Griffith University has long standing commitment to providing access to tertiary education for students who would not normally have an open path to university, and to supporting these students to succeed at university. This commitment is affirmed in by [Griffith University’s Strategic Plan (2018 – 2019), Academic Plan (2017 – 2020), the [Equity, Diversity and Inclusion Plan (2018 – 2019)](https://www.griffith.edu.au/__data/assets/pdf_file/0028/533278/FINAL_Equity-Diversity-and-Inclusion-Plan-2018-2019.pdf) and the Reconciliation Action Plan (2016 – 2018)](http://www.griffith.edu.au/about-griffith/plans-publications).

The Griffith Access and Participation Plan (a Department of Education and Training requirement) supports these plans through the Higher Education Participation and Partnership Program (HEPPP). The Plan outlines Griffith’s suite of strategies for increasing access, participation, retention and success for people from low socioeconomic status (LSES) backgrounds and First Peoples. Griffith’s holistic approach to equity means our strategies encompass intersectionality and so include LSES students and First Peoples who also identify as belonging to other under-represented groups in Higher Education including Maori and Pasifika students, students from regional and remote backgrounds, students with disabilities, and students from non-English-speaking backgrounds including refugees and migrants.

Griffith’s catchment including the outer suburbs of Brisbane, the City of Logan, the City of Gold Coast and Northern NSW has significant proportions of LSES families, and historically low rates of higher education participation. In addition, the 10,000 students who study at Griffith fully online include a significant proportion of LSES students and First Peoples.

The University’s commitment to improving educational outcomes for people from LSES backgrounds or other under-represented groups will be extended in 2019. In 2018, Griffith reviewed the current HEPPP strategies across the entire student life-cycle and will undertake in 2019 to consolidate, innovate, evaluate and renew its programs.

Enhancing this work is Griffith’s investment in digital learning programs and support services for those LSES students studying fully online. Griffith recognises the power of online learning to transform opportunities for students from under-represented groups by delivering more accessible, personalised and flexible learning and support services into local communities, particularly for those students who need to balance carer, work or other responsibilities with study.

HEPPP activities and strategies are underpinned by collaborative partnerships across the University so HEPPP-funded initiatives are further enhanced by existing core activities funded through relevant areas including Academic Administration (which includes Student Services and Student Success Unit), Academic Groups or faculties, Learning Futures- Griffith’s academic development unit and through our commitment to increasing opportunities for work-integrated learning and other initiatives to enhance student employability.

The suite of strategies supported by HEPPP and this plan are overseen by the Deputy Vice Chancellor (Academic) and the Deputy Vice Chancellor (Engagement) in conjunction with a dedicated Advisory Group which includes members from the University’s Equity Committee, Student Support Services, the Academic Groups, the First Peoples student support unit, GUMURRII, and student representation.

A proportion of HEPPP funds supports strategic pilot projects which foster innovative approaches to address emerging priorities or the changing needs of under-represented groups, across the University and the student life-cycle that fit within HEPPP guidelines. Each project will be evaluated to measure its potential impact on student outcomes before extending further. The Deputy Vice Chancellors (Academic) and (Engagement) and the Advisory Group will oversee these activities, including their evaluation.

The information below outlines strategies across the student lifecycle: pre-access, access, participation, and progress and attainment. Details of our evaluation strategies, partnerships and KPIs are also listed. Further information is available at [www.griffith.edu.au/about-griffith/corporate-governance/plans-publications](http://www.griffith.edu.au/about-griffith/corporate-governance/plans-publications)

# Griffith’s Access and Participation Strategy at a glance