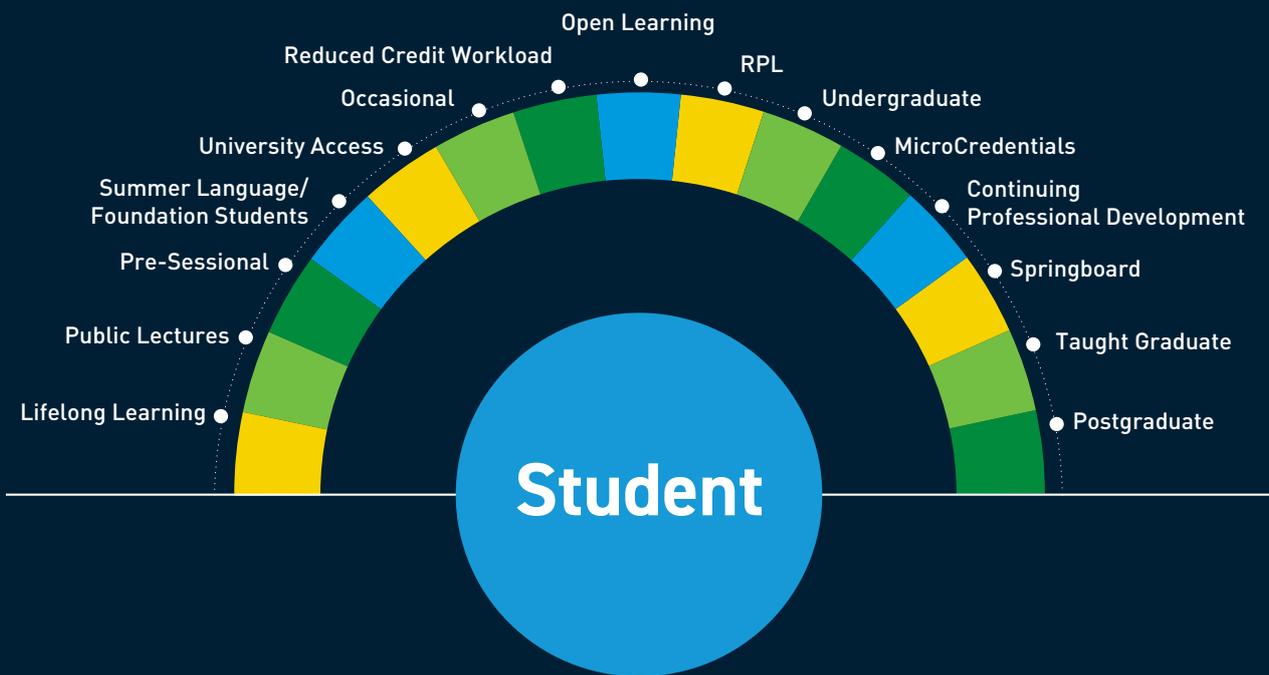


Figure 5: Overview of all learning options in UCD 2022.

PATH Programme

Since 2017, UCD has lead the PATH six-college Cluster, comprising, Institute of Art and Design (IADT), Marino Institute of Education (MIE), National College of Art and Design (NCAD), Trinity College Dublin (TCD), and the Royal College of Surgeons in Ireland (RCSI). Following the successful implementation of the first HEA funding tranche (2018-2021), the Cluster received extended funding for the period 2021-2024. The final year of this pilot project allowed the Cluster to reflect on the successes of the past 3 years:

- Expansion of Open Learning to four of the above universities, with 390 part-time modules on offer and 258 part-time students registered to these programmes
- Dublin Learning City has the potential to develop a framework that will enable all to avail of the capital city's education offerings (noting 123 established and 125 emerging partnerships and having organised 14 in person and 90 virtual events, to date)
- Extension of the world of Creative Arts, with 14 workshops delivered to the 120 participants at the Creative Arts Summer/Spring schools
- Development of a Community Mentoring corps to provide role models to future students (235 community mentors that worked with 2411 mentees thus far).

The Cluster's achievements were even more impressive considering the impact of COVID-19. Despite the many challenges and demands over the past 18 months, the Cluster continued delivery, pivoting to remote formats, transforming activities, and successfully maintaining levels of participant reach and engagement.

As a highlight of the work done, in May 2021 the Cluster launched a promotion campaign, called 'Your Place is Here', which translates the wide range of offerings, pathways, and student supports, into a targeted message to communicate higher education institutions as places of openness and welcome for all.

