

# ACCESS AND PARTICIPATION PLAN 2018



## Queensland University of Technology

- 1 **Equity outcomes and strategies:** for improving outcomes for people from a low SES background.
- 2 **Key activities:** which will deliver an increase in the access, participation and success of people from a low SES background.

|                             | 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.<br>Increase low-SES domestic undergraduate participation rates to 14.5% by 2019~                              | <a href="#">Widening participation (WP) programs</a> 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 <a href="#">mature-age learners</a> 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) <a href="#">Student Success Program</a> activities (including first year experience, peer programs, and monitoring of student progress); (3) student support services including <a href="#">Support for Learning</a> ; Counselling and Welfare; Disability Services; and <a href="#">Equity Scholarships Scheme</a> 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.<br>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 <a href="#">Career Development and Engagement</a> 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](#).

**3 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.

**4 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.