



UNSW
SYDNEY

Widening Participation Theory of Change

Access, Equity & Inclusion

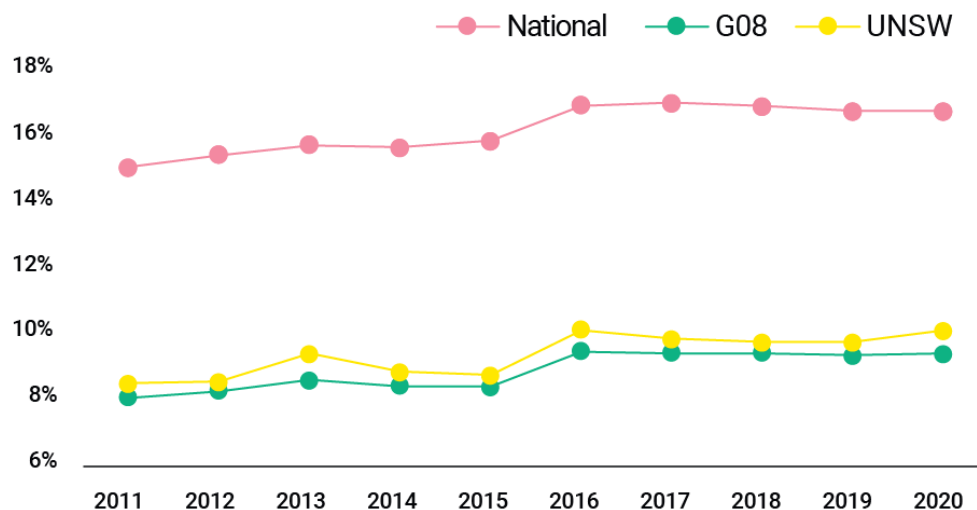
The Case for Action

Students from educationally and socio-economically disadvantaged backgrounds are persistently under-represented at university in Australia and at UNSW.

The current state of play

Widening participation to cohorts underrepresented at university has been central to higher education policy in Australia for several decades, led by the 'Dawkins Reforms' in the 1990s and then the 2008 Bradley Review. However, despite this long history of higher education reform being a national priority, by the age of 24 only 18% of Australians from the lowest SES backgrounds have a university degree, compared to 67% of students from the highest SES backgrounds (Lamb et al., 2020).

The proportion of undergraduate students from low-SES backgrounds at Australian universities in 2020 was 16.8%. However, low-SES students comprise only 9.4% at Group of Eight (Go8) universities, with UNSW reaching just 10.1% (Figure 1). These figures fall well short of the national target of 20% low-SES participation set for 2020 by the Bradley Review in 2008.



Participation rates of students from low-SES backgrounds nationally, at Go8 universities and UNSW 2011 – 2020 (rates in the years 2016 – 2020 draw on 2016 census data).¹

Even when access to higher education is achieved, students from low-SES backgrounds are more likely to drop out within the first two years of study (Mcmillan, 2015). Further, graduates from underrepresented backgrounds may be less likely to find full-time employment and tend to earn less compared to their high-SES counterparts (Carroll & Li, 2022). These figures necessitate action. In particular, a whole-of-student-lifecycle approach is required, which supports students to access university, to succeed and to transition out of university to graduate employment.

A "Pipeline of Privilege"

Australia has one of the most socially segregated schooling systems among high-income countries (OECD, 2018). Such disparities in the Australian school system can result in vastly different educational opportunities and experiences available to students of different backgrounds. Disparities in educational

¹ Department of Education, Skills and Employment, Equity Performance Data (2020).

opportunity often translate into disparities in educational attainment, perpetuating a “pipeline of privilege” which further advantages students from more privileged backgrounds, while precluding the possibility of university for many young people (Harvey et al., 2016; Greenwell & Bonner, 2022). To make matters worse, social segregation in the Australian schooling system has increased since the COVID-19 pandemic, with significant numbers of parents/caregivers moving their children to attend the wealthier independent and Catholic schools (ABS, 2023). Without change, higher education will continue to be a space that endorses the potential of students based primarily on their social background (Bunn & Burke, 2020).

ATAR: The Primary Barrier

The primary barrier to a university education for students from disadvantaged backgrounds in Australia is academic attainment in secondary school, measured by the ATAR or equivalent (Gale and Parker, 2013). Consequently, students from educationally disadvantaged backgrounds may be less likely to gain university entry, particularly to elite institutions, such as the Go8, with more competitive ATAR entry requirements.

Because it is sensitive to the effects of opportunity, the ATAR is a flawed measure of students' potential to succeed at university. In fact, concerns that increased enrolments of students from disadvantaged backgrounds leads to declining academic standards have proven unfounded (Pitman et al., 2015). Evidence is mounting that once at university, students from disadvantaged backgrounds are performing on par, if not outperforming their more advantaged peers (Harvey & Burnheim, 2013), suggesting that the ATAR tends to inflate the academic potential of students from higher SES backgrounds to the exclusion of students with just as much potential from less privileged backgrounds (Li & Dockery, 2014).

The Benefits of a University Education

Because university provides critical opportunities for personal and intellectual development (Kromydas, 2017) access should be distributed more fairly on social justice grounds alone (Gale & Tranter, 2011). University also provides the basis for achieving significant individual socioeconomic advancement and intergenerational mobility and therefore plays a crucial role in levelling the socioeconomic playing field (Daly et al., 2015).

