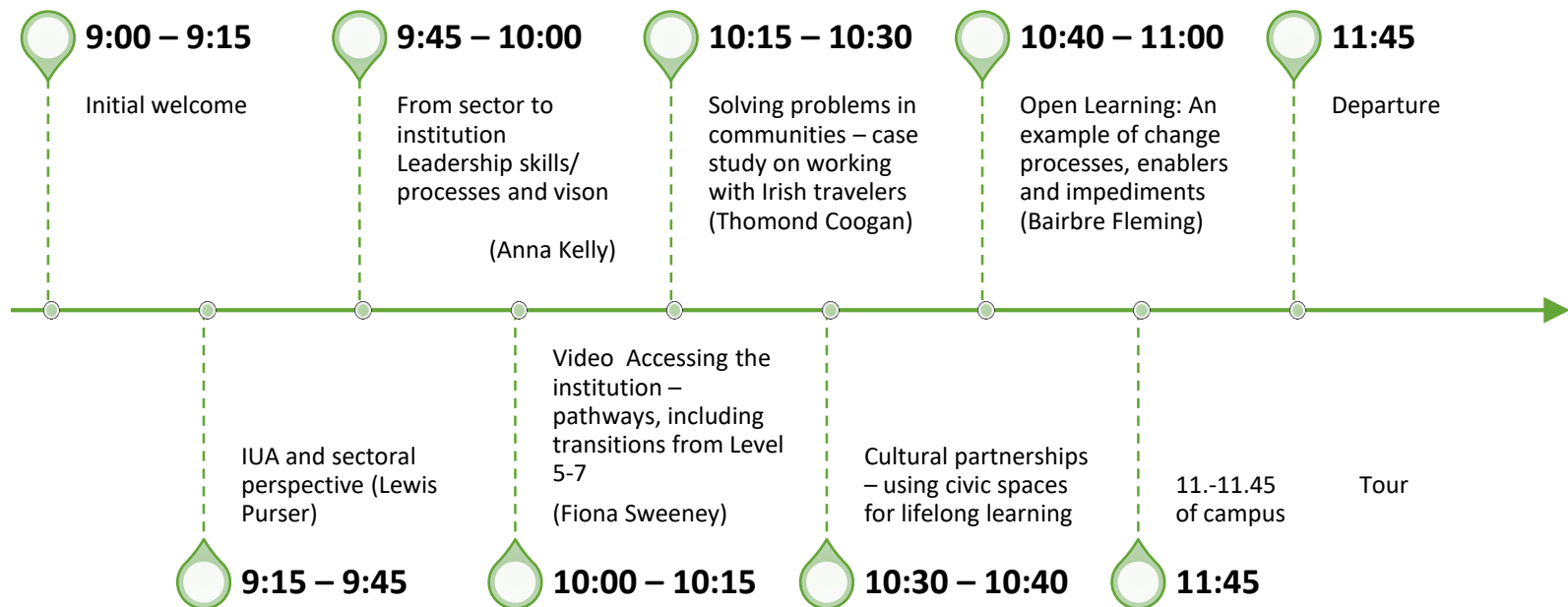




UCD Access & Lifelong Learning

Study visit, 12 June 2018,
International Delegation

Agenda





Changed
institutional practice



Mainstreaming



Alignment of HE
system



Inclusive education
systems

Drivers of Change

Under- represented Student Groups

- Students with a disability
- Students from a background of socio-economic disadvantage
- Mature students
- Irish Travellers
- Part-time students
- Additional identified groups
 - Lone parents
 - Refugees, asylum seekers and those who have leave to remain
 - Ethnic minorities



“It is not simply a question of the preparedness of students for the HE experience, though clearly many are not prepared for the demands of a still largely inflexible system, but it is also the degree to which institutions respond to the challenges of diversity”.

(Osborne, Gallacher and Crossan (2007, p. 10)

Launch of University for All Initiative



Open, belonging, welcoming
HE an option for all
fulfilling potential.



What is “University for All”?

The University for All initiative seeks to mainstream access and widening participation, weaving it in to the fabric of the institution at every level.



