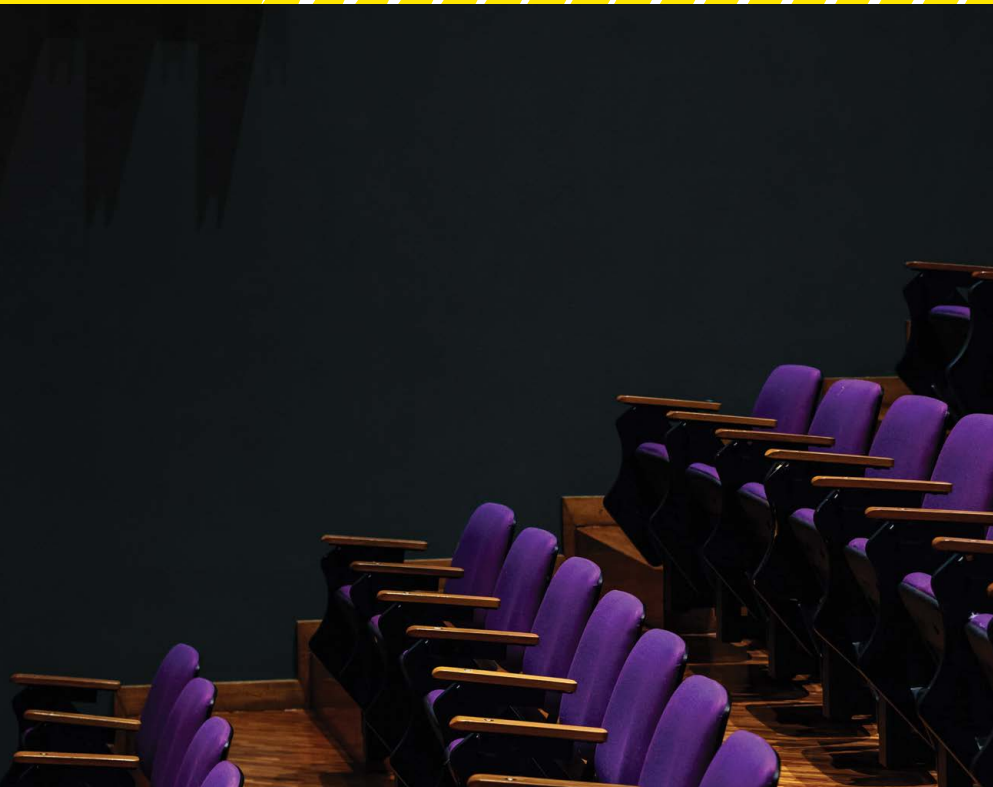




UNSW
SYDNEY

Access and Equity (Students) Strategy 2020–2025

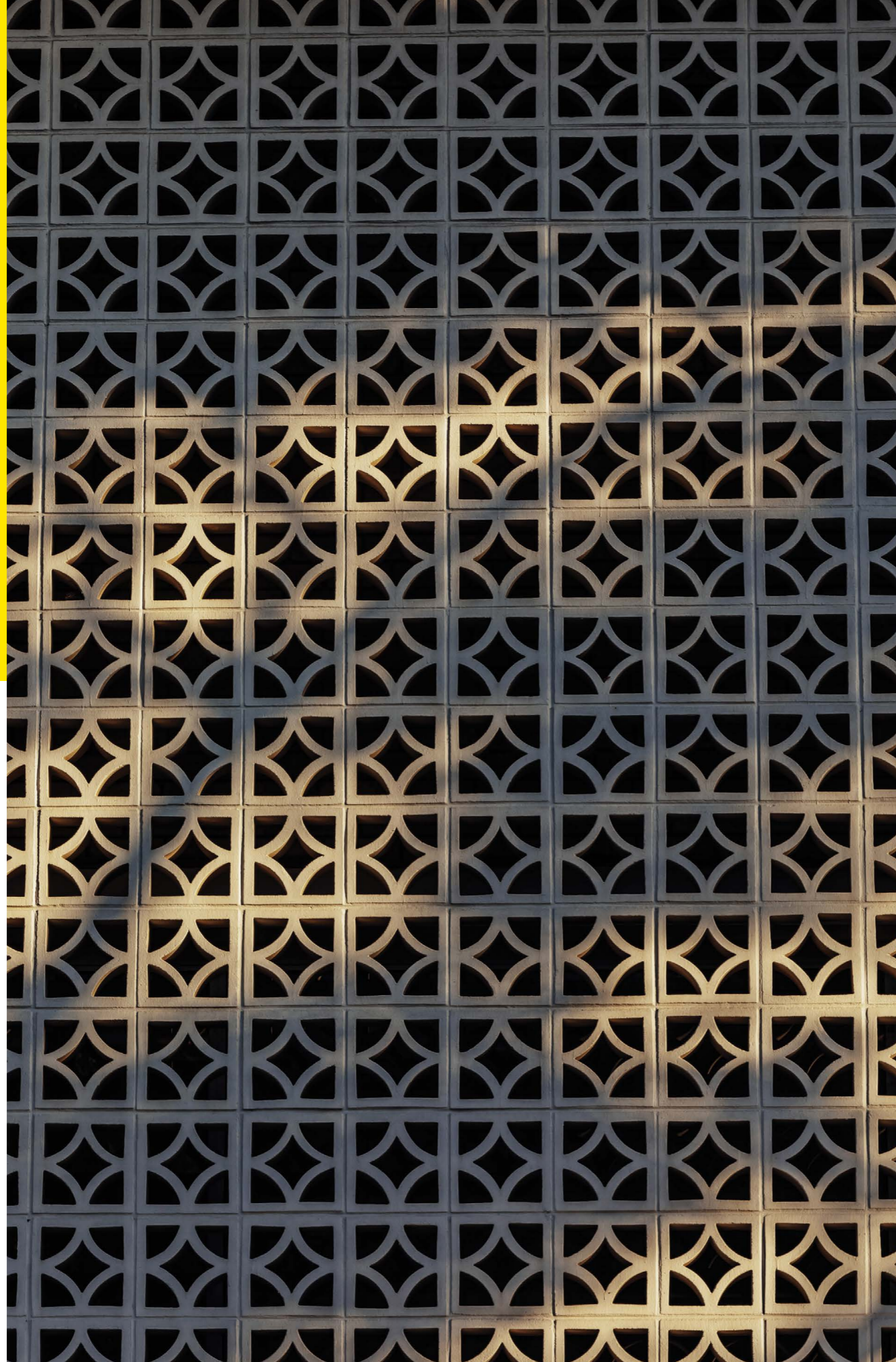


UNSW Sydney
Division of Equity,
Diversity and Inclusion



"We don't want to be a university for the privileged few. We want to be a university where anyone of talent and drive can get the full benefits that UNSW can provide."

Professor
Ian Jacobs,
President and
Vice-Chancellor,
UNSW Sydney

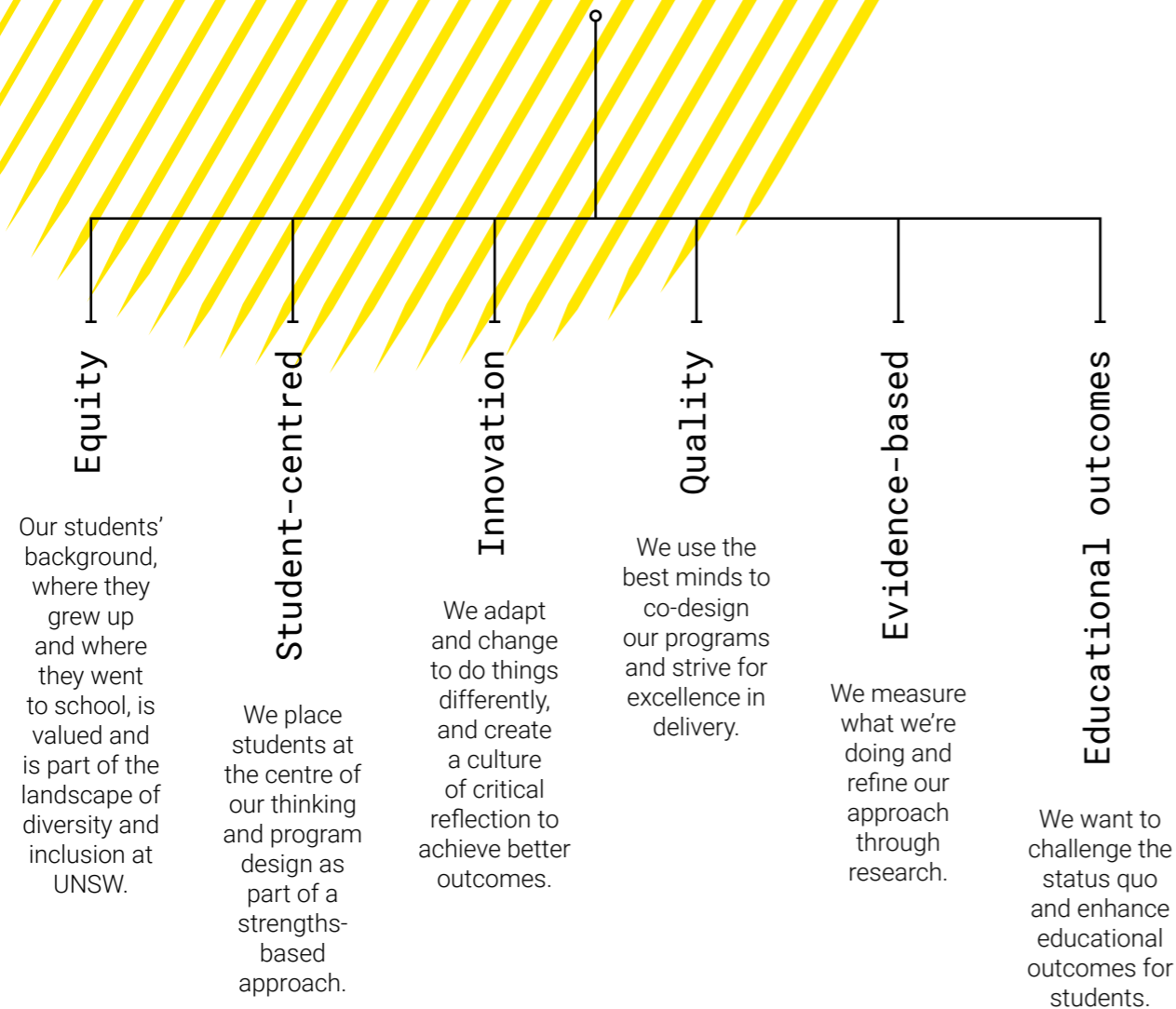


Our mission

At Access and Equity (Students) our main focus is to increase access for under-represented students to higher education and, specifically, to UNSW.

We do this through the University's flagship outreach program, Aspire. We form partnerships with schools, community groups, workplaces and other organisations. We engage students and staff from UNSW to role model success, commission research and partner with others to find opportunities for practice-led research. We also play a leading role in advocating for structural change and the removal of access barriers and challenges to educational success at UNSW and in the wider higher education sector.

Our conceptual framework



"I grew up in a regional high school of 220 students, with less than 20 kids in my year group. I attended Aspire workshops at my school annually from Year 6, as well as workshops away from home for a week. This helped me finetune my post-schooling goals, and find ways to get there. I decided on UNSW because it was simply so different from where I'd come from. Although sometimes terrifying, I was for the most part thrilled with the idea of attending a university twenty times the size of my home town and gaining my own independence. The Aspire program enables rural students to strive beyond the scope of their home towns, helping solidify decisions on life after school."