Across OECD countries (including Australia), full-time workers with a higher education qualification earn on average around 50% more than those with only secondary school attainment (OECD, 2022). According to one Australian study, the financial premium of attaining a bachelor qualification over a lifetime is \$1.1 million for male graduates, and \$800,000 for female graduates (Norton, 2012). This financial inequality is exacerbated by the fact that students from low-SES backgrounds remain under-represented in fields of study that lead to careers with the highest private financial return (Cakitaki et al., 2022). Given that a university education will be required to be eligible for many jobs in the foreseeable future, without improving university access and graduation rates for underrepresented students, there is a risk that the economic gap between those with and without a university education will widen further (Productivity Commission, 2022).

Impact Statement





As a result of this work, we aim to increase access to university and UNSW for under-represented students and ensure they are set up to succeed once at university.

How will we have this impact

UNSW's Widening Participation Strategy outlines the below objectives for achieving this impact:

- Continue to develop targeted admission pathways linked to the educational outreach program to provide expanded opportunities for student access and program choice.
- Co-design innovative learning experiences, including curriculum-linked academic enrichment and leverage UNSW strengths in research, teaching and learning to support identified school needs
- Engage UNSW students as co-designers, facilitators, mentors, powerful role models and partners for change.
- Effectively communicate targeted admission pathways, scholarships and other higher education access opportunities to students from underrepresented backgrounds and their key influencers.
- Develop strategic collaborative partnerships with secondary schools, other universities, workplace partners and leading NGOs to develop creative, sustainable, evidence-informed and evaluated approaches to widening participation.
- Contribute subject matter expertise to work across the University to ensure academic and wellbeing support for underrepresented students is evidence informed and fit for purpose across all stages of the lifecycle.
- Embed longitudinal, mixed- methods research and impact evaluation frameworks across key initiatives prioritising the contributions of students, staff, schools and key influencers.

UNSW Widening Participation: Program Logic

		Inputs	Outputs	Capacity changes	Behaviour changes	Impact
Guide – University Ambassadors  University Ambassadors: Act as reliable sources of information Support students to develop a positive learner identity Spark curiosity in specific academic areas Expand student thinking about the future by modelling their own learner journey.	The Map 	A, E & I Staff University Ambassadors NSW Equity Consortium members Collaboration with partner schools	NSW Equity Consortium Year 7 - 9	Students: <ul style="list-style-type: none"> develop their understanding of the value and purpose of education for opening a breadth of future possibilities expand their thinking about possibilities for future study and post-school options 	Students: <ul style="list-style-type: none"> choose post-school options that suit their learning strengths, interests, values and career goals write strong early offer applications successfully transition to university 	Students from under-represented backgrounds have increased access to higher education and are set up to succeed
		A, E & I Staff University Ambassadors External partners	Gateway Programs Years 10 - 12	Students: <ul style="list-style-type: none"> develop knowledge of available degrees and the opportunities and benefits of higher education develop understanding of what studying at university is like and the opportunities and benefits of higher education develop an understanding of how to apply for the Gateway Admission Pathway and what makes a good personal statement feel confident to submit a successful Gateway Admission Pathway application feel confident that they access their desired degree and achieve their educational goals feel prepared to make informed decisions about their post-school future 		
	The Compass 	A, E & I Staff University Ambassadors NSW Equity Consortium members Collaboration with partner schools	NSW Equity Consortium Year 7 - 9	Students: <ul style="list-style-type: none"> develop their ability to recognise metacognitive processes including understanding their learning strengths and weaknesses develop their ability to know when to ask for help and their confidence to do so develop their academic self-efficacy feel more motivated to learn feel excited about their future 	Students: <ul style="list-style-type: none"> apply new knowledge and strategies to achieve increased attainment at school and achieve their required adjusted ATAR apply new knowledge and strategies for study at university 	
		A, E & I Staff University Ambassadors External partners	Gateway Programs Years 10 - 12	Students: <ul style="list-style-type: none"> develop their understanding of their learner identity and how it links with higher education and career options develop the ability to write about and present themselves persuasively and with confidence develop a sense of belonging at university and at UNSW and identify as a future university student begin to map out their path from school to higher education to career 		
	The Key 	A, E & I Staff University Ambassadors NSW Equity Consortium members Collaboration with partner schools	NSW Equity Consortium Year 7 - 9	Students: <ul style="list-style-type: none"> develop micro literacy practices in identified focus areas and their confidence in exercising these practices develop a broad appreciation for literacy that goes beyond the school context 	Students: <ul style="list-style-type: none"> develop their motivation for HSC success develop their understanding of how to perform well in HSC exams develop study strategies to support their HSC performance feel less stressed and more confident about their HSC 	
		A, E & I Staff University Ambassadors External partners	Gateway Programs Years 10 - 12	Students: <ul style="list-style-type: none"> develop their motivation for HSC success develop their understanding of how to perform well in HSC exams develop study strategies to support their HSC performance feel less stressed and more confident about their HSC 		

Our Theory of Change

Access, Equity & Inclusion's work is underpinned by a tailored theory of change that articulates the impact we intend to have. It outlines four evidence-based mechanisms:



The Map

Improving student's understanding of university to aid informed decision-making about post-school options



The Compass

Enhancing student's learner identity and confidence to successfully navigate their educational journey



The Key

Enhancing students' academic attainment and reducing barriers to entry for expanded post-school study options