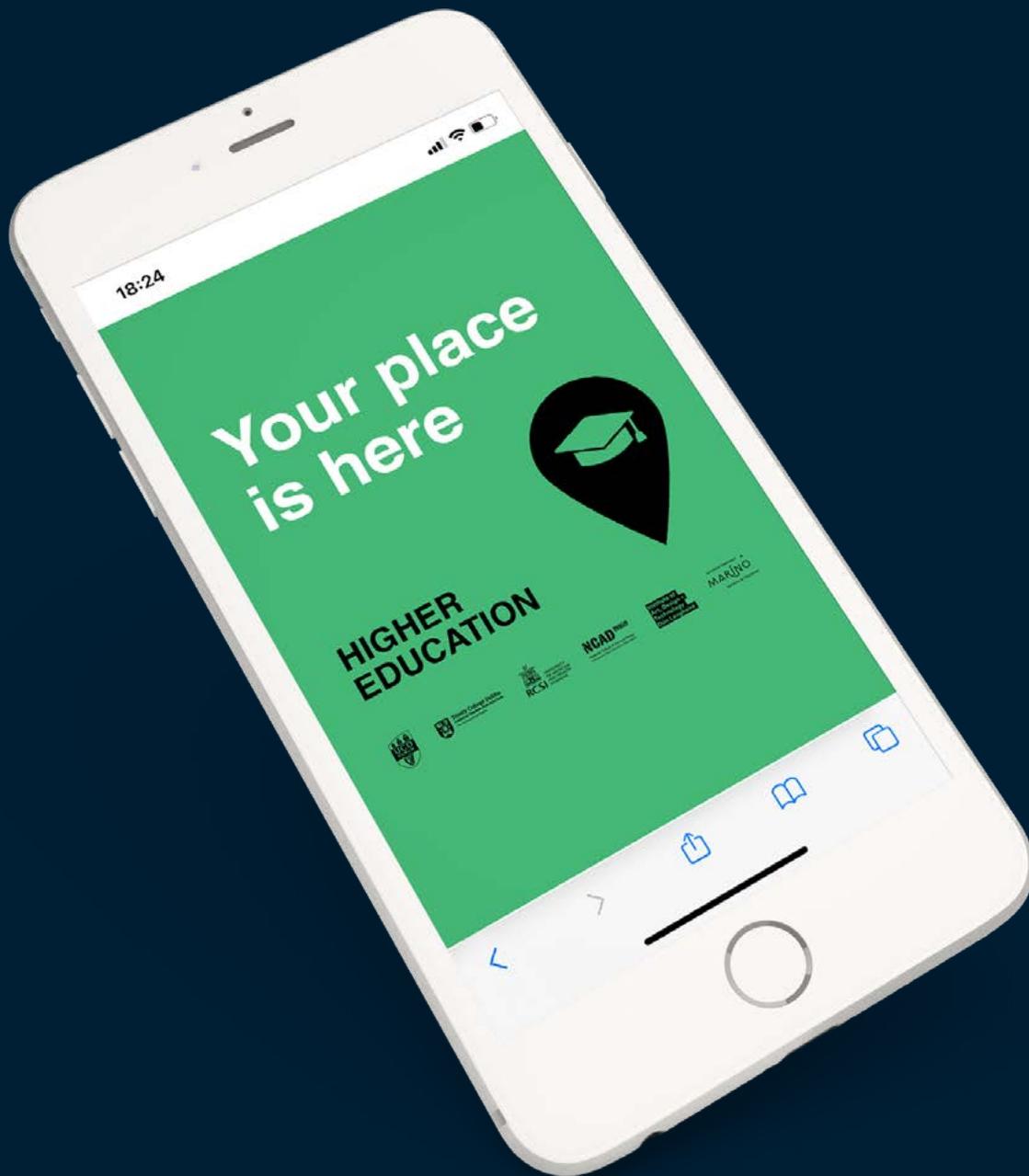


Image from the PATH promotional campaign in May 2021: 'Your Place is Here'.

In relation to the 1916 Bursaries, the Cluster welcomed the announcement of the development of the centralised application approach for the 1916 Bursaries and has played a strategic role in the national working group to develop a centralised application and assessment system. The Cluster has made significant contributions to this national project and, in collaboration with SOAR, MEND, and TU Dublin cluster has worked to create a pilot for the 2021/2022 application process.

Open Forum: Student Accommodation – Equity of Access, Challenges and Opportunities

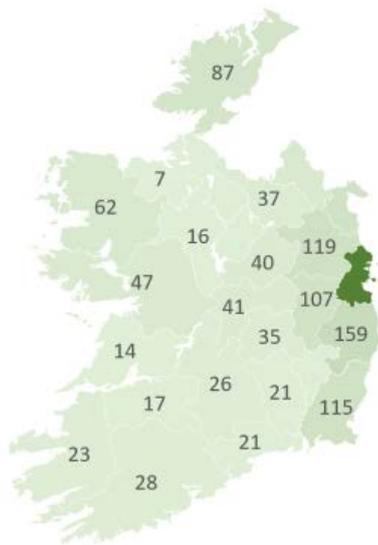
For the final meeting in the terms of this WPC, we scheduled an Open Forum on “Student Accommodation – Equity of Access, Challenges and Opportunities”. The intention was that this event would begin the process of formulating ideas and solutions to the wide ranging and complex accommodation issues. We agreed that a summary of the key points emerging would be included in the WPC Annual Report.

