

Trinity Access Programmes Assessing the 'TAP Effect'

Introduction:

Third level participation in Ireland has historically and disproportionately been an achievement of higher socio-economic groups (O'Connell, Clancy & McCoy, 2006, Lynch and O'Riordan, 1996). It is acknowledged within the literature on access to higher education, that raising the participation rates of students from underrepresented socio-economic groups is a more complex issue than a sole increase in the numbers accessing third level education from disadvantaged communities (DES, 2001, Osborne and Leith, 2000). While an upward trend in third level participation across socio-economic groups has been a notable and encouraging development, disproportionate progression rates remain evident between higher and lower socio-economic groups (Clancy and Wall, 2000).

It is widely recognised that long-term changes in attitudes, aspirations and achievements at third level by underrepresented groups to higher education requires a cultural, and social shift in attitudes towards educational attainment itself, and particularly tertiary education among disadvantaged families and communities (Skilbeck and Connell, 2000; Baker, et al, 2004; Lynch, 1999). A shift of this nature could effectively change aspirations within families promoting access across generations, breaking the cycle of disadvantage common across lower socio economic groups (Duffy, Fitzgerald, Kearney and Smyth, 1999).

The academic year 2008/2009 signified the 16th year of access initiatives in Trinity College. Since its inception the Trinity Access Programmes (TAP) has worked with multiple stakeholders to develop a wide range of programmes designed to promote higher educational aspirations and attainment among socio-economically disadvantaged students (TAP, 2009). The 447 undergraduate students as well as the 240 Trinity/TAP alumni are a testament to the success of access in Trinity College. As previously outlined, promoting access to third level and specifically to Trinity College is about more than increasing the progression and retention rates of these groups. The importance of highlighting the benefits of third level to disadvantaged students, schools, families and communities is a central dimension to breaking the cycle of educational disadvantage.

TAP works at all levels of the formal educational system, from primary to tertiary, and is now moving toward engagement at fourth level through its Alumni Strategy. At this stage in its work TAP has witnessed anecdotal evidence whereby multiple family members as well as individuals from the same communities are now also applying to the College through TAP. This potential inter-generational effect has become known internally as the *TAP Effect*, and may indicate the beginning of a cultural and social shift in perceptions of, and aspirations toward, higher education.

This report details the first attempt to measure the existence and indeed the extent of a 'TAP Effect'. All TAP undergraduates in Trinity College were issued with the 'TAP Intergenerational Questionnaire' which explores the type, level and extent of third level/FE progression among the *immediate* (mother/female guardian, father/male guardian, female sibling, and brother/male sibling) and *extended* (grandmother/father, aunt/uncle, cousin) family members of TAP undergraduates. A further aim of the Questionnaire was to assess whether students believe their status as TAP undergraduates in Trinity had affected their family, and if so, in what ways. What follows is a report of the findings based on analysis of the responses to the Questionnaire, which had a respectable **62%** (284) response rate.

Demographic Overview of Respondents: College and Family Profile

Table 1: TAP Undergraduate Entry Route:

| Access Route | No. | % |
|----------------|------------|-------------|
| HEAR | 173 | 61% |
| FCYA | 57 | 20% |
| CDVEC | 25 | 9% |
| FCM | 23 | 8% |
| Referral/Other | 5 | 2% |
| Total | 283 | 100% |

Table 1: TAP Undergraduate Entry Route, demonstrates that a majority of respondents entered Trinity College through the Higher Education Access Route (HEAR: 61%), followed by students of the Foundation Course for Young Adults (FCYA: 20%), the Pearse, Plunket and Liberties Foundation Courses (known as the CDVEC's, 9%) and the Foundation Course for Higher Education for Mature Students (FCM: 8%). Five students were referred to TAP for assistance during their undergraduate, they account for 2% (5) of respondents overall.

Chart 1: Undergraduate Course

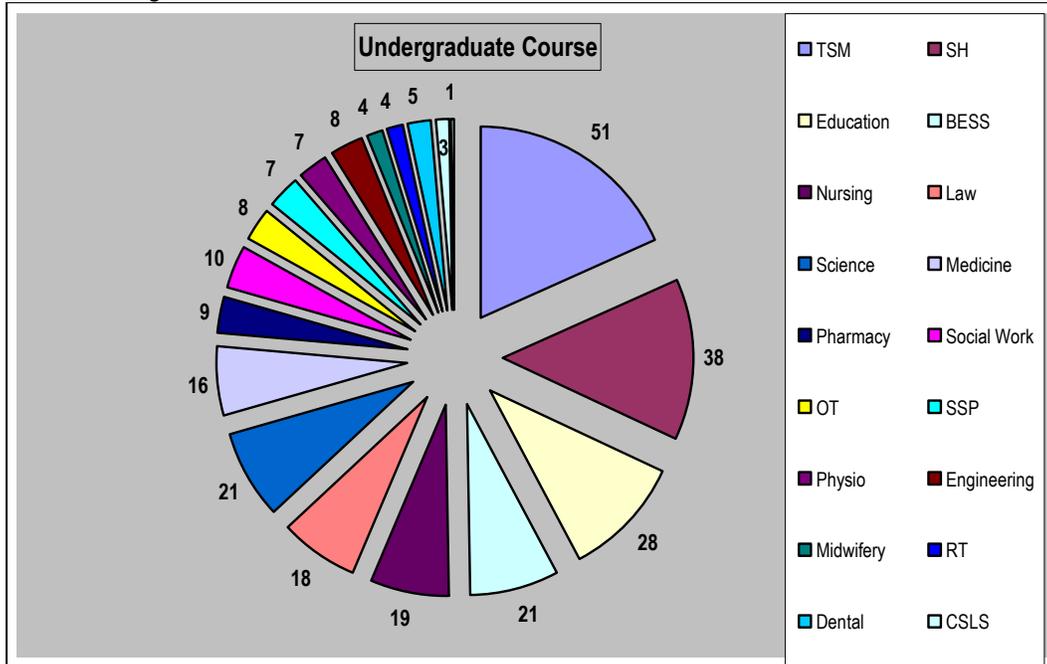
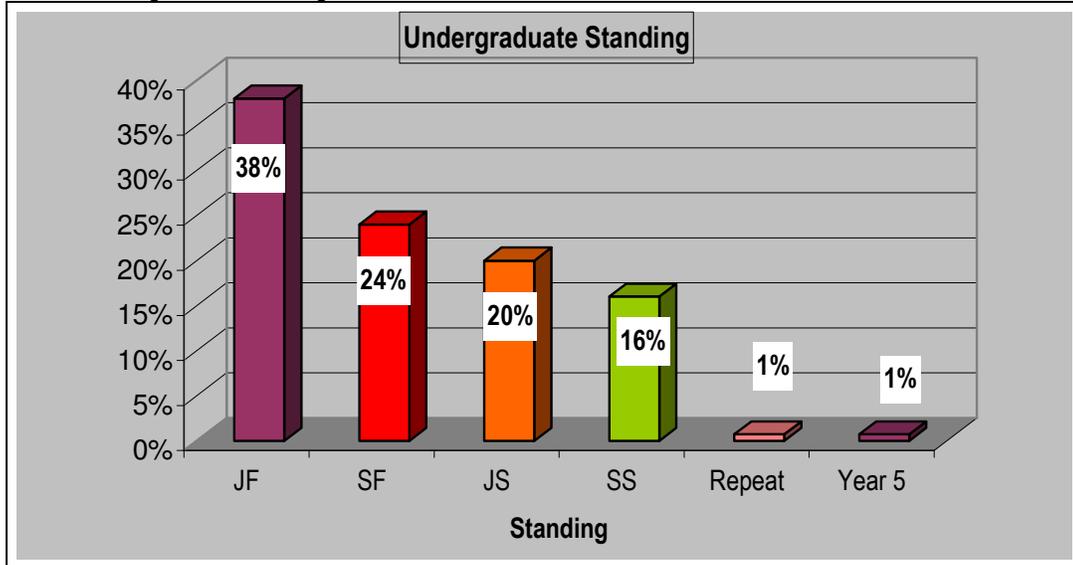