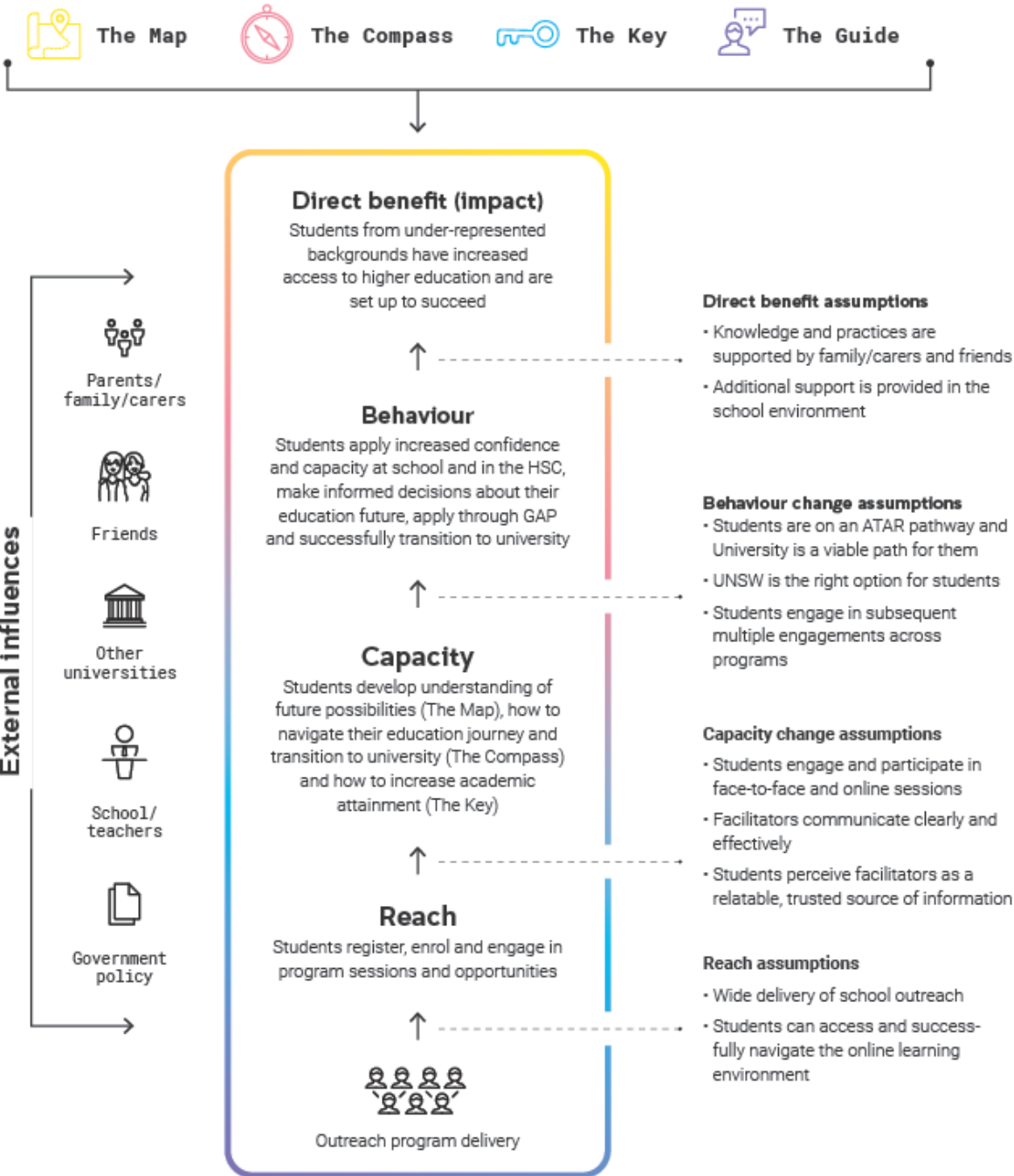
The Guide

Providing students with trusted information from current university students from equity backgrounds.

Each aspect of our theory of change is explained below, including the assumptions underlying the conditions required for each outcome to be met and the expected impact between these outcomes as shown in the Program Logic.

UNSW Widening Participation: Theory of Change

Nested theories of change



The Map: Possibilities

Unlike their more advantaged counterparts, students from disadvantaged backgrounds may not have access to accurate knowledge about higher education in their social networks (Andrews, 1999; Harvey-Beavis & Robinson, 2000; Young, 2004). Many of these students will be the first in their families to go to university, making it difficult to obtain first-hand insights (O'Shea et al., 2019; Vernon and Drane, 2021). This lack of familiarity can result in students feeling less equipped to make decisions about their post-school futures and perceiving university as a distant and far-fetched option (Griffin et al., 2011; Stone et al., 2022). Further, a lack of first-hand information may lead to difficulties adapting to university life, academic culture and connecting with students and staff (Fleming & Grace, 2015; McKay and Devlin, 2014).

By providing a reliable source of information about further education and career possibilities, we will support students to make informed decisions, increase motivation and perceptions of control, and reduce uncertainty surrounding transition to university.

The Compass: Navigational Capacity

The development of a positive learner identity is an important contributor to success in secondary school, higher education and for lifelong learning. A positive learner identity refers to how students perceive themselves as learners, including their beliefs, attitudes, and self-concept in relation to their academic abilities, their understanding of their learning strengths and weaknesses and of the curiosities, passions and interests that motivate them to learn (McFarlane, 2018; Whitaker, 2019). Students with a strong learner identity are motivated, resilient, confident in their skills, and engaged in their learning which leads to positive educational outcomes and a strong sense of belonging at university (Lawson, 2014; Bluic et al., 2011). The development of a positive learner identity is strongly influenced by academic and social contexts, meaning that students from disadvantaged backgrounds may experience greater challenges in developing and maintaining positive learner identities when they have fewer opportunities to positively experience educational settings and learning success (Gold, 2021; Verhoeven et al., 2019; Lawson, 2014; Trowler, 2010).