University for All

Access incorporates both entry to and access to inclusive learning environment, designed for full range of students, rather than a perceived notion of a typical, average or so-called 'traditional' student



Educational experience encompasses-

curriculum, teaching, learning, assessment, student supports and services, built and technological environments, are designed for **all**, embedded and integrated and **everyone's business**

University for All Principles

Mainstreaming inclusion is the job of the entire University community and is the responsibility of all

Everyone has the right to equal participation and engagement

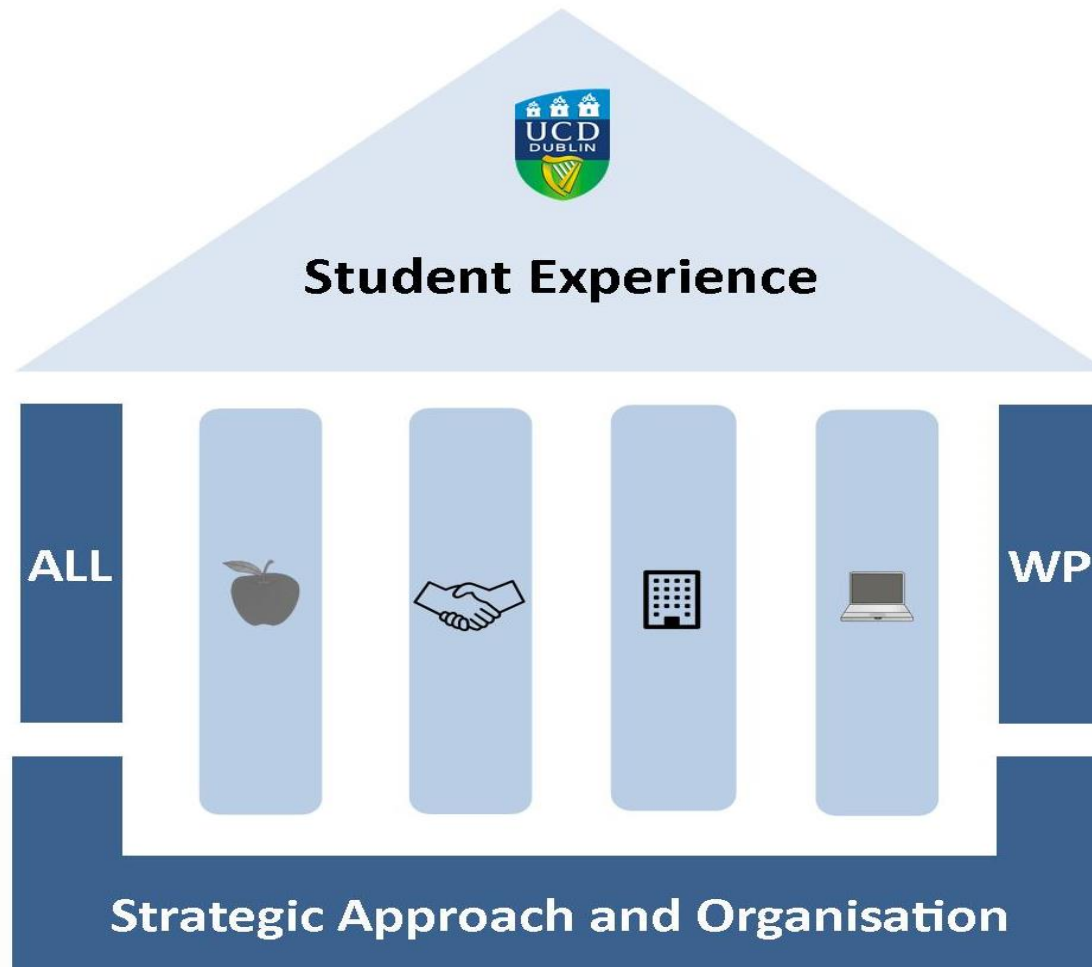
We must reflect the diversity the global population

All students should be able to access, progress and succeed

We must engage all stakeholders

Excellence is achieved through diversity

What does an inclusive HEI look like?

