A Summary of the UNSW Equity Report 2007 to DEST

DEST has identified six equity groups that have traditionally experienced educational disadvantage and/or been under-represented in the higher education sector. These groups are:

- Students from low socio-economic status background (LSES)
- Rural and isolated students
- Students with disabilities (SWD)
- Students from non-English speaking backgrounds (NESB)
- Women in non-traditional fields of study (recently redefined by DEST as overcoming disadvantage associated with gender)
- Indigenous students

The 2007 Equity Report provides an overview UNSW’s performance in relation to students who belong to these equity groups for the previous year, in this case 2006. It is included with the Institutional Assessment Framework (IAF) document that is submitted annually to DEST.

Indigenous students, who are reported on separately to DEST in the Indigenous Education Statement, are not included in the Equity Report.

As the format for the Equity Report is prescribed by DEST, this briefing provides a summary of the main elements of the Report with some additional explanatory information (a copy of the DEST version is available upon request from the Student Equity and Diversity Unit).

**Equity Groups at UNSW**

UNSW targets three main equity groups:

- Low socio-economic status students (LSES)
- Rural and isolated students
- Students with disabilities (SWD)

The highest priority is given to low SES students because they continue to be under-represented at UNSW and within the higher education sector. UNSW’s access and participation rates for low SES students remain below national access and participation rates, indicating a need to focus on the barriers to university experienced by this group.

Rural and isolated students also continue to be under-represented at UNSW and experience significant educational disadvantage because of the variable distribution of education resources based on geographical location. Many rural and isolated students are also low SES.

Students with disabilities are another equity group that is under-represented at UNSW. This group faces ongoing educational challenges and many will require specialist educational support whilst studying at university.

Women in non-traditional fields of study remain a focus for particular faculties such as Engineering and Science and the Australian School of Business. These faculties run a broad range of programs and initiatives to support the recruitment and maintenance of female friendly learning environments. This is reflected in their outreach activities.

There is significant diversity of students at UNSW, however, major issues facing students from NESB backgrounds centre on learning support to overcome language difficulties and improve academic literacy. Overall they are the equity group that face fewest educational difficulties. Strategies to address the needs of NESB students are integrated into general student support services at UNSW. Some schools and faculties run programs aimed at
NESB groups where appropriate. The Learning Centre also plays an important role in supporting the language skills development of NESB students. It works with faculties and schools to provide discipline specific academic literacy and skills programs.

**UNSW’s Outreach Programs**

UNSW engages in a range of outreach activities that enable the University to connect with prospective students, share expertise and promote the opportunities available here. The Student Recruitment Office (SRO) acts as the co-ordinating and facilitating unit for UNSW local undergraduate recruitment activities and supports the faculties in postgraduate (coursework) recruitment.

In 2006 SRO participated in careers markets in most metropolitan and rural areas in NSW and the ACT as well as in Brisbane and Melbourne. These markets engage students from all equity groups. A workshop was held for rural careers advisers from the North Coast where the focus was on issues for rural students. All careers advisers are invited to the annual careers advisers seminar held in May and specialised meetings are organised for those rural advisers who visit up to 4 universities at once.

SRO promotes and manages the Academic Achievement Awards (AAA). 2006 was the first year that every high school in NSW and the ACT was able to nominate their top student. Over 800 schools offered this scholarship and 346 nominated students. Students received a one-off payment of $4000 when they enrolled in UNSW. The nominated students were required to achieve the UAI for the programs they wished to enter. Feedback indicates that the AAA supported those students who need support for set up costs in their first year at UNSW. In conjunction with AAA, Kensington Colleges provided accommodation for those students from rural areas who were offered a place.

The Faculty of Arts and Social Sciences offers special programs, including advance standing and credit for TAFE certificates on relevant courses. This is also done through Student Placement Projects and the Faculty Refugee Research Centre’s network. The Faculty encourages and supports students from refugee backgrounds, (both disclosed and undisclosed) in both undergraduate and postgraduate programs.

The Faculty of the Built Environment runs “FBEOutThere!” This consolidates the community engagement and outreach activities of the Faculty of the Built Environment. These activities include:

- Architects without Frontiers which undertakes projects in communities in Australia and abroad that are socially disadvantaged or have been devastated by war, social conflict or natural disasters.
- The Sustainable Living Project which incorporates school-based engagement through the Sustainable Living Challenge and Knowledge Networks.
- Waterloo Redfern Community Development Program which operates in association with the UNSW School of Social Work.

The Australian School of Business’ Marketing Unit conducts marketing and recruitment events in Western Sydney, Liverpool and Nepean.