Maddi
UNSW Bachelor of Medicine student,
Condobolin High School student

Our approach to student equity

By Mary Teague

Director, Access and Equity (Students)
Division of Equity, Diversity and Inclusion
UNSW SYDNEY

A strategic priority

Student equity at UNSW is an institutional priority, outlined as part of our commitment to a just society, under the University's strategic vision.

Our priority at Access and Equity (Students) is to focus on increasing access for under-represented students to higher education and, specifically, to UNSW.

A university-wide commitment to equity

UNSW has already taken many steps to ensure that the foundations to support this priority are in place. The University has made a significant institutional funding commitment and investment in ensuring the future of Access and Equity (Students), as we are responsible for the university's flagship Aspire educational outreach program. We are fortunate to be well-positioned and supported within the University, so we can focus on building a sustainable program.

At Access and Equity (Students) our strategic plan for 2020–2025 includes building on the recognition and achievements of the well-established Aspire program, aligning it with the broader UNSW Strategy which focuses on creating a 'just society', while meeting our key target of increasing UNSW's low-SES access rate.

Improving access and support across the student life cycle

There are unique contextual challenges in ensuring that we improve access to university. This is because the issue stretches beyond just access. We also need to ensure that the appropriate networks and agencies for building competencies and autonomy, including graduate outcomes, are in place across the student life cycle. These issues are discussed in more detail from page 22 in Dr Sally Baker's essay, and also reflected on pages 12–13 in the student life cycle infographic.

A student-centred philosophy

Creating a sense of belonging for the students and families we work with is a critical factor in enabling access to the opportunities available at UNSW and a positive student experience overall. This requires a coordinated, student-centred approach. We need to ensure that our initiatives are meaningful and useful for students, that they are impactful, can be measured, are sustainable and can be undertaken at scale.

Facilitating financial equity by building a philanthropic base

We aim to attract students who have the desire and capacity to succeed at university. We are committed to recognising the successes of students who have overcome significant educational disadvantage, which goes hand-in-hand with financial disadvantage. Collectively, we need to drive a philanthropic campaign that prioritises equity scholarships and ensures financial resources are available to students who are in the most need.

“While visiting schools across Australia, I have met many wonderful young people who I felt, if they were just given the chance, would mature into something absolutely phenomenal. Seeing those wonderful kids, it’s just imbued within my heart that we owe it to them to try to elevate them so that they can, in turn, elevate all of us.”

David Gonski AC,
Chancellor,
UNSW Sydney



Collaborative engagement to create a learning ecosystem

To attract students from a variety of backgrounds typically under-represented at university we must engage students in meaningful learning experiences as part of our educational outreach program and access pathway. By developing a collaborative model with our schools and communities, faculties, other universities, NGOs and our industry partners, we will strengthen our engagement and institutional reputation amongst those students we are seeking to attract and their key influencers. Our objective is to make a leading contribution to student equity through the co-design of innovative educational programs with our partners, alongside strategic advocacy.

Key to this is working closely with our partner schools, in recognition of the value of public education and the structural barriers that come with educational disadvantage. Our outreach programs must enlist the expertise of both staff and students in creating a learning ecosystem that unpacks higher order thinking, builds curriculum-linked literacy, numeracy and STEMM capacity and engages and motivates students in learning that is essential for academic success. It needs to add value, enrich existing teaching expertise, provide innovative learning experiences that leverage key UNSW areas of research and teaching and contribute to improving student learning outcomes and building 21st century skills and capabilities.

Role modelling success through UNSW students and staff

The strengths that current UNSW students bring to our collaborations as partners in program co-design and delivery, as representatives of both UNSW and as former students from our partner schools, will support our goal of creating a truly representative picture of our society at UNSW.

Staff and students will have opportunities to engage in practice-led research.

We will increase opportunities for UNSW students and staff to co-design and lead powerful learning experiences for our partner schools. And UNSW students and staff will also be involved in initiatives to extend support for transition, participation and success, to encourage an enhanced sense of student belonging across the student life cycle.

Building careers-based knowledge and networks

We will reach beyond UNSW to draw on, and expand, our existing links with industry and workplace partners. They play an important role in demonstrating to students where a university education could take them and the kind of expanded career options that come with specific degrees.

They also play a large part in building real 21st century capabilities within our students. They act as mentors and role models, and assist students with developing valuable workplace skills by providing access to real work experience and early career networks.

A new vision for student access and equity at UNSW

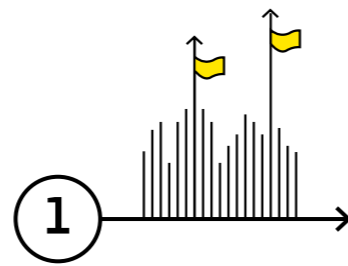
The Access and Equity (Students) Strategy 2020–2025 represents a threshold moment for widening participation at UNSW and for the Aspire program. It demonstrates a reinvigorated commitment to improve access and participation in higher education and at UNSW for students from under-represented backgrounds.

Access and Equity (Students), through the Aspire program, will amplify its work under this strategy to influence an institutional culture of equity, diversity and inclusion.

Student Life Cycle

Pre-tertiary outreach, transition, participation, and success. A targeted equity program for students who are under-represented in higher education.

Access and Equity (Students) under the Deputy Vice-Chancellor Equity, Diversity and Inclusion (DVCEDI) division, leads a holistic university-wide approach to outreach, access and success for under-represented students at UNSW, in collaboration with Deputy Vice-Chancellor Academic (DVC-A), Faculties and Schools.



1 Senior Studies

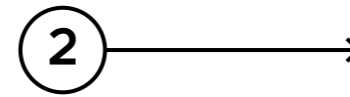
- yr10** A careers focussed program for Year 10

-  UNSW Gateway Program and a linked, supported early conditional offer admission pathway


-  An **early on-campus experience.** Immerse yourself in University life.