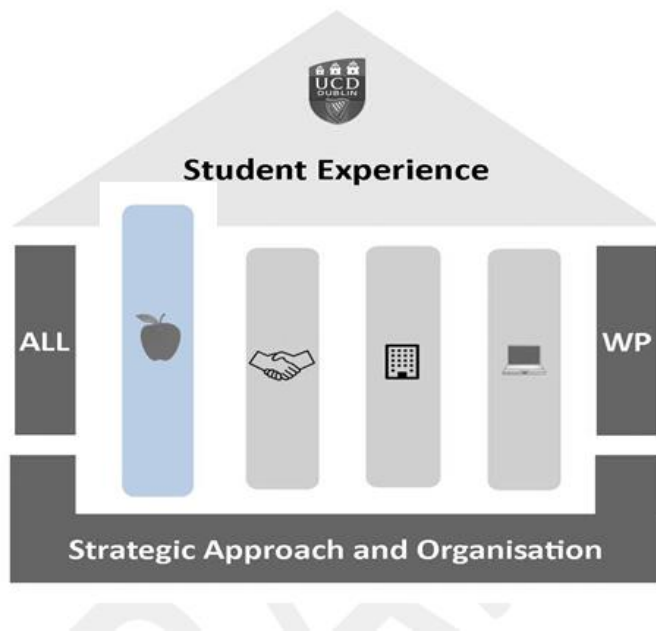


Strategic Approach & Organisation



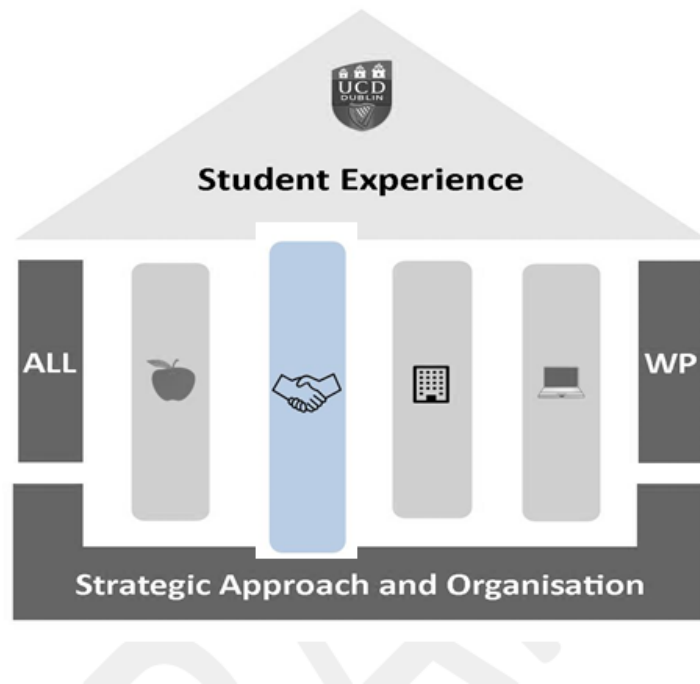
- ▶ **Vision:** “a preeminent diverse and inclusive scholarly community...”
- ▶ **Goal:** “attract and retain an excellent and diverse cohort of students...”
- ▶ **Data:** tracking/collection
- ▶ **KPIs:** by 2020 33% of u/grads from equity groups
- ▶ Established oversight committee
- ▶ Reviewed academic governance
- ▶ Reconfigured part-time education

Pillar 1 – Programme Design, Teaching & Learning



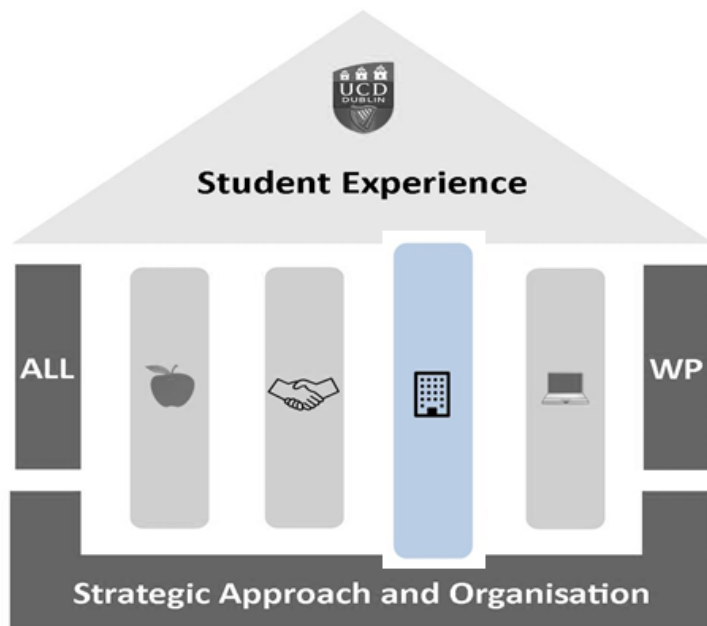
- Curriculum review process
- Published Case Studies on embedding of inclusive practice at programme/ curriculum design level
- Professional Certificate and Diploma in University Teaching
- Developing Case Studies of inclusive assessment
- Promoting reward and recognition processes

