
UNIVERSITY OF DUBLIN
Trinity College

Access Plan 2009-2013

May 2009

CONTENTS

	Page
Introduction	4
1. Trinity College’s Access Policy	5
2. Existing Resources and Personnel	5
2.1 Trinity Access Programmes	5
2.2 Disability Service	6
2.3 Centre for Deaf Studies	7
2.4 Financial Resources	8
2.5 Mainstreamed Resources	8
3. Target Groups	8
4. Pre-Entry Strategies and Post-Entry Services and Supports and Links with Partners in the Community	9
4.1 Pre-Entry Strategies	9
4.1.1 Pre-Entry Strategies in a Sectoral Context	10
4.2 Post-Entry Services and Supports	10
4.2.1 Targeted Supports	10
4.2.2 Mainstream Supports	11
4.3 Further Links with Partners in the Community	12
5. Outline of Progression Opportunities for Access to the Institution	13
5.1 Existing Alternative Admission Routes	13
6. Profile of Undergraduate Student Population in Terms of Key Access Criteria	15
7. Targets for Enhanced Access	17
7.1 Setting Targets	17
8. Commitment to Transparency, Systematic Data Collection and Evaluation	18
9. Reviews of Progress	19
9.1 Outcomes of Reviews to-date	19
9.2 Planned Reviews	19
10. Summary of Recommendations	20
Appendices	23

Introduction

The Higher Education Authority's *National Plan for Equity of Access to Higher Education, 2008-2013*, requires that third-level institutions develop access plans.¹ In order to meet this requirement, to articulate the importance attached by Trinity College Dublin to equity of access, and to propose means of sustaining and developing the institution's commitment to access, a working group was established in Michaelmas Term 2008.

Membership

Senior Lecturer (<i>Chair</i>)	Dr Aileen Douglas
Academic Secretary	Ms Patricia Callaghan
Dean of Students	Professor Gerry Whyte
Faculty Representative (Arts, Humanities and Social Sciences)	Professor Ciaran Brady
Faculty Representative (Engineering, Mathematics and Science)	Professor Pete Coxon
Faculty Representative (Health Sciences)	Ms Martina Hennessy
Access Officer	Ms Cliona Hannon
Director of the Disability Service	Mr Declan Treanor
Mature Students Officer	Ms Clodagh Byrne
Education Officer, Students' Union	Mr Hugh Sullivan
Secretary to the Working Group	Ms Sorcha De Brunner

Other members of staff attended specific meetings to provide information and insights into their areas of expertise; they were Dr Myra O'Regan, Senior Tutor; Ms Deirdre Flynn, Director of the Counselling Service; Ms Karen Campos-McCormack, Equality Officer; Dr Jacqueline Potter, Academic Development Manager; Mr Laurie Lumsden, Learning Supports Officer; and Ms Kathleen O'Toole, Trinity Access Programmes.

The group met on five occasions during the 2008/09 academic year.

The following plan/report consists of three main sections:

1. A statement of Trinity College Dublin's policy on equity of access.
2. An account of the institution's present position regarding access, including: the number of students enrolled from key access groups; an account of current activities through which the admissions policy is implemented; and the resources dedicated to those activities.
3. An indication of targets for enhanced access and a series of recommendations to facilitate the meeting of the targets.

Please see *Appendix A* for definitions used in this plan.

¹ [http://www.heai.ie/files/files/file/New_pdf/National_Access_Plan_2008-2013_\(English\).pdf](http://www.heai.ie/files/files/file/New_pdf/National_Access_Plan_2008-2013_(English).pdf)

1. Trinity College's Access Policy

Trinity College Dublin is committed to developing the diversity and inclusiveness of its student body. The College facilitates access to its programmes by students from under-represented groups, and by mature students, through its outreach activities, its foundation courses, and through its operation of alternative admissions routes. The College maintains a range of student services so as to support students appropriately during their academic careers, and to aid them in the successful completion of their course.

2. Existing Resources and Personnel

Trinity College supports students from under-represented groups through a number of outreach and access programmes and alternative admissions routes to facilitate progression and retention.

During the current academic year Trinity College committed the following resources to access activities (financial data relates to 2007/08).

2.1 Trinity Access Programmes

The Trinity Access Programmes (TAP) are a range of initiatives aimed at increasing the participation rate at third level of young adult and mature students from under-represented socio-economic groups. The programmes were established as part of an overall strategy to address low progression rates to third-level education by students in specific socio-economic groups through collaborative work with schools, parents and communities.

TAP is located in Goldsmith Hall and occupies seven offices, two teaching spaces and 'the Studio' (informal learning environment which includes IT facilities). There are three permanent full-time staff members (including the Access Officer) and seven full-time staff members on contracts – three of which are of indefinite duration. There is one part-time member of staff. A further 16 TAP Tutors are employed to deliver teaching on the Foundation courses.

In 2007/08, TAP received €583,000 from the core grant. TAP has been successful in securing philanthropic funding of approximately €3.5 million over the last three years from business sources. However, corporate sponsorship levels are down considerably in 2008/09.

The majority of work carried out by TAP focuses on pre-entry supports which range from working with primary school pupils to young adults and mature students on foundation courses. It also provides support to students, who have progressed through HEAR or from the foundation courses, throughout their undergraduate careers. TAP is currently supporting 452 undergraduate students and 50 foundation course students through the provision of financial assistance, and academic and personal support.

Mature Students Office

The Mature Students Office is located in Goldsmith Hall and is an integral part of the Trinity Access Programmes. The Mature Students Officer is dedicated to increasing the number of mature students, in all categories, entering Trinity College and to supporting these students throughout their undergraduate years.

In 2007/08, the Mature Students Office received an operating budget of €105,000 which covered the pay costs of the Mature Students Officer and items of non-pay expenditure.

Table 1: TAP Staff 2008-09

Staff	Grade
Access Officer	A1: Permanent
Mature Students Officer	A2: Permanent
Programmes Manager	A1: Permanent
Coordinator of the Foundation Course – Young Adults	A3: Fixed-term contract
Coordinator of the Foundation Course – Mature Students	A2: Indefinite duration
Alumni Project Coordinator	A3: Fixed-term contract
Programme Evaluation Coordinator	A3: Fixed-term contract
Coordinator, Senior Cycle Activities & HEAR	A3: Indefinite duration
Co-ordinator, Primary School & Junior Cycle Activities	A3: Fixed-term contract
Administrative Staff	SEO1: Permanent
Administrative Staff	EO: Indefinite duration
Administrative Staff	EO: Part-time, fixed-term contract

2.2 Disability Service

The Disability Service promotes the needs of students with disabilities in Trinity by providing advice, support and academic accommodations in partnership with students and academic disciplines. It provides advice and information to applicants, makes referrals, and advises academic and administrative staff on issues pertaining to barrier free access and disability related issues. It also advocates for the rights and responsibilities set out in the Code of Practice² for students with disabilities, the University Access Policy³ and all relevant national legislation⁴.

