# Access, Participation and Success Plan

## 2019-2022

## Strategy Framework

The Strategic Framework identifies the following initiatives supporting our current diverse student community:

| Prospective Student | | Current Student | Exiting Student/Alumni |
|---|---|---|---|
| **Pre-entry and Access** | **Alternative pathways** | **Successful participation** | **Positive outcome** |
| *Improve awareness*<br>• Aboriginal and Torres Strait Islander engagement strategy<br>• Posters and campaigns specifically on SASH<br>• Promote online delivery and learning support for rural students<br>• Promote flexibility of online study and learning support for students with disabilities<br>• Acknowledgement of Country required on the KHE website | *Develop pathways*<br>• Access and Equity pathways<br>• Aboriginal and Torres Strait Islander people's pathway<br>• Industry Experience pathway (previously known as the non-degree pathway) | *Focus on transition*<br>• Revamp student on-boarding program by providing an orientation video (in development)<br>• Develop, enhance and promote the Klarity program<br>• Check-in phone calls from the Student Experience team | *Prepare for transition exit*<br>• Reasonable adjustments for students experiencing difficulties in their studies<br>• Implement Klarity program for students at risk of non-completion across all KHE courses<br>• Accessibility of senior academics for mentoring and support |
| *Inform aspirations*<br>• Identify our brand identity as a "supportive and nurturing learning environment"<br>• Training for all staff on disability, diversity, Aboriginal and Torres Strait Islander peoples SASH and mental health<br>• Provide a proactive engagement and contact services to all students | *Respond to diversity*<br>• Respond to "at-risk student" reports and follow up with support<br>• Option provided to apply for reasonable adjustment<br>• Serving all Students staff training<br>• Provide an Indigenous staff mentor to assist with learning support | *Improve progression and retention*<br>• Safety, wellness and mental health program<br>• Identifying students required to re-enrol into subsequent courses and assisting them to complete the process<br>• Offer counselling support services<br>• Launch a web-based student handbook<br>• Comprehensive student intervention strategy through monitoring of "at-risk" reports followed by proactive contact and engagement<br>• Referring and recommending services and support as deemed appropriate for the student | *Promote a capstone / WIL experience*<br>• In-house academic internship pathway for high achieving students<br>• Capstone in all Masters-level courses |

| Prospective Student | | Current Student | Exiting Student/Alumni |
|---|---|---|---|
| **Pre-entry and Access** | **Alternative pathways** | **Successful participation** | **Positive outcome** |
| | | • Availability of mentors and tutors for "at-risk" students<br>• Serving all Students staff training | |
| *Achieve diversity targets*<br>• Develop market segmentation with market specific campaigns<br>• Review GTE requirements for existing target markets and explore new markets<br>• Develop and launch an Aboriginal and Torres Strait Islander peoples outreach strategy<br>• Non-award AQF4 or 5 level courses to low socio/rural high school partnership | *Develop innovative delivery*<br>• Develop an online admission system<br>• Work with Professor Shane Hearn, Dean of Indigenous Research and Education (UoA), exploring a non-award finance module specifically for Aboriginal and Torres Strait Islander people students<br>• Non-award cultural sensitivity and competence subjects developed (with assistance/licensed from KBS) offered as single subject enrolments | *Ensure inclusion curriculum*<br>• Review curriculum to ensure inclusivity and to address any male-centric or overly American centric content<br>• Engage in regular benchmarking with other higher education providers<br>• Consultation with a diverse Course Advisor Committee when designing curriculum<br>• Collaborate with University of Adelaide Cultural advisors when designing Indigenous programs<br>• Invite Aboriginal and Torres Strait Islander peoples staff and experienced learners when providing educational experience and opportunities for Indigenous community outreach | *Secure employment*<br>• Provide students with lifelong access<br>• to KA Careers Service<br>• Provide information guides on Kaplearn relating to workplace rights<br>• Develop a comprehensive alumni program<br>• Introduce students to potential employers through trade shows/expo and provide interview modules on Kaplearn |
| *Promote career planning*<br>• Develop an alumni network<br>• Lead promotion of programs with Career opportunities<br>• Create new "Build my skills" modules in KapLearn to enhance non-academic skills such as resume building<br>• Host alumni networking functions | *Build vocation identity*<br>• Cultivate deep relationships with external professional associations so that students can gain accreditation and membership | *Realise professional identity*<br>• Professionally accredited courses with external bodies i.e. FASEA | *Assure professional transitions*<br>• Invite alumni to all career's events<br>• Embrace QILT's Graduate Outcomes Survey<br>• Hold regular alumni networking events |

# Strategy Framework Diversity Support Status

The table below identifies the following specific initiatives responding to the diversity indicator demographic and notes the status of those initiatives:

