DCU Access Service

Outreach Strategy 2016 - 2020

Learning from 25 years Post Entry

87% retention

Of 13% non-completion 60% complete elsewhere

93% completion

92% 1st & 2nd Class Honours Degree

DCU
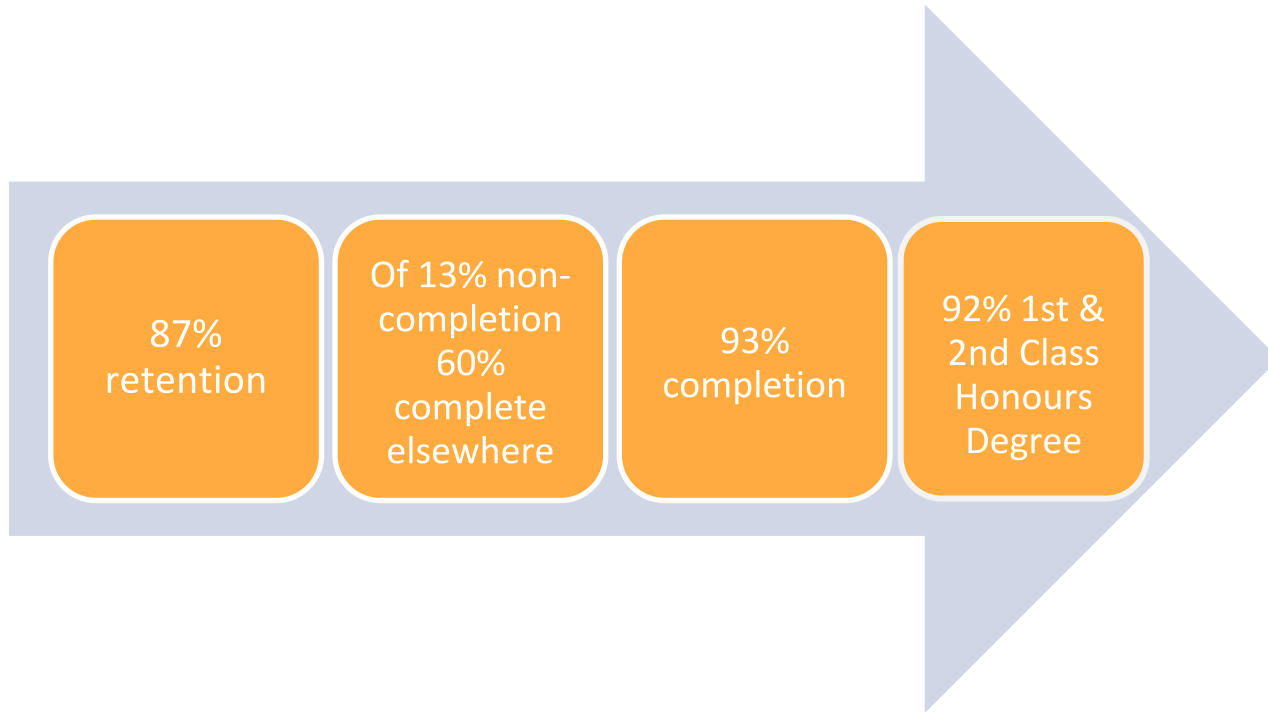
DCU
Home to Ireland's largest Access Programme

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'.

