

STUDENT EQUITY AND ACCESS PLAN



2018–2022

CONTENTS

STATEMENT FROM THE CHANCELLOR, PROFESSOR TOM CALMA AO	1
STATEMENT FROM THE VICE CHANCELLOR AND PRESIDENT, PROFESSOR DEEP SAINI	2
INTRODUCTION	3
STUDENT DIVERSITY AT UC: OUR VISION	4
STUDENT EQUITY AND ACCESS PLAN STRATEGIC PRIORITIES	8
STUDENT EQUITY AND ACCESS PLAN ACTIONS	11
KEY PERFORMANCE INDICATORS	13
TRACKING SUCCESS, MEASURING IMPACT	14
RESOURCING THE PLAN	16
DEVELOPMENT OF THE STUDENT EQUITY AND ACCESS PLAN	16

ACKNOWLEDGEMENT

The University of Canberra acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce Campus is situated.

We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region.

We also acknowledge all other First Nations Peoples on whose lands we gather.

STATEMENT FROM THE CHANCELLOR, PROFESSOR TOM CALMA AO

The University of Canberra strives to distinguish itself as a leader in equity and social justice and embraces an ongoing commitment to empower individuals to achieve their best. If you are a bright, energetic, out-of-the-box thinker seeking a distinctive environment in which to flourish, we want to hear from you – regardless of your background.

Access to education is a human right and the University of Canberra aims to inspire and support students throughout all phases of their educational journey. Young people and adults from backgrounds traditionally under-represented in higher education may at times need more guidance when navigating their future pathways.

Educational disadvantage is a reality for many Indigenous people as well as those living outside metropolitan areas and come from low socioeconomic or cultural and linguistically diverse backgrounds. Providing a range of personalised and targeted supports can enhance higher education access, participation and learning outcomes for all students but particularly those from diverse backgrounds. Assisting learners to successfully complete higher education will not only contribute to fulfilling life-long dreams but will create increased prosperity and opportunities for communities and society as a whole.



Each individual who chooses to embark on the transition from the school classroom to tertiary lecture halls and on to the workplace, or from the workplace to a tertiary learning environment, experiences a period of tremendous growth and development. This perspective has informed the University's strategic approach to attract, retain and encourage the success of all students by enhancing their wellbeing and safety; and providing quality tailored support to help students from diverse backgrounds realise their potential.

The *Student Equity and Access Plan 2018-2022* outlines five key strategies to deliver on the University's vision of sector leadership in equity, diversity, inclusion and access, articulated in the Distinctive by Design strategic plan.

I am proud to be a part of this vision and believe wholeheartedly that this plan will become part of the University's approach to campus living and learning in the future.

STATEMENT FROM THE VICE CHANCELLOR AND PRESIDENT, PROFESSOR DEEP SAINI

The University of Canberra is committed to creating an inclusive learning community, where equity is deeply embedded and diversity seen as a strength; we celebrate the richness this brings to our institution and to society. We acknowledge there is more we can and must do to attain excellence and are truly invested in working hand-in-hand to achieve our vision.

The *Student Equity and Access Plan 2018-2022* provides the framework for a university-wide approach to enabling the success of students from diverse backgrounds who may not otherwise have an opportunity to realise the benefits of higher education. I am pleased to put my full support behind this plan.

A process of consultation across the University informed the Plan's five strategic initiatives, designed for implementation over the next four years in a collaborative and whole-of-institution approach. These high impact strategies will unleash the full spectrum of talent, perspectives and experiences, driving the University of Canberra to distinguish itself as an increasingly innovative, cohesive, prosperous and inclusive institution.



The *Student Equity and Access Plan* outlines the University's priorities to better support current students from backgrounds traditionally under-represented in higher education. It articulates a discipline-aligned approach to engaging with prospective students, their families and other key influencers to explore higher education as a possible path to achieve life goals.

The *Student Equity and Access Plan* supports many of the University's core strategic priorities, especially our vision to provide a seamless, end-to-end student experience through the alignment of all student services to address the unique needs of our diverse student cohorts throughout the student lifecycle. The wider University community will support the development of a new narrative about success for diverse student cohorts and the University's contribution as a catalyst for positive change.

May the sun never set on anyone's horizons until all options and possibilities have been identified, pursued and realised ... the impossible can be overcome, and the University of Canberra is looking forward to writing a new chapter of growth in knowledge, aspirations and success.

INTRODUCTION

The University of Canberra's (UC) Strategic Plan 2018-2022, *Distinctive by Design*, provides an ambitious blueprint to position UC as a sector-leading university for the professions, guided by the principles of entrepreneurship, innovation, equity and diversity. *Distinctive by Design* calls on the university to become:

A global leader in educating professionals for the future through innovative teaching and diverse modes of experiential learning.

The plan directs the University to continue to take risks and challenge the status quo in a relentless pursuit of original and better ways to teach, learn, research and add value – locally and internationally. It calls for a closer integration of education with mission-orientated research and entrepreneurship.

The *Students and Education Plan* outlines the objectives and actions that will drive enhancement of the student experience and deliver the educational excellence demanded by the strategic plan. Its central mission is to:

Deliver a distinctive and integrated UC student experience through the provision of high-quality curricula, services and programs that support our students' educational goals and enrich their university life, academically, socially and culturally.