An analysis of the current status by revealed that:

- While there is a spread of low-income students (allocated SUSI grants at the Special Rate), there is a particular concentration around Dublin and the East Coast (Figure 6).
- Monthly rents in UCD Campus Accommodation with utilities ranged from €779.84 to €1,311.50.
- At both the minimum and the maximum of these ranges, price points are the highest in Irish third level institutions.
- Advertisement of “Gold, Platinum and Penthouse” accommodation was discordant with UCD’s aspiration to be “Ireland’s most inclusive University”.
- Government has consistently resisted subsidies for student accommodation, and tax breaks are no longer available.

- In line with other large international Universities, UCD Estates estimate that the maximum level of student housing UCD could supply would be of the order of 20% of total requirement.
- Currently, escalating building costs are slowing down new builds.
- The current licensee system in the private market is regarded as problematic by students.

Undergraduate Low Income Students 2020-21



Susi Special Rate

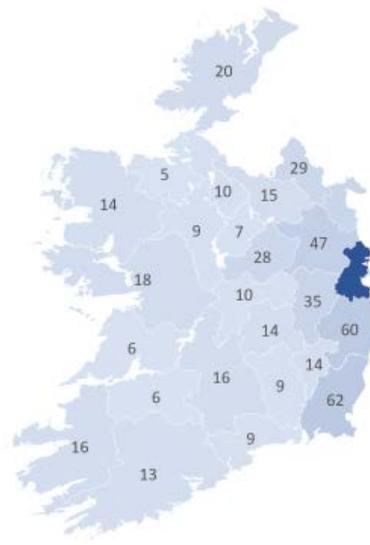


Figure 6: Heatmap showing the concentration of low-income students and those in receipt of SUSI special rate in Dublin and the East Coast.

Professor Andy Prothero, UCD College of Business, gave a presentation describing some ways in which universities in other jurisdictions address student accommodation costs. These include rent ladders, intergenerational housing, and negotiation between universities, housing associations and private landlords. In some jurisdictions, affordability policies are in place, determining the minimum percentage of rooms that should be available at a given percentage of student grant/loan.

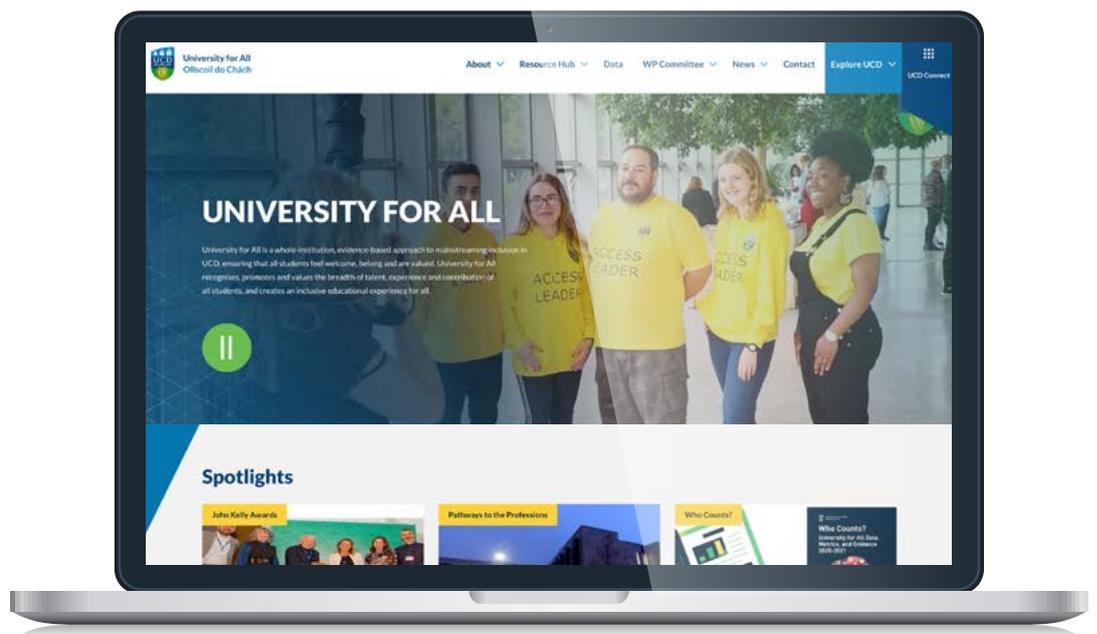
It was agreed that short-term, as well as longer-term, actions were required to address a lack of affordable student accommodation. While acknowledging that accommodation cost difficulties extend beyond students, throughout society, accommodation, right through Irish society currently, the forum discussed and proposed some potential remedial measures to student-related concerns, as follows:

- Consideration of Rent Ladders in student accommodation, with a greater proportion of accommodation at the lower- cost end
- Shared accommodation options
- Consideration of accommodation subsidies, for example through bursaries, scholarships, grants, low-interest loans, reduced deposits, or hardship funds

The WPC encourages the University to consider what can be done in the short term, locally, to tackle these issues, as a key pillar of making UCD truly a University for All and achieving the widening participation aims of the University Strategic Plan.

