University College Dublin
University for All

UCD Widening Participation Committee
Annual Report 2019/20

University Widening Participation Committee, November 2019

University College Dublin
University for All

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Annual Report 2019/20

Chair's Foreword

The Widening Participation Committee (WPC) serves as a link between UCD's Access and Lifelong Learning (UCD ALL) and the wider University Community. Its role is to oversee and monitor progress, in line with University Strategy, towards diversifying UCD's student profile to reflect that of the general population.

The membership includes representatives of all UCD's Programme Boards, as well as students and representatives of student-facing support units. During this reporting period the committee met on four occasions, on:

— 15 November 2019

— 11 December 2019

— 6 February 2020

— 21 April 2020

Due to the onset of the pandemic, the Committee met virtually via Zoom for the April meeting.

This report highlights the progress made across UCD in Widening Participation, and the ongoing journey to ensure a level playing field for all students. The data speak for themselves in relation to the work done to support students pre-entry, during their academic journey, and as they transition to graduate study and careers. Each Programme Board, through their WPC representative, has access to specific data relating to their own student population, allowing them to benchmark their area in relation to the overall UCD statistics. Although much progress has been made, there is still significant work to be done, notably in relation to how we can ensure that all of our students have an equal opportunity to avail of co-curricular activities, internships, and academic exchanges. In addition, levelling the playing field in relation to graduate study, and to professional careers, is still a work in progress.

The COVID-19 pandemic has highlighted the success of UCD Access and Lifelong Learning, and of our academic and professional staff, in adapting to meet the needs of all students in very difficult circumstances. We provide a reflection on this work, which provides much food for thought as the journey to mainstreaming our supports, and the journey of UCD on the University for All pathway.

I am very grateful to all of my colleagues on the WPC, and to colleagues in UCD ALL, with whom we work closely, and whose dedication, innovation and professionalism is highlighted in this report. Particular thanks to Daniel Elliott for supporting the publication of this Report.

Professor Grace Mulcahy
Chair
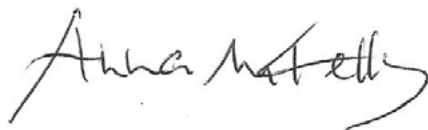UCD Widening Participation Committee

Commentary

The word 'challenging' is frequently used to describe an academic year that brought disruption, cancellation, and uncertainty. Understandably, there has been much emphasis on the personal, social and economic impact of the pandemic. The word unprecedented is repeatedly used to describe its effects. Paradoxically, the onset of the pandemic crystallised the message of inclusion and reinforced the importance of University for All: 166 years after Newman's 'Idea of a University', UCD's University for All shaped and informed the COVID-19 response. The experience of the pandemic illustrated the potency, power and potential of Universal Design.

The requirement to migrate teaching, supports and services to different formats took centre stage. The need to flip thinking, transform problems into opportunities, develop alternative ways of doing, emerged. Conversations about 'how' rather than 'why' became a reality. The benefits of a universally designed approach that values all students, recognising that 'a student is a student', came into sharp focus. Conversations shifted from theoretical arguments about the merits of inclusion, to solution-mode, and the need to offer flexible responses that would accommodate and include all.

At very short notice, an alternative learning ecosystem began to emerge, which built and maintained a sense of belonging, at a time when students were experiencing disconnectedness, distance, and detachment. Virtual delivery and learning became the core of this new ecosystem. The crisis and disruption caused by the pandemic necessitated 'outside the box' thinking; well-established ways of engagement with students could no longer be relied on. Yes, COVID-19 brought many challenges, but it also offered many opportunities: with the application of creative minds, these opportunities were grasped, resulting in inclusive and innovative solutions. What had been considered impossible or unthinkable, gradually became part of how things were done.

It would be naive to suggest that this transformation was without its challenges, and difficulties. COIVID-19 had a profound effect on all aspects of life; it took much from us. However, from the perspective of access and inclusion, it brought front and centre the need to consider all students when designing teaching, learning and support interventions. It reminded us that those that are perceived to be on the margins need to be thought about first, rather than last. It also reminded us that there is no one-size-fits-all solution. It reinforced the importance of a universal designed learning experience, where all students are welcome and valued, not considered 'other' and that we need to adapt our practice, rather than expecting or indeed requiring students to change in order to fit in.

The decision to implement University for All was prescient; its development was predicated on meeting the needs of all students equitably. COVID-19 adds further impetus to this objective. It reinforces the need for a universally designed learning environment. The pandemic experience has released us from previously held shibboleths; it caused us to pause, question and reflect. The new challenge that arises is how to ensure that we do not revert to type, adopting our pre-pandemic default approach. The lessons learnt during COVID-19 must not be consigned to the history books: our students expect and need nothing less.

Dr Anna M. Kelly
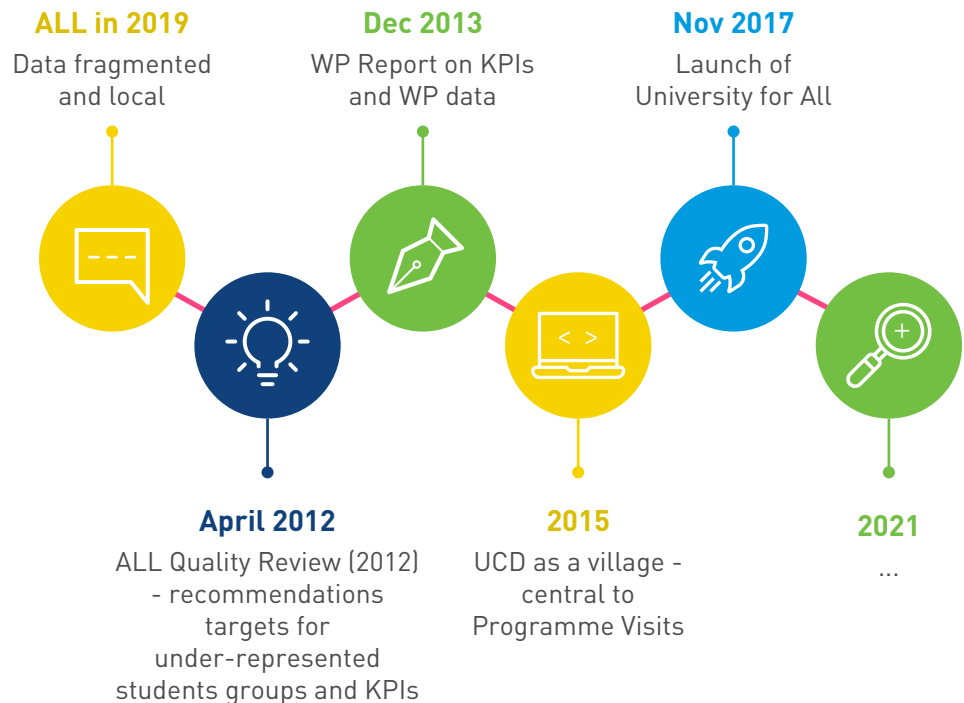Director
UCD Access and Lifelong Learning
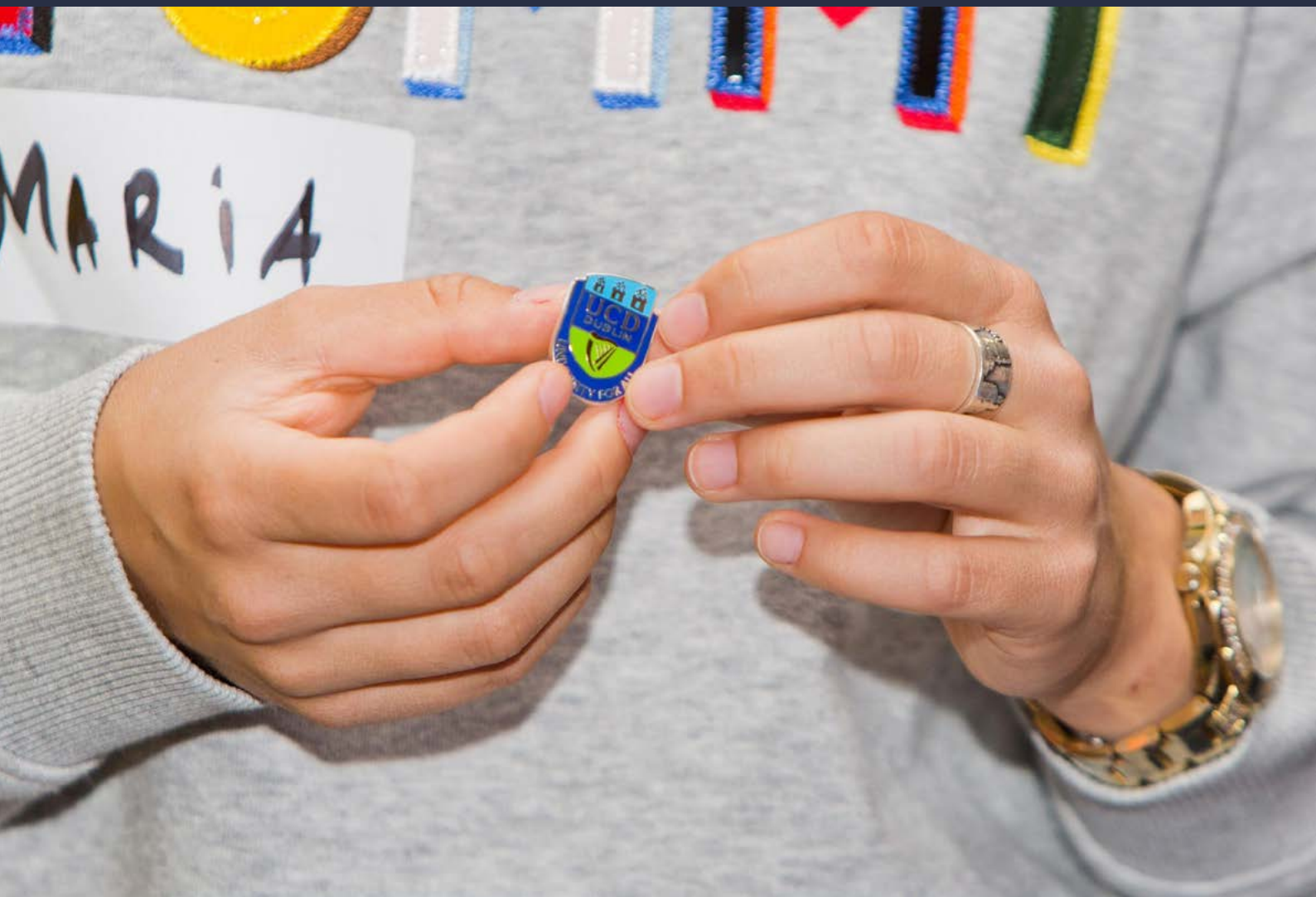
Activities and Actions