It also outlines the Key Performance Indicators that UC has set to monitor progress towards these goals.

The *Student Equity and Access Plan* acts as a guiding framework to realise UC's ambition to lead the Australian higher education sector in equity, diversity, inclusion and access; alongside the University's *Aboriginal and Torres Strait Islander Strategic Plan*, *Reconciliation Action Plan* and *Disability Action Plan*. It outlines a whole-of-institution approach to enable the success of students from diverse backgrounds across the student lifecycle.

In supporting *Distinctive by Design* and the *Students and Education Plan*, our approach will be guided by the following principles:

- Student-centered.
- Success-focused.
- Diverse and equitable.
- Culturally sensitive.
- Collaborative.
- Evidence-based.
- Innovative.
- Transparent.
- Continual improvement.

A portrait of Liliana Azara, a young woman with dark hair tied back, wearing a blue denim jacket over a white t-shirt. She is smiling slightly and looking towards the camera. The background is a blurred outdoor setting with trees and a building.

LILIANA AZARA

BACHELOR OF COMMUNICATION IN ADVERTISING

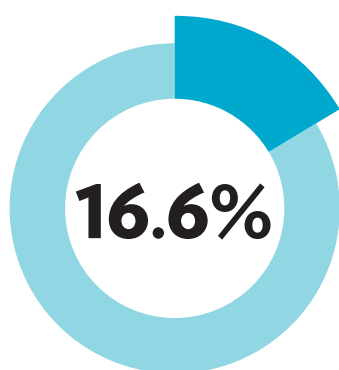
“Studying at university was always very important to me, I knew that I wanted to earn a degree but didn't know what path to follow. The University of Canberra offers so much more than just job prospects – it's a time in your life where you get to grow, learn and find out who you want to be. UC has become my home and I have loved every minute of my time here. I now have plans to continue on after my undergraduate degree with postgraduate studies.”

STUDENT DIVERSITY AT UC: OUR VISION

The vision set out in the *Distinctive by Design* strategic plan is that the University of Canberra will be sector-leading in equity, diversity, inclusion and access. This means that UC aspires to be a university of choice for students from under-represented groups in our society. At UC, we see diversity as a strength and celebrate the richness it brings to our institution and to society.

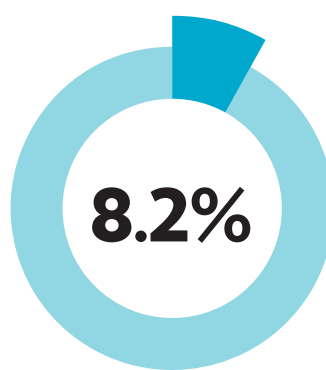
UC is particularly proud of our diverse Higher Degree Research student cohort who represent the next generation of thought leaders in academia and industry. The University will continue to embrace its responsibility to achieve equity, enthusiastically seeking and nurturing students from Australia's First Peoples and minorities of race, gender, ability or belief.

UC has a diverse student cohort in terms of the national equity groups¹:



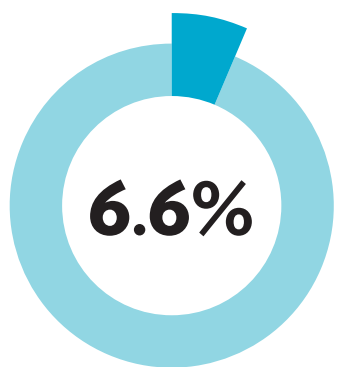
OF STUDENTS
(N=1,811) ENROLLED
AT UC ARE FROM
**REGIONAL OR
REMOTE AREAS**

SECTOR AVERAGE:
20.6%



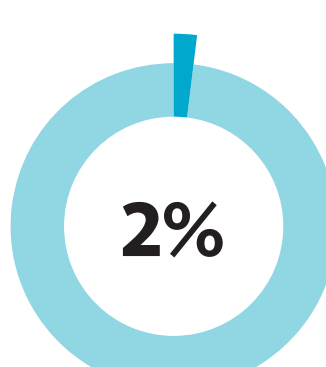
OF STUDENTS
(N=892) ENROLLED
AT UC IDENTIFY AS
**HAVING A
DISABILITY**

SECTOR AVERAGE:
6.8%



OF STUDENTS
(N=725) ENROLLED
AT UC ARE FROM
**LOW SOCIO-
ECONOMIC
STATUS (SES)
BACKGROUNDS**

SECTOR AVERAGE:
20.6%



OF STUDENTS
(N=221) ENROLLED
AT UC IDENTIFY AS
**ABORIGINAL OR
TORRES STRAIT
ISLANDER**

SECTOR AVERAGE:
1.8%

However, UC also reflects the diversity which comes with near-universal participation of young Australians in higher education. Almost half of all domestic students (49.2%) are enrolled part-time (<0.75 EFTSL per year), indicating that they have significant responsibilities other than being a university student and must balance study with other life commitments.

¹ Domestic undergraduate cohort as per HEIMS 2017 data release

WHAT WE HAVE ACHIEVED SO FAR

UC already provides a number of equity and access programs across the student lifecycle. We use the Equity Initiatives Map² to visualise four phases of student engagement with higher education, namely Pre-Access, Access, Participation, Attainment and Transition Out.

