

Scholars



Programme Impact Report 2017/18

Ireland



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“

I enjoyed the programme as it has given me an insight into college life and I would highly recommend to students at my school as I have taken away some valuable college and life skills.

”

“

I enjoyed being able to do independent research and learning in depth about a new and interesting topic.

The tutor we had was amazing and the essay really improved my writing skills!

”



Welcome,



Simon Coyle

I am delighted to present Trinity College Dublin with its programme summary and impact report outlining your partnership with AccessEd over AY2017-18.

We are pleased to report that our pilot Scholars Ireland Programme supported 168 pupils across 14 placements. We worked with 11 Dublin-area schools linked with the Trinity Access 21 Project, placing 9 PhD researchers to work with Transition Year and Fifth Year pupils.

We hope you enjoy reading your impact report and celebrating the successes of the first AccessEd Scholars Ireland pupils. We trust the report will be a useful document to showcase the impact that the programme has had on the participating scholars.

As our inaugural programme partner, we greatly value hearing from you so please do not hesitate to get in touch if you have any feedback about the programme or your impact report.

We are looking forward to evaluating our pilot year of AccessEd Scholars Ireland and hope to continue to work with you and your pupils to increase fair access to higher education.

Yours sincerely,

Simon Coyle

Co-Founder and Executive Chair, AccessEd
Co-Founder, The Brilliant Club



Dr Rajbir Hazelwood

Dr Rajbir Hazelwood

Co-Founder and Programme Director, AccessEd

About Us

The Brilliant Club is an award-winning and independently-evaluated UK charity that is building a movement that mobilises the PhD community to increase fair access to highly-selective universities. Supported by The Sutton Trust, Teach First, Challenge Partners and other sector leaders, The Brilliant Club is now active across the UK. It works with over 30 leading universities and over 500 state schools.

By 2021, The Brilliant Club will reach more than 60,000 young people, supporting 6,500 pupils from under-represented backgrounds to progress to highly-selective universities.



AccessEd is a non-profit organisation established by the co-founders of The Brilliant Club. We are scaling up a university access solution that grew out of the UK education system and started with The Brilliant Club.

AccessEd exists to increase access to university for young people from under-served backgrounds globally. We are creating a global network of partner organisations committed to this mission, sharing with them our expertise, resources and support.



University Access

Participation rates in higher education for low SES students was only 23% (HEA, 2015).

Progression to higher education strongly correlates with the level of affluence in the community where a school is located.

99% of young people progress to HE in Dublin 6, compared to only 15% in Dublin 17.

A university education can be transformative. Graduates have better employment prospects and earning power, better health and wellbeing, and better civic engagement.

Indeed, UNESCO aims that by 2030, all men and women will have equal access to high quality, affordable technical, vocational and tertiary education, including university.

Despite the benefits for individuals and societies, inequalities in university access are pervasive across both the developed and developing world.

We believe that addressing this problem is both an economic imperative and a matter of social justice: all economies strive to maximise the potential of their human capital; and justice demands that any society develops engaged citizens and provides fair access to opportunity.

Programme Overview

Scholars Ireland is designed to give pupils an authentic experience of university. From being taught by PhD tutors, to studying undergraduate-style topics and going on campus visits, Scholars Ireland aims to break down barriers to university.

The diagram below shows the journey that pupils follow through the programme.



Researcher Development

Recruitment, Assessment and Training

AccessEd’s Researcher Development supports researchers to become effective PhD tutors and to develop skills they can use in their wider careers, including teaching undergraduates.

The recruitment process is competitive and includes a written application form, an interview, a teaching demonstration and a group task. All researchers who attend our assessment centres receive written feedback on performance and areas for development.



62 researcher written applications



39 invitations to assessment centres



15 accepted at assessment centres



9 placed and completed trained

Following selection at an assessment centre, all our PhD tutors complete a structured programme of training, designed and delivered by qualified teachers and PhD graduates. This training includes four strands: tutorial pedagogy, curriculum design, professional expectations, and the context of the secondary education system. The training designed to make the most of a researcher’s unique passion for their subject and their academic knowledge.

