



Higher Education Participation and Partnerships Program (HEPPP)

Access and Participation Plan 2019

Overview

Your university is asked to provide an Access and Participation Plan (the Plan) that provides an overview of your institution's strategies for increasing the access, participation and success for people from a low socio-economic status (SES) background for 2019. The Plan should not exceed two pages.

Your university may draw on information from any existing equity plan/s to complete the Plan for 2019. The Plan does not need to be limited to equity initiatives funded by the HEPPP. If your university has an existing plan it is using for 2019 that addresses the information sought, you may provide it in place of the template at [Appendix A](#).

All universities' Access and Participation Plans will be published on the Department of Education and Training website.

Access and Participation Plan

The Plan should include the following topics (template attached):

- 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.
- 3 **Evaluation:** how the effectiveness of the equity strategies will be evaluated.
- 4 **Partnerships and collaboration:** who the university will partner and collaborate with and how this will improve equity performance.

Student life cycle

The Plan could address the stages in the student life cycle and key activities at each stage that support access and participation (refer [Appendix B](#)). The student life cycle is:

1. Pre-access (outreach to schools and communities)
2. Access (pre-entry and admissions)
3. Participation (transition and progression during studies)
4. Progress and attainment (successful completion and preparation for graduate employment).

Further information is located at: *Section 1.3.1 – The Equity Initiatives Framework* (p.7-10) in the report, 'Evaluation of the HEPPP'¹ that is published on the department's website at: www.education.gov.au/heppp-evaluation.

Commonwealth funding

The 2019 funding provided under the Higher Education Participation and Partnerships Program to the university to support equity strategies is to be expended in the 2019 year and in accordance with the Other Grants Guidelines (Education) 2012 (the Guidelines). Under Section 41-40 of the *Higher Education Support Act 2003* funds not spent in accordance with the Guidelines will become a debt due to the Commonwealth and recoverable as a debt or by adjustment from future payments.

Reporting for 2019

¹ ACIL Allen Consulting 2017, Evaluation of the Higher Education Participation and Partnership Program, Melbourne.

The university will be asked to report on the outcomes achieved for the annual period funded under the HEPPP Participation component and to report the expenditure of the HEPPP funds against each activity. A reporting template will be provided by the end of the year for submission in 2020 and should include results against the universities 2019 Access and Participation Plan.

Data Summary

The report to the department is to include data collected for each activity throughout 2019 to support the statistical analysis of the impact of the HEPPP. To capture individual students/staff/schools who participated in equity activities your university is asked to record the number of students/staff/schools, rather than the number of contacts made (this will avoid duplicate counting).

To enable your university to report on its activities through data collection in 2019, a data summary template is provided at [Appendix C](#). This is included in the 2019 HEPPP Participation component report template.

Submission of the Plan

Please email the university's Plan to equity@education.gov.au by **31 March 2019**.

Enquiries

Any questions should be emailed to: equity@education.gov.au.

GRIFFITH UNIVERSITY ACCESS AND PARTICIPATION PLAN 2019

Equity outcomes and strategies: for improving outcomes for people from low SES backgrounds

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 \(2018 – 2019\)](#) and the [Reconciliation Action Plan \(2016 – 2018\)](#).

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

Griffith's Access and Participation Strategy at a glance



Pre-access

- **High Schools Outreach**, including Career information, educational partnerships
- **Cohort-specific activities** to support students such as Pasifika, students with disabilities, refugees and migrants, out-of-home-care leavers, parents
- **Building First Peoples**, including GUMURRII outreach activity, enabling programs, scholarships and admissions schemes
- **Mature-age strategy** including outreach, STAT subsidies, alternative pathways advice



Access

- **First Peoples** access and participation programs
- **Pathways and admissions** programs e.g. Logan Direct Admission for adults, Educational Assistance Scheme, equity scholarships
- **Pre-enrolment programs** e.g. First Peoples strategies; English-language support activities; Tertiary Preparation Programs; Orientation and Transition Programs
- **Retention programs** to assist students e.g. Mentoring@Griffith, PASS, academic workshops, cohort specific activities, scholarships, and Library Learning support



Participation

- **Supporting LSES and First peoples student success through wrap around services** such as GUMURRII Student support unit for First Peoples; Equity support; Health and wellbeing activities, welfare support, leadership programs and disabilities support
- **Retention programs** e.g. Mentoring@Griffith, PASS, academic workshops, cohort specific activities and Library Learning support
- **Financial support** through Welfare Officers, bursaires and scholarships



Progress and attainment

- The University has an **Employability Strategy** across the whole student life-cycle to prepare students for graduation and employment. This enables students to develop skills that will support relevant work experience while studying (improving retention and progression) and to provide opportunities that contribute to graduate attributes and graduate employment. **Initiatives includes** curriculum-embedded careers content, advisory services, Griffith's employment agency UniTemps, internships, Work-integrated learning, leadership programs, cohort-specific programs for students with disabilities and refugee/migrants.

