DCU Access Service

Outreach Strategy 2016 - 2020
Dublin City University & DCU Access founded in 1989

- 16,000 Students UG and PG
- 10% of 1st Year UG places for Access (SEG) students on reduced entry points
- Located in North Dublin — providing outreach to 8,500 to 10,000 students p.a.
Learning from 25 years Post Entry

- 87% retention
- Of 13% non-completion, 60% complete elsewhere
- 93% completion
- 92% 1st & 2nd Class Honours Degree
DCU recognises the critical importance of a long-term strategic approach to addressing educational disadvantage through sustained outreach interventions which recognise and respect the socio-cultural traditions within communities.

**Our Mission!**

‘Harnessing the unique resources and support of the wider DCU Community, the DCU Access Service, informed by research and twenty seven years of practice, seeks to work in partnership with Educators, Government, Third Sector Organisations and the Corporate World to increase access to and progression from higher education for students from underrepresented groups, at local, regional and national level’.
New Entrants: 70% - 75% Reduced Point Entry
93% of Access students who enter DCU complete third level education.

Over the past 10 years, 92% of Access graduates achieved a 1st or 2nd class honours degree. From 2011 to 2014 this figure has stabilised at 97-98%.

The employment rates for DCU Access graduates is 96% with 85% of Access graduates employed in an area directly related to their degree.
DCU Outreach - Six Key Strategic Objectives

As a key stakeholder, inform and proactively contribute to the creation of national policy on equity of access to higher education through collaborative engagement, informed practice and research.

Facilitate engagement between key educational stakeholders and Third Sector Organisations to jointly address equity of access to third level education in North Dublin.

Increase progression to third level education from 15 Postal Districts in North Dublin where 5% or less of the population hold a third level degree or equivalent* (Census 2011).

Increase progression for students from DEIS Schools to DCU. (Currently 32%, increase to 50%)

Increase progression from Target Groups identified as most under-represented in 3rd level; these include,

- Students experiencing double disadvantage (disability and socio-economic disadvantage)
- 1st generation students with no history of 3rd level education in the family,
- Working class boys
- Young people in care, young carers and
- Members of the travelling Community.

Increase progression from ethnic minority students and students in DEIS Schools to Teacher Education.
DCU Access
Supporting Students Post Entry

DCU has the largest Access Programme of any higher education institution in Ireland with 1,200 Access (*SEG) students currently studying on Level 8 honours degree programmes. In 2015 alone, 434 new SEG entrants were admitted to DCU on an Access Scholarship.

At Post-Entry Level, DCU Access aims to:

1. Provide 10% of places on DCU Degree Programmes at reduced Point Entry to Access Students. (Currently 70% of the Access student cohort were admitted to DCU on lower CAO points than is required by the general student body)
2. Maintain exceptionally high levels of third level completion. (93% of Access students who enter DCU complete their 3rd level qualification).
3. Maintain exceptionally high level, of academic performance. 96% of Access students at DCU will graduate from DCU with a first or second class honours degree.
4. Support all Access students at DCU to complete their degree through provision of tailored financial, personal, professional and academic supports which recognise the unique needs of individual target groups.

* SEG: Defined as Socio-Economic Group only. The 1,200 SEG DCU students do not include students with a Disability (a further 5%), FE (3%) or Mature (8%).
Access Intake
General Undergraduate
5% or less of the total population holds a third level degree or equivalent

*Map from Local Electoral Area Boundary Committee Report 2013 (Census 2011)
21 Secondary Schools

36 Primary Schools

Three Themes: Academic, Professional, Personal.

Supports largely delivered during School hours / After School - on DCU Campus.
Evidence the Programme has Worked
Developing a new Strategy of Outreach Support

Initial Phase: 2012

• Conduct Research with Post Entry Cohort (Link Schools)
• Meet with School Principals (Group 3 Schools)
• Provide Tiered support for Schools (3rd level prog)*
• Find and develop suitable models for In-School Delivery

(Adobe Youth Voices, Genisus Works, CTYI, Existing Outreach)
Developing a new Strategy of Outreach Support

Second Phase: 2013 - 2016

• In-School delivery - Relocating Outreach Team (3 years)
• Research and Evaluation (1 School to 6 Schools)
• Scoping out the Third Sector
• Learning from the Experience of Others*
• Finalising scalable, economically viable model
Developing a new Strategy of Outreach Support

Third Phase: 2016/2017

- Launched to Schools and Community links
- Applications (Schools / Students)
- Site Visits
- 21 School Delivery
- Evaluation & Research
Group 1 (non DEIS)
Progression rate > 50%
Five Schools

Group 2 (DEIS) - Progression rate = <50%
Eight Schools

Group 3 (DEIS)
Progression < 30%
Ten Schools
Learning from Experience

**International:**

Bridge Group

King’s College London (K+ Programme)

University College London

Queen Mary University London

**National:**

Collaboration with UCD

Incorporated Colleges (Institute of Education)

Regional Partnership with DKIT, AIT, MU

RCSI
Key Features / Influencing Factors

- Admission from 15 Postal Districts (progression under 5%)
- Sustained Intervention - A Long Term Approach
- Importance of Uni Outreach to DEIS Group 3*
- Working with Aspirations and Motivation of Students
- Factors influencing social mobility - involvement of Corporates
- Utilizing the 3rd Sector
- CPD for Teachers and Teacher Training for Scalability
- Creating Communities of Practice among Teaching Staff
- Careers and Personal Development as Important as Academic*
- Building a Scalable and Financially viable model
Developing a new Strategy of Outreach Support

Systems Model

Research
Investment
Engagement

164 organisations
Corporate sector, Educators, Community, Voluntary and Public sector

Delivery
Evaluation
Resource
Target Groups

DCU Outreach targets all underrepresented groups as specified in the National Plan for Equity of Access to Higher Education 2015-2019.

