

# ACCESS AND PARTICIPATION PLAN 2015-2017

## Australian Catholic University

### 1. Equity outcomes and strategies

#### a) Outcomes for improving performance for equity groups from 2015-2017

- 200 Equity Pathways partner schools participate in multiple ACUgate programs annually
- Participation rate of students from low socio economic backgrounds, Aboriginal and Torres Strait Islander students and rural and remote students, increases annually
- Success rate of low socio economic background students, Aboriginal and Torres Strait Islander students, rural and remote students and students with a disability is at or above the sector rate.

#### b) Strategies for achieving the outcomes

##### Access:

- Work in collaboration with partner schools, partner community organisations, VET providers and partner universities and community to deliver sustainable ACUgate awareness, aspiration and access programs
- Encourage a particular focus on ACUgate Mathematics and Science programs
- Work with Aboriginal and Torres Strait Islander communities and through ACU Satellites to increase take up of culturally appropriate ACUgate programs by Aboriginal and Torres Strait Islander students
- Continue to develop and grow an evidence based model of practice for promoting access by equity groups to higher education
- Continue collaborative activities with other higher education providers such as Bridges to Higher Education NSW, Widening Participation Forum Queensland and LEAP Victoria.

##### Participation:

- Conduct ACU Smart annually, a transition to university program pre-Orientation for low socio economic background and Aboriginal and Torres Strait Islander students
- Support ACU Smart students, including Principal's Recommendation Program students, in their commencing year
- Support initiatives from Learning for Life, ACU's Learning and Teaching Framework that will assist curriculum development, educational technology use and quality teaching to foster participation and success by the targeted equity groups
- Support the faculties in retention programs
- Provide easy access for the targeted equity groups to Library resources and technologies, and to information literacy programs, to support student participation and success
- Promote and deliver student support services that meet the needs of equity groups
- Ensure academic skills and career development embedded in the curriculum meet equity group needs
- Provide admissions processes that are suitable for students entering ACU through equity programs.

### 2. Evaluation Plan

- Collaborative 'community of practice' and past research will inform effective and informative evaluation processes
- Quantitative and qualitative evaluation of all programs
- Evaluations will inform semester and annual reviews of the Equity Pathways program.

### 3. Partnerships and collaboration

- Establish a Partner advisory group in each ACU state consisting of partner leaders to advise on best practice for widening participation activity (eg primary and secondary schools and VET providers)
- Be an active member of HE consortia in NSW, Queensland and Victoria and of relevant peak bodies.