UNSW College of Fine Arts (COFA) runs a range of outreach activities linking UNSW to various communities. Initiatives include:

- The Omnium Creative Network (OCN). This is a free and non-profit online global community of creative people (students, professionals, educators, etc). OCN aims to encourage its members from all over the world to focus their attention on more socially aware and ethically responsive art and design projects. It is also a place for its members to meet people in rural and isolated areas.
- The creation of an integrated teaching studio which conducts community projects and community consultation.
The Faculty of Engineering runs a broad range of programs and activities including:

- Rural student/parent information evenings conducted in targeted rural areas. The faculty continued to develop close relationships with targeted NSW rural secondary schools and local Councils.
- The DET/UNSW Rural Assistance Scheme Scholarships have been re-advertised on our website in order to fill the quota of 25 students for 2007. Faculty contacts have been notified to advertise the scholarship within their faculty to help facilitate this process. It is envisaged that the scholarship will be changed to 5 x $10,000 Scholarships instead of the current 25 x $4,000 Scholarships in 2008 to ensure that all the funds are allocated.
- Targeting female secondary schools for engineering recruitment and information sessions attended by female members of the Student Advisory Group.
- High School Information Days targeting students from years 10, 11 and 12. The objective of this program is to increase engineering awareness within the community; to attract high quality students irrespective of background with an aptitude in maths, science and technology to participate in the event; and to strengthen awareness about details of UNSW engineering programs and graduate attributes. All metropolitan high schools were invited to participate.
- Establishing the High School Development Program to assist selected High Schools by providing them with direct and personal contact any time during the year with a variety of Faculty Staff; consultation regarding proposed recruitment ideas and if they will be feasible to both their high school students and UNSW; and engineering presentations at high schools with nominated representative/s from the Faculty.
- Participation in the Honeywell Engineering Summer School in December 2006. The Summer School is a 6-day live-in program which brought 80 Year 11 students from across NSW and the ACT to UNSW to encourage them to consider engineering as a tertiary study option and career path. Girls’ high schools are targeted with information brochures and the selection of participants ensures a strong representation by female applicants.
- Expansion of the School of Computer Science & Engineering’s hands-on workshops in science and technology for years 5 and 6 primary school girls. These aim to address the gender imbalance present in many engineering and science and technology disciplines. Workshops held in March and July were attended by 100+ senior primary school girls from six schools. The workshops are sponsored by Avaya Labs, and interested Avaya Labs female engineers participate in the morning session of the workshops.
- A one day workshop specifically for female students aimed at changing the perception of mechanical engineering as a ‘boy’s game’. The workshop, attended by more than 60 year 10 and 11 girls from Sydney schools at the School of Mechanical and Manufacturing Engineering, highlighted the range of careers open to engineering graduates and offered talks, tours, displays and experimental “design-and-build” workshops. It was the first ‘girls only’ workshop to be organised by the school. The school plans to hold the workshop every 3 years, with the next scheduled for 2009.

The Faculty of Medicine outreach activities focus on its rural medicine program. They include:

- The Health Careers kit, developed in 1997, forms part of a wider project aimed at promoting Multidisciplinary Health careers to rural high school students. Since its initial development, this kit has expanded to include information related to health, medicine and nursing programs offered at all NSW universities which offer these programs. This kit is updated, funded and distributed by the Rural Clinical School (RCS) Sydney Campus and sent to all NSW rural and remote high schools.
- A work experience program for rural high school students interested in Medicine has been developed through the RCS campuses of Wagga Wagga, Albury Wodonga, Port Macquarie and Coffs Harbour. The program runs for a week each July school holidays.
- Students attending the RCS attend national field days, careers expos and local high schools promoting rural health. In 2006 current rural medial students visited Kempsey and Moree local high schools and Durri Aboriginal Medical Service and participated in Croc Fest.
- Hosting a week long residential ‘medicine’ workshop for 35 year 11 and 12 students from rural and remote areas in collaboration with the University of Sydney and University of Newcastle.
The Faculty of Science engages with schools which have LSES students as part of its promotion program. The Faculty also has an active involvement with the National Youth Science Foundation (NYSF) and promotes participation and interest in science on its website.

The ACCESS Scheme is an equity program that assists students who have experienced educational disadvantages to gain admission to UNSW, including LSES students, rural and isolated students, students with disabilities and students from non-English speaking backgrounds. The Student Recruitment Office, Undergraduate Admissions Office, Student Central and the Student Equity and Diversity Unit provide information about the ACCESS Scheme to prospective students, high school career advisors and parents.

A new UNSW scholarships website and application form, with clearly defined categories and plain language information on available equity scholarships was introduced in 2006.

**Support Services**

UNSW provides an extensive range of support services for students.

**The UNSW Student Experience**

UNSW seeks to provide a comprehensive and satisfying student experience from admission to graduation. From 2007 a Pro-Vice-Chancellor will be appointed with responsibility for the range of services that contribute to this experience.

**Flexible learning and Delivery**

There is an emphasis on increasing flexible learning delivery and accessibility of online enrolment through the myUNSW website. Some initiatives offered to students include those offered by the Australian School of Taxation (ATAX) such as ‘Open source’ publicly-licensed software (Open Office, Firefox Internet Browser) investigated and recommended to students, who now have access to free Word, spreadsheet, image editing and Internet browsing software.

Taping facilities available in lecture theatres are now complemented by iLecture, an automatic digital recording system that makes audio conferences available via WebCT within an hour of recording. Students can access the recordings and slides 24 hours a day, 7 days a week. Students with disabilities are particularly assisted by this service. The iLecture system is available in 43 lecture theatres at UNSW.