October 2019 — Presentation of University for All at European Access Network Conference

October 2019 — Engineering University for All Workshop

October 2019 — Funding awarded and project completed in summer 2020 - Funding received from National Forum for Learning Enhancement Project - creating online interactive academic skills modules.

November 2019 — Beginning of Inclusive Teaching Pilot in the College of Engineering and Architecture

November 2019 — Cothrom na Féinne Scholarship Award Ceremony

November 2019 — 70 years of Lifelong Learning event in ALL

December 2019 — UCD Strategic Plan Launch Rising to the Future specifically names the University for All initiative

January 2020 — Appointment of University for All Project Lead

February 2020 — Inclusive teaching workshop delivered in School of Law

February 2020 — Approval for the Pathways to Professions project funded by Rethink Ireland with the support of Sutherland Opportunities.

April 2020 — University for All implementation strategy approved by UMT Education Group

June 2020 — Inclusive Remote Teaching & Learning workshop in College of Arts & Humanities

July 2020 — University for All Baseline survey completed

Widening Participation - Baseline Data

Data is a critical metric in determining how our university is performing in widening participation and in engaging with target groups. The institutional strategy - Rising to the Future, 2020 -2024 - foregrounds the University's commitment to mainstreaming and inclusion. In that context data collection and dissemination remains an important lever to achieve this objective. The process of establishing and developing the institutional data on widening participation has been an iterative process.

UCD for All - development of data metrics to drive change

ALL in 2019
Data fragmented and local

Dec 2013
WP Report on KPIs and WP data

Nov 2017
Launch of University for All

April 2012
ALL Quality Review (2012) - recommendations targets for under-represented students groups and KPIs

2015
UCD as a village - central to Programme Visits

2021
...

The Widening Participation Committee has been a catalyst for action in developing a data policy for access in UCD. The first and critical action was the consideration of key performance indicators for participation of underrepresented students. The success of the process has relied on significant collaboration across the university and senior management support in facilitating access to the institutional data. In particular, the process benefitted from the support of the Director of Institutional Research and went through several stages to get to the data that is currently captured and shared across the institution.

The collated data is shared with the WP Committee and with key stakeholders. The process has been further enhanced through the launch of UCD's University for All initiative as we explore and share other ways of visualising and displaying our data with programme areas. In April 2018, UCD ALL began a data visualisation project to provide institutional and programme level data on our widening participation student profiles. This data was benchmarked against our 33% target and provided to the Widening Participation Committee.

In 2014, this was how we depicted our data: If UCD was a Village of 100 people*

13 are disadvantaged socioeconomically

10 live on campus

5 have a disability

4 are part-time

81 are Irish

* These are figures for the 2014 undergraduate students

The provision of programme level data is also part of the University for All meetings with Programme Governing Boards and Support units. This democratisation of data is critical in empowering and fostering a sense of ownership of the University for All initiative.

The WP data that is currently being collected in UCD includes:

Data – essential to drive change

Admissions	Participation	Progression	Outward Mobility	Completition	Graduate Outcomes	Graduate Programmes / Outreach
From 2018	**Baseline from 2019**	**From 2009**	**From 2018**	**From 2008**	**From 2019**	**Next phase**
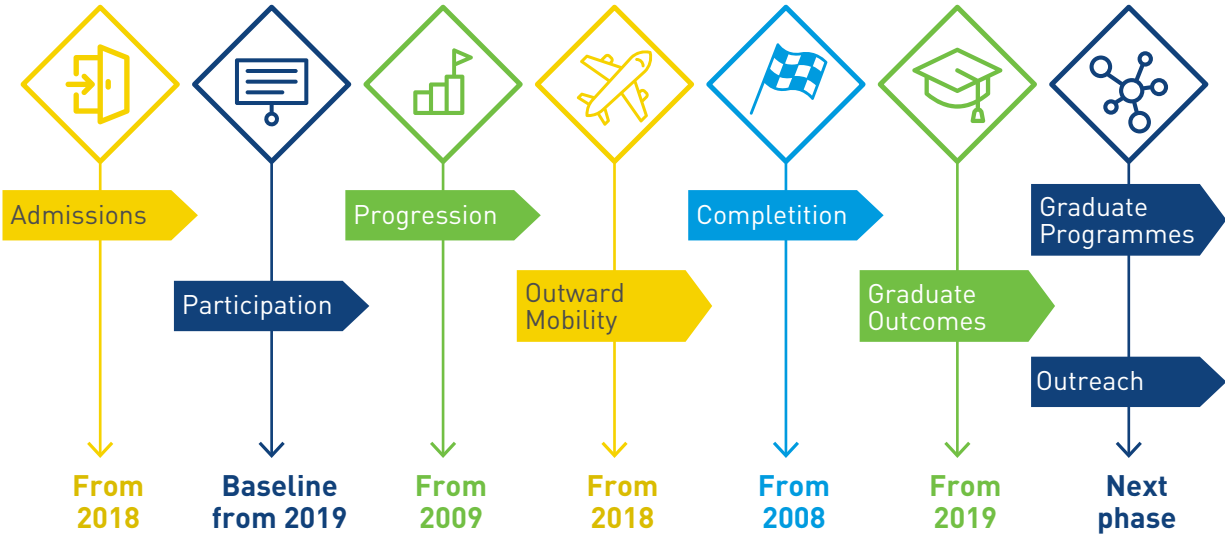
Baseline Data Numbers of Access Students