Pillar 2 – Student Supports & Services



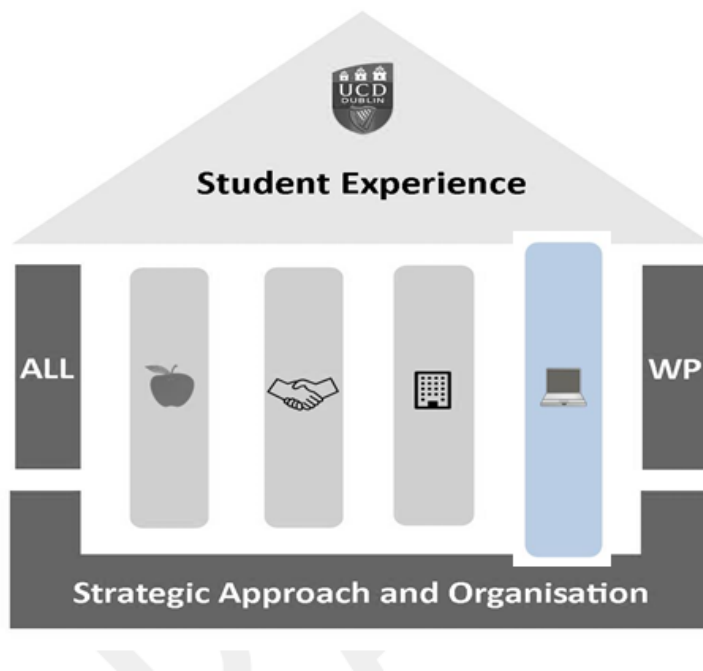
- Mainstreaming student supports and services
- Supplementary suite of post-entry supports
- Multiple entry pathways
- Intergenerational community outreach
- Scholarships/support
- ▶ Guidelines/training on accessible oral, written, digital communicationss

Pillar 3 – Physical Campus & Built Environment



- Appointed Campus Accessibility Officer
- Campus accessibility audit identified /prioritised existing built infrastructure
- Funding stream identified
- Programme of work
- Student accommodation

Pillar 4 – IT Systems & Infrastructure

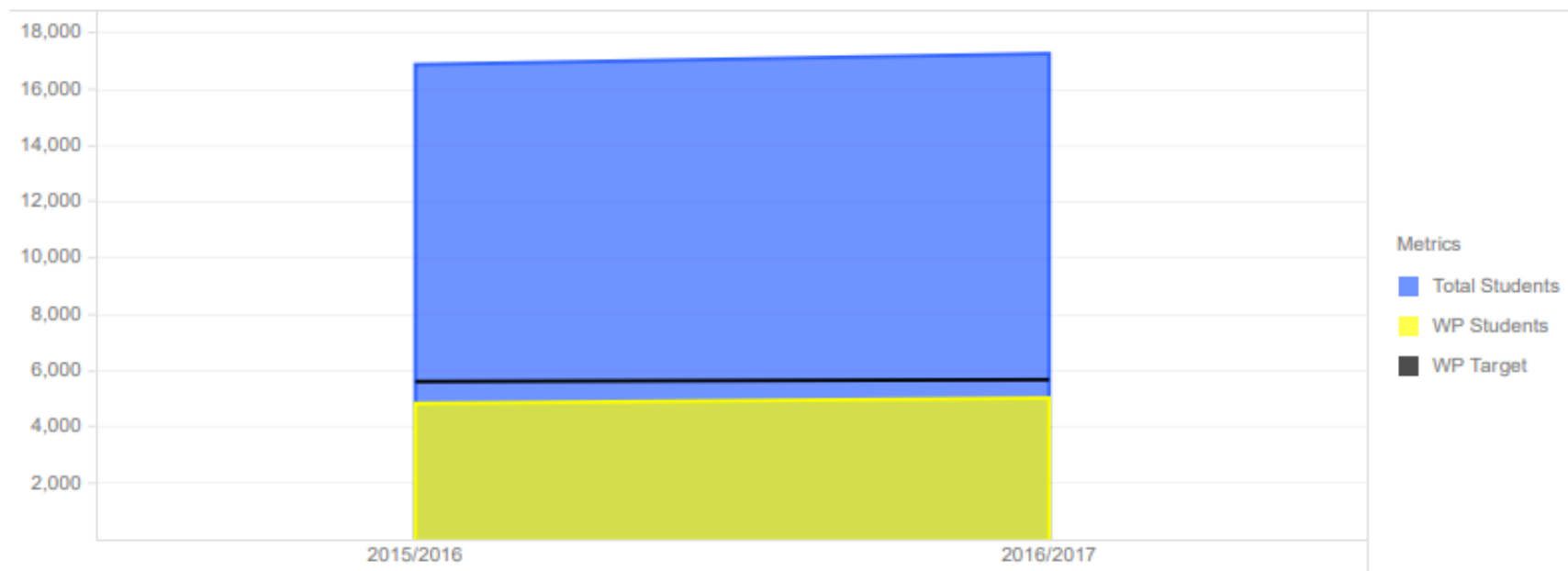


- Move “person supports” to technology, which can be used independently and carried forward in to the workplace
- Virtual learning environment
- Entry, progression and success data



