

Access, Equality and the Right to Learn

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Structure of Presentation

- Background
- Context
 - Widening Participation Policy
 - Targets and Outcomes Data
- Reframing Widening Participation in UCD

Vision for Society

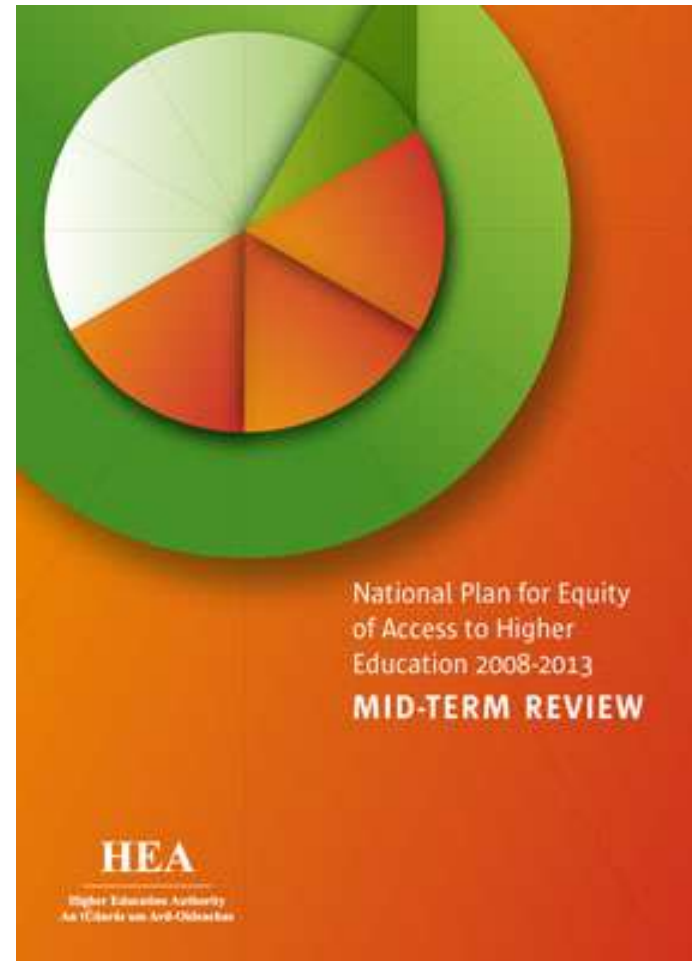
“Such a society would be open – not free from all considerations of social distinction, for this would be impractical in human affairs, but without barriers. Educational opportunity would be a primary feature, and while money might help to buy an education, absence of it would not prevent people of brains from fulfilling their promise and making a full contribution to society”



Garret FitzGerald (1964). *'Seeking a National Purpose'*. *Studies* 53(212):337-551.

Widening Participation In Ireland: Key Policy Driver

- Institution-wide approaches to access
- Enhancing access through lifelong learning
- Investment in widening participation in higher education
- Modernisation of student supports
- Widening participation in higher education for people with disabilities



SEGs

Entry rate for all SEGs 54% by '20

Priority: Non-manual (D) 42%

Semi (F) and unskilled (G) 45%

Flexible/Part-time

17% UG entrants

30% entrants/non-standard entry

17% Lifelong Learning

National Priorities

Double number students
with sensory, physical and
multiple disabilities to 932

Disability

27% of full/part-time entrants

20% of full-time entrants

Mature

SEGs

Entry rate for all SEGs **53%**

Priority: Non-manual (D) **~25%**

Semi (F) and unskilled (G) **~30%**

Flexible/Part-time

17% UG entrants

30% entrants/non-standard entry

17% Lifelong Learning

Current Outcomes

Double number students with sensory, physical and multiple disabilities to 932

Disability

27% full/part-time entrants

20% full-time entrants

Mature

SEGs

Entry rate for all SEGs **53%**

Priority: Non-manual (D) **~25%**

Semi (F) and unskilled (G) **~30%**

Flexible/Part-time

14.1% UG entrants

25% entrants/non-standard entry

6.7% Lifelong Learning

Current Outcomes

Double number students with sensory, physical and multiple disabilities to 932

Disability

27% full/part-time entrants

20% full-time entrants

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SEGs

Entry rate for all SEGs **53%**

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Flexible/Part-time

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Current Outcomes

Double number students with sensory, physical and multiple disabilities to 932

Disability

19% full/part-time entrants

13.6% full-time entrants

Mature

SEGs

Entry rate for all SEGs **53%**

Priority: Non-manual (D) **~25%**

Semi (F) and unskilled (G) **~30%**

Flexible/Part-time

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Current Outcomes

Increased number students with sensory, physical and multiple disabilities to **668**

