

# ACCESS AND PARTICIPATION PLAN 2020



## Queensland University of Technology

- 1 **Equity outcomes and strategies:** for improving outcomes for people from a low SES background.
- 2 **Key activities:** which will deliver an increase in the access, participation and success of people from a low SES background.

	Focus	Outcomes	Strategies and key activities
Pre-Access & Access	Learning partnerships with schools	Build the aspiration and interest of low-SES students towards tertiary study.  Increase low-SES domestic undergraduate participation rates	<a href="#">Widening participation (WP) programs</a> primarily with 36 low-SES schools (Years 6 – 12) in North Brisbane and Caboolture as part of the Queensland Widening Participation Consortium arrangements, plus another 30 low-SES high schools. WP Programs include Explore Uni on-campus days/camps; in-school curriculum enhancement activities; <a href="#">career development services</a> ; pathways planning and support to navigate the TAC process; encouragement awards for Years 10-12; teacher PD; community and parental engagement activities.
	Mature-age (non-school leavers)	As above, with the focus on low-SES mature-age students returning to study	Support mature-age learners in TAFE and Secondary College bridging pathway courses with career development services; bursaries; learning support; and transition-in services.
	Aboriginal and Torres Strait Islander peoples	Increase Aboriginal and Torres Strait Islander undergraduate student representation	The Oodgeroo Unit's core business includes school visits, community engagement, and Indigenous Scholarships. Complementary WP activities include Murri Futures, career development (dedicated Indigenous Career Counsellor); Indigenous school staff PD; and ensuring all WP programs are Indigenous-inclusive.
	Parents/carers as influencers and learners – community engagement	Expanded partnerships with parents/carers that foster the skills and capacity of these influencers to support their child's (and their own) learning, career decision-making, and ability to navigate pathways to tertiary study via strengths-based, community-wide capacity building tailored to local needs.	Engage parents as influencers through Aboriginal and Torres Strait Islander community networks, Maori/Pasifika community networks, cultural and sporting activities. Provide tailored workshops and informal support networks to empower parents to be better able to assist their child with career planning and realistic goal-setting including subject selection choices, career choices, and to navigate pathways to tertiary studies/future careers in the changing world of work.
	Inclusive entry processes	Increase low-SES domestic undergraduate participation rates	Inclusive entry processes include ATAR adjustments and scholarships for school leavers, mature-age, and Aboriginal and Torres Strait Islander students. The entry processes include the Oodgeroo Unit's Centralised Assessment and Selection Program.
Participation	Timely access to support; enhance sense of belonging; inclusive curriculum	Reduce commencing bachelor-degree attrition; improve low-SES and Indigenous student retention; inclusive curriculum design.	Continue to embed WP strategies to support low SES students in (1) Orientation programs (including Oodgeroo Unit's Pre-Orientation Program); (2) Student Success Program activities (including first year experience, peer programs, and monitoring of student progress); (3) student support services including <a href="#">Support for Learning</a> ; Counselling and Welfare; Disability Services; and <a href="#">Equity Scholarships Scheme</a> aimed at improved retention and success. The Oodgeroo Unit provides dedicated student support such as Indigenous Scholarships; learning support; and cultural support. Continue focus on inclusive curriculum design including embedding Indigenous Knowledges.

<b>Attainment &amp; Transition out</b>	Preparation for graduate employment.	Low-SES student participation in graduate capability-building activities to be on a par with overall outcomes. Low-SES student employment outcomes to be on a par with overall outcomes.	Encourage low-SES and Aboriginal and Torres Strait Islander student participation in Career Development and Engagement capacity-building activities including: developing graduate capabilities in curriculum (e.g. capstone courses); access to Work Integrated Learning (financial support); career development services including career mentoring scheme; and leadership development programs including peer leader roles. Develop a stronger focus on employment outcomes for low-SES students.
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**Note:** due to the COVID-19 situation QUT is developing online and alternative formats for many of these activities

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

The strategies outlined above will be evaluated at both activity-specific and whole of program levels:

- Activity-specific: (1) monitoring scope and reach; (2) impact on attitudes (student, teacher, adult, parental and community feedback and surveys); (3) behavioural outcomes (participants’ application, attrition or progression rates).
- Whole of program: (1) progress towards parity in access and retention targets outlined above; (2) best practice case studies; and (3) Queensland-wide, Consortium-related applications/offers/enrolment data-tracking - trend data with focus on changes in school outcomes.

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

The university will continue existing collaborative partnerships with:

- Identified low-SES primary and secondary schools (including parents/school community);
- TAFE Queensland;
- Adult Learner Network;
- Other Queensland universities (through the Queensland Widening Participation Consortium);
- National Centre for Student Equity in Higher Education;
- Queensland Tertiary Admissions Centre (QTAC);
- Equity Practitioners in Higher Education Australasia (EPHEA);
- Australia and New Zealand Student Services Association (ANZSSA) –professional body for student services;
- Multiple Indigenous community organisations;
- The Pasifika community;
- Moreton Bay Regional Council; and
- The Smith Family.

Four of these partnerships have formal Memorandums of Understanding.