Course Design

Excellent course design is central to the success of AccessEd programmes. Each course is individually designed by the PhD tutor and based on their research. Tutors produce a course handbook in line with our template, which is designed to ensure that pupils are supported and challenged throughout.

Humanities

Annie Humphrey
Department of History
The Battle of Clontarf 1014CE

Julia Savioli
Department of Chemistry
Renewable Energy

Social Sciences

Angela Hickey
Department of Psychology
Health Psychology: Peer-to-peer
Motivational Interviewing

Miriam Cummins
Department of Drama
Religion and Gender in Contemporary
British Theatre

STEM

Catherine Healy
Department of History
The Politics of Housework: Domestic
Labour Then and Now

Pierce Maguire
Department of Physics
Measuring and Making on the
Nanoscale

Daryl Hendley Rooney
Department of History
‘Secret and Distant Freaks’: Using and
Abusing the Irish Other in Later
Medieval Europe

Juliana Soria
Department of Law
Fiscal policy to improve diets and
prevent NCDs: from recommendations
to action

Diego Castillo
Department of Law
The Law on Refugees Irish and
International Perspectives

Programme Impact

Programme Overview

This section gives a brief overview of the 2017/18 AccessEd Scholars Ireland Programme at all schools. It includes a report on programme outcomes, with data on attendance and homework.

Following on from this, the rest of the impact report looks at data from self-evaluation scores that pupils reported at the beginning and end of the programme.

Placements	14
Schools	11
PhD researchers	9
Tutorials held in schools	7
Assignment deadline	May 2018
Number of pupils enrolled	168
Number of pupils withdrawn	13
Number of hours of university-style learning delivered	196
Tutorial 1-6 attendance	86%
Number of assignments submitted	121
Number of learners attaining a 1 st in their final assignment	27
Number of learners receiving distinction	28

Programme Impact

Learner Self-Evaluation Breakdown for Academic Seminar Programme

We assess motivation (intrinsic value) and self-efficacy using a standardised self-report questionnaire from the academic literature called 'The Motivated Strategies for Learning Questionnaire', which is widely used. It is a highly reliable and valid assessment.

Statement	Strongly agree / agree (6 or 7 out of 7)		Average Score (max. score: 7)		
	Before	After	Before	After	Change
Self-Efficacy					
Compared with other students in my year I expect to do well	39%	45%	5.0	5.7	0.7
I'm certain I can understand the ideas taught in my lessons	48%	75%	5.2	6.0	0.8
I expect to do very well in this school	49%	67%	5.3	5.8	0.5
Compared with others in my year group, I think I'm a good student	59%	73%	5.6	6.0	0.4
I am sure I can do an excellent job on the problems and tasks assigned in my lessons	41%	71%	5.3	5.9	0.6
I think I will receive good grades in my classes	49%	63%	5.3	5.6	0.3
My study skills are excellent compared with others in my year	16%	40%	4.3	4.8	0.5
Compared with other students in my school I think I know a great deal about my subjects	36%	59%	5.0	5.5	0.5
I know that I will be able to learn the material for this year	51%	68%	5.4	5.8	0.4
Intrinsic Value					
I prefer schoolwork that is challenging so I can learn new things	31%	57%	4.8	5.5	0.7
It is important for me to learn what is being taught in my lessons	70%	84%	6.0	6.5	0.5
I like what I am learning in my lessons	33%	56%	4.8	5.4	0.6
I think I will be able to use what I learn in one class in other classes	34%	60%	4.8	5.6	0.8
I often choose topics I will learn something from even if they require more work	41%	57%	4.9	5.3	0.4
Even when I do poorly on a test I try to learn from my mistakes	62%	78%	5.7	6.1	0.4
I think that what I am learning in my lessons is useful for me to know	36%	67%	4.8	5.7	0.9
I think that what we are learning this year is interesting	43%	63%	4.9	5.7	0.8
Understanding my subjects is important to me	67%	90%	6.0	6.6	0.6



Motivation and Self-Efficacy

Pre: 5.2/7 → Post 5.8/7 + 0.6

Programme Impact

Learner Self-Evaluation Breakdown for Academic Seminar Programme

We assess meta-cognition (cognitive strategy use and self-regulation) using a standardised self-report questionnaire from the academic literature called 'The Motivated Strategies for Learning Questionnaire', which is widely used. It is a highly reliable and valid assessment.