There is continual development and investigation of WebCT, CD-Rom, DVD, streaming media and other education technologies to enhance flexible delivery, enabling students from LSES backgrounds to plan study to fit in with work and/or childcare.

**Learning Support**

The Learning Centre provides a number of programs for the benefit of all students, in particular those whose first language is not English, such as the Academic English and Communications Skills Program, and the University Orientation and Study Skills course, which are both preparatory programs. The joint peer-tutoring scheme run by the School of Law and the Learning Centre pairs senior Law students with first-year students mainly from non-English speaking backgrounds to assist them with understanding legal concepts and developing their academic language skills. TELL (Talk, Exchange, Listen and Learn) is a support program that fosters an inclusive context for language development and the exchange of cultural understandings. The Learning Centre additionally runs conversation classes and pronunciation workshops.

Since 2005, all commencing UNSW students complete a generic online information literacy program within their first session. The program is broadly contextualised to disciplinary domains. In this way, the University aims to identify and assist students in need of additional support with their academic literacy and English language skills, early in their programs. It is expected that these plans will particularly assist those NESB students with language
concerns. Students across all faculties that are identified as requiring further assistance are referred to the University Learning Centre for further tuition.

Faculties also provide tailored programs aimed at assisting NESB students.

The Faculty of Engineering provides first year programs which include a course in technical English and report writing for students requiring better communication skills. Specific courses are offered, such as:

- **Academic Discourse in Engineering** - All new undergraduate students can enrol in this elective which is designed to improve communication skills, written and oral presentations, as well as comprehension. Students identified by the Faculty as being at risk of under-performing due to inadequate academic literacy will be directed to enrol in this course.
- **Research Induction** - All new postgraduate research students are required to attend a Research Induction during which they must demonstrate their academic literacy skills. Students who do not meet the competency level are required to undertake a special program that is developed to meet their individual needs.
- **Research Training** - A number of courses have been introduced by the Faculty to assist postgraduate research students to further their skills in academic literacy.

**Disability Support Services**

The University continually aims to integrate students with disabilities into mainstream services provided to all students including orientation programs, mentoring programs, the Learning Centre and Accommodation services.

The Careers & Employment Service in addition to ensuring their services are accessible, also assist students with disabilities, by advertising programs such as the Willing & Able Mentoring Program, Stepping into Law, and Stepping into Business schemes. They also give priority to ACCESS students and students with disabilities for jobs advertised on their website.

The Student Equity and Equity Unit (SEADU) assists new and continuing students with disabilities on a free and confidential basis. The services include advice to prospective students and enrolled students, enrolment assistance, examination provisions, advice on alternative assessments and text formats, parking for students with mobility impairments, library assistance, assistive technology, liaison with academic staff and the provision of note-takers, sign-interpreters and readers. SEADU also maintains a specific resource room for students with a disability.

SEADU maintains links with disability community organisations, e.g. Vision Australia, The Deaf Society of New South Wales, Peoples with Disabilities (NSW), the Independent Living Centre, the Disability Advisory Council of New South Wales, Employers Making a Difference and Macquarie Customised Accessibility Services (M-CAS).

SEADU along with Disability Services in other Australian Universities also agreed in 2006 to forego a percentage of funding from the DSP monies to contribute to the maintenance and development of the Australian Disability Clearing House on Education and Training. The Clearing House provides up-to-date and comprehensive information about inclusive teaching, learning and assessment strategies, accommodations and support services for people with disabilities in post secondary education and training. These organisations provide a very useful resource for information and advice on disability issues.

**Orientation programs**

UNSW conducts a wide range of orientation programs during Orientation Week at the beginning of each year and Orientation Day at the beginning of second semester. Some events are targeted at equity groups.

Smart Start is a targeted orientation program run by the Student Equity and Diversity Unit that provides an opportunity for ACCESS students to get familiar with UNSW before they start attending classes. It is offered in addition to the general orientation week activities and focuses on the provision of skills and information that will assist students to make a successful transition to the university learning environment. The program includes a
campus tour, Faculty-based activities, transition workshops, social activities and a question and answer session with a panel of UNSW experts (staff and student representatives from key support areas).

The Faculty of Law provides additional support for NESB students in postgraduate coursework programs in the following ways. The Postgraduate Co-ordinator is used as a point of contact for all NESB students and the International Education Adviser teaches an introductory course for NESB students. This course is designed to introduce the Australian Legal System, but also provides further assistance in English tuition for students who are experiencing difficulties.

The Faculty of Commerce and Economics provides support for NESB students by holding a one-day transition program, which offers commencing undergraduate students the opportunity to make links with prior learning and future academic expectations. It also incorporates the needs of students from different cultural backgrounds. The Principles of Tutoring training program, which new casual staff are expected to attend, includes advice on catering for cross-cultural learning differences. The Faculty’s Education Development Unit (EDU) serves the specific learning needs of students, including those from non-English speaking backgrounds, through the provision of individual consultations with learning consultants, workshops and discipline-specific learning materials. The Faculty has also appointed a Disability Officer to co-ordinate support for students with disabilities in the Faculty.

