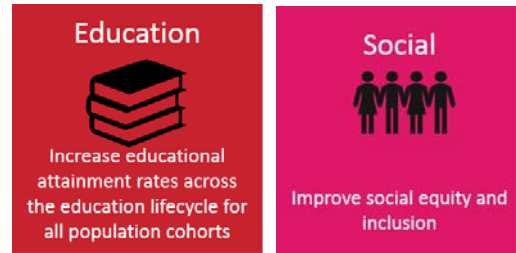


# Access and Equity Plan 2019

University of Tasmania



## Equity outcomes and strategies

- All Tasmanians can aspire to higher education
- Access to, and participation in, University study is not limited through location or background.

*Situation: 31.3% of Tasmanians are in the most SES quintile of Australians (Commonwealth Grants Commission, 2017). Tasmania has the highest percentage of 15-75 year olds with an educational qualification Year 10 or below (ABS, 2016), with these figures regionally nuanced. Only 71.5% of students remain at school until year 12 (RoGS, 2017).*

Our access and participation strategies span three phases:

Pre-access: Design, implement and evaluate a programme of purposeful access and participation initiatives (in-reach and out-reach) that encourage a love of learning, build aspiration and connect young people and families to the University of Tasmania

Access and Transition: Enable students' access to, and preparedness for, university study through an orientation and transition experience that recognises a diversity of student backgrounds

Retention and Success: Provide an inclusive, supportive and engaging environment to enable students to succeed in their university studies

Key activities are outlined on the table overleaf. Evaluation is embedded into programs and go beyond numbers to investigate impact through data connection and longitudinal tracking.

*Key University Level Plans*

[University of Tasmania Strategic Direction](#)  
[Student Experience Strategy 2016-2020](#)  
Schools Engagement Plan

[Strategic Plan of Aboriginal Engagement](#)  
Retention and Success Strategy 2018-22  
Peter Underwood Centre Strategic Plan

## Partnerships and collaborations

The University partners and collaborates with a wide range of organisations in delivering its Access and Participation Plan and key strategies. These include:

- State Government through the partnership agreement; and the [Peter Underwood Centre for Educational Attainment](#)
  - The Tasmanian Department of Education (DoE) inclusive of Learning Services (North and South), My Education Team and Educational and Performance Review; Libraries Tasmania (including use of premises and learner support);
- Schools, Colleges and skill centres across the public, catholic and independent sectors;
- TasTAFE - joint outreach activities, pathways and articulation arrangements
- Community groups including; Neighbourhood Houses, TasCOSS, Smith Family, Salvation Army (Communities for Children), Social Action Research Centre (SARC)
- Industry and Business through Course Advisory Committees, research and student work placements, scholarship support
- Local government including Launceston and Hobart City Deals, Devonport Festival of Learning, Burnie BIG, Education and West Coast council.
- Over 150 [public learning destinations for Children's University](#)

These partnerships improve equity performance through joint work in identifying low SES learners who can benefit from programs, design and implementation of programs and activities, targeting of initiatives and joint bids for development and project funding. External partners also participate in University committees (e.g. Schools and Community Engagement and Peter Underwood Centre Advisory Committees and the North West Advisory Board).