Chart 1 details the most common course studied by respondents. The most frequently reported course was the Two Subject Moderatorship (TSM) course combination as indicated by 51 students, while 38 students were studying Single Honors subjects (SH), followed by Education (38), and Business Economics and Social Studies (BESS: 21). Therefore students from the *School of Arts, Humanities and Social Sciences* are in the majority of those responding to the Questionnaire. However we can also see that students are represented in a broad range of courses and across all faculties for example in the *School of Health Sciences*, Nurses responded most commonly to the Intergenerational Questionnaire (19) followed by students studying Medicine (16).

The majority of respondents to the Questionnaire are those studying at Junior Freshman level (38%: 105), however Chart 2, demonstrates that all standings are represented with 24% (69) of the cohort within Senior Freshman year, one student is repeating a year but did not specify which standing, while another is in the final year of a five year course.

Chart 2: Undergraduate Standing:



The majority of respondents are in their late teens as indicated by 47% (133) of students, while 41% (115) are in their twenties the remaining 12% (31) of students ranging from their thirties to their seventies.

Table 2: Undergraduate Age Bracket

| Undergraduate's Age Bracket ¹ | No. | % |
|--|------------|-------------|
| 17-19 years | 133 | 47% |
| 20's | 115 | 41% |
| 30's | 13 | 5% |
| 40's | 10 | 4% |
| 50's | 6 | 2% |
| 60's+ | 2 | 1% |
| Total | 279 | 100% |

The students were asked to indicate how many male/female siblings they had. On average students have 2 to 3 siblings (M: 2.69; SD: 2.02)² ranging from one to twenty siblings. The most common number of siblings is one (24%: 66) followed by 22% (62) who indicated they had two siblings. 52 students have three siblings, while 33 students have 4 siblings. Twenty two students are the only children in their households.

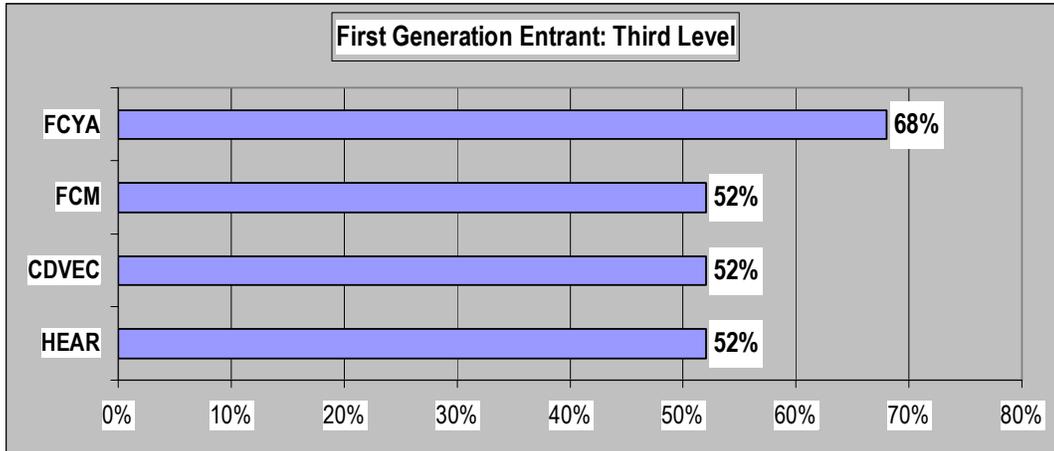
¹ 5 students did not indicate their age.

² One student has 20 siblings, as this value will skew the mean, the response to this variable was removed, and the Mean and Standard Deviation for this question is reported. It is also noted that the 5% Trimmed Mean is: 2.53.

Generational Progression to Third Level: Immediate Family Members

56% (157) of respondents are the **first member of their immediate family** to progress to third level.

Chart 3: First Generation Entrants to Third Level:



When interpreted by access route, we can see that Foundation Course Young Adults show the highest levels of first generation entry (68%:39). The other access routes have equal proportions of first generation entrants, standing at **52%** (89, 13, and 12) of the respective access route³.

Mother/Female Guardian

Respondents were asked to indicate if their mother/female guardian had gone to college/further education. **93%** (265) of students stated their mother/female guardian **had not** progressed to third level, which clearly demonstrates that third level progression is not the norm.

Table 3: Mother/Female Guardian Institution Attended

| Institution | No. |
|--|-----------|
| Non Irish University | 7 |
| Trinity College Dublin | 5 |
| University College Cork | 1 |
| St. Patrick's, Drumcondra | 1 |
| Institute of Technology, Tallaght | 1 |
| Dublin Institute of Technology | 1 |
| St. Anne's: College of Further Education | 1 |
| Institute of Technology: Unspecified | 1 |
| Colaiste Ide: College of Further Education | 1 |
| Total | 19 |

As Table 3 above demonstrates, **7% (19)** of students had a mother/female guardian who accessed third level/FE. **Trinity College Dublin** was the most frequently cited Irish institution attended by mothers/female guardians.

³ 5 students indicated they came through an 'other/referral' route to College but are not included here.

When viewed by access route, of the 19 students who indicated their mother/female guardian had gone to college, the majority were students who had entered TCD through the **HEAR mechanism (14)**, while 3 students from FCYA entrance route said their mother/female guardian had entered college, and the remaining 2 students had studied with the CDVEC's.⁴

Father/Male Guardian

94% (266) of fathers/male guardians **have not progressed** to third level while **6% (18)** have **pursued** a third level/FE qualification.