Communications

A biannual newsletter has been created in order to increase awareness of University for All implementation within the institution. This keeps colleagues informed of the progress made, as well as highlighting particular projects and developments. The University for All website was launched in November 2020 to give further exposure. It has a dedicated resource section with a wealth of videos, case studies, and additional information for colleagues.



The University for All website homepage.

UCD Widening Participation Committee Members



Chair

Professor Grace Mulcahy

Professor Mulcahy is a member of the Royal Irish Academy and spent ten years as Dean of Veterinary Medicine at University College Dublin. She leads an active research group, focusing on helminth immunobiology, vaccines for veterinary parasites, and One Health. Grace served two terms as a member of the Veterinary Council of Ireland and has been a member of American Association of Veterinary Medical College Board of Directors and on the Board of the Agri-food and Biosciences Institute, Northern Ireland. She is in her second term as Chair of the UCD Widening Participation Committee.

Programme Board Representatives



Agriculture, Food, Environmental Sciences **Professor Olaf Schmidt**

Professor Schmidt represents the Agriculture and Food Science Programme Board. He is Head of Subject of Agri-Environmental Science, Professor at the UCD School of Agriculture and Food Science where he teaches entomology and soil science, and a member of the Executive of the UCD Earth Institute. Outside UCD, Olaf is Secretary of Global Action Plan (GAP) Ireland, a charity based in Ballymun that focuses on behaviour change to promote environmental sustainability in communities.



Architecture, Planning and Environmental Policy **Associate Professor Brendan Williams**

Brendan Williams is an Associate Professor and lectures in Urban Development, Urban Economics and Comparative Planning systems at the School of Architecture, Planning and Environmental Policy. His principal research themes are urban development and policy frameworks, in Ireland and internationally, and applied research on the role of property markets in economic development. He has served as Head of Subject and Programme Director and as Deputy Head of school. At school level, he is currently Director of international programmes and Directs the Urban Environment Research Project at UCD. Dr Williams is also Affiliate Professor to the National Center for Smart Growth at University of Maryland U.S. since February 2015.



Arts and Humanities **Dr Mary Farrelly**

Dr Farrelly is an Assistant Professor teaching Spanish language and culture in the School of Languages, Cultures and Linguistics. She has previously worked as a Widening Participation Fellow at the University of Manchester, where she completed her PhD in 2017.



Business

Dr Darren Thomas Baker

Dr Baker is Assistant Professor/Lecturer of Business in Society. He is also currently Adjunct Fellow at University Technology Sydney Business School and has previously been a Visiting Fellow at Macquarie University Faculty of Business and Economics, Cranfield University School of Management and the Open University of Catalonia. Dr Baker draws on psychoanalysis for ontological, epistemological, and methodological inspiration to explore how subjectivities are forged at the intersection of class and gender, as well as broader ethical considerations, including capacities to care, in precarious and 'elite' banking and finance professions in the UK, US, and Australia.



Engineering

Associate Professor Mark Flanagan

Mark Flanagan is an Associate Professor in the School of Electrical and Electronic Engineering and represents Engineering on the UCD Widening Participation Committee. He leads the UCD Communications and Signal Processing research group and has authored more than 100 peer-reviewed papers in international journals and conferences. In 2014, he was a Visiting Senior Scientist with the Institute of Communications and Navigation, German Aerospace Center, under a DLR-DAAD Fellowship. He is currently serving as TPC Co-Chair for the IEEE International Conference on Communications (ICC) 2020, and he is also serving as an Executive Editor for the journal IEEE Communications Letters.



Law

Dr Máire Ní Shúilleabháin

Dr Ní Shúilleabháin is a lecturer at the UCD Sutherland School of Law and a specialist in private international law (the regulation of cross-border transactions and relationships). She has previously served as Programme Coordinator for undergraduate law programmes within the Law School, as Director of Tutorials and as Associate Dean for Undergraduate Programmes. She is now the Access Officer for the School.



Medicine

Associate Professor Suzanne Donnelly

Associate Professor Donnelly is UCD Director of Clinical Education and consultant rheumatologist at the Mater Misericordiae University Hospital. In January 2017, she was appointed Associate Dean for Programmes & Educational Innovation.



Nursing, Midwifery and Health Systems

Dr Phil Halligan

Dr Halligan has been a lecturer in UCD Nursing, Midwifery and Health Systems since 2004. Teaching involves Leadership, Management, and Quality Improvement, with a specialist interest in supporting students who have a disability on work placements. Dr Halligan is a cofounder of the dedicated SNMHS Disability Liaison Team in 2011.