## Key activities and Evaluation:

	Strategy	Key Activities	Evaluation
Pre-access	Design, implement and evaluate a programme of purposeful access and participation initiatives (in-reach and out-reach) that encourage a love of learning, build aspiration and connect young people and families to the University of Tasmania	<ul style="list-style-type: none"> <li>• <a href="#">Children's University</a> <i>Yrs 4-8 focus on low SES/rural schools</i></li> <li>• <a href="#">A-Lab</a> outreach through Peter Underwood Centre with DoE <i>Low SES and regional focus</i></li> <li>• University <a href="#">Students in Schools</a> <i>Yrs 5-8, focus low SES and rural schools</i></li> <li>• <a href="#">Residential Summer School</a> <i>Year 10; Focus on low SES schools</i></li> <li>• Creating my Career and Discover My Career – with DoE; TasTAFE <i>Yrs 9-10; South, North, NW</i></li> <li>• Immersive experiences/Taster Days <i>Yrs 9-10 South, North, NW</i></li> <li>• Immersive experiences/Master classes <i>Year 11/12 South, North, NW</i></li> <li>• Discipline specific aspiration raising activities eg <i>Science and Engineering Investigation awards – State-wide</i></li> </ul>	<p>Longitudinal mixed methods evaluation and data linkage with DoE (including attendance data at school)</p> <p>Surveys and student/school feedback; Reach and participation figures; longitudinal follow up re impact</p> <p>Surveys and student/school feedback; Reach and participation figures.</p> <p><i>Plus (for all initiatives):</i> Monitoring of patterns of engagement of individual schools and longitudinal patterns of applications and enrolments at University</p>
Access and transition	Enable students' access to, and preparedness for, university study through an orientation and transition experience that recognises a diversity of student backgrounds	<ul style="list-style-type: none"> <li>• Residential Summer College <i>Year 11; Focus on low SES/regional</i></li> <li>• <a href="#">University Connections</a> Program/<a href="#">High Achiever</a> Program <i>Year 11/12 State-wide</i></li> <li>• <a href="#">Uni-hubs</a> <i>Claremont College; Newstead College</i></li> <li>• <a href="#">University Preparation</a> Program <i>Builds skills and confidence to prepare student for university study</i></li> <li>• <a href="#">murina</a> Program <i>Preparation program for Aboriginal and Torres Strait Islander students</i></li> <li>• <a href="#">Foundation Units</a> <i>To achieve necessary pre-requisites</i></li> <li>• <a href="#">Welcome program</a></li> <li>• <a href="#">Transition support</a> through <a href="#">UniStart</a></li> <li>• Student Advisors</li> <li>• Scholarships and bursaries</li> <li>• <a href="#">University College</a> programs <i>New pathways into tertiary study</i></li> <li>• The <a href="#">Northern Transformation</a> project</li> </ul>	<p>Student numbers; Schools involved; Surveys, feedback from students/schools/applications and enrolments from students engaged in these programs/success of students</p> <p>Student numbers; Transition into university from access programs Success of students from access programs Student feedback</p> <p>Student numbers; Student feedback/annual student services quality survey; % of students retained to census and succeeding</p> <p><i>Plus (for all initiatives):</i> Numbers of low SES and equity students accessing pathways into university</p>
Retention and success	Provide an inclusive, supportive and engaging environment to enable students to succeed in their university studies	<ul style="list-style-type: none"> <li>• <a href="#">Support for learning</a></li> <li>• <a href="#">Student Success program</a></li> <li>• <a href="#">PASS (Peer Assisted Study Sessions)</a></li> <li>• Peer mentoring and support via Drop-In Services and UTASLife</li> <li>• <a href="#">Student Advisers</a> <i>Monitoring student engagement; Early intervention</i></li> <li>• <a href="#">Support for equitable access for learning through disability services</a></li> <li>• <a href="#">Riawunna</a> A culturally safe space for Aboriginal and Torres Strait Islander students to study, access academic and cultural support and be a part of a dynamic community.</li> <li>• <a href="#">Leadership</a> and <a href="#">volunteering</a> opportunities</li> <li>• <a href="#">Employability and career</a> development</li> <li>• 24/7 <a href="#">Library access</a></li> <li>• <a href="#">Student lounges</a> with cooking facilities</li> </ul>	<p>Monitoring of student progress through Business Intelligence (BI)</p> <p>Leveraging BI to identify need for early intervention, and monitoring success</p> <p><i>Plus (for all initiatives)</i> Student feedback (eg eVALUate; Service Quality; Library survey)</p> <p>Numbers of students accessing services</p> <p>Longitudinal data on number of students graduating from low SES and equity groups</p>