Schools Engagement Strategy
2017 - 2020
UNIVERSITY OF TASMANIA
1 Introduction

This Strategy, endorsed by Academic Senate on 26 May 2017, is the *Schools Engagement Strategy* for the University of Tasmania for the period 2017-2020.

The *Strategy* builds on the Schools Engagement Plan approved in 2013 and its goal of increasing participation in higher education in Tasmania through actively engaging with stakeholders in the Tasmanian school sector, facilitating initiatives and pathways which inform and build aspirations and provide successful transitions, and enabling current and future students, families, and communities to engage with higher education. It also builds on, and is informed by, the wide range of school and college engagement and outreach activities developed and delivered at both the central and faculty level as well as in partnership with external organisations.

In developing the *Strategy*, consultation has taken place with a wide range of internal and external stakeholders both through face-to-face meetings and through a series of institution-wide consultative workshops and presentations to Principals’ network meetings. A background briefing paper was prepared to provide the background and context for the development of a new Schools Engagement Strategy¹.

2 Context

2.1 Tasmania

Schools engagement with all schools and colleges in Tasmania is of central importance in addressing the low levels of participation in higher education in the State. The percentage of Tasmania’s population with a degree qualification is 17.4% compared to an Australian average of 24.6% and in parts of the region, particularly the North and the North West, the percentages are lower, with just 7% of the population in the North West, having a degree equivalent qualification. Furthermore, less than 60% of Tasmanians complete Year 12. Improving literacy; Year 12 completion rates in schools; access to, and facilitation of, new education and training opportunities; participation and progression in tertiary education by Aboriginal and Torres Strait islanders; and increasing participation in higher education, are each priorities for the Tasmanian government and are seen as essential in driving economic growth and prosperity in the State². Greater engagement with schools, and the vocational sector, targeting regional strategies, and leveraging new and existing programs and pathways, are all seen as key in meeting these priorities.

2.2 Strategic

Development of a new *Schools Engagement Strategy* aligns with key elements of the *State Partnership Agreement*, the University’s Strategic Plan *Open to Talent*, the *Access and Participation Plan 2015-2017* as well as institutional strategies and plans that underpin *Open to Talent*. It also links closely to the Department of Education’s strategic plan *LearnersFirst* and to the *Regional Development Australia Tasmania Regional Plan*³.

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¹ Schools Engagement – University of Tasmania Background Discussion Paper January 2017
² Tasmanian Regional Education and Skills Jobs Plan 2013
³ Regional Development Australia 2015
The *State Partnership Agreement* has five high level objectives each of which are heavily reliant on the ability of the University, and Tasmania more generally, to attract, develop and retain a strong talent pool of learners in higher education and to raise the number of Tasmanian students in higher education by 10,000 to 12,000. Access and attainment, internationalisation, the creation of a modern economy, and the revitalisation of regions, each require the creation of strong partnerships, and the encouragement and support of increased engagement in tertiary education by young people and adults through new partnerships with schools, communities and business.

The *LearnersFirst* Plan is focused on providing every child, young person and adult with the opportunity to continue to learn and reach their potential, and enabling Tasmanians to be engaged in positive, productive and supported learning experiences. Essential drivers include ‘to establish balanced flexible and responsive pathways to encourage lifelong learning’ and ‘to develop meaningful partnerships with community, business and industry’. The Plan’s priorities for early years, literacy and numeracy, engagement and support, purposeful learning, and connecting young people and adults with high quality learning and supported transitions, are particularly important for schools engagement work.

The *Schools Engagement Strategy* supports *Open to Talent* and the vision that the University of Tasmania is open to all talent, by providing access, and a culture and environment in which all students have the opportunity to realise their potential. The Plan sets out goals of increasing participation rates, the development of pathways into and from undergraduate degrees, encouraging students to undertake at least four years of tertiary study, and encouraging current students and alumni to engage in the life of the University, including through engagement in outreach activities.

The *Transformation Project* and the University’s move to new campuses at Inveresk and West Park has the capacity to impact positively on school engagement work through re-engaging the community, strengthening its presence and making the University more visible and physically accessible. School engagement work also links to *curriculum renewal* and Degrees of Difference, through providing the opportunity to promote the applied nature of many programs, the diversity of program choice and the distinctiveness of the University of Tasmania curriculum.

