

Equity Initiatives Map of HEPPP Program at XYZ University

To be read in conjunction with the 201X HEPPP annual progress report to the Department of Education and Training

STUDENT LIFE CYCLE	PRE-ACCESS: Outreach to Schools and Communities		ACCESS: Pathways and Admissions (Including Enabling Pathways)	PARTICIPATION: Transition, Engagement and Progression (Undergraduate)		ATTAINMENT AND TRANSITION OUT (Undergraduate)	
	Pre-Access		Access	Participation		Attainment	Transition Out
STAGE	Outreach to Schools and Communities		Pathways and Admission	Transition and Engagement	Engagement and Progression During Studies	Completion	Graduate Destinations
TARGET GROUPS	Infants and primary and school students, teachers and parents	Primary and secondary school students, teachers and parents	Secondary school students and leavers Mature age students VET students	Commencing/first year students	Continuing later year students	Completing students	Graduates Employer groups and professional associations
MAJOR AIMS	Increase awareness of higher education pathways, opportunities and associated careers by supporting, developing and/or maintaining aspirations, expectations and attainment		Provide opportunities for people to access and achieve at university, taking into account the degree of selectivity and distance to target communities	- Engagement and belonging - Academic literacies - Competencies in discipline area/ relevant knowledges developed through inclusive pedagogies		- Employability - Postgraduate study	
Address issues of affordability of higher education study: provide information, strategies and financial support to fund student life							
EQUITY PERFORMANCE (YEAR)	[PROPOSED: Application rate to tertiary institutions by students from partner schools]		Access rate % (low/medium/high)	Retention rate % (low/medium/high)		Completion rate % (low/medium/high)	
			Participation rate % (low/medium/high)				
TOTAL INVESTMENT AND NUMBER OF INITIATIVES (YEAR) Total allocation (or actual and underspend): X Total initiatives: Y	\$x,xxxk / y initiatives (zz% / aa%)		\$xxxk / y initiatives (zz% / aa%)	\$x,xxxk / y initiatives (zz% / aa%)		\$xxxk / y initiatives (zz% / aa%)	
HEPPP FUNDED EQUITY INITIATIVES (YEAR)	- Outreach to early years of schooling (Years K-4) - Community outreach	- Outreach to primary and middle years schooling (Years 5-9) - Outreach to senior secondary schooling (Years 10-12) - Pre-university experience programs - School curriculum enhancement and support and foster skills and capabilities - Professional development for careers advisors and teachers - Predevelopment for careers advisors and teachers	- Pathways programs: a qualification that provides entry into university upon successful completion often from enabling, VET or private providers - Foundation programs: programs that provide extra academic development to build skills; may be a separate qualification or part of a degree - Alternative selection criteria and tools in entry requirements - Outreach to VET/adults Bridging programs - Engaging and inclusive curriculum/course design - Inclusive pedagogies - Reflexive practice - Embedded literacies and skills development - Contextual learning - Continuing professional development for staff or students (to build capacity and awareness of changing needs)	- Orientation programs - First year inclusive transition programs	- Academic service provision - Non-academic service provision (childcare, financial aid, student counselling and health) - Social activities - Diversity of strategies, including extra-curricular learning development and other programs	Alternative exit qualifications	Careers and employment support post completion
		- Careers advice regarding educational pathways - Mentoring and role models	Careers and employment support pre-course completion (including work integrated learning, part-time employment, leadership programs and professional mentoring).			Support to continue to postgraduate study (coursework and research higher degrees)	
		Scholarships and prizes for potential students currently at school or in the community	- Scholarship provision and grants for commencing students - Scholarship provision and grants for students in enabling, foundation, bridging or other access programs		Scholarship provision and grants for continuing and completing students		N/A Scholarship provision and grants for postgraduate study
COMPETITIVE GRANTS IN YEAR/S	NPP in Year/s						
CENTRAL ADMINISTRATIVE INFRASTRUCTURE	- \$xxx (zz%) - Including: Leadership role (e.g. Director, Coordinator), Evaluation Officer, Finance Officer, Admin Officer, Project Officer - Also: General expenditure and reviews of business processes						
SECTOR AND INSTITUTION-WIDE PRINCIPLES AND PROCEDURES	- Development and review of federal policies, sector-wide policies and procedures with an equity lens - Review of university policies, procedures and plans with an equity lens provided by equity practitioners and inclusive learning scholars, drawing on insights gained from both practice and research (praxis-approach) - Continuing professional development for promoting inclusive practices and pedagogies - Cultural engagement - Inclusive, non-stigmatising, non-deficit language - Data collection to facilitate provision of support and evaluation - Institution-wide research/evaluation projects - Monitoring at each stage (access, performance, outcomes) utilising inclusive approach and language						
EVALUATION	<p>Programs that demonstrate impact use evaluation that is stakeholder centred, context specific and iterative. Rich information may be gained from a mixed methods approach (usually combining qualitative and quantitative methods) to understanding the impact of an initiative/suite of initiatives. The following are examples of evaluation methods and data sources relevant to equity initiatives:</p> <ul style="list-style-type: none"> > Program logic analysis (including plausibility analysis, needs analysis and input/output requirements) > Surveys of student and other stakeholder characteristics and experiences (using qualitative and/or quantitative designs) > Focus groups with students and other stakeholders (for eliciting targeted feedback and information) > One-to-one interviews with stakeholders (for exploring more detailed or complex issues) <p>N.B. Focus groups and interviews may be conducted online or by telephone to overcome challenges of distance and cost</p> <ul style="list-style-type: none"> > Documentary/narrative/discourse analysis of program information and resources > Documented reflective activities, which may be conducted before and after an initiative to explore its impact > Creative forms of feedback from participants (via journal entries, illustrations, responses to narratives, mentors and other stimuli) > Participant observation of programs in action (e.g. in learning contexts) > Benchmarking (through external program review or comparisons with other initiatives or sectoral and/or institutional norms) > Case studies of specific initiatives (which may involve comparisons between different initiatives) > Analysis of input/output measures (e.g. numbers of participants, qualifications, numbers of scholarships awarded, etc.) > Longitudinal tracking of individual student experience and outcomes > Cohort analysis (comparing program offers, admissions, enrolments, attrition, retention, success and completion rates) > Service process tracking (e.g. changes in contact waiting times) > Web analytics (using the increasing amount of online data to track and analyse student and/or program performance) > Randomised control trials (initially designed for testing new drugs but now being used for educational interventions) > Economic modelling (to estimate economic and community-wide or individual benefit from participating in a program) 						

The Equity Initiatives Framework was created as part of the Critical Interventions Framework Part 2: Equity Initiatives in Australian Higher Education: A review of evidence of Impact. Bennett, A., Naylor, R., Mellor, K., Brett, M., Gore, J., Harvey, A., Munn, B., James, R., Smith, M., and Whitty, G. (2015). This was funded by a grant from the Australian Government Department of Education and Training. The grant was made under the Higher Education Participation and Partnerships Program (HEPPP). The Equity Initiatives Framework was further developed into an Equity Initiatives Map to enable program level analysis of HEPPP expenditure and effort as part of the 2016 Equity Fellowship Project by Nadine Zacharias, Deakin University. The Fellowship was funded by a grant made under HEPPP from the Australian Government Department of Education and Training and carried out under the stewardship of the National Centre for Student Equity in Higher Education (NCSEHE) at Curtin University.