By supporting students to build a positive learner identity, we will provide them with the tools to successfully navigate their education journey and build confidence, motivation and a sense of belonging in higher education settings.

The Key: Academic Attainment

Academic attainment in high school represents the primary barrier to higher education for underrepresented students (Gale and Parker, 2013). By providing educational opportunities to students that may not otherwise have access, we aim to enhance educational outcomes so that a range of tertiary study options are available to them.

In addition, we acknowledge that the ATAR is not the only measure of a student's potential to succeed at university. By providing an alternative pathway to UNSW with a reduced ATAR requirement, we make UNSW more accessible to students with the potential to succeed.

The Guide: University Ambassadors

University Ambassadors act as a trusted and reliable source of information for students who can identify with them (Slater et al., 2003). They act as a critical source of 'hot' knowledge, in contrast to 'colder' information resources such as websites or brochures (Austin & Hatt, 2005; Slack et al. 2014). In addition to being a trusted source of information, University Ambassadors can support students to develop a positive learner identity, spark curiosity in specific academic areas and expand students thinking about the future through modelling their own education journey (Cupitt et al., 2015).

By engaging current university students from equity backgrounds to facilitate our programs and provide authentic information, we aim to provide information that can be trusted by students and support them to see themselves at university.

UNSW Widening Participation: Nested Theories of Change

The Map

Behaviour

Students:

- choose post-school options that suit their learning strengths, interests, values and career goals
- write strong early offer applications
- successfully transition to university

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Capacity

Students:

- develop knowledge of available degrees and the opportunities and benefits of higher education
- develop understanding of what studying at university is like and the opportunities and benefits of higher education
- develop an understanding of how to apply for the Gateway Admission Pathway and what makes a good personal statement
- feel confident to submit a successful Gateway Admission Pathway application
- feel confident that they access their desired degree and achieve their educational goals
- feel prepared to make informed decisions about their post-school future

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Engagement

Behaviour change assumptions

- Students understand why the information being provided is important and don't already have the information
- Information presented is relevant to the interests, values and goals of the student and that students don't already have established post-school goals
- Students are not limited in making decisions by financial barriers/have access to scholarships

Capacity change assumptions

- Effective collaboration with Future Student Recruitment and UNSW faculties produces engaging, clear, non-overlapping and well-aligned content

The Compass

Behaviour

Students:

- choose post-school options that suit their learning strengths, interests, values and career goals
- successfully transition to university

↑ -----

Capacity

Students:

- develop their understanding of their learner identity and how it links with higher education and career options
- develop the ability to write about and present themselves persuasively and with confidence
- develop a sense of belonging at university and at UNSW and identify as a future university student
- begin to map out their path from school to higher education to career

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Engagement

Behaviour change assumptions

- Options presented are accessible and achievable for students
- Students are adequately supported as they transition to university

Capacity change assumptions

- Facilitators are welcoming and demonstrate care for and understanding of the experiences of and barriers faced by students from under-represented backgrounds

Personal narratives presented by UAs are clear, compelling and relatable and students can see themselves in those narratives

The Key

Behaviour

Students:

- apply new knowledge and strategies to achieve increased attainment at school and achieve their required adjusted ATAR
- apply new knowledge and strategies for study at university

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Capacity

Students:

- develop their motivation for HSC success
- develop their understanding of how to perform well in HSC exams
- develop study strategies to support their HSC performance
- feel less stressed and more confident about their HSC

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Engagement

Behaviour change assumptions

- Students are on an ATAR pathway
- Students are motivated to perform well
- Students are accepted to university

Capacity change assumptions

- HSC sessions are delivered by experienced HSC teachers and markers and are pitched at right level

The Guide

University Ambassadors:

- Act as reliable sources of information
- Support students to develop a positive learner identity
- Spark curiosity in specific academic areas
- Expand student thinking about the future by modelling their own learner journey.

Inputs

	University operating funds	HEPPP	Total
A, E & I Staff			
Develop program content, administer the program and pathway, including training Ambassadors, organising third party content, and evaluating the program.	\$4.2m	-	\$4.2m
Ambassadors			
Ambassadors are paid for training, piloting and facilitating online and in person sessions and events	\$220,000	\$20,000	\$240,000
Program Costs			
Program collateral including design and printing, animations, photography and videography, consultants for program development, merchandise, catering and digital tools and platforms for program facilitation.	\$520,000		\$520,000
Partners			
<i>InspirEd</i>		\$40,000	
Deliver HSC Masterclasses provide access to HSC4ME app to engaged students for the Winter and Spring programs, administer and mark practice papers for Winter Program.	\$60,000		\$100,000
<i>Cluey Learning</i>		\$40,000	
Provide 250 10-week tutoring packages to students across the Spring and Winter Programs	\$132,800		\$172,800
<i>NIDA</i>			
Facilitation of Pitch Perfect workshop	\$12,000	-	\$12,000
<i>UAC</i>			
Develop Gateway Admission Pathway portal, mark personal statements and targeted marketing campaign	-	-	-
<i>UNSW Partners: Admissions & Scholarships, PVCESE, Future Student Recruitment, Faculties, Nura Gili</i>			
Collaborate to deliver All About Uni sessions and on campus experiences and administration of the Gateway Admission Pathway	-	-	-