The Disability Service was established in June 2000 and in 2007/08 it received €328,000 from the core grant, a further €84,700 from internal transfers and expended €547,124 of its European Social Fund allocation on supports for students registered with the Service⁵. Of its staff, four are on permanent contracts of employment (Director, one Disability Officer, one Educational Support Worker (ESW) Administrator and one Executive Officer) and a further four are on non-permanent contracts (one Disability Officer (indefinite duration FT), one Assistive Technology Officer (indefinite duration), one Academic Support Tutor (12 hours per week, indefinite duration) and one Inclusive Curriculum Project Officer (SIF funded 3yr FT). The Service also employs approximately sixty educational support workers on a casual basis to provide supports to over 400 students registered with the Disability Service.

The Disability Service occupies seven offices in the Arts Building, which is centrally located on campus, and one office in the Hamilton Building (UNILINK) which is at the east end of the main campus.

The Disability Service has learned that their 2008/09 ESF allocation, which is used specifically to provide supports to individuals, is to be reduced by up to 25% on renewals. Further reductions are expected in future years. This is likely to lead to a reduction in supports for students with disabilities and could result in students withdrawing from College.

² <http://www.tcd.ie/disability/docs/CodeofPractice2008.doc>

³ http://www.tcd.ie/assets/documents/policies/access_and_equality_policies.pdf

⁴ The Disability Service has a parallel role in relation to staff members with a disability.

⁵ Full allocation from the European Social Fund for 2007/08 was €936,232.

Table 2: Disability Service Staff 2008-09

Staff	Grade
Director of the Disability Service	SA3: Permanent
Disability Officer	A2: Permanent
Disability Officer	A2: Indefinite duration
Assistive Technology Officer	A3: Indefinite duration
Academic Support Tutor	A3: Part-time, Indefinite duration
Inclusive Curriculum Project Officer	A3: Fixed-term contract
ESW Administrator	EO: Permanent
Administrative Staff	EO: Permanent

2.3 Centre for Deaf Studies

The Centre for Deaf Studies was established in 2001, following many years of lobbying led by the Irish Deaf Society, in partnership with the College, and serves as a centre of excellence in the field of Deaf Studies.

Its core activities include undergraduate training for Irish Sign Language teachers and Irish Sign Language/English interpreters, general training in the field of Deaf Studies, and linguistic research focusing on describing Irish Sign Language (ISL).

Its primary role as a teaching institute involves training native/near-native Irish Sign Language users as teachers of ISL, training Irish Sign Language/English interpreters and broad-based teaching in the area of Deaf Studies. This means that many students and staff are members of the Deaf Community in Ireland.

The centre is currently developing a level 8⁶ degree programme in Deaf Studies which will allow students to specialise in Deaf Studies, ISL Teaching or ISL/English interpreting in their third and fourth years. The Centre is also collaborating with the Department of Informatics in the Institute of Technology, Blanchardstown in the area of eLearning and the delivery of distance education.

The current funding for the Centre for Deaf Studies means that members of staff are mainly on contracts of indefinite duration or fixed-term contracts.

It is located off-campus on the Drumcondra Road, Dublin 9.

Table 3: Centre for Deaf Studies Staff 2008-09

Staff	Grade
Director, Centre for Deaf Studies	Lecturer
Lecturer in Deaf Studies	Lecturer
Lecturer in Deaf Studies	Lecturer
Project Manager (SIF 2)	Lecturer: Fixed-term contract
ISL Lecturer	Lecturer: Part-time
Lecturer in Deaf Studies	Lecturer: Part-time
Lecturer in Deaf Studies	Part-time tutor
Lecturer in Deaf Studies	Part-time tutor
Lecturer in Deaf Studies	Part-time tutor
Administrative Staff	EO: Part-time
Administrative Staff	EO: Part-time

⁶ On the National Framework of Qualifications, <http://www.nfq.ie>.

2.4 Financial Resources

Table 4: Targeted Financial Resources 2007/08

	Core Grant/Exchequer Funding	European Social Fund	Philanthropic
TAP	€583,000	€343,000 ⁷	€3,500,000 (over 3yrs) ⁸
Mature Students	€105,000	n/a	-
Disability	€328,000 ⁹	€936,232	-
Centre for Deaf Studies	€528,567 ¹⁰	n/a	-

2.5 Mainstreamed Resources¹¹

Table 5a: Resources in Academic Units 2007/08

Faculty Name	Estimated Staff Costs	Non-pay Expenditure
Arts, Humanities and Social Sciences	€12,193	€1,300
Engineering, Mathematics and Science	€271,911	€257
Health Sciences	€272,308	€20,040
Multi-faculty	€940	-
Total Estimated Costs	€1,057,352	€21,597

Table 5b: Resources in Central Administrative Offices 2007/08

Office Name	Estimated Staff Costs	Non-pay Expenditure
Admissions Office	€25,293	€6,055
Senior Lecturer's Office	€10,217	-
Examination's Office	€48,040	-
Student Records Office	€1,011	-
Alumni/Proctor's Office	€639	-
Total Estimated Costs	€85,200	€6,055

3. Target Groups

Trinity's Access Plan targets the following:

- Students with a disability
- Students from socio-economically disadvantaged backgrounds, in particular from low and lower-middle income families
- Mature and second-chance learners from low income backgrounds
- Mature and second-chance learners (no income stipulation)
- Mature learners interested in re-skilling opportunities
- Students from the Traveller community

All of the above categories of students are the focus of national and regional priorities as defined in the *National Development Plan 2007-2013*.¹²

⁷ Student Assistance Funding has been reduced by 21% in the 2008/09 academic year.

⁸ See *Appendix B* for a breakdown of funded projects and details of corporate and individual supporters.

⁹ The Disability Service receives a further €72,000 from the Student Charge and €12,700 from the *cista communis*.

¹⁰ The figure includes SIF II funding for Deaf Studies Project of €88,567.

