

An Extended Access Programme

Draft Heads of Plan - V1

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Trinity College Dublin
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The University of Dublin

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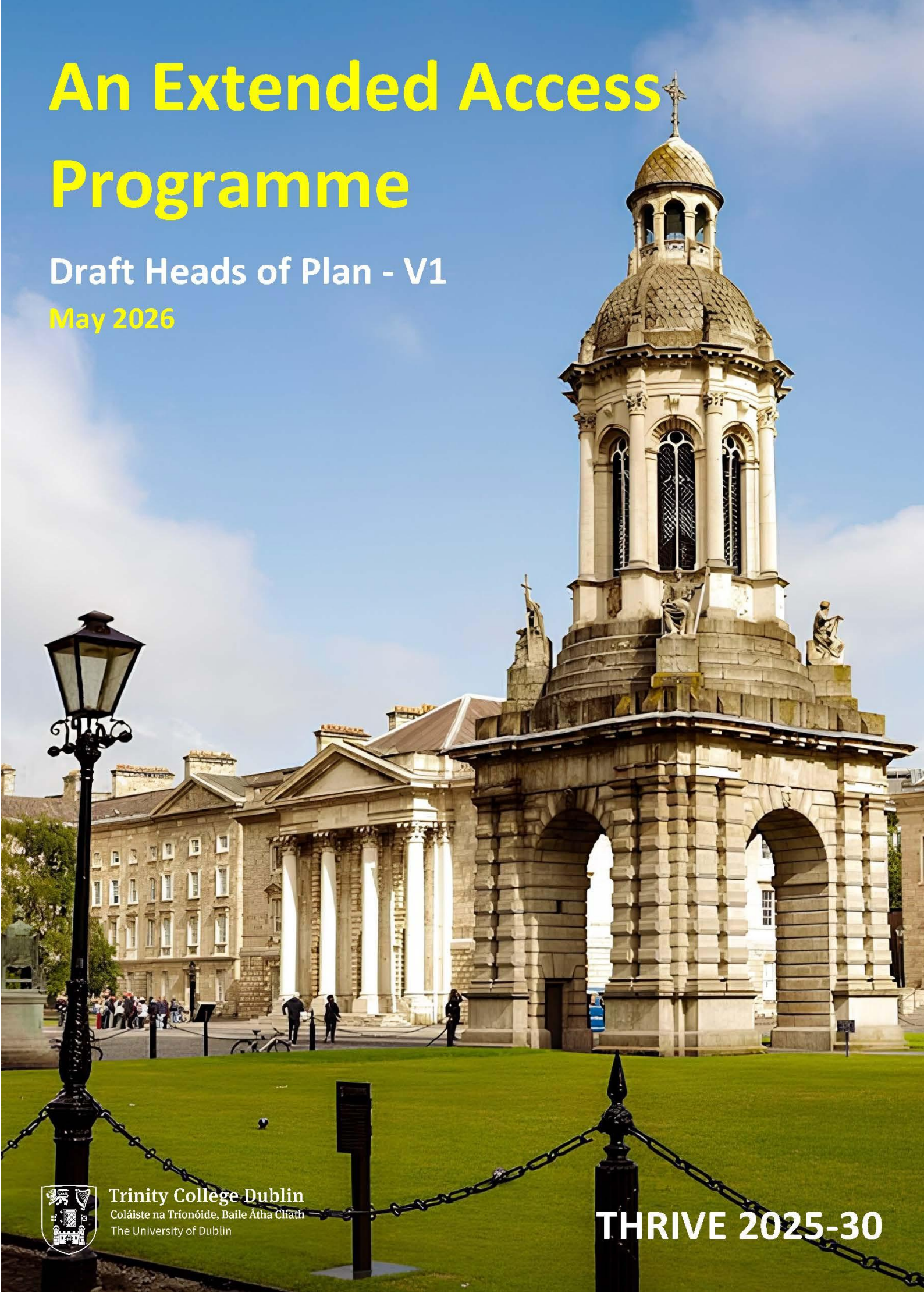


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FOREWORD FROM THE VICE-PROVOST

SECTION 1 - INTRODUCTION

1.1. Defining Access

At Trinity, we define Access as:

Access is the active removal of structural and systemic barriers so that learners from under and non-represented groups can enter, belong, and thrive at Trinity and beyond.

