



Scholars Ireland Programme

Legacy Report

2017-21



List of Contents



03	Legacy Report Summary
04	About Us
04	University Access and Ireland
05	Pupil Journey
06	Programme Evolution
07	Researcher Development
08	Research-Based Courses
09	Pupil Targeting
09	Programme Growth
10	Programme Evaluation
11	Impact Data
12	School and Teacher Feedback
13	Tutor Feedback
15	Pupil Feedback
16	Reflections from AccessEd
17	Reflections from Trinity Access Programmes
18	Reflections from Returning Tutors
20	From Pupil to Student
21	Seed Development: Partnership & Support
22	Appendix: Final Assignment Excerpts
24	Appendix: List of Schools, Tutors and Courses

The programme is a fantastic opportunity for students to start thinking about their future and to recognise that college is a possibility for them.

Students are instilled with confidence and self-worth when they complete the programme. There is a great sense of pride and achievement. The students recognise the transferable skills they have learned and how completing the programme will benefit them in the future.

– Teacher, 2020–21 Programme



Legacy Report Summary

We are delighted to present the Scholars Ireland programme legacy report, which celebrates the success of our first 5 programme cohorts from 2017-2021 in collaboration with our founding partner Trinity College Dublin.

Four years have passed since the inception of the programme and despite challenges such as the Covid-19 pandemic, the programme has consistently grown and impacted the educational journeys of young people from underserved communities.

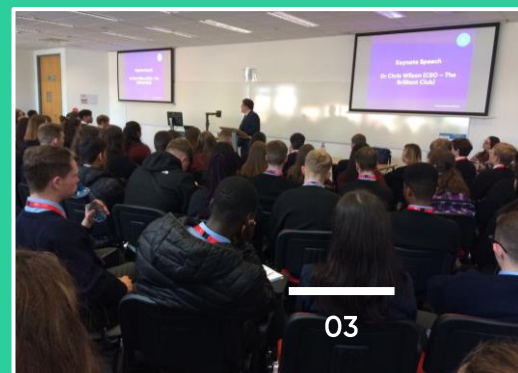
The top five highlights of the report are:

- **Over 1,000 pupils** have developed deep subject knowledge through their participation in the programme;
- The number of pupils participating in the programme has grown year-on-year;
- A total of **56 PhD researchers** have been supported to become effective Tutors and to develop skills that they can use in their wider careers through their participation in the programme;
- The number of returning Tutors have increased year-on-year;
- The programme successfully **transitioned from in-person to online delivery** during the 2019-20 and 2020-21 academic years due to the Covid-19 pandemic.

We strongly believe that the Scholars programme, such as the Scholars Ireland programme, is more important than ever before to support pupils in the wake of the Covid-19 pandemic.

We would like to thank Trinity College Dublin for partnering with us in our pursuit to increase access to higher education for young people from under-served backgrounds. If you would like to partner with AccessEd, do not hesitate to reach out to us for more information and to discuss how we could work together.

We hope you enjoy reading the legacy report.



About Us

Higher education is a powerful mechanism for upward mobility in many countries, allowing the talented to thrive irrespective of their social origins.

– World Bank, 2020



AccessEd is a UK-registered charity. AccessEd believes that higher education can be transformative for individual and social life outcomes. It prepares young people to participate in a global economy and global society thereby improving their health and well-being, employment prospects, earnings power, and civic engagement. Given the benefits for individuals and societies, we believe that higher education should be accessible to all young people regardless their socio-economic background or upbringing.

We work toward increasing access to higher education for young people from under-served backgrounds around the world. To achieve this objective, we are scaling a university access solution that grew out of the UK education system and started with The Brilliant Club.

We share our expertise, resources and support with a global network of partner organisations that are committed to this mission and share our values. In addition, we also work as a capacity building and co-design partner charity, collaborating with global education entrepreneurs in several countries, including South Africa and Malaysia.



University Access and Ireland

UNESCO aims that by 2030, all men and women will have equal access to high quality, affordable technical, vocational and tertiary education, including university. However, despite the benefits for individuals and societies, inequalities in university access have remained pervasive across both the developed and developing world.

Addressing this problem is both an economic imperative and a matter of social justice. In consideration of this, the Scholars Ireland programme was launched in 2018 in collaboration with Trinity Access Programmes at Trinity College Dublin.

The Scholars Ireland programme 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 for young people from under-served backgrounds in Ireland.

53% of 25 to 64 year-olds have not attained a tertiary education (OECD, 2019).

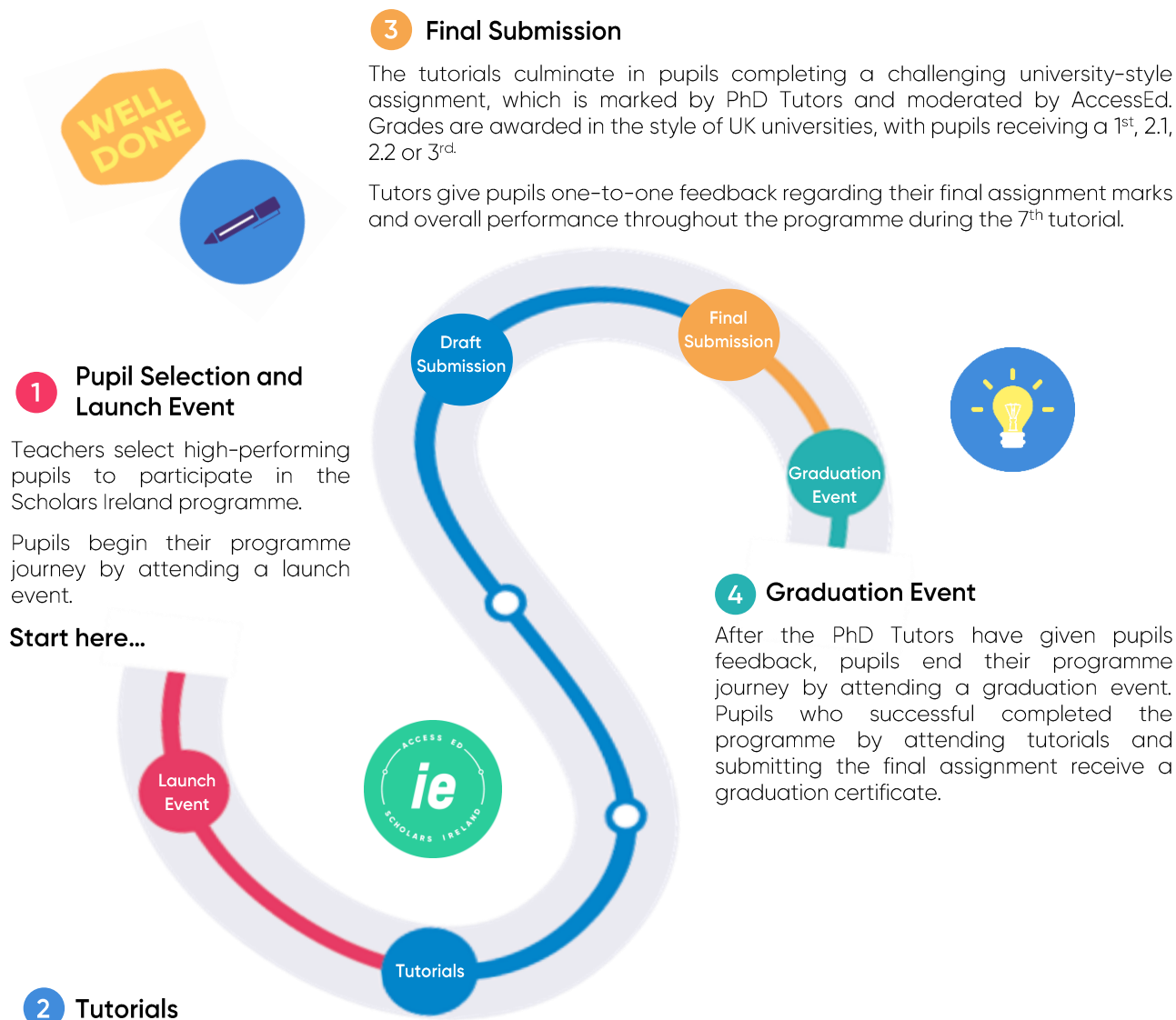
Progression to higher education strongly correlates with the level of affluence in the community where a school is located.

