

ACCESS AND PARTICIPATION PLAN 2020

The University of Adelaide

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

The University of Adelaide is committed to pursuing an agenda of equity through the implementation of activities and strategies that serve a diverse student background. Access to a University of Adelaide experience will continue to expand to satisfy the growing need for higher education in an evolving society. Success and retention will be addressed through reconsideration of curriculum and pedagogy, increasing opportunities for work integrated learning, online learning, improving teaching and learning technologies, providing access to social experiences and access to high-quality academic and pastoral support.

The University has several strategies in place and in development to improve student access, increase participation, encourage innovative learning and develop careers for students from low SES, Indigenous, rural and non-traditional backgrounds, including:

- Children's University Australasia (CUA)
- Wirltu Yarlur Aboriginal Education
- Succeed@Adelaide
- The Student Experience Plan
- The Mental Health Strategy
- The Equity and Diversity Strategy

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

Pre-access

Children's University Australasia (CUA)

CUA offers superior educational experiences for children aged 7-14 years and volunteering opportunities for 15 -18 year olds outside of school, recognising their achievements through the award of formal certificates. Through innovative learning practices, students are able to explore their capabilities and strengths, leadership skills, innovation and entrepreneurship, mentoring, volunteering and future career opportunities.

In 2020 the University looks to provide additional support to communities affected by both COVID-19 and the Bushfires. CUA has focused on creating equity of opportunity through its strategic partnerships with affected organisations, providing ongoing community learning support, enabling families involved to feel more connected to their community, contributing to community positivity and wellbeing, whilst drawing connections to potential careers and higher education pathways.

CUA recently launched 3 new member schools on Kangaroo Island (an area significantly impacted by bushfires), with 132 students joining the program. New opportunities have been created with partners across the Island to engage in learning focused on Ecology, Volunteering, Veterinary Science, STEM, Medical Health Sciences, and bushfire prevention strategies.

With physical visitations limited due to COVID-19, CUA has focused on moving many activities online, utilising a new Portal website. The site includes virtual holiday programs, online lecture series and LD offerings. The aim has been to create the resources needed to allow children and young people involved in the program to continue to gain hours in their *Passports to Learning*. CUA also partnered with Australian Communities Media to publish a weekly printable page of activities to support regional and disadvantaged children who do not have access to internet at home.

Wirltu Yarlur

Wirltu Yarlur delivers the Marni Wingku (year 7-10) and Karnkanthi (year 11-12) programs to increase education capacity, develop resilience and prepare Indigenous students to succeed at university by building on their unique personal, academic, and cultural strengths.

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
- Dual Offer pathways, entry and credit arrangements with TAFE SA (VET provider)

University Preparatory Program (UPP)

The University Preparatory Program (UPP) is a one year program for anyone who wants to get ready to enter university. It has been designed for those who have never been to university or have not studied for a long period of time. There are no prerequisites for entry into the UPP.

Participation

- Academic Support through PASS (Peer Assisted Study Sessions)/ Maths Learning Centre/ Writing Centre
- Pastoral Support including counselling and disability services
- Faculty based support and other peer mentor programs
- Availability of enrolment sessions, student advisors and tertiary transfer information

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), in 2020 this service will be broadened in response to COVID-19.

Wirltu Yarl

- 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, scholarships and student life programs)
- Tailored orientation programs that do not duplicate those offered by the mainstream university

In conjunction with the Student Union, the University is providing virtual engagement opportunities (via video conferencing and chat) to communicate with students in isolation as a result of COVID-19.

Progress and Attainment

- Monitoring of student academic performance through the Academic Progress process
- Provision of the Adelaide Graduate Award
- Careers support through mentoring and online 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 2020 dependant on funding.
- Wirltu Yarl 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.

The University employs an Insights and Evaluation Manager who assists with monitoring and KPI and the University also participates in standard evaluations such as the Student Experience Survey and International Student 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 to leverage existing programs:

- Metro and regional schools
- Power Community Limited
- SAASTA
- Netball SA
- TAFE SA
- Studiosity
- Student Union