

GRIFFITH UNIVERSITY ACCESS AND PARTICIPATION PLAN 2020



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

The Griffith Access and Participation Plan outlines the University's response to the Higher Education Participation and Partnership Program (HEPPP) and sits within the [Equity, Diversity and Inclusion Plan \(2018 – 2019\)](#) to support Griffith's commitment to equity more broadly. The Access and Participation Plan is a Department of Education and Training requirement outlining Griffith's suite of strategies for increasing access, participation, retention and success for people from low socioeconomic status (LSES) backgrounds. Griffith's holistic approach to equity means our strategies apply institutional wide and also includes LSES students who identify from other under-represented groups in Higher Education including First Peoples, Maori and Pasifika students, students from regional and remote backgrounds, students with disabilities, and students from non-English speaking backgrounds including refugees and migrants. All activities are underpinned by collaborative partnerships across the University and community so a mixture of HEPPP and other funding sources are incorporated.

The Access and Participation Plan is underpinned by values established in [Griffith University's Strategic Plan \(2020 – 2025\)](#) and other supporting plans, affirming the University's long standing commitment to providing access to tertiary education for students who would not normally have an open path to university.

The suite of strategies supported by HEPPP and this plan are overseen by the Senior Deputy Vice Chancellor and Deputy Vice Chancellor Engagement in conjunction with a dedicated Advisory Group. Membership includes representation from Equity Committee including from Student Life; Academic Groups; Dean, Learning and Student Outcomes; Pro Vice Chancellor Logan campus; Griffith University Murri and Islander Student Success Unit (GUMURRII); Office of Marketing and Communications and student representation.

Griffith's Access and Participation Plan utilises a proportion of HEPPP funds towards strategic projects which foster innovation through pilot projects which deal with emerging or changing trends which can support the evolving needs of under-represented groups. This fund is available for projects across the University and student lifecycle, in keeping with HEPPP guidelines, enhances existing activities and demonstrates potential impact.

Griffith invests in digital learning programs and support services in recognition of the higher participation rates of LSES students in online learning, and the power of online learning to transform opportunities for students from LSES and non-traditional backgrounds by delivering more accessible, personalised and flexible learning products and support services into local communities. During 2020, this will become increasingly important as the University responds to the COVID-19 pandemic and temporarily ceases face-to-face learning.

Griffith's commitment to ensuring the programs funded through HEPPP are robust, appropriate and measurable, has seen appointment of a full-time HEPPP Evaluation Officer reporting to the Dean Learning and Student Outcomes.

The information below outlines strategies for 2020 across the student lifecycle: pre-access, access and participation, with details of our metrics, evaluation strategies and investment.

Griffith's Access and Participation Strategy at a glance



Pre-access

- **Building aspiration**
 - Careers Outreach Program
- **Practical support**
 - Uni-Reach Program
- **Adult learner**
- **Collaborative partnerships**
 - Qld University Widening Participation Consortium



Access

- **Financial Support**
 - Scholarships and bursaries for commencing students
 - QTAC application fee support
- **Admission support**
 - STAT support program
- **Collaborative partnerships**
 - The Smith Family
 - Country Education Foundation



Participation

- **Augmented orientation, transition and retention**
 - Peer mentoring and PASS
 - Targeted outreach campaigns for LSES and non-linear students
- **Student Financial Support**
 - Scholarships and bursaries for continuing students
 - Job placement
- **Augmented mental health support**



Cohort specific

- **First Peoples**
 - First peoples's Health
 - GUMURRII Outreach
- **Pacific Islander Program**



- **Strategic projects**
- **Evaluation**

Key HEPPP funded activities across the student lifecycle

	Strategy	Programs	Metrics	Funding
Pre-Access	Building aspiration	<p>Careers Outreach Program Extensive research and best practice show that career development for primary school onwards assists students from equity groups to make more informed choices about career options. In addition, repeated interactions with university staff and mentors improves decision-making which includes university options. The CO program currently provides age-appropriate, curriculum-based career education over the course of a student's secondary school years 7-10, to support positive post-school decision-making. This work is also part of Griffith's commitment to the Queensland Widening Participation Consortium.</p> <p>In 2020, this program will necessarily be delivered mainly through the provision of online resources, at least for the first half of the year.</p>	<p>Quantitative – participation by year level and school.</p> <p>Qualitative – feedback surveys participants, guidance officers, teachers and mentors pre and post interaction.</p>	\$750,000 (15% total HEPPP)
	Practical support	<p>Uni-Reach Program Scaffolded age-appropriate targeted interventions (in-school and on-campus) for school students (years 11 & 12) to assist in building aspiration, engage in discipline-related activities and explore degree and career options.</p> <p>This program may need to be re-purposed if it is not possible to resume on campus activities by the middle of the year.</p>	<p>Quantitative – participation by year level and school. For identified students tracking application, offer, enrolment and success.</p> <p>Qualitative – feedback surveys participants, guidance officers, teachers and mentors pre and post interaction.</p>	
	Adult learner	<p>Adult Learner Program With more than 50% of the Griffith student population comprising non-school leavers, the University has multiple pathways and programs for non-school leavers to outreach, access and succeed. Through active engagement with the Queensland Adult Learner Network, outreach activities are conducted with partnering TAFEs, community colleges, VET providers and community service organisations to raise the aspiration of adult learners to university.</p> <p>Additionally, development of online tools allowing for remote access for prospective adult learners not affiliated with providers or agencies, gives greater reach and accessibility. These tool can also be offered to local adult learners during the COVID-19 crisis.</p>	<p>Quantitative – participation. For identified students tracking application, offer, enrolment and success.</p> <p>Qualitative – feedback surveys participants.</p>	

