

'MIND THE GAP!' EXPLORING THE POST-GRADUATION OUTCOMES AND EMPLOYMENT MOBILITY OF INDIVIDUALS WHO ARE FIRST IN THEIR FAMILY TO COMPLETE A UNIVERSITY DEGREE

FINAL REPORT: APPENDIX

RESEARCH FELLOWSHIP REPORT



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2019 Research Fellow
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January 2020

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree

Appendix

January 2020

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Appendix 1: Timeline of Activities in the Fellowship

STAGE	ACTIVITY/MILESTONE: <i>Dissemination via online social media, institutional visits / consultations will be ongoing</i>	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Prep	Staff recruitment, Human Research Ethics, liaison via CI's existing relationships with outreach / equity staff in the HE sector across Australia and the UK and form international project advisory group.												
	Milestone: All preliminary tasks are completed to enable study to proceed with ethical approvals, contracts executed and staff employed.												
Stage 1	(i) Review published reports and also key empirical data that situates this issue within an international context. (ii) Organise the statistical analysis of extant data on graduates from diverse backgrounds and establish the key findings												
	Milestone: Preliminary literature review completed and also the initial statistical analysis completed.												
	(iii) Synthesise this literature into a written review that includes suggested applications for the Australian context. (iv) Develop the conceptual framework for the project and articulate the protocols for data analysis.												
Milestone: A synthesis of literature completed and an overview of the conceptual framework of the study completed.													
Stage 2	(i) Conduct in-depth interviews (n=30) with first in family graduates utilising a snowball sampling technique that commences with recruitment of participants from a current ARC DP (O'Shea, 2017) – all of whom were FiF and in the final year of study in 2017 – approximately 48% of the interview participants (N=67) have already agreed to be contacted to provide feedback on the outcomes from this project and so will be asked to participate in the fellowship												
	Milestone: Recruit first-in-family graduates for in-depth interviews and conduct these either via face to face or via phone – a survey option will also be available to students if an interview is not possible. Complete Fellowship Interim report (June).												
	ii) Conduct interviews with key stakeholders and scholars in relevant fields (n=10-15) across Australia and the UK to explore best practise in supporting equity students beyond graduation iii) Attend FACE conference in the UK (3-5 July 2019) and also use this attendance to speak to key stakeholders in the field as the opportunity arises												
Milestone: Complete interviews with stakeholders and researchers in the field and import all data into NVivo for coding and analysis.													
Stage 3	(i) Code data applying the analytical framing developed at the commencement of the project (ii) From this initial pass over the data develop a series of recommendations and seek feedback from the expert advisory group. (iii) Organise for feedback or trialling of key recommendations within UOW based on their 'whole of student' lifecycle approach – with a focus on the 'transition out' phase of this cycle.												
	Milestone: A series of draft recommendations developed and a trial and /or feedback on these organised at UOW												

Dissem.	(i) Write up one quality article based on the findings of the study targeted at the HERD journal (IF 2.0) or a journal of similar ranking. Conduct conference presentations / seminars on findings ii) Further validation of the recommendations from stakeholders in the UK/Ireland iii) Complete Fellowship report and submit													
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Appendix 2: Interview Questions — only FiF university graduates

Higher Education participation and success: Investigating the persistence strategies of students who are the first in their family (FiF) to graduate from university

Based on Appendix O Interview Questions — reframed through Sociological readings

Pre-Interview Questions (prior to interview — see participant's transcript from 2017)

Degree title

University graduated from:

Year of graduation:

Year degree commenced:

Questions

1. So, tell me what has happened since we last spoke in terms of uni and negotiating employment

Prompts if needed ...

- Are you working in the same/similar field of your degree? OR Are you trying to secure work in the same/similar field of your degree?
- Are your employment options as you expected?
 - (i.e. was the degree 'enough'? were there other opportunities that added / could have added value to the degree?)
- What kinds of things assisted you in getting a job after graduation?
 - (to elicit what the focus has been i.e. on attaining the degree itself? grades? ... or taking advantage of other opportunities such as involvement in internships / work experience? Social networks? development of soft skills?)
- What other skills or networks did you think you lacked or needed to develop?
 - (i.e. internships? Work experience? Social networks? 'learning to play the game'?)
- Tell me about some of the barriers you faced after completing/graduating? What assisted you in overcoming these barriers or obstacles?
- What has been your experience of the 'competing' in the job market?

2. With the benefit of hindsight, what would you do differently? Why/why not?

Prompts if needed ...

- How well do you feel the university and the university experience prepared you for life/employment beyond graduation?
- What could have been done better?
- Do you think that having a degree 'enough' in the competitive job market?
- What are the major benefits of attending uni and having a degree?

Graduate self-reflections

3. What do you think helped make you stand out from the 'crowd'?

Prompts if needed ...

- What qualities do you think your employer saw in you?
- What personal qualities assisted you in your higher education journey are now valuable to you in the employment field?
- To what extent do you think there's an element of 'who you know' (rather than what you know) in gaining employment?
- How might your employment prospects be different if you had not attended university?

- In what ways have your employment prospects lived up to / not lived up to your expectations?
- Would you describe yourself as a successful graduate? How do you characterise success after graduation?

HE Graduation and Community/Family reactions

4. What have been the reactions of others regarding what you have achieved and what you are doing now / aspiring to do? Why? (i.e. to elicit an understanding of the expectations of others on the participant)

Prompts if needed ...

- What have their reactions been as you negotiated employment / career options
- Have you moved back into your community or locality (if you left) or have you decided to work elsewhere? Why?
- In what ways do you think your first in family status assisted you or hindered you in pursuing employment?
- Has anyone been 'surprised' about what you've been doing?
- How do you describe the influence you may have had on your family/community members?

Workplace experiences

5. How well do you feel you fit in with your career and workplace?

Prompts if needed ...

- Do you perceive you have to work hard to feel a sense of belonging within your career and workplace? Why/Why not?
- Do you have a lot in common with your colleagues in the workplace? Why/why not?
- If you could change your degree focus, would you? Why/why not?
- Do you enjoy your job? Why/why not, what aspects?
- What strengths and abilities do you/can you bring to your work

6. Where does your work ethic come from?

Prompts if needed ... from role models, experiences, family, colleagues, self etc ...

7. What have been some surprising things that you can think of? (ie. about anything)

8. Finally, anything else to add?

Appendix 3: Interview survey questions for key stakeholders

Overview: This study is funded by the National Centre for Student Equity in Higher Education, which is affiliated with Curtin University. This research will provide insight into how first-in-family students in Australia, negotiate the employment field after graduation, focusing on their experiences of this context and the strategies they use in order to provide better support for other FiF students. This understanding will be used to inform future career interventions and also, post-graduation outcomes for first in family students

SURVEY LINK: <https://www.surveymonkey.com/r/StakeholdersHE>

Lead in questions (survey options in green)

Name: (n/a for survey)
Institution (name, country, location): FREE TEXT
Role: FREE TEXT
How long in this role? FREE TEXT
What other roles have you had in relation to supporting students from diverse backgrounds? FREE TEXT
Gender: (survey only F, M, O, prefer not to say) How would you define your role: (please select as many as apply) <input type="checkbox"/> practitioner <input type="checkbox"/> researcher/scholar <input type="checkbox"/> policy-maker <input type="checkbox"/> other: please explain further COMMENT BOX

FREE TEXT

Supporting students from diverse backgrounds

1. Does your institution have targeted employability programs for specific student cohorts to assist them in gaining employability? Can you describe some examples of these?
2. What are the types of issues that students from equity backgrounds (i.e. Low SES; Rural & Remote etc) encounter when trying to secure employment post-graduation?
3. Do you encounter many FiF students? What types of issues do you feel this student cohort might encounter post-graduation?
4. In your experience, do students from equity backgrounds take up internships / volunteer opportunities on campus? Why/Why not?
5. What recommendations do you have for better supporting FiF students' employability whilst they are at university?
6. What do you think contributes to assisting FiF students in getting a job after graduation?
7. What other skills or supports/networks do you think may be lacking or need developing to better support FiF students?

FREE TEXT

Student capabilities

1. From your experience, what are some of the qualities that assist equity students in persisting to graduation?
 2. Which specific qualities will be valuable to them in the employment field?
 3. What are some of the barriers they face?
 4. What is the influence of family/community as students from equity backgrounds (particularly FiF students) move into employment the same/similar to the field of their degree?
 5. How do you characterise success after graduation?
 6. Can you draw on any examples of 'success' in relation to students from equity backgrounds to illustrate?
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7. Is there anything else you'd like to add in relation to any related aspect?

Key Research Questions:

- What capabilities do Key Stakeholders identify for FiF graduates as assisting them during their HE journey and now as they negotiate the employment field?
- How do FiF graduates (particularly those from economic or socially disadvantaged backgrounds) convert these capabilities into functionings in order to enact success after graduation and into employment
- What could HE institutions do in order to better support this conversion?
- How do key stakeholders narrate this conversion for 'successful' FiF graduates?