¹¹ Academic Units and Administrative Offices were asked to respond to a survey detailing the tasks undertaken and the approximate percentage of their time dedicated to these tasks. This allowed for an approximate cost in terms of pay to be calculated.

¹² <http://www.ndp.ie/documents/NDP2007-2013/NDP-2007-2013-English.pdf>

4. Pre-Entry Strategies and Post-Entry Services and Supports and Links with Partners in the Community

4.1 Pre-Entry Strategies

Trinity College engages in a wide range of outreach activities which specifically target students from under-represented groups or generally raise the profile of Trinity and third level-education in the Community.

TAP, in particular, is very active in the area of outreach through its work on the School and Community Outreach Links. It links College with 20 primary and 20 second-level schools many of which are part of the Department of Education and Science's *Delivering Equality of Opportunity in Schools* (DEIS) scheme and have lower than average progression rates to higher education.

Table 6: Students progressing to third-level education in 2008 from linked secondary schools

School	Total progressing to third-level	Numbers progressing via HEAR	Numbers progressing to TCD
Westland Row CBS	8	2	2
Marian College, Ballsbridge	48	18	5
Ardcoil La Salle, Raheny	28	1	4
Ardcoil Éanna, Crumlin	8	-	1
Mercy SS, Goldenbridge	8	4	-
St James's CBS	14	2	-
Assumption Secondary School, Walkinstown	25	2	2
Loreto College, Crumlin	32	15	2
Mercy Secondary School, Drimnagh	15	3	6
Blakestown CS, Blanchardstown	22	5	3
Ballinteer Community School	23	1	-
Pobalscoil Iosolde, Palmerstown	18	2	2
Coláiste Brid, Clondalkin	45	9	11
Moyle Park College, Clondalkin	64	11	5
Firhouse Community College	53	8	5
Old Bawn Community School, Tallaght	56	7	5
Tallaght Community School	42	6	5
St Mark's Community School, Tallaght	55	7	5
St. Joseph's Secondary School, Rush	27	-	1
Balbriggan Community School	24	-	4
Total	615	103	68
Total Leaving Certificate cohort – all schools	1274	1274	1274
Students progressing as % of total LC cohort	48%	8%	5%

Working with pupils, teachers and parents, these programmes aim to increase interest in education at an early stage, involve parents and provide them with the supports and skills necessary to facilitate their children's educational interests, increase the number of students from disadvantaged socio-economic backgrounds who complete their second-level education, increase the number of students from disadvantaged socio-economic backgrounds who proceed to third-level education, increase family awareness of the benefits of completing senior cycle education and continuing to third-level education, and promote positive community attitudes toward education and to establish links with community based organisations working to combat educational disadvantage. It engages with 1000 pupils, teachers and parents through its *Primary Schools Programme* and approximately 7500 students from first year to sixth year through its *Second-Level Programme*. Activities which support the aforementioned objectives include schools visits, organised trips to

Trinity College to explore areas of mathematics and science, story writing workshops, an annual parents' evening, information sessions, the TAP Summer School, mathematics revision programmes, public speaking competitions, shadowing days and educational achievement awards.

The Mature Students Officer maintains informal links with over 100 adult education centres nationwide and attends a number of careers events and information sessions for prospective applicants each year. In addition to providing information at general information sessions, Trinity hosts the *Mature Student Information Evening* to specifically target and accommodate potential applicants from this group.

The Disability Service has developed an outreach and promotion strategy which aims to significantly increase the numbers of students with sensory, physical and multiple disabilities in College, actively engage with students and their families, expert bodies, community agencies and representative groups in the development of meaningful access programme activities, to promote Trinity as a first choice option for students with disabilities in Ireland, raising awareness of the supports available, and to raise the expectations of higher education among students with disabilities and to explore joint initiatives with other third-level institutions.

The Disability Service attended the Higher Options and Better Options, a specific careers option day for students with a disability and has attended disability specific events promoting Trinity College as a choice for second level students.

It has developed specific links with a number of voluntary organisations such as the Dyslexia Association of Ireland (DAI), the National Council for the Blind in Ireland (NCBI), Aspire - the Asperger's Syndrome Association of Ireland and the Hyperactivity Attention Deficit Disorder Family Support Group (HADD). The Disability Service has developed a number of information materials on entry to College for the latter two groups.

For a comprehensive list of Trinity's pre-entry and outreach activities please see *Appendix C*.

4.1.1 Pre-Entry Strategies in a Sectoral Context

Table 6 provides information on the numbers of students progressing to third-level education from secondary schools, which are linked with Trinity College through TAP, through its Second-Level Programme. It shows that a significant proportion (48%) of students out of an aggregated Leaving Certificate cohort of 1,274 progressed to higher education. Interestingly, of the total cohort, only 8% (103) did so through HEAR and only 5% (68) entered Trinity College. These figures compare with the national average figure of 55% of the overall age cohort progressing to higher education.

It is evident from these figures that the work undertaken by TAP, in its linked secondary schools, benefits the sector by enabling progression to other higher education institutions and not only to undergraduate courses in Trinity College.

4.2 Post-Entry Services and Supports

Post-entry supports, of which students from under-represented groups can avail, can be broadly categorised as targeted, which are specifically designed, or as non-targeted, those mainstream supports which are open to all students.

4.2.1 Targeted Supports

As with pre-entry activities, each of the three main target groups can avail of tailored post-entry supports.

Socio-economic disadvantaged: both academic and personal supports are offered to students who have progressed to undergraduate courses through HEAR or from one of the foundation courses. Of the academic supports, students have use of the Laptop Library and the Writing Resource Centre and are provided with a pre-university induction programme ahead of starting their academic programme.

TAP administers certain types of means-tested financial support schemes to help alleviate financial worries which could cause students to withdraw. Funding for these schemes comes from the European Social Fund and from a range of individual and corporate sponsors, and comprises:

- *General means-tested financial assistance*: Students may be eligible to receive financial support in addition to free fees and the higher education grant.
- *Supported accommodation scheme*: Each year TAP works with the Junior Dean, the Accommodation Office and the Senior Tutor to reserve a certain level of accommodation units for TAP students with acute need. In addition, there is some funding available to support students living away from home.
- *Supported childcare scheme*: In recognition of the costs faced by students with pre-school and primary school children, TAP endeavours to assist with childcare costs.
- *Students not eligible for Free Fees Initiative*: Students failing to meet the eligibility criteria for the Free Fees Initiative may be able to receive assistance through TAP.