UCD IN NUMBERS – OUR ACHIEVEMENT IN ATTRACTING TARGET EQUITY GROUPS

Our Achievements – Widening Participation Students on Undergraduate Programmes (Certificates, Diplomas and Degrees)

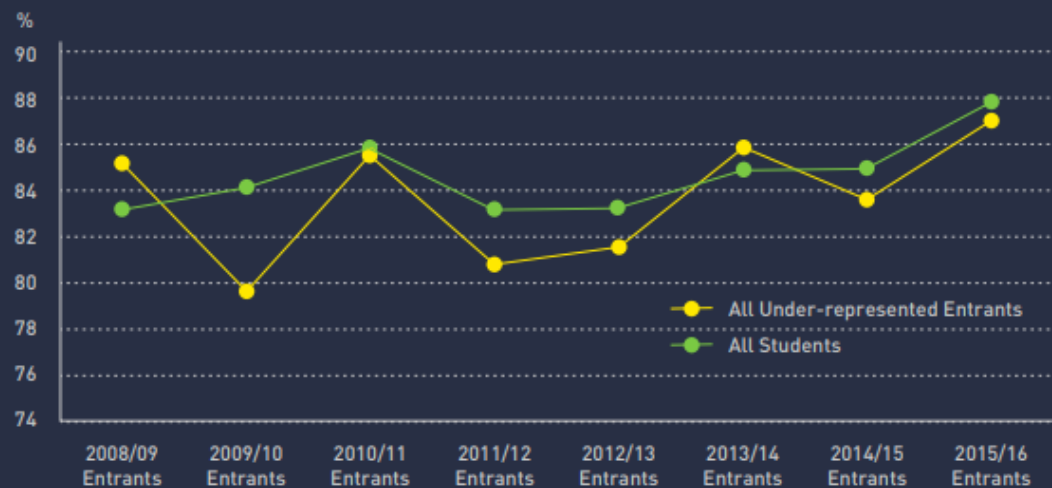


Widening Participation - Disaggregation

ACADYR	Students	WP Students	WP %	SEG	Disability	Mature	Part Time	QQI	Refugee	Multi WP Student
2016/2017	17,192	4,979	29.0%	1,406	1,623	1,821	981	329	6	1,187
2015/2016	16,856	4,818	28.6%	1,320	1,526	1,857	1,062	289		1,236

