

# Equity Initiatives Framework

This framework is a sector-wide guide that should be modified according to context and stakeholders' needs.

STUDENT LIFE CYCLE	PRE-ACCESS: Outreach to Schools and Communities		ACCESS: Pathways and Admissions (Including Enabling Pathways)	PARTICIPATION: Transition, Engagement and Progression (Undergraduate and Postgraduate)		ATTAINMENT AND TRANSITION OUT	
STAGE	Outreach to Schools and Communities		Pathways and Admission	Transition and Engagement	Engagement and Progression During Studies	Completion	Graduate Destinations
TARGET GROUPS	<ul style="list-style-type: none"> <li>Infants and primary and school students, teachers and parents</li> <li>Community members</li> </ul>	<ul style="list-style-type: none"> <li>Primary and secondary school students, teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Secondary school students and leavers</li> <li>Mature age students</li> <li>VET students</li> </ul>	<ul style="list-style-type: none"> <li>Commencing/first year students</li> </ul>	<ul style="list-style-type: none"> <li>Continuing later year students</li> </ul>	<ul style="list-style-type: none"> <li>Completing students</li> <li>Employer groups and professional associations</li> </ul>	<ul style="list-style-type: none"> <li>Graduates</li> </ul>
MAJOR PRINCIPLES AND AIMS <small>* specific according to context</small>	<ul style="list-style-type: none"> <li>Increase awareness of higher education pathways, opportunities and associated careers by supporting and developing aspirations and expectations</li> </ul>		<ul style="list-style-type: none"> <li>Provide opportunities for people to access and achieve at university</li> </ul>	<ul style="list-style-type: none"> <li>Engagement and belonging</li> <li>Academic literacies</li> <li>Competencies in discipline area/ relevant knowledges developed through inclusive pedagogies</li> </ul>		<ul style="list-style-type: none"> <li>Employability</li> <li>Postgraduate study</li> </ul>	
KEY PROGRAM TYPES THAT INCLUDE EQUITY INITIATIVES	<ul style="list-style-type: none"> <li>Outreach to early years of schooling (Years K-4)</li> <li>Community outreach</li> </ul>	<ul style="list-style-type: none"> <li>Outreach to primary and middle years schooling (Years 5-9)</li> <li>Outreach to senior secondary schooling (Years 10-12)</li> <li>Pre-university experience programs</li> <li>Community outreach</li> </ul>	<ul style="list-style-type: none"> <li>Pathways programs: a qualification that provides entry into university upon successful completion often from enabling, VET or private providers</li> <li>Foundation programs: programs that provide extra academic development to build skills; may be a separate qualification or part of a degree</li> <li>Alternative selection criteria and tools in entry requirements</li> <li>Outreach to VET/adults</li> <li>Bridging programs</li> <li>Employment support pre-course completion (including work integrated learning, part-time employment, leadership programs and professional mentoring).</li> </ul>	<ul style="list-style-type: none"> <li>Orientation programs</li> <li>First year inclusive transition programs</li> </ul>	<ul style="list-style-type: none"> <li>Alternative exit qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Careers and employment support pre-completion</li> <li>Support to continue to postgraduate study (coursework and research higher degrees)</li> </ul>	<ul style="list-style-type: none"> <li>Careers and employment support post completion</li> <li>Scholarship provision and grants for postgraduate study</li> </ul>
SECTOR AND INSTITUTION-WIDE PRINCIPLES AND PROCEDURES	<ul style="list-style-type: none"> <li>Development and review of federal policies, sector-wide policies and procedures with an equity lens</li> <li>Review of university policies, procedures and plans with an equity lens provided by equity practitioners and inclusive learning scholars, drawing on insights gained from both practice and research (praxis-approach)</li> <li>Continuing professional development for promoting inclusive practices and pedagogies</li> <li>Cultural engagement</li> <li>Inclusive, non-stigmatising, non-deficit language</li> <li>Data collection to facilitate provision of support and evaluation</li> <li>Institution-wide research/evaluation projects</li> <li>Monitoring at each stage (access, performance, outcomes) utilising inclusive approach and language</li> </ul>						
EVALUATION	<ul style="list-style-type: none"> <li>Programs that demonstrate impact use evaluation that is stakeholder centred, context specific and iterative. Rich information may be gained from a mixed methods approach (usually combining qualitative and quantitative methods) to understanding the impact of an initiative/suite of initiatives. The following are examples of evaluation methods and data sources relevant to equity initiatives: <ul style="list-style-type: none"> <li>Program logic analysis (including plausibility analysis, needs analysis and input/output requirements)</li> <li>Surveys of student and other stakeholder characteristics and experiences (using qualitative and/or quantitative designs)</li> <li>Focus groups with students and other stakeholders (for eliciting targeted feedback and information)</li> <li>One-to-one interviews with stakeholders (for exploring more detailed or complex issues)</li> <li>N.B. Focus groups and interviews may be conducted online or by telephone to overcome challenges of distance and cost</li> <li>Documentary/narrative/discourse analysis of program information and resources</li> <li>Documented reflective activities, which may be conducted before and after an initiative to explore its impact</li> <li>Creative forms of feedback from participants (via journal entries, illustrations, responses to narratives, mentors and other stimuli)</li> <li>Participant observation of programs in action (e.g. in learning contexts)</li> <li>Benchmarking (through external program review or comparisons with other initiatives or sectoral and/or institutional norms)</li> <li>Case studies of specific initiatives (which may involve comparisons between different initiatives)</li> <li>Analysis of input/output measures (e.g. numbers of participants, qualifications, numbers of scholarships awarded, etc.)</li> <li>Longitudinal tracking of individual student experience and outcomes</li> <li>Cohort analysis (comparing program offers, admissions, enrolments, attrition, retention, success and completion rates)</li> <li>Service process tracking (e.g. changes in contact waiting times)</li> <li>Web analytics (using the increasing amount of online data to track and analyse student and/or program performance)</li> <li>Randomised control trials (initially designed for testing new drugs but now being used for educational interventions)</li> <li>Economic modelling (to estimate economic and community-wide or individual benefit from participating in a program)</li> </ul> </li> </ul>						

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