Table 1. Numbers of undergraduate students from each Access Student cohort, as a proportion of the total number of UCD undergraduate students, from 201/16 to 2019/20

	2015/16	2016/17	2017/18	2018/19	2019/20
Socio-economically disadvantaged students full-time	1,320	1,406	1,449	1,785	1,938
Students reporting a disability	1,526	1,623	2,002	2,176	2,381
Mature students	1,857	1,821	1,717	1,717	1,634
Part-time and flexible learning	1,062	981	980	965	1,199
QQI-FET	289	329	345	449	565
Refugees and Asylum Seekers		6	5	24	60
Multi Access Students	1,236	1,187	1,357	1,624	1,724
All UCD Access Students	4,818	4,979	5,141	5,492	5,625
Total UCD undergraduate students	16,856	17,192	17,299	17,186	17,332

The total numbers of undergraduate Access Students, together with the numbers from each separate cohort, from 2015/16 to 2019/20 are shown in Table 1. The overall proportion of Access Students has increased in each of the five years shown, and in 2019/20 stands at 32.4%.

The overall proportion of Access Students has increased to 32.4% in 2019/20

32.4%
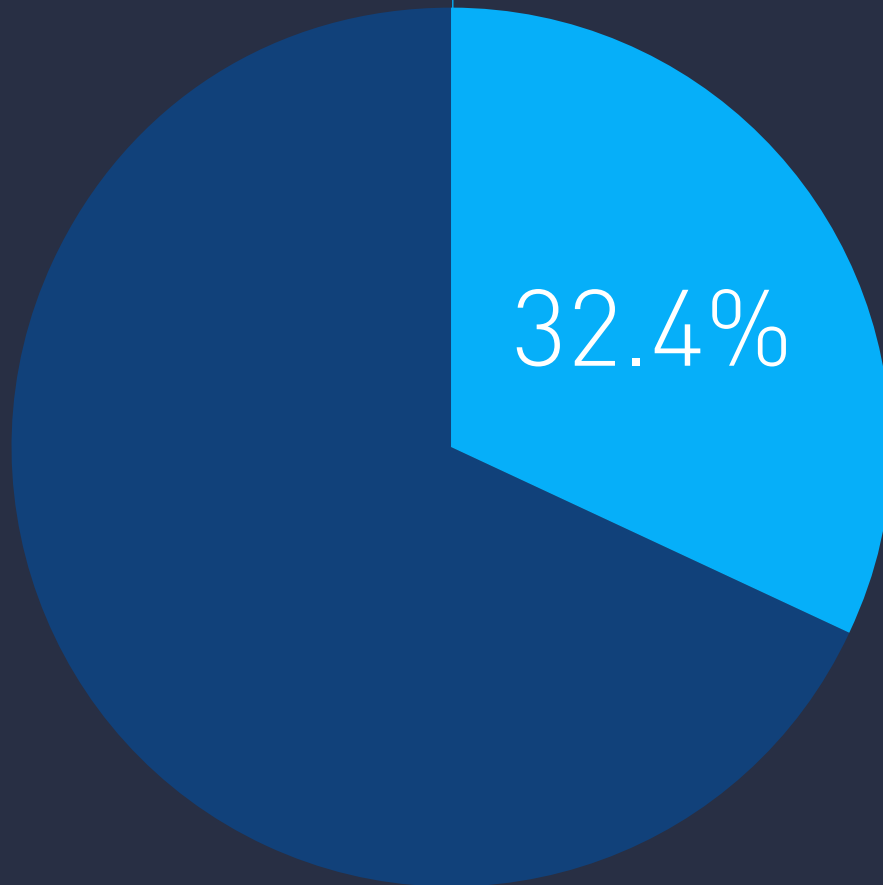
Trends in Access Student new entrant cohorts

Table 2 shows trends in Access Student new entrant cohorts from 2013/2014 to 2019/20

Table 2. New entrants to UCD undergraduate programmes as a proportion of total UCD undergraduate students, from 2013-2019.

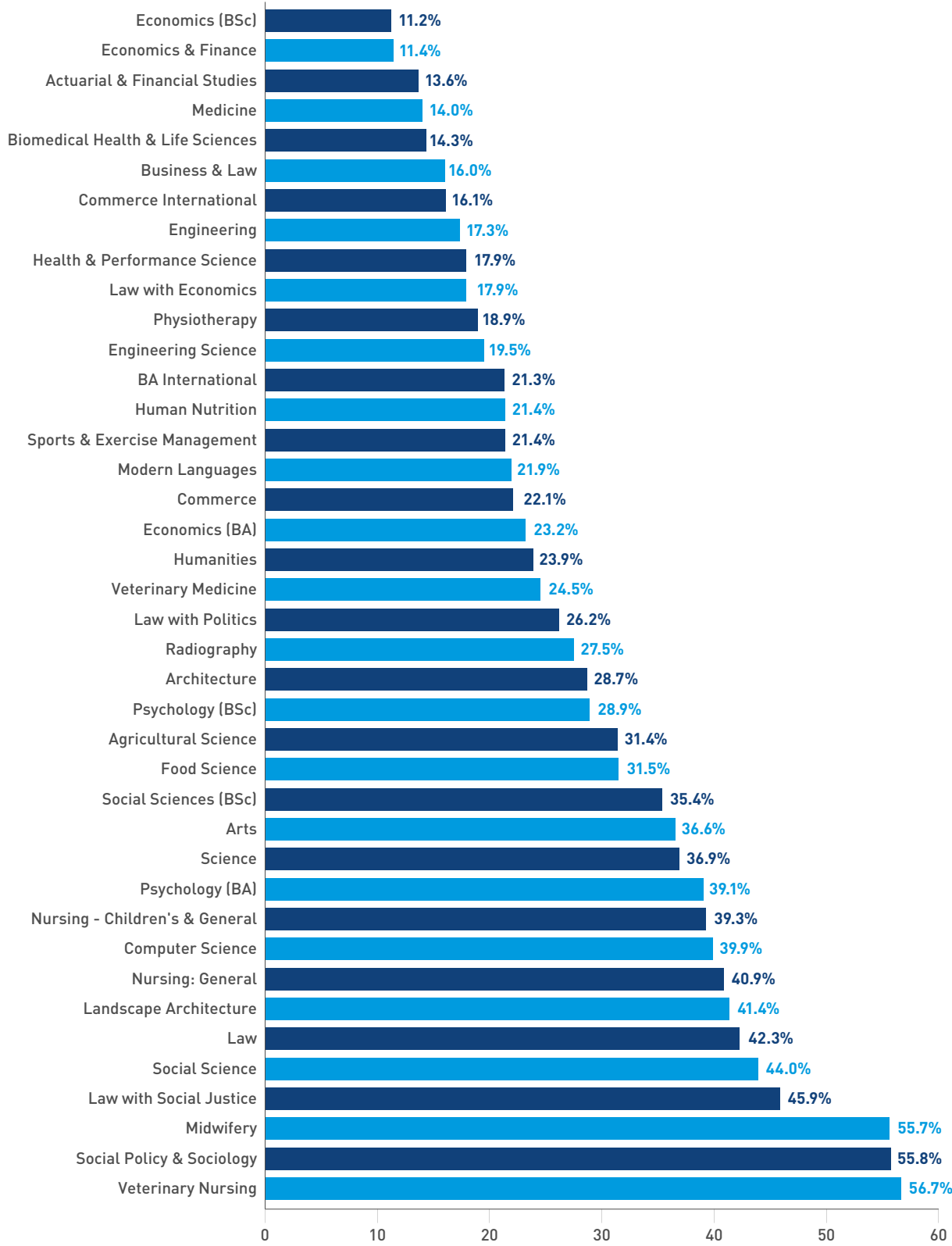| Entry Cohort	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2018/19
Mature[1] Entrants	351	323	292	260	248	192	254
DARE[2] Entrants	193	246	235	251	262	335	380
HEAR[3] Entrants	230	239	267	217	252	219	231
Other Progression Routes[4]	72	73	98	98	104	181	229
All Access Student Entrants	725	781	769	742	744	871	985
Total UCD New Entrants	**4,492**	**4,432**	**4,499**	**4,569**	**4,564**	**4,244**	**4,600**

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

2   Disability: Students who declare a disability on the Equal Access Survey or avail of disability support through Access and Lifelong Learning.