29%

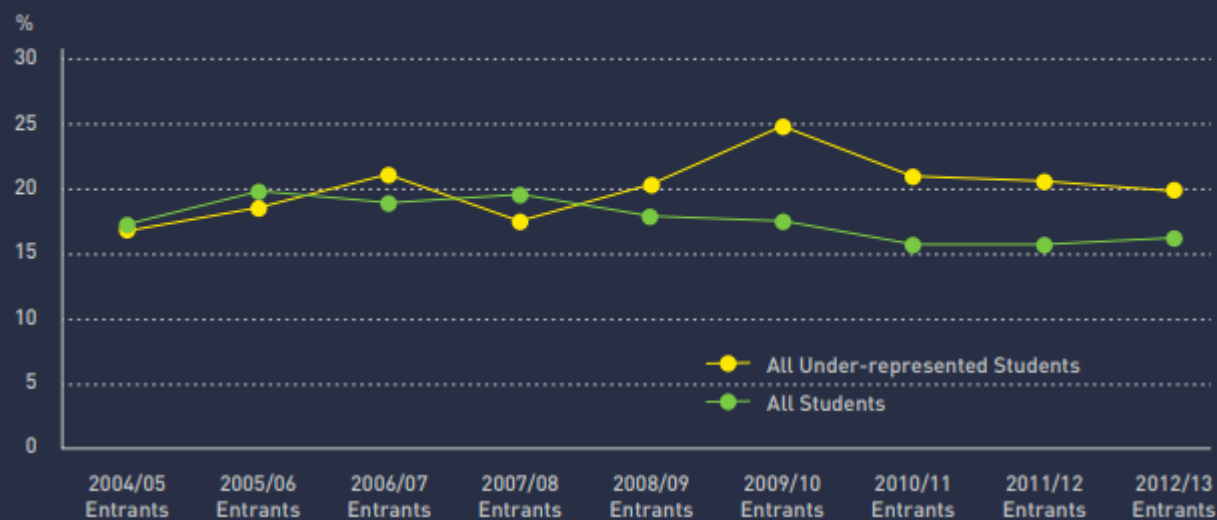
FIGURE 2 - UG DEGREE FIRST YEAR PROGRESSION RATE



UCD Widening
Participation Committee
Annual Report 2016/17

Next Steps:
Programme Level
Data

FIGURE 3 - UNDERGRADUATE NON-COMPLETION RATE 2



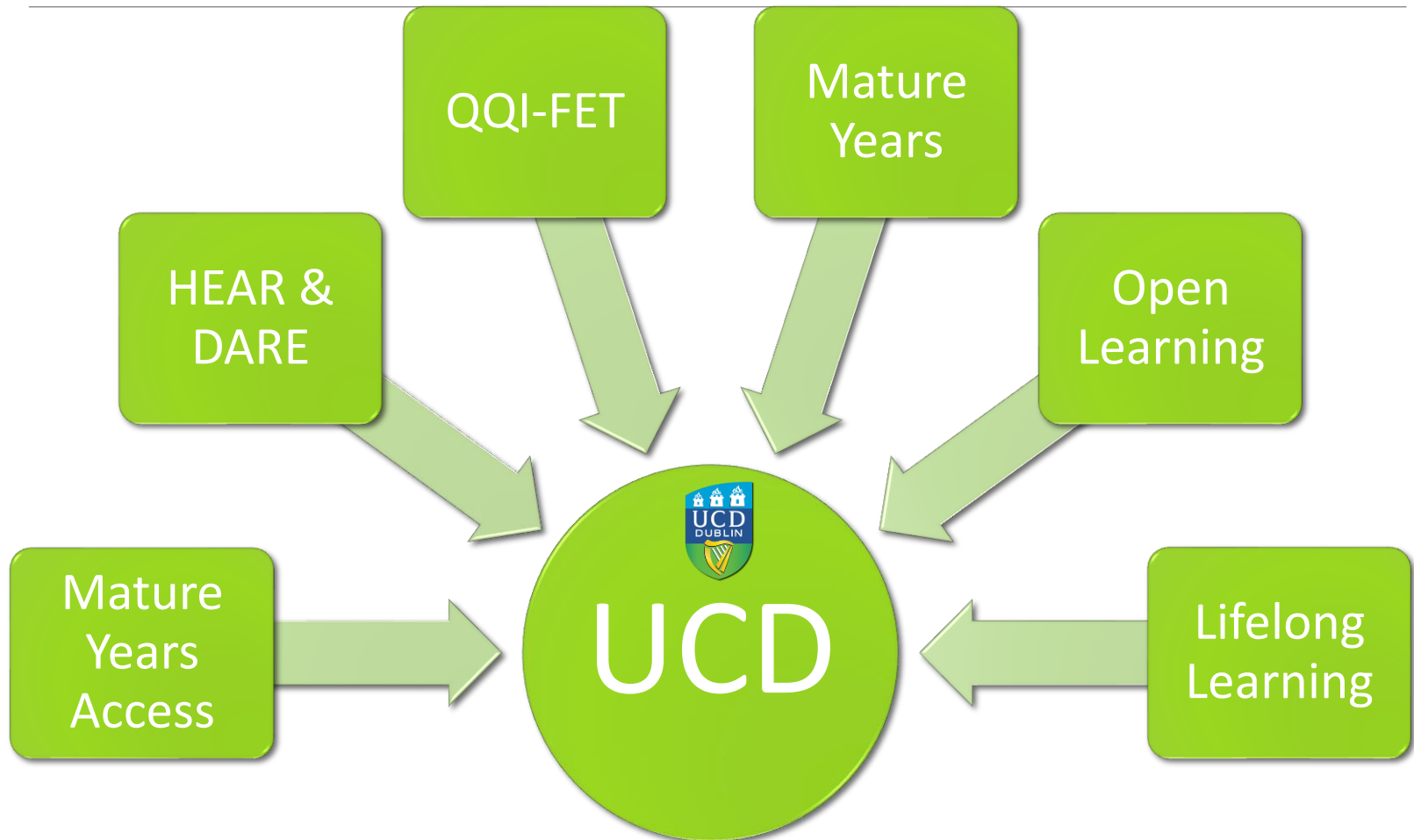


-
- National policy level
 - Financial constraints
 - Inadequate student financial support
 - Some policy disconnect, e.g. part-time, outreach
 - Institutional level
 - Access only one priority in HE
 - Navigating space between academic autonomy and inclusive practice
 - Inclusion can be seen as “supplementary”
 - Success takes time

Paths to access UCD



Paths to UCD





UCD ACCESS & LIFELONG LEARNING



UCD ALTERNATIVE ADMISSIONS PATHWAYS

UCD is committed to widening access and ensuring participation by diverse student cohorts, including students with disabilities, mature students, part-time learners, and students from communities experiencing socio-economic disadvantage.