- yr12** HSC Seminar Days for Year 12 students


-  Access to additional faculty outreach opportunities





2 Coming to Uni


-  Mentoring from offer to enrolment

-  Enrolment assistance

-  Equity Scholarships

-  Camp UNSW, (pre-orientation residential program)

-  Early orientation

-  Textbook subsidies



3 At University

-  Faculty-based academic mentoring and guidance

-  Peer Support

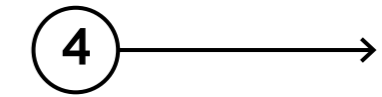
-  Academic skill development and support

-  Case management

-  Career pathway and planning

-  Priority access to paid employment as **Aspire Ambassadors**

-  Priority access to **Co-NNECTIONS Career Development and Industry Partnership Program**



4 Employment and beyond

-  Graduate recruitment support and development opportunities

-  Option to participate in the **Alumni Mentoring Program**

About the Aspire program

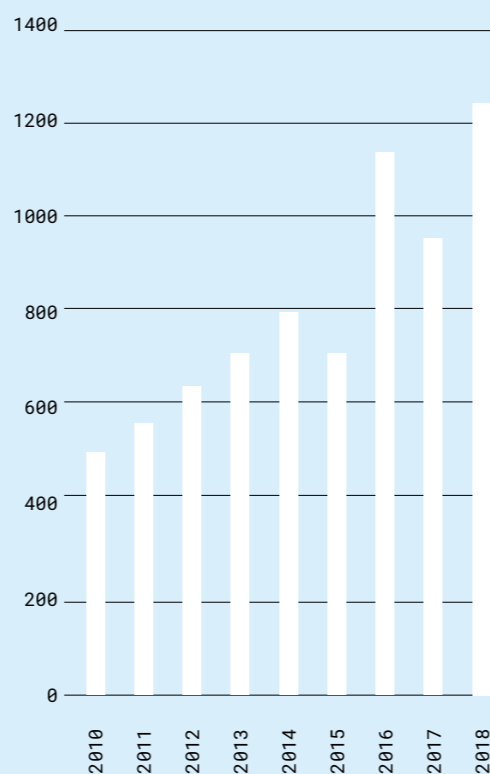
Aspire is UNSW's flagship educational outreach program, run by Access and Equity (Students). The Aspire program was established in 2007.

To date, the Aspire program has significantly contributed to the higher education equity landscape by providing a unique aspiration-centred program with the core objective of widening access to higher education. The program has rich and long-standing partnerships with schools in areas where few students go on to attend a Go8 university.

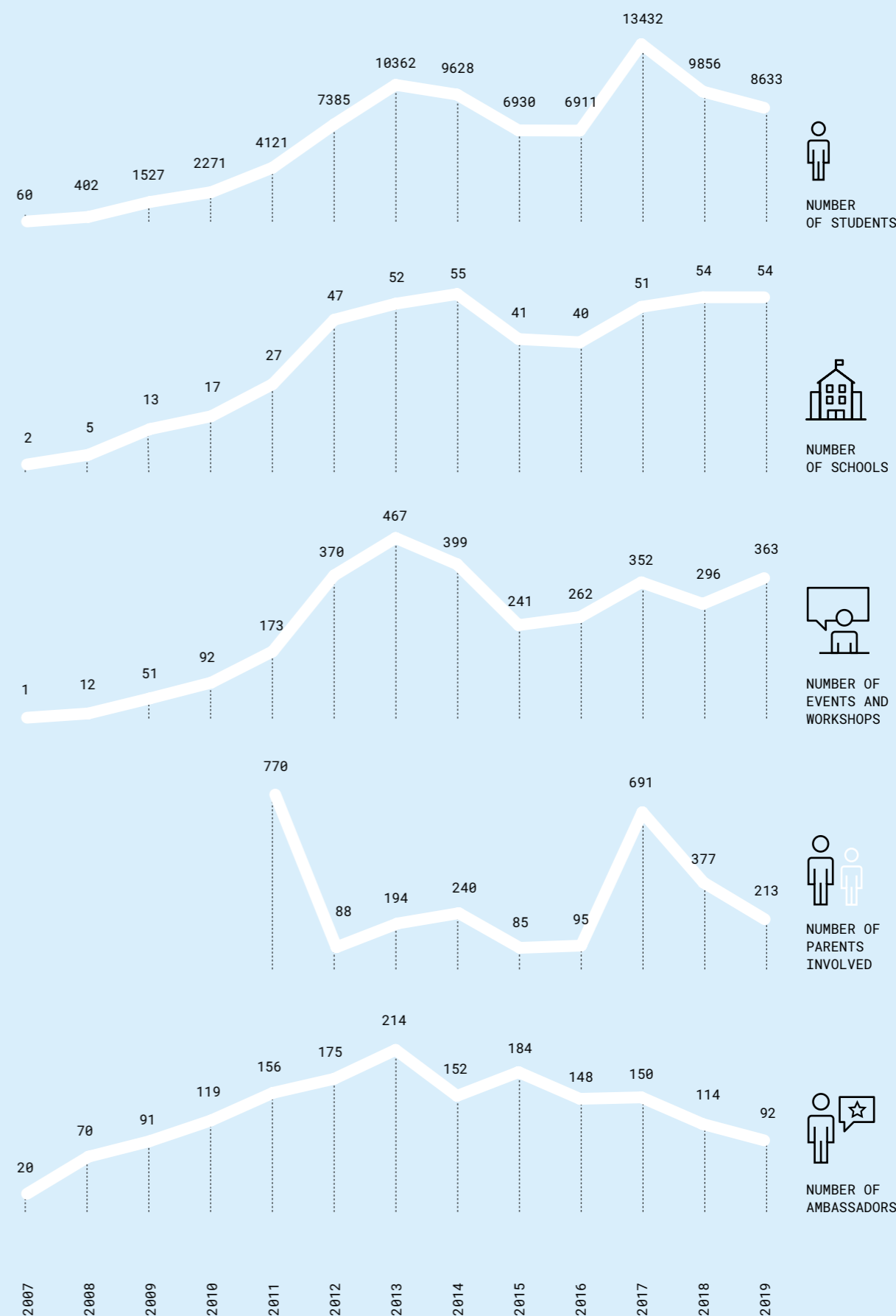
Previously, the program's strengths were in engaging parents and whole communities through a focus on early engagement. It provided opportunities for students in primary and high school to better understand what university is and how future career aspirations link to student learning and school achievement.