Statement	Strongly agree / agree (6 or 7 out of 7)		Average Score (max. score: 7)		
	Before	After	Before	After	Change
Cognitive Strategy Use					
When I study for a test, I try to put together the information from class and from the book	62%	71%	5.9	6.2	0.3
When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	66%	78%	6.1	6.4	0.3
When I study I put important ideas into my own words	45%	65%	5.4	5.9	0.5
I always try to understand what the teacher is saying even if it doesn't make sense	51%	60%	5.6	6.0	0.4
When I study for a test I try to remember as many facts as I can	64%	79%	6.0	6.3	0.3
When studying, I copy my notes over to help me remember material	46%	57%	5.1	5.5	0.4
When I study for a test I practice saying the important facts over and over to myself	51%	54%	5.4	5.5	0.1
I use what I have learned from old homework tasks and the textbook to do new tasks	29%	49%	4.9	5.4	0.5
When I am studying a topic, I try to make everything fit together	37%	62%	5.2	5.8	0.6
When I read material for my lessons, I say the words over and over to myself to help me remember	34%	48%	4.9	5.1	0.2
I outline the chapters in my book to help me study	45%	54%	4.9	5.4	0.5
When reading I try to connect the things I am reading about with what I already know	51%	62%	5.4	5.9	0.5
Self Regulation					
I ask myself questions to make sure I know the material I have been studying	32%	41%	4.7	5.1	0.4
I work on practice exercises and answer additional questions even when I don't have to	13%	25%	3.8	4.3	0.5
Even when study materials are dull and uninteresting, I keep working until I finish	32%	43%	5.0	5.3	0.3
Before I begin studying I think about the things I will need to do to learn	40%	56%	5.1	5.7	0.6
When I'm reading I stop once in a while and go over what I have read	28%	38%	4.5	5.0	0.5
I work hard to get a good grade even when I don't like a class	61%	63%	5.8	5.9	0.1
Reverse Coded Questions					
* When work is hard I do not either give up or study only the easy parts	26%	30%	3.7	3.8	0.1
* I do not often find that I have been reading for class but don't know what it is all about	18%	17%	4.2	3.9	-0.3
* I do not find that when the teacher is talking I think of other things and don't really listen to what is being said	25% *	29%	4.4	4.5	0.1



**Meta-
Cognition**

Pre: 5/7 → Post 5.4/7 + 0.4

Programme Impact

Learner Self-Evaluation Breakdown for Academic Seminar Programme

We assess university readiness using a standardised self-report questionnaire from the academic literature called 'The Motivated Strategies for Learning Questionnaire', which is widely used. It is a highly reliable and valid assessment.

Statement	Strongly agree / agree (4 or 5 out of 5)		Average Score (max. score: 5)		
	Before	After	Before	After	Change
University Readiness					
I have a good level of knowledge in the subject that this course focuses on	29%	54%	3	4	1
I can complete written work to the same standard as a learner two years above me at school	32%	41%	3.2	3.7	0.5
I would feel confident talking to a university teacher about my work	37%	53%	3.3	4	0.7
I understand why and how people study when they are at university	48%	57%	3.6	4.1	0.5
I know the steps I need to take to apply to university in the future	43%	55%	3.5	4	0.5
I am capable of studying at a highly selective university	67%	62%	4	4.3	-0.3



**University
Readiness**

Pre: 3.4/5 → Post 4/5 + 0.6

Notes on Collection

The data included in this impact report is collected from a number of different sources and will not always be a fully accurate reflection. Rather, it is our best estimate given the available data from teachers and tutors. Please bear in mind that all data processing is subject to human error and, whilst we try to minimise this, there may still be discrepancies.