Outputs

Objective	Outputs
Continue to develop targeted admission pathways linked to the educational outreach program to provide expanded opportunities for student access and program choice	<p><u>Gateway Admission Pathway and Program</u></p> <p>In 2020, The Gateway Admissions Pathway and Program (GAPP) was introduced as UNSW's primary widening access admission strategy to address the underrepresentation of students from educationally disadvantaged, low socio-economic and regional and remote areas.</p> <p>The GAPP delivers educational outreach for students from years 10 to 12, gradually enhancing students personal and academic skills while supporting them in applying for early offers to UNSW via the Gateway Admission Pathway</p> <p>Each program offers students an opportunity to visit the UNSW main campus, including a Regional Residential Program for eligible students (Year 11 and 12). Regional Roadshows (two regional hubs, Central West and Mid North-Coast, Year 11 and 12) and school workshops for Gateway schools in Western Sydney for the Gateway Spring Program (Spring Into) and Gateway Winter Program (Kick Winter) are also coordinated across targeted areas of NSW throughout each year to encourage students to participate in the program.</p>
Co-design innovative learning experiences, including curriculum-linked academic enrichment and leverage UNSW strengths in research, teaching and learning to support identified school needs	<p><u>NSW Equity Consortium (Years 7 – 9)</u></p> <p>The NSW Equity Consortium is an alliance of Sydney universities (UNSW, UTS and Macquarie) engaged in outreach work seeking to build student and school capacity for accessing tertiary education and attract students from equity cohorts from the same pool of schools. The program targets whole year groups between years 7 and 9 via the delivery of a coordinated, literacy-focused, unit of work called 'Imagined Futures.'</p> <p>In pioneering a multi-university collaboration across schools in Western Sydney, the NSW Equity Consortium brings further innovation to academic enrichment by delivering an intervention that is embedded within Key Learning Areas of the NSW Secondary School English curriculum. Drawing on different areas of expertise involved in the development and delivery of the outreach work, teachers from each targeted cohort are given the opportunity to participate in a range of professional learning opportunities.</p> <p><u>Gateway Summer Program (Year 10)</u></p> <p>The Gateway Summer Program (Year 10) supports students to explore their strengths, passions, and goals and introduces UNSW faculties and associated career opportunities. Students also develop their capacity to articulate a persuasive personal narrative utilising simple dramatic techniques.</p> <p>Inside Out: a web-based application that provides students with supportive guidance towards a set of values- aligned, potential degree/career directions that they may be well suited to, based on a series of ranked values.</p> <p>Write Now workshop (1 hour): Students write their personal elevator pitch, linked to their values and future career goals (drawing on the Inside Out app)</p> <p>Pitch Perfect workshop (1 hr 45 mins): Students work with NIDA specialists to practice presenting their personal pitch using dramatic techniques</p> <p>Networking lunch with University Ambassadors and UNSW Alumni (1 hour): Students have the opportunity to network and put into practice the skills developed in Write Now and Pitch Perfect</p>

In School Workshops (Years 11 and 12)

Spring Into and Kick Winter: Workshops delivered in metropolitan Gateway schools exploring post-school goals, current learning strengths and links to degree and careers, as well as informing students about the benefits of the Gateway Programs. An online version is also delivered.

Regional Roadshows: Workshops in schools across two key regions (Central West and Mid-North Coast) providing English curriculum-linked writing skills and informing students of the benefits of the Gateway programs and Gateway Admission Pathway.

Gateway Spring Program and Winter Programs

The Gateway Spring Program (Year 11) offers initial guidance on how to prepare a Gateway Admission Pathway application, introductions to Faculties at UNSW, information on university support services and targeted academic enrichment in the form of study skills sessions and HSC Masterclasses. In Year 12, during the Gateway Winter Program, students receive further support in completing their Gateway Admission Pathway application, experience what university study is like and enhance their HSC preparation and performance through HSC Masterclasses and study skills sessions. Both programs feature On-Campus days which allow students to explore the UNSW campus and gain insight to the range of degrees they can study via Faculty Experiences.

Gateway Admission Pathway Support (Spring/Winter)

- Gateway Admission Pathway information sessions
- Start Here (Spring) and Go Write Ahead (Winter) sessions support students to write their personal statement
- Drop-in Sessions – Scheduled after the Winter Program and before applications are due, drop-in online sessions enable students to receive support and get answers to their questions live from University Ambassadors

About University (Spring/Winter)

- Info Session for Students from Regional Areas (Spring)
- All About Uni micro-sessions (Winter): Scholarships, Nura Gili, UNSW Prep Program, Co-op Program, Medicine, Accommodation at UNSW, Information for Regional students, Start@UNSW
- Faculty Q&A (Winter): ADA, Business, Engineering, Law and Justice, Medicine and Health, Science

Academic Support (Spring and Winter)

- HSC Masterclasses:
 - English Standard
 - English Advanced
 - English ESL (Spring)
 - Maths Standard
 - Maths Advanced
 - Business Studies (Winter)
 - Biology (Winter)
 - Legal Studies (Winter)
- Study Skills: Notetaking and Revision Strategies (Spring)
- Critical and Creative Thinking (Spring)
- Wellbeing in the HSC (Spring)
- Study Skills: Revising and Memorising for Exams (Winter)
- Study Skills: Making the Most of Practice Exams (Winter)
- Follow up academic support via the HSC4ME app throughout Term 3/4 (offered to all engaged students)

- 10-week packages of 1:1 Cluey Learning tutoring provided to engaged students (approx. 120 students)
- Practice papers with individualised written feedback – three per student (Winter)

University Ambassadors (Spring and Winter)

- Q and A sessions

On-campus experience days (Spring and Winter)