DCU 27 Years

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%).
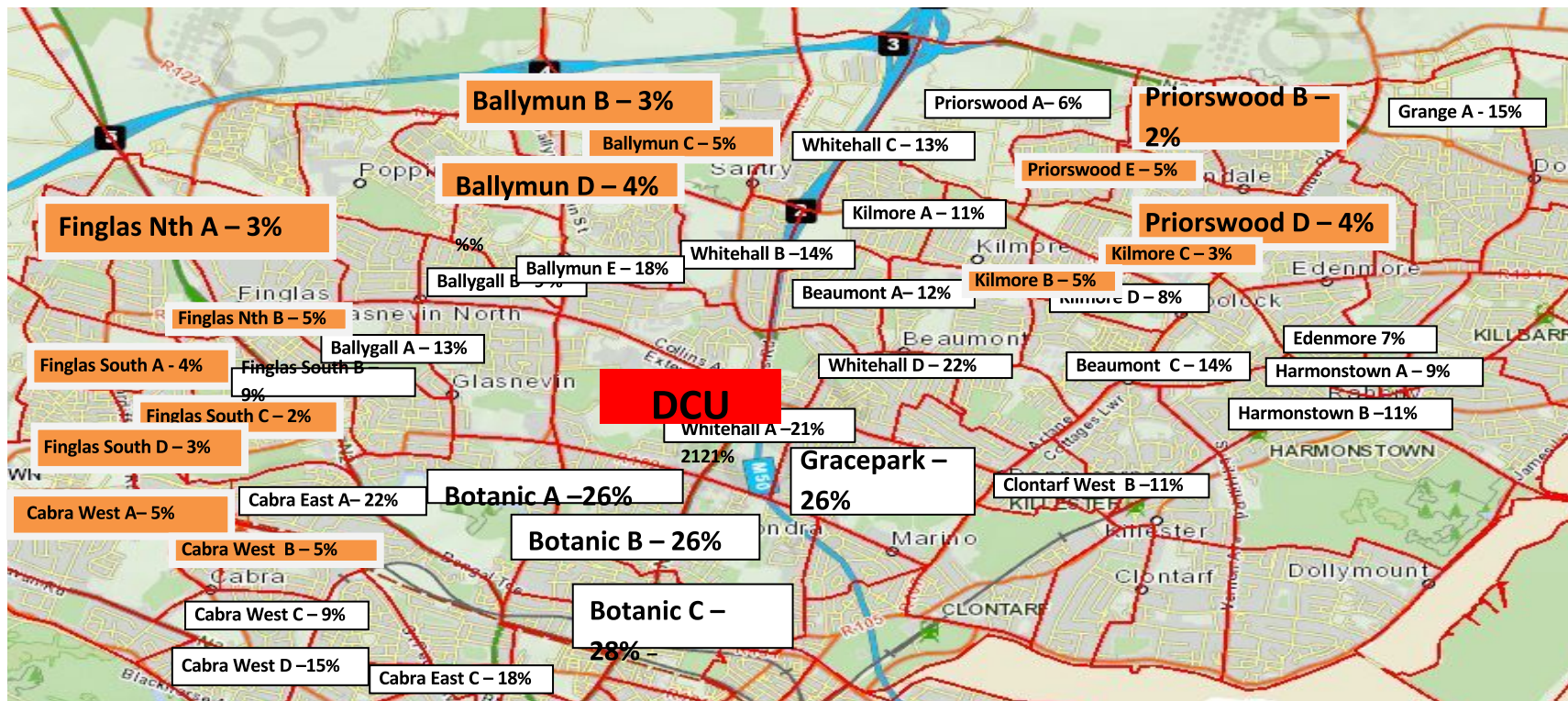
DCU General and Access Student Intake 1990 - 2015
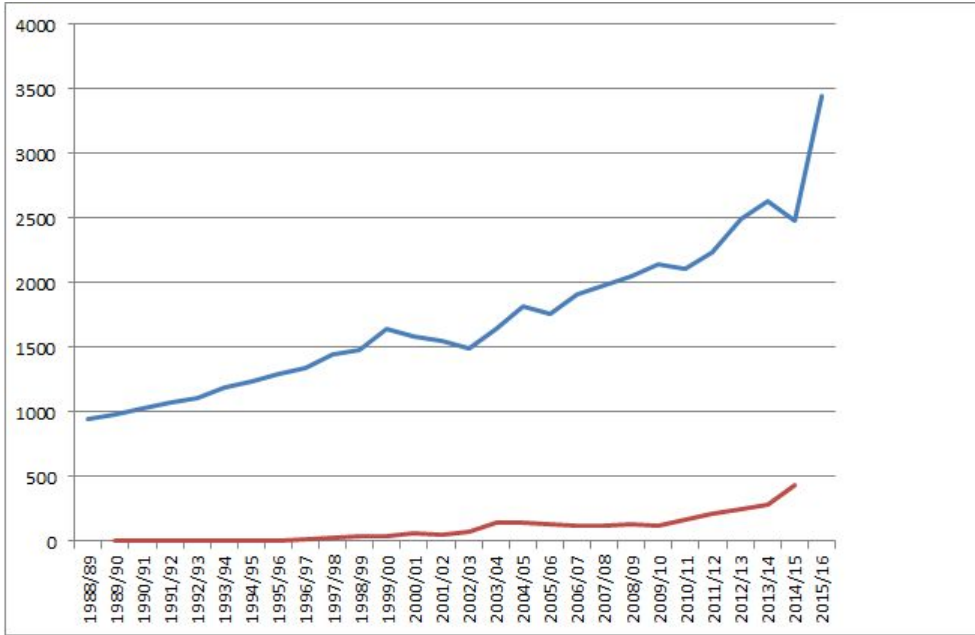
Access Intake
General Undergraduate

Degree level educational attainment map – North Dublin

Ballymun B – 3%
Ballymun C – 5%
Ballymun D – 4%
Ballygall B – 9%
Ballymun E – 18%
%%
Finglas Nth A – 3%
Finglas Nth B – 5%
Ballygall A – 13%
Finglas South A - 4%
Finglas South B – 9%
Finglas South C – 2%
Finglas South D – 3%
Cabra East A– 22%
Cabra West A– 5%
Cabra West B – 5%
Cabra West C – 9%
Cabra West D –15%
Cabra East C – 18%
Botanic A –26%
Botanic B – 26%
Botanic C – 28% –
DCU
Whitehall A –21%
2121%
Gracepark – 26%
Priorswood A– 6%
Priorswood B – 2%
Priorswood E – 5%
Priorswood D – 4%
Grange A - 15%
Whitehall C – 13%
Kilmore A – 11%
Whitehall B –14%
Kilmore C – 3%
Kilmore B – 5%
Beaumont A– 12%
Kilmore D – 8%
Whitehall D – 22%
Beaumont C – 14%
Edenmore 7%
Harmonstown A – 9%
Harmonstown B –11%
Clontarf West B –11%

