# ACCESS AND PARTICIPATION PLAN 2018

## Queensland University of Technology

1. **Equity outcomes and strategies**: for improving outcomes for people from a low SES background.

1. **Key activities**: which will deliver an increase in the access, participation and success of people from a low SES background.

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|  | **Focus** | **Outcomes**  | **Strategies and key activities**  |
| **Pre-Access & Access** | Learning partnerships with schools | Build the aspiration and interest of low-SES students towards tertiary study. Increase low-SES domestic undergraduate participation rates to 14.5% by 2019~ | [Widening participation (WP) programs](https://www.qut.edu.au/about/equity/widening-participation) primarily with 36 low-SES schools (Years 6 – 12) in North Brisbane and Caboolture as part of the Queensland Widening Participation Consortium arrangements, plus another 30 low-SES high schools. WP Programs include Explore Uni on-campus days/camps; in-school curriculum enhancement activities; career development services; encouragement awards for Years 10-12; teacher PD; community and parental engagement activities.  |
| Mature-age (non-school leavers) | As above, with the focus on low-SES mature-age students returning to study | Support [mature-age learners](http://www.bridgetostudy.com.au/) in TAFE and Secondary College bridging pathway courses with career development services; bursaries; learning support; and transition-in services.  |
| Aboriginal and Torres Strait Islander peoples | Increase Aboriginal and Torres Strait Islander undergraduate student representation to 2.0% by 2019~  | The Oodgeroo Unit’s core business includes school visits, community engagement, and Indigenous Scholarships. Complementary WP activities include Murri Futures, career development (dedicated Indigenous Career Counsellor); Indigenous school staff PD; and ensuring all WP programs are Indigenous-inclusive. |
| Inclusive entry processes | As above  | Inclusive entry processes include ATAR bonuses and scholarships for school leavers, mature-age, and Aboriginal and Torres Strait Islander students. The entry processes include the Oodgeroo Unit’s Centralised Assessment and Selection Program. |
| **Participation** | Timely access to support; enhance sense of belonging; inclusive curriculum | Reduce commencing bachelor-degree attrition to 14.9% by 2019~; improve low-SES and Indigenous student retention; inclusive curriculum design.  | Continue to embed WP strategies to support equity and Indigenous groups in (1) Orientation programs (including Oodgeroo Unit’s Pre-Orientation Program); (2) [Student Success Program](https://qutvirtual4.qut.edu.au/group/staff/student-support/enabling-student-success/progress-and-outreach) activities (including first year experience, peer programs, and monitoring of student progress); (3) student support services including [Support for Learning](https://qutvirtual4.qut.edu.au/group/staff/teaching/student-success-and-retention/services); Counselling and Welfare; Disability Services; and [Equity Scholarships Scheme](https://www.qut.edu.au/study/fees-and-scholarships/scholarships-and-prizes/equity-scholarships-scheme) aimed at improved retention and success. The Oodgeroo Unit provides dedicated student support such as Indigenous Scholarships; learning support; and cultural support. Continue focus on inclusive curriculum design including embedding Indigenous Knowledges.  |
| **Attainment & Transition out** | Preparation for graduate employment. | Low-SES student participation in graduate capability building activities to be on a par with overall outcomes.Low-SES student employment outcomes to be on a par with overall outcomes. | Encourage low-SES and Aboriginal and Torres Strait Islander student participation in [Career Development and Engagement](https://qutvirtual4.qut.edu.au/group/staff/teaching/student-success-and-retention/services#h2-1) capacity- building activities including: developing graduate capabilities in curriculum (e.g. capstone courses); access to Work Integrated Learning (financial support); career development services including career mentoring scheme; and leadership development programs including peer leader roles. Develop a stronger focus on employment outcomes for low-SES students.  |

~ As outlined in the [QUT Blueprint](https://cms.qut.edu.au/__data/assets/pdf_file/0013/71113/qut-blueprint.pdf).

1. **Evaluation**: how the university plans to evaluate the effectiveness of the equity strategies.

The strategies outlined above will be evaluated at both activity-specific and whole of program levels:

* Activity-specific: (1) monitoring scope and reach; (2) impact on attitudes (student, teacher, adult, parental and community feedback and surveys); (3) behavioural outcomes (participants’ application, attrition or progression rates).
* Whole of program: (1) progress towards parity in access and retention targets outlined above; (2) best practice case studies; and (3) Queensland-wide, Consortium-related applications/offers/enrolment data-tracking - trend data with focus on changes in school outcomes.
1. **Partnerships and collaboration**: who the university will partner and collaborate with and how this will improve equity performance

The university will continue existing collaborative partnerships with:

* Identified low-SES primary and secondary schools (including parents/school community);
* TAFE Qld (Brisbane);
* Adult Learner Network;
* Other Queensland universities (through the State-wide WP Consortium);
* Multiple Indigenous community organisations;
* The Pasifika community; and
* The Smith Family.

Four of these partnerships have formal Memorandums of Understanding.