The new *Schools Engagement Strategy* also links closely to other institutional plans including:

- Access and Participation Plan 2015-2017
- Social Inclusion Plan 2013-2015 (outdated and not renewed)
- Strategic Plan for Learning and Teaching 2016-2020
- Retention and Success Strategy 2015-2017
- Student Experience Strategy 2016-2020
- Community and Partnerships Strategic Plan 2016-2018
- Strategic Plan for Aboriginal Engagement 2016-2020
These plans collectively highlight a number of objectives that inform schools engagement work, including:

- Supporting the educational aspirations of all sections of society and achieving a more diverse student body
- The centrality of outreach activities in enabling the University to connect with non-traditional audiences
- Informing higher education aspirations from an early age including through links with primary schools
- Increasing the proportion of students from low socio-economic, or first in family backgrounds, and rural and remote schools who aspire to university
- Increasing the participation, retention and success rates of Aboriginal and Torres Strait Islander students in higher education
- Engaging and extending high achievers
- Increasing transition through establishment of pathways between schools, vocational education provision and university programs of study
- Provision of advice to students about courses, support and services and ensuring student’s preparedness for university study
- Provision of an effective welcome and transition experience
- The importance of engagement with the community and recognition that community partnerships are key to achieving better educational outcomes
- Recognition that successful partnership and collaboration requires mutual respect and goals of mutual benefit to create an inclusive learning community
- Strengthening evaluation and research

2.3 Stakeholders

Stakeholders both internal and external to the University are of central importance in the implementation and delivery of an effective Schools Engagement Strategy. In developing the strategy, wide consultation was undertaken with the stakeholder community; this work identified seven broad areas which the strategy should address viz:

1. **Schools, TasTAFE and the community as partners in engagement** - recognition that schools, TasTAFE and the community are partners in the engagement process and that strong external relationship management is important;
2. **Strategy and Focus** - determination of the balance between outreach, aspiration and attainment raising work and student recruitment;
3. **Coordination** - acknowledgement that there are multiple engagement points with schools, TasTAFE and the community in Tasmania, but that there is a general lack of cohesion and coordination of activity, and improving this should be given priority. Furthermore, there is a need to create linkages between different sets of activities for students, families and schools, so that they view these as part of a coherent program of aspiration and outreach activities and association with the University;
4. **Pathway planning** - recognition of the need to articulate clear pathways, in particular for learners from Year 8, to set out the flexibility of progression and study options and to provide understanding of, and confidence in, the potential routes to university. The importance of creating closer links and pathways with vocational education and training was a common theme, especially in the context of the establishment of the University College and the introduction of Associate Degrees;
5. **Boundaries and interface** - description and delineation of the relative boundaries and responsibilities between different departments and activities to avoid confusion both internally and externally. It was recognised that the development of an effective database/contact management system of engagement with schools and communities would greatly aid the development of a more coherent and coordinated approach to stakeholders;

6. **Research and Evaluation** - evaluation of what activities and initiatives have the greatest impact and produce the clearest outcomes together with the need for longitudinal tracking. Such evaluation should guide future resourcing and investment decisions;

7. **Governance Structure for School Engagement** – to support effective facilitation and promotion of both internal and external communication.

### 3 Aspiration and Goals

The *Schools Engagement Strategy* aims to “expand opportunities for young people from a wide range of backgrounds to benefit from higher education through offering well designed and coordinated activities and programs that increase and support progression to, and successful participation in, higher education”.

#### 3.1 Aspiration

The aspiration for school and college engagement is to establish approaches and connected activities that:

- Are focused on achieving better educational outcomes for all Tasmanians
- Support the University’s aim of increasing participation in higher education
- Are collaborative and mutually respectful
- Engage teaching and research resources in partnership with schools, TasTAFE, and other education providers, state and local government and community agencies

#### 3.2 Student Lifecycle

The *Schools Engagement Strategy* takes the student lifecycle as its organising framework (Figure 1). It recognises that success in widening access to, and participation in, higher education commences from first contact with the University and outreach to students, through to recruitment and transition to the University, progression in academic studies, and support through to graduation. The Schools Engagement Strategy aims to support the first four stages of the student lifecycle through work on informing aspirations, developing accessible pathways and progression routes, encouraging and supporting transition, successful participation and engagement, and individual empowerment and transformation.
3.3 Goals