Appendix 4: Details of demographic information of alumni participants

Legend: The following abbreviations were used due to space constraints:

ATSI for Student from an Aboriginal or Torres Strait Islander background

DIS: for student with disability

LSES: student from low socioeconomic background

RUR: student from rural or isolated background

NESB: student from a non-English speaking background

REF: student from a refugee background

WCB: student from a working class background

NONE: n/a none apply

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
1	31 to 40	Male	B. Science	Australia	9					NESB	REF	WCB	
2	31 to 40	Female	B. Arts (Psychology)	Australia	10					NESB		WCB	
3	26 to 30	Female	B. Commerce	Australia	7								N/A
4	31 to 40	Male	B. Information Technology	Australia	7					NESB			
5	over 51	Female	M. Education (TESOL)	Australia	30					NESB			
6	26 to 30	Female	B. Commerce	Australia	3							WCB	
7	31 to 40	Male	B. Civil Engineering	Australia	9				RUR			WCB	
8	26 to 30	Female	B. Journalism	Australia	8								N/A
9	21 to 25	Female	B. Communication & Media Studies	Australia	2								N/A
10	26 to 30	Female	B. Arts	Australia	5			LSES				WCB	

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
11	26 to 30	Male	B. Arts / B. Laws	Australia	8								N/A
12	over 51	Female	M. Education (TESOL)	Australia	5								N/A
13	over 51	Female	B. Nursing	Australia	3					NESB		WCB	
14	over 51	Female	B. Arts (Hons)	Australia	10							WCB	
15	41 to 50	Female	B. Science	Australia	5		DIS					WCB	
16	over 51	Female	Diploma of Nursing	Australia	26					NESB			
17	26 to 30	Female	B. Commerce, Communication	Australia	3			LSES	RUR			WCB	
18	26 to 30	Male	B. Laws (Hons) / B. Arts (Hons)	Australia	3								
19	26 to 30	Female	B. Medicinal Chemistry (Honours)	Australia	5			LSES				WCB	
20	21 to 25	Female	B. Commerce	Australia	3							WCB	
21	31 to 40	Male	B. Engineering	Australia	10				RUR			WCB	
22	41 to 50	Female	M. Management	Australia	3							WCB	
23	26 to 30	Female	B. Psychology	Australia	4								N/A
24	over 51	Male	B. Science	UK	38			LSES					
25	31 to 40	Female	B. Nursing	Australia	8								N/A
26	31 to 40	Male	B. Computer Bioinformatics	Australia	11			LSES		NESB			
27	over 51	Female	B. Health	Australia	22							WCB	
28	41 to 50	Female	M. Nursing	Australia	4					NESB		WCB	
29	26 to 30	Female	B. Arts (Hons)	Australia	7							WCB	
30	26 to 30	Female	B. Mathematics (Hons)	Australia	3							WCB	
31	over 51	Female	B. Commerce	Australia	12							WCB	

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
32	over 51	Female	PhD	Australia	8							WCB	
33	over 51	Female	B. Arts (Hons)	UK	24								N/A
34	over 51	Female	PhD	Australia	29			LSES		NESB		WCB	
35	over 51	Female	M. Business Coaching	Australia	4							WCB	
36	31 to 40	Male	B. Information Technology	Australia	4					NESB			
37	41 to 50	Female	B. Science (with Distinction)	Australia	3								N/A
38	31 to 40	Female	B. Commerce	Australia	9			LSES		NESB		WCB	
39	31 to 40	Male	M. Business Administration	Australia	8				RUR			WCB	
40	26 to 30	Female	B. Creative Arts / Creative Writing	Australia	6								N/A
41	26 to 30	Male	B. Civil Engineering	Australia	5				RUR			WCB	
42	31 to 40	Female	B. Science (Psych) Grad Cert Health Research, Grad Dip Education (Primary)	Australia	5			LSES				WCB	
43	31 to 40	Female	B. Communications & Media Studies	Australia	11								N/A
44	over 51	Female	B. Arts	Australia	13							WCB	
45	26 to 30	Male	PhD	Australia	1								N/A
46	31 to 40	Male	B. Arts, Grad Dip in Law	Australia	10								N/A
47	over 51	Female	M. Business Coaching	Australia	5					NESB			
48	41 to 50	Male	M. Management	Australia	11			LSES					
49	31 to 40	Male	M. Arts	Australia	9					NESB	REF		
50	41 to 50	Female	M. Business Administration	Australia	8							WCB	
51	over 51	Female	M. Management	Australia	4		DIS					WCB	

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
52	41 to 50	Female	B. Science, M. Information Systems	Australia	12		DIS					WCB	
53	41 to 50	Male	PhD	Australia	10								N/A
54	26 to 30	Female	B. Science (Hons)	Australia	8								N/A
55	26 to 30	Male	B. Arts	Australia	9							WCB	
56	over 51	Male	M. Management	Australia	12			LSES					
57	31 to 40	Female	B. Arts (Psych)	Australia	3			LSES					
58	31 to 40	Female	B. Arts	Australia	3		DIS	LSES	RUR				
59	26 to 30	Female	B. Primary Education	Australia	4								N/A
60	21 to 25	Female	B. Creative Arts	Australia	4							WCB	
61	26 to 30	Female	B. Communication and Media Studies	Australia	7			LSES				WCB	
62	over 51	Female	B. Nursing	Australia	2					NESB		WCB	
63	over 51	Female	B. Commerce	Australia	6								N/A
64	31 to 40	Female	B. Commerce	Australia	10								N/A
65	26 to 30	Female	B. Nursing	Australia	8							WCB	
66	26 to 30	Female	B. Communications and media studies	Australia	7								N/A
67	26 to 30	Female	B. Science	Australia	4								N/A
68	31 to 40	Female	B. Commerce/Arts	Australia	10								
69	21 to 25	Female	B. Nursing	Australia	5							WCB	
70	31 to 40	Female	B. Commerce (accounting)	Australia	11								N/A
71	over 51	Female	B. Arts (Eng Lit)	Australia	8							WCB	

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
72	31 to 40	Female	B. Arts (Psych), Postgrad Dip (Psychology)	Australia	10								N/A
73	26 to 30	Female	B. Commerce & M. Science	Australia	6							WCB	
74	41 to 50	Female	PhD	Australia	9			LSES					
75	31 to 40	Female	B. Arts	Australia	12								N/A
76	21 to 25	Female	B. Communications and Media	Australia	5								N/A
77	over 51	Male	M. Adult Education	Australia	23							WCB	
78	41 to 50	Female	B. Arts (Dean Scholar)	Australia	4	ATSI							
79	31 to 40	Male	B. Science (Hons1)	Australia	2							WCB	
80	21 to 25	Male	B. Laws	Australia	1					NESB		WCB	
81	over 51	Female	B. Science (Hons 1)	Australia				LSES				WCB	
82	21 to 25	Male	B. Mathematics (Hons)	Australia	3								N/A
83	over 51	Female	B. Commerce (Hons 1)	Australia	12							WCB	
84	31 to 40	Female	PhD	Australia	3							WCB	
85	26 to 30	Female	B. Journalism	Australia	7								N/A
86	26 to 30	Female	B. Communication & Media Studies (Journalism and Public Relations)	Australia	6				RUR				
87	31 to 40	Female	B. Arts (Honours)	Australia	2			LSES	RUR			WCB	
88	26 to 30	Male	M. Physiotherapy	Australia	2							WCB	
89	26 to 30	Female	B. Maths Ed	Australia	5							WCB	
90	26 to 30	Female	B. Creative Arts (Visual Arts)	Australia	5							WCB	
91	41 to 50	Male	PhD	Australia	1		DIS					WCB	

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
92	26 to 30	Female	Bachelor Creative Arts (Performance)	Australia	9								N/A
93	26 to 30	Male	PhD	Australia	1							WCB	
94	41 to 50	Female	B. Arts	Australia	4							WCB	
95	41 to 50	Male	M. Science (Research)	Australia	13			LSES					
96	over 51	Female	B. Arts Honours	Australia	21							WCB	
97	26 to 30	Female	B. Laws/B. Arts		3								N/A
98	over 51	Male	PhD	UK	33			LSES				WCB	
99	26 to 30	Female	B. Arts/B. Creative Arts/M. Teaching	Australia	3							WCB	
100	over 51	Female	Graduate Diploma in Education	Australia	6			LSES	RUR				
101	31 to 40	Female	B. Nursing	Australia	3							WCB	
102	31 to 40	Male	B. Creative Arts (Visual Arts) / B. Science (Human Geography)	Australia	14			LSES				WCB	
103	31 to 40	Male	B. Arts	Australia	5			LSES				WCB	
104	26 to 30	Male	B. Arts/Law (Hons)	Australia	6								N/A
105	31 to 40	Female	B. Information Studies	Australia	17								N/A
106	over 51	Female	M. Mental Health	Australia	8							WCB	
107	26 to 30	Male	B. Engineering, Materials	Australia	6				RUR			WCB	
108	31 to 40	Male	PhD	Australia					RUR			WCB	
109	41 to 50	Male	M. Forensic Accounting	Australia	3		DIS					WCB	
110	41 to 50	Female	M. Education - Special Education	Australia	11	ATSI		LSES					
111	31 to 40	Male	B. Engineering	Australia	11				RUR				
112	over 51	Male	M. Creative Arts	Australia	6			LSES					

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
113	26 to 30	Female	B. Business Administration	Australia	10								N/A
114	26 to 30	Female	B. Chemistry (Hons)	Australia	5							WCB	
115	over 51	Female	B. Nursing	Australia	5			LSES					
116	31 to 40	Female	PhD	Australia	5					NESB			
117	21 to 25	Female	B. Communication and Media Studies	Australia	4								N/A
118	26 to 30	Female	B. Communications and Media Studies	Australia	6			LSES				WCB	
119	21 to 25	Male	B. Science	Australia	4							WCB	
120	over 51	Female	B. Arts (psychology)	Australia	21								N/A
121	26 to 30	Female	M. Science	Australia	6			LSES				WCB	
122	26 to 30	Male	B. Exercise Science	Australia	6								N/A
123	21 to 25	Female	B. Science (Nutrition)	Australia	3				RUR				
124	41 to 50	Male	B. Computer Science	Australia	11							WCB	
125	31 to 40	Female	B. Science (Psychology)	Australia	4							WCB	
126	26 to 30	Female	B. Commerce	Australia	6							WCB	
127	21 to 25	Female	B. Primary Education	Australia	4								N/A
128	41 to 50	Female	M. Commerce	Australia	7							WCB	
129	31 to 40	Female	B. Biotechnology (Hons)	Australia	10								N/A
130	over 51	Female	M. Business Coaching	Australia	1							WCB	
131	41 to 50	Male	M. Science	Australia	12					NESB			
132	31 to 40	Female	B. Accounting	Australia	9							WCB	
133	31 to 40	Male	B. Communication & Media Studies	Australia	3							WCB	

