



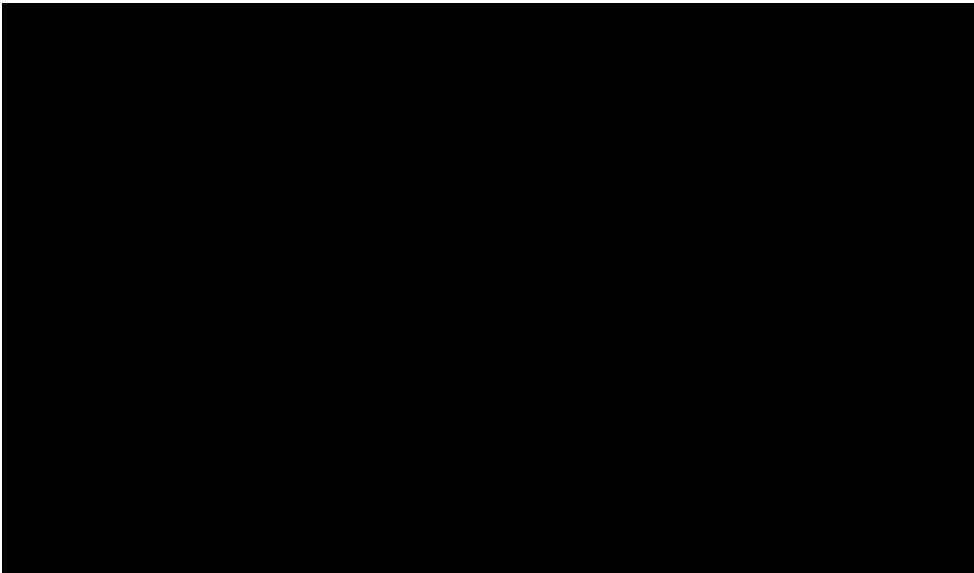
Submission to Suburban University Study Hubs program

Thank you for the opportunity to make this submission.

██████████ is located on the very ██████████ fringe of ██████████ according to the ABS Greater Capital City Statistical Area (GCCSA) and is about ██████████. ██████████ population has ██████████ over the last 3 decades with an Estimated Resident Population of ██████████ in 2022 and forecast to exceed ██████████ by 2036.

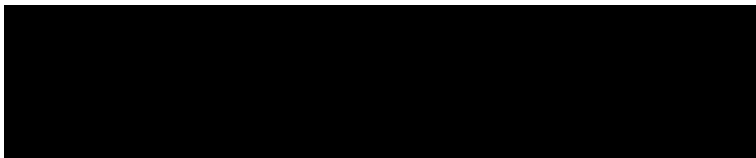
██████████ has low levels of academic attainment with ██████████ of residents having no post-secondary qualification and only ██████████ of residents having a Bachelor's degree or higher (compared to ██████████ in ██████████).

██████████ also has no significant university presence with only a small ██████████ campus offering Nursing qualification. The next closest university campus is ██████████ campus which is 35 minutes by car and 45 minutes by public transport. The lack of a significant university presence is evident in migration data with 18 – 24 year's the only age group experiencing negative migration, as many move to ██████████ for study.



Please see below our response to the consultation questions.

Many thanks





1. How can a place-based approach be fostered, as part of the Suburban University Study Hubs program, that ensures the voice of local communities is integrated in their design and operation?

- Prioritise locations based on ICSEA, SEIFA and AECD data.
- Align course offerings to industry specific community needs, and qualifications in demand to address localised skill shortages.

2. How can the Suburban University Study Hubs widen participation and support and extend further study opportunities, adding to existing or planned investments?


- Hubs should demonstrate how they will address localised barriers to further education and training, and how the Hub will meet the needs of the community, such as;
 - Targeted student support in literacy and numeracy tuition.
 - Implement access, enabling and transition pathways to allow for flexible entry requirements.
 - Introduce sub-degree courses and micro-credentials with shorter study timeframes and financial commitment, but which provide a pathway to full degrees. This would allow more flexible entry options and might attract students who are first in family and are nervous about committing to a full degree.

3. How can equity be embedded into the design of Suburban University Study Hubs?

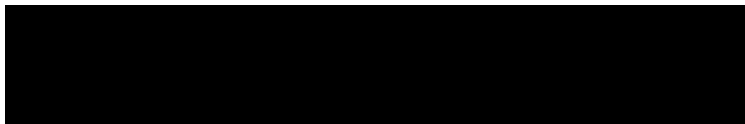
- Design and implement Diversity and Equity Strategies and Policies to ensure student equity cohorts are given priority placements, including;
 - Students from low socio-economic backgrounds
 - Students from rural and regional areas
 - Aboriginal and Torres Strait Islander students
 - Culturally and linguistically diverse
 - Students with disability


4. *Where multiple communities may co-exist within the same area (for example, ethnic, cultural, industry-based, etc.), how can Suburban University Study Hubs ensure they meet the needs of these different communities? NO COMMENT*

5. How can we ensure that Suburban University Study Hubs operate to support students engaging with any provider, while also ensuring strong connections with local providers, campuses and leaders?