Mature Students: new entrants coming through the Dispensation Scheme and the Nursing route are invited to attend the *Welcome Programme* which aims to familiarise students with the TCD campus and the support services available in college, while equipping them with the essential skills to succeed in their studies. Students undertake IT classes, study skills sessions and library and campus tours.

The *Mature Students' Resource Centre*, with computer and internet access has been set up to facilitate private or group study sessions. The Mature Students Officer is available at certain times for drop-in sessions at which students are welcome to discuss issues and ask questions.

Students with a disability: the Disability Service provides a range post-entry supports including dyslexia screening. Any student registering with the service has a full needs assessment carried out with the resulting report disseminated to academics in the student's area of study. In addition, dyslexia support, assistive technology, mental health specialist support and UNILINK support (run by Occupational Therapy in partnership with the Disability Service) can be provided where necessary. The Disability Service administers the European Social Fund for students with a disability which enables the provision of one-to-one supports via the *Educational Support Worker Service*. In partnership with the Examinations Office it organises examination accommodations for students, including extra time, provision of smaller venues, laptops and scribes, where required.

4.2.2 Mainstream Supports

Students from under-represented groups have access to a wide range of mainstream student supports and facilities in College including the Student Counselling Service, the College Health Service, the Tutorial Service, the Day Nursery, Student Learning Supports, the Careers Advisory Service and the Library. Data concerning the use of mainstream services by such students is not readily available for the aforementioned services and supports, with the exception of the Student Counselling Service. Analysis carried out over the 2007/08 academic year revealed that 821 students accessed the service for one-to-one counselling¹³. This represented 5.22% of the

¹³ *Annual Report, Student Counselling Service 2007-2008.*

overall student population of 15,716 (undergraduate and postgraduates). Although mature students, who entered through the Mature Student Dispensation Scheme accounted for approximately 3% of the overall student population in 2007/08 they accounted for 5.6% of students attending for one-to-one counselling. Similarly, students registered with the Disability Service in 2007/08 represented 2.7% of the total student population and yet accounted for 6.1% of the 821 students presenting for counselling. Accurate data on students who have progressed via TAP are unavailable. These figures show that mature students entering via the Dispensation Scheme and students registered with the Disability Service attend for Counselling in greater numbers than their proportion of the total student population.

Academic units within Trinity also play a vital role in supporting the progression through College of students from under-represented groups. Both TAP and the Disability Service work with voluntary Academic Liaison Officers across College to raise awareness of particular students' needs in terms of required supports and the ways to facilitate those supports at a local level.

Schools within Trinity have provided information concerning the range of activities taking place at the discipline/programme level to support the progression and retention of students from under-represented groups in College. These include academics reviewing applications for admission and sitting on interview panels, making course materials more accessible, provision of support for students requiring special examination accommodations and the provision of support and advice.

The estimated pay and non-pay costs of activities taking place within Schools and central administrative offices to recruit and support students from under-represented groups are presented in *Tables 5a* and *5b*.

For a comprehensive list of Trinity's post-entry supports, please see *Appendix C*.

4.3 Further Links with Partners in the Community

At the beginning of 2002, the Provost of Trinity College created a new College Officership, the Community Liaison Officer (CLO), to build on the success of the existing Trinity Access Programmes and other outreach initiatives, to give responsibility for the coordination of relationships with the local community to a single designated member of College staff. The CLO is involved in a number of initiatives which aim to ensure that the College contributes, in as full a way as possible, to the regeneration and development of the local area and to building stronger links with local residents. These include membership of the local Area Implementation Team under the Revitalising Areas by Planning, Investment and Development (RAPID) community development programme¹⁴, and acting as a formal point of contact for the Voluntary Tuition Programme.

The Voluntary Tuition Programme is a partnership between Trinity students, parents and volunteers from the local communities of Pearse Street and Ringsend. Each year it matches over 400 Trinity students, graduates and staff members, as tutors, with children and teenagers studying in nearby schools. Each pair meets for one hour per week, in one of four centres, getting to know each other and working together on homework and other education activities. This programme has been running for over twenty years.

During November 2007, the Bridge to College (B2C) initiative was launched by the Suas Education Development in association with the Centre for Research in IT in Education (CRITE) at Trinity College Dublin and TAP. It works to provide pupils from disadvantaged second-level schools with an innovative technology mediated learning experience. The programme is designed to engage young people, most typically

¹⁴ The south-east Dublin city area, which includes Pearse Street and Westland Row, was one of 25 urban areas identified as having the greatest concentration of socio-economic disadvantage in Ireland.

Transition Year students, in creative technology-mediated projects with mentoring provided on a voluntary basis by third-level students. The aim of B2C is to demonstrate the power of technology to facilitate a dynamic, cross-curricular and creative learning experience.

In February 2008 the Science Gallery opened in the Naughton Institute providing a social space where people can exchange ideas about scientific developments, view exhibitions and participate in workshops. The Gallery is primarily targeting young adults in the 15 - 25 year age group to increase interest in Science. It is part of the overarching project to rejuvenate the Dublin Docklands area and has initiated a *Mentoring Programme* to engage young people from surrounding city schools in engineering, science and technology.

5. Outline of Progression Opportunities for Access to the Institution

Trinity College is committed to providing access to students who are intellectually able to pursue undergraduate and postgraduate education. In order to ensure that students are admitted on the basis of their intellectual ability and not on income, students are selected for our programmes based on their academic performance. Entry to all our programmes is on a competitive basis and the majority of Irish students present the Higher Leaving Certificate examination results for admission.

While student selection to our undergraduate programmes is, on the whole, based on the Leaving Certificate or an equivalent second level qualification, Trinity College recognising the limitations of this curriculum and examination for several groups of students, has put in place a number of alternative admissions routes to our undergraduate degree programmes.

Trinity College accepts that students from low income families are not always in a favourable position to compete with children from middle and upper income families and also recognises that some students with a disability are disadvantaged by demands of the Leaving Certificate curricula and examination. Many students who are mature in age, who have not had a formal education but who have a wealth of life experience, are not able to compete for a place on an undergraduate degree programme by means of the Leaving Certificate. In all of these instances, Trinity College has put in place alternative access routes to enable students who are disadvantaged by virtue of social and economic circumstances, disability, or mature years to compete for an undergraduate degree place.