The aims and aspirations will be achieved through the following goals to:

1. Offer a coordinated set of school engagement activities and present a coherent overview of schools engagement work to external stakeholders;
2. Establish school engagement activities and events as part of a University of Tasmania brand to create linkages between activities for students, families and teachers, so that they view these as part of a coherent program of aspiration, outreach, progression and recruitment activities and association with the University;
3. Establish innovative progression pathways and agreements with schools, TasTAFE and other education providers as appropriate;

Figure 1 The Student Lifecycle
4. Increase the transition to, and participation of young people in, higher education;
5. Monitor, evaluate and research the outputs and outcomes of engagement activity;
6. Develop and maintain strong relationships and partnerships with external stakeholders;
7. Create effective systems and structures, including an appropriate governance structure, and resources for school engagement work

4 Scope and Focus of Schools Engagement

4.1 Scope

School and TasTAFE engagement activity across the University covers a wide range of elements ranging from: placements and professional development for teachers; aspiration and outreach activities; pathways and progression initiatives; pre-entry and preparatory work; promotion and marketing of programs and the recruitment of students (both domestic and international); research projects; and monitoring and evaluation work. An overview of the scope of the University’s engagement work with schools is represented in Figure 2. The Schools Engagement strategy aims to provide an understanding of the overall framework of linkages and activities with schools, colleges and TasTAFE and the role of different organisational units in developing and maintaining these links, however, the main focus is on the elements of informing aspirations, outreach, pathways and progression and research, monitoring and evaluation.
<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Example Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placements</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>Informing Aspirations</td>
<td></td>
</tr>
<tr>
<td>Outreach</td>
<td></td>
</tr>
<tr>
<td>Marketing and Promotion</td>
<td></td>
</tr>
<tr>
<td>Progression Pathways and Vocational Progression</td>
<td></td>
</tr>
<tr>
<td>Preparation and Pre-entry Programs - University College</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td></td>
</tr>
<tr>
<td>Research Project/Initiatives (Examples)</td>
<td></td>
</tr>
<tr>
<td>Monitoring Tracking and Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional</th>
<th>Work Placement (Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Initiatives with School Principals and Teaching Staff</td>
<td>Administrative Staff</td>
</tr>
<tr>
<td>Pathways to Success</td>
<td>Students in Schools</td>
</tr>
<tr>
<td>Attainment</td>
<td>Children's University</td>
</tr>
</tbody>
</table>

- Work with Parents
- Principals and Teachers

- Subject Tasters
- Student Ambassadors
- Science Investigation Awards
- Pathways to Success
- BIG Initiatives
- Creating My Career
- Bigger Things

- Publicity and Collateral
- Social Media

- School Visits
- Discovery Days

- Open Days
- Option Evenings

- Pathways and Progression Agreements and Compacts

- UCP/HAP
- UPP Programs - University College Associate Degrees
- Employer Links

- Joint Marketing with Schools and Colleges
- Regional Promotion
- Articulation and Progression Agreements

- Peter Underwood Centre, eg Children's University
- Research projects focus on outreach and engagement
- Extending Regional and Rural High Schools to Years 11 and 12
- Parental Engagement

- Data Analysis
- Longitudinal Analysis
- Evaluation of Impact and Outcomes

*Figure 2 Key Elements of Schools Engagement*
4.2 Focus

The principal focus of the Schools Engagement Strategy is on increasing participation of young people in higher education through establishing strong links and partnerships with schools, TasTAFE and other education providers, and though developing and offering a range of outreach and progression activities with external stakeholders. The work provided by faculties and institutes, schools and centres, divisions, sections and service centres (hereafter referred to as faculties and organisational units) offers a range of activities, options and choices for young people, their parents and carers, and young adults to engage with the University, leading to a wide range of progression and study options. It involves the establishment of close relationships with all schools in the State, as well as with TasTAFE.