Table 4: Father/Male Guardian Institution Attended

| <i>Father/Male Guardian Institution Attended⁵:</i> | |
|---|------------|
| Institution | No. |
| Non Irish Institution | 4 |
| University College Dublin | 1 |
| University College Cork | 1 |
| National University of Ireland: Galway | 1 |
| National University of Ireland: Maynooth | 1 |
| Institute of Technology, Cork | 1 |
| Institute of Technology, Letterkenny | 1 |
| Institute of Technology, Dundalk | 1 |
| Regional Technical College: Waterford | 1 |
| Gorey, College | 1 |
| Agricultural College | 1 |
| Total | 14 |

When viewed by type of Irish institution, attendance at Institutes of Technology (5) is most commonly cited, followed by Universities (4), and College's of Further Education (1). Four have attended 'Non Irish Institutions'. Notably no father's/male guardians have yet attended Trinity College.

Of the 18 students who stated their father/male guardian had progressed to Trinity, 8 were HEAR entrants, 6 were FCYA entrants, 2 were Other/Referrals to TAP, and the remaining two students entered through the CDVEC and FCM routes respectively⁶.

Male Sibling

23% (65)⁷ of respondents stated that **at least one** of their male siblings has progressed to third level. Of these **62% (43)** attended universities. It is also notable that **29% (20)** of the **overall total of male siblings** progressed to **Institutes of Technology**. **Trinity College Dublin** was the most frequently cited third level institution attended by male siblings (16 responses overall)⁸.

⁴ For a tabular breakdown of institution attended, see Appendix I.

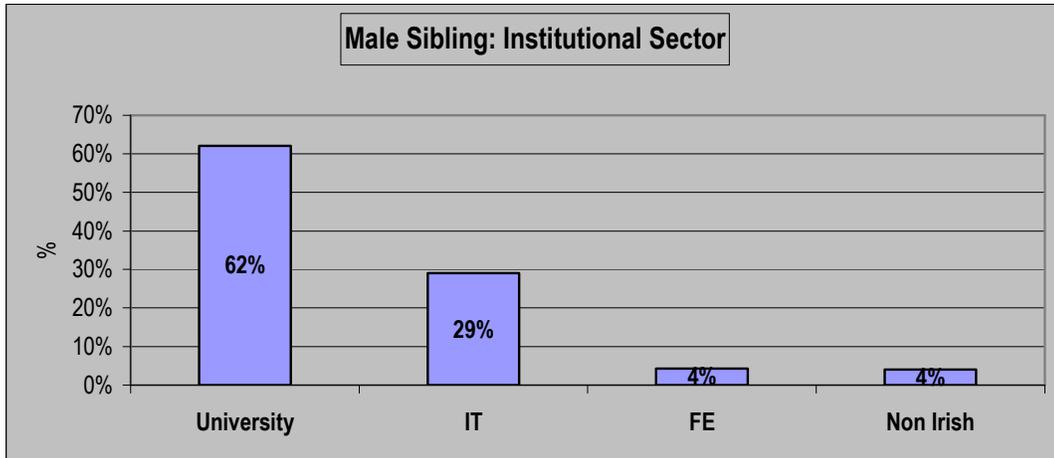
⁵ There are four missing values in this table, i.e. four students did not specify the University/IoT/FE that their father/male guardian attended.

⁶ See Appendix II.

⁷ 65 students stated **at least one male sibling** has progressed to third level, of these 7 did not go on to specify the name of an institution. 69 brothers overall have progressed to third level or further education.

⁸ See Appendix III for a tabulated breakdown of the institutions attended by TAP undergraduates Male Siblings.

Chart 4: Male Sibling Progression by Institutional Sector



HEAR: 27% (46) of HEAR undergraduates indicated at least one male sibling has experience of third level.

FCM: 26% (6) of mature student undergraduates indicated they have/had **at least one male sibling** who has progressed to university^{9 10}.

FCYA: 12% (7) students who entered TCD through the Foundation Course for Higher Education for Young Adults stated they had **at least one male sibling** who has progressed to third level¹¹.

CDVEC's: 12% (3) students from the Pearse/Plunket/Liberties access route also have at least one male sibling who attended college.

Other/Referral: Three of these five students have a male sibling with third level experience.

Female Sibling:

Third level continuation is slightly more common among TAP undergraduates' female siblings than male siblings as 27% (77) of TAP undergraduates stated that **at least one** of their female siblings have progressed to third level/FE.

⁹ Three matures also stated that they had a **second male sibling** who has entered third level, namely Dublin Institute of Technology (DIT) and one who attended Trinity College, Dublin.

¹⁰ Two students stated the university attended by this male sibling was Trinity College, two indicated University College Dublin, and one stated Dublin City University, while two students did not disclose their male sibling's institution of attendance.

¹¹ Of these male siblings two attended TCD, with one attending DCU, Cork IT, Carlow IT, DIT and the University of Ulster respectively.

Chart 5: Female Sibling – Progression by Educational Sector

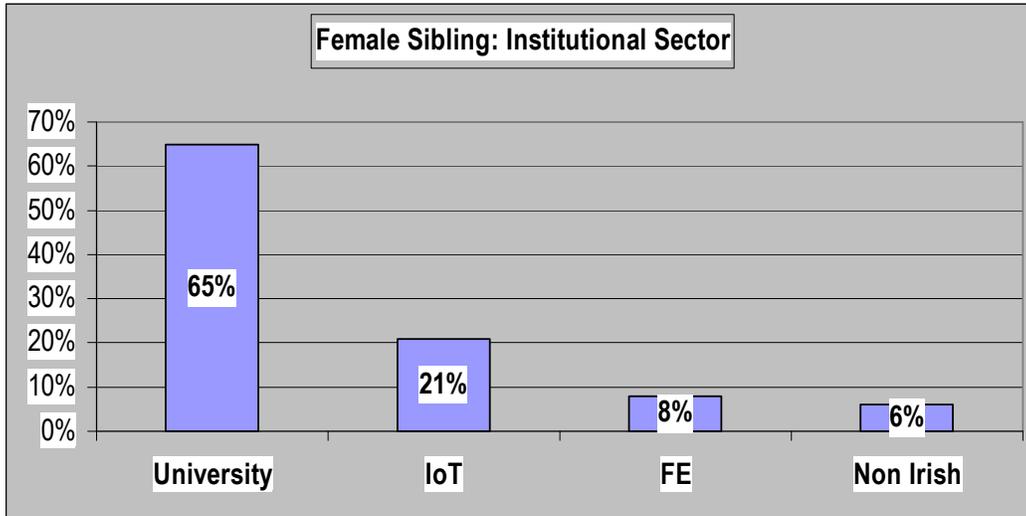
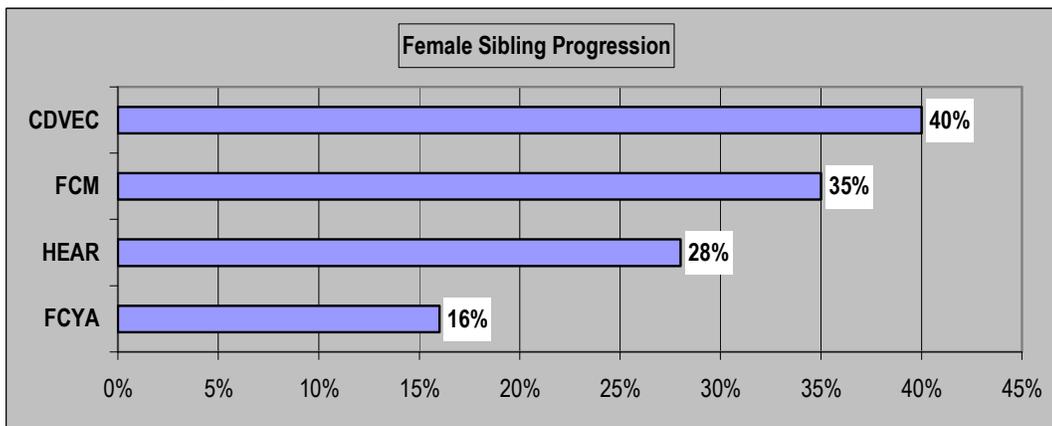