5.1 Existing Alternative Admission Routes¹⁵

Trinity College has developed a number of alternative admissions routes since the late 1990s. At its meeting of the 31st March 2004, the University Council approved the introduction of a policy to reserve 15% of undergraduate degree quotas of the CAO intake for non-traditional applicants. In order to meet this 15% target, Council approved a number of access schemes:

- (i) Trinity has been actively involved in the *Higher Education Access Route (HEAR)* since its establishment in 2001. Council approved the introduction of a scheme whereby students registered in secondary schools linked to TAP and other schools linked to access programmes in Irish universities could avail themselves of a concession on the CAO points (see *Appendix D*).

¹⁵ Alternative admissions routes refer to entry routes that are not based solely on achievement in the Leaving Certificate and equivalent second level examinations.

- (ii) Trinity is also one of ten higher education institutions in Ireland participating in the scheme to allow students with a disability entry on modified CAO points.
- (iii) In June 2004, the University Council approved the establishment of an alternative access route to undergraduate degree programmes for non-traditional students through a partnership programme between the university and three City of Dublin Vocational Education Committee (CDVEC) Colleges. The CDVEC Liberal Arts Course, accredited by FETAC (Further Education and Training Awards Council) was established and students who successfully complete this course are eligible for consideration for admission to undergraduate degree programmes in the Arts, Humanities and Social Sciences areas at Trinity College.

Other schemes in place to attract students from disadvantaged groups include:

- (iv) Trinity Foundation Programme for Young Adults, and the Trinity Foundation Programme for Mature Students. Students who successfully complete these courses are eligible to be considered for a place on a relevant undergraduate degree programme at Trinity College.¹⁶
- (v) Trinity has a long standing tradition of admitting mature students to undergraduate degree programmes through the *Mature Student Dispensation Scheme*. Students complete a supplementary application form and, based on the information provided, may be invited to attend an interview with academic staff in the course(s) to which they are applying. Following the interview, students may be eligible for a place, placed on a waiting list, or unsuccessful.
- (vi) Mature students who wish to pursue Nursing studies complete a supplementary application form for consideration by the Nursing Career Centre. Students are interviewed by staff of the Nursing Careers Centre and are eligible for consideration for the nursing degree based on their performance.

The range of progression routes and the eligibility criteria for consideration for admission to an undergraduate degree at Trinity College are listed in *Table 7* below.

¹⁶ Analysis carried out on offers made through HEAR in 2008 in terms of the number of socio-economic criteria met by applicants, out of six different indicators, shows that a high proportion of disadvantaged students entering Trinity meet 5-6 of these socio-economic indicators. These students are the most disadvantaged and their high representation in TCD is attributed to the preparation received through the TAP Foundation Course for Young Adults. The data suggests that HEAR, on its own, is most effective in targeting those students meeting the 'middle' number of socio-economic criteria, i.e, 3-4 indicators.

Table 7: Progression Routes and Eligibility Criteria

Access Route	Eligible Students	Eligibility	Application
Reduced points: (HEAR and supplementary route for students with a disability)	Young adults from socio-economically disadvantaged backgrounds and students with a disability	Concession is granted on CAO points ¹⁷	Supplementary application form and application through the CAO.
Trinity Foundation-Young Adult Course	Young adults from socio-economically disadvantaged backgrounds who have completed the Leaving Certificate	Offered a place based on achievement on this course (min. 2.1 or 2.2 in the Foundation Course) and subject to places being available	Supplementary application form and application through the CAO.
Trinity College Foundation – Mature Student	Socio-economically disadvantaged mature students	Offered a place based on achievement on this course (min. 2.1 or 2.2 in the Foundation Course) and subject to places being available	Supplementary application form and application through the CAO.
CDVEC Liberal Arts Course for Mature Students and Young Adults	Socio-economically disadvantaged mature students, and other mature students	Offered a place based on achievement in the Liberal Arts Course for Mature Students	Supplementary application form and application through the CAO.
Mature Students – Direct Application	All students aged 23+ Formal entry requirements required in some courses.	Students complete a direct supplementary application form as well as a CAO application. Schools select candidates based on information provided and invite applicant to an interview. Offers made based on interview performance	Supplementary application form and application to the CAO.
Mature Students – Nursing and Midwifery	All students aged 23+ No formal educational requirements necessary	Applications are made to and processed by the Nursing Career Centre, an Bord Altranais, and applicants are ranked based on performance.	Supplementary application to the Nursing Career Centre, and application to the CAO.

6. Profile of Undergraduate Student Population in Terms of Key Access Criteria

Since its approval, Trinity College has exceeded the 15% target for disadvantaged student groups. *Table 8a* shows, over the last four years, that the proportion of new entrants from under-represented groups has consistently reached 17% or higher. An assessment of the distribution of students shows that the majority of mature students are clustering in the Arts, Humanities and Social Sciences. The high number of mature students in the Faculty of Health Sciences is due to the existence of a specific nursing and midwifery route for mature students (*Tables 8a and 8b*). Young adults (socio-economically disadvantaged and/or with a disability) entering through HEAR, the supplementary route for students with a disability or directly through the CAO are spread more evenly across all the disciplines.

¹⁷ See *Appendix D* for Concession on Points

Table 8a: Profile of Undergraduate Student Population-New Entrant Key Access Criteria

Scheme	2008	2007	2006	2005
Reduced Points:				
- Socio-economically disadvantaged (HEAR)	57	46	44	35
- Students with a disability (Supp. application)	55	79	24	34
Achieved a place through standard entry:				
- Socio-economically disadvantaged	30	20	17	9
- Students with a disability ¹⁸	44	38	55	35
Trinity Foundation Course Young Adult	23	19	22	24
Trinity Foundation Course Mature Students	14	14	13	22
CDVEC Liberal Arts Course for Mature Students and Young Adults	13	16	12	13
Mature Students – Direct Application	133	126	123	148
Mature Students – Nursing and Midwifery	66	113	93	72
Total	435	471	403	392
Total CAO intake to undergraduate degrees	2569	2360	2326	2252
As % of undergraduate new entrants - CAO	17%	20%	17%	17%
Socio-economically disadvantaged as % of new entrants	5.3%	4.9%	4.6%	4.6%
Mature students as % of new entrants	7.7%	10.1%	9.3%	9.7%
Students with a disability as % of new entrants	3.9%	5%	3.4%	3.1%

Table 8b: New entrants progressing via Access Routes

Scheme	2008	2007	2006	2005
Reduced Points:				
- Socio-economically disadvantaged (HEAR)	57	46	44	35
- Students with a disability (Supp. application.)	55	79	24	34
Trinity Foundation Course Young Adult	23	19	22	24
Trinity Foundation Course Mature Students	14	14	13	22
CDVEC Liberal Arts Course for Mature Students and Young Adults	13	16	12	13
Mature Students – Direct Application	133	126	123	148
Mature Students – Nursing and Midwifery	66	113	93	72
Total	361	413	331	348
Total CAO intake to undergraduate degrees	2569	2360	2326	2252
As % of undergraduate new entrants - CAO	14.1%	17.5%	14.2%	15.5%

¹⁸ It should be noted that undergraduate and postgraduate students can register with the Disability Service during the academic year. Therefore, the total number of students registered with the Disability Service in any one year is generally greater than the four-year aggregate of the new entrants. As at 31st January 2009, 525 students were registered with the Service.