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
134	26 to 30	Female	B. Commerce (HR Management)	Australia	8								N/A
135	over 51	Female	B. Nursing	Australia	9			LSES				WCB	
136		Male	B. Tech Electrical Engineering & Mgnt	Australia	10							WCB	
137	26 to 30	Male	B. Information Technology	Australia	4								N/A
138		Female	M. Arts Research	Australia	8			LSES		NESB			
139	41 to 50	Male	M. Educational Leadership	Australia	2							WCB	
140	31 to 40	Male	B. Info & Communication Technology	Australia	10							WCB	
141	31 to 40	Female	B. Biology and Ecology	Australia	11			LSES	RUR			WCB	
142	26 to 30	Female	B. International Studies	Australia	4								N/A
143		Female	Grad Dip in TESOL	Australia					RUR	NESB		WCB	
144	41 to 50	Male	B. Business	Australia	28							WCB	
145		Female	M. Science	Australia	9							WCB	
146		Female	B. Health Science, Grad Diploma	Australia	13			LSES				WCB	
147	26 to 30	Female	B. Primary Education	Australia	6				RUR			WCB	
148	26 to 30	Female	B. Public Health Nutrition	Australia	3			LSES	RUR			WCB	
149	31 to 40	Male	B. Science (Chemistry)	Australia	10			LSES				WCB	
150	21 to 25	Female	B. Communications & Media Studies	Australia	4							WCB	
151	31 to 40	Female	B. Arts (Hons)	Australia	12			LSES	RUR			WCB	
152	26 to 30	Male	B. Commerce, B. Communications and media studies	Australia	6							WCB	
153	31 to 40	Female	B. Chemistry; Grad Dip Education	Australia/ Canada	5					NESB			

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
154	26 to 30	Female	M. Teaching (secondary)	Australia	1								N/A
155	41 to 50	Female	B. Commerce	Australia	9					NESB			
156	26 to 30	Female	B. Creative Arts	Australia	4							WCB	
157	26 to 30	Female	B. Creative Arts	Australia	5			LSES	RUR			WCB	
158	41 to 50	Male	M. Business	Australia	8							WCB	
159		Female	B. Psychology	Australia	10			LSES				WCB	
160		Female	B. Arts (Psych & Soc)	UK	38							WCB	
161	41 to 50	Female	B. Teaching	Australia	10							WCB	
162		Female	M. Nursing	Australia	3				RUR				
163		Female	B. Arts	Australia	13			LSES		NESB		WCB	
164	31 to 40	Female	B. Communications and Media	Australia	10							WCB	
165	41 to 50	Female	M. Public Health	Australia	18							WCB	
166	31 to 40	Male	B. Computer Science	Australia	8				RUR			WCB	
167		Male	B. Nursing	Australia	23			LSES	RUR				
168		Female	M. Education	Australia	12							WCB	
169	31 to 40	Male	B. Arts (Hons)	Australia	9			LSES	RUR	NESB			
170	31 to 40	Male	M. Engineering Management	Australia	6								N/A
171	21 to 25	Male	B. Commerce (Event Management)	Australia	5							WCB	
172		Male	B. Arts / Law	Australia	37			LSES				WCB	
173	31 to 40	Male	B. Mathematics (Applied Statistics)	Australia	9				RUR			WCB	
174		Female	B. Arts	Australia	32							WCB	

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
175		Female	PhD	Australia	2					NESB		WCB	
176	21 to 25	Female	B. Commerce (Public Relations)	Australia	4							WCB	
177		Female	B. Arts	Australia	38								
178	26 to 30	Female	B. Commerce	Australia	5			LSES					
179	31 to 40	Female	B. Commerce (International Business & Marketing)	Australia	11								N/A
180	31 to 40	Female	B. Arts	Australia	10		DIS					WCB	
181	31 to 40	Female	B. Medical Science	Australia	14							WCB	
182	31 to 40	Female	Grad Cert in Health Promotion	Australia	1		DIS						
183	41 to 50	Male	B. Commerce	Australia	8								
184		Male	B. Science (Hons)	Australia	25								
185	31 to 40	Male	M. Science	Australia	2			LSES				WCB	
186		Female	B. Arts	Australia	10							WCB	
187	26 to 30	Male	PhD	Australia	2			LSES				WCB	
188	31 to 40	Female	B. Commerce	Australia	5							WCB	
189	26 to 30	Male	PhD	Australia	1							WCB	
190		Female	B. Education	Australia	25			LSES				WCB	
191	31 to 40	n/a	B. Arts/Commerce	Australia	10								N/A
192	31 to 40	Male	B. Commerce	Australia	12							WCB	
193	26 to 30	Female	B. Communication & Media Studies	Australia	5								N/A
194		Female	PhD	Australia	10							WCB	
195	31 to 40	Female	B. Nursing	Australia	5								N/A

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
196	31 to 40	Female	M. Education	Australia	7			LSES				WCB	
197	31 to 40	Female	B. Science (Hons)	Australia	8								N/A
198	41 to 50	Female	PhD	Australia	32								
199	26 to 30	Male	B. Communication & Media Studies	Australia	6				RUR			WCB	
200		Female	B. Adult Education	Australia	30					NESB		WCB	
201	41 to 50	Female	M. Educational Leadership	Australia	5							WCB	
202	31 to 40	Male	B. Arts/Commerce	Australia	5			LSES	RUR			WCB	
203	21 to 25	Female	B. Science (Hons)	Australia	3							WCB	
204	21 to 25	Female	B. Communication & Media Studies	Australia	2								N/A
205	26 to 30	Female	B. Communication & Media Studies	Australia	6					NESB		WCB	
206	26 to 30	Male	B. Exercise Science	Australia	3								N/A
207	26 to 30	Male	B. Arts	Australia	4		DIS	LSES	RUR			WCB	
208	31 to 40	Male	B. Arts/Law	Australia	13					NESB			
209	31 to 40	Female	B. Science (Hons)	Australia	10							WCB	
210	41 to 50	Female	Master in Educational Leadership	Australia	1					NESB			
211	21 to 25	Male	M. Teaching (Secondary)	Australia	2				RUR			WCB	
212	26 to 30	Female	PhD	Australia	2							WCB	
213	41 to 50	Male	M. Business Administration	Australia	8					NESB			
214	31 to 40	Female	B. Education (Hons)	Australia	10			LSES					
215	26 to 30	Male	M. Education	Australia	7							WCB	
216	26 to 30	Female	B. Public Health	Australia	7							WCB	

SURVEY RESP #	AGE RANGE	GENDER	FIELD OF STUDY	COUNTRY OF UNI	YRS SINCE GRAD (2019)	ATSI	DIS	LSES	RUR	NESB	REF	WCB	NONE
217	26 to 30	Female	B. Arts (Honours)	Australia	4			LSES				WCB	
218	31 to 40	Female	M. Arts	Australia	9								N/A
219	31 to 40	Male	M. Science	Australia	12								N/A
220		Male	M. Science	Australia	7							WCB	
221	21 to 25	Female	B. Medical and Health Sciences	Australia	3	ATSI		LSES				WCB	
222	41 to 50	Female	B. Arts (Hons)	Australia	10							WCB	
223	31 to 40	Female	M. Education (TESOL)	Australia	2							WCB	
224	31 to 40	Female	B. Arts	Australia	12							WCB	
225	26 to 30	Male	B. Creative Arts	Australia	7							WCB	

Appendix 5: Survey Questions — Students

Research Description and Consent

PURPOSE OF THE RESEARCH: This is an invitation to continue participation in a study conducted by researchers at the University of Wollongong. The purpose of the research is to investigate how learners negotiate existing and new forms of capital to achieve competitiveness in shrinking employment fields. We are inviting you as you previously participated in this research and because you indicated your willingness to be contacted after your participation in the initial study on persistence behaviour of first in family students (DP170100705).

INVESTIGATORS

Prof Sarah O'Shea (CI), Faculty of Social Sciences, School of Education, University of Wollongong, +61 2 4221 5838, saraho@uow.edu.au

Dr Janine Delahunty, Learning, Teaching & Curriculum, Deputy Vice Chancellor (Academic) Unit, University of Wollongong, +61 2 4221 3396, janined@uow.edu.au

METHOD AND DEMANDS ON PARTICIPANTS: To be involved in this study we are asking that you complete this survey which should take approximately 20-30 minutes. You may choose to remain anonymous or identify yourself.

POSSIBLE RISKS, INCONVENIENCES AND DISCOMFORTS: The research requires 20-30 minutes for the survey and while we foresee no risk to you, should the questions unintentionally cause anxiety you are encouraged to contact Lifeline (131 114).

Your involvement in the study is voluntary so you may withdraw from the survey at any time without penalty. You may also withdraw any data that you have provided to that point. Please note though, that this will not be possible if you remain anonymous.

Withdrawal or refusal to participate in the study will not affect your relationship with the researchers, the University of Wollongong or your previous institution.

FUNDING AND BENEFITS OF THE RESEARCH: This study is funded by the National Centre for Student Equity in Higher Education, which is affiliated with Curtin University. This research will provide insight into how first-in-family students in Australia, negotiate the employment field after graduation, focusing on their experiences of this context and the strategies they use in order to provide better support for other FiF students. This understanding will be used to inform future career interventions and also, postgraduation outcomes for first-in-family students. Findings from the study will be published in social sciences journals and may form the basis for conference presentations. Confidentiality is assured, and you will not be identified in any part of the research.

ETHICS REVIEW AND COMPLAINTS: This study has been reviewed by the Human Research Ethics Committee (Social Science, Humanities and Behavioural Science) of the University of Wollongong. If you have any concerns or complaints regarding the way this research has been conducted, you can contact the UoW Ethics Officer on +61 2 4221 3386 or email.