PRE-ACCESS (OUTREACH)

ASPIRE UC

The University of Canberra delivers a broad range of pre-access initiatives under its flagship outreach program, *Aspire UC*. *Aspire UC* is aimed at increasing awareness of and informing aspirations for higher education, associated careers and pathways for students from financially disadvantaged backgrounds across the ACT and rural and regional NSW.

The Widening Participation team works with students in targeted schools and colleges who have an ICSEA (Index of Community Socio-Educational Advantage) of under 1000 and/or are in a rural or regional area.

Widening Participation activities are targeted predominantly at Year levels 9 to 11 and delivered with UC Aspirations Agents who are trained undergraduate students from similar backgrounds to the target cohort. *Aspire UC* consists of two components:

1. In-school activities, such as workshops and online modules to build aspirations for higher education, encourage academic achievement and increase awareness of post-school pathways and careers.
2. On-campus activities, namely the *UC 4 Yourself* university experience days. A truly collaborative approach ensures that students become familiar with the university environment through participation in a range of interactive, hands-on activities and the opportunity to engage with UC staff and students.

2 Zacharias, N. (2017). *The Australian student Equity Program and institutional change: Paradigm shift or business as usual?* The National Centre for Student Equity in Higher Education (NCSEHE). Curtin University: Perth

RESIDENTIAL UNIVERSITY EXPERIENCE PROGRAMS

Intensive residential experience programs are offered in partnership with the Country Education Foundation and The Smith Family to provide students an opportunity to experience what being a university student might really be like. Whilst on campus, students participate in a range of academic and social programs designed to help them meet peers, identify interests and gain an authentic 'uni student' experience.

ASPIRE PROFESSIONAL LEARNING FORUM

Teachers, Careers Advisors and School Leaders from UC's network of schools are invited to participate in this free two-day professional development program designed in response to teachers' needs and facilitated by academics from the Faculty of Education.

AUSTRALIAN INDIGENOUS MENTORING EXPERIENCE (AIME)

Aboriginal and Torres Strait Islander students studying in schools across the ACT and NSW Capital Region are mentored by UC students as part of the externally-run AIME program to raise Year 12 completion rates of Aboriginal and Torres Strait Islander students.

COMMUNITY ENGAGEMENT INITIATIVES

- NAIDOC events
- Careers for All days
- Tertiary Information sessions
- The Smith Family programs
- Careers Advisors Associations

ACCESS

University of Canberra College (UCC) provides a number of pathway programs for domestic and international students regardless of age or previous education.

These include:

HIGHER EDUCATION DIPLOMAS

Diplomas provide an introduction to disciplines of interest and a pathway into associated University of Canberra degree programs.

UC ACCESS PROGRAMS (BRIDGING PROGRAMS)

UC Connect is for recent school leavers seeking to upgrade their study skills and qualify for university.

UC Prep is for adults (21 years+) seeking to both qualify and prepare for study at the University of Canberra.

ALTERNATIVE ENTRY

UC offers a number of entry initiatives that give applicants the opportunity to gain entry via alternative admissions schemes. Entry schemes are offered to applicants who are currently studying in school and those who may have been out of study for some time.

Adjustment factors are available to a range of eligible undergraduate students and are points that are added to the Australian Tertiary Admission Rank (ATAR) or entry rank to provide an adjusted entry score. UC offers three types of adjustment factors: Subject adjustments, Educational Access Scheme (EAS) and University Priority Groups.

The *Schools Recommendation Scheme (SRS)* is available to current Year 12 students and provides an opportunity to secure an offer to a UC undergraduate course if recommended by their school.

Special consideration is available to all applicants to UC who have experienced circumstances that have impacted or disadvantaged their previous study and who do not meet the criteria to receive bonus points.

Portfolio entry is offered by the Faculty of Arts and Design (FAD) for all applicants seeking entry to an undergraduate FAD course.

PARTICIPATION

STUDENT TRANSITION AND RETENTION PILOT

To increase the retention and participation rates of students from underrepresented backgrounds, the **Student Transition and Retention Pilot Project** provides:

- Timely, tailored and visible student support by academic and professional staff
- Proactive, personalised support to commencing students

The pilot is being implemented in collaboration with Student Connect and integrates a number of existing initiatives and internal stakeholders, including Study Skills (PALS Program), Faculty-based mentoring programs, and Orientation Week activities.

UC BELONG

UC Belong is a program designed to enhance commencing students' well-being and sense of belonging at UC through the provision of workshops, activities and student focused events.

SCHOLARSHIPS

UC offers a variety of scholarships for students who meet the following special criteria:

- Financial Need
- Rural, Regional or Remote background
- Disability/medical condition
- Refugee background
- Aboriginal or Torres Strait Islander background

SUPPORT SERVICES

Study Skills provides a full range of face-to-face, peer, drop-in and online study help programs for UC and UCC students. Individual consults are available, by referral, for students with a disability or ongoing health condition and for students at-risk with their academic progress.

THE NGUNNAWAL CENTRE

The Ngunnawal Centre was established in 1985 to function as a focal point for Aboriginal and Torres Strait Islander students studying at the University of Canberra and continues to provide a range of academic programs and pastoral support services to Aboriginal and Torres Strait Islander students.

SUPPORT FOR ACADEMIC CLUBS

Opportunities provided for increased student engagement, retention and success of students from diverse backgrounds through the coordination and support of academic clubs and societies.