It is recognised that work with a wide range of students and teachers will be essential in underpinning the State and University joint aim of increasing participation in higher education by up to 12,000 students. Schools engagement work aims to encourage strong rates of progression to the University through working with a diverse range of school and college students, focussing on students from low socio-economic status families and communities, those who are first in the family to enter higher education, and on high achievers. For outreach and participation work the main areas of focus will be on work with: students from Years 2 to 12, students undertaking certificate and diploma programs through TasTAFE, and their families and community groups to raise awareness and understanding of the opportunities and benefits of higher education. This will necessitate work in target locations with schools and student groups that have been prioritised, to build confidence and demystify the benefits of higher education among potential student groups.

Activities and events will cover a wide age range from work with very young children through early childhood education through to work with school leavers and young adults.\(^4\) In turn work will also takes place with the community through a recognition of the importance of parental and community engagement in influencing future study and career plans for young people. Discussion with stakeholders, both internal and external, has emphasised the desirability of commencing engagement work with young learners at the earliest stage possible, and research identifies the importance of the early years up to Year 8 in influencing choice of broad career areas and aims for university. In the context of resource constraints that can, and will, impact on the extent of engagement there is acknowledgement that work with Years 8 to 12 will be particularly important in influencing pathway planning and future study and career choices.

\(^4\) Details of the full range of engagement activities are provided in a Table of Project and Initiatives
Achievement of the goals of the *Schools Engagement Strategy* is dependent on the delivery of an appropriate set of initiatives and activities for all students. The Action Plan in Appendix 1 sets out the objectives that underpin each goal together with the activities to be undertaken to meet each of these, and the key performance indicators to measure and evaluate progress and impact.

## 5 Themes, Events, Activities and Initiatives

The events, activities and initiatives which are, and could be, undertaken by the University in the area of school engagement are wide ranging and are detailed in the annual calendar of activities. It is important to determine which events and activities should be offered in the context of both resources and the assessment of those events and activities that have the capacity to make the greatest difference and to impact positively on levels of participation and progression in higher education.

The schedule of events and activities offered will be regularly monitored and evaluated to assess both uptake and impact and to determine which, if any, activities or events should cease to be offered and which new activities and events might be introduced.

### 5.1 Badging and Branding Events and Activities

Consultation and research has identified that although many young people may have participated in more than one University event or activity over a number of years they rarely make the connections between them and do not view them as part of an ongoing program of connection with the University. It would be desirable, therefore, to badge the programs and activities offered as part of a coherent aspiration, participation and partnership program and it is proposed that school engagement activities are offered and promoted under an overall name. Following consideration of a range of potential names, *UTASConnect* has been identified as the name which would be adopted as a brand under which all activities are offered. This in turn links into the work being undertaken on the contact database *Engage* to record University-wide external engagement activity and the generation of data to feed into the Business Intelligence system as well as to the proposed development of a University pre-entry portal.

Figure 3 below illustrates how connections could be made between various engagement activities using the example of initial engagement of a school student through the Children’s University followed by participation in the Science Investigation Awards and continued through other avenues of contact with the University. Each of these activities and events would be branded as a *UTASConnect* event and the
student would be enrolled as an associate via a portal which would in turn inform them of upcoming opportunities. All activities and events would also clearly articulate the intended learning outcomes and goals.

![Diagram](image)

*Figure 3 Illustrative Link between School Engagement Activities*

### 5.2 School Engagement Themes

In addition to the overall ‘branding’ of activities it is proposed that school engagement activities and initiatives are focused around four main themes:

- Aspiration and attainment for young learners - from Early Years to Years 6/7
- Building progression pathways - from Year 8 to 12
- Supporting transition - Year 11-12, foundation and pre-entry programs and degree entry
- Researching Impact - monitoring and evaluating outcomes
Each of these would take place within the context of a commitment to monitoring and evaluation and partnership and engagement as shown in Figure 4 below.

