

ACCESS AND PARTICIPATION PLAN 2018 Curtin University

The Curtin University *Access and Participation Plan 2018* provides an operational framework for progressing student diversity, equity, and inclusion. The Plan is underpinned by Curtin's Value of "Respect" and Signature Behaviour of "valuing diversity and promoting equity and inclusion", and is embedded within Curtin's *Strategic Plan 2017-2020* in which the University states its strategic intent to "be a university of choice for a diverse range of students, including high achievers and those from disadvantaged backgrounds". The Plan operates in conjunction with other University plans that promote inclusion: the *Reconciliation Action Plan*; the *Disability Access and Inclusion Plan*; and the *Gender and Sexuality Action Plan*. It will be included in our forthcoming *Diversity and Equity Strategy* that draws together all diversity and equity related plans into a diversity and equity framework for the Curtin community. The Plan addresses all stages in the student life cycle articulating the key activities at each stage, and sets out how Curtin will meet its obligations under State and Federal equity legislation and policy including expenditure of Higher Education Participation and Partnerships Program funding.

1. Equity Outcomes

1.1. Pre-access (outreach to schools and communities)

Attract students from identified equity target groups to Higher Education (HE), by:

- 1.1.1. Developing positive attitudes towards HE and inspirational leadership in Indigenous, regional and school and mature age Low Socio- Economic Status (LSES) communities;
- 1.1.2. Increasing Indigenous, regional, and school and mature age LSES community awareness and understanding of HE as a viable post-school option; and
- 1.1.3. Supporting capability development of Indigenous, regional, and school and mature age LSES communities pre-university, where this relates to undergraduate course eligibility requirements.

1.2. Access (pre-entry and admissions)

Enrol students from identified equity target groups at Curtin University, by:

- 1.2.1. Increasing applications to Curtin from Indigenous, regional, and school and mature age LSES people through supporting people in managing and navigating the admissions process;
- 1.2.2. Providing entry pathways and ATAR bonuses; and
- 1.2.3. Providing Enabling Programs.

1.3. Participation (transition and progression during studies)

Retain students from identified equity target groups, by:

- 1.3.1. Facilitating a HE environment that is inclusive and supportive of Indigenous, external (online) and LSES students;
- 1.3.2. Supporting Indigenous, external (online) and LSES students to succeed in their studies; and
- 1.3.3. Facilitating a positive student experience for Indigenous, external (online) and LSES students.

1.4. Progress and attainment (successful completion and preparation for graduate employment).

Place graduates from identified equity target groups in employment or further study, by:

- 1.4.1. Supporting Indigenous, external (online) and LSES students to identify and develop realistic but aspirational goals for their studies and career;
- 1.4.2. Providing opportunities for Indigenous, external (online) and LSES students to gain practical experience related to their studies and career goals, through work integrated learning, volunteering and employment opportunities; and
- 1.4.3. Supporting Indigenous, external (online) and LSES students to gain skills and experience that will position them as attractive to employers.

2. Key Performance Indicators (KPIs)

The specific KPIs for the *Access and Participation Plan 2018* are to increase:

- Number of domestic undergraduate students from nominated equity target groups as a percentage of total domestic undergraduate students;
- Retention rate of domestic undergraduate students from nominated equity target groups; and
- Number of domestic undergraduate completions from nominated equity target groups.

3. Key Activities

Table 1 lists the key activities that will deliver an increase in the access, participation and success of people from a low SES background:

Pre-Access	AHEAD* (in Schools and Communities - School, Adult Learning & Community programs) Program
	Australian Indigenous Mentoring Experience (AIME) Partnership
	Challenge Program
	Regional Access Strategy and Programs
	Entry Pathways and ATAR Bonus Schemes
	Enabling Program Support Services
Participation	Student Counselling Support
	Student Welfare Support
	Student Learning Support
	Student Digital Engagement
	Indigenous Student Mentoring and Support
	Staff Diversity and Equity Capability Development
	Student Equity Management & Administration
Progress and Attainment	Student Career Development
	Student Leadership & Volunteering programs

**Addressing Higher Education Access Disadvantage*

4. Evaluation and Reporting

All initiatives implemented through this strategy (regardless of their source of funding) are required to report to the DVC Academic (or nominee) on the demonstrable impact for equity target groups of that initiative, and achievement/progress towards proposed outcomes. Evaluation and reporting occurs on an annual basis co-ordinated by Ethics, Equity and Social Justice, which compiles the University's Institutional Performance Portfolio and HEPPP Reports to the Commonwealth, as required. The HEPPP report is submitted to the University's Planning and Management Committee and Council for noting each year.

5. Partnerships and Collaboration

Implementation of the *Access and Participation Plan 2018* involves delivery of a range of initiatives including education and awareness programs, campus visits, regional visits, mentoring, role modelling and leadership, learning clubs, and pre-release programs, in collaboration with a range of external partners including:

- Primary Schools;
- Secondary Schools;
- Government Departments (such as the Department of Corrective Services); and
- Community Organisations (such as the Australian Indigenous Mentoring Experience (AIME), Future Footprints, RMLA, and The Smith Family).

The University works closely with other Higher Education providers across Western Australia to ensure associated programs are complimentary and reach effectively into regional and isolated areas of the State.