The existing Aspire program offers a sound foundation upon which to build our future work towards student equity. Our vision is to expand, further develop and re-imagine the Aspire program.

Uni offers to Aspire schools



Aspire student engagements 2007-2019

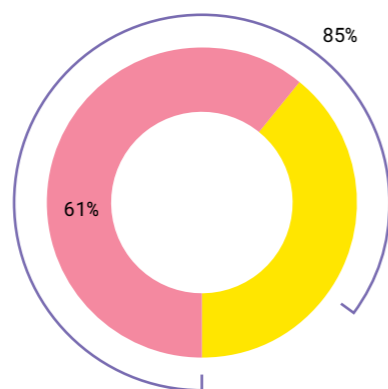


Equity in higher education

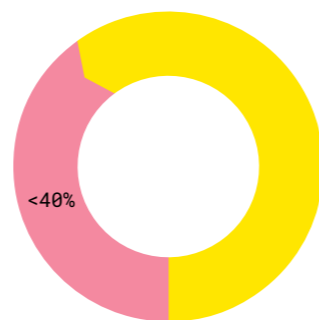


The issues

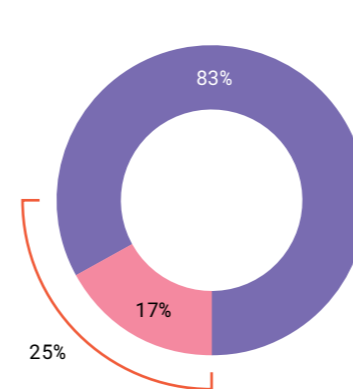
Only 61% of students from low socioeconomic status (low-SES) backgrounds (lowest quintile) complete Year 12 (or equivalent) by age 19, compared with 85% of students from high-SES backgrounds (highest quintile).¹



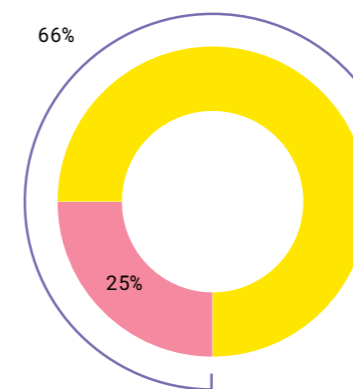
Less than 40% of students from low-SES backgrounds receive an ATAR.¹



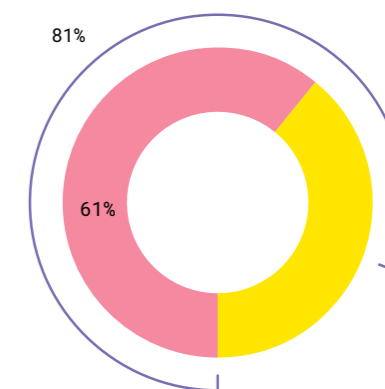
Students from low-SES backgrounds made up only 17% of the overall undergraduate university population. They would need to make up one quarter in order to reflect the general Australian population.²



Socio-economic background is a strong predictor of enrolment in university: two-thirds of young people from high-SES backgrounds enter university by their mid-20s, while only one quarter of those from low-SES backgrounds do.¹



61% of students from low-SES backgrounds were engaged in full time work, training or study at age 24, compared to 81% from high-SES backgrounds.¹



1. Reference: Lamb, Jackson, Walstab & Huo, 2015: mitchellinstitute.org.au/wp-content/uploads/2015/11/Educational-opportunity-in-Australia-2015-Who-succeeds-and-who-misses-out-19Nov15.pdf

2. Reference: government data extracted from the National Centre for Student Equity in Higher Education website: ncsehe.edu.au/data/

3. Reference: Index of relative socio-economic disadvantage

● Students from low-SES backgrounds who complete Year 12 by age 19

○ Students from high-SES backgrounds who complete Year 12 by age 19

● Students from low-SES backgrounds who do not complete Year 12

● Students from low-SES backgrounds who receive an ATAR

● Students from low-SES backgrounds who do not receive an ATAR

● Students from low-SES backgrounds enrolled at universities across Australia

○ 25% low-SES necessary to match³

● Students from high-SES backgrounds enrolled at university

● Students from low-SES backgrounds entering university by their mid-20s

○ Students from high-SES backgrounds entering university by mid-20s

● Students from low-SES backgrounds who are not enrolling in university by their mid-20s

● People from low-SES backgrounds who are engaged in full time work, training or study at age 24

○ People from high-SES backgrounds who are engaged in full time work, training or study at age 24

● People from low-SES backgrounds who are not engaged in full time work, training or study at age 24

UNSW

"I had a feeling I never ever wanted to go to uni, but now that I know that it will be better for my future, I think I should go for it."
High school student

The case for action

By Dr Sally Baker

Access and Equity (Students) have engaged Dr Sally Baker to lead evaluation and research of our program. Sally will play a key role as the lead researcher on the NSW Alliance with UTS and Macquarie University, bringing together a cross-institutional group of researchers to develop a research and evaluation framework to help explore the impacts of the interventions and the partnership.