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

Pupil Journey

Each Scholars Ireland programme consists of a series of 7-tutorials. In addition to developing deep subject knowledge through their academic courses, pupils attend a launch and graduation events.

The diagram below shows the 'pupil journey' through the Scholars Ireland programme.



Programme Evolution



Historically, the Scholars Ireland programme has been delivered in-person. However, in 2020 schools across the globe were temporarily closed in response to the outbreak of Covid-19. This impacted the teaching and learning of more than 1.2 billion pupils in 186 countries. In response to the global pandemic, Teachers and School Leaders were required to revisit and adapt their mode of delivery.

AccessEd and Trinity Access Programmes believed that the Scholars Ireland programme played an important role in continuing to support pupils throughout the Covid-19 pandemic. The Scholars Ireland programme was therefore adapted for full online delivery and ran virtually for the first time. This included all programme events, recruitment, training and tutorial delivery.

Feedback received from Tutors and Teachers highlights a successful transition to online delivery and the flexibility of the programme model for future adaptation.

The development of the programme this year to its transition online was seamless and ran very smoothly.

- Tutor, 2020-21 Programme

Excellent. There were no issues at all. Even though it was done remotely, it still worked really well.

- Teacher, 2020-21 Programme

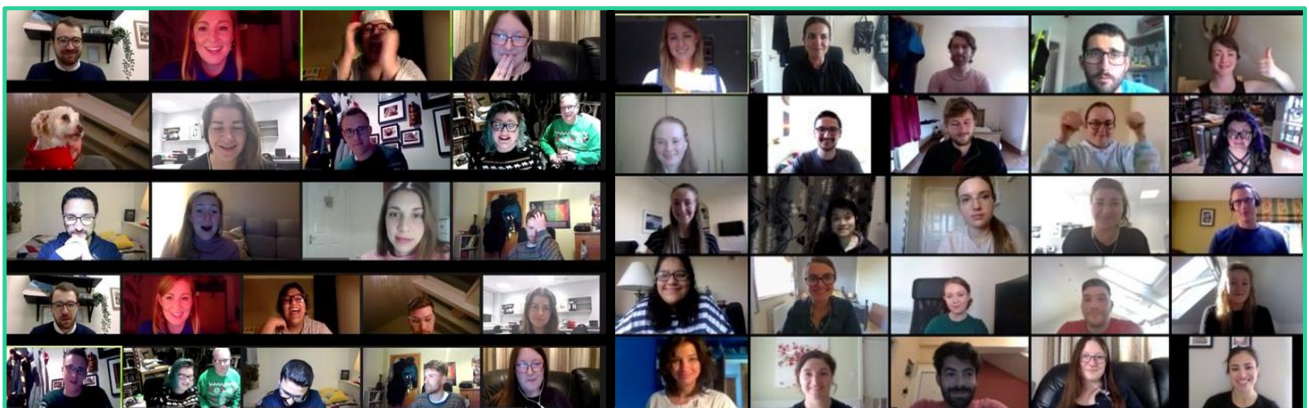
We had flexibility in setting the online programme up. This worked very well for us. We can do it again in the same way.

- Teacher, 2020-21 Programme

Remote delivery meant a massive increase in teacher commitment, as Teachers had to be present during the tutorials.

- Teacher, 2020-21 Programme

With the sudden shift away from in-person delivery in many parts of the world, it is still uncertain whether online delivery will persist post-pandemic. Regardless of these circumstances, AccessEd and Trinity Access Programmes will continue to explore the possibility and efficacy of using a hybrid model for future cohorts, which involve in-person and online elements.



The COVID-19 crisis is changing the life of millions of families around the world. Students and their families are learning to operate under a climate of uncertainty and risk-prevention, which can negatively affect students' academic motivation..

- Country Note: Ireland, OECD, 2020

Researcher Development

Every Tutor has either completed or is currently studying for a PhD. AccessEd supports PhD researchers to become effective Tutors and to develop skills that they can use in their wider careers, including teaching undergraduates.

The recruitment process of Tutors is competitive. AccessEd uses an assessment centre to select Tutors, who are identified as having the skills and values that we think are essential to deliver excellent academic tutorials, to be involved in the Scholars Ireland programme. The assessment centre includes a written application form, interview, teaching demonstration and group task.

Following their selection, all Tutors complete a structured training programme that is designed and delivered by qualified Teachers and PhD graduates. The training was designed to cater for pupils' needs, and to make the most of Tutors' unique passion for their field of research and their academic knowledge.

The training sessions introduce PhD researchers to course design, core pedagogy (i.e. planning and questioning), classroom management and codes of professional conduct within the school context.

Programme comparison

Cohort	2017-18	2018-19	2019-20	2020-21
Researcher applications	62	65	75	66
Tutors from previous years returned to teach	Not applicable	5	4	10
Tutors trained and placed	9	20	23	24
Nationalities represented among Tutors	Not recorded	Not recorded	11	6

The number of Tutors trained and placed has more than doubled since the inception of the Scholars Ireland programme in the 2017-18 academic year. **A total of 56 PhD researchers** have been supported to become effective Tutors and to develop skills that they can use in their wider careers through their participation in the programme. Despite challenges associated with Covid-19, **24 PhD Tutors were trained and placed during the 2020-21 academic year.**

The number of returning Tutors have increased over time. This highlights the need that exists among PhD researchers to enhance their academic experience through participation in the programme.