Physiotherapy, Public Health and Sports Science **Associate Professor Caitriona Cunningham**

Caitriona Cunningham is an Associate Professor at UCD School of Public Health, Physiotherapy and Sports Science and represents her school on UCD's Widening Participation Committee. Her research and teaching focuses on Musculoskeletal health, related health services and promotion of physical activity and exercise for all. She has a strong commitment to facilitating the translation of evidence into practice, with active involvement in national and international research, professional and community networks. In 2015, she cofounded the innovative UCD Physio Hub to facilitate the delivery of Physiotherapy-led exercise and health promotion programmes to a wider community and provide 'real world' learning and research opportunities. She is Chairperson of UCD's Widening Participation Outreach Coordination Network.



Science **Associate Professor Siobhán McClean**

Dr McClean is an Associate Professor in the School of Biomolecular and Biomedical Sciences and the Head of Biochemistry. She is the College of Science Associate Dean for Widening Participation. Siobhán is committed to widening participation at UCD and will strive to contribute to a supportive and inclusive environment of all students at UCD. She welcomes the diversification of the University population and the opportunities that the University has given to students via a variety of non-traditional access routes.



Social Science **Dr Graham Finla**

Dr Finlay is Vice Principal for Widening Participation in the College of Social Sciences and Law. He teaches the theory of justice and human rights in the School of Politics and International Relations and engages in research on human rights policy, access to citizenship and inclusion, the human rights of migrants and justice in education. As a volunteer, he is involved in addressing educational disadvantage and promoting disabled people's rights in Inchicore and Ballyfermot.



Veterinary Medicine and Veterinary Nursing

Dr Arun Kumar

Dr Kumar is a 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. He has 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 and Support Services



Access & Lifelong Learning

Dr Anna Kelly

Dr Kelly is Director, Access & Lifelong Learning in UCD, and with a team of access professionals, leads the 'University for All', a strategic whole-institution initiative to mainstream and embed access and inclusion. She is the Chair of PATH HEI Cluster, (Trinity, NCAD, IADT, MIE, and RCSI). She represents UCD on the IUA Access Steering Group, and chairs the sub-groups on supplementary admissions routes, and part-time flexible higher education. Her doctorate is in Inclusive Design in Higher Education, and her research interests are in the areas of organisational change in the fields of access, widening participation, mainstreaming, and inclusion



Admissions **Jill O'Mahony**

Jill 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 in UCD, Jill enjoys participating in all processes and reviews that influence the different cohorts of students entering UCD.



Academic Board of Studies **Dr Bairbre Fleming**

Dr Fleming is Deputy of UCD Access & Lifelong Learning. She has extensive experience working with underrepresented students through the UCD Access programmes, with particular emphasis on mature students and part-time programmes. Her PhD drew on a sociological analysis of the experiences of mature students in higher education.



Finance **Gráinne Keane**

Gráinne is Director of Finance and leads two finance teams with a focus on strategic and financial planning. Gráinne is a member of the Board of Directors of RCSI UCD Medical Campus in Malaysia (RUMC) and a member of the University due diligence team for two current bids for international Colleges in China. She is also a member of the Steering Group for the UCD College of Health and Agricultural Sciences Student Support Fund. Gráinne is Treasurer and Council Member for the Irish Federation of University Women, a national organisation of female graduates that supports educational initiatives for women.



Estate Services

Aishling Kennedy-Dalton

Aishling has worked in a variety of roles in Campus Operations since 1993 and has engaged on behalf of her Unit, with many community-based initiatives during that time. Among her most recent responsibilities is the recruitment, training, and support of 80 students as Residential Assistants (RAs). She is committed to fostering a supportive and inclusive community within the Residences and beyond.



Communication & Marketing

Mary Staunton

Mary is Communications Manager at UCD. With a background in financial services, and working at UCD since 2007, Mary now works closely with the President's Office to ensure that the President's internal and external communications and speeches are consistent with the University's strategic messaging. She is protocol officer for the University, advising on and managing many key University events and produces the quarterly campus magazine, UCD Today. She is a firm believer in participation for all, in society, as well as in education, and is the representative of UCD University Relations on the committee.



Library

Avril Patterson

Avril 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.



Recruitment

Anne-Marie Harvey

Anne-Marie is currently Director of Student Recruitment at University College Dublin a position she has held since 2007. Anne-Marie was also responsible for the incubation of UCD's Ad Astra Academy and the Scholarships programmes from 2011 to 2016. With long experience in UCD, she also serves on the University Management Team (UMT) for Education, Global Engagement Group, and Ad Astra Academy committees.



Teaching & Learning

Dr Terry Barrett

Dr 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.



IT Services

Genevieve Dalton

Genevieve is currently the Director of Customer and Academic Services for UCD IT Services with responsibility for the delivery and support of IT solutions, services and applications in the areas of Customer Services, Educational Technology Services and Research IT. Her previous roles in UCD IT Services include Head of Educational Technology Services and Head of Infrastructure. Outside of her core IT role in UCD, Genevieve has contributed to the UCD community by being an active member on the University EDI Committee for a number of years and also sitting on the organising committee for the University Community Choir.