Sally Baker is a lecturer in the School of Education, Faculty of Arts and Social Sciences. Her research explores issues of equity in higher education, and her interests include higher education equity and language policy, the educational experiences of students from refugee and culturally and linguistically diverse backgrounds, academic literacies, transitions, and methodological issues and longitudinal qualitative research.

We are a country that once considered itself the land of a 'fair chance for all'.¹ The pledge to open access to, and widen participation of, under-represented groups has long been a feature of the higher education system in Australia. Certainly, Australia has a long history of facilitating access to an expanded and diversified student body through policy and funding commitments and shifts in the treatment and positioning of equity in Australian higher education policy is an established area of research.² As part of this commitment – and in line with similar trends across the globe – 'equity' has become an established presence in the Australian education landscape, and a constant feature in national education policy and funding programs.

However, while 'equity' appears on the surface to be a key element of a social justice agenda for education, deeper analysis suggests that it is a complex and contested terrain.³ Rather, equity is a "conceptual and practical labyrinth"⁴, with inextricable links to a suite of hegemonic and contradictory ideologies. The most prominent of these is competitive marketisation of public sectors, including

education. 'Equity' is often used to complement, or even act as a conduit for, neoliberal economic purposes as Australia seeks to gain competitive advantage in the global knowledge economy.⁵ This evolution of equity in Australian higher education, from social democratic roots to the current neoliberal/social capitalist political landscape, is visible in policy discourses, instantiated in major policy reviews and statements in the national policy sphere over a 42-year period.

For elite universities, such as those represented in the Group of Eight (Go8), relatively low enrolment figures of equity students speak to the work that still needs to be done in these institutions to increase participation of under-represented groups.⁶ More recent research⁷ that sought to rank Australian universities on the basis of their equity performance has shown that although regional universities continue to do the 'heavy lifting' with regard to access and enrolments, the Go8 universities perform best with regard to graduate outcomes. However, the authors note that this is a relative measure, meaning

1 Dawkins, J. (1990). *A Fair Chance For All: higher education that's within everyone's reach*. Canberra: Australian Government.

2 Marginson, S. (2011). Equity, status and freedom: A note on higher education. *Cambridge Journal of Education*, 41(1), 23-36. Gale, T. (2011). Student equity's starring role in Australian higher education: Not yet centre field, *The Australian Educational Researcher*, 38(1), 5-23. Gale, T. & Tranter, D. (2011). Social justice in Australian higher education policy: An historical and conceptual account of student participation, *Critical Studies in Education*, 52(1), 29-46. Harvey, A., Burheim, C. & Brett, M. (Eds.) (2016). *Student Equity in Australian Higher Education: Twenty-five years of a Fair Chance For All*. Singapore: Springer.

3 Gale 2011; Gale & Tranter 2011.

4 Savage, G. (2013). Tailored equities in the education market: Flexible policies and practices. *Discourse: Studies in the Cultural Politics of Education*, 34(2), 185-201.

5 Marginson 2011; Gale 2011.

6 Gale, T. & Parker, S. (2013). *Widening participation in Australian higher education: Report to the Higher Education Funding Council of England (HEFCE) and the Office of Fair Access (OFFA), England*. Leicester, UK: CFE Research.

7 Pitman, T., Edwards, D., Zhang, L-C., Koshy, P. & McMillan, J. (2020). Constructing a ranking of higher education institutions based on equity: Is it possible or desirable?, *Higher Education*, doi.org/10.1007/s10734-019-00487-0

that the Go8 universities – who recruit smaller numbers of more high-achieving students – do not necessarily perform better and such ranking exercises do not measure actual performance.

It remains the case that Go8 universities are underperforming in relative terms against their regional counterparts with regard to access and participation of equity students. UNSW has made important investments in redressing the endemic under-representation of equity student groups. The school outreach that UNSW is engaged in has moved from a focus on ‘aspirations’ to a model of capacity building. This recognises that historic patterns of under-representation are the result of structural and systemic inequalities that play out in the resources, dispositions and practices that students, their families and their communities bring to their educational experiences and trajectories.

By publicly committing to strong access targets, creating the Division of Equity, Diversity and Inclusion, and embedding strategic funding to ensure equity staff and program continuity, reimagining its approach to educational outreach, UNSW has positioned itself as a leader of the Go8 in making meaningful change to the entrenched low access rates of equity students. However, the proportion of equity students choosing UNSW as their destination university remains lower than three of the other Go8 universities (University of Adelaide, University of Queensland and Monash University), and significantly lower than 29 other public universities in Australia.⁸ The number of equity students enrolling in a program of study at UNSW is also significantly under the benchmark of 18 per cent. This means that the case for taking research-informed action to increase access to undergraduate studies – thus moving away from ‘business as usual’ – is a necessary and urgent priority for UNSW.

⁸ National Centre for Student Equity in Higher Education (NCSEHE) (2020). Equity Data. ncsehe.edu.au/data/



“The Aspire program is changing the journey for students at Punchbowl Boys’ High School. It is not only showing them different pathways but also providing the experiences that will enable them to believe that university is possible. Aspire strongly supports the vision of our school that encourages students to Dream more, Learn more, Do more and Be more. I would like to take this opportunity to thank all the amazing staff at Aspire who work hard to empower students in becoming lifelong learners.”

Robert Patrino
(Acting) Principal
Punchbowl Boys’
High School

“Coming from an Aspire school, I became very familiar with the program from a young age. Aspire staff often visited Coonabarabran High School for a few days at a time to conduct workshops and encourage country students to really consider further education after high school. I’ve always wanted to go to university myself, however it was the Aspire team that made me really look forward to studying rather than seeing it as ‘something you do after school’. Considering my rural location I knew there would be a living cost associated with my studies. I applied for scholarships to help with this and am incredibly grateful for the opportunity that the Dieter Adamsas Scholarship has provided me with to live on campus. I’m the first person to attend university from my family. The welcoming community of Basser College has created a sense of belonging in my first year. I am so fortunate to be able to study in such an inclusive and safe space, with my friends and classes right at my doorstep.”