3   SEG, HEAR and Future You: Students from designated socio-economic groups studying on a full-time programme. Data gathered from the Equal Access Survey and through Higher Education Access Route application. From September 2019 this group also includes students who entered through the Higher Education Access Route (HEAR) not already captured in the SEG group data and those who were part of the UCD Future You Mentoring Outreach Programme with DEIS schools. Designated socio-economic groups are as follows: D Non-manual; F Semi-skilled; G Unskilled; J Agricultural workers. From entry September 2015 students where either parent is in socio-economic group DFGJ aged 18-20 during their first year (18-20, using March 1st age).

4   Part Time: Any student studying part time, including Open Learners. Some Open Learners are not represented – those studying in semester one only. QQI-FET: Students who are studying fulltime and have entered UCD holding a FETAC/HETAC/QQI award. Refugee/Asylum: Students who are refugees, asylum seekers or those given leave to remain who are availing of support from UCD ALL.

Figure 1. Percentage of students from Access cohorts as proportion of individual programme areas

Programme	Percentage
Economics (BSc)	11.2%
Economics & Finance	11.4%
Actuarial & Financial Studies	13.6%
Medicine	14.0%
Biomedical Health & Life Sciences	14.3%
Business & Law	16.0%
Commerce International	16.1%
Engineering	17.3%
Health & Performance Science	17.9%
Law with Economics	17.9%
Physiotherapy	18.9%
Engineering Science	19.5%
BA International	21.3%
Human Nutrition	21.4%
Sports & Exercise Management	21.4%
Modern Languages	21.9%
Commerce	22.1%
Economics (BA)	23.2%
Humanities	23.9%
Veterinary Medicine	24.5%
Law with Politics	26.2%
Radiography	27.5%
Architecture	28.7%
Psychology (BSc)	28.9%
Agricultural Science	31.4%
Food Science	31.5%
Social Sciences (BSc)	35.4%
Arts	36.6%
Science	36.9%
Psychology (BA)	39.1%
Nursing - Children's & General	39.3%
Computer Science	39.9%
Nursing: General	40.9%
Landscape Architecture	41.4%
Law	42.3%
Social Science	44.0%
Law with Social Justice	45.9%
Midwifery	55.7%
Social Policy & Sociology	55.8%
Veterinary Nursing	56.7%

Key Performance Indicators

In data terms, what is 'treasured is measured'. Consequently, the WP Committee generated and considered the definition of each of data groups, from which the Key Performance Indicators (KPIs) were proposed. This was deemed necessary because of a change in the Higher Education Authority's (HEA) data collection methodology for the socio-economic group. Previous data collection relied on the HEA Equal Access Survey (EAS). However, the question tracking socio-economic groups was removed from this survey. The WP Committee agreed a new methodology to replace the EAS data with the following indicators of socio-economic disadvantage:
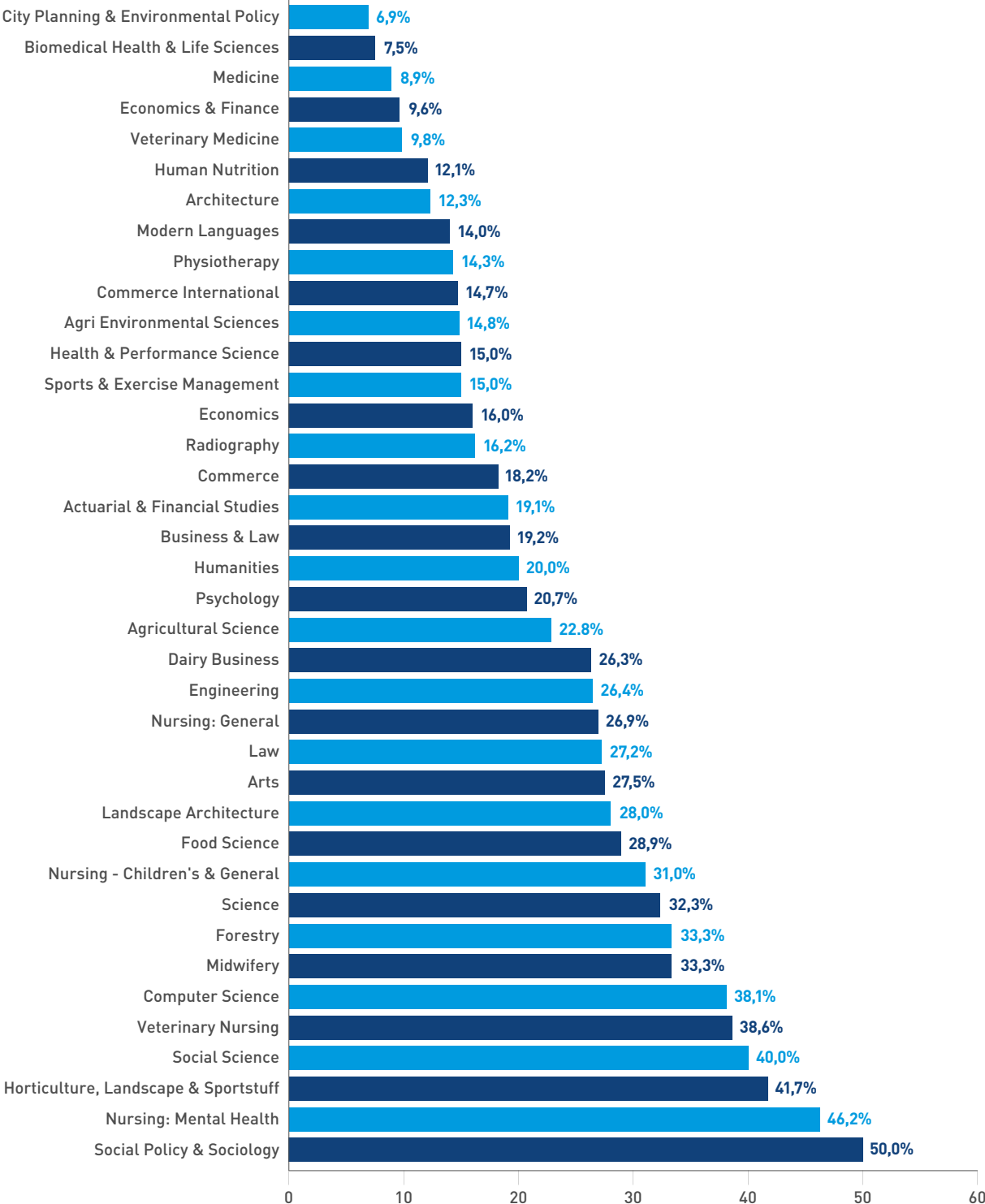
— Cothrom na Féinne/1916 Bursaries

— Students progressing from DEIS schools

— Students in receipt of SUSI Special Rate

— Students entering through the HEAR pathway

— Lone parents

Finally, the University approved a revised KPI for participation by access students to 35% by 2024 - the lifetime of the UCD Strategic Plan Rising to the Future (UCD 2020).