Table 9a: Profile of Undergraduate New Entrants by Faculty 2008

Category of Student	Arts, Humanities and Social Sciences	Engineering, Mathematics and Science	Health Sciences	Multi-Faculty
Total CAO entrants	844	720	614	389
Socio-economically disadvantaged	52	17	35	14
Mature students	61	22	87	24
Students with a disability ¹⁹	45	24	24	21
Totals	158	63	146	59
Total as a % of Faculty new entrants - CAO	18.7%	8.8%	23.8%	15.2%

Table 9b: Analysis of New Entrants registered with the Disability Service by Faculty

Category of Student	Arts, Humanities and Social Sciences	Engineering, Mathematics and Science	Health Sciences	Multi-Faculty
Specific Learning Difficulty	25	16	10	11
Other	20	8	14	10
Totals	45	24	24	21

Table 9c: Profile of Undergraduate New Entrants in the Faculty of Health Sciences 2008

Category of Student	Health Sciences	Health Sciences (without Mat. Nursing and Midwifery Route)	Health Sciences (without Nursing and Midwifery courses)
Total CAO entrants	614	614	337
Socio-economically disadvantaged	35	35	24
Mature students	87	22	22
Students with a disability	24	24	14
Totals	146	81	60
Total as a % of Faculty new entrants - CAO	23.8%	13.2%	17.8%

7. Targets for Enhanced Access

7.1 Setting Targets

The *National Plan for Equity of Access* sets a range of specific sectoral targets by 2013:

- 30% access to third-level by key access groups by non-standard admission routes
- Mature students will comprise 27% full time and part-time entrants by 2013
- Under-represented socio-economic groups: entry rates of 42% (non-manual) and 45% (semi- and unskilled manual)
- The number of students in higher education with sensory, physical and multiple disabilities to be doubled

These targets are set against national figures of:

- 24% access to third-level by key access groups by non-standard routes (2008, HEA estimate)
- Mature students 18% full-time and part-time entrants (2006)
- Under-represented socio-economic groups: 27% (non-manual) and 33% (semi- and unskilled manual) [national average participation rate 55%].
- 466 students with sensory, physical and multiple disabilities (2006/7)

¹⁹ Further new entrants registered with the Disability Service.

In setting targets for TCD, a number of factors need to be considered: the present rates of participation by target groups (*Tables 8a and 8b*, above), the distribution of these groups across faculties (*Tables 9a, 9b and 9c*, above); variations in how key access groups are defined and participation rates captured (*Section 8* below and *Appendix A*). In particular, it should be noted that a significant minority of disadvantaged students access Trinity through standard application procedures and that existing data collection does not allow for distinguishing between different under-represented socio-economic groups.

Given these factors the following institutional targets for 2013 are recommended:

- 22% entrance rates according to key access criteria
- 13% new entrance rates by under-represented socio-economic groups
- 11% new entrants in Engineering, Mathematics and Science
- 10% increase in students with a disability (excluding specific learning difficulties)

8. Commitment to Transparency, Systematic Data Collection and Evaluation

Current management information systems are inadequate to capture the necessary information concerning the relevant categories of students. Therefore, data gathering and student tracking is currently carried out locally by TAP, the Mature Students Officer and the Disability Service, as relevant.

Trinity College has just embarked on a one-year feasibility study, as the first step of the *e-Strategy Implementation Programme*, which was approved by Board at its meeting of 19th November 2008. The implementation of a new Student Administration System has been classified as the main priority.²⁰ Once realised, it is expected that the new system will provide the necessary capability to systematically capture data on students from under-represented groups and allow for the accurate measurement against set targets.

In the absence of adequate internal management information systems the use of the *Equal Access Data Collection*²¹ information will be important for capturing information on students entering College, not through one of the stated progression routes, but who nonetheless are categorised in one of the under-represented student groups.

It is cause for concern that the level of responses from new entrants to Trinity College has been very low compared with response rates in other institutions. The HEA has stated that future funding for under-represented student groups will be dependent on figures gathered through this exercise. The low response rate can be mostly attributed to the voluntary nature of the questionnaire. On one hand students cannot be compelled to disclose the type of information which is being sought but on the other, if there is under-reporting, Trinity will have inadequate resources to provide the required supports.

College cannot require new entrants to complete the HEA's *Equal Access Data Collection* survey, however, new entrants will be encouraged, as far as possible, to provide the data being sought at registration.

²⁰ The replacement of the existing Finance System and the full realisation of the existing HR System have also been prioritised.

²¹ The *Equal Access Data Collection*, developed by the HEA, is a confidential questionnaire provided to all new entrants during registration. Students are asked to provide details, on a voluntary basis, of their social, economic and cultural backgrounds and are asked for information concerning disabilities and required supports.

It has also been noted that mature students are asked to supply details of their parents' occupations. The rationale given for this is that two-thirds of mature students are between 23 and 30 years of age. However, an analysis of the Mature Student Dispensation Scheme students in Trinity shows that two-thirds of students are over 30 years of age.

9. Reviews of Progress

9.1 Outcomes of Reviews to-date

A review of *Trinity College Dublin's Strategic Plan 2003-2008* and the *Strategic Plan Update 2006* was conducted in Michaelmas Term 2008. The outcomes of the review of College's strategic objectives in respect of *Inclusiveness and Diversity* can be summarised as follows:

- College has successfully continued to build and develop the Trinity Access Programmes.
- A final report arising from the review of the working practice in the College Day Nursery is imminent.
- College has adopted an accessible information policy to ensure information is accessible to all. Examination and assessments procedures have been updated.²²
- There has been further investment in the International Office to improve the recruitment of non-EU students at all levels.