🔴 Not Yet Started   🔵 Ongoing   🟢 Completed

| Diversity Indicators | Pre-entry and Access | | Alternative pathways | | Successful participation | | Positive outcome | |
|---|---|---|---|---|---|---|---|---|
| | Initiative | Status | Initiative | Status | Initiative | Status | Initiative | Status |
| **People with disabilities** | Establishment of an "Access and Equity pathway" for admission | 🔵 | Serving all Students staff training | 🔵 🟢 | "Build your skills" modules on KapLearn LMS to assist students with a learning disability | 🔴 | Provide students with lifelong access to KA Careers Service | 🔴 |
| | KHE brand promoted as inclusive of diversity through published policies | 🔵 | All courses are offered online | 🟢 | At risk Students are identified and progression monitored with intervention strategies | 🔵 | Provide information guides on KapLearn relating to workplace rights | 🔴 |
| | All subjects and courses are offered online with learning support | 🔵 | Establishment of an "Access and Equity pathway" for admission | 🟢 | Klarity program for "at risk" students | 🟢 | Develop a comprehensive alumni program | 🔴 |
| | Admissions process identifies students with disabilities and assessments for adjustments completed if required and where appropriate | 🔵 | | | The KHE reasonable adjustment policy enables students with disabilities to fully participate in programs | 🔵 | Introduce students to potential employers through trade shows/expos and provide interview modules on KapLearn | 🔴 |
| | Students with a disability are offered support through the KHE reasonable adjustment policy | 🔵 | | | Online invigilation of exams being explored to enable inclusive practices | 🔵 | | |
| | Student who identify as having a disability at the time of enrolment and nominate additional support needs are monitored proactively throughout their studies | 🔵 | | | Tailored study plan incorporating any study barriers | 🔵 | | |
| | Optional learner profile can be completed as part of the orientation process | 🔵 | | | Optional learner profile can be completed as part of the orientation process | 🔵 | | |

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|---|---|---|---|---|
| | | | WCAG compliant website and LMS 🟢 | |
| | | | Consider alternate exam methods to allow students with a disability to sit an exam in alternative sites 🔵 | |
| | | | Safety, wellness and mental health program 🔵 | |
| **Australian Aboriginal and Torres Strait Islanders peoples** | Aboriginal engagement strategy 🟢 | Establishment of an "Access and Equity pathway" for admission 🔵 | Safety, wellness and mental health program 🟢 | Implement Academic Success Agreements for students at risk of non-completion 🔵 |
| | Acknowledgement of Country required on the KHE website 🟢 | All courses are offered online 🔵 | Respond to cohort-based performance reports 🔵 | Provide students with lifelong access to KA Careers Service 🔴 |
| | Identify our brand identity as a "supportive and nurturing learning environment" 🔵 | Aboriginal and Torres Strait Islander admission pathway 🔵 | Consultation with a diverse Course Advisor Committee when designing curriculum 🔴 | Introduce students to potential employers through trade shows/expo and provide interview modules on KapLearn 🔴 |
| | Develop market segmentation with market specific campaigns 🔴 | Provide an Aboriginal or Torres Strait Islander mentor as a member of staff 🔴 | | Accessibility of senior academics for mentoring and support 🔵 |
| | Review GTE requirements for existing target markets and explore new markets 🔴 | Non-award cultural subjects from KBS MBA offered as single subject enrolments 🔴 | | |
| | Develop and launch an Aboriginal and Torres Strait Islander outreach strategy 🔵 | | | |
| | Training for appropriate staff on disability, diversity, Aboriginal and Torres Strait Islander, SASH and mental health 🔵 | | | |

| People from remote or regional areas | Non-award AQF4 or 5 level subjects to low socio/rural high school partnership 🔴  Specific marketing campaign can be developed to target rural students 🔴 | Non-award AQF4 or 5 level subjects to low socio/rural high school partnership 🔴 | Safety, wellness and mental health program 🟢  Respond to cohort-based performance reports 🔵 | |
| --- | --- | --- | --- | --- |
| People from non-English speaking backgrounds | Identify our brand identity as a "supportive and nurturing learning environment 🔵 | Access and Equity pathways 🔵 | Safety, wellness and mental health program 🟢  Respond to cohort-based performance reports 🔵  Option to apply for reasonable adjustment 🔵 | Implement Academic Success Agreements for students at risk of non-completion 🔵  Provide students with lifelong access to KA Careers Service 🔴  Introduce students to potential employers through trade shows/expo and provide interview modules on Kaplearn 🔴  Accessibility of senior academics for mentoring and support 🔵 |
| Female students | Identify our brand identity as a "supportive and nurturing learning environment 🔵 | Access and Equity pathways 🔵 | Safety, wellness and mental health program 🟢  Respond to cohort-based performance reports 🔵  Review curriculum to ensure it is not male-centric or overly American-centric 🔵 | Implement Academic Success Agreements for students at risk of non-completion 🔵  Provide students with lifelong access to KA Careers Service 🔴  Introduce students to potential employers through trade shows/expo and provide interview modules on Kaplearn 🔴  Accessibility of senior academics for mentoring and support 🔵 |