

UOW'S ACHIEVING PURPOSEFUL TRANSITIONS (APT) – PROPOSED ACTION PLAN 2018-2020

Inputs	Activities	Sponsor	Responsible	Stakeholders	Outputs	Timeline	Outcomes	
Governance and Reporting								
	a) Establish procedures to review, reframe, and continually improve UOW policy environment in ways that address inclusion student equity, awareness, and practice.	PVC (Students)	Student Equity & Success	Legal & Governance; Academic Quality & Standards; Student Services Division; Policy owners.	<p>Policies that are student focused and explicitly support the needs of students from diverse backgrounds.</p> <p>M1: Development of equity principles that can be used as a draft checklist for policy development and review</p> <p>M2: Test the equity principles across policy makers</p> <p>M3: Equity principles embedded into the policy review cycle</p>	<p>Q4, 2030</p> <p>Q1, 2019</p> <p>Q2, 2019</p> <p>Q3, 2019</p>	Quality cycle demonstrates strength based equity governance and reporting	
	b) Design and implement an equity evaluation framework to measure outputs, impact, and outcomes for equity group domestic Undergraduate students.	PVC (Students)	Dr. Sarah O'Shea	HEPPP Project Leads	<p>Equity evaluation framework established that informs practice and drives continual improvement.</p> <p>M1: Development of evaluation principles</p> <p>M2: Literature review of current equity evaluation practice</p> <p>M3: Expert reference team established to provide continued advice on the approach</p> <p>M4: Evaluation framework and tools developed</p> <p>M5: Whole of institution evaluation framework piloted and revisions undertaken</p>	<p>Q4, 2019</p> <p>Q3, 2018</p> <p>Q4, 2018</p> <p>Q4, 2018</p> <p>Q4, 2018</p> <p>Q4, 2019</p>		
Enquiry and Admissions								
	c) School students and non-school leaver from equity cohorts provided with effective career advice, including study options and pathways, and information about the post school learning environment. This strategy should also be expanded to include mature-age students.	PVC (Students)	Student Equity & Success	Student Services Division; Graduate Career Development & Employability	<p>A platform established for effective careers advice for school and non-school leavers</p> <p>M1: Review current practice of career advice to prospective students and establish a map of current practice</p> <p>M2: Establish processes for the delivery of effective and authentic careers advice to prospective students</p> <p>M3: Embed the provision of careers advice to prospective students into the student experience triage model</p> <p>M4: Identify effective training practices for staff in delivery effective career advice for prospective students</p> <p>M5: Evaluation of careers advice utilising the Evaluation Framework (b)</p>	<p>Q4, 2019</p> <p>Q1, 2019</p> <p>Q2, 2019</p> <p>Q2, 2019</p> <p>Q3, 2019</p> <p>Q4, 2019</p>		
	d) To provide students with clear information about the program and university expectations prior to commencement.	Director, SSD Director, SMCU	Director, SSD Director, SMCU	Student Services Division; UOW Faculties; PVC (Students)	<p>The development of effective pre-commencement procedures to ensure students are making informed choice.</p> <p>M1: Identification of current pre-commencement process</p> <p>M2: Mapping of course pathways and subject selections tied to career outcomes for large engine room courses</p> <p>M3: Development of key pre-commencement communication points and methods</p>	<p>Q4, 2020</p> <p>Q1, 2020</p> <p>Q3, 2020</p> <p>Q4, 2020</p>		

