

ACCESS AND PARTICIPATION PLAN 2018

The University of Adelaide

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

Improve retention rates of our undergraduate commencing students particularly those from low SES, Indigenous, Rural and non-traditional backgrounds.

Progress Indigenous enrolments and completions toward the 2023 2% parity target as follows:

	2015	2016	2017
ATSI Enrolments	250	261	272
ATSI Completions	48	54	N/A

The Karnkanthi Indigenous Education is a talent development program that offers high level support to ensure the success of high achieving senior secondary Indigenous students and prepares them for university study. Karnkanthi continues to grow its numbers since its initial launch in May 2017. Currently there are 23 students participating in the program, engaging 20% of the current SACE Indigenous cohort, supporting their ambitions for higher education.

Children's University Australia (CUA) builds attainment and aspiration within low-SES communities developing, self-agency, attainment, capabilities and aspirations and demonstrating to young people from primary through to secondary school that university study is possible, practical and achievable. Activities showcase beyond school learning opportunities and are designed to be innovative, engaging and fun, instilling the knowledge that learning happens everywhere. The program draws on the many resources of both the university sector and business sector to link young people to a wide range of learning experiences and future study pathways.

Succeed@Adelaide provides a series of engagement strategies for improving retention rates of our undergraduate commencing students particularly those from low SES, Indigenous, Rural and non-traditional backgrounds.

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

CUA works collaboratively with community and cultural institutions, supports the development of school based clubs and activities, runs holiday programs and provides many opportunities to engage parents and communities in the education of young people. These learning opportunities also provide disruptions to young people's learnt cultures of family and place, so that educational pathways and career goals outside of these norms are seen as viable and achievable.

CUA offers superior educational experiences to children outside of school and recognises their achievements through the award of formal certificates. The model leverages local educational and learning activity providers such as, sporting clubs, councils, museums, zoos, galleries, airports, universities, festivals, community organisations and school clubs. Each child (5-14) is issued with a *Passport to Learning* in which the hours of participation for each activity are recorded. Credits are accumulated, and when they reach the hours needed to graduate from CUA, children are awarded

with certificates at a formal graduation ceremony held in high profile locations, such as Bonython Hall at the University of Adelaide.

The opportunities for learning content are limitless and can include science, biology, farming, arts and culture, maths, coding, biometrics, physiology, law, commerce and much, much more. However, the one thing all Learning Destinations have in common is that the learning activity offered must connect with actual university courses and future study pathways.

For students between the ages of 15-18 CUA will offer a Portfolio to Innovation and Leadership which includes the *Passport to Volunteering*. Students will be involved in workshops at the University to explore social and personal capabilities and strengths, leadership skills, event management, innovation and entrepreneurship, mentoring, volunteering and future career opportunities. The students will take this learning back to their school to put it into practise by developing programs based on the workshops.

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

Wirltu Yarlur have commenced undertaking formal measurements of the recently implemented Wirltu Yarlur Student Success plans that identify goals and strategies for each student for their university years. These studies will explore the longitudinal impact of these plans, focus on the impact on attrition rates for Indigenous students. The aim is to inform further support models and best practice model for Indigenous student success and retention

CUA quantitative and qualitative data is collected annually and comparison of participation and impact data is shared, and reported on, through the national network of CU centres. CUA also contributes to evaluations of the program globally. The CUA Advisory Board monitors KPIs and reviews the targets, impact, growth and success of the program. An independent evaluation is planned for 2018-2019.

Succeed@Adelaide is evaluated and reported to the Student Retention and Success Committee and the University Learning Committee. Comparison of retention rates from previous years and performance data of students are key indicators of success.

4 Partnerships and collaboration: who the university will partner and collaborate with and how this will improve equity performance.

The Office of Academic and Student Engagement manages the University's relations with TAFE SA which includes pathways and articulation and Domestic Dual Offers. This provides students that don't currently meet the direct entry requirement, don't have funds, or are unable to commit to a 3-4 year degree, with a more achievable entry point into higher education. A Certificate IV from TAFE SA or other registered training providers allows entry into many of the university's programs and students can also usually gain credit towards their studies, saving them time and/or money.

Wirltu Yarlur have agreed on a partnership extending over three years as a Major Partner for the PCL Aboriginal AFL Academy (AAA) Program. This is a huge step for The University of Adelaide, which not only increases its profile within the Indigenous South Australian community, but contributing further to close the gap. The University of Adelaide, over the next three years, will support the next young Indigenous leaders within the AAA to empower, inspire and transition into University

CUA works closely with community, schools and other government and non-government organisations to develop beyond school learning opportunities to support the development of aspirations, self-belief, self-efficacy, curiosity, confidence, social capital and a love of learning, whilst boosting achievement and improving life choices. CUA continues to grow its national footprint, partnering with like-minded universities to improve equity outcomes throughout Australia.