1. In completing this survey, I understand that (please tick ALL of the boxes below):

- My contribution will be voluntary and confidential in that I will not be identified in publications
- I am free to withdraw from the research at any time but understand that it will not be possible to withdraw my data if I choose to remain anonymous

- Refusal to participate or withdrawal of consent will not impact upon my relationship with any University involved in this research
- The data collected from my participation will be used for publication / presentation purposes (journal publication, conference presentations, reports), and I consent for it to be used in that manner.

If I have any enquires about the research, I can contact the Project Officer, Olivia Groves (ogroves@uow.edu.au), Chief Investigator, Sarah O'Shea (saraho@uow.edu.au) or Co-investigator Janine Delahunty (janined@uow.edu.au). If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the Ethics Officer, Human Research Ethics Committee, UOW on 4221 4457 (rso-ethics@uow.edu.au)

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree

Participant Information

2. What is your name (optional)

3. What is your gender?

- Female
- Male
- Other
- Prefer not to say

4. Please indicate your age range

- | | |
|-------------------------------|-------------------------------|
| <input type="radio"/> 18 - 20 | <input type="radio"/> 31- 40 |
| <input type="radio"/> 21 - 25 | <input type="radio"/> 41 - 50 |
| <input type="radio"/> 26 - 30 | <input type="radio"/> 51+ |

5. What is your degree title?

6. What university did you graduate from?

7. Year of graduation

8. What year did you commence your undergraduate degree?

9. It is well known that first-in-family students come from a range of backgrounds. Can you indicate if any of the descriptors below are reflective of your personal circumstances or situation (please tick all boxes that apply):

- Student from an Aboriginal or Torres Strait Islander background
- Student with a disability
- Student from a low-socioeconomic background
- Student from a rural or isolated area
- Student from a non-English speaking background
- Student from a refugee background
- None of these apply to me
- Other: We know that students are diverse so please include any other terms below that you feel further reflect your individuality

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree

Summary details of university and graduation

10. Are you working in the same/similar field of your degree

- Yes
- No

Further explanation (if needed):

11. What assisted you in getting a job after graduation?

12. Are your employment options as you expected?

Yes

No

Further explanation:

13. Are you still trying to secure work in the same / similar field of your degree

Yes

No

Further explanation (if needed):

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree

Graduate self-reflections

Please include as much detail as you feel comfortable including.

14. Reflecting on yourself as a graduated student, how would you describe yourself?

15. What personal qualities assisted you in your higher education journey are now valuable to you in the employment field?

16. How might your employment prospects be different if you had not attended university?

17. Have your employment prospects lived up to your expectations? In what ways have they lived up to / not lived up to these expectations?

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree

Considering 'Success'

18. Would you describe yourself as a 'successful' graduate?

- Yes
- No
- Unsure

19. How do you define 'success' after graduation?

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree

Reflections on HE and employment post-graduation

Please tell us about your personal reflections and experiences of HE and employment

20. What do you think are the major benefits of attending university now that you are negotiating the employment field?

21. What do you think are the negatives of attending university now that you are negotiating the employment field?

22. What skills / knowledges or qualities do you think you need to have in order to gain employment after graduation?

23. Describe some of the opportunities in life that have assisted you in your employment/post-graduation journey

24. In what ways have these opportunities helped or assisted you?

25. What are some of the barriers you faced after completing/graduating? What assisted you in overcoming these barriers or obstacles?

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree

HE Graduation and Community/Familyreactions

We would really like to hear about how your family/community reacted to your university completion and beyond

26. Can you describe how family or community members have reacted to your university completion/graduation

27. What have their reactions been as you negotiate employment options

28. How do you describe your life and your employment activities to your family members?

29. Have you moved back into your community or locality (if you left) or have you decided to work elsewhere? Why?

30. Did your first in family status assist you or hinder you in pursuing employment? How?

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree

HE Participation and post-graduation

31. What strengths and abilities do you / can you bring to your work

32. In what ways do you think your existing strengths and abilities can be built upon in your work?

33. How well do you feel the university and the university experience prepared you for life/employment beyond graduation?

34. What could have been done better?

This is the last section

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree

Workplace experiences

35. Do you have a strong sense of belonging within your career and workplace?

- Yes
- No
- Unsure

Please explain why you feel this way

36. Do you have a lot in common with your colleagues in the workplace?

- Yes
- No
- Unsure

Please explain why you feel this way

37. If you could change your degree focus would you?

- Yes
- No
- Unsure

Please explain what you would change and why

38. Do you enjoy your job?

- Yes
- No
- Unsure

Please explain why you feel this way

39. Do you have any other comments to make?

- Yes (please add these below)
- No (this completes the survey - thank you!)

Thank you for any additional comments:

This concludes the survey, thank you very much for your participation

Appendix 6: Survey Questions — Alumni

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree (Alumni)

Research Description and Consent

What is this study about? This project aims to address a gap in understanding of how students who are first in their family (FiF) to graduate with a university degree experience entering employment in increasingly competitive and shrinking employment fields.

The project will deeply explore best practice from the perspectives of alumni who are also FiF. A qualitative research design will be used to identify approaches to better supporting FiF learners to achieve positive outcomes in their chosen professional fields.

Who is conducting the study?

Professor Sarah O'Shea (Chief Investigator), Faculty of Social Sciences, School of Education, University of Wollongong, Australia (saraho@uow.edu.au)

Dr Janine Delahunty, Learning, Teaching & Curriculum, University of Wollongong, Australia (janined@uow.edu.au)

Dr Olivia Groves, Faculty of Social Sciences, School of Education, University of Wollongong, Australia (ogroves@uow.edu.au)

Who will participate? Graduated students who are FiF, and their experiences of seeking and gaining employment after completion of their studies

What will participants be asked to do? Participants will be invited to complete an anonymous online survey which should take no more than 30-40 minutes.

What types of questions will be asked? The kinds of questions that will be asked in the survey include:

Are you working in / trying to secure work in the same/similar field of your degree? How might your employment options be different if you did not have a degree? What skills / knowledges or qualities do you think you need to gain employment after graduation? Did your first in family status assist you or hinder you in pursuing employment, How? How well do you feel the university and the university experience prepared you for life/employment beyond graduation? Do you have a strong sense of belonging within your career and workplace?

Are there any risks? The research requires 30-40 minutes of your time for the survey. While we foresee no risk to you, should participation unintentionally cause anxiety you are encouraged to contact Lifeline (131 114, Australia) or the Samaritans (116 123, UK).

What happens to the results? In the reporting of results the survey provides anonymity and any other potentially identifying information will be replaced or removed. Findings from the study will contribute to draft recommendations to improve post-graduation outcomes for FiF students from diverse and equity backgrounds. The results may also be published in academic journals or presented at conference presentations. Confidentiality is assured and you will not be identified in any part of the research dissemination.

Funding and Benefits: This study is funded by the National Centre for Student Equity in Higher Education, which is affiliated with Curtin University, Australia. This research will provide insight into how first-in-family students in Australia and UK, negotiate the employment field after graduation, focusing on their experiences of this context and the

strategies they use in order to provide better support for other FiF students This understanding will be used to inform future career interventions and also, postgraduation outcomes for first-in-family students

Do I have to participate? No. Your involvement in the study is voluntary, so you may withdraw from the survey at any point.

Please note however, that once the anonymous survey is submitted it is not possible to withdraw the data. ETHICS REVIEW AND COMPLAINTS: UOW Ethics Officer on +61 2 4221 3386 or email rso-ethics@uow.edu.au

1. In completing this survey, I understand that (please tick ALL of the boxes below):

- My contribution will be voluntary and confidential in that I will not be identified in publications
- I am free to withdraw from the research at any time but understand that it will not possible to withdraw my data once the survey is submitted
- Refusal to participate or withdrawal of consent will not impact upon my relationship with any University involved in this research
- The data collected from my participation will be used for publication / presentation purposes (journal publication, conference presentations, reports), and I consent for it to be used in that manner.

If I have any enquires about the research, I can contact the Project Officer, Olivia Groves (ogroves@uow.edu.au) or Chief Investigator, Sarah O'Shea (saraho@uow.edu.au) or Janine Delahunty (janined@uow.edu.au). If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the Ethics Officer, Human Research Ethics Committee, UOW on +61 2 4221 4457 (rso-ethics@uow.edu.au)

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree (Alumni)

Participant Information

2. Please indicate your age range

- 18 - 20
- 21 - 25
- 26 - 30
- 31- 40
- 41 - 50
- 51+

3. What is your gender?

- Female
- Male
- Other
- Prefer not to say

4. What is your degree title?

5. What university did you graduate from?

6. What country was your institution located in?

- Australia
- UK
- Other (please specify)

7. Year that you graduated

8. What year did you commence your undergraduate degree?

9. Would you consider yourself to be 'first in family'?

'First in family' is defined as the first in one's family - out of siblings, children, parents and partners - to have attended university.

- Yes
- No
- Unsure

Additional comment or explanation (if needed)

10. It is well known that first-in-family students come from a range of backgrounds. Can you indicate if any of the descriptors below are reflective of your personal circumstances or situation (please tick all boxes that apply):

- Student from an Aboriginal or Torres Strait Islander background

- Student with a disability
- Student from a low-socioeconomic background
- Student from a rural or isolated area
- Student from a non-English speaking background
- Student from a refugee background
- Student from a working class background
- None of these apply to me
- Other: We know that students are diverse so please include any other terms below that you feel further reflect your individuality

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree (Alumni)

Summary details of university and graduation

11. Are you working in the same / similar field to your degree

- Yes
- No

Further explanation (if needed):

12. Have you found the knowledge from your degree to be useful in your profession? Why/Why not?

13. Did you expect to be working in this field when you graduated from your degree?

Yes

No

Further explanation:

14. Are you still trying to secure work in the same / similar field of your degree

Yes

No

Further explanation (if needed):

15. At university did you participate in internships or cadetships?

Yes

No

Can you explain why / why not?

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree (Alumni)

Graduate self-reflections

Please include as much detail as you feel comfortable including.

16. Reflecting on yourself as a worker, how have you changed since leaving university?

17. Which of the personal qualities that assisted you in your higher education journey are now valuable to you in the employment field?