The clubs are intended to expand opportunities for high-impact co-curricular activities to support students in their studies and their connectedness to the university.

SUPPORT FOR STUDENTS WITH DISABILITY

Inclusion & Engagement coordinates and implements services and supports to assist students with a disability or ongoing health conditions to study on a level playing field.

This is achieved through the provision of reasonable adjustments to enable equal access and participation in university life. The provision of reasonable adjustments is dependent on each student's specific condition and medical documentation.

ATTAINMENT & TRANSITION OUT

WORK INTEGRATED LEARNING (WIL) AND CAREERS PROGRAMS

Careers UC supports current students to develop employability skills, secure jobs on and off campus and guides them in career pathways. A bursary scheme supports students who have to travel to access their WIL placement.

Work Integrated Learning (WIL) is learning first-hand through real work or work-like experiences. WIL is a key element to enhancing employability in the workplace and is integral to UC courses. This reinforces our commitment to preparing professional and highly employable graduates with the right mix of skills and knowledge.

KRISTIAN BARNES

BACHELOR OF INFORMATION TECHNOLOGY

“For me, having the opportunity to study at University is truly amazing. I was born in the Western suburbs of Sydney and grew up in the town of Nowra. I am the first person in my immediate family to attend university, so I have gained a great feeling of accomplishment. My journey at UC from the get-go has been absolutely amazing. I accessed university through the Schools Recommendation Scheme, which gave me the opportunity to study at UC that I would not have gained through my ATAR. I have only been in my degree for one year and I am absolutely loving it. I have been given a variety of opportunities ranging from being an MC for an event, all the way to being a Representative for the Ngunnawal Centre on the Student Representative Council.”



STUDENT EQUITY AND ACCESS PLAN STRATEGIC PRIORITIES

The *Student Equity and Access Plan* aims to:

Enable the success of students from diverse backgrounds who may not otherwise have an opportunity to realise the benefits of higher education.

The University of Canberra will be a university of choice for students from under-represented groups in our society and aims to increase their representation in the undergraduate student body. In its Student Equity and Access initiatives, UC will place an emphasis on students and communities experiencing socio-economic disadvantage, especially in regional and rural areas of NSW.

This aim will be achieved through implementation of the following strategic initiatives, which span the student lifecycle, in a whole-of-institution approach.

1. CHANGE THE NARRATIVE OF DIVERSE STUDENT SUCCESS

The University of Canberra will implement a communications campaign aimed at external and internal audiences to change the narrative about success for diverse student cohorts and the University's contribution as a catalyst for positive change.

It will feature stories of successful students from diverse backgrounds who have overcome challenges and adversity prior to and during their university study. To change the deficit narrative around alternative entry options, these will include UCC students and those who have accessed UC courses via alternative pathways with good outcomes.

The campaign aims to normalise help seeking in the face of complex lives, financial and personal hardship, mental ill-health, academic failure, and other interrelated factors which impact on students' lives. It will also advocate the notion of inclusive excellence which means the University is enriched by its diversity and will produce better outcomes by harnessing the strengths and contributions of its diverse student cohort

2. IMPLEMENT DISCIPLINE-ALIGNED OUTREACH IN PARTNERSHIP WITH DISADVANTAGED SCHOOLS AND COMMUNITIES

The University of Canberra will work with young people and their key influencers who may not have previously considered higher education as a potential path to realise life goals. It will develop highly engaged partnerships with disadvantaged schools and communities within its catchment area with the aim to increase applications to tertiary/higher education providers from these schools and communities.

The outreach strategy will be developed in consultation with Marketing and Recruitment to realise maximum synergies with Widening Participation initiatives.

All content will have a discipline focus and profile associated careers. Content will be developed collaboratively between expert academic and professional staff and made available in a series of tool kits. Activities will be delivered, whenever possible, by student peers who have come to UC from similar backgrounds as the target cohort.

Post-school transitions of students in partner schools will be systematically monitored to enable seamless transitions of those students who apply to UC, and to inform continuous improvement of outreach initiatives.

3. CREATE EXCEPTIONAL STUDENT EXPERIENCES AND IMPROVE STUDENT SUCCESS

Our goal is to maximise the attraction, retention and success of students from diverse backgrounds, and enhance student wellbeing and safety, through the provision of quality support and administrative services, campus development programs and high-value co-curricular activities.

We seek to achieve a seamless, end-to-end student experience and ensure that our core student services are aligned with student need, especially students from identified equity groups. To achieve this, we will conduct a longitudinal analysis of student readiness for university study, as well as student service use and academic performance using existing and new data sources.

Building on the insights from the research, we will improve the quality and impact of student support services by tailoring UC's service offerings to student need to improve retention and completion rates.

4. PROVIDE INDIVIDUALISED AND PROACTIVE TRANSITION SUPPORT

The University of Canberra will provide intensive support in the transition to university for students from low SES backgrounds, including UC partner schools, and those who have been identified as being at high risk of discontinuing their studies, namely:

- Students who were accepted into an undergraduate degree based on the School Recommendation Scheme (SRS),
- Students who identify as Aboriginal or Torres Strait Islander,
- Students who enrol on a part-time basis (<0.75 EFTSL per academic year) and/or fully online.