1.2. The current position

This section will reference:

- (a) The context in which our access work operates – namely (i) the legal obligations in relation to access and the approach in and trajectory of national policy standards (ii) current learners' statistics (Access admission and progression) (iii) the evidence basis for demonstrating that Access has not meant any diminution in academic standards and achievements
- (b) The existing model and structure for Access within Trinity.

1.3. Prioritisation within Resource constraints

In this sub-section, we will reference the reality that moves to widen access will necessarily operate against the backdrop of limited resources. Accordingly, and because resource constraints will mean that it is impossible to do *everything*, the sub-section will highlight the need to make occasionally difficult choices and prioritise, to ensure the best possible Access plan.

SECTION 2 - GOVERNANCE, TARGETS AND MONITORING

- 2.1. A holistic, 'in the round' review of current provision to ensure joined-up thinking and reduce fragmentation.
- 2.2. Consideration of the University Governance structures as they relate to the new Institutional Access Plan.
- 2.3. Setting targets and clear KPIs for 2030 that can be measured, monitored and evaluated.

Under this section, we will engage in an assessment of the current approach to access provision in Trinity, with a particular focus on the governance and monitoring models that are currently in place. The purpose is to see whether these models work at an optimum level, whether they facilitate

coherency and joined up thinking in our access provision and whether they encourage agility in our approach to novel situations where access is impeded. The further purpose is to recommend the best model for governance and monitoring of our access provision (set in the context of university governance structures) up to 2030.

In this section, we will also set out our agreed objectives for the Extended Access programme to 2030, with targets and associated Key Performance Indicators.

SECTION 3 - LISTENING TO STAKEHOLDERS

In this section, we focus on the various stakeholders to whose voices Trinity should be listening and the best methodology for engagement with them.

- 3.1. The constant need to listen to external voices.
- 3.2. The constant need to listen to student and alumni voices.
- 3.3. Benchmarking our position against other HEIs nationally and internationally.
- 3.4. Government/HEA/other State agency positions.
- 3.5. EEDI message and principles – constantly to be relevant.

SECTION 4 – STRENGTHENING/ENHANCING EXISTING ACCESS PATHWAYS

In this section we focus on current Access related areas / themes of Access that operate in Trinity and how we want Trinity to evolve over the next five years.

- 4.1. Further Education and Tertiary Degree pathways into Trinity Undergraduate Education.
- 4.2. Mature students at Trinity.
- 4.3. Meeting the challenge of socio-economic disadvantage.
- 4.4. Embracing DisAbility (including intellectual disability).
- 4.5. Sanctuary, Globalisation and concerns with under-representation from the global south.
- 4.6. Outreach and Community Partnership.

SECTION 5 - NEW FRONTIERS

In this section we move to consider *new* contexts of access that are not currently in place in Trinity, but that we conclude should become our focus over the next five years. This analysis will be contextualised by the reality that our work is resource dependent and hence we need to prioritise what we can do best (and accordingly that it would be wise not to duplicate what other HEIs are already doing well).

- 5.1. Identifying Trinity's Unique Access Focus.
Here we will describe what will make Trinity's Access ambitions and approach UNIQUE – the *combination* of NEW focus areas for Access that we have agreed to invest in and develop, combined with the enhancement of existing pathways and supports and improved governance and coherence of approach and stakeholder engagement.

- 5.2. Extending Trinity Access to our postgraduate offerings, and to International learners
These will signal a step-change for the coming years. We will describe these clearly, linked back to section 2.3 (Objectives, targets and KPIs) but take care to f
- 5.3. Pedagogical Renewal
This will describe why our designing curricula and assessment for a more diverse learner profile is an essential part of our institutional Access Plan.

SECTION 6 - REFORMING OUR MESSAGING

It is clear that one barrier to access for some potential students is a sense that Trinity is not accessible for *them* - something that is not overcome by our existing communication of our 'access information'. Thus, it is important to suggest how this could be overcome.

- 6.1. Dispelling myths about Trinity ("It's not for people like me")
- 6.2. Enhancing information - Single Access Website/Portal.
- 6.3. Extending outreach - coming to regard Trinity's Access mission as being as much about bringing Trinity out to the community as welcoming the community into Trinity.

SECTION 7 - EXECUTIVE SUMMARY OF RECOMMENDATIONS