**Mentoring programs**

The University provides a number of mentoring schemes to assist equity group students. These include the Rural Mentoring Program, run by the Counselling Service, which provides support to new students during their transition to university life, and currently involves approximately 1,000 students.

Mentoring programs are also run in a number of faculties. These include:

- The Faculty of Arts and Social Science Peer Mentoring program recruits first year students at the Faculty orientation week and follows them throughout the year to assist students in adapting to the new environment and education system.
- The Planning and Interior Architecture programs in the Faculty of the Built Environment both offer mentoring programs for their undergraduate students.
- ATAX has developed and refined its mentoring program to provide additional support for students, particularly NESB students.
- COFA has a well established Peer Mentoring Program which assists all new students with the transition to University life and provides opportunities for them to meet both new and current students.
- The Faculty of Engineering provides a number of mentoring programs for commencing students that are co-ordinated by Schools within the Faculty. The mentoring programs are extremely popular with the Faculty’s NESB students and include additional tutorials for advanced students.
- The Law School continues to successfully offer the Peer Tutor Program to students in their first year in the Law School. The aim of the program is to facilitate students’ understanding of legal skills to the point of independent learning. The program is available free and focuses on developing a welcome and inclusive environment in the faculty by encouraging development of interpersonal relationships between students. First year students who join the Peer Tutor Program meet with a senior student for about one to two hours per week. The program provides an opportunity to practice class participation, to deal with materials that the student finds difficult and to practice legal skills such as case-reading and statutory interpretation. It also provides leadership training for senior students and helps to build a sense of community in the Law School.

**Student Equity and Diversity Unit (SEADU)**

SEADU organised financial literacy skills workshops targeted at LSES students and students from equity groups who experience high levels of financial pressure. The workshops were provided by experienced financial educators who deliver the Money-Minded Program, which is managed under the auspices of the Benevolent Society in NSW.
The workshops addressed participants’ attitudes to money and spending behaviour as well as the more practical skills of budgeting and understanding credit. The workshops were delivered in May 2007 and were initiated in response to an increasing number of students identifying as experiencing financial difficulties.

The ACCESS Scheme is an equity admission program for students who are new to higher education and who have experienced long-term educational disadvantages. Equity groups that are supported by the ACCESS Scheme include LSES students, students with disabilities, NESB students and rural/isolated students. SEADU provides a support program for students who enter under the ACCESS scheme. All ACCESS students who receive an offer to UNSW are sent a pre-enrolment information pack. This pack contains information about support available for ACCESS students, an application for the ACCESS Scheme Residential Accommodation Scholarship, a copy of the booklet “What Will Going to UNSW Cost?” and an invitation to the Smart Start Orientation.

ACCESS students are able to receive individual assistance from Student Equity and Disability Officers located in the SEADU. All commencing ACCESS students are subscribed to the ACCESS Updates email list. ACCESS Updates provides an avenue for fast and regular communication with ACCESS students.

**Careers and Employment**

UNSW Careers and Employment offer a wide range of information and assistance to help students find employment, plan and develop their career management skills and research opportunities.

For the benefit of ACCESS students, Careers and Employment additionally manage the Jobs on Campus Program, which gives disadvantaged students the first opportunity to apply for job vacancies.

In 2006 Careers and Employment service presented the; ‘How to Optimise Your Time at Uni’ workshop specifically for ACCESS students. This was in addition to other programs offered to all students, including the Volunteer Office Skills program which provided students with work experience in a ‘real’ office environment. On completion of 50 hours students receive a certificate listing the skills they developed.

As part of the ‘Passport to UNSW’ program the following workshops were run and available for all students:

- ‘How to Look for Part Time or Casual Work’ ‘Preparing for the Australian Workplace’
- ‘Applying for Jobs Internationally’ run each semester

**Counselling**

The Counselling Service provides a range of assistance for students, from individual counselling to orientation, mentoring, programs and workshops. Both equity group and non-equity group students benefit from their activities, which aim to both inform and provide skills to students. For example, Counselling assists the student-initiated Yellow Ribbon Program, which is an annual campaign for raising awareness of youth depression and suicide. It also offers specific workshops for students at risk of failing.

In 2006, active referral between UNSW Counselling and SEADU ensured that students requiring counselling were appropriately assisted. Counselling also provided group therapy based services and workshops for students with mental health issues of anxiety and depression.

In 2006 they also offered mentoring programs for students with special needs. These programs included tailored mentoring programs for rural students, mature aged students and students undertaking the University Preparation Program.

**Faculty based support**

The Faculty of Medicine focuses most of its support programs on students from rural backgrounds. In conjunction with the Learning Centre they provide academic skills workshops for first year students. They provide tutoring for students who are having difficulties, paid for by the Rural Clinical School Sydney Campus. A resource room has been made available with computer access, printers and space for study. Students from rural backgrounds also
attend a welcome BBQ during orientation week where students get to meet other rural students, including current rural students. All Rural Student Entry Scheme students in all years are part of an email network where they are notified of conferences, support networks. It is generally used for students needing accommodation.