Access Admissions - Targeted Places and Quotas

The articulation and co-ordination of our various access pathways in UCD has led to a coherent and transparent enhancement of access admissions. Data visualisation and democratisation allows us to clearly demonstrate the impact of the work to widen participation in UCD. The most recent enhancement has been the collation and depiction of each of the seven progression pathways into undergraduate programmes. This has led to the clear articulation of targeted places for each programme. Consequently the visibility of this data has made it possible for UCD to implement a policy of sharing the access targeted places across pathways. This process allows programmes to offer unallocated access places to other access applicants. This has led to an increase in the number of accepted access places overall year on year. In 2020 80.09% of access targeted places were accepted by those on access pathways, which is a 10% increase from 2019. Figure 2 shows the distribution of places across undergraduate programmes.

Figure 2. Access admissions quota across undergraduate programmes

Programme	%
City Planning & Environmental Policy	6,9%
Biomedical Health & Life Sciences	7,5%
Medicine	8,9%
Economics & Finance	9,6%
Veterinary Medicine	9,8%
Human Nutrition	12,1%
Architecture	12,3%
Modern Languages	14,0%
Physiotherapy	14,3%
Commerce International	14,7%
Agri Environmental Sciences	14,8%
Health & Performance Science	15,0%
Sports & Exercise Management	15,0%
Economics	16,0%
Radiography	16,2%
Commerce	18,2%
Actuarial & Financial Studies	19,1%
Business & Law	19,2%
Humanities	20,0%
Psychology	20,7%
Agricultural Science	22.8%
Dairy Business	26,3%
Engineering	26,4%
Nursing: General	26,9%
Law	27,2%
Arts	27,5%
Landscape Architecture	28,0%
Food Science	28,9%
Nursing - Children's & General	31,0%
Science	32,3%
Forestry	33,3%
Midwifery	33,3%
Computer Science	38,1%
Veterinary Nursing	38,6%
Social Science	40,0%
Horticulture, Landscape & Sportstuff	41,7%
Nursing: Mental Health	46,2%
Social Policy & Sociology	50,0%

Outward Mobility

Table 3. Outward mobility figures for Access student cohort 2015-2020

	2015/16	2016/17	2017/18	2018/19	2019/20
Access	91	82	73	119	104
Access %	16,7%	14,3%	14,8%	18,0%	18,3%
Low Income	43	36	34	56	30
Low Income %	7,9%	6,3%	6,9%	8,5%	5.3%
Disability	41	39	39	71	72
Disability %	7,5%	6,8%	7,9%	10,7%	12.7%
Mature	11	7	1	2	9
Mature %	2%	1,2%	0,3%	0,3%	1.6%
Part-time	0	0	0	0	0
QQI FET	1	4	2	1	1
QQI FET %	0,2%	0,7%	0,4%	0,2%	0.2%
Refugee, Asylum	0	0	0	0	0
Multi-Access Student	5	4	4	11	7
Total	545	572	492	661	567

Outward mobility is a very important aspect of the student journey in recent years. Being able to travel to a university in another country offers students the opportunity to engage in intercultural learning and all that goes along with it. In 2019-20, 18.3% of those who engaged in outward mobility were from access groups - in comparison to 32.5% of the full undergraduate population being from access groups. Equitable access to study abroad and Erasmus opportunities has not yet been achieved, although work is ongoing to address the gap evidenced in this data set. Working groups have been set up with UCD Global with some focus groups having been held with access students to understand their experience of the application process and the barriers which exist for full engagement.

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Progression

Progression

Figure 3. First Year Progression Rates Disaggregated by Target Group, from 2013/14 to 2019/20
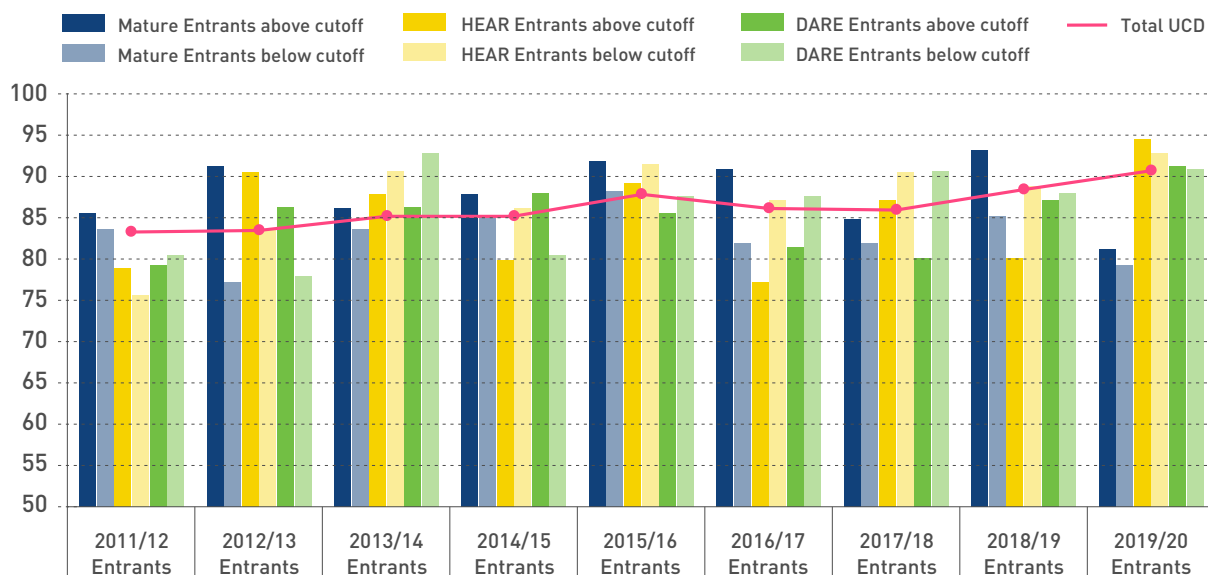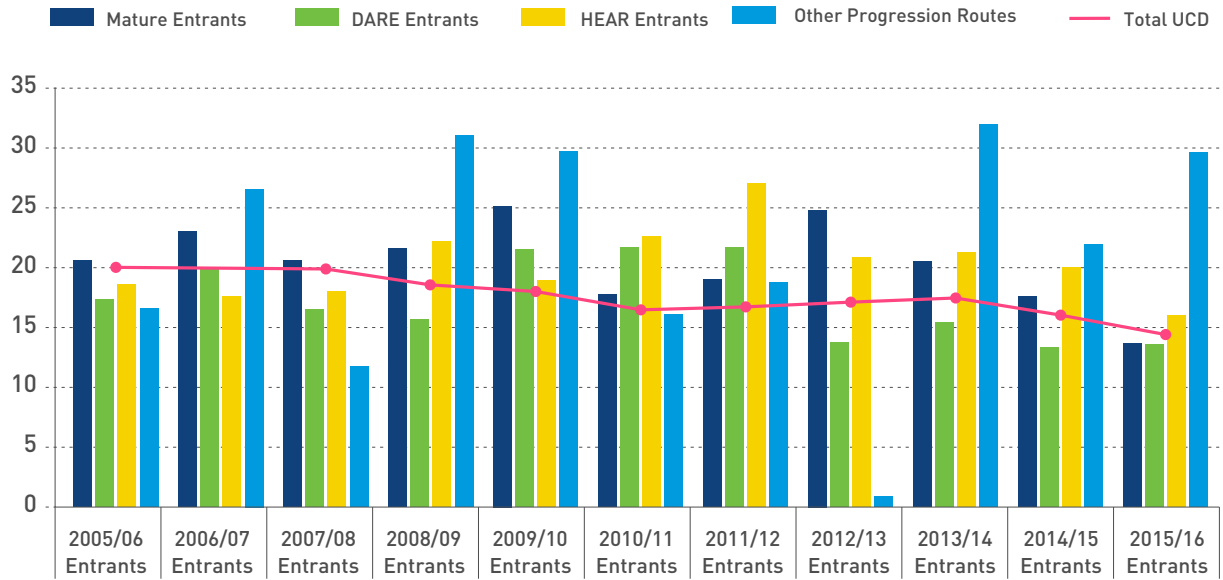