	Collaborative partnerships	<p>Queensland Widening Participation Consortium Griffith is an active participant in the Consortium which includes the Queensland Department of Education and eight Queensland public tertiary institutions, to ensure seamless and duplication free aspiration programs are run for primary and secondary school students state-wide. The Consortium actively seeks to develop and deploy best practice models for outreach across the sector and employs a Project Officer housed within the Department of Education.</p>	The consortium tracks market share of LSES by institution against population.	
Access	Financial and admission support	<p>Student Financial Support Provision of a range of financial support information and direct financial assistance for commencing students, that supplement existing programs or fill identified gaps. These include:</p> <ul style="list-style-type: none"> • Scholarships • Bursaries • QTAC application fee support • <i>COVID-19 Hardship bursaries (funded from Strategic Priorities budget)</i> <p>Additionally, assistance with information, preparation and financial support for students undertaking the STAT.</p>	Quantitative: application, offer, acceptance rates. Comparative retention and success.	\$220,000 (4% of total HEPPP)
	Collaborative partnerships	<p>Griffith formally partners with external organisation working with key identified LSES cohorts to raise aspiration, promote pathways and smoothly transition through direct support. These include:</p> <ul style="list-style-type: none"> • Country Education Foundation • The Smith Family 	Quantitative: application, offer, acceptance rates, comparative retention and success.	
Participation	Augmented orientation, transition and retention	<p>Griffith offers augmented services supporting LSES students through orientation and early transitions phases including:</p> <ul style="list-style-type: none"> • Dedicated outreach at offer, commencing, census, assessment and re-enrolment; • Referral to appropriate support services; • Referral to appropriate academic skills programs, such as Peer Assisted Study Sessions (PASS) including online PASS, Peer Mentoring, Smarthinking; • Personalised online onboard information; • Retention tracking mechanisms. 	<p>Quantitative: comparative participation rates, engagement levels, comparative retention and success.</p> <p>Qualitative: feedback surveys participants, mentors, staff.</p>	\$1,570,000 (30% of total HEPPP)

	Student financial support	Griffith recognises that many LSES students struggle with the day-to-day costs of study and have a comprehensive range of strategies in place, including scholarships, bursaries, information on budgeting and other financial support options and a jobs placement agency to assist finding study related and/or flexible work for current and graduate students.	Quantitative: application, offer, acceptance rates. No of students placed in work, hours worked, wages earned, comparative retention and success.	
	Augmented mental health support	<p>Griffith is augmenting existing mental health support to the LSES cohort, who simultaneously have higher needs and less access. This is done through a triage model, from awareness building and online self-help, staff and peer training and individual support.</p> <ul style="list-style-type: none"> • Widening access to Counselling and Wellbeing - Use of social media and digital resources to reach wide range of students in proactive, health promoting strategies • Mental Health and Wellbeing Training - Mental Health First Aid (MHFA) and other “mental health literacy” training to staff and students (and in particular student leaders, mentors and residential advisors). • Individual Support - Students attending counselling enjoy statistically significant improvement and recovery in comparably few sessions (average of 2.94 sessions per client in 2018). 	<p>Quantitative: access rates, psychometrically reliable outcome measures, comparative retention and success.</p> <p>Qualitative: feedback loops.</p>	
Cohort specific	First Peoples' Programs	<p>The PVC(Indigenous) is leading Griffith University’s First Peoples portfolio in the development and implementation of a range of initiatives focussed on the attraction, retention, progression and success of low SES First Peoples undergraduate students with a focus on:</p> <ul style="list-style-type: none"> • Prospective Student Outreach and Engagement (i.e. in direct partnership with schools, State/Territory Governments, VET Providers and community groups). This may need to be offered remotely if the COVID-19 crisis is prolonged; • Provision of Low SES First Peoples Scholarships and Bursaries (i.e. to meet the needs of First Peoples students from low SES backgrounds); and • Community Outreach and Engagement (i.e. in direct partnership with First Peoples communities and organisations in low SES regions). This is currently suspended, but will resume once the COVID-19 crisis is over. 	<p>Quantitative – participation rates. Family and community engagement numbers. For identified students tracking application, offer, enrolment and success.</p> <p>Qualitative – feedback surveys participants, guidance officers, teachers, family, community and mentors pre and post interaction.</p>	<p>\$1,095,000 (21% of total HEPPP)</p>