Transition support will cover the period between receiving a UC offer and Trimester 1 Census date. The transition support program will be developed and implemented as a close collaboration between Faculties and relevant areas, including Student Life, Student Connect, Planning and Analytics, Medical and Counselling, and Recruitment. It will include assistance with scholarship and Centrelink applications, one-on-one course advice, awareness raising of existing support services, and peer support.

5. ACHIEVE 100% EMBEDDED WORK INTEGRATED LEARNING OPPORTUNITIES

The University will embed Work Integrated Learning (WIL) opportunities in all of its courses. Given its diverse student cohort, the implementation of this objective is likely to create significant challenges for a large proportion of the UC cohort. Students may have to negotiate periods away from their jobs, secure alternative sources of income, find care for their children and/or other dependents, arrange travel to their WIL placement and resolve other challenges associated with a change in routine. Others may not have the social and professional networks to secure a placement or may not be aware of the customs and conventions of professional workplaces.

This project aims to thoroughly understand and document the challenges for the diverse UC student cohort, and implement targeted interventions, to support the transition to fully embedded WIL programs and ensure the accessibility of professional opportunities for all students.



CLAUDIA JENKINS

BACHELOR OF MANAGEMENT/BACHELOR OF SCIENCE IN PSYCHOLOGY

“I chose UC because it’s essentially a bigger version of my hometown, Wagga Wagga. As the first in my family to attend university, I found that the double degree in Bachelor of Management and Bachelor of Science in Psychology was the perfect fit for me. I had previously attended the Open Days and Widening Participation’s UC 4 Yourself Day, so I was convinced early about where I would be completing my studies. My journey so far has been nothing short of fun, inspiring and challenging, and I have enjoyed the way that living on campus has allowed me to be involved with more activities and groups than I could have imagined.”

STUDENT EQUITY AND ACCESS PLAN ACTIONS

ACTION	PROJECT LEAD	PRIMARY PARTNERS	PROJECTED HEPPP ALLOCATION	KPIs
1. CHANGE THE NARRATIVE OF DIVERSE STUDENT SUCCESS	Deputy Vice-Chancellor (Academic) Dean of Students and Director, Student Life as nominated delegate	Marketing Global Student Recruitment University of Canberra College (UCC) Office of Aboriginal and Torres Strait Islander Leadership & Strategy Strategic Engagement Advancement Media & Communications Student Life Student Connect Partnerships Faculties	\$75,000	Primary KPIs: Equity Project milestones 2019: <ul style="list-style-type: none"> Design and commence implementation of internal and external communications campaigns Produce feature stories of successful students from diverse backgrounds Develop innovative approaches to normalise help seeking through positive and proactive communication
2. IMPLEMENT DISCIPLINE-ALIGNED OUTREACH IN COLLABORATION WITH DISADVANTAGED PARTNER SCHOOLS	Deputy Vice-Chancellor (Academic) Dean of Students and Director, Student Life as nominated delegate	Marketing Global Student Recruitment Faculties Advancement University Relations and Strategy Student Life	\$465,000	Primary KPIs: Equity Project milestones 2019: <ul style="list-style-type: none"> Design a university-wide outreach strategy Produce discipline-aligned content in collaboration with faculties Develop highly-engaged partnerships with disadvantaged schools and communities
3. CREATE EXCEPTIONAL STUDENT EXPERIENCES AND IMPROVE STUDENT SUCCESS	Pro Vice-Chancellor (Students, Partnerships & International) Dean of Students and Director, Student Life as nominated delegate	Student Connect Faculties Student Life UC College The Ngunnawal Centre	\$75,000	Primary KPIs: Equity Project milestones 2019: <ul style="list-style-type: none"> Design and implement the first wave of a longitudinal analysis of student readiness for university study, service use and academic performance Analyse and triangulate institutional and survey data Provide recommendations to the Student Equity and Access Advisory Group on how to improve the quality and impact of student support services for a diverse cohort

STUDENT EQUITY AND ACCESS PLAN ACTIONS

ACTION	PROJECT LEAD	PRIMARY PARTNERS	PROJECTED HEPPP ALLOCATION	KPIs
4. PROVIDE INDIVIDUALISED AND PROACTIVE TRANSITION SUPPORT	Deputy Vice-Chancellor Academic Dean of Students and Director, Student Life as nominated delegate	Faculties Student Life Student Connect Medical & Counselling Recruitment Planning and Analytics	\$100,000	Primary KPIs: Equity Project milestones 2019: <ul style="list-style-type: none"> Develop and implement a pilot of intensive support in the transition to university which covers 5 core components: <ol style="list-style-type: none"> Inspiration Conversion Social & financial support Technical aspects Wider community Establish embedded transition and support programs in all faculties Provide recommendations to the Student Equity and Access Advisory Group to secure operational funds
5. ACHIEVE THE TRANSITION TO 100% EMBEDDED WORK INTEGRATED LEARNING (WIL)	Pro Vice-Chancellor (Teaching & Learning)	Faculties Careers UC Widening Participation	\$70,000	Primary KPIs: Equity Project milestones 2019: <ul style="list-style-type: none"> Design and implement a data collection process to better understand the challenges of the diverse UC student cohort in undertaking WIL placements Trial targeted interventions to support diverse students to undertake WIL placements Provide recommendations to the Student Equity and Access Advisory Group on how to achieve 100% uptake of WIL opportunities by 2022

KEY PERFORMANCE INDICATORS

These KPIs represent the primary measures that will be reported to VCG and Council on an annual basis.