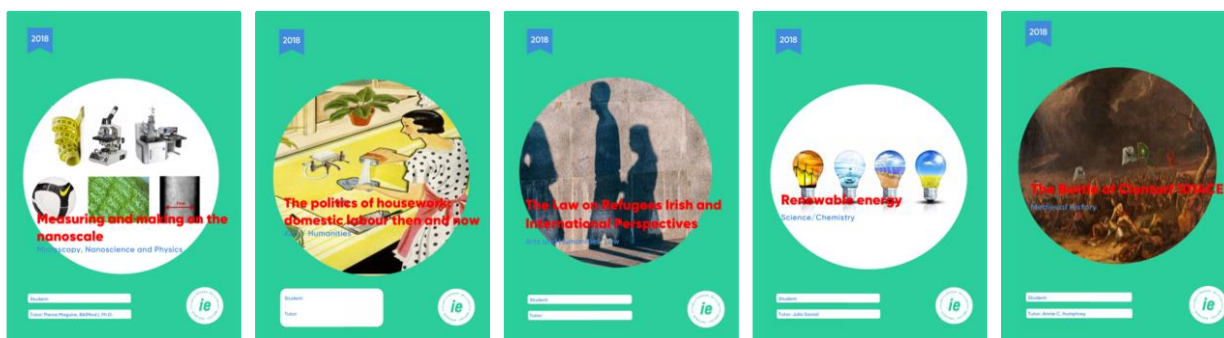


Research-Based Courses

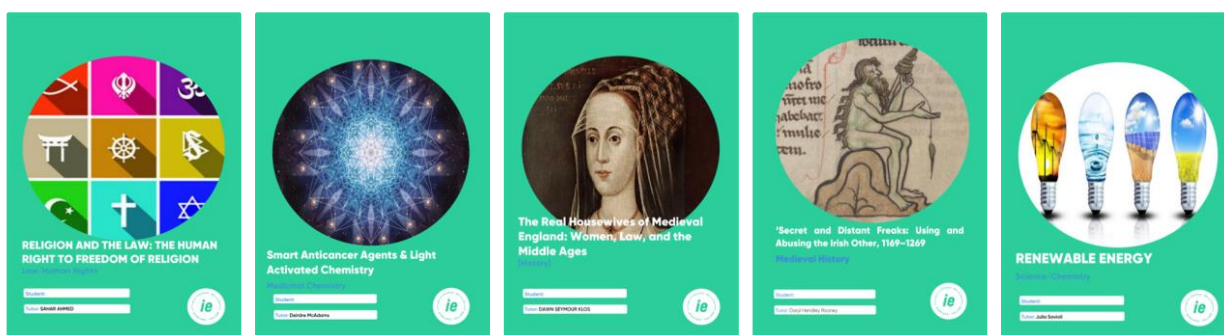
Excellent course design lies central to the success of the Scholars Ireland programme. Each course is individually designed by Tutors based on their research. Tutors produce a classroom-ready coursebook using a pedagogically tested template, which is carefully designed to ensure that pupils learn effectively and engage with higher-level material.

Some example course handbooks of each cohort are shown below.

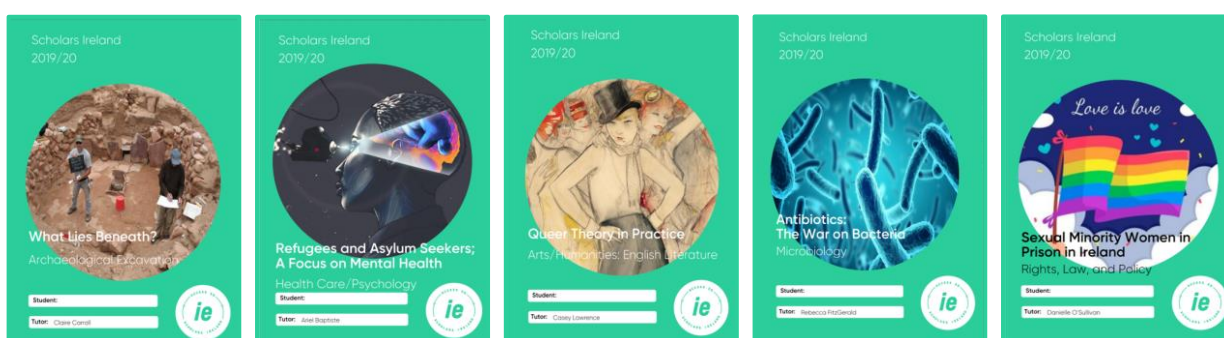
2017-18



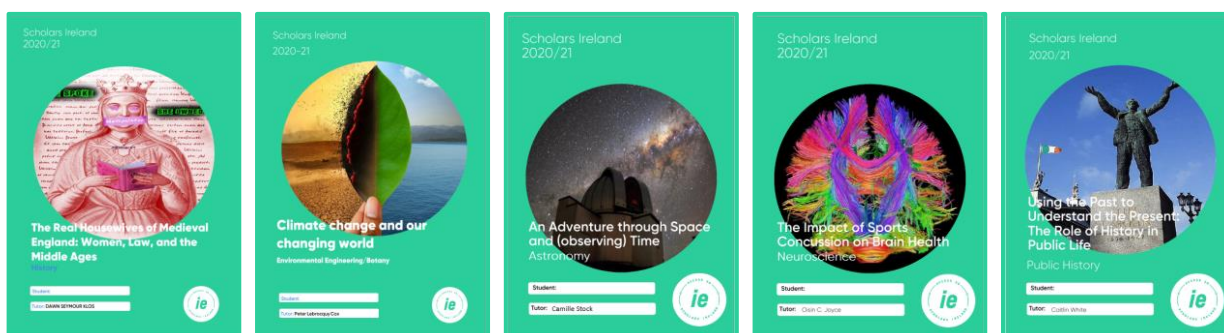
2018-19



2019-20



2020-21



Pupil Targeting

AccessEd aims to increase the number of under-represented young people progressing to higher education. Therefore, we recommend that schools select pupils for the Scholars Ireland programme based on under-representation factors in third-level education. More specifically, we ask schools that at least 7 out of every 12 pupils registered on the programme met one or more of the following criteria:



- Parent(s)/guardian(s) did not themselves go to college;
- Parent(s)/guardian(s) are not in professional occupations;
- Documented disability;
- Minority ethnic group; and
- Looked After Children (in care of the state).



Programme Growth

The Scholars Ireland programme primarily operates in conjunction with Dublin-area schools that are linked to Trinity Access Programmes.

The programme is typically delivered to 1 cohort per annum. However, during 2019-20 academic year, the spring pilot cohort successfully extended the programme to new schools beyond the Trinity Link Programme.

The data below demonstrate that the programme has continued to grow year-on-year since its commencement. **Over 1,000 pupils** have developed deep subject knowledge through their participation in the programme. Even in the midst of the Covid-19 pandemic, the Scholars Ireland programme reached **283 pupils during the 2020-21 academic year** – the most pupils in a single cohort to date. This indicates the programme is scalable and possesses excellent potential for growth in the future.



Programme comparison

Cohort	2017-18	2018-19	2019-20 Autumn Pilot	2019-20 Spring Pilot	2020-21
Number of pupils enrolled	168	278	279	64	283
Schools in the programme	11	19	19	6	18
Number of placements	14	26	25	6	24
Number of PhD Tutors	9	20	23	6	24

Programme Evaluation

AccessEd is committed data-driven evaluation. The data below outlines programme outcomes of each cohort since the inception of the Scholars Ireland programme, with data on tutorial attendance and pupil attainment.

Following on from this, data offers overview of the self-evaluation scores that pupils reported at the beginning and end of the programme.

Programme comparison					
Cohort	2017-18	2018-19	2019-20 Autumn Pilot	2019-20 Spring Pilot	2020-21
Tutorial attendance	86%	89%	90%	91%	75%
Assignments submitted	78%	89%	84%	92%	94%
Passing the final assignments	96%	98%	99%	97%	95%
Attaining a 1 in the final assignment	24%	27%	33%	25%	28%
Attaining a 2:1 in the final assignment	39%	45%	40%	47%	36%
Attaining a 2:2 in the final assignment	22%	18%	18%	15%	24%
Attaining a 3 in the final assignment	11%	8%	7%	10%	7%
Attaining WTP in the final assignment	4%	2%	1%	3%	5%

The percentage of tutorial attendance and assignments submitted increased consistently until the 2020-21 academic year.

When interpreting the data of the 2020-21 academic year, we note the dramatic impact of Covid-19 on pupil attendance and academic performance globally. Even so, **94% of pupils submitted their assignments** – the highest percentage to date, and **95% of pupils who submitted their assignments, passed**. This indicates continued engagement and commitment to the Scholars Ireland programme despite the Covid-19 pandemic.



Marking Note

Assignments are marked by PhD Tutors in line with mark schemes that reflect the assessment criteria for pupils who are one level above. Assignments are then moderated by qualified Teachers. Assignments that do not meet passing requirements are marked as working toward pass ("WTP"). In extreme cases of plagiarism, pupils will be issued a 'fail'. In these cases, pupils were given the opportunity to resubmit, and were awarded a mark with a penalty for lateness.