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)

Traditional Model of Outreach
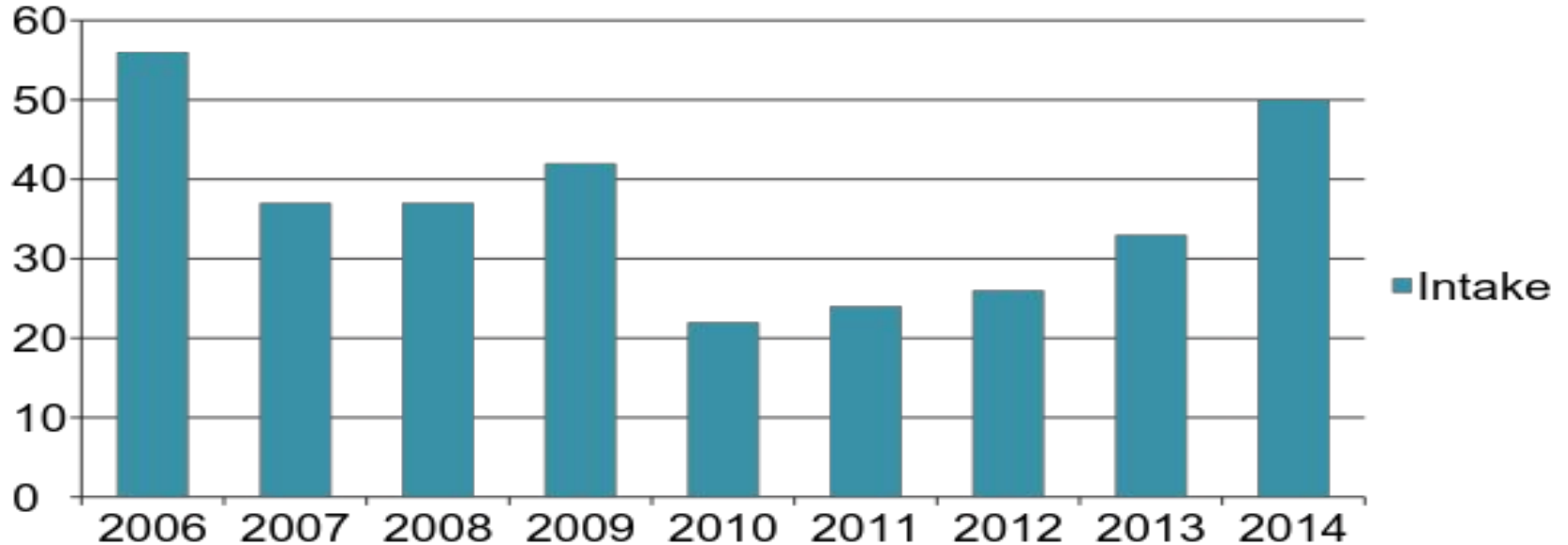# 1989 - 2012

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

Intake from Linked Schools

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)

DCU

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*
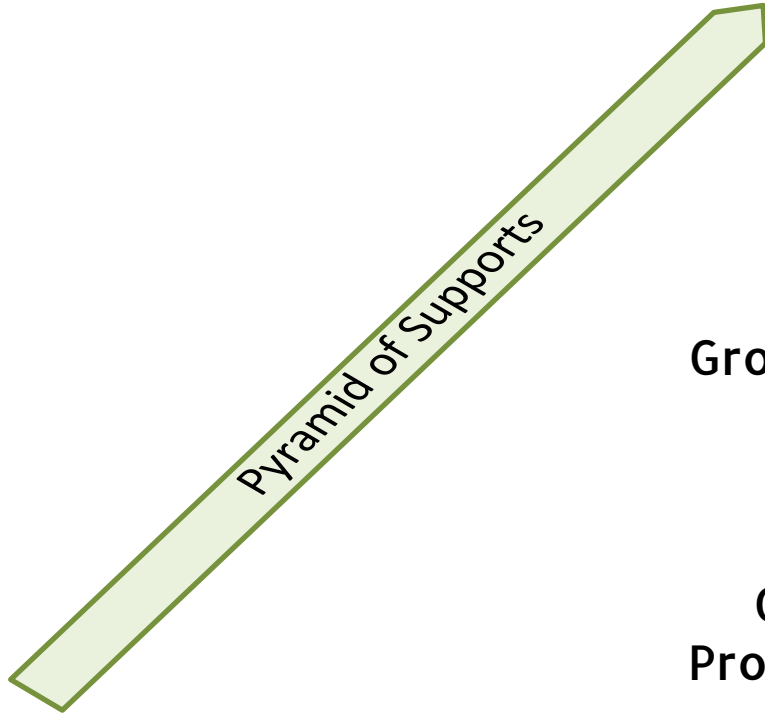- Finalising scalable, economically viable model

