

**Appendix A: University of Technology Sydney, Access and Participation Plan 2019**

THEME	Building Educational Aspiration and Attainment	WIDENING ACCESS	TRANSITION, RETENTION AND SUCCESS	INCLUSIVE COMMUNITY	TRANSITION OUT
<b>TARGET GROUPS &amp; COLLABORATION</b>	<ul style="list-style-type: none"> <li>• Low SES secondary school students, teachers and parents</li> <li>• Indigenous students, parents &amp; community</li> <li>• Department of Education NSW</li> <li>• Community NGO's</li> <li>• Universities</li> <li>• UTS Faculties Institutes and Centres</li> </ul>	<ul style="list-style-type: none"> <li>• Low SES secondary school students and leavers</li> <li>• Low SES non-current school leavers</li> <li>• Low SES Refugees (Agencies, NGOs, Universities)</li> <li>• Low SES Care Leavers (Agencies, Government and NGOs)</li> <li>• UTS Student Admissions Unit and Faculties</li> </ul>	<ul style="list-style-type: none"> <li>• Commencing low SES students</li> <li>• UTS Student Services Unit</li> <li>• UTS Interactive Media and Learning First Year Experience Program</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing UTS students</li> <li>• UTS Faculties and Staff</li> <li>• UTS Student Societies and Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• UTS low SES students (throughout years of study)</li> <li>• Graduates</li> <li>• UTS Careers</li> <li>• UTS Faculties</li> <li>• Employer groups and professional associations</li> </ul>
<b>OBJECTIVES &amp; OUTCOMES</b>	<p>Encourage aspiration for university study, well before the point of enrolment, through an integrated suite of programs developed in partnership with targeted schools, TAFE's and communities.</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved student academic preparedness and outcomes</li> <li>• Increased students' awareness, confidence and motivation toward higher education</li> <li>• Increased teacher, school and community capacity</li> <li>• Increased student and family knowledge about higher education</li> <li>• Sustainable and effective community and stakeholder partnerships established</li> </ul>	<p>Expand and strengthen access schemes and admission pathways into UTS for school leavers and non-current school leavers to assist low SES students gain access to university.</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased access to study at UTS for school leavers from low SES backgrounds recognising academic potential beyond ATAR attainment through Access Schemes</li> <li>• Increased access to study at UTS for non-current school leavers from low SES backgrounds recognising academic potential beyond ATAR attainment through Access Schemes</li> <li>• Improved recognition of prior learning for entry of non-current students to study at UTS</li> <li>• Increased participation rate of low SES students studying at UTS</li> </ul>	<p>Enhance UTS academic and personal support programs to promote the effective transition, retention and success of low SES students and actively respond to the changing needs of an increasingly diverse student community.</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved student transition to university</li> <li>• Improved engagement of first year students in transition programs</li> <li>• Academic, co-curricular and personal programs and resources to meet the needs of a diverse student community implemented.</li> <li>• Increased use of research-led approaches to teaching focused on student learning, integrating online and face-to-face experiences.</li> <li>• Increased participation by UTS staff in an active community of practice that promotes the delivery of transition, retention and success programs</li> </ul>	<p>Prepare UTS students from low SES backgrounds for their chosen career through a program of workshops, mentoring and employment experiences: to enhance their course study; equip them with key employability skills; and provide the knowledge and confidence needed to succeed in employment or post graduate study.</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased opportunities for low SES students to participate in career planning and development programs.</li> <li>• Proportional (or better) representation of low SES participants in employability programs and actual employment at UTS</li> <li>• Enhanced resumes for low SES students</li> <li>• Low SES transition to graduate employment matches that of UTS cohort</li> </ul>	
<b>PROGRAMS</b>	<ul style="list-style-type: none"> <li>• Jumbunna: Undergraduate Recruitment and Outreach (Indigenous)</li> <li>• Revision of U@Uni Program <ul style="list-style-type: none"> <li>- U@UNI Academy</li> <li>- HSC Tutorial Scheme</li> <li>- On campus workshops (years 11/12)</li> <li>- Accredited Teacher Professional Development in Project Based Learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Access Scheme and Pathways Support staffing and resources to implement UTS Access Schemes: <ul style="list-style-type: none"> <li>- inpUTS</li> <li>- Schools Recommendation Scheme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Educational Access Scheme Orientation Program</li> <li>• Transition Academic Support Program (SRS)</li> <li>• Low SES Student Housing Subsidy</li> <li>• Financial Support for low SES and Indigenous students</li> <li>• Enhancing Computer Access</li> <li>• Diversity Access Scholarships</li> </ul>		<ul style="list-style-type: none"> <li>• Individual advice and consultation sessions to develop career planning, employability skills and mentoring on job seeking.</li> <li>• Accomplish Award program</li> <li>• Equity Grants for career work ready programs</li> </ul>