The Faculty of Arts and Social Sciences offers teaching support and writing workshops for postgraduate students at both Faculty and School level. Information on services available through the program is posted on Web Vista for easy access. Encouragement is given to non-English speaking students to make use of the facilities at the Learning Centre Support Service.

Students from the Faculty of the Built Environment Planning program have a student advisory committee with representatives of each year who provide initial support and referral guidance to students experiencing difficulties in their studies.

NESB students from who were experiencing problems were also identified by ATAX, and referred to the Learning Centre and encouraged to access other academic support activities.

The Faculty of Business is piloting a ‘LEAD’ Business Leadership Program in Session 2 of 2007. Co-ordinated by the Student Relations Office, the objective of the Business Leadership Program is the personal, professional and leadership development of students by developing graduate attributes and workplace skills. The program offers benefits particularly to students from isolated and LSES backgrounds. It aims to provide students with opportunities to develop leadership skills, and to enhance their potential, by building their self-confidence and interpersonal skills. It will also assist students to develop their social and professional networks through association with other students and the business community.

At COFA, the focus is on students with a disability. Support and advice for disabled students is provided by the Student Centre, School offices, teachers and tutors. The COFA OH&S Committee continually monitors the needs of disabled students at the College and addresses any specific issues as they arise.

Within the Faculty of Law, the Law School continues to successfully offer the Peer Tutor Program to students in their first year. The aim of the program is to facilitate students’ development of understanding and legal skills to the point of independent learning. The program is available free of charge to any student who needs it, and focuses on developing a welcoming and inclusive environment in the faculty by encouraging development of interpersonal relationships between students. First year students who join the Peer Tutor Program meet with a senior student for about one to two hours per week. The program provides an opportunity to practice for class participation, to deal with materials that the student finds difficult and to practice legal skills such as case-reading and statutory interpretation. It also provides leadership training for senior students and helps to build a sense of community in the Law School.

**Commonwealth Learning Scholarships**

There has been an increase in Commonwealth Learning scholarships from an estimated 306 students in 2005, to an estimated 414 students in 2006 (excluding students on leave of absence and terminated scholarship holders). In 2006 UNSW exhausted its CLS allocation.

There has also been an increase in the number of Commonwealth Accommodation Scholarships (CAS) awarded from an estimated 144 in 2005 to 185 in 2006 (excluding students on leave of absence and terminated scholarship holders).

In 2006 CLS have been administered by the scholarships office of UNSW. From 2007 they will be administered by DEST. Pre-UAC involvement in the application and offer process, UNSW experienced some problems with filling its allocation of the Commonwealth Accommodation Scholarship (CAS). Since UAC’s involvement from 2006, UNSW has been able to fill its CAS/CECS allocation.
Institutional equity scholarships

In 2006 Scholarships and Financial Support (SAFS) management made the decision to allow students who hold equity scholarships to be multiple scholarship holders. This decision allowed those students most in financial need to receive greater assistance (to a value of $10,000).

The ACCESS Assist Scholarship was introduced in 2006 and was established to assist students who have been accepted to study at UNSW through the ACCESS scheme. Successful applicants are LSES students with maximum severity of disadvantage awarded under the UNSW ACCESS Scheme, followed by those with the highest degree of disadvantage overall. There are three scholarships available to Indigenous students. The scholarship pays $6,000 per annum living allowance and the HECS liability for each student. Eighteen students were awarded the Access Assist scholarship.

There was an increase in the number of Department of Education and Training/ UNSW Rural Assistance Scheme Scholarships awarded from nine students in 2005 to 11 students in 2006.

The Scholarships and Financial Support Office (SAFS) have increased the number of students on the major Equity Scholarship programs for LSES students in 2006.

Vice Chancellor’s Equity Scholarships (formerly known as the UNSW GO8 Merit and Equity Scholarships) have increased from 33 students in 2005 to 48 Students in 2006. The scholarship is valued at $3,000 per annum for up to 5 years.

Commonwealth Learning Scholarships increased from an estimated 306 students in 2005 to an estimated 414 students in 2006 (these figures exclude students on leave of absence and terminated scholarship holders).

The DET/UNSW Rural Assistance Scheme Scholarships have been re-advertised on the UNSW website in order to fill the quota of 25 students for 2007. Faculty contacts have been notified to advertise the scholarship within their faculty to help facilitate this process.

SAFS, the Faculty of Business and Citigroup have created the Citigroup Women in Business Scholarships. The Scholarship is established to encourage and assist high achieving female students enrolled at the Faculty of Business at UNSW. The Scholarship is available for one year only and is valued at $8,000 for one year only and mentoring opportunities also exist during the scholarship year.

A new Scholarships brochure is being produced to be delivered to all NSW High Schools to raise awareness and provide accurate information on the equity (and other) scholarships available for UNSW students.
Appendix 1: UNSW Equity Performance

UNSW is required to report annually on the performance of students from equity groups across the key equity indicators access, participation, success and retention. The DEST definition of the indicators is provided in appendix 2.