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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

DCU

Prioritising Outreach Supports 2012

Pyramid of Supports

Group 3 (DEIS)
Progression < 30%
Ten Schools

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

Group 1 (non DEIS)
Progression rate > 50%
Five Schools

DCU

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

DCU

Developing a new Strategy of Outreach Support

Systems Model

Research

Delivery

Investment

Evaluation

Engagement

Resource

164

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

Individual

Parent

HEI

Family

College

Community

Peer

School

DCU

Target Groups

DCU Outreach targets all underrepresented groups as specified in the 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:
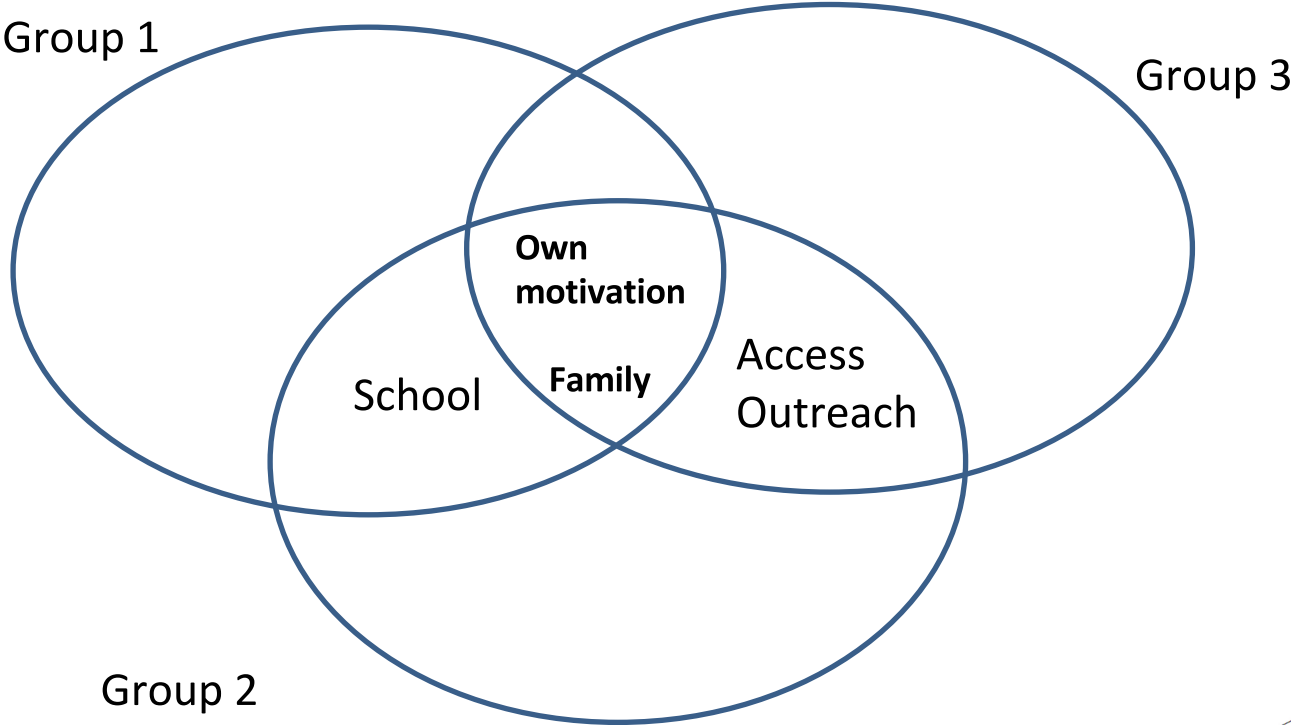
- Double Disadvantage - students who are experiencing educational disadvantage and who also have a physical, sensory or learning disability