9.2 Planned Reviews

Trinity College is currently developing a new strategic plan to cover the five-year period from 2009 to 2014. Following consultation with staff, students and alumni of the College a number of themes have been prioritised and include *Undergraduate Teaching and Learning* and *Engagement with Society*. There are significant areas of overlap between this access plan and these two themes and therefore, strategic objectives in regard to equity of access will be incorporated into the College Strategic Plan 2009-2013 and will form part of the mid-term review of that plan.

²² The SIF 2 (Strategic Innovation Fund) funded Inclusive Curriculum Project also started in 2008; its aims are to mainstream inclusive principles within College curricula.

10. Summary of Recommendations

Facilitating access to third-level education involves a process of partnership between government and third-level institutions. The meeting of institutional targets is dependent on the meeting by Government of the commitments made in the *National Plan for Equity of Access* and the adequate resourcing of student support services.

Recommendation One

That College continues to work with the HEA and with other third-level institutions to refine definitions of target groups and improve processes of Access Data Collection (See *Section 8* and *Appendix A*).

Recommendation Two

That Access Data collection be integrated into College's e-Strategy.

Recommendation Three

Pre-Entry Activities

That collaborative initiatives, such as the Inner City Access Programme (ICAP), between TCD and DIT be sustained and developed.

Recommendation Four

Progression – Alternative Admissions Routes

College should enter into meaningful engagement with FETAC with a view to developing suitable courses to assist under-represented students to enter undergraduate courses in mathematics, engineering and science.

Recommendation Five

Progression – Alternative Admissions Routes

That research be undertaken to look at the feasibility of reviewing Trinity College Dublin's admissions policy in terms of varying the matriculation requirements for undergraduate courses in mathematics, science and engineering, specifically for candidates who are eligible to apply to College through modified points schemes. Matriculation requirements for these candidates could be reduced to consist of the required grade in three or four leaving certificate subjects most directly pertinent to the area of study.

Recommendation Six

That existing extra mural course offerings (part-time, evening and weekend) be considered as a starting point for the provision of accredited life-long learning with a view towards developing targets for such provision.

Recommendation Seven

New and existing extra mural courses should be considered in the context of community outreach in line with College's commitment for greater engagement with society.

Recommendation Eight

College should consolidate existing on-line supports and undertake an investigation of the possible provision of additional on-line supports.

Recommendation Nine

College should demonstrate the importance attached to access by facilitating its inclusion as an acknowledged element in staff training and development.

Recommendation Ten

Schools should make provision for the role of an academic access liaison contact within the School. This role can be in the creation of a post of Academic Liaison Officer or by adding the functions to the responsibilities of an existing post holder in the School (e.g. the Director of Teaching and Learning or Head of Discipline). The staff member with this responsibility should sit on the School Executive. The functions of the Academic Liaison Officer or staff member responsible for the role include:

- Raising awareness of access issues and activities.
- Providing a clear point of contact within academic units for those working in the access area.
- Bringing perspectives relating to access to Schools' considerations of curricular reform.

Appendices

Definitions

For the purposes of this access plan, unless otherwise specified, when referring to students from under-represented groups the following definitions apply:

Socio-economic disadvantage: Those students who have progressed to undergraduate courses having applied through the Higher Education Access Route (HEAR) or having progressed from the Trinity Access Programmes (TAP) Foundation Courses for Mature Students or Young Adults or having graduated from one of the three City of Dublin Vocational Education Committee (CDVEC) colleges which offer foundation courses in partnership with Trinity College.

Mature Students: All EU undergraduate students, 23 years or over on the 1st January in the year of entry, are classified as Mature Students, whether they apply through the Mature Student Dispensation Scheme, through the special route for Nursing and Midwifery, or through additional admission routes²³.

Students with a disability: All students registered with the Student Disability Service, which uses the elements of the definition set out in the Equal Status Act 2000 as its eligibility criteria. Students registered with the service are generally from the following groups:

Hard of Hearing/Deaf
 Visual Disability/Blind
 Specific Learning Difficulties
 Physical Disability
 Medical Disability
 Mental Health

Students may register with the service throughout their first undergraduate year, in subsequent years and as postgraduates, without having disclosed information of a disability at the time of registration, or previously through the supplementary application route. Indeed, students may only become aware of their disability during their years of study. This means that the number of students registered with the Disability Service is generally greater than the aggregated four-year figures for new entrants.

²³ For example, direct entry courses.

Trinity Access Programmes, List of Corporate and Individual Supporters

• Accenture*	four year funding 2007-11, operations
• Allianz	four year funding, 2006-10, operations
• Citigroup	five year funding 2004-9, student support
• EBS	once off funding, operations
• Knight Frank Ganly Walters	ongoing & reviewed, student support
• Goldman Sachs Foundation*	three year funding, 2005-8, operations
• Grant Thornton*	four year funding, 2008-12, operations
• Irish Life & Permanent plc*	ongoing & reviewed, operations/student support
• John Keeley	ongoing & reviewed, student support
• NCB*	four year funding, 2007-11, operations
• Nissan Ireland*	four year funding, 2007-11, operations
• O'Connell's Boys Club	ongoing block grant given in 2001, operations
• One51*	four year funding, 2007-11, operations
• SAS Institute	once off funding, operations
• Sean Dunne & Gayle Killilea*	four year funding 2006-10, operations/student support
• Trinity Graduates	ongoing, student support
• David & Liz Challen	ongoing & reviewed, student support
• Beate Schuler	ongoing & reviewed, student support
• Terry Gallagher*	year-to-year funding began 2008
• Atlantic Philanthropies	five year block grant 2006
• Gisele Schmidt Scholarship	2008, for Traveller students
• William Burgess Scholarship	2008, for computer science/engineering students

*Refers to supporters (a) for whom we produce annual reports (b) are directly involved in delivery of certain TAP activities and (c) for whom we organise annual meetings/events.