e) Continue to offer alternatives to ATAR access pathways to UOW that recognise the broad scope of strengths and accomplishments of individuals.	Director, SSD PVC (Students)	Student Equity & Success	Student Services Division; UOW Faculties	Deliver and evaluate Portfolio Admissions and AccessUOW from an equity perspective. Deliver the AccessUOW framework approach to non-school leaver cohorts.	Q4, 2019
				M1: Establish mechanisms to identify equity students at point of entry through direct applications	Q3, 2019
				M2: Establish processes for the consideration of equity through non-school leaver direct admission pathways	Q4, 2019
				M3: Delivery of the AccessUOW and Portfolio Admissions operational plans in collaboration with SSD and Faculties	Annual
				M4: Evaluation on the impact of AccessUOW and Portfolio Admissions annually utilising the Evaluation Framework (b)	Annual
f) Offer programs and services that enable all academically capable equity people to access higher education.	PVC (Students)	Student Equity & Success	UOW College; UOW Faculties; Academic Quality & Standards Student Services Division	Development of • an equity enabling pathway through a summer intensive, and • an equity enabling pathway through concurrent enabling and first year study.	Q4, 2020
				M1: Development of a pathways model for consultation, including scope, feasibility and financial impact	Q3, 2018
				M2: Establishment of a network of key stakeholders engaged in the development and operationalisation of the pathway	Q3, 2018
				M3: Summer enabling course scoped	Q1, 2019
				M4: Pilot of summer enabling pathway	Q1, 2019
				M5: Evaluation of the pilot summer enabling pathway utilising the Evaluation Framework (b)	Q2, 2019
				M6: Summer enabling pathway embedded into UOW operations	Q3, 2019
				M7: Concurrent first year enabling course developed and accredited	Q3, 2019
				M8: Concurrent first year enabling course piloted	Q4, 2020
g) Embed equity considerations into UOW Admissions Rubric and ensure consistency across school leaver and non-school leaver admissions processes (i.e. establish a framework for equity assessment for direct admission, early admission supporting statements etc.)	PVC (Students)	Student Services Division	Student Equity & Success; Student Support; UOW Faculties	Equity considerations included in UOW admissions rubric and evident in admissions processes.	Q3, 2019
				M1: Review of current Admissions Rubric	Q3, 2018
				M2: Consultation with PVC (S) portfolio on equity principles	Q2, 2019
				M3: Equity principles embedded into the Admissions Rubric	Q3, 2019
				M4: Processes and assessment matrix developed for Statement of Support	Q4, 2018
M5: Evaluation of the assessment matrix and process for the Statement of Support utilising the Evaluation Framework (b)	Q1, 2019				
h) Package offers with equity scholarships accommodation offers and		Student Services	Student Equity &	An holistic approach to the admission and ongoing financial support of students from diverse backgrounds is evident.	Q4, 2019
				M1: Implementation of Equity Scholarships and Financial Support Model	Q4, 2018

Inclusive admissions and entry practice that supports equity students success

<p>h) Package offers with equity scholarships, accommodation offers and financial assistance as per the Equity Scholarships model.</p>	<p>PVC (Students)</p>	<p>Student Services Division</p>	<p>Success; Student Support.</p>	<p>M2: Develop processes for emergency grants and food vouchers integrated within existing UOW processes</p>	<p>Q1, 2019</p>
				<p>M3: Evaluation of the Equity Scholarship and Financial Support Model utilising the Evaluation Framework (b)</p>	<p>Q4, 2019</p>
<p>i) Processes established so that students who are identified or who self-identity as needing additional support in transitioning to University are connected with UOW's Student Success Coach Model.</p>	<p>PVC (Students)</p>	<p>Student Support</p>	<p>Learning, Teaching & Curriculum (UOW Online); Student Services Division; Student Equity & Success; UOW Faculties.</p>	<p>Commencing students with identified needs engage with tailored strategies to facilitate study success.</p>	<p>Q1, 2020</p>
				<p>M1: Student Success Coach function designed</p>	<p>Q4, 2018</p>
				<p>M2: Process and tools to support the delivery of the Student Success Coach model designed</p>	<p>Q4, 2018</p>
				<p>M3: Pilot of Student Success Coach model with one Faculty</p>	<p>Q1, 2019</p>
				<p>M4: Evaluation of the Student Success Coach function utilising the Evaluation Framework (b)</p>	<p>Q3, 2019</p>
				<p>M5: Expansion of Student Success Coach Model with evaluation embedded</p>	<p>Q1, 2020</p>
Student Experience					
<p>j) Identify, create and evaluate pre-commencement bridging programs that enhance foundational knowledge and embrace transition pedagogy.</p>	<p>PVC (Students)</p>	<p>Student Equity & Success</p>	<p>UOW Faculties; Learning Teaching & Curriculum; Student Support; Graduate Career Development & Employability Student Services Division</p>	<p>Suite of bridging subjects available and visible to students.</p>	<p>Q4, 2020</p>
				<p>M1: Review of existing bridging subjects</p>	<p>Q3, 2018</p>
				<p>M2: Establishment collaborative partnerships with a Faculty and departments to support the design and delivery of an online bridging subject</p>	<p>Q3, 2018</p>
				<p>M3: Online bridging subject designed</p>	<p>Q4, 2018</p>
				<p>M4: Online bridging subject implemented with one Faculty</p>	<p>Q1, 2019</p>
				<p>M5: Cost analysis and evaluation of bridging subject undertaken</p>	<p>Q4, 2019</p>
				<p>M6: Bridging subjects rolled out across other Faculties</p>	<p>Q1, 2020</p>
				<p>M7: Evaluation of the bridging programs utilising the Evaluation Framework (b)</p>	<p>Q4, 2020</p>
<p>k) Review and refine our approach to student communication, including TIER 1 triage, to facilitate cohesive purposeful communication that is accurate, timely, student centred, and facilitates student agency.</p>		<p>Student Services Division</p>	<p>Faculties; Student Services Division; Library; Graduate Career</p>	<p>Inclusive practice is evidenced through UOW's approach to communication</p>	<p>Q1, 2019</p>
				<p>M1: Review of current practice in student communications</p>	<p>Q3, 2018</p>
				<p>M2: Content gaps and effective scheduling for equity students identified</p>	<p>Q4, 2018</p>
				<p>M3: All content developed (identified in gaps) and integrated within student communications plans</p>	<p>Q1, 2019</p>
				<p>M4: Content launched to students in a scheduled, modularised approach across the year</p>	<p>Q1, 2019</p>
				<p>M5: Pilot and testing of automated data pipeline for students identified as being at risk of dropping out that interfaces with key UOW systems.</p>	<p>Q4, 2019</p>
				<p>M6: Patterns of behaviour associated with successful student outcomes identified through analysis of UOW historical data.</p>	<p>Q2, 2019</p>