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

- Gender - Working class boys

- In Care / Young Carers

- Students from the Travelling Community

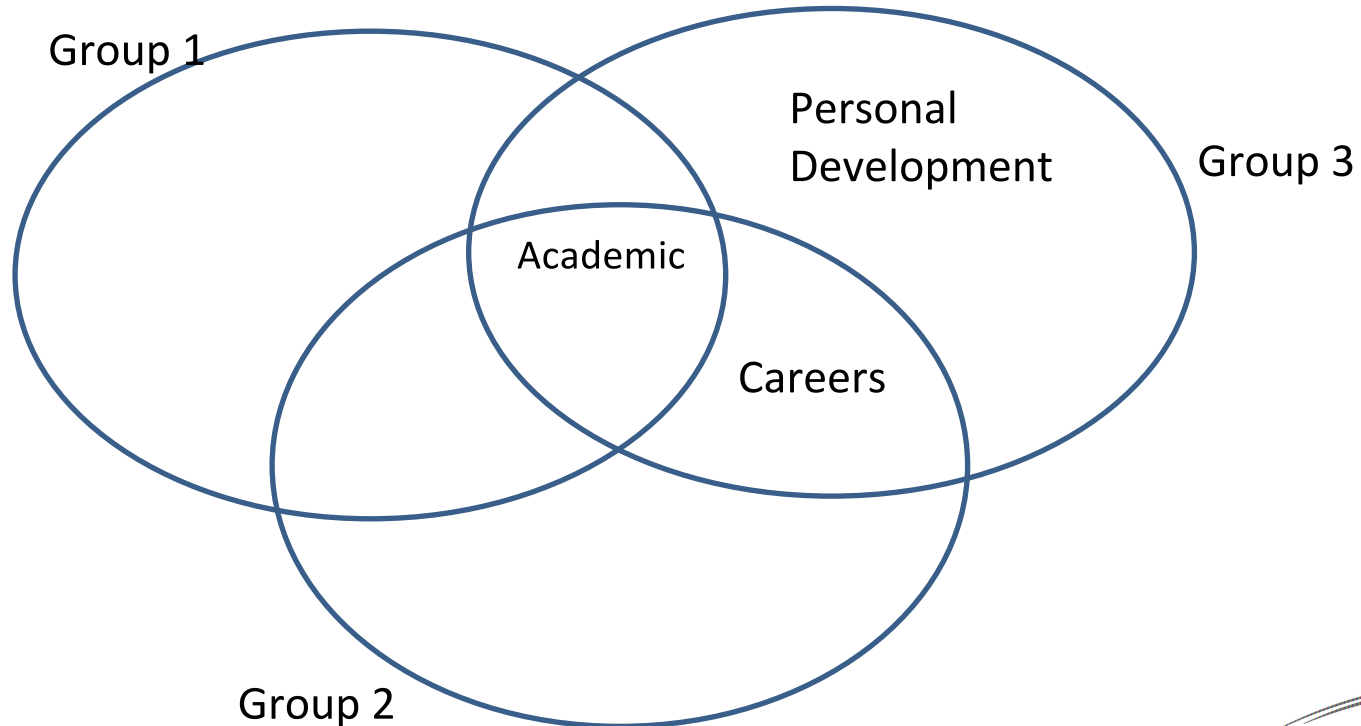# Scalable, Effective Outreach Provision
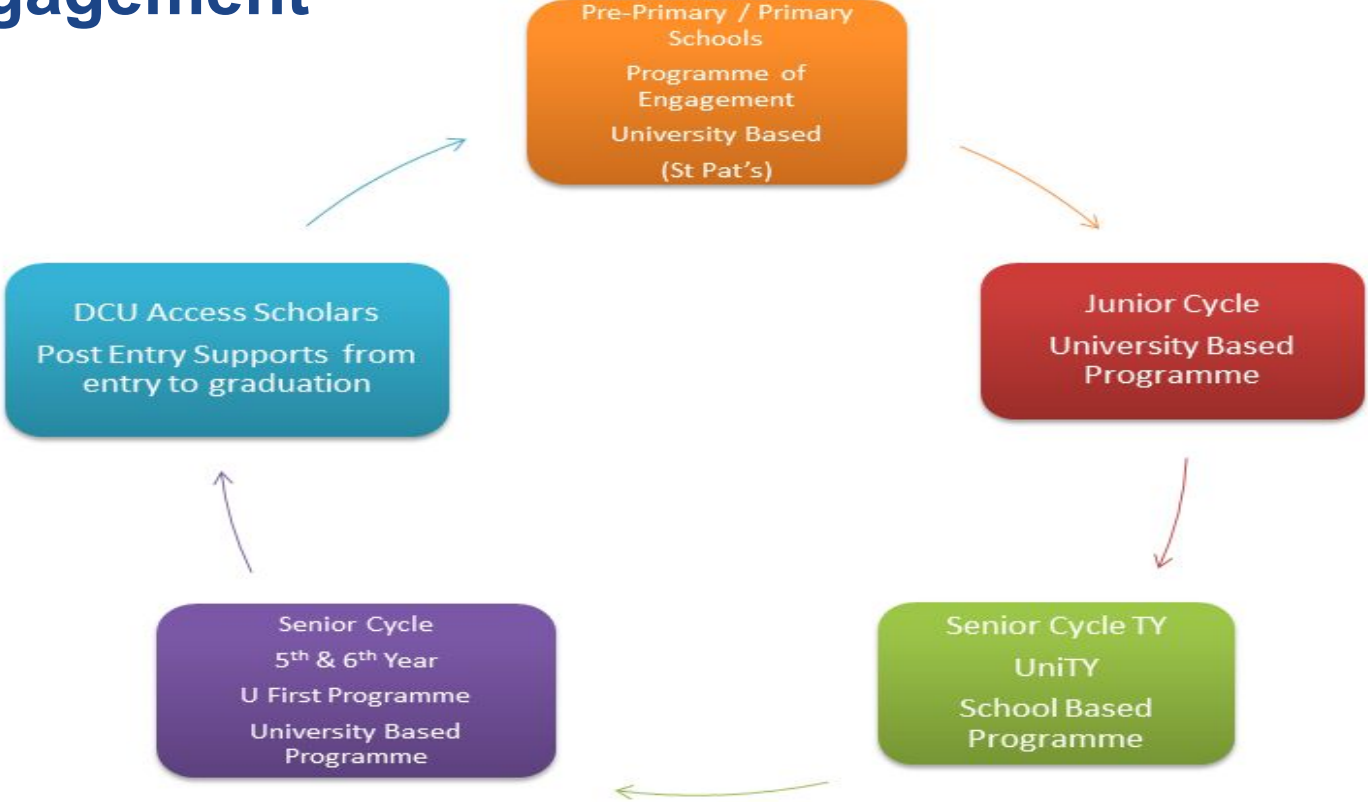
Group 1 Progression > 50%