- Cross-faculty problem-based learning workshop (Spring)
- Student Ambassador campus tour (Spring and Winter)
- Faculty experiences (Winter)- showcase UNSW's leading technology, infrastructure, research, and/or teaching through an immersive, place-based learning experience on campus.
- Faculty tutorials (Winter)- authentically reflect the daily experience of a first- university student in the faculty and include opportunities to independently explore UNSW

Regional Residential Program (Spring and Winter)

- Collaboration with Residential Colleges (accommodation, tours and student representatives)
- 2 nights, 3 days
 - Access to campus accommodation, incl. tours of different accommodation options
 - Activities to discover and explore Sydney
 - Evening activities
 - Participation in on campus days (Spring/Winter)

Engage UNSW students as co-designers, facilitators, mentors, powerful role models and partners for change

University Ambassadors

UNSW students are recruited each year as University Ambassadors to support high school student engagement with outreach programs and workshops. University Ambassadors support the development of and deliver in-school, on-campus and online learning experiences that focus on building educational capacity for students in Years 9 – 12 and support students to apply and transition to UNSW. During the Gateway Spring Program and Gateway Winter Program University Ambassadors play a pivotal role in addressing student questions across both online sessions (Q&A) and on campus days and offer one-on-one advice to participants at drop-in sessions.

Effectively communicate targeted admission pathways, scholarships and other higher education access opportunities to students from underrepresented backgrounds and their key influencers

Program

The Gateway Spring and Winter programs include dedicated information sessions to communicate key information about the admission pathway, scholarships, and opportunities for support at UNSW. These sessions are designed to be informative and engaging and are led by Ambassadors with personal experience of navigating entry to UNSW through the Gateway Admission Pathway.

Communications

We engage UAC and work with Future Student Recruitment to send targeted communications to eligible students across Australia to spread awareness of the Gateway Admission Pathway.

University Ambassadors

To fulfill their roles as facilitators and guides, University Ambassadors receive regular training to ensure they can communicate accurate information regarding the Gateway Admission Pathway during scheduled Q&A sessions, drop-in sessions and ad hoc interactions with students.

Develop strategic collaborative partnerships with secondary schools, other universities, workplace partners and leading NGOs to develop creative, sustainable, evidence-informed and evaluated approaches to widening participation

Schools

For the effective delivery of the NSW Equity Consortium, we have developed close partnership with five high schools in Western Sydney. We also maintain partnerships with over 350 schools across NSW (Gateway partner schools) to effectively deliver and promote the Gateway Admission Pathway and Program.

UNSW Partners

The Gateway Admission Pathway and Program draws on an extensive range of expertise within the university in the delivery of learning experiences (faculties, NIDA, Alumni), administration of student offers (Future Student Recruitment), the development of educational design solutions (Educational Experience, Immersive Technologies) and managing data for robust impact evaluation (UNSW Planning and Performance).

Other Universities

Our partnership with UTS and Macquarie University to form the NSW Equity Consortium enables us to use university outreach resources efficiently to deliver impact through the Imagined Futures.

NGOs

The Gateway Admission Pathway and Program partners with NGOs such as the Smith Family and Hardie Miller Education Foundation that support students during their secondary education. These partnerships foster awareness of the Gateway Admission Pathway and Program among targeted cohorts and facilitate the ongoing support of students from equity backgrounds as they transition to university.

Third Party Education Providers

Third party educational content for the Gateway Winter Program and Gateway Spring Program (HSC Masterclasses and resources, marked HSC practice exams) is developed in partnership with InspirationED. Personalised tutoring packages during both programs are also offered in partnership with Cluey Learning.

	Year 10	Year 11	Year 12
In-School/ Pre-Program Workshops		<ul style="list-style-type: none"> • Spring Into • Regional Roadshows 	<ul style="list-style-type: none"> • Kick Winter • Regional Roadshows
Online	<ul style="list-style-type: none"> • Inside Out App: web-based application that provides students with supportive guidance towards a set of values- aligned, potential degree/career directions that they may be well suited to, based on a series of ranked values 	<p>Gateway Admission Pathway Support</p> <ul style="list-style-type: none"> • Gateway Admission Pathway information session • Start Here • Drop-in Sessions <p>About University</p> <ul style="list-style-type: none"> • Info Session for Students from Regional Areas <p>Academic Support</p> <ul style="list-style-type: none"> • HSC Masterclasses • Study Skills: Notetaking and Revision Strategies • Critical and Creative Thinking • Wellbeing in the HSC • HSC4ME app support • Cluey Learning tutoring <p>University Ambassadors</p> <ul style="list-style-type: none"> • Q and A 	<p>Gateway Admission Pathway Support</p> <ul style="list-style-type: none"> • Gateway Admission Pathway information session • Start Here • Drop-in Sessions <p>About University</p> <ul style="list-style-type: none"> • All About Uni micro-sessions • Faculty Q and A sessions <p>Academic Support</p> <ul style="list-style-type: none"> • HSC Masterclasses • Study Skills: Skills - Revising and Memorising for Exams, Making the Most of Practice Exams • HSC4ME app support • Cluey Learning tutoring • Practice papers with individualised feedback <p>University Ambassadors</p> <ul style="list-style-type: none"> • Q and A
On Campus	<ul style="list-style-type: none"> • Write Now Workshop • Pitch Perfect Workshop • Networking lunch with University Ambassadors and UNSW Alumni 	<p>On-campus experience days</p> <ul style="list-style-type: none"> • Cross-faculty problem-based learning workshop • Student Ambassador campus tour <p>Regional Residential Program</p> <ul style="list-style-type: none"> • Collaboration with Residential Colleges (accommodation, tours and student representatives) • Access to campus accommodation, incl. tours of different accommodation options • Activities to discover and explore Sydney • Evening activities 	<p>On-campus experience days</p> <ul style="list-style-type: none"> • Cross-faculty problem-based learning workshop • Student Ambassador campus tour <p>Regional Residential Program</p> <ul style="list-style-type: none"> • Collaboration with Residential Colleges (accommodation, tours and student representatives) • Access to campus accommodation, incl. tours of different accommodation options • Activities to discover and explore Sydney • Evening activities