<p><b>SUCCESS INDICATORS</b></p>	<p>Numbers/proportions of students and parents reporting:</p> <ul style="list-style-type: none"> <li>- greater awareness of what university offers and higher education options available</li> <li>- better knowledge of the benefits of higher education</li> <li>- a more positive perception of university</li> </ul> <p>Numbers/proportions of students, teachers and parents reporting:</p> <ul style="list-style-type: none"> <li>- improved student motivation to study at university</li> <li>- increased optimism that university is a realistic option for themselves/their students/their child</li> </ul> <p>Numbers/proportions of students and teachers reporting:</p> <ul style="list-style-type: none"> <li>- greater student confidence in academic abilities</li> <li>- improved learning progress and/or academic performance</li> <li>- greater student engagement in school</li> </ul> <p>Number/proportion of students reporting:</p> <ul style="list-style-type: none"> <li>- improved motivation to do well in school</li> <li>- better study skills</li> <li>- better preparedness for university</li> </ul> <p>Number/proportion of teachers reporting:</p> <ul style="list-style-type: none"> <li>- better access to professional development</li> <li>- improved knowledge and skills in discipline of focus</li> <li>- development and application of enhanced learning and teaching practices</li> <li>- increased capacity to motivate and engage their students in learning</li> </ul> <p>Number/proportion of key stakeholders reporting:</p> <ul style="list-style-type: none"> <li>- development and maintenance of robust and valued partnerships with relevant UTS Units and/or Faculties</li> </ul>	<ul style="list-style-type: none"> <li>• Number of applications for admission via access schemes</li> <li>• Number of students entering university through access schemes</li> <li>• Number of students entering university through alternate pathways</li> <li>• Number/proportion of students reporting increased awareness and knowledge university pathways</li> <li>• Number/proportion of staff reporting greater student awareness of university pathways</li> <li>• Number of credit transfer and articulation arrangements developed</li> </ul>	<ul style="list-style-type: none"> <li>• Improved academic performance by students engaged in transition programs</li> <li>• Improved retention and success rates of students from low SES and Indigenous backgrounds</li> <li>• Transition, Retention and Success programs are embedded in UTS core business, including curriculum and strategic planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Number and proportion of undergraduate low SES students accessing and participating in career planning and development programs</li> <li>• Number and proportion of undergraduate low SES students accessing UTS CareerHub</li> <li>• Number and proportion of undergraduate low SES students obtaining employment at UTS during study</li> <li>• Number and proportion of undergraduate low SES students undertaking resume reviews</li> <li>• Proportion of undergraduate LSES students indicating they have employment when registering for graduation (Lag indicator UTS data).</li> <li>• Percentage of LSES graduates employed full time as a proportion of those available for full time work, compared with the entire UTS undergraduate cohort (Lag indicator GOS results November following year)</li> </ul>
<p><b>2019 KPIS</b></p>	<p>Participation rate: <b>13.0%</b> Success rate: <b>90.0%</b></p>			