- Hubs to ensure access to facilities for all students enrolled in Australian universities and TAFE.
- Hubs to have dedicated stakeholder engagement role to establish collaborative relationships with local students, local providers, secondary schools, and industry.
- Establish Service Level Agreement (SLA) with major local providers – 





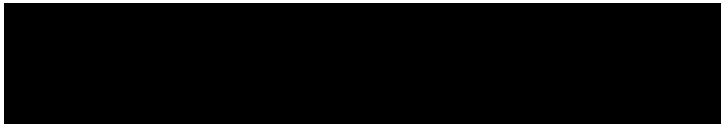
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- 6. What dedicated support services should Suburban University Study Hubs provide? Are there gaps in support for under-represented cohorts (for example, First Nations students, students with disability) Suburban University Study Hubs could address?**
 - Language, Literacy and Numeracy support prioritised for equity students.
 - Regulatory flexibility be provided through the Higher Education Standards to allow courses delivered by Hubs be taught with non-traditional teaching methods, that match the needs of the non-traditional student.
 - Provide Indigenous/CaLD/Disability Support Services for students

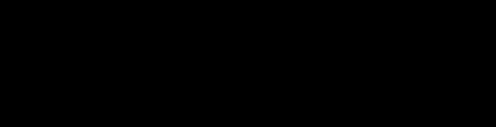
 - 7. How can Suburban University Study Hubs provide a culturally safe environment for all students, that is relevant to them and their local context?**
 - Dedicated social spaces to celebrate diversity and culture with events and social functions for people to meet and collaborate.

 - 8. Are there examples (in Australia or internationally) of similar support services (in tertiary education or other sectors) that could inform the design of Suburban University Study Hubs?** Warick University in the UK has a dedicated ‘Widening Participation Team’ which runs a wide range of events and activities for young people aged between 9 and 19, targeted at state school educated students, first in family, low socio-economic backgrounds, and students who come from neighbourhoods where there is low progression to higher education. The team aims to inspire young minds and maximise their potential, through unique opportunities both in school and on campus, and to supporting young people and their parents/carers to make informed decisions on a local, regional and national level.
[Access and Participation Plan \(warwick.ac.uk\)](https://www.warwick.ac.uk/accessandparticipationplan)

 - 9. Are there existing support mechanisms that could be leveraged and offered through the Suburban University Study Hubs? How could the Hubs provide a useful additional impact and avoid duplication of services?**
 - Hubs could accommodate a variety of education services so they become comprehensive support centres that address academic, career, personal, and technological needs, creating a holistic environment that enhances the educational experience for students in suburban and peri-urban areas which do not have significant Higher Education presence. Additionally, the collaborative approach with educational institutions and community partners can help ensure that these services are effectively delivered and meet the unique requirements of the local student population and the greater community.

 - 10. How can Suburban University Study Hubs best communicate the supports they provide to local students and support aspiration in their local community?**
 - Study Hubs should be active and visible members of the community in which they operate.
 - SLA’s with local providers to promote the Hub to their students.

 - 11. What role could Suburban University Study Hubs play in supporting enabling/tertiary preparation courses for students from under-represented backgrounds?**
 - Suburban Hubs have the opportunity to be a more flexible form of Higher Education - an institution that provides specific and tailored student support to underrepresented groups who may not succeed in a traditional university setting.
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- Hubs should deliver enabling/tertiary preparation courses, micro-credentials, and other upskilling courses such as the Enrolled Nurse to Registered Nurse Conversion program in a holistic way which meets the needs of a working student.

12. What factors should be considered when selecting locations for Suburban University Study Hubs?

- Areas with low levels of educational attainment
- Areas with lower uptake of ATAR in public schools
- Distance from significant university campuses (greater than 40km / 30mins)
- Existing infrastructure and population to support.

13. What other types of social infrastructure should be located in close proximity to Suburban University Study Hubs to maximise their success?

- Childcare Facilities
- Supermarket / café
- Public transport

14. How can Suburban University Study Hubs complement, rather than replace, the innovative solutions being implemented by education providers to support students in outer metropolitan and peri-urban areas?

- The hubs can serve as valuable extensions of the existing educational ecosystem by addressing specific challenges faced by under-represented cohorts and serve to enhance the overall educational experience for students.
- The Hubs should aim to build the capacity of the student with tailored student support, and deliver enabling/tertiary preparation courses, micro-credentials, and other upskilling courses which meet the needs of the community.

No comments made for question 15 – 20.