	<p>Pacific Islander and Maori Student Program</p>	<p>Pasifika LEAD Pasifika LEAD is a targeted school outreach program for Pacific Island and Maori students and is delivered through in-school and on-campus experiences. Pacific Islanders comprise more than 50% of the student population at some Logan City schools and Samoan is the most frequently spoken non-English language in the City (Chenoweth, 2014; ABS, 2011).</p> <p>The Program encourages and supports Pacific Island and Maori student aspirations and educational attainment, through culturally appropriate activities developed collaboratively with school representatives.</p> <p>Students work with Griffith Pasifika students, many of whom came from the same schools.</p> <p>Activities reach across pre-access, access, transition in, retention and transition out (Pasifika Cultural Graduation in partnership with the Griffith Pasifika Association).</p>	<p>Quantitative – participation by year level and school. Family and community engagement numbers. For identified students tracking application, offer, enrolment and success.</p> <p>Qualitative – feedback surveys participants, guidance officers, teachers, family, community and mentors pre and post interaction.</p>	
<p>Strategic projects</p>	<p>University, Local, State and National Priorities</p>	<p>Griffith will have available a portion of HEPPP funding that enables us to respond to emerging priorities at University, local, state and national levels that may impact the ability of LSES to student access and successfully transition through their studies.</p> <p>These funds will enable us to supplement or expand existing services and program or to develop and design new programs as required.</p> <p>National priorities Programs and support service mechanisms to enable access and transition for LSES students impacted by:</p> <ul style="list-style-type: none"> • Bushfires • COVID-19 <p>These will include funds to enable students to access digital content for online study through purchase of technology and equipment, and supplement for lost income.</p>	<p>Collation of quantitative and qualitative data from across all programs over 10 years, mapped from comparative application, offer, acceptance, retention and success rates.</p>	<p>\$1,371,205 (27% of total HEPPP funding)</p>

Evaluation	Coordination, support and evaluation	<p>The Dean, Learning and Student Outcomes oversees retention strategies, specifically focussed on improving orientation and transition, retention, employment and employability outcomes and research into academic performance and success of students from low-SES and equity backgrounds. Within this portfolio a HEPPP specific Evaluation Officer has been appointed for 3 years to review all Griffith's HEPPP funded activities since 2010.</p>	<p>Collation of quantitative and qualitative data from across all programs over 10 years, mapped from comparative application, offer, acceptance, retention and success rates.</p>	<p>\$165,000 (3% of total HEPPP funding)</p>
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1. Evaluation: how the university plans to evaluate the effectiveness of the equity strategies.

Griffith collects quantitative and qualitative data to monitor the effectiveness of its equity strategies including:

- Participation data on pre-access program engagement
- Bio-demographic data on student access and admission
- Retention, progression and academic achievement data by student, student cohort, by program and longitudinally
- Graduate employment data via the Australian Graduate Survey
- Student satisfaction with services – orientation, transition, academic, curricular and co-curricular support, personal support services Griffith University Participation and Retention KPIs are published annually.

Griffith has appointed a HEPPP Evaluation Officer, working to the Dean Learning and Student Outcomes, to evaluate the full range of HEPPP funded programs since 2010 over a 2 year period to ensure we are undertaking programs of work that appropriately support low SES students to successfully transition in, through and out of tertiary education.

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

Griffith University engages with an extensive array of internal and external partners to achieve its equity objectives. They include:

- High School Partners in the Brisbane, Logan, Gold Coast and Northern NSW catchment areas to raise aspiration and awareness of Griffith as a future tertiary education destination
- Community Partners who co-contribute financially with Griffith in facilitating student access to tertiary education - The Smith Family and the Country Education Foundation
- Queensland Widening Participation Consortium representing Queensland universities and the Queensland Department of Education who have committed to a coordinated approach to focus on high school clusters to improve equity outcomes. *Memorandum of Understanding and data is [here](#)*
- Queensland Government Departments who have a lead roles in fostering education and equity outcomes including Department of Education, Department of Communities, TAFE Queensland, Queensland Health
- Queensland Adult Learner Network is a joint initiative between Griffith University, QUT, a number of TAFE colleges, Coorparoo Centre for Continuing Secondary Education, Kingston Learning College and South East Region Learning Colleges to support adult learners enrolled in TAFE and senior secondary college pathway programs realise their education and career aspirations
- Indigenous community engagement through the Griffith Elders in Residence and the program of cultural and community engagement and support led by Professor Boni Robertson as Professor of Indigenous Policy and Director of Indigenous Community Engagement Policy and Partnerships
- Open Universities Australia through the provision of online learning programs and services to students and as a pathway to Griffith University
- QTAC and UAC as admission services providing application services, educational access schemes and as partners in the piloting of new selection methods and research that may benefit low-SES and First Peoples applicants in the future
- Community Groups with active and long-standing engagements with Griffith who advocate for and support their constituencies in accessing tertiary education including Pasifika LEAD Management Committee, YMCA Logan, Grow Support Services, CREATE Foundation