<p>q) Review and refine our approach to career development in ways that enhance outcomes for equity group students and engage equity Alumni to enhance PG enrolment.</p>	<p>PVC (Students)</p>	<p>Graduate Career Development & Employability</p>	<p>UOW Faculties; Student Equity & Success; Learning, Teaching & Curriculum; Academic Quality & Standards</p>	<p>Career Development Learning normalised in large engine room courses within 100 - 300 levels and WIL opportunities accessible for equity cohorts through 'foundation' and 'embedded' WIL options CRL100 and CRLP200.</p>	<p>Q4 2020</p>	<p>constructed knowledge and meaning and strategies</p>
				<p>M1: Review UOW WIL Plan approach for integration of Career Development Learning within the WIL curricular</p>	<p>Q4, 2018</p>	
				<p>M2: Establish process for selection of alumni from equity backgrounds for participation across suite of careers events in and outside the curriculum, including as placement hosts for CRLP200 students.</p>	<p>Q4, 2018</p>	
				<p>M3: Review 'positional' service delivery model to enable the integration of CDL within the curriculum and scope AI solutions for automating manual aspects of carers work.</p>	<p>Q4, 2018</p>	
				<p>M4: Digitised career development modules and tools for reflective practice for integration with Moodle developed</p>	<p>Q3, 2019</p>	
				<p>M5: Embed 'Career Registration' survey in large engine room courses to track development of student employability during their time in higher education, predict employment outcomes and evaluate the effectiveness of employability strategies and interventions.</p>	<p>Q4, 2019</p>	
<p>r) Identify high equity cohorts at regional and metro campuses and develop collaborative teams including Faculty and professional units to address student needs through course embedded interventions tailored to student contexts.</p>	<p>PVC (Students)</p>	<p>Academic Director (Regional Campuses); Academic Director (Metropolitan Campuses)</p>	<p>All UOW Faculties and Professional Units</p>	<p>Collaborative models of practice focussed upon identified courses to enhance the student experience and increase progress rates.</p>	<p>Q4, 2020</p>	
				<p>M1: Review student support delivery at the Regional and Metropolitan campuses</p>	<p>Q4, 2018</p>	
				<p>M2: Identify pilot large engine room courses identified</p>	<p>Q1, 2019</p>	
				<p>M3: Data dives into each course undertaken in collaboration with the Faculty and Campuses</p>	<p>Q2, 2019</p>	
				<p>M4: Existing activities delivered by Support Services identified to form the basis of a menu of interventions</p>	<p>Q3, 2019</p>	
				<p>M5: Identification of interventions to be piloted</p>	<p>Q3, 2019</p>	
				<p>M6: Identify gaps in interventions for equity groups and mature the menu of interventions</p>	<p>Q4, 2019</p>	
				<p>M7: Pilot and testing of interventions utilising the evaluation framework (b)</p>	<p>Q1, 2020</p>	
				<p>M8: Successful interventions embedded into original engine room courses</p>	<p>Q3, 2020</p>	
				<p>M9: Second round of engine room courses identified and process to recommence</p>	<p>Q4, 2020</p>	
<p>M10: Evaluation of collaborative models of practice utilising the Evaluation Framework (b)</p>	<p>Q4, 2020</p>					
<p></p>	<p></p>	<p></p>	<p>Faculties</p>	<p>Predictive model to support early identification of students embedded into institution-wide attrition initiatives</p>	<p>Q4, 2019</p>	
				<p>M1: Pilot and testing of predictive model for commencing students</p>	<p>Q2, 2019</p>	

