

The University of Southern Queensland's Access and Participation Plan 2015-2017 aligns with the University's mission to enable broad participation in higher education through learning, research and community partnerships and specifically seeks to address inequalities in education.

1. Equity outcomes and strategies

- To encourage and support diversity at USQ by increasing opportunities for access, participation and success in higher education.
- To advocate within the Higher Education sector to advance social justice by addressing structural and systemic inequality in education.
- Analyse USQ frameworks, systems and operations for areas of structural inequality and champion an approach to continuously improve frameworks and systems.
- Develop a Reconciliation Action Plan with endorsement by Reconciliation Australia.
- Allocate and quarantine government funding to actions which address inequalities in education.
- Achievement of the USQ Domestic Marketing Plan to champion the widening participation agenda and through campaigns and encourage applications from the core priority groups.
- Employ a career development approach to raise aspirations in target communities.
- Continuation of USQ's suite of enabling and pathway programs.
- Establishment of orientation, learning support and student support programs that enable early detection and intervention programs for students at risk.
- Continuation of a welfare framework in student support.
- Invest in schools with students from diverse backgrounds and support student aspirations to higher education.

2. Evaluation Plan

The evaluation framework will be a two-tiered approach embedded within a project management framework that incorporates an assessment of institutional impact as well as attempting to measure worth of individual projects. The evaluation process is based on the Logic Model of Evaluation created by Martin Quigley and utilised often to evaluate the effectiveness of a program that articulates that planning and implementation has three key elements: input, outputs, and outcomes (e.g. <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>).

Tier 1: Institutional evaluation – mapping/balanced scorecard approach to ensure initiatives and funding are directed to areas of need

Tier 2: Project level evaluation – established minimum standards of quantitative and qualitative reporting on projects that are funded by HEPP

3. Partnerships and collaboration

- Be a lead advocate for, and contribute to, the national discourse on inequality in education.
- Connections established with the National Centre for Student Equity in Higher Education and contribution to their activities.
- Invest in partnerships with local, regional and national corporate, government and not-for-profit organisations to diversify opportunities for collaboration, research and funding.

- Provide leadership in growing regional opportunities which increase access to education for core priority groups, and seek support, advice and experience from regional and institutional partners when addressing inequality in education.
- The University will collaborate with other universities in Queensland and elsewhere when opportunities arise to support the objectives of widening participation and the University.