Group 3 < 30%

Engagement

Awareness

Relationship

Motivation

College Ready

Group 2 < 50%
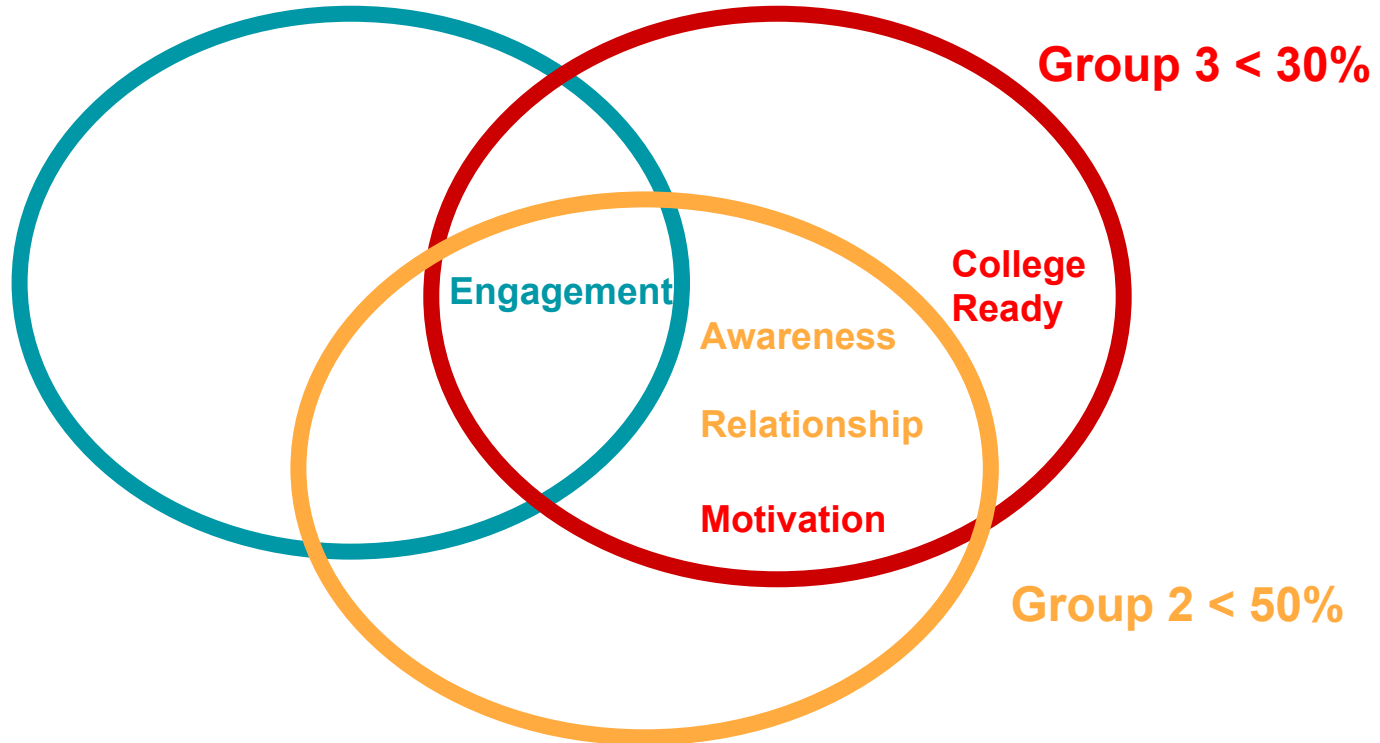
Research - Post Entry Students DCU

Research - Which Programme did you enjoy the most?