Chart 5 details the breakdown of attendance by educational sector by *all* female siblings, the most common type of institution attended are Universities (65%: 70), followed by IoT's (21%: 23), Colleges of Further Education (FE: 8%: 9) and Non Irish Institutions (6%: 6). Of the type of institution the most frequently cited university attended by female siblings is that of **Dublin City University** (19) followed closely by **Trinity College Dublin** (14)¹².

Chart 6: Female Sibling Progression by Respondent Access Route



When TAP undergraduate's female siblings' progression to third level was interpreted by the access route of the respondents to the TAP Intergenerational Questionnaire analysis indicates that:

CDVEC's: 40% (10) of these undergraduates stated that **at least one female sibling** has progressed to further study beyond that of second level.

¹² The tabular breakdown of the type of institutions attended by Female Siblings is presented in Appendix IV.

FCM: 35% (8) of mature undergraduates¹³ stated that **at least one** of their female sibling(s) has entered college¹⁴.

HEAR: 28% (49) of HEAR undergraduates have a female sibling who has also attended third level.

FCYA: 16% (9) of FCYA undergraduates stated that **at least one**¹⁵ of their female siblings has progressed to third level¹⁶.

Other/Referral: One student has a female sibling who has experienced third level.

Third Level Progression – Current Academic Year

Respondents were asked to indicate if any members of their family were due to commence third level studies in the current academic year (2008/2009). **13%** (39) of students stated that a family member was to begin studying at third level in the current academic year.

Of those students who indicated that a family member has an intention to progress to higher education in the current 2008/2009 academic year¹⁷, the most common type of institution they are due to attend are Universities (18), followed by Institutes of Technology (12), and four will attend a College of Further Education.

Trinity College, Dublin is the most frequently cited institution of choice (5), although by a small margin overall, while University College Dublin is the second most frequent institution of choice (4)¹⁸.

HEAR: 20% (35) of HEAR undergraduate students stated that another family member was due to commence studying at third level in the academic year 2008/2009¹⁹.

¹³The individual institutions they progressed to are: Trinity College (2), a Non Irish Institution (2), with one female sibling attending UCD, DCU, NUIM, and Dundalk VEC respectively, one Mature Student did not specify the name of the institution attended.

¹⁴ Five mature students further stated that **another female sibling** has also attended college, namely Trinity College Dublin (3), and University College, Galway (1), and one sibling also studied at a Non Irish Institution.

¹⁵ Two of these female siblings studied at Trinity College, as did two at DIT, with a remaining four FCYA undergraduates siblings attending DCU, NUIG, ITT, Carlow IT respectively, one student did not indicate the institution attended.

¹⁶ A further four students stated a **second female sibling** had attended Trinity College, UCD, DCU, with one attended Liberties College also. One other student indicated that a third sibling has attended college but in a 'Non Irish Institution'.

¹⁷ Five students did not outline/didn't know the institution their family member was to attend, therefore the table adds to 34 not 39 as it should. Gorey Community School and Galway Community School were removed from the **table as they are not in the higher or third level sector, therefore actual progression in current year stands at 13% not 14% as per SPSS output.**

¹⁸ For a detailed tabular breakdown of the type of institutions family members are due to attend in the academic year 2008/2009 see Appendix V.

¹⁹ See *Appendix VI* for a full tabular breakdown of institutional progression for HEAR undergraduates family members in the 2008/2009 academic year.

FCYA: One FCYA undergraduate stated they have a family member due to commence third level study in 2008/09; this family member will attend the National College of Art & Design.

FCM: One FCM undergraduate stated that they have a family member who will commence studying at the National University of Ireland, Maynooth (NUIM).

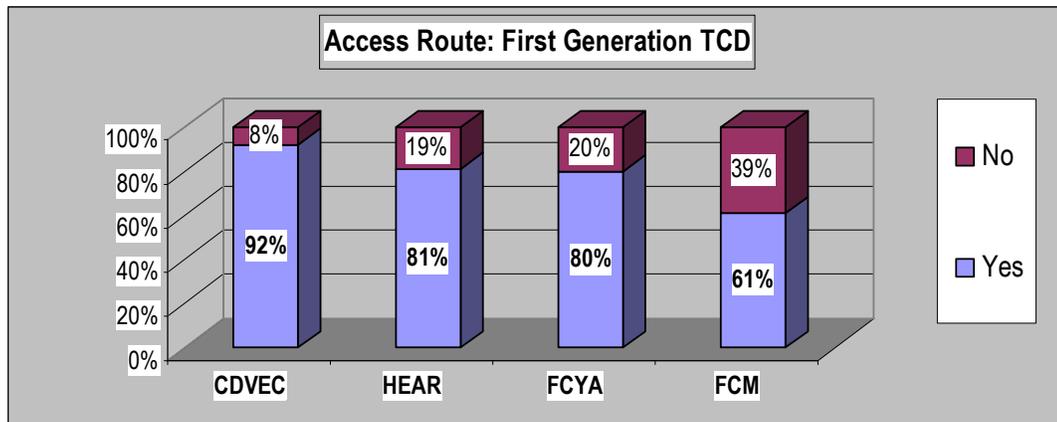
CDVEC: Two students have a family member due to commence study in the academic year 2008/2009, namely Inchicore College of Further Education, and Belfast Metropolitan College.

Other/Referral: None of the students who are associated with TAP through referral stated a fellow family member would be commencing study this academic year.

Trinity College Dublin: First Generation Entrants

The respondents were asked to indicate if they were the first person in their immediate family to study at Trinity College, **81%** (227) stated they **were first generation entrants** to Trinity College, while **19%** (55) students said they **were not** the first members of their families to go to TCD.

