

ACCESS AND PARTICIPATION PLAN 2019

The University of Adelaide

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

The University of Adelaide's Equity and Participation Plan is underpinned by the new Strategic Plan; [Future Making](#), which describes the University's commitment to pursue an agenda of equity and access, nurture talent from a greater number of sources (first-in-family, regional, Indigenous, mature-aged and online) and serve a more diverse student body. Access to a University of Adelaide experience will therefore be expanded to satisfy the growing need for higher education in tomorrow's society. Success and retention will be addressed through reconsideration of curriculum and pedagogy, increasing opportunities for work integrated learning and study abroad, improving teaching and learning spaces, providing access to clubs, societies and social activities and access to high-quality academic and pastoral support.

The University's Retention and Success Plan, Tarrkarri Tirkka (Future Learning), New Curriculum Futures, Mental Health Strategy, Equity and Diversity Strategy and Student Experience Framework all contribute to the following shared outcomes for access and participation;

- encouraging aspirations and capacity to access higher education
- improved access through inclusive entry processes that look beyond traditional ATAR-based entry, a scholarship program targeted at inclusion, access and excellence and supported pathways
- increased participation, success and retention through robust pastoral, peer and academic support programs along with provision of extra-curricular activities and an increased sense of student belonging
- greater attainment and graduate success through improved curriculum design, career development and flexible entry and exit points.

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

Pre-access

In addition to presentations and workshops throughout Regional SA, undertaken by the Domestic Recruitment Team: Children's University Australasia

- 5-14 year olds: Passport to Learning, showcasing activities beyond school learning linking young people to a wide range of learning experiences and future study pathways. Students participate in a graduation ceremony and parents and teachers are also engaged in activities.
- 15 – 18 year olds: Portfolio to Innovation and Leadership (and Passport to Volunteering), a volunteer program in which students participate in workshops to explore their capabilities and strengths, leadership skills, event management, innovation and entrepreneurship, mentoring, volunteering and future career opportunities.

Wirltu Yarl

- Year 7-10: Wirltu Yarl delivers Marni Wingku, an immersive on-campus program for Aboriginal and Torres Strait Islander high-school students.
- Year 11-12: Karnkanthi Indigenous Education program which builds education capacity, develops resilience for Indigenous students and prepares them to succeed when attending university through provision of resources, tutors and an end of year celebration. Wirltu Yarl also partner with the Aboriginal AFL Academy, the SA Netball Academy and the SA Aboriginal Sport Training Academy (SAASTA) to engage with students.

Access

- Aboriginal & Torres Strait Islander Access Scheme; providing access to students who may not have otherwise qualified for university entrance (both school leavers and non-school leavers).
- Scholarships for low-SES students and entry schemes that are not reliant on the ATAR alone
- University Preparatory Program (UPP); a free one year program to assist those that have never been to university or have not studied for a long period of time, prepare for and gain entry to the University.
- Dual Offer pathways, entry and credit arrangements with TAFE SA (VET provider)

Participation

- Orientation and re-orientation programs at the start of each semester, showcasing social opportunities, academic and pastoral support services as well as parent information sessions
- Availability of enrolment sessions, student advisors and tertiary transfer information
- Academic Support through PASS, Maths Learning Centre, Writing Centre
- Pastoral Support including counselling, disability and elite athlete support services
- Faculty based support and peer mentor programs
- Succeed@Adelaide
 - Phone and email referrals to support services based on demographic and/or behavioural triggers (i.e. low participation, non-attendance or poor grades for undergraduate commencing students)
- Wirltu Yarlū
 - Student Success Strategy; during selections, students are provided tailored support focusing on malleable and stable characteristics from an early intervention standpoint to address any barriers to accessing Higher Education
 - General support which includes academic mentoring, administrative support (enrolment, academic progress, student kitchen, examination, scholarships, culturally appropriate study spaces and student life programs)
 - Tailored orientation program that does not duplicate that offered by the mainstream university

Progress and Attainment

- Monitoring of student academic performance through the Academic Progress process
- Provision of the Adelaide Graduate Award, study abroad opportunities (grants available) and Work Integrated Learning throughout programs
- Careers support through mentoring, a careers expo, online and face-to-face resources

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

A range of evaluation processes are in place, dependant on the particular activity;

- CUA quantitative and qualitative data is collected annually and comparison of participation and impact data is shared through the national network. 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 2019 dependant on funding.
- Wirltu Yarlū undertake formal evaluation of the 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, focusing 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.
- 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.

Monitoring and KPI tracking is undertaken under the auspices of the related Plans and Strategies noted in section one as well as through standard evaluations such as the Student Experience Survey. All strategies that employ HEPPP funding are reported on through the Final Report.

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

Along with community, industry and government departments, the University of Adelaide partners with the following organisations in the delivery of the above initiatives to reach a greater number of students and leverage existing programs:

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| • Metro and regional schools | • SAASTA | • QS |
| • Power Community Limited | • Netball SA | • TAFE SA |