18. How might your employment prospects be different if you had not attended university?

19. Have your employment prospects lived up to your expectations? In what ways have they lived up to/ not lived up to these expectations?

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree (Alumni)

Considering 'Success'

20. Would you describe yourself as a 'successful' graduate?

Yes

No

Unsure

21. How do you define 'success' after graduation?

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree (Alumni)

Reflections on HE and employment post-graduation

Please tell us about your personal reflections and experiences of HE and employment

22. What do you think are the major benefits of attending university now that you have graduated and are working

23. What do you think are the negatives of attending university now that you have graduated and are working

24. What skills / knowledges or qualities do you think you need to have in order to gain employment after graduation?

25. Describe some of the opportunities in life that have assisted you in your employment/post- graduation journey

26. In what ways have these opportunities helped or assisted you?

27. What are some of the barriers you faced after completing/graduating? What assisted you in overcoming these barriers or obstacles?

HE Graduation and Community/Family reactions

We would really like to hear about how your family / community reacted to your university completion and beyond

28. Can you describe how family or community members have reacted to your university completion/graduation

29. What have their reactions been as you negotiate employment options

30. How do you describe your life and your employment activities to your family members?

31. Have you moved back into your community or locality (if you left) or have you decided to work elsewhere? Why?

32. Did your first in family status assist you or hinder you in pursuing employment? How?

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree (Alumni)

HE Participation and post-graduation

33. What strengths and abilities do you / can you bring to your work

34. In what ways do you think your existing strengths and abilities can be built upon in your work?

35. How well do you feel the university and the university experience prepared you for life/employment beyond graduation?

36. What could have been done better?

Workplace experiences

This is the last section

37. Do you have a strong sense of belonging within your career and workplace?

- Yes
- No
- Unsure

Please explain why you feel this way

38. Do you have a lot in common with your colleagues in the workplace?

- Yes
- No
- Unsure

Please explain why you feel this way

39. If you could change your degree focus would you?

- Yes
- No
- Unsure

Please explain what you would change and why

40. Do you enjoy your job?

- Yes
- No
- Unsure

Please explain why you feel this way

41. Do you have any other comments to make?

- Yes (please add these below)
- No (this completes the survey - thank you!)

Thank you for any additional comments:

This concludes the survey, thank you very much for your participation

Appendix 7: Survey Questions — Key Stakeholders

NCSEHE Fellowship - Key Stakeholders in HE

'Mind the Gap!' Exploring the post-graduation outcomes of first- in-family students

What is this study about?

This project aims to address a gap in understanding of how students who are first in their family (FiF) to graduate with a university degree experience entering employment in increasingly competitive and shrinking employment fields. The project will deeply explore best practice from the perspectives of key stakeholders in the higher education sector and graduate employment. A qualitative research design will be used in order to identify approaches to better supporting FiF learners, from diverse backgrounds, to achieve positive outcomes in their chosen professional fields

Who is conducting this study?

Professor Sarah O'Shea (CI) Faculty of Social Sciences, School of Education, University of Wollongong P: +61 2 42215838 E: saraho@uow.edu.au

Dr Janine Delahunty, Learning, Teaching & Curriculum, University of Wollongong P: +61 2 42213396 E: janined@uow.edu.au

Dr Olivia Groves, Faculty of Social Sciences, School of Education, University of Wollongong E: ogroves@uow.edu.au

Who will participate?

Key stakeholders - practitioners and researchers - recognised for their expertise in related fields to consider the application of best practice within the HE sector (Australia and UK)

What will participants be asked to do?

You will be asked to complete the survey which should take no longer than 30-40 minutes of your time

Are there any risks?

Apart from the 30-40 minutes for the survey, we foresee no risk to you. Should participation unintentionally cause anxiety you are encouraged to contact your university's counselling service, Lifeline (131 114, Australia) or Samaritans (116 123, UK)

What happens to the results?

In the reporting of results the identity of individual participants will not be disclosed. All data will be de-identified before analysis commences. Findings from the study will contribute to draft recommendations to improve post-graduation outcomes for FiF students from diverse and equity backgrounds.

The results may also be published in academic journals or presented at conference presentations. Confidentiality is assured and you will not be identified in any part of the research dissemination

Do I have to participate?

No. Your involvement in the study is voluntary, so you may withdraw from the study at any time and withdraw any data that you have provided to that point. Refusal to participate in the

study or withdraw from the survey will not affect your relationship with the researchers, or the universities involved. Please note that it is not possible to withdraw anonymous survey data once submitted.

How can I participate?

Ticking all the boxes below indicates your consent and enables you to enter the survey

This study has been reviewed by the Human Research Ethics Committee (Social Science, Humanities and Behavioural Science) of the University of Wollongong. Ongoing monitoring of the research is the responsibility of the researchers listed above, and annual progress reports are to be submitted by the researchers to the UOW Research Ethics Unit. If you have any concerns or complaints regarding the way this research has been conducted, you can contact the UoW Ethics Officer on +61 2 4221 3386 or email rso-ethics@uow.edu.au.

Thank you for your interest in this study.

1. In completing this survey, I understand that (please tick ALL boxes below):

- My contribution is voluntary and confidential in that my data will not be identifiable in publications
- I am free to withdraw from the research at any time, but understand that it will not be possible to withdraw my anonymous data once submitted
- Refusal to participate or exiting from the survey will not impact upon my relationships with any university or researchers involved in this project
- The data collected from my participation will be used for publication/presentation purposes (journals, presentations, reports etc) and I consent for it to be used in that manner

NCSEHE Fellowship — Key Stakeholders in HE

Demographic information

Please note that this section will be separated from the following sections to maintain your confidentiality

2. Where is your institution located?

- Australia
- UK
- Other

Country other than Australia/UK; or location (state etc):

3. What is your role? (only provide as much information that you are comfortable with)

4. How long have you been in this role?

5. What other roles have you had in relation to supporting students from diverse backgrounds?

6. How would you define your role?

Please select as many of the options below that apply

- practitioner
- researcher/scholar
- policy-maker
- Other (please explain further if necessary)

7. What is your gender?

- Female
- Male
- Other
- Prefer not to say

NCSEHE Fellowship - Key Stakeholders in HE

Supporting students from diverse backgrounds

8. Does your institution have targeted employability programs for specific student cohorts to assist them in gaining employability? Can you describe some examples of these?

9. What are the types of issues that students from equity backgrounds (i.e. Low SES; Rural & Remote etc) encounter when trying to secure employment post-graduation?

10. Do you encounter many first-in-family students? What types of issues do you feel this student cohort might encounter post-graduation?

11. In your experience, do students from equity backgrounds take up internships / volunteer opportunities on campus? Why/Why not?

12. What recommendations do you have for better supporting first-in- family students' employability whilst they are at university?

13. What do you think contributes to assisting first-in-family students in getting a job after graduation?

14. What other skills or supports/networks do you think may be lacking or need developing to better support FiF students?

NCSEHE Fellowship — Key Stakeholders in HE

Student capabilities

15. From your experience, what are some of the qualities that assist equity students in persisting to graduation?

16. Which specific qualities will be valuable to them in the employment field?

17. What are some of the barriers they face?

18. What is the influence of family/community as students from equity backgrounds (particularly first-in-family students) move into employment the same/similar to the field of their degree?

19. How do you characterise success after graduation?

20. Can you draw on any examples of 'success' in relation to students from equity backgrounds to illustrate?

21. **This is the final question:**

Is there anything further you'd like to add?

NCSEHE Fellowship — Key Stakeholders in HE

Thank you for your contribution to this study

Appendix 8: Screenshots of NVivo Nodes

Current Nodes 070919	
Name	
<input type="checkbox"/> Barriers to grad employment	
<input type="checkbox"/> Being FiF - impacts on family and community	
<input type="checkbox"/> Career post graduation	
<input type="checkbox"/> Changes since becoming a worker	
<input type="checkbox"/> Considering employment expectations	
<input type="checkbox"/> Considering the hidden capitals of the degree market	
<input type="checkbox"/> Describing employment to family	
<input type="checkbox"/> Family or community reactions to degree and post-graduate employment	
<input type="checkbox"/> Future Selves folder for Janine	
<input type="checkbox"/> Good quotes	
<input type="checkbox"/> Imagined career	
<input type="checkbox"/> Imagining the future post-graduation	
<input type="checkbox"/> Impacts of FiF status on employment options	
<input type="checkbox"/> Improvements or recommendations	
<input type="checkbox"/> Internship participation why or why not	
<input type="checkbox"/> Issues moving through the degree for employability	
<input type="checkbox"/> Levels of Preparedness	
<input type="checkbox"/> Negatives of university attendance	
<input type="checkbox"/> Not attending university - how would life be different	
<input type="checkbox"/> Opportunities that have assisted	
<input type="checkbox"/> Personal Qualities that assisted	
<input type="checkbox"/> Quotes related to the creative industries and employment	
<input type="checkbox"/> Reflections on current employment	
<input type="checkbox"/> Skills, knowledges experience that assisted employment	
<input type="checkbox"/> The working class ethic	
<input type="checkbox"/> What is success after graduation	
<input type="checkbox"/> What might they do differently	
<input type="checkbox"/> Why attend university - the benefits	