Chart 7: First Generation TCD Entrance by Access Route



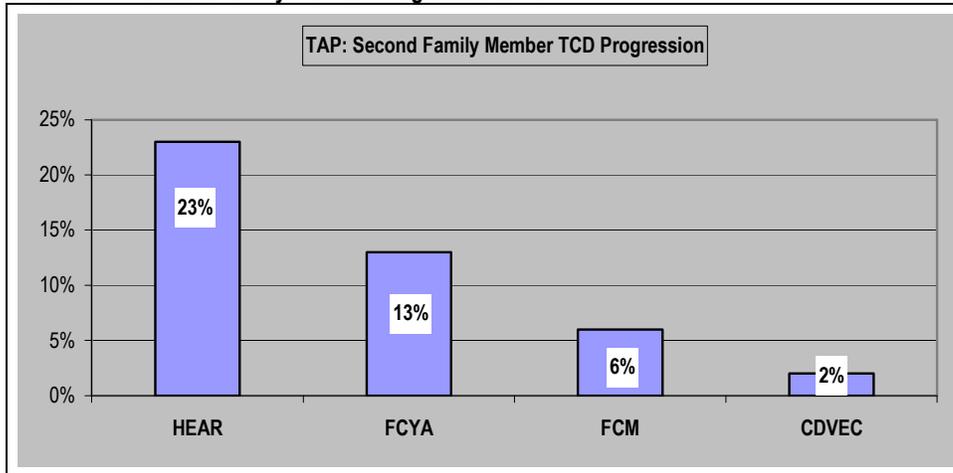
When viewed by access route, respondents from the CDVEC's have the highest percentage of first generation entrance to TCD (92%: 22), whilst the Higher Education Access Route (HEAR) have 81% (140) of first generation Trinity College students. 80% (45) of respondents who entered Trinity via the Foundation Course for Higher Education for Young Adults stated they were the first members of their families to attend Trinity; finally 61% (14) of Foundation Course Matures were first generation entrants²⁰.

Second Family Member Entrance to TCD through Access:

Of the 19% of students who indicated another family member has entered Trinity, **44%** (30) stated that this family member entered through one of Trinity's access initiatives.

²⁰ The 'Other/Referral' respondents are not represented on the graph as all 5 respondents were first generation entrants therefore column would have added to 100%

Chart 8: TAP: Second Family Member Progressed to TCD



HEAR undergraduate respondents to the Questionnaire **account for the majority** who said they were the **second member of their families** to enter Trinity College through the Trinity Access Programmes as indicated by 23% (16)²¹. 13% (9) entered the College through the Foundation Course for Young Adults. 6% (4) of Mature Student undergraduates are the second members of their family to progress to Trinity College through an access route; one (2%) student from the CDVEC access route is also the second entrant to Trinity College through the Trinity Access Programmes.

Students who said a family member had entered through TAP's alternative entry routes were asked to specify which member(s) of their family had entered and by which entry route.

Of those respondents who went on to specify these members, analysis indicates that²²:

Parents/Guardians:

1 student's mother has graduated from Trinity College since entering through TAP.

None of the students stated that their father had entered Trinity College through TAP.

Male Siblings:

3 students said their male sibling entered through the **Foundation Course for Higher Education for Young Adults**.

3 students stated their male sibling entered through the **Higher Education Access Route (HEAR)**.

2 students said their male sibling has since graduated from Trinity.

Female Siblings:

7 students have female siblings who entered Trinity College through TAP's **HEAR** mechanism.

5 stated their female sibling entered through TAP but have since successfully graduated from Trinity College.

²¹ Chart 8 is a percentage breakdown of the 44% (30) overall.

²² The respondents indicated each of the family members therefore the total adds up to **35 overall**.

2 students indicated that their female sibling commenced study through the **Foundation Course for Higher Education: Young Adults**.

2 students stated their female sibling entered Trinity through the **Foundation Course for Higher Education for Mature Students**.

Child(ren):

1 undergraduate stated that their child had entered through the **Foundation Course for Higher Education: Young Adults**.

Aunt/Uncles:

3 TAP undergraduates outlined that their **uncle/aunt** has since **graduated** from Trinity since entering through TAP.

1 students aunt/uncle entered Trinity through **HEAR**.

Cousins:

2 students stated their cousin had entered through the **Foundation Course for Young Adults**.

1 student said their cousin had entered through the **Foundation Course for Mature Students**.

1 cousin entered through **HEAR**.

1 cousin has since **graduated** from Trinity College.

Foundation Course & HEAR 2008/2009:

No students indicated that an immediate family member would be studying on the Foundation Courses this year.

However 1 student indicated that an immediate family member had entered TCD through the HEAR mechanism.

Extended Family Members:

Overall:

Respondents were asked to indicate if any of their extended family members had progressed to college, **69%** (181) stated **at least one extended family member had progressed to third level**; however it is notable that **31%** (82) of TAP undergraduates stated they were the first person in their entire family to study at third level.

HEAR: 70% (115) of Higher Education Access Route TAP undergraduates indicated that at least one of their extended family members have progressed to tertiary education.

FCYA: 67% (35) of students, who accessed Trinity through the Foundation Course for Young Adults, stated that they had at least one extended family member who has progressed to university.

CDVEC: 67% (14) of students who completed the Pearse, Plunket or Liberties Foundation Courses stated they had an extended family member who has entered third level.

FCM: 38% (8) of students who entered TCD through the Foundation Course for Mature Students are the first members in relation to their extended family to progress to third level. However 62% (13) of mature undergraduates have an extended family member who has gone to university.

Other: Five students specified they did not enter Trinity through one of TAP's specific access routes, these students may have entered the university through traditional routes but may have been referred to TAP for supports, owing from their socio-economic background, four of the five respondents stated that an extended family member has had experience of third level.

Grandparent:

Progression to third level study among the grandparents of TAP undergraduates who responded to the TAP Intergenerational Questionnaire, is, as expected, not a common historical trait, but 5 undergraduates stated their **grandparent** had obtained a third level qualification.

FCM: One student stated a grandparent had experienced third level.

CDVEC: One student has a grandparent who attended third level.

HEAR: Three students have at least one grandparent who has a third level qualification.

Aunt/Uncle Educational Attainment:

22% (62) of respondents stated that at least one **aunt or uncle** had progressed to study within a third level institution.

FCYA: 19% (11) of these undergraduates stated their aunt or uncle had progressed to third level.

FCM: Three have an **aunt/uncle** who had studied at third level.

CDVEC: Three students have *at least one* **aunt/uncle** with experience of third level.

Other/Referral: Two of these undergraduates have an **aunt/uncle** who has attended third level.

Cousin's Educational Progression:

48% (136) of TAP undergraduates indicate that at least one of their cousins has commenced a university course.

FCM: 52% (12) of matures stated they have **at least one cousin** who has also entered university.

HEAR: 49% (85) of undergraduate students who entered Trinity College through HEAR, stated they have **at least one cousin** who has attended a third level institution.