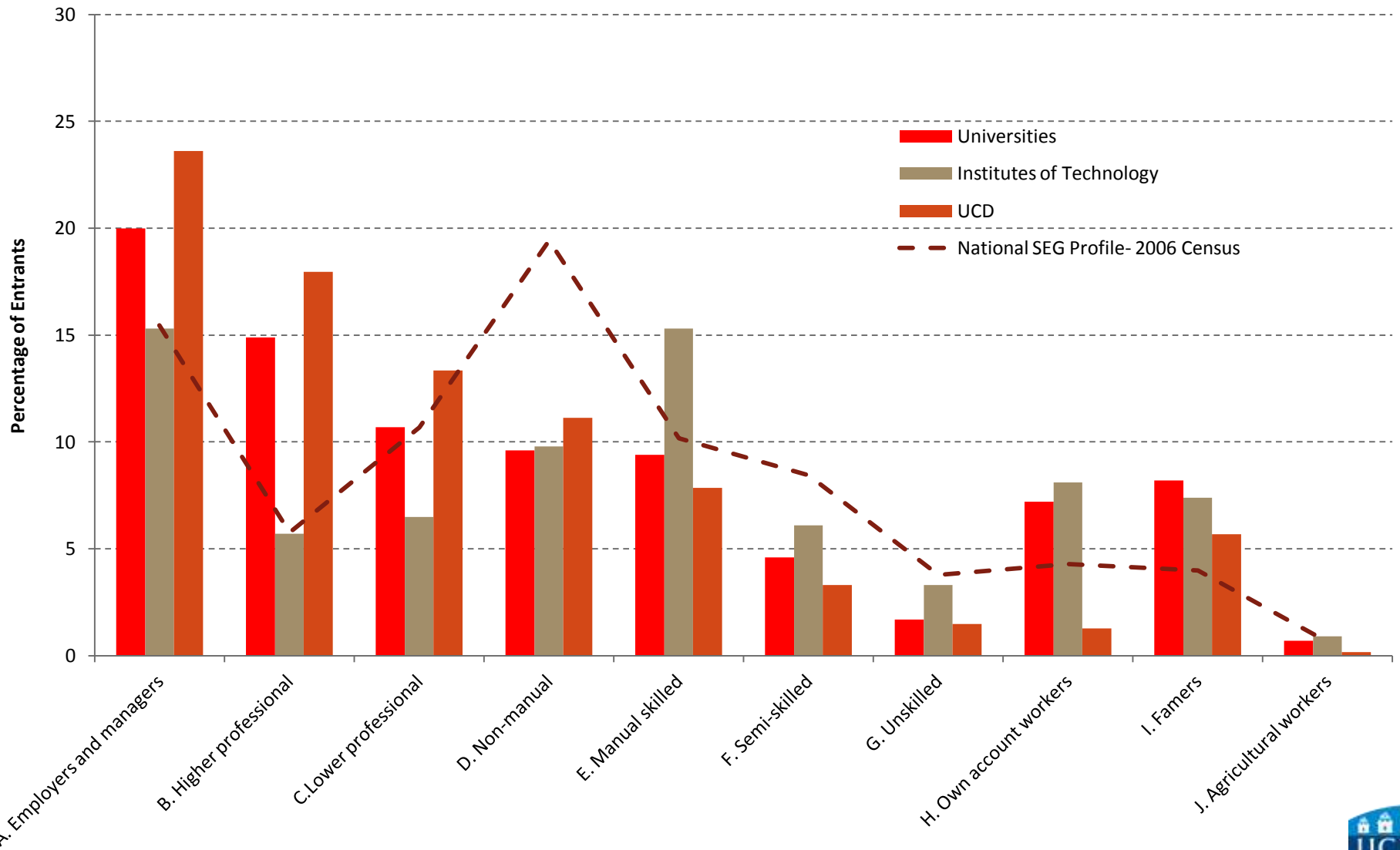
Disability

19% full/part-time entrants

13.6% full-time entrants

Mature

New Entrants by Socio-Economic Grouping in Ireland (2010/11)



University College Dublin (UCD)

- Research-intensive university
- Strategic priorities: education, research and innovation
- Member U21 Network
- 24,000 students
- 15,000 undergraduate students
- 5,000 under- represented students
- 2,500 staff
- Typical student aged 20