Olivia
2017 recipient of the
Dieter Adamsas Aspire
Rural Scholarship,
Bachelor of Psychological
Science (Marketing)

UNSW
2025
Strategy

**To improve
lives globally,
through
innovative
research,
transformative
education and
commitment
to a just
society.**

Aligning our goals with the broader UNSW 2025 Strategy

At Access and Equity (Students) we collaborate and share objectives so our goals match the broader university vision.

Our strategy sits within the broader UNSW 2025 Strategy and addresses social impact under Priority C, saying:

“Improving quality of life for people in Australia and around the world, through partnerships, thought leadership, engagement with decision makers, sustainable development and a commitment to equity, diversity and inclusion.

Our 2025 Vision is to be recognised as an international exemplar in equity, diversity and inclusion. Our success should be built on the diversity and cultural richness of our communities, ensuring our students and staff achieve their full potential.”

Our key target at Access and Equity (Students) is to increase UNSW’s low-SES access rate to 13 per cent with a stretch target of 15 per cent.

Through our outreach programs with schools and partners we also strive to encourage and embed the skills required for academic excellence, quality research, excellent teaching and success in our modern world. As the UNSW 2025 Strategy outlines:

“Our 2025 Vision is to deliver and continually refresh the best possible curriculum, capitalising on UNSW’s tradition of discovery, innovation, entrepreneurship and digital technology, and our commitment to social justice.”

Under our new vision for Aspire we also emphasise the importance of the student experience, by taking a holistic approach to supporting under-represented students not only in accessing university, but across the entire student life cycle.



ENABLERS

- E1: Develop and Support Our People
- E2: Enhance Our Profile, Outreach and Philanthropy
- E3: Support Our Services, Systems and Processes
- E4: Enhance Our Campuses
- E5: Ensure Our Financial Sustainability

"We are born into different social and economic circumstances, with some who are more privileged enabled to realise their potential. Yet everyone should have opportunities to flourish, make a difference and contribute to their communities."

Professor Eileen Baldry, UNSW Deputy Vice-Chancellor Equity, Diversity and Inclusion

The Access and Equity (Students) Strategy 2020–2025

Our new vision for Access and Equity (Students) at UNSW has four key strategic aims:

1. Improve access to higher education and UNSW for students from underrepresented backgrounds through enhancing the educational capacity of students and schools

Objectives

- Establish targeted UNSW admission pathways, including an early conditional offer scheme, linked to the Aspire Educational Outreach Program
- Co-design innovative learning experiences, including curriculum-linked academic enrichment and school educator professional learning
- Engage UNSW students as co-designers, facilitators, mentors, powerful role models and partners for change
- 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
- Establish a longitudinal evaluation framework and community of practice which embeds relevant research at all levels

Measures of progress

- For students engaged through the Aspire Educational Outreach Program: an increased ability to make meaningful links between personal interests and capabilities, future study options and careers, an increased mastery of key academic skills and capabilities, an increase in confidence in navigating their own educational futures and an enhanced sense of belonging at university
- Increase in applications, offers and enrolments to higher education from students attending targeted schools eligible for the admission pathway
- Increase in number of partner schools participating in the Aspire program
- School educators engaged in professional learning opportunities report enriched teacher/school leader/school capacity

2. Establish UNSW as a preferred University for students from under-represented backgrounds, their families/carers, teachers and communities

Objectives

- Develop innovative and educationally enriching outreach programming, reflective of UNSW strengths in research, teaching and learning
- Effective communication of targeted admission pathways, scholarships and other higher education access opportunities to students from under-represented backgrounds and their key influencers
- Build collaborative partnerships with a core group of secondary schools across south, south west and western Sydney
- Establish targeted UNSW admission pathways, including an early conditional offer scheme, linked to the Aspire program
- Embed externally led mixed-methods research and impact evaluation frameworks across the program, prioritising the contributions of students, schools and key influencers

Measures of progress

- Increase in applications, offers and enrolments to UNSW from students from under-represented backgrounds and from students attending targeted schools eligible for the admission pathway
- Increase in applications, offers and enrolments to UNSW from students engaged with the Aspire program
- For students engaged through the Aspire program: an increase in their ability to make meaningful links between personal interests and capabilities, future study options and careers, an increase in mastery of key academic skills and capabilities, an increase in confidence in navigating their own educational futures and feeling a sense of belonging at UNSW
- Increased number of school partners engaged in the Aspire program
- Expanded breadth of schools represented in admissions pathway at application, offer and enrolment to UNSW
- Increased positive reputational positioning of UNSW among students from underrepresented backgrounds and their key influencers
- Increased engagement of parents and carers of students engaged in the Aspire program

3. Contribute to and influence an institutional culture of equity, diversity and inclusion

Objectives

- Whole of university engagement with the Access and Equity (Students) 2020–2025 framework for widening participation and outreach practice, aligned to UNSW 2025 Strategy
- Expanded opportunities for UNSW students and staff to co-design and lead innovative and inclusive learning experiences for students from under-represented backgrounds
- Create inclusive student experience initiatives, responsive to the needs of students from under-represented backgrounds, to encourage enhanced student sense of belonging across the student life cycle: pre-access, transition, access, participation, success at university and graduate outcomes
- Contribute expertise and student-centric perspectives to support inclusive teaching and learning practices with a focus upon recognising the strengths and unique attributes that students from low socioeconomic status backgrounds bring to the higher education experience.
- Contribute to the design of resources that support students' early transition and first-year experience as an area of focus

- Advocate for the assessment and appraisal of student academic potential by means other than a singular ATAR measure