Students from low socio-economic status backgrounds (LSES)

UNSW has given priority to LSES students as they are significantly under-represented both at UNSW and across the higher education sector. DEST has also prioritised LSES students, allocating Higher Education Equity Support Funds based on the participation, retention and success rates of LSES students.

Table 1 provides a summary of the equity performance outcomes for Low SES at UNSW over the period 2004 to 2006.

UNSW’s performance for low SES students on the equity indicators confirms that this group of students continues to experience severe educational disadvantage and remain significantly under-represented at the University. Key outcomes include:

- Access and participation rates for low SES students <25 steadily improving, but remain lower that the national access and participation rates.
- An improvement in the success rate for low SES students <25, but the success rate is still slightly lower that the success rate for all local students at UNSW.
- The retention rate declined by 7.5% in 2005, with a slight improvement in 2006
- Access and participation rates for low SES students 25+ have fluctuated over the period 2004-2006 and have remained much lower that the national access and participation rates.
- Success rates have fluctuated and have remained lower than the success rate for all local students at UNSW.

Table 1: Equity performance outcomes for UNSW Students from low socio-economic backgrounds (low SES), (Australian), 2004-2006

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<tr>
<td>Access</td>
<td>5.39%</td>
<td>5.79%</td>
<td>6.16%</td>
<td>15.67%</td>
<td>15.13%</td>
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<tr>
<td>Participation</td>
<td>7.87%</td>
<td>8.95%</td>
<td>9.46%</td>
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<tr>
<td>Success (SPR)</td>
<td>89.08%</td>
<td>90.47%</td>
<td>91.92%</td>
<td>92.68%</td>
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<tr>
<td>Retention (ARR)</td>
<td>92.34%</td>
<td>84.80%</td>
<td>85.72%</td>
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<tr>
<td>Access</td>
<td>4.23%</td>
<td>4.86%</td>
<td>4.28%</td>
<td>15.23% (all ages)</td>
<td>13.54% (all ages)</td>
<td>NA</td>
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<tr>
<td>Participation</td>
<td>6.19%</td>
<td>7.69%</td>
<td>7.09%</td>
<td>14.57% (all ages)</td>
<td>12.87% (all ages)</td>
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<tr>
<td>Success (SPR)</td>
<td>86.06%</td>
<td>84.58</td>
<td>88.92%</td>
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<tr>
<td>Retention (ARR)</td>
<td>67.65%</td>
<td>78.75%</td>
<td>77.69%</td>
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SPR = Student Progress Rate; ARR = Apparent Retention Rate
Source: UNSW Institutional Analysis and Reporting Office, DESTPAC 2006, DEST Website

Rural Students

Table 2 provides a summary of the equity performance outcomes for rural students at UNSW over the period 2004 to 2006. As the number of rural students at UNSW is small, the data in Table 2 must be analysed with caution. Large fluctuations across the performance indicators can result from small changes to rural student numbers and/or changes to the total number of students at UNSW. Key outcomes include:

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1 The definition is based on the classification of residential postcodes used in the Australian Bureau of Statistics Index of Education and Occupation.
• Access and participation rates for rural students indicate that this group continues to be under-presented at UNSW when compared with the national access and participation rates.
• Retention rates for rural students have declined and have fallen below the retention rate for all local UNSW students.
• Success rates have remained strong over this period with rural students out performing all other local students at UNSW.

Table 2: Equity performance outcomes for rural students at UNSW, 2004-2006

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<td>Access</td>
<td>4.87%</td>
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<tr>
<td>Participation</td>
<td>3.89%</td>
<td>3.84%</td>
<td>3.97%</td>
<td>16.89%</td>
<td>15.26%</td>
<td>NA</td>
</tr>
<tr>
<td>Success (SPR)</td>
<td>95.20%</td>
<td>93.92%</td>
<td>94.90%</td>
<td>0.99</td>
<td>0.99</td>
<td>92.60%</td>
</tr>
<tr>
<td>Retention (ARR)</td>
<td>83.99%</td>
<td>74.43%</td>
<td>75.10%</td>
<td>0.97</td>
<td>0.97</td>
<td>81.90%</td>
</tr>
</tbody>
</table>

SPR = Student Progress Rate; ARR = Apparent Retention Rate
Source: UNSW Institutional Analysis and Reporting Office, DESTPAC 2006, DEST Website

Isolated Students

Table 3 provides a summary of the equity performance outcomes for isolated students at UNSW over the period 2004 to 2006. As the number of isolated students at UNSW is very small, the data in Table 3 must be analysed with caution. Large fluctuations across the performance indicators can result from small changes to isolated student numbers and/or changes to the total number of students at UNSW. Key outcomes include:

• Wide fluctuation in the access rates for isolated students over this period. The fluctuations may be due to small changes in the number of commencing isolated students.
• Participation and success rates remained stable over this period.
• Retention rates improved significantly in 2005, which may have resulted from a small increase in the number of isolated students continuing at UNSW during this period.