FCYA: 47% (27) of FCYA undergraduate students have **at least one cousin** who has progressed to third level study.

CDVEC: 32% (8) of these students have **at least one cousin** who has attended at third level institution.

Other/Referral: Four of these five students have **at least one** cousin who has attended college.

Trinity Alumni

One indicator of a potential intergenerational effect on students and their families' attitudes to higher educational attainment is the level of third level qualifications attained within the immediate and extended family units. **7%** (12) of students said an **immediate family member** has previously **graduated** from Trinity College, the table below demonstrates by access routes the level of third level attainment:

Table 5: Access Route – TCD Alumni

| Immediate Family Member Graduate - TCD | |
|--|-----------|
| FCM | 4 |
| HEAR | 4 |
| FCYA | 2 |
| CDVEC | 2 |
| Total | 12 |

These graduates²³ studied for the following undergraduate courses, the overall majority being situated within the School of Arts, Humanities and Social Sciences (10)²⁴:

Table 6: Alumni Undergraduate Course

| Undergraduate Course | No. |
|-----------------------------|-----------|
| English | 2 |
| Engineering | 2 |
| Social Studies | 2 |
| English & Film Studies | 1 |
| Irish | 1 |
| BESS | 1 |
| History | 1 |
| Human Nutrition & Dietetics | 1 |
| Drama | 1 |
| Law | 1 |
| Total | 13 |

3% (5) of undergraduates said an **extended family member** has **graduated** from Trinity College. The breakdown by respondent access route is:

Table 7: TCD Alumni – Extended Family Members

| Extended Family Member Graduate - TCD | |
|---------------------------------------|---|
| HEAR | 2 |
| CDVEC | 2 |
| FCYA | 1 |
| FCM | 0 |

²³ See Appendix VII for the names of TAP/TCD Alumni.

²⁴ 4 students did not specify the undergraduate course their family member had studied.

| | |
|--------------|----------|
| Total | 5 |
|--------------|----------|

Postgraduate Educational Attainment:

11% (29) of students stated that they have a relative who is currently studying at postgraduate level.

Table 8: Intergenerational Fourth Level Progression

| Institution | No. |
|-------------------------------|------------|
| Trinity College Dublin | 6 |
| DCU | 6 |
| Non Irish Institution | 3 |
| Institution Unknown | 3 |
| UCC | 2 |
| UCD | 2 |
| DIT | 2 |
| Acadamh an hOllscoile, Galway | 1 |
| NUIM | 1 |
| ITT | 1 |
| NUIG | 2 |
| Total | 27 |

Table 8 above²⁵ demonstrates that these family members most frequently study at Trinity College (6) and Dublin City University (6).

A profile of postgraduate/further study institutions is presented by access route of respondents:

Table 9: HEAR 4th Level Progression

| Route | Institution | Number |
|--------------|--|---------------|
| HEAR | Dublin City University | 5 |
| | Trinity College Dublin | 4 |
| | University College Cork | 2 |
| | Non Irish Institution | 2 |
| | University College Dublin | 2 |
| | Dublin Institute of Technology | 2 |
| | National University of Ireland: Galway | 2 |
| | National University of Ireland: Maynooth | 1 |
| | Total | 20 |

FCYA: One student stated that the family member achieved a fourth level education at Trinity College, Dublin.

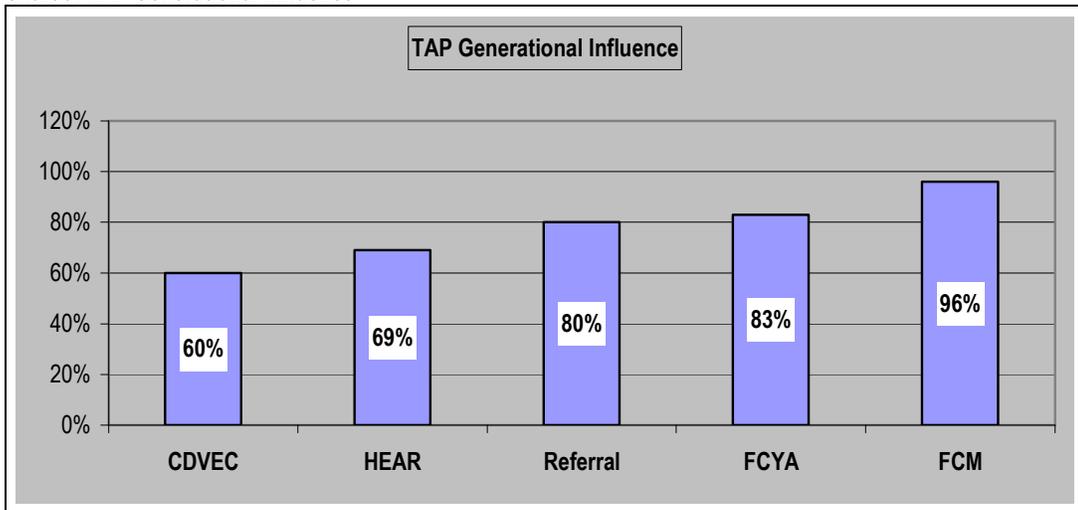
CDVEC: Three students indicated that a family member had progressed to fourth level at a 'Non Irish Institution', Acadamh na hOllscoile, Galway while one student 'Didn't Know' the name of the institution the family member had attended.

TAP Intergenerational Effects:

The respondents were asked to consider if their entrance to Trinity through the Trinity Access Programmes has influenced their family in any way. **76%** (208) said TAP had had an effect, **19%** (53) are unsure and **5%** of students (14) felt TAP had not had any effect on their family's perception of higher education or educational attainment in general.

²⁵ Two students did not indicate the name of the institution in which the family member attended for postgraduate study.

Chart 9: TAP Generational Influence



When viewed by access route, Trinity undergraduates who entered the university through the Foundation Course for Mature Students show the highest percentage in agreement with the statement (96%: 22), followed by students who studied on the Young Adult Foundation Course (83%: 47) and those who were referred to TAP (80%: 15) while 69% (120) of HEAR students also felt TAP has had an influence on their family.

Analysis of the qualitative comments indicates that the students are in the main, positive about the influence their participation in third level through the TAP access route has brought to their immediate and their extended families. The effect of having a family member engaged in higher education while also being a role model to other family members was clear. TAP student role models affect their family in ways such as demystifying third level participation, introducing a lifelong learning approach to educational attainment, and raising family members' aspirations for formal education as well as their belief in their academic potential were recurrent themes. These themes are demonstrated below.

Influence of a Positive Role Model:

Yes it has. My older brother said he was inspired by me to go back and study...and also my eldest sister completed a night course in childcare, she also cited my entry and success in Trinity as one of the factors influencing her decision (Respondent: 63).

Very positively. It has encouraged both my parents to return to education. My mother completed a FÁS computer course, my father did a CPC course in transport coordination (Respondent: 173).