Career Development and Skills

Dr David Foster

Dr Foster is the UCD Director of Career Development and Skills and Director of UCD Careers Network. As such, David has both institutional and local responsibilities for the development, delivery, and enhancement of strategic initiatives and operations that enhance students' personal, professional, and career development. In addition to working with students at all levels, a range of professional and career development services are offered to Postdoctoral Researchers. David has been an active member of professional associations and is currently a Director of the Association of Higher Education Careers Services and a member of the Association of Graduate Careers Advisory Services.



Student Advisors

Aisling O'Grady

Aisling, a graduate of UCD, has worked in student services for over twenty-five years in UCD and other third-level institutions across Ireland. Aisling was a UCD Student Adviser for sixteen years and has been Head of the UCD Student Advisory Service for the past three years, overseeing the development of the service and working on meeting the needs of an increasingly diverse student body.



Administrative Services

Andy Myler

Andy joined UCD in 2013 and is the Director of Administrative Services. Andy initially attended UCD on a soccer scholarship in 1994 before returning to work here and has 20 years' experience in the Education sector having previously worked in Technological University Dublin (TUD). Working closely with colleagues in Administrative Services, UCD Registry, and across UCD, Andy is involved in making student administration work for all cohorts and is the current Chair of the UCD Operations Group.

Co-opted Members



Human Resources

Rory Carey

Rory is Director of Culture & Engagement.



UMT EDI Committee

Marcellina Fogarty

Marcellina is Strategic Equality, Diversity & Inclusion Manager.



EDI Sub-Committee on Sanctuary

Dr Muireann Ní Raghallaigh

Dr Ní Raghallaigh is an assistant professor of Social Work at the School of Social Policy, Social Work and Social Justice, UCD and was co-opted onto the Widening Participation committee because of her research on issues relating to refugees and asylum seekers. She previously worked as a social worker with separated asylum-seeking children and served on the board of directors of the Irish Refugee Council from 2011 to 2017. She is UCD's representative on the Universities of Sanctuary Ireland steering committee, which aims to foster a culture of welcome and inclusion for asylum seekers and refugees in universities, colleges, and institutes throughout Ireland.

Student Representatives



Conor Anderson

Conor is the President of UCDSU. Previously, he was the Postgraduate Education Officer and holds a M.Sc in World Heritage Management and Conservation.



John Ryan

John is undertaking his Bachelor of Arts, majoring in History and Philosophy, having completed Access to Arts, Humanities, Social Sciences and Law (AHSSL).



Jaffer Abdulkarim

Jaffer is undertaking his Master's in Science having completed his Science degree this year. As an Access Leader, Jaffer has assisted with such events as the ALL Student Welcome and Registrar's Coffee Morning. Jaffer is also a Digital Ambassador in ALL.

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Terms of Reference

Role and Purpose

The role and purpose of the University Widening Participation Committee is to provide a formal mechanism to oversee, monitor, and promote the University's achievement of a diverse and inclusive scholarly community, characterised as a 'University for All'. The Committee reports to the UMT Education Group (UMTEG) and has a dotted line reporting link to the UMT Equality, Diversity & Inclusion Group (UMTEDI) and the UMT Student Experience Group (UMTSEG), respectively. The Committee has an independent Chair and expertise and operational support is provided by UCD Access & Lifelong Learning.

Membership

Programme Governing Boards – members will be nominated by the Dean/College Principal for:

- Agriculture and Food Science
- Veterinary Medicine and Veterinary Nursing
- Medicine
- Nursing, Midwifery and Health Systems
- Public Health, Physiotherapy, Performance and Sports Sciences
- Architecture, Landscape, Planning and
- Environmental Policy
- Business Undergraduate
- Law
- Social Science
- Science Taught
- Arts and Humanities
- Academic Affairs Board of Studies.

Appendices

Policy & Support Units – members will be nominated by each Head of Unit for Student Advisers;

- Estate Services
- Library
- Careers Network
- Teaching & Learning
- Admissions
- Recruitment
- Administrative Services
- IT Services
- Bursar's Office
- Communications
- Access & Lifelong Learning.

Student representatives

- Access students, nominated by Senior Access Leaders
- Student Union President or nominee.