Table 3: Equity performance outcomes for isolated students at UNSW, 2004-2006

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>0.33%</td>
<td>0.64%</td>
<td>0.24</td>
<td>1.40%</td>
<td>0.57%</td>
<td>NA</td>
</tr>
<tr>
<td>Participation</td>
<td>0.24%</td>
<td>0.26%</td>
<td>0.25</td>
<td>1.20%</td>
<td>0.54%</td>
<td>NA</td>
</tr>
<tr>
<td>Success (SPR)</td>
<td>97.67%</td>
<td>100%</td>
<td>97.30%</td>
<td>0.99</td>
<td>0.94</td>
<td>98.41%</td>
</tr>
<tr>
<td>Retention (ARR)</td>
<td>57.69%</td>
<td>79.31%</td>
<td>75.44%</td>
<td>0.86</td>
<td>0.87</td>
<td>81.90%</td>
</tr>
</tbody>
</table>

Success outcomes are for the previous year SPR = Student Progress Rate; ARR = Apparent Retention Rate
Source: UNSW Institutional Analysis and Reporting Office, DESTPAC 2006, DEST Website
**Students with Disabilities (SWD)**

Table 4 provides a summary of the equity performance outcomes for students with disabilities at UNSW over the period 2004 to 2006. Key outcomes include:

- Overall there have been positive outcomes for SWD over the period 2004 to 2006.
- Access rates increased in 2005 and 2006, but remain below the national access rate.
- Participation rates also increased over this period, but remain below the national participation rate.
- Success and retention rates have also increased, but remain below the success and retention rates for all other local students at UNSW and the national success and retention rates.

**Table 4: Equity Performance Outcomes for Student with Disabilities (SWD) at UNSW, 2004-2006**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>2.16%</td>
<td>2.22%</td>
<td>2.29%</td>
<td>3.29%</td>
<td>3.39%</td>
<td>NA</td>
</tr>
<tr>
<td>Participation</td>
<td>2.58%</td>
<td>2.73%</td>
<td>2.77%</td>
<td>3.96%</td>
<td>3.96%</td>
<td>NA</td>
</tr>
<tr>
<td>Success (SPR)</td>
<td>87.24%</td>
<td>86.89%</td>
<td>87.59%</td>
<td>0.93</td>
<td>0.94</td>
<td>92.60%</td>
</tr>
<tr>
<td>Retention (ARR)</td>
<td>78.23%</td>
<td>91.15%</td>
<td>89.08%</td>
<td>0.97</td>
<td>1.00</td>
<td>81.90%</td>
</tr>
</tbody>
</table>

Success outcomes are for the previous year  
SPR = Student Progress Rate; ARR = Apparent Retention Rate  
Source: UNSW Institutional Analysis and Reporting Office, DESTPAC 2006, DEST Website

**Students from Non-English Speaking Backgrounds (NESB)**

Table 5 provides a summary of the equity performance outcomes for NESB students at UNSW over the period 2004 to 2006. Key outcomes include:

- Access and participation rates for NESB students at UNSW are significantly higher than the national access and participation rates.
- Access rates have declined over this period.
- Participation rates have also declined.
- Success rates have increased slightly, but still remain below the overall success rate for all other local students at UNSW.
- The retention rate declined significantly in 2006.

**Table 5: Equity Performance Outcomes for UNSW NESB² Students, 2004-2006**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>11.66%</td>
<td>11.62%</td>
<td>9.60%</td>
<td>4.15%</td>
<td>5.68%</td>
<td>NA</td>
</tr>
<tr>
<td>Participation</td>
<td>10.64%</td>
<td>10.50%</td>
<td>8.73%</td>
<td>3.79%</td>
<td>5.4%</td>
<td>NA</td>
</tr>
<tr>
<td>Success (SPR)</td>
<td>89.88%</td>
<td>90.06%</td>
<td>90.19%</td>
<td>0.96</td>
<td>0.97</td>
<td>92.60%</td>
</tr>
<tr>
<td>Retention (ARR)</td>
<td>90.04%</td>
<td>95.50%</td>
<td>73.13%</td>
<td>1.02</td>
<td>1.02</td>
<td>81.90%</td>
</tr>
</tbody>
</table>

Success outcomes are for the previous year  
SPR = Student Progress Rate; ARR = Apparent Retention Rate  
Source: UNSW Institutional Analysis and Reporting Office, DESTPAC 2006, DEST Website

² For DEST purposes, those students described as NESB in the above statistics are local students only who have been in Australia for 10 years or less, and therefore do not include international students.
**Women in Non-Traditional Fields of Study**

Table 6 provides a summary of the equity performance outcomes for women in non-traditional fields of study at UNSW over the period 2004 to 2006. DEST has set a target of 40% for access and participation in Information Technology, Architecture and Building, Agriculture and Environment, and Management and Commerce. The target for Engineering is 20%. Key outcomes include:

- Access targets met in Engineering, Architecture and Building, and Agriculture and Environment.
- Participation targets met in Architecture and Building, Agriculture and Environment, and Management and Commerce.
- A significant number of women progressing to research higher degrees (HDR) in Information Technology, Engineering and Architecture and Building.
- A significant number of women progressing to coursework higher degrees (HDC) in Engineering.
- A decline in the success rate in Information Technology.
- A decline in the progress to HDC in Information Technology.