...it has encouraged my younger brother to look forward to third level education. My parents have a great interest in reading up on all I am studying in college so we have new shared interests! (Respondent: 180).

Changing Aspirations Through Access:

As a result my sister was aware of HEAR and TAP. It helped her get into college, although she did very well (430 points) in her L(eaving) C(ert). I think she realised how important a good education is and I can help her along as well as learning from my mistakes (Respondent: 140).

It has demystified the whole notion of college and proved that it is never too late to get an education (Respondent: 115).

My brother and sister now believe that they too want and will attend college in the near future (Respondent: 37).

It showed my father that his children are capable of going to a top college. It has shown my son the experience of college life which is open to all ages and walks of life (Respondent: 76).

...siblings are now hoping to follow up in my footsteps by going on to third level (Respondent: 162).

Developed A Pattern Of Lifelong Learning:

Encouraged my mother to go back to school and study for her Junior Certificate (Respondent: 79).

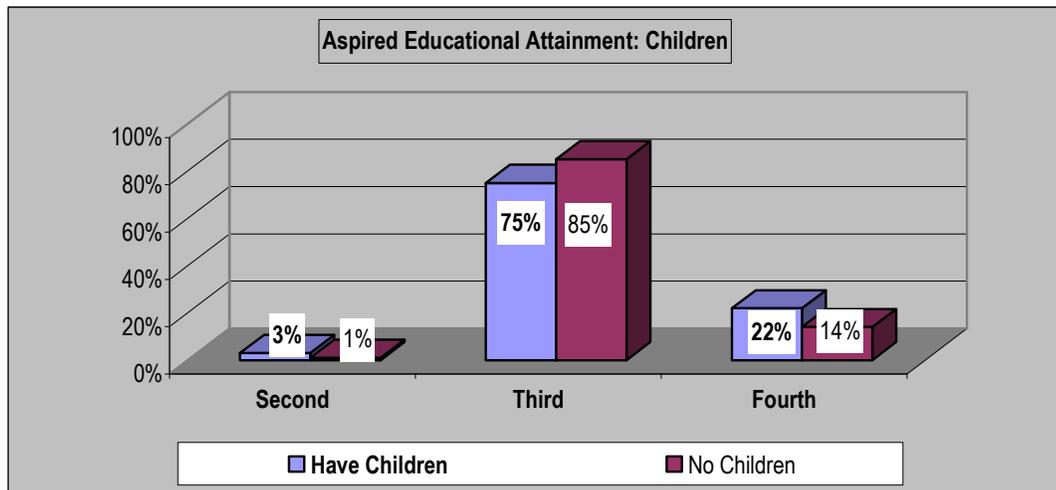
My family's expectation of me and of themselves has risen (Respondent: 74).

Both of my siblings wish that they had finished college or applied for a degree course, and my maternal uncle, aged 32, has applied for a course in architecture (Respondent: 94).

No Perceived Effect:

Since I am not the first in my family to attend college my family had already been accustomed to the idea of attending college (Respondent: 268).

Aspired Educational Attainment: The New Generations



A further indication of a 'generational effect' in the promotion of higher educational attainment is if current TAP undergraduates believe a third level qualification is an achievable goal for their children. Of the 36 students who have children, **75%** (27) believe their **children will obtain a university qualification**. **22%** (8) believe their children will proceed to **fourth level** study, one undergraduate believes their child will finish their education at second level.

The majority of TAP undergraduates are in their early twenties, are single and have no children as yet. However when these undergraduates were asked to consider what level of education they anticipate their future children to aspire to, the overall majority **85%** (196) clearly indicated an **aspiration for a third level education**. A further 14% (32) believe their children will

potentially achieve a postgraduate qualification, encouragingly just 2 students believe the highest level their children will achieve is a secondary education.

Conclusion:

This report was the first attempt by the Trinity Access Programmes to provide base line data outlining the existence or otherwise of a 'TAP Effect' on the families of TAP undergraduate students in Trinity College, Dublin. In the main, the report highlights that third/FE level educational attainment across *immediate* and *extended* family members is certainly a characteristic of the families of non traditional Trinity students. Though the rate of entrance into third/FE level education clearly varies depending on the family member's relation to the student, i.e. progression for fathers/male guardians (at **6%**) clearly differs to that of female siblings (at **27%**); yet it is evident that there is third level/FE progression within and across TAP student undergraduates' families.

The report also highlights that in relation to the *type of third level institution*, progression to **Trinity College, Dublin** features strongly and is the most frequently cited institution attended by mothers/female guardians (5), and male siblings (16), while a total of 18 female siblings have progressed to Trinity, making it the second most frequent college attended for these siblings. **81%** (227) of students are the **first in their family to study at Trinity College**. Furthermore of the **19%** (55) who are the **second members of their family to enter Trinity College**. Of these, **44%** (30) **progressed to Trinity through the Trinity Access Programmes**. In exploring these findings further, the qualitative data provided demonstrates that having a role model within the family who is currently studying at Trinity impacts positively. Having a family member who entered the university through the access route provides the family with a sense that a third level qualification is a realistic and an achievable ambition to hold. It further creates a sense of institutional familiarity for other family members thinking about a return to education, or currently attempting to access third level.

As previously outlined, progression to third level and success within it is affected by the social backgrounds of students, as well as cultural and institutional barriers (Furlong and Cartmel, 2005; Forsyth and Furlong, 2003; Hills, 2002). Working toward minimising the effects of educational disadvantage therefore necessitates that we address attitudes and orientations to educational attainment itself (DES, 1995). As such a further attempt was made at exploring whether there has been a cultural shift in attitudes toward, and aspirations for higher education due to the presence of a family role model currently engaged in third level study at Trinity through TAP. Encouragingly what is clearly evident from the quantitative and qualitative data is that **76%** (208) of students feel that due to the example they have set as third level participants, their family members have raised their own educational aspirations, and now perceive progressing to third level study as a normal part of the formal educational experience, which they further perceive to be more open and accessible to them. In conclusion, a highly encouraging final indication of the beginnings of a cultural shift toward educational attainment lies in that 75% of TAP undergraduates believe their child(ren) will achieve a higher education.