Table 4. First Year Progression Rates Disaggregated by Target Group, from 2008/09 to 2019/20

Entry Cohort	2008 /09	2009 /10	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20
Under-represented Entrants												
Progression Rate	84,8	79,5	85,3	80,6	81,8	85,4	83,4	87,4	82,1	84,4	85,1	87,4
Mature Entrants	84,8	81,6	87,6	84,1	81,5	84,4	85,8	87,9	84,9	83,1	88,0	79,9
DARE Entrants	88,7	79,6	81,5	79,7	83,1	89,1	85,0	86,4	84,1	84,0	87,5	91,1
HEAR Entrants	83,9	83,8	87,5	77,1	87,2	89,1	82,4	90,3	81,6	88,5	84,9	93,5
Other Progression Routes	75,9	73,0	93,9	89,6	77,4	81,9	83,6	85,7	80,6	80,8	81,0	87,2
Total UCD New Entrants	83,2	84,2	85,9	83,2	83,4	85,0	85,1	87,7	86,1	86,0	88,2	90,6

Figure 4. Non-Completion rates for Access Student cohorts disaggregated by target group from 2005/06 to 2015/16

Non-Completion

Table 5. Non-Completion rates for Access Student cohorts disaggregated by target group from 2005/06 to 2015/16

Entry Cohort	2003 /04	2004 /05	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15	2015 /16
Under-represented Entrants													
Progression Rate	20,9	17,1	19,2	22,3	18,2	20,9	24,9	21,6	22,7	23,1	22,1	18,8	17,8
Mature Entrants	23,6	21,2	20,7	23,2	20,7	21,7	25,3	18,0	19,2	24,9	20,0	17,6	13,7
Dare Entrants	17,3	9,6	17,3	20,3	16,6	15,7	21,6	21,7	21,7	13,8	15,5	13,4	13,6
Hear Entrants	17,5	14,9	18,7	17,8	18,0	22,3	19,0	21,7	27,1	20,9	21,3	20,1	16,1
Other Progression Routes	–	0,0	16,7	26,7	11,8	31,0	29,7	16,3	18,8	0,0	31,9	21,9	29,6
Total UCD New Entrants	16,9	17,7	20,0	20,1	20,1	18,6	18,1	16,5	16,7	17,3	17,5	16,1	14,5

Table 6. Equal Access Survey Results – Ethnicity/Cultural Background

Ethnic/Cultural Background	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21
Irish	3,444	3,401	3,431	3,430	3,469	3,397	3,506	3,416	2,113	3,037	3,530
Irish Traveller	5	5	5	3	9	4	6	7	1	11	6
Any other White background	199	165	215	231	252	258	307	287	286	398	439
African	19	31	32	36	37	42	50	89	65	113	201
Other Black background	3	4	4	6	2	3	5	8	5	12	12
Chinese	20	16	23	35	29	76	69	130	153	541	132
Other Asian background	40	52	44	65	65	83	93	106	132	190	125
Other	38	51	55	52	79	69	84	97	109	167	50
Total Responding	3,768	3,725	3,809	3,858	3,942	3,932	4,120	4,140	2,864	4,469	4,495

University for All

Uniquely in Irish Higher Education, UCD is pioneering institutional transformation to create an inclusive culture and promote system change, where all students belong and valued, and where the philosophy of 'a student is a student' underpins the development of universally designed mainstream systems, processes and approaches. Charactreised as University for All is a whole-institution, evidence-based approach to mainstreaming inclusion in UCD, 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. In line with these strategies, t he University for All initiative embeds inclusion across the university further developing UCD's capacity to attract, retain and develop our diverse student population.

The University for All approach was developed against the backdrop of national policy for equity of access to higher education (HEA, 2004, 2008, 2015, 2018), which underscores the importance of the student population as reflecting the diversity of Ireland's population. Crucially, these policies also advocate the integration of access and inclusion into the "everyday life of the HEIs so that it permeates all faculties and departments and is not marginalised as the responsibility of the designated access office" (HEA, 2015, p. 25).

UCD is the first higher education institution in Ireland to develop a systemic whole-institution approach that considers access and inclusion as everyone's business. In today's diverse society, University for All challenges assumptions and perceptions and questions how things are done; it demands that the difference is recognised; that diversity is valued. It migrates student access, participation and success from the margins to the mainstream, weaving these into the fabric of the university at all levels. It engages the entire university community, academic and professional staff, addresses all aspects of campus life - teaching, learning, buildings, technology, supports and services, and extending access beyond entry and admissions, to develop of an inclusive educational experience for all students.

In 2019-20, the implementation of University for All continued with further consultation and the development of a detailed Implementation Strategy. In January 2020, a full time Project Lead was recruited, and this dedicated resource allowed for an acceleration of the implementation.

The University for All Implementation Strategy was approved in April 2020 by the UMT Education Group. This strategy, created through consultation and based on the University for All Project team's experience of implementation activities thus far, lays out a clear roadmap for the embedding of University for All throughout the university.

The implementation is led locally by the Widening Participation Representatives, typically in collaboration with the local Vice Principal for Equality, Diversity & Inclusion (EDI); Vice Principal Teaching & Learning, with the support of Heads of School and the College Principals. At the core of the implementation strategy is a workshop series, which include:
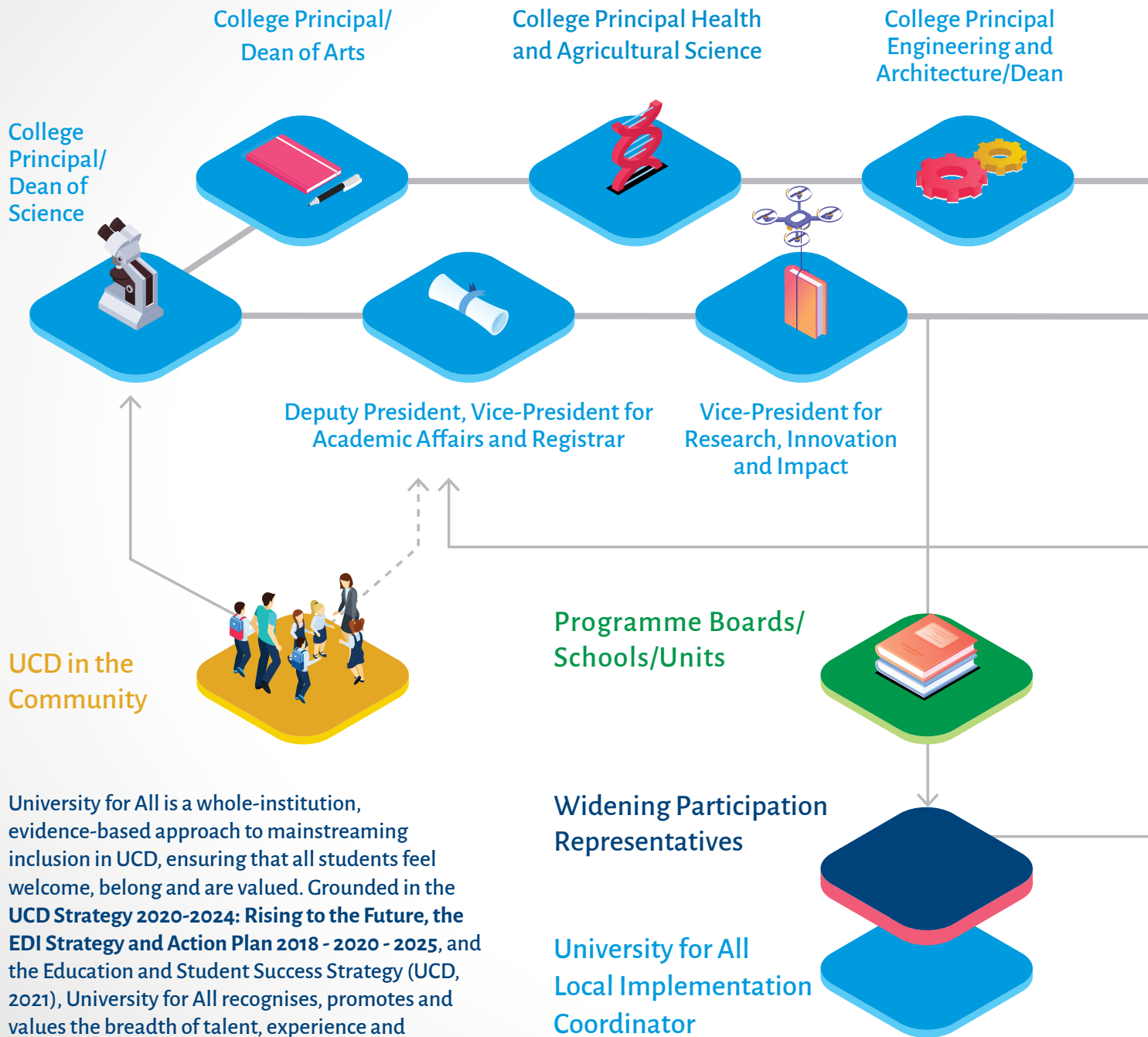
- provision of disaggregated access data on admissions, participation, progression, completion, outward mobility and graduate outcomes