Pupils that successfully graduated from the programme attended tutorials and submitted the final assignment.

Impact Data

Pupils that participated in the Scholars Ireland programme were asked to complete a pre- and post-programme self-evaluation questionnaire .

The questionnaire measured the progress pupils made as a result of their participation in the programme across the selection of a set of 36 questions intended to measure four competencies that have been shown to support access to university. The competencies are: **university readiness, self-efficacy, motivation and meta-cognition**.

The below data reflects a snapshot of the percentage difference in pupils answering that they agreed or strongly agreed with the selected statement related to university readiness before and after completing the Scholars Ireland programme.

Programme comparison

Cohort	2017-18	2018-19	2019-20	2020-21
--------	---------	---------	---------	---------



University Readiness

The knowledge pupils have around higher education and how they can access it

Pre-assessment	3.4 / 7	4.9 / 7	4.7 / 7	4.7 / 7
Post-assessment	4.0 / 7	5.5 / 7	5.4 / 7	5.2 / 7
Average change	+ 0.6	+ 0.6	+ 0.7	+ 0.5
Percentage change	+ 9%	+ 9%	+ 10%	+ 7%



The percentage of change in university readiness increased consistently until the 2020-21 academic year. Pupils experienced a **10% increase in university readiness** following the **2019-20 programme** – the highest percentage to date.

The impact of Covid-19 must be taken into consideration when interpreting the data of the 2020-21 academic year. Pupils experienced a **7% change in university readiness** following their participation in the **2020-21 programme**. Although this percentage change is slightly lower than previous academic years, it shows the continued ability of the programme to break down barriers to university for young people.



Interpretation notes

The numeric shifts on standardized 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.

School and Teacher Feedback

I would highly recommend the Scholars Ireland programme. It is engaging, develops key skills, and promotes college awareness, independent learning and accountability.

- Teacher, 2020-21 Programme

My most positive experience of Scholars Ireland was seeing the passion and enthusiasm of students and tutors.

- Teacher, 2019-20 Programme

This year it went really well, and the cohort of our students REALLY loved the topic they were studying... They gained valuable skills such as essay writing, redrafting, citing and structure.

- Teacher, 2020-21 Programme

The programme is a fantastic opportunity for students to start thinking about their future and to recognise that college is a possibility for them. Students are instilled with confidence and self-worth when they complete the programme. There is a great sense of pride and achievement.

- Teacher, 2020-21 Programme

My most positive experience of Scholars Ireland was seeing the quality of students' work and how proud they were of what they had achieved at the end.

- Teacher, 2019-20 Programme



Coláiste Bríde D22

We are proud to be associated with this wonderful programme & thank all the volunteer tutors who share their passion for learning [#ScholarsIRL](#). Congratulations to our students who were involved. 🌟🌟



OldBawnCommunitySch

Congratulations to our TY who successfully completed the [@TrinityAccess](#) Scholars Ireland programme.

Throughout this programme they were mentored by a TCD PHD student & had to produce a 3rd Level standard assignment at the end. Well done to all of them 😊

[@_AccessEd](#) [#ScholarsIRL](#)



Loreto Crumlin

BIG congratulations to our 2nd yr students who graduated from the Scholars of Ireland programme yesterday. We are extremely proud of all your hard work over recent months. Well done Amealia & Lisa, who spoke before 200 teachers & students at the ceremony. [@accessgcd](#) [#ScholarsIRL](#)



Moyle Park College

Moyle Park Colleges Scholars completed their feedback sessions today and received their final grades. Big thank you to Claire and all at [@_accessEd](#) and [@TrinityAccess21](#) - looking forward to the graduation ceremony in QUB!!! [#ScholarsIRL](#)



OldBawnCommunitySch

Congratulations to our TY who successfully completed the [@TrinityAccess](#) Scholars Ireland programme.

Throughout this programme they were mentored by a TCD PHD student & had to produce a 3rd Level standard assignment at the end. Well done to all of them 😊

[@_AccessEd](#) [#ScholarsIRL](#)



Seán Smith @sean

Congratulations on these young men who today graduated from the [#ScholarsIreland](#) Programme. The resilience they have shown throughout, given the current circumstances, is to be commended. Well done to all! Huge thank you to our PhD tutor Claire! [#TSPGrads](#) [#Scholarsirl](#)



Philip Kennedy

Big thanks to [#ScholarsIRL](#) for organising a great virtual graduation ceremony! Very proud of our 5th years Alex and Ashlyn for speaking so well about their experience of working with their amazing tutors Oisín and [@AccessTCD](#) [@Colaistebride](#) 😊 Congrats to all schools.



School and Teacher Feedback

Continued

Excellent experience for the school and the students. The tutor was brilliantly prepared, engaging and stimulated the students.

– Teacher, 2019–20 Programme

It does so much more than just academia.

It builds on future skills and resilience. The mentoring element is really good with the right connection which we very much got this year.

– Teacher, 2020–21 Programme

It was a fantastic experience for our students and they have no doubt benefited from the experience.

– Teacher, 2019–20 Programme



Pres. SS Warrenmount

Delighted to participate in today's launch of [#scholarsIRL](#) @AccessEd @tcddublin and looking forward to working with @Medieval_Panda in the coming weeks @ceist1 @JMB_Secretariat @PresSisNE



Philip Kennedy

Great to have our wonderful @AccessTCD #ScholarsIreland PhD tutors Oisín and Sahar join us in @Colaistebride today for the first of their tutorials with our 5th years. A great start for all involved! 😊 @TA21PGCert @BrilliantCFES @BrilliantClub



Ms. Rona

Thanks @PKTeaches for ensuring [#ScholarsIRL](#) runs so smoothly @Colaistebride. Congrats to our class of 2020. A great achievement, a talking point on CV's and interviews and above anything else a little taste of what is to come in college 🌟



Paul Kennedy

Delighted to say all @lecheiless students received their feedback with an honour grade on the [#scholarsIRL](#) program @AccessEd @tcddublin and are looking forward to a future graduation @QUBelfast. Well done to all the staff @lecheiless @lecheiletrust for supporting program.

Tutor Feedback



Catherine Healy

Excited to be working with @AccessEd again this year on [#ScholarsIRL](#), bringing a term-long course on the politics of housework to second-level students. Whoever gets assigned to @Colaistebride is a lucky tutor ❤️



Dawn Seymour Klos

Today we put Isolde Pantulf on trial (in 1214!) The court found in favour of the defence. Isolde lives to see another trial! Thanks for all of your hard work and your fantastic arguments! Great day at school! @AccessEd @AccessTCD @Firhouse_cc [#ScholarsIRL](#) [#medieval](#)



Casey Lawrence

So excited to be teaching the course I developed to 2nd years and TYs this semester with [#ScholarsIRL](#) @AccessEd @AccessTCD. The Handbook turned out gorgeous!

As well as developing my teaching skills, working as a tutor helped me develop my communication skills as I had to explain complex scientific topics to secondary school students.

– Tutor, 2018–19 Programme

I enjoyed teaching the students something that wasn't to do with an exam, just having them learning something new for the sake of it.

– Tutor, 2019–20 Programme



Tutor Feedback

Continued



Megan Hanlon

...

I had the crazy, inspiring, amazing experience of being a [#ScholarsIRL](#) tutor this year. It definitely pushed me outside my comfort zone but ultimately was one of the most rewarding things I've done during my PhD.. I would urge everyone to apply 😊

Seeing the students engaging with a course I designed from scratch was A very affirming experience, and really allowed me to engage with my work in a novel way.

