

1. Equity outcomes and strategies

Outcomes for improving performance for equity groups from 2015-2017

- Increase the access rate for commencing students from targeted equity groups by 3%.
- Increase the UNE student progression measure for commencing cohorts of equity group students by 3%.
- Improve participation and completion rates for women in non-traditional areas of study.
- Double the number of Aboriginal and Torres Strait Islander (ATSI) students successfully progressing in the UNE Joint Medical Programme.
- Increase the progression and completion rate of coursework postgraduate ATSI and low-SES students participating in online literacy skills support by 5%.
- Increase the number of ATSI and students from other equity groups participating in targeted agriculture based courses by 5%.
- Increase the number of low-SES students with high academic achievement enrolling at UNE through financial prizes by 20%.
- Support up to 100 equity students to participate in the WORK300 unit.

Strategies for achieving the outcomes

- Expand outreach liaison to increase enrolments of students from all specified equity groups within specified disciplines.
- Facilitate students in their first year of study, both on-campus and distance education, to obtain supported study skills – whether in literacy, academic writing or greater discipline understanding and knowledge.
- Improve data capture and analysis to enable improved targeting of equity groups in their source region, community and/or school and to track performance throughout the student life-cycle.
- Develop aspirational pathways for students from identified equity groups (particularly ATSI and rural/remote areas) to consider university as an educational option.
- Support graduation students from ATSI heritage in medical and other health programmes.
- Increase the number of ATSI academics across the University to act as role-models and mentors.
- Attract rural and regional students including ATSI students into agricultural courses to improve regional industries and potential employment pathways upon completion.
- Encourage high-achieving year 12 students from low SES backgrounds to attend university through financial and skill support services.
- Support students in work placements as a pathway to employment upon graduation.
- Celebrate the achievements of students from identified equity groups.

2. Evaluation Plan

Projects will be monitored at defined times, against agreed milestones. Outcomes as identified in projects, together with an evaluation of project management and success in achieving targets identified above, will form the basis for evaluation. A progress report will go to the DVC initially and then to the

Vice-Chancellor at the completion of the annual round. Over the triennium, outcomes will continue to be assessed.

3. Partnerships and collaboration

HEPP-based projects at UNE will build on and extended agreements with institutions such as the NSW Aboriginal Land Council, TAFE New England Institute, TAFE NSW, TAFE North West, Southern Cross University.

Other partnerships include those with regional/remote schools in the New England/North-West of NSW, Hunter Valley, Central Coast and North Coast of NSW.