- consultation on the access student experience through a panel or focus groups

- professional development in inclusive practice and Universal Design

- a self-assessment conducted using the Toolkit for Inclusive Higher Education Institutions.

This process leads to the development of implementation plans.

The University for All Project Team undertook research in June 2019-20 to aid in the implementation and provide a baseline to measure the future impact of University for All. This research, conducted via an anonymous survey of all faculty, staff and students, provided a wealth of quantitative and qualitative data examining the student and staff experience of inclusion in UCD in the areas of strategy and policy; teaching, learning and assessment; student supports and services; the built environment; and the technological infrastructure. The survey results have been used extensively in their implementation process and also been disseminated in seminars and conferences. The results are currently being prepared for publication.

The University for All Project Team also created a number of resources to assist University colleagues, including the University for All Inclusive Practice Blended and Online Learning guidelines created to assist Module Coordinators to address inclusion issues during COVID-19.
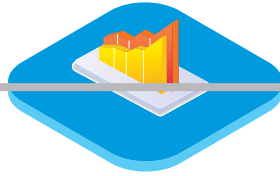
University for All Infographic

College Principal/
Dean of Arts

College Principal Health
and Agricultural Science

College Principal
Engineering and
Architecture/Dean

College
Principal/
Dean of
Science

Deputy President, Vice-President for
Academic Affairs and Registrar

Vice-President for
Research, Innovation
and Impact

UCD in the
Community

Programme Boards/
Schools/Units

University for All is a whole-institution,
evidence-based approach to mainstreaming
inclusion in UCD, ensuring that all students feel
welcome, belong and are valued. Grounded in the
**UCD Strategy 2020-2024: Rising to the Future, the
EDI Strategy and Action Plan 2018 - 2020 - 2025**, and
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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.

Widening Participation
Representatives

University for All
Local Implementation
Coordinator

**University College Dublin
University for All**

President

College Principal/ Dean of Business

College Principal/ Dean of Social Sciences/Vice-President for Equality, Diversity and Inclusion

Bursar
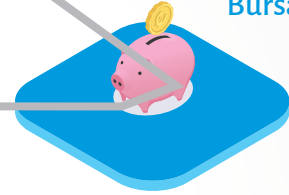
Vice-President for Global Engagement

Director of Human Resources, S.I.R.C. & Legal Affairs

UMT Education Group

UMT EDI Committee

University Widening Participation Committee

UCD Access & Lifelong Learning

University for All initiative

University for All Project Team

Subcommittee: WP Outreach Network

Pathways to the Professions

The UCD's University for All initiative reinvigorated efforts to expand and embed diversity and inclusion across all levels of the institution, by making it "everyone's business". The concept and practice of access is currently extended beyond entry and admissions, to include academic and career success. While significant progress has been made across UCD in terms of equitable access to higher education, there remain challenges in achieving diversity in students entering professional schools, such as Law, Architecture, Medicine, Engineering, Veterinary Medicine. In addition, research further shows that graduates from underrepresented backgrounds often face severe challenges to obtaining a career within their chosen profession (Hook Tangaza 2018).

Against this backdrop, the Pathways to the Professions (P2P) was conceived as a strategic response to mitigating the barriers to the professions. To achieve this, the Pathways to the Professions is developing strategic support and interventions as part of an overarching model of best practice that will enable students to enter, succeed and enjoy early career success in their chosen profession. This five year project is funded by Rethink Ireland, and the Sutherland Opportunity, supported by Mason Hayes & Curran. Using Law as a testbed, P2P uses a student lifecycle (pre-entry, during and post- graduation) from successful completion of university to progression into their chosen career (Figure 5). Led by the UCD Access & Lifelong Learning, in collaboration with UCD Sutherland School of Law, the project is overseen by the UCD Widening Participation Committee.

Figure 5. Pathways to the Professions Student Life Cycle

UNIVERSITY

Students are supported through scholarships/bursaries, mentorships, and given the skills and networking opportunities to prepare them for a career in Law

POST-ENTRY

Transition: Postgraduates are given additional supports to ensure a position and easy transition, beginning their career in Law

Workplace: Employees /Interns are supported through every aspect of their Law career and have the opportunity to become a mentor for new interns/employees

MENTORSHIP

Students and interns/employees will have the opportunity to become a mentor/mentee for prospective students and newly appointed interns/employees

PRE-ENTRY

Primary: Students begin to learn about Law through the 'Moot Court Programme'

Post-Primary: Students are introduced to Law as a profession through 'see one/be one' and given further information on additional pathways to Law

Entry Routes and 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 2019/2020, 145 Cothrom na Féinne scholars received awards –

— 39 sanctuary students

— 102 undergraduate students

— 4 graduate students

Figure 6 below illustrates the 63.7% increase in the Cothrom na Féinne awards over the last three years. This represents the total number of scholarships and not new recipients for each year.

In addition, 26 students were awarded the HEA's Programme for Access to Higher Education 1916 Bursaries.

A further 18 UCD access students received the NUI Grant Scheme for Students with Disabilities (O'Brien Bequest).

The impact of these scholarships can be transformational for our awardees. One student noted that receiving a scholarship offers her "a fair shot". Cothrom na Féinne recipients report feeling relieved and reassured by the security of the bursaries. This work would not be possible without the hard work and dedication of our colleagues in UCD Foundation and the many private donors and businesses who support the Cothrom na Féinne scholarship programme.

Scholarship Award Recipients with Registrar Professor Mark Rogers at the UCD Scholarship Awards Ceremony, November 2019

Outreach and Engagement

The Widening Participation Committee set up a sub-group to oversee the outreach and engagement in the University. The overarching goal of this WP Outreach Coordinating Network is to develop a university-wide coherent approach to delivering outreach with our partners in communities with low levels of progression to higher education, and to contribute to ensuring a diverse UCD student population. Chaired by Associate Professor Caitríona Cunningham, representatives are drawn from Programme Governing Boards and University units (eg. Recruitment, Access & Lifelong Learning, Admissions). This year the network met in December 2019, March and virtually in May 2020.

During the year, the WP Outreach Coordinating Network focused on sharing models of good practice from across the university and exploring ways to capture the activities and initiatives programmes were undertaking. The network launched a WP Outreach Matrix survey, the purpose of which was to capture WP Outreach Activities on a Programme Governing Board basis, and to establish University baseline data.

Initial findings highlighted that Programme Governing Boards were engaged in a range of WP outreach activities, including, information and guidance, student experience opportunities, and teaching and learning activities. The survey also found that Schools and Colleges were working with a range of partners, including DEIS/Non DEIS Schools and community partners both within and outside the catchment areas. Examples included Thinking Creatively, Outreach Lab, Farm Walk & talk and QQI-FET day, which all targeted participants from a range of under-represented groups.