Measures of progress

- Active engagement in advocacy and contribution to institutional responses to relevant higher education policy and practice
- Development of opportunities for practice-led and action research related to access and student equity in higher education
- Engagement of current students with an impact of the Students as Partners program in developing students' graduate attributes and deepening understanding of equity and social justice
- Engagement of under-represented students in an interconnected network as part of the Students as Partners program
- Levels of engagement in early transition programs
- First year retention rates for under-represented students
- A transparent and equitable admissions pathway which allows for a holistic appraisal of student academic potential in determining offers of admission

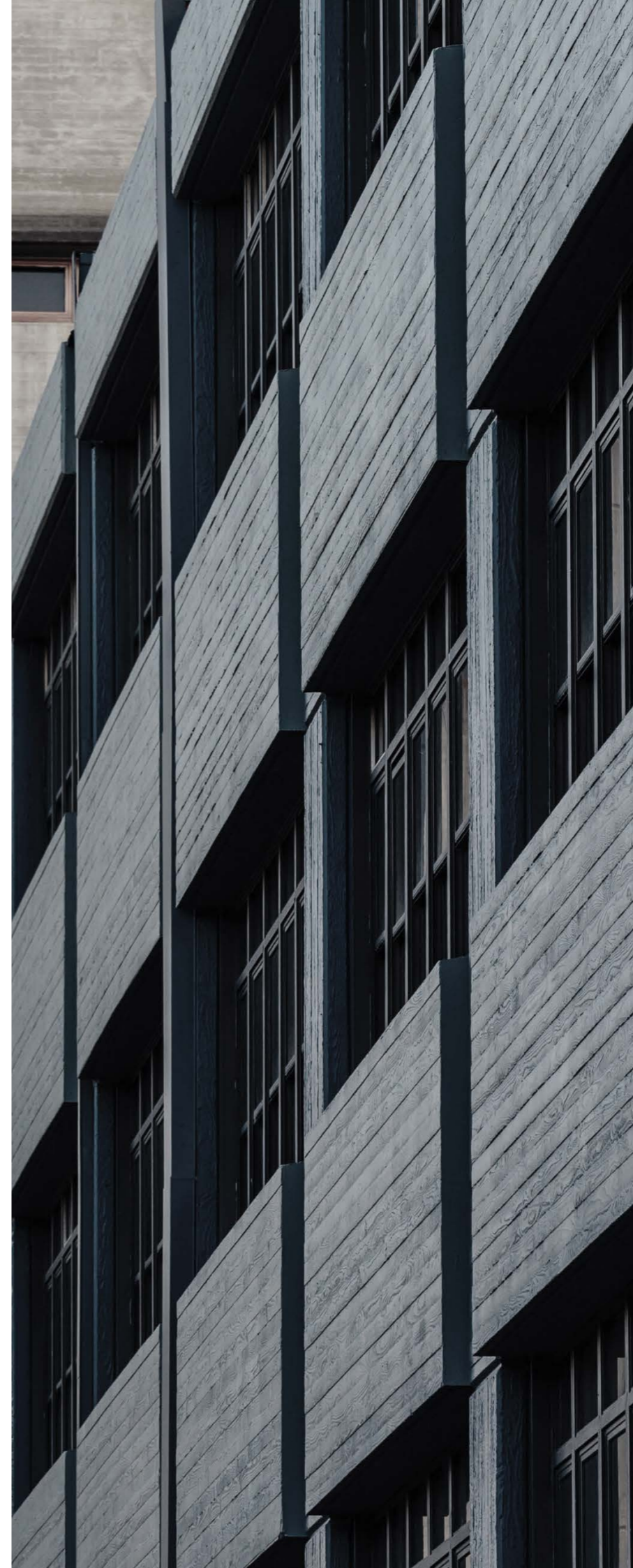
4. Lead the development of collaborative partnerships to improve the educational outcomes for under-represented students

Objectives

- Partnerships with a core group of secondary schools across south, south west and western Sydney
- Partnerships across UNSW, drawing on areas of excellence in research, learning and teaching to create transformative learning experiences
- Students as Partners approaches embedded across the Aspire program – as co-designers, facilitators, mentors, powerful role models
- Partnerships with other universities to develop creative, sustainable, evidence-informed and evaluated approaches to widening participation
- Partnerships with leading NGOs at both a program level and through strategic advocacy and engagement
- Partnerships with a core group of industry partners who will be powerful mentors and role models, as well as assisting with students' future career mapping and 21st century capacity building

Measures of progress

- Expanded depth of educational offerings available to students and schools through UNSW/ NGO/workplace partners and other University partnerships
- Increase in the number of partnerships established by The Access and Equity (Students)
- Expanded reach of engagements to students, schools and communities as a result of established partnerships
- Increase in students engaged in the Aspire program through partner organisations and schools
- Increase in applications, offers and enrolments to higher education and UNSW from students engaged through NGO partnerships
- Increase in UNSW students who attended Gateway schools engaged as student leader/facilitators in the Aspire program
- Increased diversity of degree programs selected by students from partner schools in the admission pathway



“I received offers for both the UNSW Accommodation Scholarship and the Dean’s Rural Engineering Scholarship. Without these scholarships I wouldn’t be able to attend UNSW. The cost of living here in Sydney, and studying during the harsh drought that is currently occurring, was too much for my parents to even consider being able to afford. The way in which Aspire affects rural students is complex and is very difficult to explain to those who haven’t grown up in a rural area – it breaks the current expectations that are being placed on them simply because they live in a rural community.”

Jarrold
UNSW Bachelor of Engineering and Bachelor of Arts





“I was involved in a few Aspire programs as a student at JJ Cahill (Memorial) High School in Sydney. Aspire facilitated my first experiences of uni life, which were cherished highlights for me during high school. It was a direct result of these experiences with Aspire which made me inclined to participate as an Aspire Ambassador. As a school student, I did not have the chance to meet, converse with or receive advice from a university student during high school. Prior to participation in the programs run by Aspire, I had no firm idea as to what opportunities uni had to offer, nor how fun they could be.”

Anand
Bachelor of Biotechnology
(Honours)

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