- Tutor, 2020-21 Programme



Laura Whelan

...

I was a [#ScholarsIRL](#) [#PhD](#) tutor this year and it was such a brilliant experience! It's super fun to talk about your work with pupils who may have not been exposed to the topic before - the questions they come up with 🤖 I would encourage anyone to apply - so rewarding!

The experience 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.

- Tutor, 2017-18 Programme



Dawn Seymour Klos

...

Feeling so honored to be a part of [#scholarsIRL](#) this term led by [@_AccessEd](#) and [@AccessTCD](#)! We're going [#medieval](#) again! Thanks for a great launch event!

I enjoyed working on my own unique teaching style. I greatly enhanced my skills in this area.

- Tutor, 2019-20 Programme



Juliana

...

Today marked the last day of teaching activities for the [#ScholarsIRL](#) at Drimnagh Castle. It was a privilege to work with such smart pupils! Hope to see them soon at Trinity [#accessEd](#) [#NCDprevention](#)

This whole experience has been immensely enjoyable and valuable.

- Tutor, 2020-21 Programme



Eva Burke

...

Really enjoying working with the girls from [@Colaistebride](#) for [#ScholarsIRL](#) this year! Today we had a really interesting discussion about horror and cultural fear.

Teaching on the Scholars 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.

- Tutor, 2017-18 Programme



Laura Finnegan

...

Last tutorial with my fab girls from [@Colaistebride](#) on the [@_AccessEd](#) programme. They were so engaged and had the most wonderfully thoughtful questions. Very excited for their graduation event in [@QUBelfast](#) 🌟👏👩 [#womeninscience](#) [#ScholarsIRL](#)



Danielle Claire OSullivan

...

I was very excited to be part of the [#ScholarsIRL](#) launch yesterday and to have met a wonderful group of young women from [@mercyinchicore](#) I will be working with these ladies for a number of weeks, delivering a course designed around my own PhD research. [#HumanRights](#) [#Law](#) [#policy](#)



Pupil Feedback



I had an amazing experience! I had built up an idea in my head that college was this awful, daunting place standing in between me and the rest of my life! Scholars Ireland showed me that college was totally achievable and there was nothing to fear or dread!

- Pupil, 2019-20 Programme

It was very insightful. I learned a lot and became aware of other things I can do outside of my classes to get into university.

- Pupil, 2018-19 Programme



My Tutor was incredibly helpful when we were in need of strengthening our knowledge. His guidance in our assignments regarding the comments and feedback is greatly appreciated. It was very informative, but he made all of the points understandable.

- Pupil, 2020-21 Programme

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

- Pupil, 2017-18 Programme

I think I am more likely to go to university in the future after I participated in Scholars Ireland because I got a feeling of what university is like. I now know that the effort you put in always helps.

- Pupil, 2019-20 Programme

My tutor was great. I would recommend 10/10. He's very nice and also encourages me to do better at my work which I think is good in a Tutor. When he points out things that I did wrong I don't feel bad. I want to work harder on the next assignment because of it.

- Pupil, 2020-21 Programme



I enjoyed being able to voice opinions, question everything and debate on subjects. It was actually more fun than I expected. I thought it would be similar to lectures rather than fun debates.

- Pupil, 2020-21 Programme

It gave me the courage to work hard to be a student at this university.

- Pupil, 2018-19 Programme

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

- Pupil, 2017-18 Programme



After Scholars Ireland I am interested in college.

- Pupil, 2019-20 Programme

Reflections from AccessEd



Rajbir Hazelwood

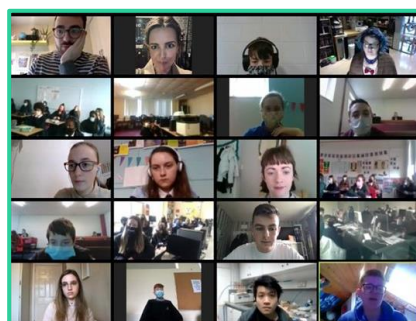
**Co-Founder of AccessEd and
Co-Chair Board of Trustees**

It has been a pleasure to see the Scholars Ireland programme grow and flourish since 2017. As a Co-Founder of AccessEd, I have overseen the programme from the start: what began as a new outreach initiative has now evolved into one of Trinity College Dublin's largest widening participation programmes, reaching over 1,000 young people (and counting) in and around Dublin.

One of the most rewarding parts of being involved in Scholars Ireland to date has been witnessing the impact of the programme on relationships and outcomes. From pupils developing friendships at programme trips, including the first cross-border access activity in Belfast, to researchers coming together to build a community dedicated to social impact through their tutoring. The strength of these relationships has seen PhD researchers return to work on the programme year-on-year, and Scholars Ireland is now well-known and trusted amongst teachers in local schools, helping to facilitate a school-wide conversation on university access. It is wonderful to read the testimonials in this report,

and I am particularly proud to hear from our alumnus Jack who is now studying at university.

Many thanks to the leadership and team at Trinity Access Programmes, and staff past and present at AccessEd for the commitment and hard work it has taken to establish Scholars Ireland. It has always been our vision at AccessEd to support partners to develop sustainable university access programmes for young people in their local communities. Trinity College Dublin has been a fantastic partner and will now be leading on the programme in Dublin. I am looking forward to seeing the impact of the programme grow and adapt to the needs of under-represented students in a post-Covid context, and to continue to work closely with the team to expand our partnerships across Ireland.



Reflections from Trinity Access Programmes

Continued

How have you seen the Scholars Ireland programme evolve over the past 5 cohorts?

It has been wonderful to see Scholars Ireland grow from year to year. Each cohort has ensured the programme goes from strength to strength. We have been able to increase our student capacity, widen our reach and build a community of change-makers who wish to work on widening participation at third level for all groups in society.

Tell us about the impact you have observed the Scholars Ireland programme having on both pupils and Tutors.

Scholars Ireland is now a well-known and trusted programme in our school. Each year we see Teachers and students equally excited to welcome their PhD Tutor into their school community. To see students grow into confident young learners in such a short time, is a testament to their learning relationship with Scholars Ireland. As our Tutors continue their academic careers, we've been so grateful for the contribution of their work on Scholars Ireland. Many report on a direct correlation between their experience on Scholars Ireland and their confidence both in research and teaching skills. To see both sides of our Scholars Ireland community grow in knowledge and confidence has been a huge inspiration to our work.



Daniel McFarlane
Senior Cycle Coordinator at
Trinity Access Programme

How do you see the Scholars Ireland programme developing and growing in future?

The future of access and working with schools will have to adopt a hybrid model. Scholars Ireland has made strides in effective remote delivery for the academic year 20/21. I am confident in our efforts to adapt to the educational needs of future students in a post-covid context as we hope to continue to build our programme to engage with schools and potential college-students.

Tell us about your perspective on the programme model overall and its efficacy.

Scholars Ireland has been a source of positive change and engagement. For my own work and the working relationship, our Teachers have with Trinity Access Programmes. Scholars Ireland has facilitated a whole school conversation on pathways to college as it encourages discussion on progression, undergraduate options and the variety found within third-level institutions. As an Access Worker who attended college via alternative entry routes, each year I see the power Scholars Ireland has on student confidence, self-efficacy and aspirations. Scholars Ireland turns their maybes into positive and affirmative plans, it ensures they are confident learners and trust in their abilities.

I often reflect upon my path to education and how the intervention of a programme like Scholars Ireland could have formed a more confident path to education and a tangible network of progression through the interactions the programme brings. I am inspired by our working partnership with AccessEd as we form into teammates and colleagues. I am proud to see our Tutors bolstered in their research as a result of their work in Scholars Ireland while they begin to return to us, year after year. The aspect I am most proud of is the difference in students and the college-going culture in our schools. As we see our first Scholars Ireland cohort enter third-level, they still report on the difference the programme is still making in their relationship to learning.