Co-options

The Chair will nominate co-opted members as necessary. Currently nominated are:

- HR representative
- UMT EDI Committee
- EDI Sub-Committee on Sanctuary
- UCD Global

Terms of Reference

1. Provide a formal mechanism to oversee, monitor and promote the University's achievement of a diverse and inclusive scholarly community, where all students feel welcome, and their experience, perspective and opinions are respected and valued
2. Oversee the communication and promotion of a 'whole-institution', mainstreamed approach to access, widening participation and inclusion, characterised as "University for All"
3. Develop and monitor the implementation of a framework for communicating, internally and externally, UCD's actions and policies, in respect of widening participation
4. Identify and promote good practice approaches and activities, which enable underrepresented students to participate and successfully complete their studies
5. Review University policies as they relate to access, widening participation and inclusion
6. Recommend relevant data for collection to University Programmes Board to assist with monitoring widening participation data and trends, with respect to Admission, Progression, Continuation, and Completion
7. Advocate for quality enhancement and assurance processes to reflect the widening participation agenda
8. Ensure widening participation aims are reflected in UCD's Education Strategy
9. Contribute to reviews of student advisory and support services and make recommendations for improvement
10. Promote the implementation of the principles of Universal Design in the University's built, and technological environments, and in pedagogical approaches used in the student learning environment
11. Consider student recruitment processes and make recommendations which enable and facilitate participation by under-represented students, and alignment with the principles of inclusion and mainstreaming
12. Oversee the development and implementation of a coherent institution-wide outreach strategy targeting under-represented population cohorts
13. Develop and oversee a plan to improve the visibility and enhance the reputation of the University as an inclusive educational environment
14. Recommend representatives of the Committee for inclusion on other university committees, working groups and boards.

Glossary

Access student - Any student from one or more of the following target equity groups, socio-economically disadvantaged students, students reporting a disability, mature students, part-time or flexible students, QQI-FET award holders, and refugees and asylum seekers.

ALL - UCD Access & Lifelong Learning. The mission of UCD ALL is to enable the University to realise its ambition to be a University for All, where access and inclusion is everyone's business. This mainstreaming vision ensures that all students are treated equitably and that the learning experience is universally designed and configured to meet the needs and aspirations of all students. UCD ALL has developed a range of responses to widen access, to ensure equitable participation by diverse student cohorts ([UCD Access & Lifelong Learning Strategy 2020-2024 - Enabling a University for All](#), 2021).

DARE - The Disability Access Route to Education (DARE) is a higher education admissions scheme for students with disabilities. Eligibility for this scheme is determined through a national application process, aligned with CAO, and is based on evidence of disability and educational impact. CAO offers are typically made in late August/Early September. Eligible students, and all those who disclose a disability before or during their studies in UCD, are offered a Needs Assessment, where support and accommodations to remove barriers to education are agreed.

DEIS - Delivering Equality of Opportunity In Schools. This is an initiative of the Department of Education and Skills aimed at lessening educational disadvantage and bringing about social inclusion in primary and second level education. Eligible primary and secondary schools in Ireland are designated as DEIS schools and, as such, are provided with a set of resources and targeted support. UCD ALL's Outreach & Mentoring programme is run in collaboration with 17 'linked' DEIS secondary schools

Cothrom na Féinne - Cothrom na Féinne and Ad Astra are the UCD mottos. Cothrom na Féinne means justice and equality and is used as the name of UCD's access scholarship programmes

EAS - The Equal Access Survey is an annual voluntary survey of first year full-time and part-time undergraduate new entrants to Higher Education Authority funded Universities. With Information obtained from the Equal Access Survey, the HEA can measure equality of access to higher education and allocate the resources needed to support students of all backgrounds and abilities. The EAS is conducted by UCD on behalf of the HEA as part of the registration process.

EDI - UCD Equality, Diversity & Inclusion

HEA - Higher Education Authority

HEAR - The Higher Education Access Route (HEAR) is a higher education admissions scheme for students, resident in the Republic of Ireland, and who are underrepresented at Higher Education due to their socio-economic background. Eligibility for this scheme is determined through a national application process, aligned with CAO, and is based on evidence of family income, and specified indicators of disadvantage. Eligible students are provided with targeted financial, academic, and personal support to remove barriers to their education.

FET - Further Education and Training

IUA - Irish Universities Association

KPI - Key Performance Indicator. A University-agreed target of 35%, which acts as a quantifiable measure of widening participation performance over 3 years (2024).

Mature Entrants - Students who are at least 23 years of age on the 1st of January of the year of entry. Application on such grounds varies depending on the UCD programme, and may include provision of a personal statement, completion of MSAP (Mature Students Admissions Pathway (MSAP), HPAT (Health Professions Admissions Test), or the Nursing Written Assessment. Instead of MSAP, Mature Students can also opt to take any Open Learning module for credit. Application via the mature entry pathway is made through the CAO and offers are usually made in July each year.

Open Learning - Open Learning is a flexible study option, which enables students to choose from a wide range of modules, and take either a Certificate (30 ECTS), or Diploma (60ECTs) level 9 award. There are currently 12 progression pathways to undergraduate degrees. Students can also take Open Learning for audit, meaning there is no associated assessment. Open Learning is coordinated by UCD ALL and the designated Academic Lead is Professor Grace Mulcahy.