The Deputy Vice-Chancellor (Academic) will have overall responsibility for achievement of these KPIs, although they will be further defined at faculty level.

PERFORMANCE MEASURES – UNIVERSITY LEVEL

PERFORMANCE MEASURE	ACTUAL			TARGET				TARGET
	2015	2016	2017	2018	2019	2020	2021	2022
Equity								
Number of completions – Aboriginal and Torres Strait Islander students	35	36	36	37	37	38	38	39
Number of completions – Low SES students	270	237	285	294	303	312	321	330
Number of completions – Students with a disability	158	165	173	178	183	188	194	200
Number of completions – Regional and remote students	641	563	580	598	616	634	653	672

DEFINITIONS AND METHODOLOGY – PRIMARY KPIs

The *Student Equity and Access Plan* supports the stated aim of the University of Canberra to improve its performance against identified Equity indicators. While these are considered Secondary KPIs in the *Students and Education Plan*, they are regarded the Primary KPIs for the purpose of this Plan.

In all cases, data will be listed under the year to which the data applies (not the year it was published), so there will necessarily be some delay in the reporting of annual results, although over time the trajectory of achievements will provide additional indication of success.

EQUITY

UC will seek to increase the total number of completions by recognised equity groups and Aboriginal and Torres Strait Islander students.

LOW SES – NUMBER OF COMPLETIONS

Data for this measure is derived from the University’s data warehouse, replicating the methodology and data sources used for the external reporting.

DISABILITY – NUMBER OF COMPLETIONS

Data for this measure is derived from the University’s data warehouse, replicating the methodology and data sources used for the external reporting.

REGIONAL – NUMBER OF COMPLETIONS

Data for this measure is derived from the University’s data warehouse, replicating the methodology and data sources used for the external reporting. Regional and remote categories are included.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS – NUMBER OF COMPLETIONS

Finalised data for this measure is derived from the Selected Higher Education – Annual Student Data publication from the Department of Education and Training website. The specific data are available in Table 16 in the Award course completions spreadsheet. Interim data for this measure is derived from the University’s data warehouse, replicating the methodology and data sources used for the external reporting.

TRACKING SUCCESS, MEASURING IMPACT

MONITORING AND REPORTING

1. Bi-annual progress reports against project milestones to the Student Equity and Access Advisory Group
2. Annual update of the project milestones and budget allocations in the Student Equity and Access Plan in consultation with the Advisory Group
3. Production of HEPPP Annual Report to the Department of Education and Training
4. Development of student vignettes to include the student voice
5. Annual report to Academic Board and UC Council on progress against the Student Equity and Access Plan.

EVALUATING THE IMPACT OF STRATEGIC INITIATIVES

Formative and summative evaluation will be undertaken for all initiatives to demonstrate the influence of UC's equity and access initiatives on student outcomes. These research projects will be designed and implemented in collaboration with academic colleagues.

STUDENT EQUITY AND ACCESS ADVISORY GROUP

Implementation of the Student Equity and Access Plan will be supported by a senior advisory group which meets twice per year. Membership of the group includes:

Deputy Vice-Chancellor (Academic) - ex-officio (Chair)
Pro Vice-Chancellor (Students, Partnerships & International) - ex-officio

Pro Vice-Chancellor (Teaching & Learning) – ex-officio

At least one representative of the Associate Deans (Education) – nominated by the PVC (T&L)