Figure 1. Parent Nodes

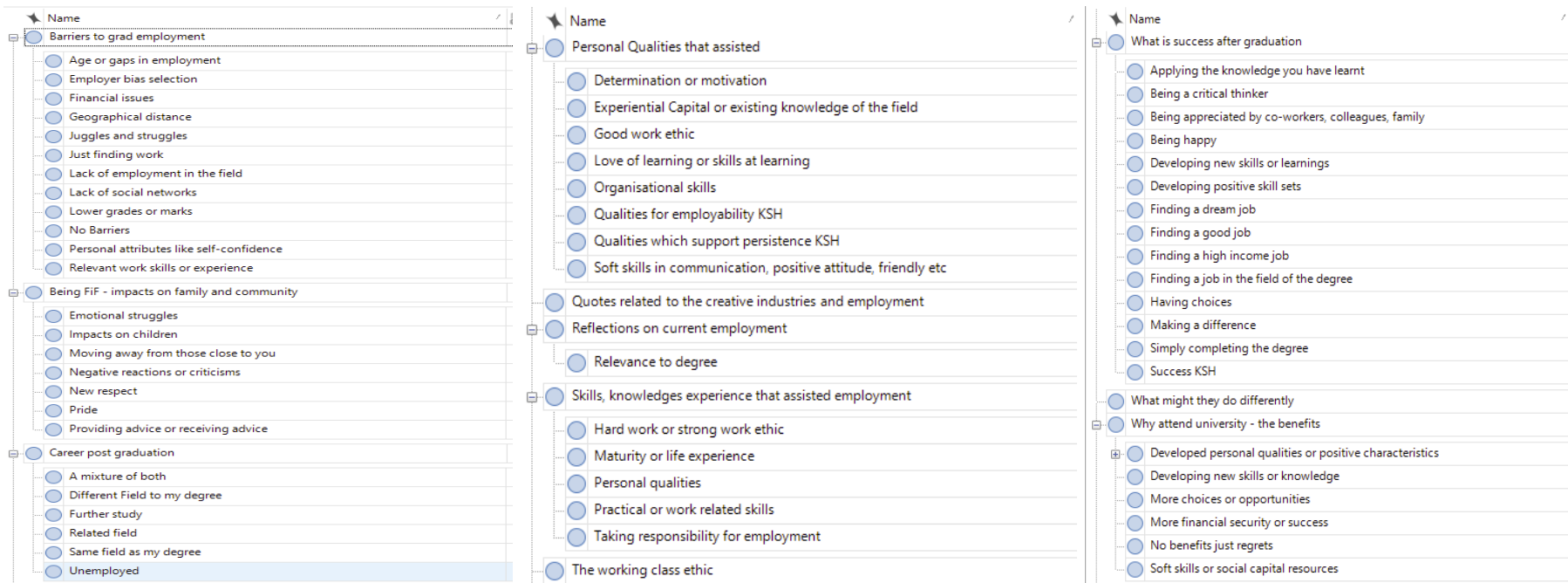


Figure 2. Parent and Child Nodes (examples)

Appendix 9: Reasons for considering early departure among domestic undergraduate commencers 2018 — Full analysis

	FiF	%	Non FiF	%	z score	p value
Academic exchange	614	8.1	1106	11.0	-6.51	<.001*
Academic support	1018	13.4	1371	13.6	-0.50	.617
Administrative support	382	5.0	577	5.7	-2.09	.037*
Boredom/lack of interest	1664	21.8	2644	26.3	-6.80	<.001*
Career prospects	1349	17.7	2026	20.1	-4.07	<.001*
Change of direction	1467	19.3	2267	22.5	-5.28	<.001*
Commuting difficulties	1068	14.0	1434	14.3	-0.44	.660
Expectations not met	1327	17.4	1981	19.7	-3.83	<.001*
Family responsibilities	1448	19.0	1458	14.5	8.03	<.001*
Fee difficulties	796	10.5	810	8.1	5.50	<.001*
Financial difficulties	2042	26.8	1944	19.3	11.79	<.001*
Gap year / deferral	891	11.7	1324	13.2	-2.91	.004*
Government assistance	268	3.5	263	2.6	3.49	<.001*
Graduating	58	0.8	93	0.9	-1.17	.242
Health or stress	3616	47.5	4233	42.1	7.16	<.001*
Institution reputation	419	5.5	758	7.5	-5.37	<.001*
Moving residence	601	7.9	685	6.8	2.74	.006*
Need a break	1780	23.4	2283	22.7	1.06	.289
Need to do paid work	2433	31.9	2603	25.9	8.85	<.001*
Other	885	11.6	1311	13.0	-2.82	.005*
Other opportunities	574	7.5	1022	10.2	-6.02	<.001*
Paid work responsibilities	1655	21.7	1689	16.8	8.30	<.001*
Personal reasons	2051	26.9	2666	26.5	0.64	.522
Quality concerns	731	9.6	1163	11.6	-4.18	<.001*
Received other offer	404	5.3	723	7.2	-5.07	<.001*
Social reasons	686	9.0	1167	11.6	-5.57	<.001*
Standards too high	538	7.1	653	6.5	1.50	.134
Study / life balance	2650	34.8	3050	30.3	6.30	<.001*
Travel or tourism	588	7.7	865	8.6	-2.10	.036*
Workload difficulties	2306	30.3	2620	26.0	6.22	<.001*
Total Considering Leaving	7617		10061			

Note. *p<.05. Multiple response question.

Appendix 10: Case study of UOWx Full

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FiF and equity student participation in co-curricular activities

I wanted to branch out my university life. I also wanted to be involved with relevant activities that could benefit myself and the community. Specifically, being involved with In2Uni was important for me because I actually was involved in their programs when I was in high school and I knew how supported I felt because of that experience. I became involved in SaPiM program because it is made by university students, for university students. (Female, 21, #30)

Background to UOWx

UOWx connects students with valuable co-curricular activities that are offered at the University, through promoting the personal and professional development gained through participation as well as formal recognition. Benefits include connecting with other students, becoming involved in the community, identifying passions, strengths and developing a range of different skills transferrable across life beyond university and attractive to employers. However, despite these benefits, research shows that FiF students (and equity students) tend not to take up extra-curricular activities. This can pose a significant disadvantage to their post-graduation options.

The purpose of this investigation was to focus on UOWx involvement as a case, to understand the participation and representation of FiF/equity students in co-curricular activities at UOW. The questions guiding this inquiry were:

- 1) Why do FiF/equity students participate in UOWx?
- 2) What barriers are there to participation in this service?
- 3) How could representation of FiF/equity students be improved within UOWx?

Method

This was a qualitative research design, with data gathered through semi-structured interviews and open questions in a survey. This was to enable FiF students to narrate their own experiences. Interview data from outreach staff supplement student perspectives.

Recruitment of FiF students involved in UOWx activities was through an email sent by UOWx on behalf of the researchers, with interested students contacting the researchers for an interview or completing an online anonymous survey. Outreach and UOWx staff were recruited via an all-staff group email, and similarly those interested in participating in an interview contacted the researchers.

Findings

The UOWx case study draws upon responses from 39¹ student surveys, four student interviews (a total of 43 students, 33 female/10 male), and interviews with eight staff. The following table provides an overview of the student participants:

¹ 6 surveys were removed due to being incomplete, or not being first-in-family

AGE RANGE		ANTICIPATED YEAR OF COMPLETION		DEGREE	
18 to 20	14	2019	15	Bachelor	36
21 to 25	18	2020	18	Masters	6
26 to 30	5	2021	7	PhD	1
31 to 40	3	2022	1		
41 to 50	0	2023	1		
Over 51	3	(skipped)	1		

Table 1. Overview of UOWx student participants

The students who participated were mostly in the latter part of their degrees anticipating completion by 2020 (n=33). The majority were completing a Bachelor degree (n=36); six were doing Masters and one a PhD. Most were in the 21 to 25 age range (n=18), with fourteen aged 18 to 20. The remainder were 26 to 40 and 51 or over (n=11). 37 students selected at least one equity category as reflective of their circumstances, with 23 selecting two or more categories as shown in the chart below:

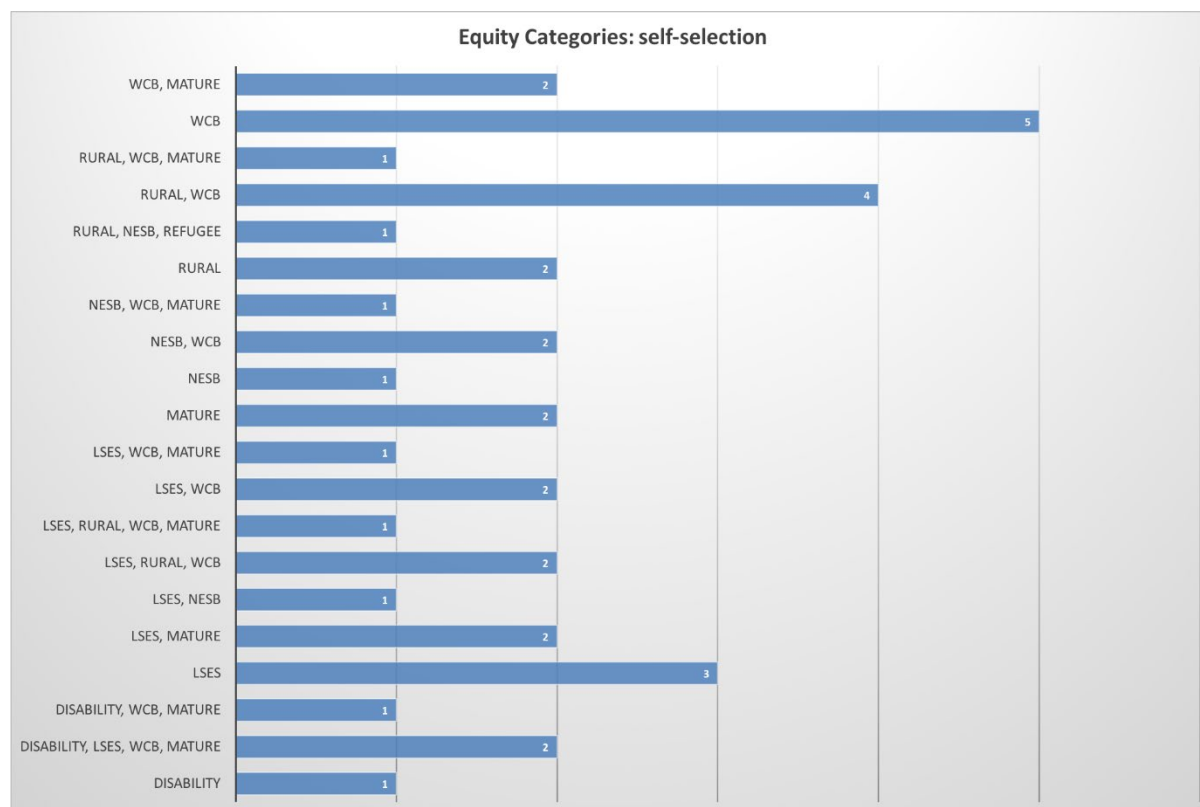


Figure 1. Self-selected equity categories indicating Intersectionality (Note: WCB = Working Class Background, NESB=Non-English Speaking background, Rural = Rural/Isolated)

Staff worked in various student outreach roles across the university and different campuses. Roles ranged from Managers, Coordinators and Officers and encompassed student outreach, equity, success, diversity, engagement, as well as Pathways and UOWx programs. Overall, these participants together represent 39 years in equity-related roles with the average time in current UOW roles being 1.8 years. This is noteworthy as many of the staff were employed in contract positions and so had somewhat precarious employment conditions. Some staff had held equity-related roles and when included, this average

increased to 4.9 years. A number of staff had been active participants in co-curricular activities as students and brought this knowledge and experience to these roles (this is not accounted for in the averages given above).