Table C1: Existing outreach and pre-entry activities

Activities	Primary Schools	Secondary Schools	Post LC and Young Adults	Mature Students	Students with a disability (general)	Immigrant /Ethnic Groups	Travelling Community	Intellectual Disability	Deaf Community
Foundation Course (Young Adults)			•						
Foundation Course (Mature Students)				•					
Partnership CDVEC Liberal Arts Courses			•	•					
Mentoring Scheme	•		•	•					
Maths & Science Programme	•								
Writing & Poetry Programme	•								
Student Shadowing		•	•	•					•
Extra Tuition	•	•	•	•					
Summer Schools		•							
Talks: School/College/Other	•	•	•	•	•		•	•	
Workshops: School/College/Other	•	•	•	•			•	•	
Open Days/Information Sessions		•	•	•	•				
University & Business E-mentoring		•							
E-learning		•							
Computer Clubhouse		•							
Multi-Media		•							
SMS Learning Network	•	•	•	•					
Parents and Family Days	•	•	•	•					
Educational Award Events	•	•							
Pre-University Preparation			•	•					•
Modified points scheme / supplementary application process			•	•	•		•		•
Writing Resource Centre			•	•					
Maths Help Room/workshops		•	•	•					
Supported Accommodation Scheme			•	•					
Pre-entry day: Deaf Students									•
Science Gallery		•	•	•	•	•	•	•	•
International Student Exchange		•							
TCD Medical Day		•							
Public Speaking Competition		•							

Table C2: Post-entry supports for Undergraduate Students

<i>Supports</i>	<i>Students via HEAR /Foundation Courses</i>	<i>Mature Students</i>	<i>Students with a Disability</i>	<i>Immigrants /Ethnic Groups</i>	<i>Travelling Community</i>	<i>Intellectual Disability</i>	<i>Deaf Community</i>
Extra Tuition	•						
SMS Learning Network	•						
Parents and Family Days	•	•					
University Preparation/Orientation	•	•					
Writing Resource Centre	•	•	•	•	•	•	•
Maths Help Room/Workshops	•	•	•	•	•	•	•
Programming Support	•	•	•	•	•	•	•
Computer and IT Training	•	•	•	•	•		•
Supported Accommodation Scheme	•						
Supported Childcare Initiative	•						
Tutorial Service	•	•	•	•	•		•
New Entrant Website	•	•	•	•	•	•	•
Learning Supports – 1 to 1 support and development	•	•	•	•	•	•	•
Learning Supports – Study skills workshops	•	•	•	•	•	•	•
Academic reading and writing support	•	•	•	•	•		•
Web-based Learning Development resources	•	•	•	•	•	•	•
Financial Assistance (ESF)	•	•	•	•	•		•
School Liaison Officers	•		•				
Mature Student Resource Centre		•					
Screening and needs assessment	•	•	•	•	•		•
Dyslexia support			•				
Assistive technology			•				•
Examination accommodations			•				•
Library tours/support	•	•	•				
Library training workshops	•	•	•	•	•	•	•
Certificate in Contemporary Living						•	
UNILINK, Occupational Therapy Service			•				•
Educational Support Workers			•				•
Student Counselling Service	•	•	•	•	•		•
College Health Service	•	•	•	•	•	•	•
Careers Advisory Service	•	•	•	•	•		•

Table D1: Points Bands and Reduction for Access and Disability Applicant to Trinity College Dublin

Proposed Points Reduction	Points Bands	Reduction
100 points	570+	470
	565	465
	560	460
	555	455
	550	450
95 points	545	450
	540	445
	535	440
	530	435
	525	430
	520	425
	515	420
	510	415
90 - 80 points	505	410
	500	410
	495	410
	490	410
	485	405
	480	400
	475	395
	470	390
75 points	465	385
	460	380
	455	380
	450	375
70 points	445	370
	440	365
	435	365
	430	360
65 - 50 points	425	355
	420	350
	415	350
	410	345
	405	340
45 - 25 points	400	340
	395	345
	390	345
	385	340
	380	335
	375	330
	370	330
	365	325
	360	320
20 points and less	355	320
	350	320
	345	320
	340	320
	335	320
	330	320
	325	320

Table E1: Excerpt from Review of Trinity College Dublin Strategic Plan, 2003-2008

SECTION 2.3 UNDERGRADUATE EDUCATION STRATEGY				
Theme	2003 Actions	Update (2006)	2006 Actions	Update (2008)
Inclusiveness and Diversity	Continue to develop Trinity as a more inclusive and diverse community of students	The 'Trinity Access Programmes' are thriving. They will be evaluated sectorally during the current academic year.	We will continue to build our successful Trinity Access Programmes	1.1 TAP has benefited from the sponsorship of two innovative research projects by Nissan. The first aims to develop a whole programme evaluation process for TAP that includes detailed, baseline tracking information on all our schools and activities. The second is a research project on the 170 TAP graduates to help TAP and the wider College community provide support and information that will best prepare TAP undergraduates for the labour market and will also devise a TAP Alumni Engagement Strategy.
				1.2 Mainstreaming of Pilot Liberal Arts Courses - The pilot partnership courses between CDVEC Colleges and Trinity were cited in the HEA's Evaluation of Access Programmes as a model of good practice and have since been mainstreamed, and replicated by other higher education institutions. This is a progression route into undergraduate education in Trinity.
				1.3 Sectoral Advances on HEAR 2 (Higher Education Access Route) - TAP has contributed substantially to the planning and development of HEAR 2, the proposed national admissions route for low income students. This work has been underway since 2006.
				1.4 Guidance and Recruitment - TAP has expanded its guidance and recruitment work in schools to provide more workshops over a longer timeframe. TAP has added five second level schools to its links programme. One of the outcomes of this is a 30% increase this year on first year students progressing to Trinity through the HEAR scheme.
				1.5 Student Support Developments - TAP has undertaken considerable work on raising additional funding to provide the kind of supports to TAP students that will enable them to progress successfully through College. This includes a writing resource centre, a supported accommodation scheme, a childcare support scheme and an emergency fund for students with fees issues.
	Increase the facilities available to students for childcare	An independent review of childcare provision and options for potential development was commissioned and received in 2004-5, an area of relevance to undergraduate and postgraduate students as well as staff.		A review of working practice in the College Day Nursery has been commissioned and the final report is imminent. College has also commissioned an assessment of the requirements for diverse nursery and day care provision both current and long term which is due to be completed by December 2008.
	Develop an environment for students with disabilities, which is appropriate to their needs	We are addressing challenges in the disabilities area that arise from the nature of the historic campus and we are recruiting an Equality Officer. The National Institute for Intellectual Disability was launched in 2006.	Develop further our disability supports including access to course content, teaching and assessment	College adopted an accessible information policy which will ensure information is accessible to all. The College examination and assessment procedures for students with disabilities were reviewed and updated to include improvements in assessment practices.
	Place the recruitment and induction of international students on a firmer footing through the establishment of an international office	We have established the International Office in the Registrar's area and a new Director has been appointed	We will secure growth in postgraduate students from within and outside the European Union.	There has been increased investment in the International Office to improve recruitment of Non EU students across all levels. Two surveys directed at international students currently enrolled at TCD regarding the student experience have been conducted in the past year and benchmarked against 80 other universities throughout the world.