MAP

COMPASS

- Students choose post-school options that suit their learning strengths, interests, values and career goals
- Students write strong early offer applications
- Students successfully transition to university

KEY

- Students apply new knowledge and strategies to achieve increased attainment at school and achieve their required adjusted ATAR
- Students apply new knowledge and strategies for study at university

Behaviour Changes

Output and Outcome Measurement

Objective	Output Measures	Outcome Measures
<p>Continue to develop targeted admission pathways linked to the educational outreach program to provide expanded opportunities for student access and program choice.</p>	<ul style="list-style-type: none"> • Number of programs available to underrepresented students through the pathway • Increased number of underrepresented students who are eligible to apply through the pathway through pathway reforms 	<ul style="list-style-type: none"> • Increase in pathway applications, offers and enrolments from underrepresented students • Increased number of Gateway schools represented in pathway applications, offers and enrolments • Increased number of Gateway schools previously unrepresented at UNSW represented in pathway applications, offers and enrolments • Increased diversity of degree programs selected by students enrolling through the pathway • Increased conversion rate from program to pathway application, early offer and enrolment • Increased conversion rate from pathway application to early offer and enrolment
<p>Co-design innovative learning experiences, including curriculum-linked academic enrichment and leverage UNSW strengths in research, teaching and learning to support identified school needs</p>	<ul style="list-style-type: none"> • Number of unique (in-house designed) learning experiences delivered across the year • Number of underrepresented students engaged in educational outreach programs across the year (in school, online and on campus) • Number of professional learning workshops opportunities delivered for school educators • Number of school educators engaged in professional learning 	<ul style="list-style-type: none"> • For students engaged through the educational outreach program: <ul style="list-style-type: none"> ○ An increased understanding of university and ability to make meaningful links between personal interests and capabilities, future study options and careers (the Map) ○ An enhanced learner identity, confidence in navigating their education journey and sense of belonging at university (the compass) ○ An increased mastery of key academic skills and capabilities (the Key) • School educators engaged in professional learning opportunities report enriched teacher/school leader/school capacity
<p>Engage UNSW students as co-designers, facilitators, mentors, powerful role models and partners for change.</p>	<ul style="list-style-type: none"> • An increased number of UNSW students from underrepresented backgrounds engaged as students as partners in the educational outreach program. 	<ul style="list-style-type: none"> • For students engaged through the educational outreach program: <ul style="list-style-type: none"> ○ An enhanced learner identity, confidence in navigating their education journey and sense of belonging at university (the compass)
<p>Effectively communicate targeted admission pathways, scholarships and other higher education access opportunities to students from underrepresented backgrounds and their key influencers.</p>	<ul style="list-style-type: none"> • Number of students engaged in educational outreach workshops and sessions that communicate the pathway and other access opportunities • Number of click-throughs in email communications 	<ul style="list-style-type: none"> • For students engaged through the educational outreach program: <ul style="list-style-type: none"> ○ An increased understanding of the Gateway Admission Pathway and other access options (The Map) ○ Increased confidence in meeting their educational goals (The Compass) ○ An increased sense of belonging at UNSW and identity as a future UNSW student (The Compass)
<p>Develop strategic collaborative partnerships with secondary schools, other universities, workplace partners and leading NGOs to develop creative, sustainable, evidence-informed and evaluated approaches to widening participation.</p>	<ul style="list-style-type: none"> • Maintain number of schools engaged in in-school outreach above 60 metro and 15 regional • Increased proportion of Gateway schools engaged in educational outreach program • Increased number of students engaged in educational outreach program through partner organisations 	<ul style="list-style-type: none"> • Increase in UAC preferences and first preferences from underrepresented students • Increased applications, offers and enrolments from students engaged through NGO partnerships.

Embed longitudinal, mixed- methods research and impact evaluation frameworks across key initiatives prioritising the contributions of students, staff, schools and key influencers.

- Expanded depth of educational offerings available to students and schools through UNSW, NGO and workplace partnerships
- A tailored theory of change is developed and maintained for all components of work
- Number of publications generated from research
- Improved collection and distribution of internal program data to report on program impact
- Improved quality, visibility and utilisation of equity data across the University.

- Program of work is continually improved to meet intended outcomes and impact

Contribute subject matter expertise to work across the University to ensure academic and wellbeing support for underrepresented students is evidence informed and fit for purpose across all stages of the lifecycle.

- Representation on groups and committees governing the student experience and academic support at UNSW
- Papers on student support best practice contributed to UNSW governance groups and committees
- Strategic papers and submissions on student equity in Higher Education

- Increased first-year retention rates for underrepresented students.

Evaluation Methods

To provide a comprehensive understanding of our program performance, we use impact evaluation in combination with Continuous Quality Improvement (CQI). Impact evaluation is focused on measuring our program's impact on students. CQI, on the other hand, is focused on improving the internal operations of our program and involves ongoing monitoring, data collection and analysis and active engagement and participation of the program staff and stakeholders. While impact evaluation allows us to understand **whether** our program is achieving its intended outcomes and identify any unintended outcomes, CQI helps us understand **how and why** by providing insight into the processes and systems that are driving program success.