Dean, Aboriginal and Torres Strait Islander Leadership and Strategy – ex-officio

President, University of Canberra Students' Association – ex-officio

Dean of Students and Director, Student Life – ex-officio

Director, Marketing – ex-officio

Director, Global Student Recruitment – ex-officio

Director, Student Connect – ex-officio

Director, University of Canberra College – ex-officio

Director, Planning & Analytics – ex-officio

Director, Finance & Business Services – ex-officio

Director, Media and Communications

Community partner – nominated by the DVC Academic

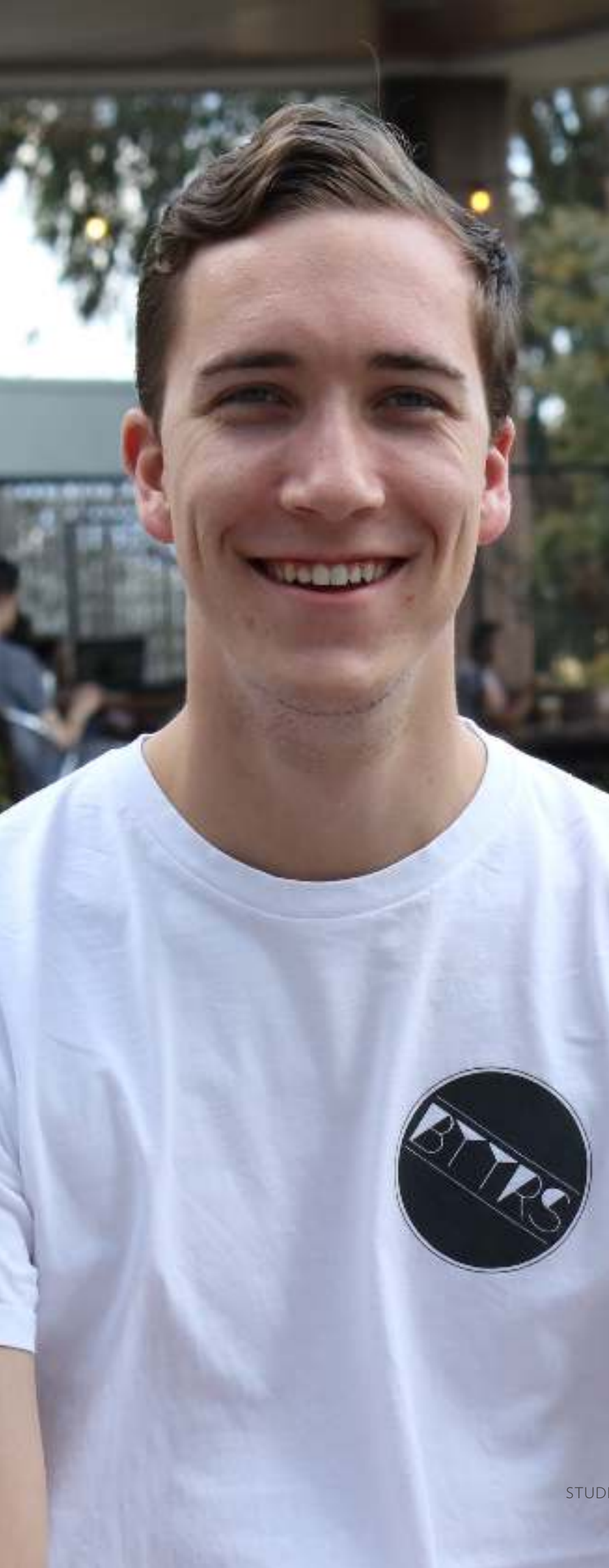
Director of Diversity and Talent Management

JEN RILEY

BACHELOR OF ARTS IN INTERNATIONAL STUDIES

"As the first person in my family to attend university, studying at the University of Canberra means a lot to me and has so far been a truly rewarding experience. As a Bidjara Gungarri descendant from South-West Queensland, most of my family members were not provided with educational opportunities and my siblings and I were the first generation to complete Year 12. Although I didn't originally qualify for university studies, I completed a couple of Certificate IV qualifications at TAFE that were recognised at UC and allowed me to enrol into a Bachelor of Arts in International Studies. So far, studying my degree has expanded my knowledge in the areas I am passionate about, such as Indigenous history and human rights, and has provided me with lifelong friends, support networks and international travel."





HAYDEN LENORD

BACHELOR OF EVENT AND TOURISM MANAGEMENT/ BACHELOR OF COMMUNICATION

“I chose to study at the University of Canberra because of its ‘country-town feel’. Growing up in Dubbo, I left behind my brother, parents and grandparents to move to Canberra in 2017, to study a double degree with a Bachelor of Event and Tourism Management and a Bachelor of Communication. Although it was initially daunting working out my timetable and organising textbooks, the support I received from staff and other students was beyond amazing. The opportunity to study at the University of Canberra has given me the platform to learn new skills such as leadership, event experience and team management. While my journey so far has been a busy one filled with work experience and internships, it has also enabled me to move one step closer to achieving my dream job.”

RESOURCING THE PLAN

The University receives Higher Education Participation and Partnership Program (HEPPP) funding from the Australian Government to undertake activities and implement strategies that improve access to undergraduate courses for people from low socio-economic status (SES) backgrounds, as well as improving the retention and completion rates of those students.

Funding amounts are announced towards the end of the year by the Department of Education and Training for the next calendar year and need to be expended within that year. In 2018, the University of Canberra received \$824,000 in HEPPP funding.

HEPPP expenditure is subject to the Other Grants Guidelines (Education) 2012 which are pursuant to the Higher Education Support Act 2003. Annual reports detailing HEPPP expenditure and progress against stated objectives need to be provided to the Department. Universities are also asked to provide annual Access and Participation Plans which outline the institution's strategies for increasing access, participation and success for people from low socioeconomic status backgrounds. The annual nature of HEPPP planning and expenditure is reflected in annual milestones and budgets for the *Student Equity and Access Plan*.

The *Student Equity and Access Plan* is designed so that project costs, including front-line project staff, can be covered by HEPPP funding in 2019. Because it is the foundation year of the Plan, it includes research and pilot activities. Once the projects are established, they will require additional operating funding if they are to be delivered at scale and not narrowly focused on undergraduate students from low SES backgrounds.

DEVELOPMENT OF THE STUDENT EQUITY AND ACCESS PLAN

The *Student Equity and Access Plan* has been developed in close consultation with staff across the University of Canberra and was discussed with UC students and community partners. In June 2018, a working group was convened by the Manager, Widening Participation to bring together representatives of all faculties, business and support units to develop a strategy for an institution-wide approach to Access and Participation at UC. The working group mapped existing activities relating to the four phases of the student lifecycle and resolved that a more immersive session was required, informed by relevant data, to investigate the main issues effecting students and how they can be addressed strategically and collaboratively.