Our initial 4 years on Scholars Ireland have created a culture of the converted in our school communities. This new chapter will ensure such an environment can still exist as we adapt to the challenges of today, so we can help create the learners tomorrow.

Reflections from Returning Tutors



Tutor

Sahar Ahmed

Programme

2018-19, 2019-20, 2020-21

Course

Religion and the Law: The Human Right to Freedom of Religion

As a PhD Tutor for AccessEd's Scholars Ireland programme, I have had the immense privilege of teaching some of the brightest young people in Dublin, and I have enjoyed every moment of it! As one of the 'OG' Tutors, who has been on this journey with the team from the start, I have now been placed at five schools across County Dublin, allowing me to have a truly diverse and varied experience of the programme. From schools in Tallaght Community School (Old Bawn and St Mark's) to those placed to serve students in inner city Dublin (Ringsend College), I have had the chance to interact with students from a mix of many different socioeconomic, racial, and religious, backgrounds, and get first-hand knowledge of not only how the secondary school system in Dublin works but also learn about students and their educational and emotional needs, across the board.

To say that my experience of the Scholars Ireland programme has been enriching would be an understatement. I have always enjoyed teaching at the college level and take great pride in making sure my classroom is a safe space of not only learning but also personal growth, but Scholars taught me how to translate that as beneficial for younger students, who need more guidance and attention. Scholars Ireland showed me that if I so wish, there is not only space for me but actually great demand for Teachers like me at the secondary school level, Teachers from non-white backgrounds, who provide crucial representation for the ever-growing and very multicultural school population.

Programmes like Scholars Ireland are vital for the students who take part in them for all the expected reasons - increased access to higher education, non-traditional learning, etc. But the part that tends to get glossed over is how important it is for them to see one of 'their own' as PhD Tutors. And it is exactly the same reason why Scholars Ireland is such a wonderful opportunity for Tutors, it isn't just a means to bolster the CV or get teaching experience. It is a vehicle for change caused directly by us - something that we, as PhD students struggling to have our research valued, don't get to see very often.



Reflections from Returning Tutors

Continued



Tutor

Tereza Mytakou

Programme

2019–20, 2020–21

Course

"He's a Boss, She is Bossy":
Exploring Gender
Stereotypes Through
Language, Literature, and
Culture

During my two years with Scholars Ireland, I had the opportunity to teach a course on gender stereotypes in two secondary schools in Dublin. Both of these years I was assigned to all-boys schools, and upon finding this out the first time, I felt unsure of how to approach the topic I had chosen for my course; would it be meaningful to talk about gender in an all-boys classroom? Would the students be interested in the topic, or would I be met with the resistance that feminist issues are often met with? However, the Scholars Ireland programme was an educative experience not just for my students, but for me as well. I was made aware of my own prejudices regarding the matter – of course the students were more than willing to discuss gender issues, and had a wealth of ideas and experiences to contribute to our discussions – and I also gained valuable experience in teaching about issues which are often controversial and very political, and in creating a safe space for these to be discussed. The Scholars Ireland programme also helped me tailor my research to a more general audience, to break it into simpler steps and concepts so as to make it more accessible, and, in this way, to gain a better understanding of it myself. On the students' part, the final essays that they submitted give testimony to what they gained during this course, not only in terms of content, as they came into contact with a subject which was very new and different to them, but also in terms of developing critical and research skills, which was demonstrated in their analysis of gender stereotypes in cultural texts. Finally, the most important part for me was being able to bring such a topic to this particular target group, a group often excluded from higher education, and this is why I ultimately consider working for Scholars Ireland truly inspiring.



From Pupil to Student

I was a participant in the Scholars Ireland programme when I was in 5th year of secondary school. The programme was presented to us, by our teacher, as an opportunity to work with a PhD student from Trinity and learn all about college standards and practices that we never heard of whilst in school. The subject we worked on was one I never anticipated liking. It was in the realm of taxes and policies and to me, that just was not the most interesting thing in the world. However, as the weeks went on, the topic had a depth to it that I never anticipated and I really enjoyed learning more about it after that. This was along with learning about thesis statements, referencing and proper procedure when structuring academic essays.

Unbeknownst to myself, going through the Scholars Ireland programme would have a huge impact on my own college experience. Despite going into college in a vastly different area than the focus of my essay for the Scholars Ireland programme, it made me aware that not everything you study will be extremely interesting at first sight but with a bit of perseverance you can find the enticement. When I was taking part in the programme, we learned about referencing styles and we received a few tips and tricks to make the process a whole lot easier. At the time, I appreciated them for the purpose of getting the project finished and then completely forgot about them. It wasn't until I started in college and my essays were receiving strong feedback for referencing, while my friends were struggling to get to grips with referencing, that I realised the ways the Scholars Ireland programme had prepared me for college life and acclimating to this whole new world.

Personally, I believe the Scholars Ireland programme's greatest plaudits will come with hindsight. In the moment it is difficult for school students to understand why they are doing something which adds to their workload. It is only with time that the participants become aware of all the skills that the Scholars Ireland programme has equipped them with. The ability to reference, the process of gathering sources that are not Wikipedia, perseverance and submitting work on time.



Student

Jack Keating

Programme

2018-19

Year while participating

5th year



Seed Development

Partnership & Support

Expansion of the Scholars Programme

After the success of our first 5 cohorts in collaboration with our founding partner Trinity College Dublin, we have we are now transitioning to a model of local delivery whereby the Scholars Ireland programme will be directly delivered and managed by Trinity Access Programmes, with the support of AccessEd.

As the Scholars Ireland programme continues to scale, Trinity Access Programmes will remain a member of AccessEd's global network of partners that exists of like-minded higher education institutions and organisations that are committed to AccessEd's mission of increasing access to higher education for young people from under-served backgrounds globally.

We are now looking to scale the Scholars programme and work with new higher education institutions and organisations in the upcoming academic year. Working with additional higher education institutions and organisations will enable us to reproduce the success achieved during the past 4 years and reach more pupils who are high-need and under-served globally.

To achieve the above, we are working toward:

- Exploring additional university partnerships to become part of AccessEd's global network of partners; and
- Exploring additional partnerships with corporate and charity organisations.

Becoming a Partner or Sponsor

To create real impact for young people on their educational journeys, we partner with like-minded higher education institutions and organisations.

We acknowledge that partners possess the knowledge and expertise of their local education system which is required for access to higher education initiatives to thrive. Therefore, we support our partners to develop and launch Scholars programmes that have been tailored to address the needs and challenges associated with the education system in question by leveraging their knowledge and expertise.

Next Academic Year

We are looking for additional higher education partners to reach more young people from the 2021-22 academic year onwards. The benefits for your organisation partnering with AccessEd are:

- Opportunities to explore how we can further target strategic support that aligns with your outreach or Access agenda, particularly in the wake of Covid-19;
- Ability to work with other higher education partners in Ireland and other countries to multiply impact, create economies of scale in support for young people and foster new connections;
- Opportunities to work with us on shaping Scholars programmes in its contribution to education outcomes across Ireland and other countries; and
- Diverse ways to support a whole or part Scholars programmes to keep it accessible to local schools.

Get in Touch

For more information and to discuss opportunities for partnership or running a Scholars programme at your higher education institution, please contact us at hello@access-ed.ngo.