If you have any issues with the information that is included in this impact report, for example if grades or other details are listed incorrectly, then please get in touch with us.

Notes on Method

* These items were reverse coded. This means the items were framed to learners as a positive statement, e.g. the statements here that read "I do not find" were presented to learners as "I do find". This replicates methodology used in the standardised questionnaire.

Notes on Interpretation

The numeric shifts on standardised Likert scales for pre- and post-assessments can often be small (e.g. less than 1.0). This is typical for these types of tests, and in many instances small numeric differences are statistically significant suggesting that there is a real difference in performance between the pre- and post-assessments.

Programme Comparisons

Programme Comparisons

In order to support Trinity College Dublin to further assess the programme we also include comparisons for the average percentage rates for programme completion, attainment, and impact scores with programmes in England, Wales, Scotland and South Africa.

National/Regional Averages	Scholars Ireland	Scholars England	Scholars Wales	Scholars Scotland	Scholars South Africa
Term	Spring 2018	Spring 2018	Spring 2018	Spring 2018	Spring 2017
Number of Pupils	168	3720	214	48	109
Pupil Age	Age 15-17	Age 13-17	Age 13-17	Age 13-17	Age 14-16
Attendance and Completion					
% registered pupils submitting final assignment	72%	74%	82%	88%	89%
% registered pupils withdrawn	8%	8%	9%	4%	0%
Average tutorial attendance (not feedback tutorial)	86%	91%	94%	99%	90%
Pupil Attainment					
% pupils who submit achieving 1st	24%	30%	38%	16%	26%
% pupils who submit achieving 2.1	39%	40%	37%	34%	24%
% pupils who submit achieving 2.2	22%	20%	23%	30%	20%
% pupils who submit achieving 3rd	11%	7%	1%	9%	21%
% pupils who submit working towards a pass	4%	4%	1%	11%	9%
Impact Scores					
Motivation and Self-Efficacy	+ 0.6	+0.2	+0.2	-0.3	Not tracked
Meta-Cognition	+ 0.4	+0.3	+0.3	+0.2	+ 0.5
University Readiness	+ 0.6	+0.5	+0.4	-0.1	+ 0.7

Graduation Trip

6th September 2018
Queen's University
Belfast



The Graduation Trip was kindly hosted by Queen's University Belfast and was attended by 105 pupils and 11 teachers. The trip included an information session from the university, a reflective session from The Brilliant Club UK, a tour led by student ambassadors, and a formal certification ceremony.



Coláiste Bríde D22
 @Colaistebride

Following

Congratulations to the 1st cohort of our students who graduated the Scholars Ireland Programme in association with Trinity College Dublin @TrinityAccess21 @QUBelfast #ScholarsIrelandGrad Thank you to everyone who made this wonderful opportunity available to our students

Richard Eyre and 3 others liked

Ms.Ronan @LronanLouise · Sep 6

This really was an excellent opportunity from beginning to end. Two campus visits, two PhD students, 18 students with bucketloads of potential. This started by simply filling out an application form. Well done #ScholarsIrelandGrad and thank you @TrinityAccess21.

Coláiste Bríde D22 @Colaistebride

Replying to @lisa_kelly5 @QUBelfast and 5 others

An amazing opportunity for our students, they are a credit to both the school and their families. Our grateful appreciation to their tutors from @tcddublin all the team @TrinityAccess21 @AccessTCD for their initiative & dedication #ScholarsIrelandGrad



Statement	Strongly agree / agree (4 or 5 out of 5)	Average Score (max. score: 5)
Graduation Trip		
I have enjoyed visiting this university for Scholars Ireland Graduation Trip	93%	4.4
The Graduation Trip has made me feel proud about being in Scholars Ireland	81%	4.2
I have learnt something I didn't know about this university before	85%	4.4
I am more likely to apply to this university after visiting today	33%	3.1
I will be able to study at this university when I am older if I word hard at school	69%	4.0

Graduation Trip

Trip Survey Comments From School Pupils



Moyle Park students in the first cohort complete the scholars Ireland program. Graduating today in Queen's University Belfast #ScholarsIrelandGrad



Discovering another Pathway to College today @queensu thanks the @TrinityAccess2!