Appendix B: Equity Initiatives Framework: Student Life Cycle Stages

The Access and Participation Plan could address the stages in a student's life cycle and include listed activities to deliver support equity outcomes.

Activity ↓	Equity Initiatives Framework Stage										HEPPP component		
	Pre-Access						Participation		Attainment				
	Primary school	Secondary Yr 7-10	Access				First year students	Progression during studies	Completion	Graduate destinations	Partnerships	Participation	National Priorities Pool
			Secondary Yr 11-12	VET	Mature age	School leavers							
Aspiration raising - pre-entry university experience		✓	✓	✓	✓	✓					❖●	●	▲
Aspiration raising – non-university experience	✓	✓	✓	✓	✓	✓					❖●	●	▲
Careers advice		✓	✓	✓	✓	✓	✓	✓	✓		❖●	❖●	▲
Mentoring, peer support		✓	✓				✓	✓			❖●	❖●	▲
Academic preparation/support	✓	✓	✓		✓	✓	✓				❖●	❖●	▲
Professional development		✓	✓				✓	✓	✓	✓	❖●	●	▲
Parent/community information/support	✓	✓	✓				✓				❖●	●	▲
Other outreach	✓	✓	✓	✓	✓						❖●	●	▲
Pre university qualification pathway				✓	✓	✓						❖●	▲
Foundation programs for extra academic skills				✓	✓	✓						❖●	▲
Inclusive entry processes				✓	✓	✓						❖●	▲
Orientation programs							✓	✓				❖●	▲
First year transition programs							✓					❖●	▲
Scholarships				✓	✓	✓	✓	✓				❖●	▲
Inclusive course design/pedagogies				✓	✓	✓	✓	✓				❖●	▲
Alternative exit programs												❖●	▲
Monitoring student progress							✓	✓	✓	✓		❖●	▲
Employment support pre-completion							✓	✓	✓			❖●	▲
Employment support post-completion										✓		❖●	▲
Monitoring/evaluation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	❖●	▲
Research	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	❖●	❖●
Enhancing program implementation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		●	❖●

Note: ❖ indicates an activity that achieves the objective of this HEPPP component. ● indicates an activity that can be funded from this program component. ▲ indicates activities that can be the subject of research or innovative trials under the HEPPP National Priorities Pool

SOURCE: DEPARTMENT OF EDUCATION AND TRAINING 2016. From Report to Department of Education and Training 16 March 2017 Evaluation of the HEPPP (ACIL Allen Consulting).

Appendix C: HEPPP Participation Component - 2019 Data Summary

Griffith

DATA SUMMARY											
Please provide final figures for 2019 for each type of activity in the table below. The count of the number of staff/students/schools against each activity should not be the number of contacts made but rather the number of individual staff/students/schools that participated.											
ACTIVITY TYPE – Equity Initiatives Framework: activities	Number of Activities	Primary School Students	Secondary School Students	University Students	School Staff	University Staff	Primary Schools	Secondary Schools	Other [describe]:	Other [describe]:	TOTALS
Aspiration raising – pre-entry university experience											
Aspiration raising – non-university experience											
Careers advice											
Mentoring, peer support											
Academic preparation/support											
Professional development											
Parent/community information/support											
Other outreach											
Pre-university qualification pathway											
Foundation programs for extra academic skills											
Inclusive entry process											

DATA SUMMARY											
Please provide final figures for 2019 for each type of activity in the table below. The count of the number of staff/students/schools against each activity should not be the number of contacts made but rather the number of individual staff/students/schools that participated.											
Orientation programs											
First year transition programs											
Scholarships											
Inclusive course design/pedagogies											
Alternative exit programs											
Monitoring student progress											
Employment support – pre-completion											
Employment support – post-completion											
Monitoring/evaluation											
Research											
Enhancing program implementation											
TOTALS											