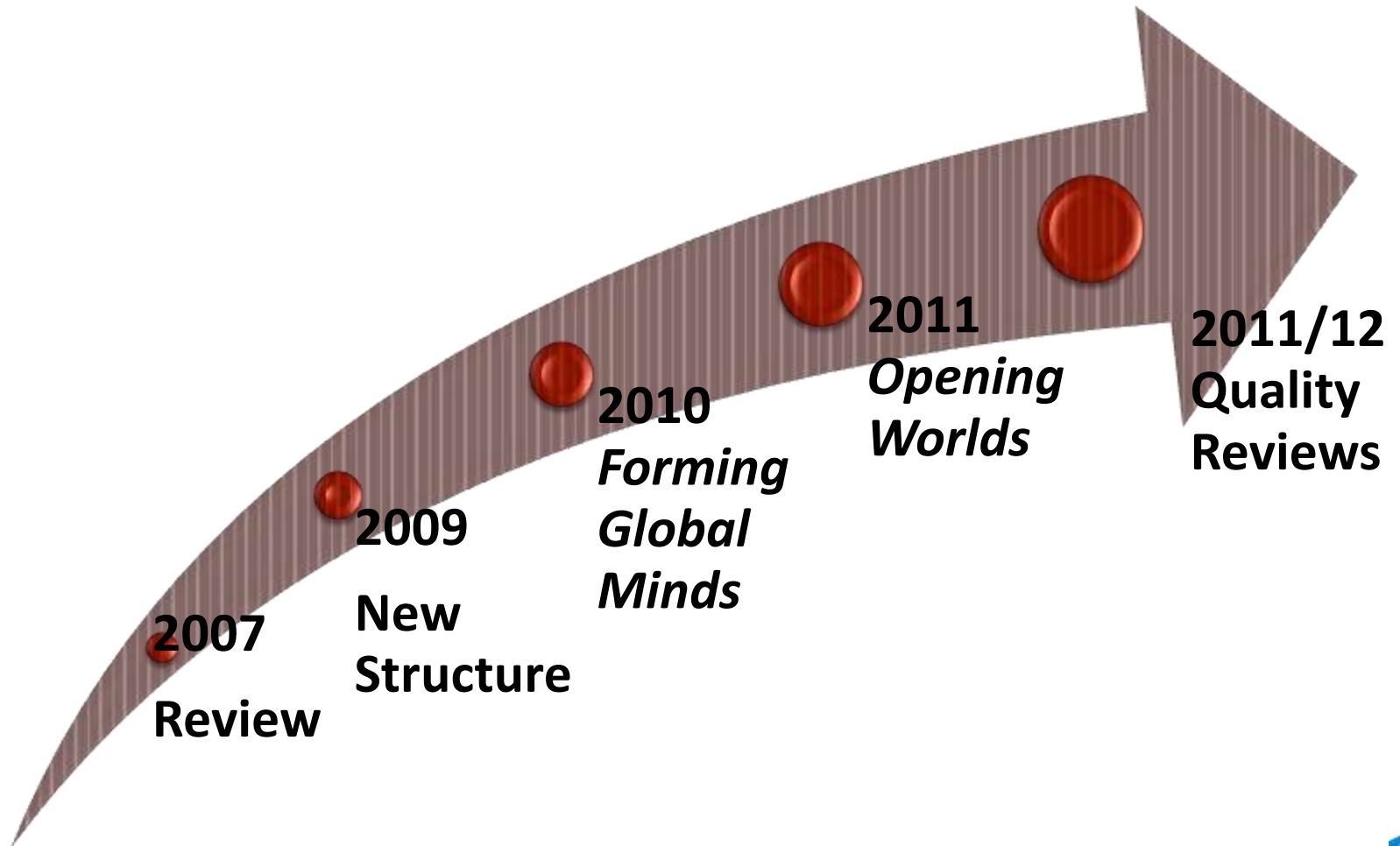


Tradition

“University is a place of concourse, whither students come from every quarter for every kind of knowledge. ... It is a seat of wisdom, a light of the world, a minister of the faith, an Alma Mater of the rising generation”



Towards Reframing Widening Participation thus far...



Institutional Change!

- “...higher education professionals in the US have discovered that access invites change. When the student body we serve changes, the ways in which we serve students must also change. When we change the way we serve students, we also frequently make fundamental changes in the nature of our higher education institutions”

Boylan, H., 2007. Access as more: Issues of student performance, retention, and institutional change. In *Researching Widening Access to Lifelong Learning: Issues and Approaches in International Research*. RoutledgeFalmer, pp. 103–111.