Group 1

Group 3

Personal Development

Academic

Careers

Group 2

DCU

Student Lifecycle of Engagement

Pre-Primary / Primary Schools
Programme of Engagement
University Based
(St Pat's)

Junior Cycle
University Based Programme

Senior Cycle TY
UniTY
School Based Programme

Senior Cycle
5th & 6th Year
U First Programme
University Based Programme

DCU Access Scholars
Post Entry Supports from entry to graduation

UniTY

UniTY Programme Overview

Multimedia

Student Empowerment

Smart Skills

Employability Skills
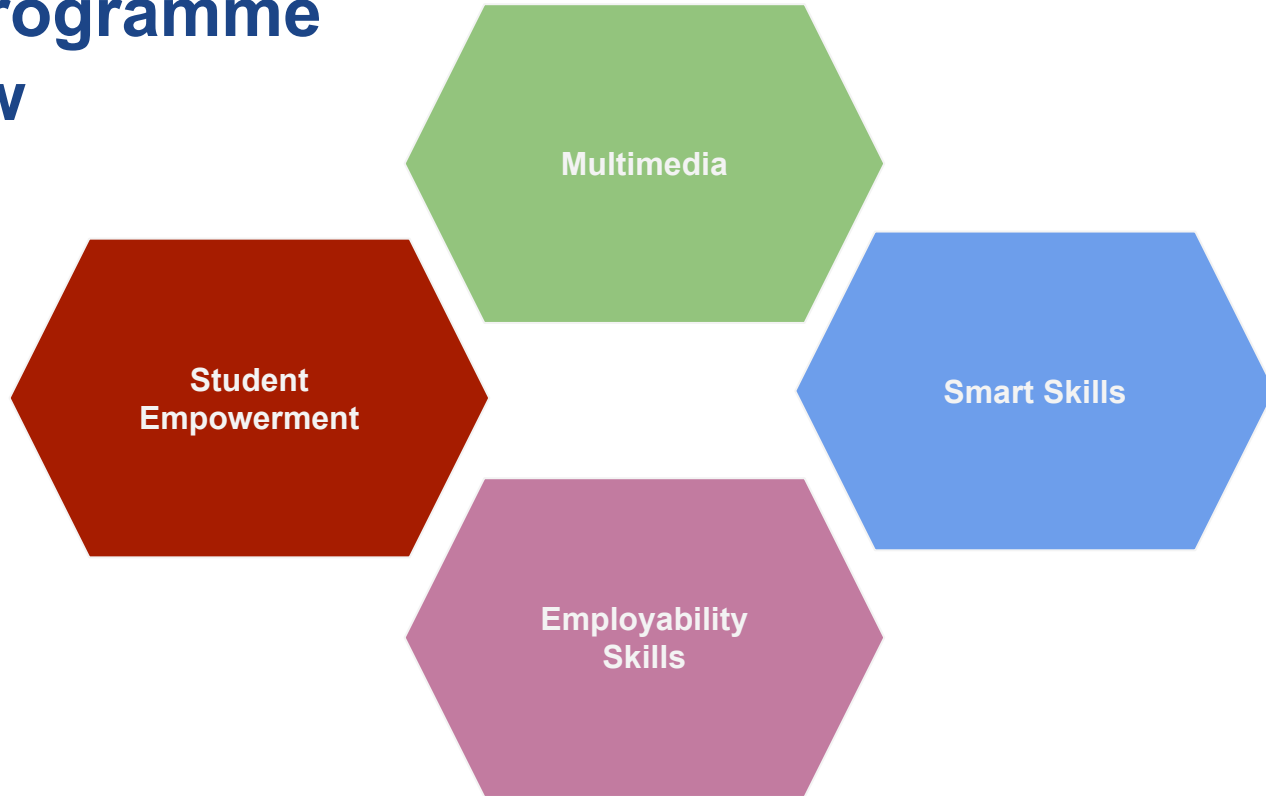
UniTY Module Overview

Multimedia	Smart Skills	Employability	Student Empowerment
Brainstorming	Coding	CV Building	Life Skills
Storyboarding / Writing	App Design	Interview Skills	Self – Confidence
Project Management	Project Management	Self – Confidence	Self – Esteem
Self – Confidence	Problem Solving	Career Investigation	Stress Management
Filming / Photography	Goal Setting	Communication	Resilience
Video Editing	Self – Confidence	Personal Skills Discovery	Wise Decision Making
Global Awareness	Collaboration	Decision Making	Personal Empowerment
Collaboration	Leadership	Self – Reflection	Self – Awareness
Self-Reflection	Self-Reflection	Goal Setting	Self – Reflection