s) Continue to develop, use and test the capacity for data analytics for early identification of students who need assistance.	Director, LTC	Learning, Teaching & Curriculum	Faculties, Student Support; Student Equity & Success	M2: Expanded pilots of predictive model for continuing students	Q3, 2019	
				M3: Early alerts for students who may need assistance embedded into UOW-wide initiatives addressing student attrition	Q4, 2019	
				M4: Inclusion of additional data sets for early identification of students who need assistance where gaps are identified	Q1, 2019	
t) Identify focus large engine room courses and develop collaborative teams including Faculty, professional units, and student partners to address student needs through course embedded interventions tailored to student contexts.	PVC (Students)	Student Equity & Success	UOW Faculties; Learning, Teaching & Curriculum; Graduate Career Development and Employability; UOW Library; Student Support	Assessment of targeted courses as responsive to and inclusive of all students found in Student Experience Surveys with evidence of cohort identity and belonging	Q4, 2019	
				M1: Identify pilot large engine room courses identified	Q3, 2018	
				M2: Data dives into each course undertaken in collaboration with the Faculty	Q3, 2018	
				M3: Establishment of a Student Academic Experience Sub-Group - 'Transitions Working Group'	Q4, 2018	
				M4: Existing activities delivered by Support Services identified to form the basis of a menu of interventions	Q4, 2018	
				M5: Identification of interventions to be piloted	Q4, 2018	
				M6: Identify gaps in interventions for equity groups and mature the menu of interventions	Q1, 2019	
				M7: Pilot and testing of interventions utilising the evaluation framework (b)	Q2, 2019	
				M8: Successful interventions embedded into original engine room courses	Q3, 2019	
				M9: Second round of engine room courses identified and process to recommence	Q3, 2019	
				M10: Evaluation of collaborative models of practice utilising the Evaluation Framework (b)	Q4, 2019	
				M11: Pilot and testing of a software tool that allows teaching staff to design personalised feedback with suggestions about student learning strategies	Q4, 2019	
Staff Development						
u) Develop and deliver professional development programs as well as online content to enhance the capability of staff to work effectively and appropriately with diverse groups of students. A celebration of successful teaching practice.	PVC (Students)	Learning, Teaching & Curriculum	UOW Faculties	Targeted delivery of effective staff induction and professional development programs using a strength based approach.	Q4, 2020	
				M1: Review current practice and resources for staff induction, professional development programs and online resources pertaining to student equity	Q1, 2019	
				M2: Scope VC Staff Award for Student Equity	Q2, 2019	
v) Identify equity champions from each Faculty and from key professional units to establish an organisational community of practice.	PVC (Students)	Student Equity & Success	All UOW Faculties and Professional Units	M3: Enhancement of current programs and resources and additional elements where gaps are identified	Q4, 2019	Adoption of a strength based approach to working with equity students by staff engaged in equity professional development
				M4: Implementation of programs and resources for staff	Q1, 2020	
				M5: Whole institution community of practice established	Q1, 2019	
				M6: Evaluation of programs utilising the Evaluation Framework (b)	Q4, 2020	

w) Celebrate the success of equity students as a mechanism to increase visibility and shift understanding to a strengths based model (from a deficit model).	PVC (Students)	Strategic Marketing & Communications		Delivery of key student stories that increase awareness of excellence through equity	Q4, 2020	
				Evidence of equity student success stories published in student and staff facing communication channels	Quarterly	
Addressing Attrition						
x) Review and reframe existing strategies to understand equity student decision making when withdrawing from study and use data to inform practice.	PVC (Students)	Strategic Planning	UOW Faculties; Student Services Division; Woolyungah Indigenous Centre; Library Staff; Graduate Career Development & Employability; Student Support; UOW Alumni; Academic Quality & Standards;	Coherent strategies in place to address equity attrition and to re-engage students who have withdrawn.	Q4, 2019	Withdrawn equity students re-engaging in greater numbers
				M1: Development of key data sets to inform understanding of student attrition	Q4, 2018	
				M2: Key definitions and language around attrition redeveloped	Q4, 2018	
				M3: Processes to addressing students withdrawing developed	Q4, 2018	
				M4: Development of tools and strategies to support students through the withdrawal process i.e. survey instruments and exit interviews	Q4, 2018	
				M5: Existing data analytics for early identification of students who need assistance embedded into UOW-wide initiatives addressing student attrition	Q2, 2019	
				M6: Communications plan developed and implemented to students who have exited the institution	Q4, 2018	
				M7: Re-engagement programs developed and implemented for students who have exited the institution	Q1, 2019	
y) Develop a re-engagement plan for equity students who exit the institution and programs to support the re-entry of students on the basis of their decisions for exiting.	PVC (Students)	Student Equity & Success	Strategic Marketing & Communications	M8: Evaluation of the Re-Engagement plan utilising the Evaluation Framework (b)	Q4, 2019	
UOW Reputation						
z) Disseminate UOW equity practice to contribute to our reputation as a leader in this space.	PVC (Students)	All Project Leads	HEPPP Project Leads	Submissions for publication sent to peer reviewed journals.	Q4, 2020	Heightened awareness of UOW's equity expertise
				M1: Identification of projects for publication with existing stakeholder project networks	Q4, 2019	
				M2: Research design and ethics developed alongside project development	Q1, 2020	
				M3: Research undertaken and journal articles developed	Q3, 2020	
				M4: Identification of key journals for dissemination	Q4, 2020	