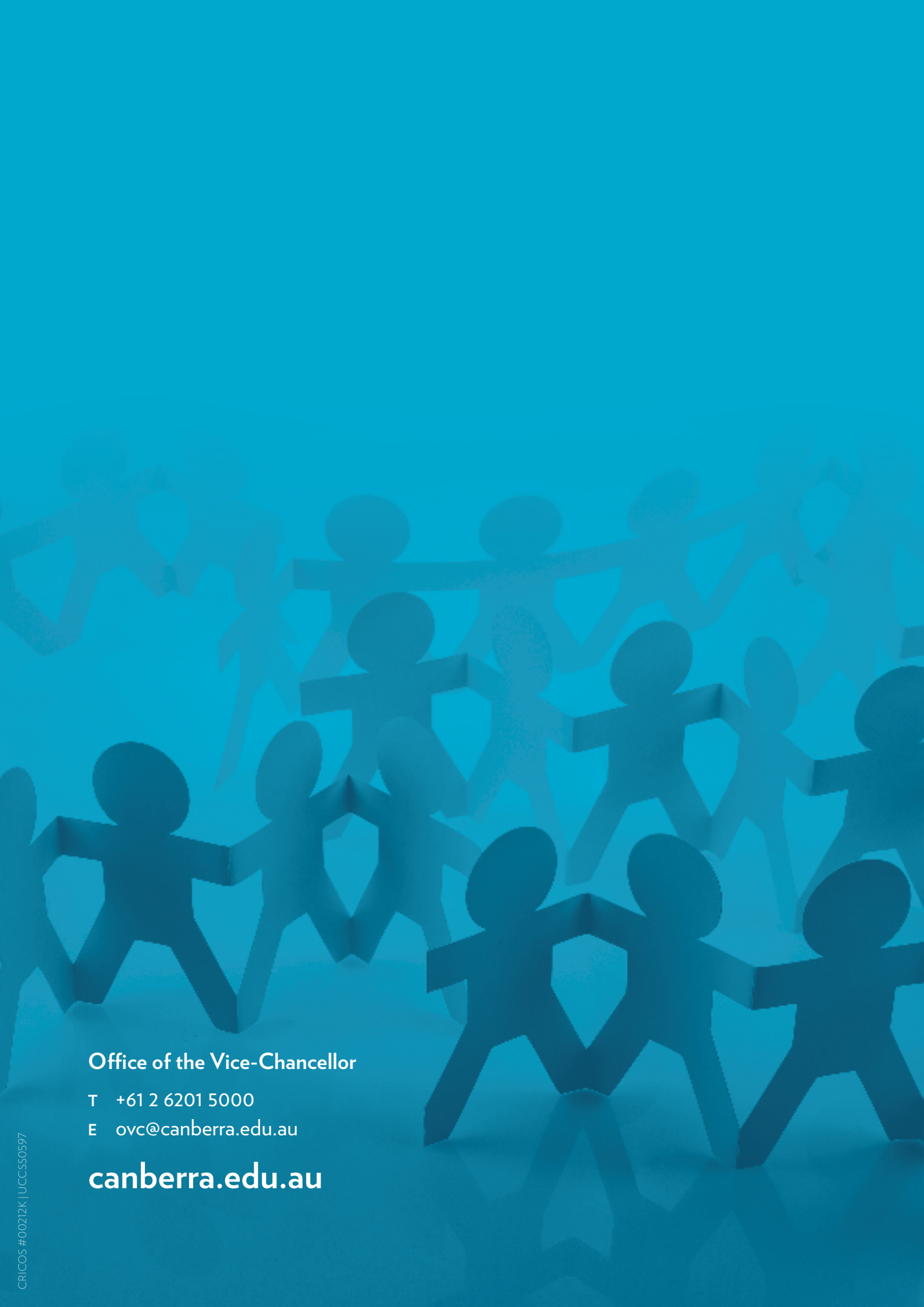
This session was designed as a Student Equity Strategy workshop, opened by the DVC Academic and facilitated by Dr Nadine Zacharias from the National Centre for Student Equity in Higher Education (NCSEHE) on 7 September 2018. Following introductory presentations from the Director, Student Life and Dr Zacharias, participants from across the University completed a comprehensive stocktake of existing activities and workshopped strategic questions relevant to the different phases of the student lifecycle. The output from the workshop was a rich set of strategic opportunities which the University could pursue to deliver on the vision of sector leadership in equity, diversity, inclusion and access articulated in the *Distinctive by Design* strategic plan.

Led by the Manager, Widening Participation, with support of Dr Zacharias, these strategic opportunities were developed into a set of priority projects in close consultations with key stakeholders and relevant executive managers. The draft Plan was tabled at Academic Board and the Vice-Chancellor's Group for discussion. The final Plan was endorsed by Council on 14th December, 2018.



ANGUS FRENCH BACHELOR OF FILM PRODUCTION

“My sister was a big inspiration for me to come to the University of Canberra, having studied here herself, and I was impressed by the film and media courses. Making the move from Dubbo has certainly had its challenges as I have learnt to become completely independent, not just with my study, but also with my life. I am forever grateful for the experiences and opportunities that the university has provided me, particularly as so many people in the world are not able to receive basic education. So, my time and study here is something that I want to use to better the world, so everyone can have their right to education.”



Office of the Vice-Chancellor

T +61 2 6201 5000

E ovc@canberra.edu.au

canberra.edu.au