Sharing the examples of good practice is a central practice of the network. During this academic year, Network members shared models of good practice, including projects on parental engagement work with the Ballyfermot Parents' Group, the UCD Explore Outreach Project, a physics-based project, which offers a 6-weeks programme to 4th classes in DEIS primary schools, using students on work placements from Further Education Colleges, and UCD undergraduate students. Other examples of models of good practice included the Thinking Creatively workshops, run by Arts & Humanities with 2 DEIS schools and the Liberties Further Education College; and CV prep and applying for job support work, run with MASI (Movement of Asylum Seekers Ireland). The Embed Mentoring project with a DEIS school in Bray and the Outreach Lab, provides science experience opportunities for primary school students. The Outreach Network continues to discuss approaches to capturing, communicating, and showcasing the university-wide outreach innovation.

University of Sanctuary

UCD was accredited as a University of Sanctuary in 2018 and since then has been developing its work in relation to asylum seekers and refugees, both in terms of opening up access to the University for asylum seekers and refugees and in terms of other work including, research, academic programmes and modules, volunteering initiatives and awareness raising. As regards Widening Participation, under the Pilot Scheme for Responding to the Needs of Migrants, Refugees and Asylum Seekers, in 2019- 20 UCD continued to offer scholarships to people from a forced migration background living in Ireland who were not eligible for state supports or who did not have alternative funding. Thirty nine scholarships for new entrants were provided in the 2019-20 academic year, in addition to 11 scholarships for continuing students. Of the 39 new entrants, the admission pathways varied: 8 were mature students, 1 came directly from the leaving certificate, 6 were QQI-FET entrants, 18 were University Access Entrants and 6 were graduate students. The financial support provided for full time students in the 2019-20 academic year involved a fee waiver, a bursary of €2875, a travel grant of €500 for students living 40km or more from campus, a €40 book token per student and access to the Student Assistance Fund on a case by case basis. Part time students received pro rata equivalent amounts.

Issues and challenges that arose in relation to students included concerns about college readiness for some students and the direct provision system and the lengthy asylum process causing significant stress and anxiety for students, thus impacting their academic work. In addition, students faced considerable challenges as regards social integration, mental health difficulties and a lack of awareness of state and social welfare support. In recognition of these multiple challenges, a keyworker system was put in place in 2019 in order to ensure that students had a single point of contact within UCD ALL to support them in relation to any issues impacting on their academic studies. Students also availed of Financial Advice Clinics and social events organised by UCD ALL including Chat Café, Film at Five, Walk and Talk, Cup O'Soup and Conversation. In addition, mainstream UCD supports such as the Maths Support Centre, the Writing Centre and the Student Adviser services were accessed by Sanctuary students. UCD was also represented on the Universities of Sanctuary Ireland Steering Committee which involves the various universities of sanctuary working together to address sectoral challenges arising for this group of students. UCD's work with sanctuary students was also presented at the European Access Network Annual Conference by Fiona Sweeney.

ALL Welcome Ceremony in O'Reilly Hall September 2019

Lessons from COVID

COVID-19 has greatly changed all aspects of university life for students from the way in which they learn to, how they can make friends and how they can access University supports. In March 2020, all teaching and learning activities were moved to an online environment. While public health advice allowed for some essential on campus teaching activities to resume over the last year, for many a largely remote style of teaching was the norm. However, in the Churchillian mode of 'never wasting a good crisis' the move to remote learning and support has introduced and enhanced several aspects of the student experience. In UCD, the migration to online teaching and learning was supported by 'University for All', a whole-institution approach that recognises that all students feel welcome, belong, and are valued. Uniquely, UCD's University for All is not a 'one size fits all' approach: rather it offers a student-centred educational experience, which ensures that students are well-prepared for academic study, to contribute to society, for career success, and for a lifetime of learning. This institution-wide response during COVID-19 was evident in the range and extent of student support offered by the University's academic faculty and by professional staff.

A number of challenges to remote learning were quickly identified such as isolation from peers, the lack of interactive learning and the increased need for digital skills. However, many advantages also followed, including more flexible learning, which may be particularly beneficial for students with caring needs. It also facilitated those managing chronic illnesses or fatigue who could now fit their learning around their schedule. In this context students were able to manage their workload and class attendance as they could determine when they wanted to access recorded material of lectures for later review. Indeed these changes consolidated UCD as a University for All, or a university which is fully inclusive and the needs of our diverse group of students are met.

Staff in UCD Access and Lifelong Learning responded with creativity and commitment in migrating student support to a virtual service when COVID-19 closed all face-to-face interactions. An online drop-in system was developed where students could drop-in for advice using virtual platforms. This service was consistently busy throughout the COVID period. Students were offered a range of alternatives to face-to-face interactions, including e-mail, telephone and Zoom meetings. Different target groups opted for a range of interactions, clearly seeking the platform which suited their needs best. Our priority was to ensure the wellbeing of students and to build connections with them and for them.

An online Needs Assessment system was developed to ensure that all students who disclose a disability could have an online one-to-one needs assessment to determine their Reasonable Accommodations and other support needs. A remote Occupational Therapy and Learning Support Service was also developed to provide one-to-one support for students with disabilities who were finding the transition to college and/or the transition to remote learning challenging. These online needs assessment appointments will be available for some students with disabilities in the coming Academic Year. Two years ago, this method of meeting students would not have been considered as possible or even of interest to students. Access & Lifelong Learning developed a Brightspace Module accessible to all students. The module contains several interactive online workshops which students can work through at their own pace. The COVID period has demonstrated the importance of University for All in student support and it is not only classroom teaching which requires flexibility to meet the needs of the student, but all aspects of University Life.

This hybrid approach is reflective of the lessons of the COVID period and the desire students have for both the benefits of face to face interaction and remote delivery. For many students the ability to access lectures from home and review them at a suitable time will be the main desired change to take from the last year, however we have also seen many changes in student support which undoubtedly have been beneficial to students and will hopefully continue. The crisis has in many ways been the opportunity to rethink how we support students and to offer them the flexibility and service delivery they need to maximise their participation.

Dr Bairbre Fleming

Deputy Director
UCD Access & Lifelong Learning

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 focussing 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
Professor Brendan Williams

Brendan Williams is a 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. Professor 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
Associate Professor Máire Ní Shúilleabháin

Associate Professor 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. Specialist interest in supporting students who have a disability on work placements and 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 Coordinating 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 Finlay

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 O'Grady, 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

Joanna Siewierska

Joanna has been involved in the student movement for over 5 years, having started off as Education Officer and Deputy President of the Irish Second-level Students' Union, and then working for 3 years as lead trainer of the National Student Engagement Programme. She has just finished her studies in Law and Social Justice in UCD. She has a passion for access to education and human rights, and strongly believes in empowering young people and marginalised groups and including them in decision making that affects them.

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.

Elizabeth Cosgrave

Elizabeth came to college through the DARE route. She completed her degree in general nursing in 2020. Elizabeth credits the Access Future You programme with giving her the confidence to apply for college. She joined the Widening Participation Committee to share her experience and to help continue the work to encourage students like herself to attend college.

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UCD (2021). Education and Student Success Strategy

UCD EDI Strategy and Action Plan 2018 - 2020 - 2025

Terms of Reference University Widening Participation Committee 2019 – 2021

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

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

— Estate Services

— Administrative Services

— Library

— IT Services

— Careers Network

— Bursar's Office

— Teaching & Learning

— Communications

— Admissions

— Access & Lifelong Learning

— Recruitment

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

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 in realising 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

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), or Diploma (60) level 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. This 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 - see definitions here). 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 Network.
(https://www.ucd.ie/universityforall/wpcommittee/)

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 uses 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, 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

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#UniversityforAll

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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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Thank you
Go raibh maith agat

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