In addition the DCU Outreach and Engagement Strategy makes specific provision for the targeting of the following groups:

- Double Disadvantage - students who are experiencing educational disadvantage and who also have a physical, sensory or learning disability
- 1st Generation - no history of 3rd level education in the family
- Gender - Working class boys
- In Care / Young Carers
- Students from the Travelling Community
Scalable, Effective Outreach Provision

Group 1 Progression > 50%

Group 2 < 50%

Group 3 < 30%

Engagement

Awareness

Relationship

Motivation

College Ready
Research - Post Entry Students DCU

Group 1

School

Own motivation

Family

Access Outreach

Group 2

Group 3
Research - Which Programme did you enjoy the most?
UniTY Programme Overview

Student Empowerment

Multimedia

Smart Skills

Employability Skills
<table>
<thead>
<tr>
<th>Multimedia</th>
<th>Smart Skills</th>
<th>Employability</th>
<th>Student Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
<td>Coding</td>
<td>CV Building</td>
<td>Life Skills</td>
</tr>
<tr>
<td>Storyboarding / Writing</td>
<td>App Design</td>
<td>Interview Skills</td>
<td>Self – Confidence</td>
</tr>
<tr>
<td>Project Management</td>
<td>Project Management</td>
<td>Self – Confidence</td>
<td>Self – Esteem</td>
</tr>
<tr>
<td>Self – Confidence</td>
<td>Problem Solving</td>
<td>Career Investigation</td>
<td>Stress Management</td>
</tr>
<tr>
<td>Filming / Photography</td>
<td>Goal Setting</td>
<td>Communication</td>
<td>Resilience</td>
</tr>
<tr>
<td>Video Editing</td>
<td>Self – Confidence</td>
<td>Personal Skills Discovery</td>
<td>Wise Decision Making</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>Collaboration</td>
<td>Decision Making</td>
<td>Personal Empowerment</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Leadership</td>
<td>Self – Reflection</td>
<td>Self – Awareness</td>
</tr>
<tr>
<td>Self-Reflection</td>
<td>Self-Reflection</td>
<td>Goal Setting</td>
<td>Self – Reflection</td>
</tr>
</tbody>
</table>
UniTY Levels of Achievement

**BRONZE**
- Site Visit by DCU Teacher Training
- Completion of 1 out of 4 Unity Modules
- Smart Skills
- Multimedia
- Employability Skills
- Student Empowerment

**SILVER**
- Site Visit by DCU Teacher Training
- Completion of 2 out of 4 Unity Modules
- Smart Skills
- Multimedia
- Employability Skills
- Student Empowerment

**GOLD**
- Site Visit by DCU Teacher Training
- Completion of 3 out of 4 Unity Modules
- Smart Skills
- Multimedia
- Employability Skills
- Student Empowerment

**PLATINUM**
- Site Visit by DCU Teacher Training
- Completion of all 4 Unity Modules
- Smart Skills
- Multimedia
- Employability Skills
- Student Empowerment
Research Findings

94% rated UniTY as valuable / very valuable to their Transition Year Experience.

84% rated UniTY as valuable / very valuable in increasing awareness of going to College/University.

94% rated UniTY as valuable / very valuable in increasing their desire to go to College/University.

84% rated UniTY as valuable / very valuable in increasing their awareness of the types of careers / jobs that they would like to do in the future.

77% rated the Programme as good / excellent in raising their career ambitions/aspirations.

97% rated the Programme as good / excellent in raising their personal motivation for learning.
UFirst Programme Overview

Academic

E-Mentoring

Personal Development

Careers

HE Skills

Summer School
Groups we are particularly interested in working with:

‘Double Disadvantage’ - students who are experiencing educational disadvantage and who also have a physical, sensory or learning disability

1st Generation - no history of 3rd level education in the family

Gender (Working class boys)

In Care / Young Carers

Students from the Travelling Community
Why UFirst?

Mentoring for the entire scheme and onwards into DCU

UFirst students will receive additional consideration at offers

Tailored to the area of interest of the student

Professional placement giving access to prospective employers

Free of charge

Extra awards given to students who attend 100% of the programme
DCU Outreach Strategy 2016 – 2020

Pyramid of Supports

Pre-School to Pre 16 University Based

UNITY Transition Year School Based

UFirst 5th & 6th Year

300

1,000

10,000
Geographical Regions Targeted:

Ballymun & Poppintree electoral districts B, C & D

Priorswood, Donaghmede & Darndale electoral districts B, D & E

Kilmore, Coolock & Bonnybrook electoral districts B & C

Finglas North electoral districts A & B

Finglas South & Cappagh electoral districts A, C & D

Cabra West electoral districts A & B