Table 6: Equity performance outcomes for women in non-traditional fields of study at UNSW, 2004-2006

<table>
<thead>
<tr>
<th></th>
<th>Information Technology</th>
<th>Engineering &amp; Related Technologies</th>
<th>Architecture &amp; Building</th>
<th>Agriculture, Environment &amp; Related Studies</th>
<th>Management &amp; Commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 Access</td>
<td>10.97%</td>
<td>17.93%</td>
<td>42.77%</td>
<td>59.26%</td>
<td>38.73%</td>
</tr>
<tr>
<td>2004 Access</td>
<td>16.83%</td>
<td>18.75%</td>
<td>45.05%</td>
<td>52.94%</td>
<td>38.66%</td>
</tr>
<tr>
<td>2006 Access</td>
<td>18.29%</td>
<td>20.00%</td>
<td>41.22%</td>
<td>57.47%</td>
<td>39.44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th>%</th>
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</tr>
</thead>
<tbody>
<tr>
<td>National Access 2005</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>State Access 2005</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2005 Participation</td>
<td>18.18%</td>
<td>19.29%</td>
<td>44.88%</td>
<td>60.08%</td>
<td>43.08%</td>
</tr>
<tr>
<td>2004 Participation</td>
<td>21.68%</td>
<td>19.45%</td>
<td>46.59%</td>
<td>57.51%</td>
<td>43.03%</td>
</tr>
<tr>
<td>2006 Participation</td>
<td>17.11%</td>
<td>19.09%</td>
<td>43.89%</td>
<td>61.00%</td>
<td>43.22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>%</th>
<th>%</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Nat Participation 2005</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>State Participation 2005</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEST targets for Access &amp; Participation</th>
<th>40%</th>
<th>20%</th>
<th>40%</th>
<th>40%</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 Success</td>
<td>85.26%</td>
<td>87.17%</td>
<td>91.44%</td>
<td>NA</td>
<td>96.46%</td>
</tr>
<tr>
<td>2004 Success</td>
<td>91%</td>
<td>91%</td>
<td>93%</td>
<td>NA</td>
<td>95%</td>
</tr>
<tr>
<td>2006 Success</td>
<td>85.69%</td>
<td>90.71%</td>
<td>94.44%</td>
<td>NA</td>
<td>96.29%</td>
</tr>
<tr>
<td>2005 HDR</td>
<td>1.781</td>
<td>1.263</td>
<td>1.283</td>
<td>1.068</td>
<td>0.841</td>
</tr>
<tr>
<td>2004 HDR</td>
<td>1.309</td>
<td>1.225</td>
<td>1.345</td>
<td>NA</td>
<td>0.757</td>
</tr>
<tr>
<td>2006 HDR</td>
<td>1.797</td>
<td>1.222</td>
<td>1.068</td>
<td>0.852</td>
<td>0.852</td>
</tr>
<tr>
<td>2005 HDC</td>
<td>1.061</td>
<td>1.301</td>
<td>0.837</td>
<td>0.863</td>
<td>0.763</td>
</tr>
<tr>
<td>2004 HDC</td>
<td>1.093</td>
<td>1.129</td>
<td>0.771</td>
<td>0.912</td>
<td>0.766</td>
</tr>
<tr>
<td>2006 HDC</td>
<td>0.947</td>
<td>1.325</td>
<td>0.816</td>
<td>0.985</td>
<td>0.799</td>
</tr>
</tbody>
</table>

Source: UNSW Institutional Analysis and Reporting Office, DESTPAC 2006, DEST Website

*HDR is the ratio of women in higher degree research programs to women in undergraduate programs*

*HDC is the ratio of women in higher degree coursework programs to women in undergraduate programs*
Appendix 2: DEST Definitions of Equity Performance Indicators

Rate

The rate is simply the indicator expressed as a percentage.

Ratio

The ratio is the indicator expressed as a rate divided by a reference value for that indicator. This is a better measure of equity because it makes a comparison between the equity group and a suitable benchmark. Ratios of less than 1.00 indicate poor performance, while ratios of 1.00 and greater indicate good performance.

Access

Access is the number of commencing students from a given equity group and it is expressed only as a rate (percentage).

Participation

Participation is the indicator for all enrolments from a given equity group. It can be expressed as a rate or a ratio. The reference value for students with disabilities, NESB students, and students from rural and isolated areas is the percentage of that group’s share of the general state population aged between 15-64. The reference value for low SES students is the percentage of high SES students in the same cohort. There is no ratio for women in non-traditional areas.

Retention

Retention measures the students who continue their studies from the prior year, less those who complete their course. It can be expressed as a rate or a ratio. The reference value for an equity group is the retention rate for all other students in the same cohort.

Success

Success measures academic performance by comparing the number of units passed to the number of units attempted. It can be expressed as a rate or a ratio. As above, the reference value for an equity group is the success rate of all other students in the same cohort.

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3 DEST Higher Education webpage