Continuous Quality Improvement Evaluation

Output and Engagement Target Monitoring

We track student engagement through each of our programs and collect student demographic data to understand which students we are reaching.

Post-program Surveys and Review Meetings

At the conclusion of each of our programs, we survey students who have attended and use both qualitative and quantitative items to understand whether program outcomes have been achieved and how students experienced the program. We review program implementation at the conclusion of each program, including reviewing survey data from students and data from staff who observed program elements.

Impact Evaluation

Quantitative Methods

Quantitative impact evaluation methods involve using numerical data and statistical analysis to measure the effectiveness of a program or intervention. We use post-program survey data and UNSW admissions data to understand the impact of our programs and pathway on access to UNSW for students from under-represented backgrounds.

Theory-based Methods

Theory-based impact evaluation methods involve using a theoretical framework to understand how a program or intervention is supposed to work, and then using a combination of quantitative and qualitative data to assess whether the program is working as intended. These methods are often used to understand the mechanisms behind program success and can help to identify the specific factors that are driving program outcomes. We use more in-depth qualitative data from interviews and focus groups to understand whether intended medium-term outcomes are being met and whether the assumptions and logical links articulated in our theory of change are supported by evidence.

Outcome and Impact Measurement

Outcomes	Indicators	Data Source
Students have increased confidence and motivation to transition to university	The program made me feel more confident about my transition to university	Student survey
	The program made me feel more motivated to start university	
The Map		
Capacity		
Students develop their knowledge of available degrees and the opportunities and benefits of higher education	The program improved my understanding of what degrees are available at university	Student survey
	The program improved my understanding of what opportunities university has to offer	
Students develop an understanding of what studying at university is like and the expectations of university	The program improved my understanding of what studying at university is like	Student survey
	The program improved my understanding of what studying my preferred degree would be like	
Students feel prepared to make informed decisions about their post-school future	The program made me feel more prepared to make informed decisions about what I will do after school	Student survey
Students develop an understanding of how to apply for the Gateway Admission Pathway and what makes a good personal statement	I have a good understanding of what makes a good personal statement for my Gateway Admission Pathway application	Student survey
	I have a good understanding of how to apply for the UNSW Gateway Admission Pathway	
Students feel confident to submit a successful Gateway Admission Pathway application	I feel confident that I will be able to submit a successful Gateway Admission Pathway application	Student survey
Students feel confident that they can access university and their desired degree and achieve their educational goals	I feel confident that I will be accepted into university	Student survey
	I feel confident that I will be accepted to my desired degree	

The Compass		
Capacity		
Students develop their understanding of their learner identity and how it links with higher education and career options	Year 10: I have a better understanding of my personal values Year 11 and 12: The program improved my understanding of my learning strengths and interests	Student survey
	Year 10: I have a better understanding of which degrees might suit me Year 11 and 12: The program improved my understanding of how my learning strengths and interests relate to degrees available at university	
Students develop their ability to write about and present themselves persuasively and with confidence	Year 10: I feel more confident to talk about my values and goals Year 11 and 12: The program improved my ability to write about myself with confidence Year 11 Gateway Leaders Program: I have a better understanding of how my personal strengths and values can be harnessed for leadership purposes; I feel more confident in my ability to communicate with influence; I have developed leadership strategies that I can use at school and in my community	Student survey
Students begin to map out their personal path from school to higher education to career	Year 10: I feel excited about what I might do after school Year 11 and 12: The program helped me map out my path from school to university and into a career	Student survey
Students develop a sense of belonging at university and at UNSW and identify as a future university student	The program made me feel like UNSW could be for me	Student survey
	I can see myself as a future university student	
Behaviour (Map/Key)		
Students choose post-school options that suit their learning strengths, interests, values and career goals	Student interviews: 'Decisions about university' questions	Student focus groups
Students write strong early offer applications	Institutional data: High number of early offers and early conditional offers awarded	Institutional data
Students successfully transition to university	Institutional data: High first year retention and success rates for students attending the Gateway Program	Institutional data
The Key		

Capacity		
Students develop their motivation of HSC success	The program improved my motivation to succeed in the HSC	Student survey
Students develop their understanding of how perform well in HSC exams	The program improved my understanding of how to perform well in the HSC	Student survey
Students develop study strategies to support their HSC performance	The program gave me strategies I can use to achieve in the HSC	Student survey
Students feel less stressed and more confident about their HSC	The program helped me feel more confident about the HSC	Student survey
Behaviour		
Students apply new knowledge and strategies to achieve increased attainment at school and achieve their required adjusted ATAR	Student interviews: 'Academic attainment' questions	Focus groups
Students apply new knowledge and strategies for study at university	Student interviews: 'Academic attainment' questions	Focus groups
Impact		
Students from under-represented backgrounds have increased access to higher education and UNSW	Increased enrolments to UNSW for students from: <ul style="list-style-type: none"> a) Gateway schools b) Low SES backgrounds c) Regional and remote backgrounds 	STU042
	Progress towards the Gateway Equity target	STU042
	Number of Gateway schools represented in commencing enrolments as a measure of diversification and representation at UNSW	UAC005
	Increased diversity of degree programs selected by students from Gateway schools through the Gateway Admission Pathway	Internal data

Establish UNSW as a preferred university for students from under-represented backgrounds	Increase in preferences and first preferences from students from: a) Gateway schools b) Low SES backgrounds c) Regional and remote backgrounds	UAC005

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