Appendix:

Final Assignment Excerpts

2017–18

Grade

5th year

Tutor

Diego Castillo
Goncalves

Course

The Law on Refugees
Irish and International
Perspectives



2018–19

Grade

2nd year

Tutor

Siobhán Callaghan

Course

Conjuring the Past:
Reading History in
Fiction

Draft a judgement based on the case study provided, and determine whether the person described qualifies as a refugee under the 1951 Refugee Convention.

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. Jeremiah'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...

A refugee, in international law, is defined as a person who is outside their country of origin and, who's 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...

Is authenticity significant to historical fiction?

Hayden writes "The conjuring up of the past requires art as well as information". Thus, this essay will argue that the factual narrative doesn't have to be completely authentic but should be fairly accurate. Firstly, this essay will explore these themes. Secondly, it will explore the theme through the usage of case studies in historical fiction: The Boy in the Striped Pajamas and The Book Thief.

In this essay, history is defined as the past with records, photos or other forms of primary sources and fiction is defined as the art of making a realistic character with a story for the purposes of entertainment. Historical Fiction is the art of making an entertaining story using history as a background and to help the plot progress. The authenticity can help to improve a historical fiction narrative but it could also make the story worse. Textuality is the quality of the text. I believe that historical fiction should have an inherent and cohesive base of historical fact supporting the character and story and its underlying theme.

The Boy in the Striped Pajamas by John Boyne is a story set in during the second world war in Hitler's Nazi Third Reich. This novel created controversy with its "historical inaccuracies". Fundamentally, it shouldn't have to be historically authentic as it is Boyne's personal interpretation of what the anecdotes of a nine year-old boy in Nazi Germany would have been like...

Appendix:

Continued – Final Assignment Excerpts

2019–20

Year

5th year

Tutor

Sahar Ahmed

Course

Religion and the Law:
The Human Right to
Freedom of Religion



2020–21

Year

5th year

Tutor

Oisin Joyce

Course

The Impact of Sports
Concussion on Brain
Health

What makes a 'fundamental' human right, fundamental?

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. The right to education, the freedom of expression and the right to freedom are a few examples of some basic human rights. The United Nations pinpoint the origin of human rights to the year 539 BC. In 1864, a series of rules were established regarding armed conflicts. In 1945, the United Nations was founded. Three years later, there were 30 articles that made up the Universal Declaration of Human Rights. This was the first time it was accepted and recognised, and the first article of this charter states, *"All human beings are born free and equal in dignity and rights"*.

Today, human rights have become a primary concern in the private sector. Also in today's generation, new violations of human rights have surfaced such as the definition of modern slavery. However, up until the 1990s, states were considered to be the main parties responsible for violations. In 2008, the Ruggies Principles were created in order to end violations such as forced labour. The Ruggie Principles has three main pillars to follow: protect, respect and remedy. As well as the three main pillars, it also consists of 31 directives which protect against human rights violations. I included this piece of information about the Ruggie Principles into my essay to help my argument because as I have previously stated, the Ruggie Principles are there to end violations of fundamental human rights...

What happens to the brain when a person suffers one or more concussions?

Such a common and well-known head injury known as the concussion must have a lot of research since it impacts a great amount of people, right? A concussion can show itself in many ways after impact. These signs and symptoms stemming from pre-determined factors such as biological sex and age difference. Many of the problems even arise from each individual. One may have instantaneous signs and symptoms by physically collapsing and vomiting while the other might have disorientation and visible confusion that will slowly present itself. Overcoming a concussion can be a tough process as you cannot rush it, physically, mentally and emotionally. If a being does so, it will only lead to more long-lasting complications in the future.

Even with the awareness of the many signs and symptoms of a concussion, now we need to know how to tackle the healing process of the concussion. The main point to follow is a slow and steady course, casually easing yourself into more physical and mental activities later in the slope, as even events that you may think do not require a lot of energy can further delay the re-development of cognitive function. Due to the brain being split up into distinctive sectors, all playing vital roles in a being, they will have diverse and unique reactions, leading to a domino effect as they play various roles but heavily overlap...

Appendix:

List of Schools, Tutors and Courses

2017-18

School	Tutor	Field	Course Title
Ardscail La Salle/ Tallaght Community School	Juliana Soria	Social Sciences	Fiscal Policy to Improve Diets and Prevent NCDs: From Recommendations to Action
Balbriggan Community School/ St. Mark's	Annie Humphrey	Arts/ Humanities	The Battle of Clontarf 1014CE
Balinteer Community College	Angela Hickey	Social Sciences	Health Psychology: Peer-to-Peer Motivational Interviewing
Colaiste Bride	Catherine Healy	Arts/ Humanities	The Politics of Housework: Domestic Labour Then and Now
Colaiste Bride/ Moyle Park College	Pierce Maguire	STEM	Measuring and Making on the Nanoscale
Loreto College/ Mercy Inchicore	Daryl Hendley Rooney	Arts/ Humanities	'Secret and Distant Freaks': Using and Abusing the Irish Other in Later Medieval Europe
Marian College/ St. Joseph's Secondary School	Julia Savioli	STEM	Renewable Energy
Moyle Park College/ St. Mark's	Diego Castillo Goncalves	Arts/ Humanities	The Law on Refugees Irish and International Perspectives
Tallaght Community School	Miriam Cummins	Arts/ Humanities	Religion and Gender in Contemporary British Theatre

2018-19

School	Tutor	Field	Course Title
Ardscail La Salle	Angela Hickey	Social Sciences	Research in Psychology
Assumption Secondary School	Deirdre McAdams	STEM	Smart Anticancer Agents and Light Activated Chemistry
Balbriggan Community School	Aaron Douglas	STEM	Adipose Tissue Regulation: The Good, the Bad and the Ugly
Balinteer Community College	Susan Byrne	Arts/ Humanities	Women at War in Ireland, 1919-1923
Blakestown Community College	Kyle Martin	Arts/ Humanities	Young Irish and the American Civil War
Colaiste Bride	Diego Catillo Goncalves	Social Sciences	Refugee Law: Irish and International Perspectives
Colaiste Bride	Laura Finnegan	STEM	Crash Course in Gene Therapy
Drimnagh Castle Secondary School/ St Joseph's Secondary School	Juliana Soria	Arts/ Humanities	Health Promoting Taxes in the European Union
Firhouse Community College	Dawn Seymour Klos	Arts/ Humanities	The Real Housewives of Medieval England: Women, Law, and the Middle Ages
Loreto College	Carmen Ortiz	Arts/ Humanities	Dublin: A Multilingual City?
Loreto College/ Mercy Secondary School	Andrew Hill	Arts/ Humanities	The Gods at War: Ancient Religion and the Struggle for the Hellenistic Western Mediterranean
Marian College	Megan Hanlon	STEM	Your Body at War: Insights into Immunology
Marian College/ Westland Row CBS	James Orr	STEM	Who's Eating Who? How Food Webs Can Help Us Save the Planet
Moyle Park College	Laura Whelan	STEM	Exploring the Genetic Causes of Inherited Blindness and Therapeutic Strategies
Old Bawn/ St. Mark's	Sahar Ahmed	Social Sciences	Religion and the Law: The Human Right to Freedom of Religion
Old Bawn/ Tallaght Community School	Amelia McConville	Arts/ Humanities	Experimental Poetry: An Alternative to Tradition?
Old Lady of Mercy Secondary School	Michelle MacMahon	Social Sciences	Personalities in the Workplace
Pobalscoil Iosolde (Palmerstown)	Catherine Healy	Arts/ Humanities	The Politics of Housework: Domestic Labour Then and Now
St Joseph's Secondary School	Siobhan Callaghan	Arts/ Humanities	Conjuring the Past: Reading History in Fiction
St. Mark's/ Tallaght Community School	Julia Savioli	STEM	Renewable Energy