2:48 AM - 6 Sep 2018

Q: Please let us know about the University Graduation Trip and about Scholars Ireland more generally

It was good that it was on an open day as it gave more information of the courses we can apply for.

Scholars Ireland is a great programme and the university graduation trip was enjoyable.

I enjoyed the experience thoroughly, I admire the thought and work that was evidently put into this occasion for us. I am forever grateful for this entire experience, I am excited for my future.

I thought this was a great opportunity for us students to explore the campus. I think it was a great way to celebrate our achievement by having this graduation.

This graduation trip was enjoyable. It was interesting to meet others from different schools who participated.

Really enjoyed the Scholars Ireland course and the graduation trip.

An extremely beneficial experience that I'd recommend to my peers.

I thought the graduation trip was really fun and a good experience.

I enjoyed the trip and think it was well organised and I love Queen's University in Belfast.

It is a really pretty gorgeous university.

I liked going on the graduation trip and the Scholars Ireland programme was a good experience for me.

I enjoyed the guide around the university and I also enjoyed working with a PhD student on topics I wouldn't have studied otherwise

I thought that it was an eye opener to what you can achieve in university

Final Assignment Excerpt

Pupil
Fifth Year
St Marks Tallaght

The Law on
Refugees Irish and
International
Perspectives

This is a submission to the court of appeals regarding the application for refugee status, in relation to the international protection claim submitted by Jerimiah. The applicant is a national of the country Zaytoon. Zaytoon has been involved in a military war for a number of years with its neighbouring country Zuchini and its army has suffered mass casualties. Jerimiah's (Noah) first claim has been refused due to the interviewer being unsatisfied that he qualified as a refugee as per the guidelines set out by the 1951 Refugee Convention.

The 1951 Refugee Convention is the foundation of the International refugee law that we know today. We discovered who exactly is defined as a refugee in the information and guidelines given throughout it and what protection they are entitled to once they are given refugee status. A refugee, in international law, is defined as a person who is outside their country of origin and, whose human rights are seriously at risk because of who they are or what they believe in and their governments will or cannot protect them. Refugees are entitled to be protected against forcible return to their countries of origin. There are five main grounds to consider when a person is applying for refugee status according to Article 1 of the 1951 UN Convention as modified in 1967, they must have a well-founded fear of persecution due to race, religion, nationality, membership of a social group and political opinion. They also must be able to prove that they are unwilling or unable to avail of the protection of their government. According to, refugeelawaidinformation.org, a person will qualify as a refugee if they fear one or more of the five grounds listed. This is referred to as the nexus to the convention requirement, although it must be listed and true it does not need to be the dominant cause.

When a person is recognised as a refugee they are entitled to a number of rights. One of these rights as stated in the 1951 Convention is called non-refoulement principle, this states that a person cannot be returned to a country where they face serious threats to their life or freedom. However, this principle cannot be claimed by refugees who are seen as a danger to security or to the community. Other examples of rights in the Convention are the right to work (Article 17 to 19), the right to education (Article 22) and the right to freedom of movement within the territory (Article 26).