P2P - Pathways to the Professions is a project to promote an inclusive workplace for all, irrespective of gender, ethnicity, religion, socio-economic, sexual orientation, disability, and age. It fosters systemic and cultural transformation within the workplace, and is particularly focused on early career progression in the professions. Using the Law profession as a test bed, this project is developing a model of best practice, which is applicable to a range of professions, including Archaeology, Architecture, Engineering, Medicine, Veterinary Medicine, Social Work etc. P2P is using a holistic approach to support students' aspirations, enable an universally designed educational experience, and address barriers to early career progression (<https://www.ucd.ie/universityforall/resourcehub/pathwaystoprofessions/>)

Part-time - Any student studying part time, such as Open Learning, Diploma and Bachelor of Business Studies, Safety and Health at Work, University Access Courses, etc.

QQI - Quality and Qualifications Ireland

QQI-FET - Students who are studying full time and have entered UCD holding a FETAC/HETAC/QQI award. Students with relevant and appropriate QQI-FET (formerly known as FETAC) Level 5/6 major awards and components, with a minimum of Distinction in five components, may be admitted on a competitive basis to a range of UCD programmes. Application via the QQI-FET entry pathway is made through the CAO and offers on the basis of QQI-FET qualifications are usually made in early August each year.

SEG - Socio-economic group. Using Central Statistics Office data gathered via the Census, the entire population is classified into one of ten categories based on the level of skill and educational attainment of their occupation (those at work, unemployed, or retired). All other people are classified to the socio-economic group of the person in the family on whom they are deemed to be dependent. Research clearly shows that participation in higher education is not evenly spread across the socio-economic groups.

SUSI Special Rate - A special rate of grant available for eligible students through Student Universal Support Ireland. Students in receipt of SUSI Special Rate denoting a household income not exceeding €24,000 to include eligible long-term Department of Employment Affairs and Social Protection payment or its EU equivalent.

Targeted places - As part of enrolment planning, every UCD undergraduate programme creates targeted places for students entering through designated access routes (HEAR, DARE, Mature, QQI-FET, Open Learning). These places, sometimes also referred to as reserved places, assist in widening participation to undergraduate programmes enabling equitable access to UCD. These targets are transferable across access groups to allow for maximum diversity of admissions.

WPC - UCD Widening Participation Committee. The Committee is chaired by Professor Grace Mulcahy, reports to the UMT Education Group (UMTEG), and has a 'dotted line' to the Vice President for EDI. Membership is drawn from all Academic Programme Boards, Policy and Support Services, in addition to Student Access Leaders, the UCD Student Union and relevant co-options. The Committee is provided with policy advice, expertise, and operational support by UCD Access & Lifelong Learning (ALL). The Committee has a three-year term, meets five times per year, and has a range of subgroups, including the WP Outreach Coordination Network (<https://www.ucd.ie/universityforall/>)

Universal Design - Universal Design is the design of an environment, product, service or experience so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. Universal Design does not attempt to provide a 'one size fits all' solution but rather requires that the design considers the needs of all potential users avoiding the need, where possible, for retrofitting or alternative solutions. Universal Design is fundamentally good design and is to the benefit of all people.

UDL - Universal Design for Learning. UDL is a framework to improve the learning experience of all students within the mainstream teaching environment. The UDL principles espouse flexibility for students with the aim of removing educational barriers which may be put in place inadvertently through adherence to rigid or singular delivery, engagement and assessment strategies.

UfA - University for All. Launched in 2017, UCD is pioneering University for All - a whole-institution, evidence-based approach to mainstreaming inclusion, ensuring that all students feel welcome, belong and are valued. Grounded in the UCD Strategy 2020-2024: Rising to the Future, and the EDI Strategy and Action Plan 2018 - 2020 - 2025, and the Education and Student Success Strategy (UCD, 2021), University for All recognises, promotes and values the breadth of talent, experience and contribution of all students, and creates an inclusive educational experience for all. This initiative embeds inclusion across the University further developing UCD's capacity to attract, retain, and develop our diverse student population. The University for All initiative is sponsored by the Registrar & Deputy President, Professor Mark Rogers, governed by the University Widening Participation Committee, chaired by Professor Grace Mulcahy, and led by UCD Access & Lifelong Learning. University for All Implementation Plans are developed 'locally' by Widening Participation leads, and available to all UCD Faculty and Staff on the Registrar's Intranet. (<https://www.ucd.ie/universityforall/>)

University Access - UCD offers two University Access Programmes. These are one year, part-time diplomas, and prepare mature students, who may not have formal qualifications, for successful study at university. University Access has two streams - Access to Arts, Humanities, Social Sciences and Law (AHSSL); and Access to Science, Engineering, Agricultural Science and Medicine (SEAM). These lead to Special Purpose Awards Level 6 awards, which provide pathways to study selected UCD undergraduate degrees.

UCD for All - Our Twitter and Instagram handles are @UCDforAll

UMTEG - University Management Team Education Group



University College Dublin
University for All

UCD Widening Participation Committee Annual Report 2020/21

Thank you

Go raibh maith agat



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Thank you

Thank you to the staff of UCD Access and Lifelong Learning whose expertise and insights informed the work of the Committee



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