Co-curricular involvement: Students

Students were often involved in more than one co-curricular activity. Of the 30 students who provided a response, there was a total of 75 activities identified. These activities ranged from volunteer work to leadership and governance. One student listed seven different activities including club executive, societies, events and mentoring roles. The activities were broadly categorised as: Mentoring, Governance, Leadership, Clubs & Societies and Volunteer. A number of examples within each category are provided below which indicates the variety:

Mentoring: ITAP tutor (Indigenous Tailored Academic Program), AIME mentor (Australian Indigenous Mentoring Experience), In2Uni tutor, Little Labs, PASS leader, Peer Mentor

Governance: Student Advisory Council, Graduate Show Committee, Student Health Alliance

Leadership: Digital Media Ambassador, Study Abroad Workshops, Campus East leader, Global Communicators Facilitator, UOWx Ambassador

Clubs and Societies: Tournament of the Minds Judge, UniLife, Univariate, Wellbeing, societies (various)

Volunteer: Discovery Space, Living Connected, Live Art Week, Disability Service, Annual Appeal Caller, Community Volunteer, Bushcare, Green Connect, Graduate School of Medicine Simulated patient, UOWx activities (various) Events (various)

Reasons for involvement

I have a physical disability and mental health issues and I thought it would push me out of my comfort zone and help me grow as a person, I also wanted to prove to employers that just because I'm limited in my physical ability doesn't mean I'm useless (Female, 21, #15)

Becoming involved in co-curricular activities contributed to students gaining a more meaningful experience, 'standing out' in the employment market, developing skills, or giving back. Yet others indicated that volunteering or extra-curricular were inherent in their personal values prior to university: *I was going to be doing that stuff anyway (Ian)*. Individual benefits were also motivators, including personal growth, enjoyment, building self-confidence and developing social/interpersonal and other skills, as well as financial "to earn more of an income" (Female, 18, #27). The quotes below exemplify the main reasons students gave:

Meaningful experience (n=20)	<i>I gave up my job to come back to uni to finish something as a mature age student. With this comes huge sacrifice financially and socially so I decided I would give it my absolute all and get as involved as possible over my 3 year undergrad degree. I also wanted to make a change, to help others enjoy their time at uni in some small way (Female, 26, #14)</i>
'Standing out' (n=15)	<i>I know it looks good on the resume and gives you a competitive advantage in interviews (Female, 18, #24)</i> <i>It was really just about making my resume stronger and just have some depth to it and make it more tangible than just, "Oh, she has a degree. Cool", like every other student applying for this job (Grace)</i>

Developing skills	<i>I wanted to experience all the interesting things uni has to offer, improve my personal skills, increase resume/portfolio (Female, 18, #11)</i>
Personal growth	<i>I try to be really specific with the activities I'm going to do. That way, I know I'm going to grow from it and get something out of it (Ian)</i>
Giving back	<i>I also wanted to be involved with relevant activities that could benefit myself and the community. Specifically, being involved with In2Uni was important for me because I actually was involved in their programs when I was in high school and I knew how supported I felt because of that experience (Female, 21, #30)</i>
Finding a passion	<i>I'm really passionate about it. Any time an opportunity comes up, I'll take it because as much as I want it for my transcript, it really does make you into a better person, and we need more good people [laughing] (Grace)</i>

Reaping the benefits of co-curricular involvement largely depends upon the opportunities provided by the institution, the ease to which these are visible and accessible, as well as stability and continuity in the programs offered.

Life-Barriers to participation

It's been quite eye-opening to see how they express the complexities of their lives...people who have kids, single parents trying to work their full-time job and also trying to study at the same time, students who want to be involved in these things but sort of mature age as well who say, "I feel like a dad here. How am I meant to be getting involved in these things?" So yeah, it is complex (Greta, staff).

Both students and staff indicated an extensive number of barriers to taking up co-curricular opportunities. Collectively, these were broadly themed as: Other Commitments/Life Complexities, Personal barriers, and Opportunity cost. Institutional barriers theme was quite significant, particularly in terms of complexities and lack of clarity around participation and processes. Each of the main themes include sub-themes which are summarised in the table below (note: an *asterisk indicates proportionally more from staff comments, and ^ predominantly from student comments):

Table 2: Life-barriers to participation in co-curricular activities

THEMES AND SUB-THEMES	No.
Other Commitments & Life complexities	28
<input type="checkbox"/> work	12*
<input type="checkbox"/> family	7*
<input type="checkbox"/> caring responsibilities	5*
<input type="checkbox"/> life complexities	4
Personal barriers	29
<input type="checkbox"/> lack of various capital(s)	15*
<input type="checkbox"/> Mental Health/Anxiety	5^
<input type="checkbox"/> Social	4^
<input type="checkbox"/> Stress	2
<input type="checkbox"/> Family expectations	2
<input type="checkbox"/> Clothing (dressing for success)	1*
Opportunity cost:	32
<input type="checkbox"/> Financial constraints	13*
<input type="checkbox"/> Time constraints/management	10^
<input type="checkbox"/> Transport/travel related	9*
Overcoming barriers (mentioned by students)	8^

Students also reflected upon a range of emotions that impacted on their participation in co-curricular activities including stress, social anxiety, fear of not being accepted, as well as mental health concerns. Many also shared how they had overcome some of these, such as 'panic disorder' or managing their time better in order to participate in the activities offered by UOWx. Financial barriers to co-curricular involvement were often closely connected to transport or travel issues, such as 'the cost of petrol', having to 'use a parent's car or...a friend's car, or [being] reliant on public transport' (Sally, staff). Other commitments are also likely to play a role in often complex decision-making about their capacity to participate,

Well it causes a bit of stress because of my competing demands. I wear many hats which can be hard to juggle: full time student, part time worker, PASS leader, wife and mortgagee, HUGS exec, volunteer at greenconnect and bushcare. I feel the biggest challenge is managing stress and financial challenge of opportunity cost (Female, 26, #14)

From staff perspectives, and as the multiple selection of equity categories (Figure 1) alludes to, the complexities of life can often be barriers to participating in additional activities. Staff noted that some students 'have no interest in getting involved because there's so much complexity going on in their world' (Ashlee, staff), or 'just juggling everything that they need to juggle and being aware and knowing the value of getting involved outside of the classroom' (Tammy, staff).

Various kinds of capitals (or lack of) were perceived as barriers to student participation such as social, cultural, knowledge capitals as well as navigating a 'who you know' culture. This also included language and having to 'navigate terms and the way people talk' (Ben). Barriers to participating can occur through a lack of familial experience of the university environment, in which students may not have assumed capitals to draw upon, as some staff members noted,

There is I guess a bit of insider knowledge required for different aspects of the uni; the language can be quite confusing (Tasha, staff)

being able to navigate the terms and the way people talk, the different roles, the names of different programs – it can be quite confusing if you're not aware of the landscape that you're going into and how to interact with it (Ben, staff)

Others come to university with prior experience of involvement in community or other activities, and clearly understand the benefits of involvement,

my parents always would push me to do extracurricular things when I was a kid, so I would try my hand at different things, see what works, and try to bring those skills back in and use them at a different area ... So, I guess it came from the fact that I was doing extracurriculars before then and I felt very lazy if I didn't do other stuff (Max, 21)

It is clear that the complexity that arises from life circumstances and constraints need to be balanced with targeted support addressing identified challenges, clarity of processes, and flexibility to assist equity students to be better able to participate in opportunities such as these.

Institutional barriers

The institution can be the problem so I think we need to think about what are the barriers that we're actually creating for students in participating in co-curricular recognition and transform our practice (Ashlee, staff)

Just confusion, misinformation, like the rabbit holes that students might have to find themselves in might be a barrier. It's obviously something that we're working to do and we've tried to make it as easy as possible...we don't ever want to lose any students but it can end up being complicated and confusing (Tasha, staff)

While students described a lack of clarity in navigating the co-curricular space, staff also identified the navigational complexity. These together form different aspects of the same issue, and are summarised in the table below,

Table 3: Institutional barriers

THEMES AND SUB-THEMES	No.
Institutional barriers:	40
<input type="checkbox"/> Complexities (processes/navigational)	10*
<input type="checkbox"/> Lack of clarity	10^
<input type="checkbox"/> Limited availability/opportunities	6
<input type="checkbox"/> Regional/metro campus related (limited opportunities)	3
<input type="checkbox"/> Language (inaccessible)	3
<input type="checkbox"/> Assumptions/Institutional ignorance	3
<input type="checkbox"/> Continuity of programs/planning	4
<input type="checkbox"/> Transitions	1

Students articulated lack of clarity in knowing how to become involved, finding relevant information, uncertainty about what it means and the benefits, as well as a lack of availability or meaningful opportunities at regional or metro campuses,

At first I didn't actually understand what UOWx was or how to get involved. The process seemed complicated. I didn't realise I could just sign up online (Female, 21, #34)

The biggest barrier is actually finding out about UOWx. It's not really well-advertised... someone told me and then I got involved...it's really embedded in the website (Grace, 21)

I am still not sure what it all means. I'm not sure how it will benefit me. I'm unsure how to proceed (Female, 31, #19).