UniTY Levels of Achievement
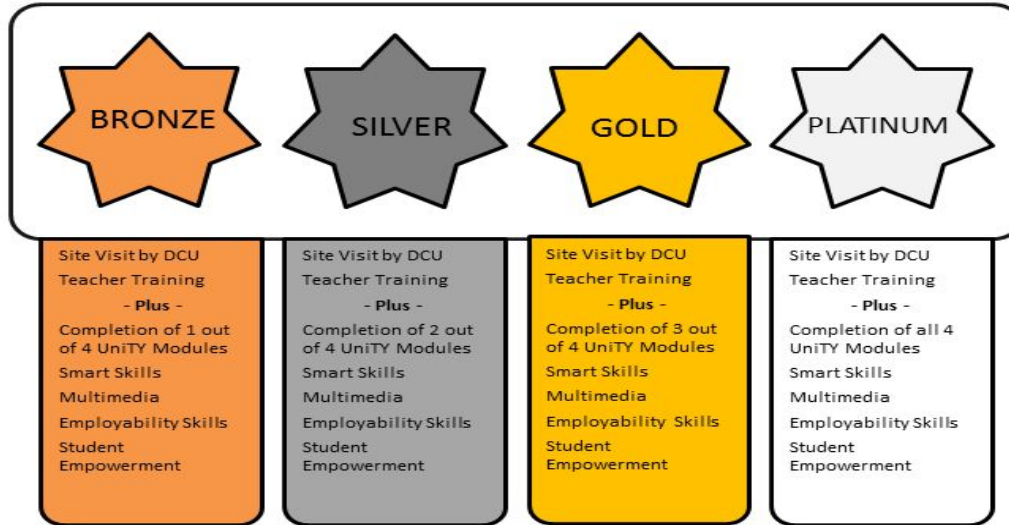
Research Findings

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

UFirst Programme Overview

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

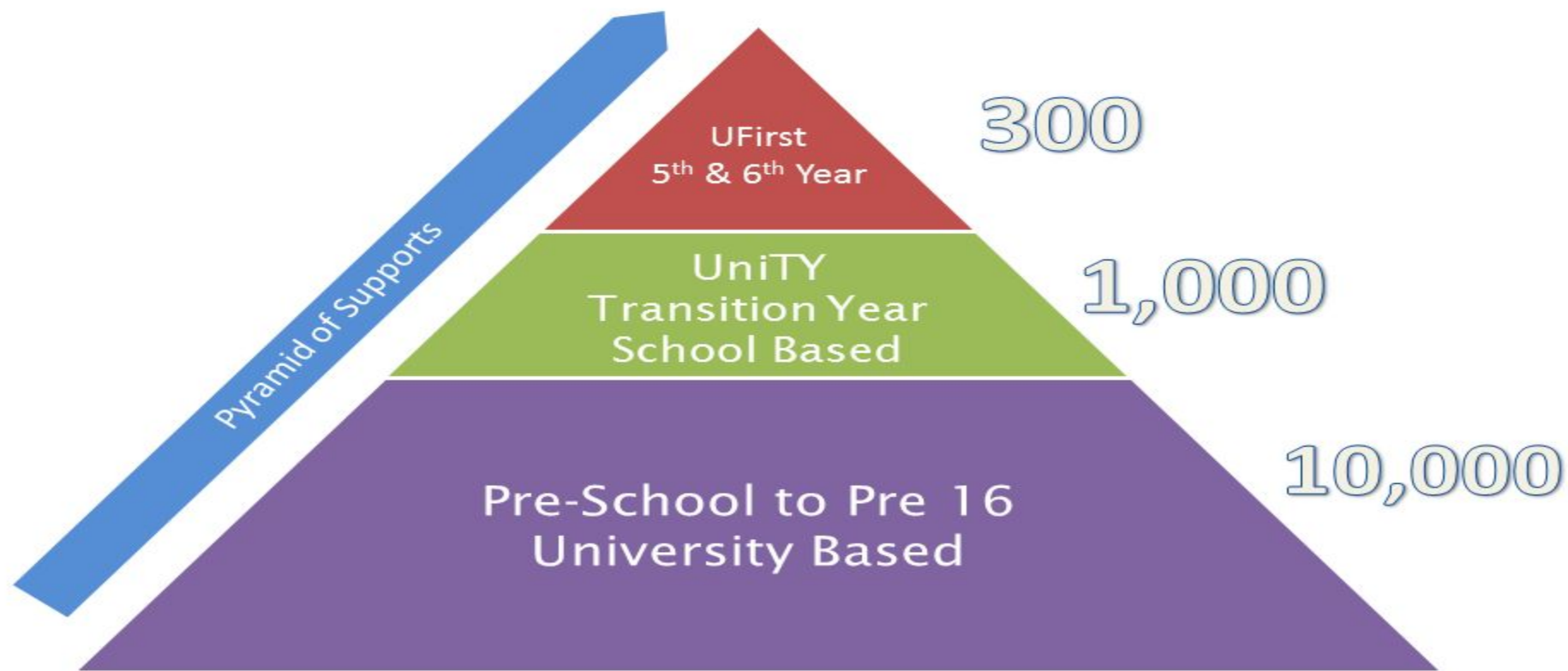UFirst students will receive additional consideration at offers

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 Access Outreach Strategy 2016 - 2020

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