

1. Equity outcomes and strategies

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

Over the period of this plan, the University of Canberra aims to increase the participation rates of people from low socioeconomic (SES) backgrounds, Aboriginal and Torres Strait Islander peoples and people from rural and regional areas. The table below shows participation targets over the period of the plan for these groups.

Group	2015	2016	2017
Low SES (undergraduate only)	6.00%	6.20%	6.40%
Regional (undergraduate only)	18.00%	18.40%	18.80%
Aboriginal and Torres Strait Islander (all)	1.50%	1.65%	1.85%

b) Strategies for achieving the outcomes

Access:

The University will build interest in, and capability for, university study for all three groups through the provision of the *Aspire UC* programme in schools across the capital region and south-eastern NSW. Additionally, throughout 2015, the University will continue to deliver the *ACT-Indigenous Success* project in high schools across the region. The project involves working with 12 schools to build the aspiration and achievement of Aboriginal and Torres Strait Islander students and those from low SES backgrounds in Years 7 to 10. Moreover, it includes delivery of a specialised pathways programme in two school hubs.

In 2015, the University will continue to deliver the *Stronger Smarter Schools Project* in partnership with the Stronger Smarter Institute. The project involves working with schools in the ACT and southern NSW to build the leadership capacity of school teachers and principals to deliver quality educational outcomes to Indigenous students and those from low SES backgrounds.

The University has partnered with the Aurora Project to run several initiatives for Aboriginal and Torres Strait Islander peoples to support their educational aspirations and achievements. These initiatives include academic enrichment programs for school students, scholarship programs for postgraduate students and scholarship initiatives to support Indigenous students undertaking higher education studies. This project will run throughout the three years of the plan.

Participation:

The University of Canberra will create a safe and inclusive environment that attracts students who have traditionally been disadvantaged in their access to higher education; ensure that inclusive pedagogies are demonstrated in all our courses; and ensure that inclusive practices are demonstrated in all areas across the University. Additionally, the University will continue to offer academic and pastoral support services and programmes to meet the needs of the above groups and of students with a disability.

2. Evaluation Plan

Evaluations for all programmes will be done through a structured evaluation framework. Evaluations will be conducted according to the methodologies that appropriately meet the project aims. The range of evaluation methodologies used will include pre- and post-programme surveys to measure aspiration; teacher surveys to measure the utility of the programmes to support students' learning and aspiration; focus groups; NAPLAN results; attendance data; and completion of University pathways programmes.

3. Partnerships and collaboration

The University of Canberra will work collaboratively on a variety of access pathways with the Canberra Institute of Technology and other Australian TAFE's. Additionally, we will continue to work collaboratively with the ACT Education and Training Directorate and the NSW Department of Education and Communities. We will continue to work in partnership with schools across the region and with organisations such as the Aurora Project, the Stronger Smarter Institute, and relevant Aboriginal and Torres Strait Islander Education Consultative Groups. These collaborations and partnerships will all be designed to break down barriers to accessing higher education by Aboriginal and Torres Strait Islander peoples, students from low SES backgrounds and regional students.