Staff recognised institutional complexity contributed to the creation of barriers for equity students through lack of clear pathways to participation, the complex and often activity-specific processes of gaining recognition, the number of 'moving parts' that students have to negotiate, which may be fatiguing and lead to not pursuing some opportunities. Some comments exemplifying this include:

I think it's quite 'noisy'... I don't think that there's a really clear pathway for students (Ashlee, staff)

The complexity...because there's multiple ways that it [i.e. getting recognition] happens, it differs — every activity is quite unique to itself (Tasha, staff)

for equity students in particular, there's a lot of barriers they face when they enter higher education and I think ... in that integration to the university or higher education space, it can be quite confronting and present its own set of unique challenges for those students, and I think it's sometimes too much — too much to take on, given that gap... I mean, essentially, I think universities are middle-class institutions and when you step into that, particularly the first in family student, you've got no experience of the discourse and that's a particularly tricky field to navigate (Suzanne, staff)

Staff reflected upon the lack of clear pathways to participation and also the onerous task of gaining recognition. While these may be general issues, the added complexity for equity students is magnified through the number of 'moving parts' in the process of gaining recognition,

the complexity involved... even an interested student has to do quite a level of research to figure out how they can get the recognition for something that they do because there's multiple ways that it happens, it differs — every activity is quite unique to itself (Tasha, staff).

Regional and Metro barriers

Another sort of prohibitive factor there's a sort of mass exodus as there isn't an economy that supports university graduates, particularly when you're looking at opportunities that exist within those local communities. It's almost pointless I think for some people when the opportunities within that community are limited in terms of economic growth and jobs at the end of it (Suzanne, staff)

A lack of availability or meaningful opportunities at regional or metro campuses were identified as barriers, such as, 'limited activity available on metro campus, I try to attend activities on other campuses or online seminars' (Female, 21, #43). Two staff members reflected on their own perspectives of lack of visibility as regional students themselves,

I think for regional and remote students it's the visibility of these sorts of opportunities. I know for myself, it was happenstance that I even discovered that a lot of what I could do could be accredited in a co-curricular, extracurricular sort of program (Suzanne, staff)

Metro/regional campuses definitely don't have the same opportunities, so, depending on where you're studying could be a barrier (Ben, staff)

Institutional barriers need to be addressed in a holistic manner otherwise there will continue to be inequitable access and participation in particular activities, to the detriment of equity students. Clarity around participation, benefits and processes are necessary to address issues of inability to participate, without adding another level complexity to student lives, which may be fatiguing and lead to not pursuing beneficial opportunities.

What could be improved?

If it's really difficult for someone to be able to do an internship as part of their degree, is there an alternative that can be offered another way they can be assessed if that's just really too big a barrier? (Annie, staff)

I think the uni does a good job, it's just that students often don't want to make the leap into doing it. Maybe if the uni emphasises how much this kind of thing helps develop skills and aids in getting a job when graduating (Female, 18, #24)

A number of suggestions for improvement were made, ranging from practical and easily-implemented solutions to a united staff voice calling to re-think curriculum design. Integrating co-curricular opportunities into curriculum was mentioned 19 times by staff, and considered key to removing many of the barriers faced by equity students. Four good practice examples were mentioned: Singapore University, University of Newcastle, UTS and CSU. Ensuring that students were included in the re-design of programs was also suggested, "involving the students ... so taking a really human-centred approach to what these programs are" (Ben, staff). Generally, an integrated curriculum was considered as beneficial for *all* students,

I think the curriculum actually provides the opportunity to do that and so rather than it being an interruption...it's rather we reimagine what the curriculum looks like to ensure that it encapsulates work integrated learning, co-curricular learning experiences – volunteering, is actually part of their core curriculum in their degree (Ashlee, staff)

And bringing that back to equity ... decision-making, where decision gets taken off the equity cohort to decide, "Am I going to engage in this or am I not? because it just becomes part of the curriculum (Tasha, staff).

Other more readily-implemented improvements responded to barriers mentioned in the previous section and included more accessible and visible opportunities, clearer communication, better explanations of the benefits, as well as providing more incentives and reducing the complexity around processes to make it easier to participate. 'Thinking outside the box' included challenges such as alternatives to internships, as well as possible solutions for regional students, such as holiday-program involvement, and flexible or cumulative mini-UOWx activities. The main themes and sub-themes are summarised in the table below.

Table 4: Suggestions for improvement

Curriculum	22
• Integrated curriculum to remove barriers (for all)	19*
• Student partnerships in decision-making	3
Improvements	43
• Improve visibility (advertising / marketing)	12
• Better and clearer communication(s) / explanation(s)	11*
• Incentives to participate	9^
• More accessible opportunities (esp. regional/metro campuses)	5^
• Reconsider recognition / reduce add-ons	4
• Clearer processes	2
Practical / creative solutions	14
• Responding to known barriers in practical ways	7
• Thinking 'outside the box'	5*
• Entry level participation	2
Institutional support / responsibilities	8
• Financial support to enable participation	5
• Program stability, data-driven decision-making	3

Discussion of the Issues

Non-participation in co-curricular activities is likely to have a more negative impact on students who are first in their family or those from equity circumstances. Where there is a lack of familial experience of the university environment, students do not have assumed capitals to draw upon. While some bring to their university prior experience of involvement in community or other activities, and clearly understand the benefits of involvement, many can be constrained by the barriers which include not clearly understanding the potential benefits, constraints of other responsibilities and life complexities, or not being able to / or becoming fatigued when negotiating the complexity of processes involved in gaining recognition. Institutional barriers, which were many, need to be addressed in a holistic manner otherwise there will continue to be unequal participation in particular activities, to the detriment of equity students.

Summary of understandings of the case

This case study is a small sample size of 43 FiF students and 8 staff members from one university. However the perspectives gained from both students and staff have merit in the rich data and the themes which collectively emerged. Student participants in this case study were actively participating in co-curricular activities and most understood the benefits both personally, socially as well as the value added to their university experience, skills development and their resumes. Despite this, there was consensus that processes and navigation were sometimes complex and that these added to already quite complex lives, where decisions often have to be made in regard to need (i.e. need to work to live, family responsibilities, travel constraints, financial issues etc) versus desire to engage in co-curricular activities. These students are not without aspiration, however various combined and accumulated complexities can present as barriers to participating and to gaining the benefits from these opportunities.

Participation of equity students in co-curricular recognition (which includes paid and volunteer) is 'below parity' in terms of total enrolments of students in those categories and 'is definitely trending below the participant of high SES student cohorts' (Ashlee, staff). There are particular activities where participation of equity students is noticeable such as international exchange. While around half the university population is comprised of FiF students, only around 13 percent participate in exchange, while only one percent of the 18.5 percent LSES students go on exchange, while 'other activities participation is much higher, particularly in the paid roles' (Ashlee, staff).

Recommendations

A number of targeted recommendations can be drawn from the UOWx case study, outlined below:

- **Integrate co-curricular activity as a core component within degree programs.** These activities currently sit outside the main curriculum - as 'add-ons' they may preclude students who have extra demands of work, carer or other responsibilities. Embedding co-curricular activities would provide an equitable means of supported participation to gain a variety of skills and learning, not only for equity students, but for all.
- **Ensure stable and long-term funding to maximise continuity and consistency in opportunities** (across campuses), including offering financial support to students. This would also enable longer term planning, creative 'solutions' and longitudinal evaluation to ensure that benefits for students are not unintentionally limited.
- **Provide targeted advertising and marketing of co-curricular activities that specifically recognises the diversity of student populations** and also, clarifies the benefits of undertaking co-curricular endeavours.
- **Contextualise co-curricular opportunities to the community and geographic context of the university.** For example, ensuring that opportunities are created in communities with an economy that supports university graduates; considering practicalities of travel and access to private or public transport, as well as distances needing to be travelled to take up opportunities.
- **Remove unintentional barriers to participation and so ensure that all processes are streamlined and also, visible.** For regional and metro campuses, provide a variety of opportunities, flexible timings and digital ways of participating.

Closing vignette

This is but one case, drawn together from different perspectives on the questions posed relating FiF/equity student participation, barriers and what could be done better to remove some of these barriers. An appropriate way to close is a vignette which focuses on the qualities that these students have and bring with them to university (drawn from a number of staff interview data):

A lot of equity students have really, really strong drive. For some students who haven't had barriers to overcome regarding co-curricular involvement and university study, it can be 'all a little bit "falls in the lap"'. Often with equity students, maybe it's not what has been expected with the family background. There's a lot of drive that really means that they will seek out opportunities to not only better themselves, but to extend themselves and take advantage of opportunities where they can find them. They often have a lot of resilience and they're good at juggling, 'really, really good at juggling' so they have that quality of being able to try and shuffle and make things work if they can see a really strong benefit and opportunity for doing that. They bring a "give it a go" attitude and a unique perspective and motivation. The idea of coming from less than and wanting to gain more – there's a motivation behind their engagement. They will try and juggle the idea of, "Okay, I've got my study and I've got work, but UOWx is going to look really powerful on my resume so what can I get involved in and how can I make that work?" They will put themselves outside the box and outside their comfort zone and even make their life difficult for a little while if they can see a strong benefit in that for them at the end, and if the barriers to doing so aren't insurmountable.

The final word comes from Ben, a former regional student, now staff member, who was a very active student in co-curricular activities:

"Co-curricular", it comes with a connotation of it's an option next to the curriculum whereas I see my university experience the most beneficial parts of my university experience were what we would term as "co-curricular"