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Appendix I: Access Route: Mother/Female Guardian Institution Attended:

| HEAR | FCYA | CDVEC's |
|--|---------------------------|------------------------------|
| Non Irish Institution (5) | Trinity College (2) | Non Irish Institution (1) |
| Trinity College (3) | Non Irish Institution (1) | St. Patrick's Drumcondra (1) |
| UCC (1) | | |
| ITT (1) | | |
| St Anne's College of Further Education (1) | | |
| Institute of Technology (Unspecified) (1) | | |
| College of Further Education (Unspecified) (1) | | |
| 13 | 3 | 2 |

Appendix II: Access Route: Father/Male Guardian Institution Attended

| HEAR | FCYA | FCM | CDVEC | Other/Referral |
|---|---|--|---------------------------|-----------------------------|
| Agricultural College (1) | Non Irish Institution (2) | Gorey College of Further Education (1) | Non Irish Institution (1) | University College Cork (1) |
| Regional Technical College, Waterford (1) | National University of Ireland Maynooth (1) | | | |
| Institute of Technology, Dundalk (1) | National University of Ireland Galway (1) | | | |
| Institute of Technology, Letterkenny (1) | | | | |
| Institute of Technology, Cork (1) | | | | |
| Non Irish Institution (1) | | | | |
| University College Dublin (1) | | | | |
| 7 | 4 | 1 | 1 | 1 |

Appendix III: Male Siblings - Progression by Institution

| Brother 1: Institution Attended | |
|--|-----------|
| Trinity College Dublin | 14 |
| Dublin Institute of Technology | 8 |
| University College Dublin | 7 |
| Dublin City University | 5 |
| National University of Ireland: Galway | 3 |
| Non Irish Institution | 3 |
| Institute of Technology: Cork | 2 |
| University of Limerick | 2 |
| Institute of Technology: Waterford | 2 |
| University of Ulster | 2 |
| University College Cork | 1 |
| National University of Ireland: Maynooth | 1 |
| Institute of Technology: Carlow | 1 |
| Dun Laoighaire SC | 1 |
| Waterford CTI | 1 |
| Griffith College Dublin | 1 |
| Institute of Technology: Athlone | 1 |
| Institute of Technology: Unspecified | 1 |
| Gorey College | 1 |
| Galway/Mayo Institute | 1 |
| Total | 58 |

| Brother 2: Institute Attended | |
|--|----------|
| Trinity College Dublin | 2 |
| University College Dublin | 2 |
| Dublin Institute of Technology | 2 |
| National University of Ireland: Galway | 1 |
| NIHE | 1 |
| Institute of Technology: Sligo | 1 |
| Total | 9 |

| Brother 3: Institute Attended | |
|-------------------------------|----------|
| University College Dublin | 1 |
| Total | 1 |

| Brother 4: Institution Attended | |
|--|----------|
| National University of Ireland: Maynooth | 1 |
| Total | 1 |

Appendix IV: Female Siblings - Progression by Institution

| Female Sibling 1: Institution Attended | |
|---|---------------|
| Institution | Number |
| Dublin City University | 16 |
| Trinity College Dublin | 14 |
| Dublin Institute of Technology | 8 |
| University College Dublin | 6 |
| National University of Ireland: Galway | 7 |
| National University of Ireland: Maynooth | 5 |
| Non Irish Institution | 4 |
| Institution of Technology, Tallaght | 3 |
| St Patrick's: Drumcondra | 2 |
| Griffith College, Dublin | 2 |
| Institute of Technology: Carlow | 1 |
| Dun Laoighaire SC | 1 |
| Institute of Technology: Letterkenny | 1 |
| Institute of Technology: Dundalk | 1 |
| Institute of Technology: Waterford | 1 |
| Institute of Technology: Athlone | 1 |
| Ranelagh UCI | 1 |
| VEC: Dundalk | 1 |
| University of Ulster | 1 |
| Crumlin College of Further Education | 1 |
| Total | 77 |

| Female Sibling 2: Institution Attended | |
|---|---------------|
| Institution | Number |
| Trinity College, Dublin | 4 |
| University College, Dublin | 4 |
| Dublin City University | 3 |
| Institute of Technology, Sligo | 2 |
| University College Cork | 1 |
| National University of Ireland: Galway | 2 |
| Liberties College | 1 |
| Marino | 1 |
| St Patrick's Drumcondra | 1 |
| Dublin Business School | 1 |
| Institute of Technology: Dundalk | 1 |
| Institute of Technology: Waterford | 1 |
| Institute of Technology: Blanchardstown | 1 |
| Bromwyn Conroy: Beauty College | 1 |
| Crumlin College of Further Education | 2 |
| Total | 26 |

| Female Sibling 3: Institution Attended | |
|---|---------------|
| Institute | Number |
| Non Irish Institution | 2 |
| National University of Ireland: Galway | 1 |
| Dublin Institute of Technology | 1 |
| Total | 4 |

| Female Sibling 4: Institution Attended | |
|---|--|
|---|--|

| Institute | Number |
|------------------------------------|---------------|
| Institution of Technology: Athlone | 1 |
| Total | 1 |

Appendix V: Familial Third Level Progression - 2008/2009 Academic Year

| Institution Due to Attend | |
|--|-----------|
| Trinity College Dublin | 5 |
| University College Dublin | 4 |
| Dublin Institute of Technology | 4 |
| National University of Ireland: Maynooth | 2 |
| Institute of Technology: Athlone | 2 |
| Institute of Technology: Sligo | 2 |
| University of Limerick | 2 |
| Dublin City University | 1 |
| University College Cork | 1 |
| National University of Ireland: Galway | 1 |
| Inchicore College of Further Education | 1 |
| Belfast Metropolitan College | 1 |
| Institute of Technology: Tallaght | 1 |
| Institute of Technology: Carlow | 1 |
| Institute of Technology: Letterkenny | 1 |
| Colaiste Ide: College of Further Education | 1 |
| Bull Alley College | 1 |
| National College of Art & Design | 1 |
| Institute of Technology: Waterford | 1 |
| St Patrick's: Drumcondra | 1 |
| Total | 34 |

Appendix VI: HEAR Undergraduates - Familial Progression 2008/2009 Academic Year

| HEAR Undergraduates: Family Member Progression – 2008/2009 Academic Year | |
|--|-----------|
| Trinity College, Dublin | 5 |
| University College, Dublin | 4 |
| Dublin Institute of Technology | 3 |
| Athlone Institute of Technology | 2 |
| Sligo Institute of Technology | 2 |
| Dublin City University | 1 |
| University College, Cork | 1 |
| National University Ireland, Galway | 1 |
| National University of Ireland, Maynooth | 1 |
| Institute of Technology, Tallaght | 1 |
| Institute of Technology, Carlow | 1 |
| Institute of Technology, Letterkenny | 1 |
| Colaiste Ide: College of Further Education | 1 |
| Gorey Community College of Further Education | 1 |
| Galway Community College of Further Education | 1 |
| Bull Alley College of Further Education | 1 |
| Institute of Technology, Waterford | 1 |
| St Patrick's, Drumcondra | 1 |
| <i>Unspecified</i> | 5 |
| Total | 35 |

Appendix VII: TAP Trinity College Alumni

- | | |
|--|--|
| <ul style="list-style-type: none">• David Berry• Karen Dowling & Jackie Dowling• Monica Finnerty• Catherine Gallagher• April Johnson & Martin McKane• Gavin Kelly | <ul style="list-style-type: none">• Jennifer Kidd• Siobhan O'Brien• Edel Rice• Lien Thi Thai• Lisa Woods |
|--|--|