UCD has seven alternative entry pathways which enable you to study at UCD.

Higher Education Access Route (HEAR)

School leavers from under-represented socio-economic groups

Disability Access Route to Education (DARE)

School leavers with a disability or specific learning difficulty

QQI-FET (formerly known as FETAC)

Students with appropriate FETAC (level 5 or 6) qualifications & modules, with a minimum of distinctions in five modules can be admitted on a competitive basis to a range of degree programmes:

www.ucd.ie/registry/admissions/FET.html

HETAC: www.ucd.ie/registry/admissions/transfer_67progression.html

Mature Applicants

Applicants considered on the grounds of mature years (23 by 1 January prior to entry)

e: mature.students@ucd.ie

w: www.ucd.ie/maturestudents

Access to Arts, Humanities, Social Sciences and Law

Access programmes for prospective mature students (22 years and over) provide an alternative entry route to study at degree level in UCD.

Mature applicants who achieve the required academic standard in their assessment are guaranteed entry to specific programmes in UCD in the following academic year.

Open Learning

Over 250 modules are on offer for adult learners. Students can participate and immerse themselves in student life through this part-time mode of study. Each module carries 5 ECTS. Modules can be taken for credit or audit. Students may combine modules to receive a University Certificate in Open Learning or a University Diploma in Open Learning.

Lifelong Learning

Lifelong Learning courses are part-time specific interest courses that are participative, engaging and facilitated by experts in their field.



Please visit Access & Lifelong Learning website at www.ucd.ie/all or contact ALL@ucd.ie for further details



Pathways

The alternative routes to studying at UCD



0:04 / 4:49





Solving problems in communities – case study on
working with Irish Travellers



Irish Travellers have been documented as being part of Irish society for centuries.

Travellers have a long shared history, traditions, language, culture and customs.

The distinctive Traveller identity and culture, based on a nomadic tradition, sets Travellers apart from

the sedentary population or 'settled people'.



Days long gone - Traveller Trailer project





Background

*It's A Cultural Thing –
Or Is It?*

Michael Collins





EDUCATION

42.0%
of people
had a
third level education
compared with 13.6% in 1991



Third level was the
**highest level
of education**
attained by



Females
43.2%



Males
40.7%



aged 15 to 39
56.2%
of persons
had a
**third level
qualification**
compared to
aged 65+ with 18.9%



28,759 (1.0%)
persons
had a Ph.D.
compared with
14,412 in 2006



Up
99.5%
since
April 2006

Third level by county



Highest
Dún Laoghaire-Rathdown

61.1%



census 2016 RESULTS

Number of Travellers –

30,987

Dublin County

6,006



Completing post primary education nationally - 13%

Number in higher education 35 (0.1%)

National target 80 (National Access Plan 2015)



Background

Adhoc Activities

- Visiting Teachers for Travellers
- Sports Activities with Youth groups



Emerging Community Outreach Strategy

Traveller Access to Third Level Seminar in Cork Cork 2016

Traveller-specific scholarships and the ring-fencing of places on specific third-level courses for members of the Traveller community

The provision of clear, accessible information on the range of available finance, crèche, and library supports which are available



Pavee Point

Traveller and Roma Centre



Pavee Point recommendations

Clarification of and promoting the awareness of routes into third level

More proactive measures to be taken by universities to engage with local Traveller groups and culture

Peer-to-peer mentoring and support



Emerging Initiatives

Our focus

- Build relationship with Traveller Families
- Develop Activities that complements STAG's work

Work with STAG's 3 Key Groups

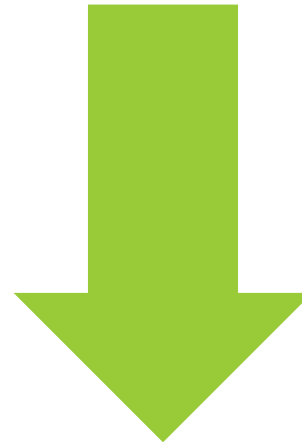
- Youth Group – 10-16
- TASK (Employment Skills Programme) 16 - 34
- Primary Health Care Workers – Families

Welcome Day





Cultural Partnerships



Challenge
of space
for LLL



Need to
attract
numbers





CULTURAL PARTNERSHIPS

UCD Access and Lifelong Learning works with a number of cultural institutions in Dublin city centre.