Appendix:

Continued – List of Schools, Tutors and Courses

2019–20 – Autumn Cohort

School	Tutor	Field	Course Title
ArdSCOIL La Salle	Casey Lawrence	Social Sciences	Queer Theory in Practice
Assumption Secondary School	Deidre McAdams	STEM	Smart Anticancer Agents and Light Activated Chemistry
Balbriggan Community School	Daniela Modrescu	Social Sciences	The Vitality of Urban Multilingualism: Languages, People and the City
Balinteer Community College/ Tallaght Community School	Julia Savioli	STEM	Renewable Energy
Blakestown Community College	Deanna Nicdao	STEM	3D Printing: Is it the Next Revolution?
Colaiste Bride	Oisin Joyce	STEM	The Impact of Sports Concussion on Brain Health
Colaiste Bride	Sahar Ahmed	Arts & Humanities	Religion and the Law: The Human Right to Freedom of Religion
Drimnagh Castle Secondary School	Alejandro Criado	STEM	A Taste for Waste
Drimnagh Castle Secondary School	Tereza Mytakou	Social Sciences	"He's a Boss, She is Bossy": Exploring Gender Stereotypes Through Language, Literature, and Culture
Firhouse Community College	Caitlin White	Arts & Humanities	Using the Past to Understand the Present: The Role of History in Public Life
Loreto College	Lynn Mills	Social Sciences	The Dead Sea Scrolls: Mystery, Myth and Legend
Marian College	Hannah Mac Auliffe	Arts & Humanities	A Games of Thrones: Becoming a King in Early Medieval Ireland
Marian College/ Westland Row CBS	Phillip Gavin	Arts & Humanities	What are Companies and When Do They Do Wrong?
Mercy Secondary School	Danielle O'Sullivan	Social Sciences	Sexual Minority Women in Prison in Ireland
Moyle Park College	Claire Carroll	STEM	What Lies Beneath? Using Archaeological Methods to Dig Up Details of the Past
Old Bawn	Mariah O'Doherty	STEM	Metal-Organic Frameworks Combating Climate Change
Old Lady of Mercy Secondary School	Ariel Baptiste	Social Sciences	Refugees and Asylum seekers: A Focus on Mental Health
Pobalscoil Iosolde (Palmerstown)	Gosia Stach	Arts & Humanities	Midwifery and Obstetrics: Understanding Women's Health and Wellbeing
St Joseph's Secondary School	Beatrice Monciunskaitė	Social Sciences	The Quality of Democracy in Contemporary Times
St Joseph's Secondary School	Rebecca Carr	Arts & Humanities	Watch and Learn: What Film Teaches Us About Society
St. Mark's	Dawn Seymour Klos	Arts & Humanities	The Real Housewives of Medieval England: Women, Law, and the Middle Ages
St. Mark's	Monika Pilch	Social Sciences	How can research inform finding solutions to societal problems?
Tallaght Community School	Rebecca Fitzgerald	STEM	Bacteria vs antibiotics: Bacteria, antibiotics and their role in health and disease

2019–20 – Spring Pilot Cohort

School	Tutor	Field	Course Title
Ardgillan Community College	Beatrice Monciunskaitė	Social Sciences	The Quality of Democracy in Contemporary Times
Athy College	Oisin Joyce	STEM	The Impact of Sports Concussion on Brain Health
Le Cheile Secondary School	Hannah Mac Auliffe	Arts & Humanities	A Games of Thrones: Becoming a King in Early Medieval Ireland
Portlaoise College	Caitlin White	Arts & Humanities	Using the Past to Understand the Present: The Role of History in Public Life
Presentation Secondary School	Dawn Seymour Klos	Arts & Humanities	The Real Housewives of Medieval England: Women, Law, and the Middle Ages
Ringsend College	Sahar Ahmed	Arts & Humanities	Religion and the Law: The Human Right to Freedom of Religion

Appendix:

Continued – List of Schools, Tutors and Courses

2020–21

School	Tutor	Field	Course Title
Ardscail La Salle	James Orr	STEM	Who's Eating Who? How Food Webs Can Help Us Save the Planet
Balbriggan Community School	Julia Savioli	STEM	Renewable Energy: Energy for the Future
Balbriggan Community School	Camille Stock	STEM	An Adventure Through Space and (Observing) Time
Balinteer Community College	Jason Mariotis	Arts & Humanities	All Alone? Solitude, Community, the Self
Blakestown Community College	Meabh Hughes	STEM	Radon Induced-Lung Cancer: How Geology is Helping to Prevent It
Colaiste Bride	Eva Burke	Arts & Humanities	Safer to be Feared than Loved: The Reclamation of Violent Female Agency in the Domestic Noir Fiction of Gillian Flynn
Colaiste Bride	Oisín Joyce	STEM	The Impact of Sports Concussion on Brain Health
Drimnagh Castle Secondary School	Alejandro Criado	STEM	Environmental Detective: Investigating the Environment, its Risks and How to Manage Them
Firhouse Community College	Caitlin White	Arts & Humanities	Using the Past to Understand the Present: The Role of History in Public Life
Loreto College	Aisling Durkan	Arts & Humanities	Architecture: Exploring the History of Our Surroundings
Marian College	Peter Cox	STEM	Climate Change and Our Changing World
Mercy Secondary School	Sahar Ahmed	Arts & Humanities	Religion and The Law: The Human Right to Freedom of Religion
Moyle Park College	Tereza Mytakou	Arts & Humanities	"He's a Boss, She is Bossy": Exploring Gender Stereotypes Through Language, Literature, and Culture
Moyle Park College	Kenny Yu	STEM	Phonon, Heat Transfer, and Extreme Thermal Management Solutions
Old Bawn	Clíodhna McHugh	STEM	Obesity and Heart Health: Understanding the Connection
Old Lady of Mercy Secondary School	Lucy Blennerhassett	STEM	An Explosive Relationship: Volcanoes and Climate Change
Pobalscoil Iosolde (Palmerstown)	Dawn Seymour Klos	Arts & Humanities	The Real housewives of Medieval England: Women, Law, and the Middle Ages
Pobalscoil Iosolde (Palmerstown)	Laura Kane	STEM	Cancer: When Good Cells Go Bad
St Joseph's Secondary School	Rebecca Carr	Arts & Humanities	Watch and Learn: What Film Teaches us About Society
St Joseph's Secondary School	Beatrice Monciunskaitė	Arts & Humanities	The Quality of Democracy in Contemporary Times
St Mark's	Jhonattan Baez	STEM	Flesh and Blood, or Not? The Science Behind the Materials Used to Replace Organs and Tissues
Tallaght Community School	Lydia Blake	Arts & Humanities	This is Hell: Justice in Dante's Inferno
Tallaght Community School	Rebecca Fitzgerald	STEM	Antibiotics: The War on Bacteria
Westland Row CBS	Luke Gilligan	STEM	Intelligent Machines: Problem Solving with Machine Learning
Pobalscoil Iosolde (Palmerstown)	Laura Kane	STEM	Cancer: When Good Cells Go Bad
St Joseph's Secondary School	Rebecca Carr	Arts & Humanities	Watch and Learn: What Film Teaches us About Society
St Joseph's Secondary School	Beatrice Monciunskaitė	Arts & Humanities	The Quality of Democracy in Contemporary Times



www.access-ed.ngo



[@_AccessEd](https://twitter.com/_AccessEd)



hello@access-ed.ngo



Kemp House, 160 City Road, London
EC1V 2NX



AccessEd is a charity registered in
England and Wales (#1186355)