**WELL
DONE**

Final Assignment Excerpt

Using Microscopy to Reduce the amount of Debris added to Low Earth Orbit

**Pupil
Fifth Year
Moyle Park**

The Earth, as you may know, is our home planet. Throughout many years, we have developed our technology greatly. This includes the ever growing space industry. However, it is due to this quick technological advancement that a problem has developed right over our heads. In 1978, NASA scientist Donald J. Kessler proposed a scenario "in which the density of objects in low earth orbit (LEO) is high enough that collisions between objects could cause a cascade where each collision generates space debris that increases the likelihood of further collisions." [1]

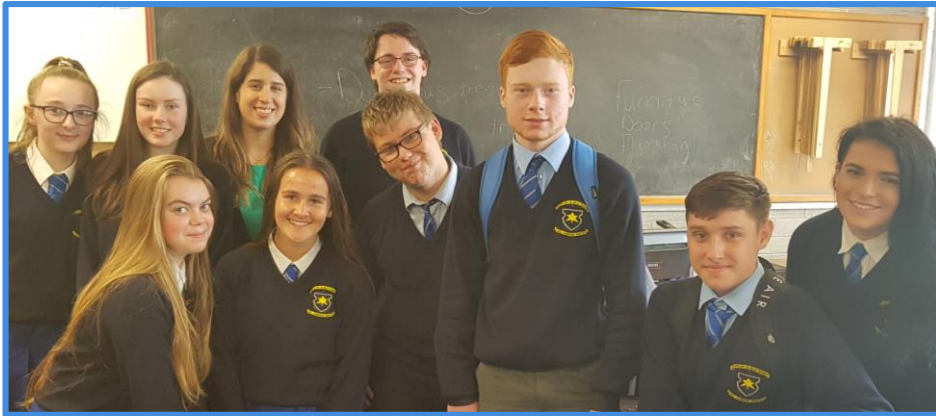
Measuring and making on the nanoscale

If the debris orbiting around Low Earth Orbit were to continue colliding with each other, it would eventually cause a domino effect, causing a cloud of debris travelling between 7.8 km/s and 7.12 km/s relative to the Earth [2]. This is approximately 6 times faster than the fastest bullet velocity by an American gun, which is just over 1220 m/s [3]. This speed would cause the Kessler debris cloud to be a very dangerous area for spacecraft. We can see examples of just how bad debris travelling at high velocities would be. In 2016, a 7 millimeter wide dent was found in one of the quadruple glazed windows of the ISS. It is thought that it was caused by a paint chip or small piece of metal no more than a few thousands of a millimeter across [4].

However, if space travel continues the way it is continuing now, it will lead to more collisions in Low Earth Orbit. This would cause the incident at the ISS to become more commonplace. There is no way to stop the Kessler syndrome once it has reached a certain point due to the miniscule size of the particles in a large area of space. The only way to stop us from reaching this point is to implement preventative measures in which no more collisions with new objects will take place.



Student Feedback



"I enjoyed learning about new things which gave me insight into college-level work"

"The tutor we had was amazing and the essay really improved my writing skills"



"I found the final assignment useful as it showed me what I have to expect when going to college"

"I found receiving constant feedback from my mentor on how I can improve my essay writing very useful"

"I enjoyed learning about a new topic that I knew nothing about"



Tutor Feedback

"By the end of the course it was very rewarding to see their realization that topics outside their area of interest can also be relevant and important to life in general. The experience with this particular group contributed to me as a researcher because it made me use a different approach when thinking about my own research and how I can communicate it to a general audience in an engaging and understandable way – a skill that all researchers should have, so the general public has access to our findings. I can see how the programme can have a positive impact in the students' lives – their excitement about having 'college style' tutorials and getting the same feedback they would get from a college professor made them realize how capable they are of getting into a good university and succeeding in it."



Julia Savioli
Department of Chemistry
Renewable Energy



"The programme afforded me with the opportunity to show fourth- and fifth-year students the importance of history in their every day lives, especially how the ways in which medieval people constructed their identities are similar to how we create our sense of self against some other in modern times. The course was challenging for both the students and me: I was required to consider the fundamentals of creating a college-level course which I could then distill into a 6-week course and teach to second-level students. Teaching on the Scholar's Ireland programme has been a rewarding experience academically, professionally and personally. I encourage doctoral and postdoctoral students to apply to the Scholars Ireland programme – it is a deeply humbling and gratifying experience."

Daryl Hendley Rooney
Department of History
'Secret and Distant Freaks': Using and Abusing the Irish Other in Later Medieval Europe



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