The National Library of Ireland on Kildare Street, the Dublin City Gallery The Hugh Lane, and Dublin City Libraries host a variety of UCD Lifelong Learning courses.

These courses provide students with access to the rich resources and exhibitions of these organisations.



What do we mean by Open Learning



- OL in Path
- Define Open Learning
- How it currently works

Open Learning:
An example of
change
processes,
enablers and
impediments
(Bairbre
Fleming)

What is Open Learning?



Open Learning simply opens up modules to all learners.

Everything is open - the modules, the facilities and the opportunities

From the margins

There was a gap in part-time learning opportunities

Limited resources

No funding for part-time students



Part-time Provision

Precarious status
of P-T provision

Provision must be
self-financing



UCD Undergraduate study

Extensive range
of modules
across all
disciplines

Eureka moment





What if....



A student is a student ...

STUDENT UCARD



01
Tuition



02
Library
Access




03
Credit
Accumulation

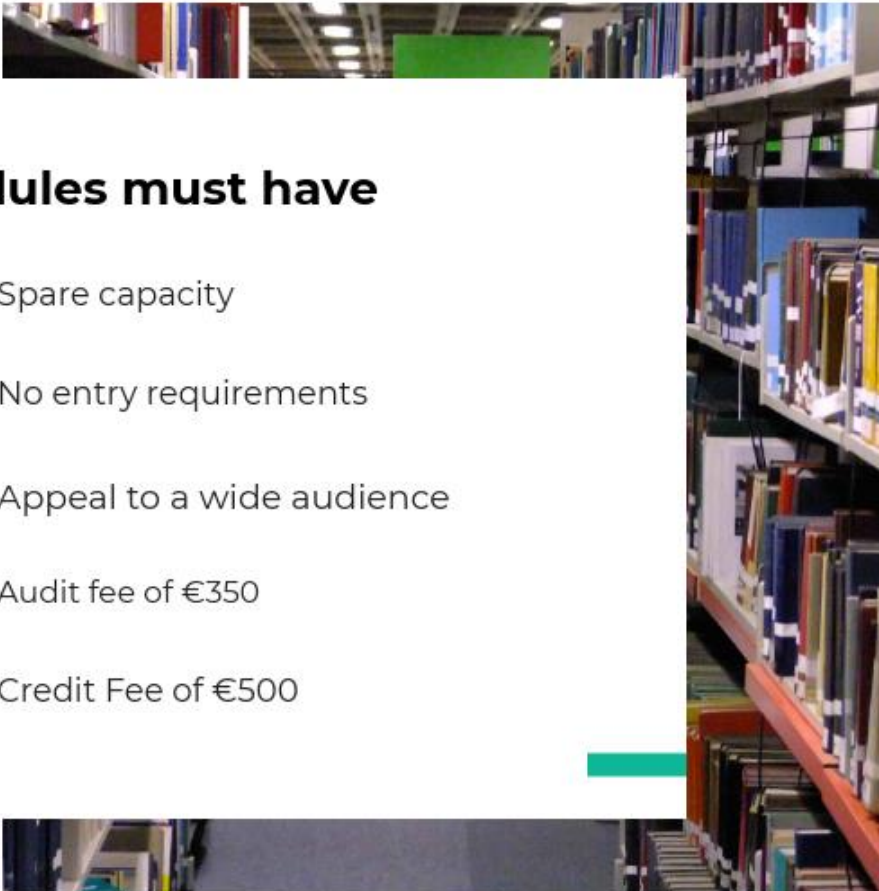


04
Sports
Centre and
all facilities









Modules must have

- ☒ Spare capacity
- ☐ No entry requirements
- ☐ Appeal to a wide audience
- ☐ Audit fee of €350
- ☐ Credit Fee of €500

Exit Awards - Certificates and Diplomas



Entry Pathway





01 Simple idea

02 Complex organisation

Conclusion



Lessons
Learned

UCD moving access from margins to mainstream

Complex task, broad and challenging agenda

Factors that support process:

- Institutional priority
- Support of senior leaders
- Shared understanding to help persuade and develop buy-in
- Articulation of benefits for all students
- Evidence and data
- Sharing good practice
- Build/maintain momentum
- Fit-for-purpose processes/structures
- Access expertise

University for ALL



Access all areas
- Challenge =

No barriers to
studying and

No boundaries to
learning

WP is everyone's
business