



Access, Participation and Success Plan

2023 – 2026

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
<p><i>Improve awareness</i></p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander engagement strategy Posters and campaigns specifically on SASH Promote online delivery and learning support for rural students Promote flexibility of online study and learning support for students with disabilities Acknowledgement of Country required on the KHE website 	<p><i>Develop pathways</i></p> <ul style="list-style-type: none"> Access and Equity pathways Aboriginal and Torres Strait Islander people’s pathway Industry Experience pathway 	<p><i>Focus on transition</i></p> <ul style="list-style-type: none"> Revamp student on-boarding program by providing an orientation module Develop, enhance and promote the Klarity program Check-in phone calls from the Student Experience team 	<p><i>Prepare for transition exit</i></p> <ul style="list-style-type: none"> Reasonable adjustments for students experiencing difficulties in their studies Implement Klarity program for students at risk of non-completion across all KHE courses Accessibility of senior academics for mentoring and support
<p><i>Inform aspirations</i></p> <ul style="list-style-type: none"> Identify our brand identity as a “supportive and nurturing learning environment” Training for staff on disability, diversity, Aboriginal and Torres Strait Islander peoples SASH and mental health Provide a proactive engagement and contact services to all students 	<p><i>Respond to diversity</i></p> <ul style="list-style-type: none"> Respond to “at-risk student” reports and follow up with support Option provided to apply for reasonable adjustment Serving all Students staff training Provide an Indigenous staff mentor to assist with learning support 	<p><i>Improve progression and retention</i></p> <ul style="list-style-type: none"> Safety, wellness and mental health program Identifying students required to re-enrol into subsequent courses and assisting them to complete the process Offer counselling support services Launch a web-based student handbook Comprehensive student intervention strategy through monitoring of “at-risk” reports followed by proactive contact and engagement Referring and recommending services and support as deemed appropriate for the student 	<p><i>Promote a capstone / WIL experience</i></p> <ul style="list-style-type: none"> In-house academic internship pathway for high achieving students Capstone in all Masters-level courses



Prospective Student		Current Student	Exiting Student/Alumni
Pre-entry and Access	Alternative pathways	Successful participation	Positive outcome
		<ul style="list-style-type: none"> • Availability of mentors and tutors for “at-risk” students • Serving all Students staff training 	
<p><i>Achieve diversity targets</i></p> <ul style="list-style-type: none"> • Develop market segmentation with market specific campaigns • Review GTE requirements for existing target markets and explore new markets • Develop and launch an Aboriginal and Torres Strait Islander peoples outreach strategy • Allow entry to courses based on the Access and Equity admission rules within the Admissions Policy. 	<p><i>Develop innovative delivery</i></p> <ul style="list-style-type: none"> • Develop an online admission system • Develop a non-award finance module specifically for Aboriginal and Torres Strait Islander students • Non-award cultural sensitivity and competence subjects developed (with assistance/licensed from KBS) offered as single subject enrolments 	<p><i>Ensure inclusion curriculum</i></p> <ul style="list-style-type: none"> • Review curriculum to ensure inclusivity and to address any male-centric or overly American centric content • Engage in regular benchmarking with other higher education providers • Consultation with a diverse Course Advisor Committee when designing curriculum • Collaborate with University of Adelaide Cultural advisors when designing Indigenous programs • Invite Aboriginal and Torres Strait Islander peoples staff and experienced learners when providing educational experience and opportunities for Indigenous community outreach 	<p><i>Secure employment</i></p> <ul style="list-style-type: none"> • Provide students with lifelong access to KA Careers Service • Provide information guides on Kaplearn relating to workplace rights • Develop a comprehensive alumni program • Introduce students to potential employers through trade shows/expo and provide interview modules on Kaplearn
<p><i>Promote career planning</i></p> <ul style="list-style-type: none"> • Develop an alumni network • Lead promotion of programs with Career opportunities • Create new “Build my skills” modules in KapLearn to enhance non-academic skills such as resume building • Host alumni networking functions 	<p><i>Build vocation identity</i></p> <ul style="list-style-type: none"> • Cultivate deep relationships with external professional associations so that students can gain accreditation and membership 	<p><i>Realise professional identity</i></p> <ul style="list-style-type: none"> • Professionally accredited courses with external bodies 	<p><i>Assure professional transitions</i></p> <ul style="list-style-type: none"> • Invite alumni to all career’s events • Embrace QILT’s Graduate Outcomes Survey • 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

	Pre-entry and Access		Alternative pathways		Successful participation		Positive outcome	
Diversity Indicators	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	●			Removal of exams to enable inclusive practices for remote or regional students	●		
	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	●		



			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 published 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	Allow entry to courses based on the Access and Equity admission rules within the Admissions Policy. ● Specific marketing campaign can be developed to target rural students ●	Allow entry to courses based on the Access and Equity admission rules within the Admissions Policy. ●	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 ●