![Figure 4: School Engagement Strategy Themes and Overarching Principles](image)

Different faculties and organisational units within the University would take lead responsibility for work in each of these thematic areas and would offer a range of activities and events, illustrative examples of which are shown in Table 1.
<table>
<thead>
<tr>
<th>Theme</th>
<th>Years</th>
<th>Projects and Activities (Examples)</th>
<th>Lead Responsibility</th>
</tr>
</thead>
</table>
| **Informing Aspirations for Young Learners** | EY-2 3-7 5-6 3-6 5-6/7 | A Lab  
Children’s University  
Students-in-Schools  
Parents and Children Working Together  
Bigger Things | Peter Underwood Centre(PUC)  
PUC  
SE Team  
PUC, SE Team and Faculties  
PUC |
| **Building Progression Pathways** | 7-9 8-10 8-12 8-12 10-11 10 8-11 7-12 | Students-in-Schools  
Pathways – Creating My Career  
School-Parent Community Partnerships  
Pathway Mapping and Progression Agreements  
Campus Tours  
Summer School  
Discovery Days  
Taster Days  
Specific subject initiatives eg Science Investigation Awards | SE- Team  
SE-Team and Faculties  
SE-Team  
SE Team , TILT and Faculties  
SE - Team  
SE-Team and Faculties  
OMC and Faculties  
Faculties  
Faculties |
| **Supporting Transition** | 12 11-12 11-12 11-12+ 11-12+ 12 12+ 12+ 12+ | High Achievers Program  
UCP Program  
Work with Extension Schools – enriching the curriculum  
Master Classes  
Open Days  
Options evenings  
Scholarships  
Foundation courses/ Summer University  
Murina program  
Pre-entry programs eg UPP | SE- Team and TILT  
SE- Team and TILT  
SE- Team and TILT  
Faculties  
OMC  
OMC  
SE- Team, University College and Faculties  
Riawunna Centre  
University College |
| **Researching Impact** | All | Longitudinal analysis of impact eg Children’s University  
Analysis of building progression pathways initiatives  
Specific research projects eg Warm connections – raising rural aspirations for Year 12 students  
Faculty Research projects eg Faculty of Education | Peter Underwood Centre  
SE-Team  
SE-Team and PUC jointly with other Universities as appropriate  
Faculties |
5.3 Building Pathway and Progression Arrangements

Building pathways and progression arrangements to encourage development of a ‘line of sight’ to the University for school students and young people will be an important area of focus as the following examples in Figures 5 and 6 below illustrate.

*Subject to meeting entry requirements

Figure 5 Progression Agreement Pathways
University of Tasmania Entry Pathways for School and TasTAFE Leavers

TCE/ATAR

- ATAR 50+
- ATAR <50*

TCE or Year 12 Study Only*

- University Pathway Programs and Foundation Units (eg UPP, Murina)

TasTAFE Certificate

- Certificate III*
- Certificate IV*
- Diploma/Advanced Diploma

Associate Degree (including embedded diplomas)

Bachelor Degree

Postgraduate Study

Employment

* Direct admission into selected Bachelor Degree programs from these pathways may be available for some applicants based on the assessment of a range of criteria. Once an application is made the University will make a determination based on the information provided.

Figure 6 TCE/ATAR and VET pathways
The focus on building pathways will necessitate the expansion of articulation and progression agreements with schools, colleges, TasTAFE and other education providers, as appropriate, as well as promotion of progression routes to University programs. Students undertaking a University unit through the University Connections Program* (UCP) or the High Achiever Program (HAP) will be made a guaranteed offer of a place on a University undergraduate program (with the exclusion of quota degrees) on commencing either UCP or HAP, subject to passing the unit(s) taken and meeting entry requirements.

5.4 New Activities

The decision to develop and introduce new engagement events and activities may be made at faculty/college/institute level or by central divisions. It is proposed that these should be made in the context of:

- Best fit with Schools Engagement Strategy themes
- Complementarity to existing events and activities
- Capacity and resources, including availability of funding, to successfully introduce and sustain a new area
- Evidence of demand
- Evidence of success and evaluation of similar initiatives offered by other education providers both nationally and internationally
- Stakeholder and partner support
- Assessment of anticipated outcomes
- A robust evaluation framework
- Close connections to the Australian curriculum

The proposed School and Community Engagement Advisory Committee (see section 7) will assist in both provision of advice and assessment of the viability of new proposals as appropriate.

* Former University College Program, rebadged and retaining the acronym UCP
6 Coordination and Resourcing

The cohesion and coordination of activity has been identified as a priority and a range of strategies will be adopted to ensure that information is effectively communicated both internally and externally. This will include:

- Provision of an overview of engagement activity for external stakeholders
- Annual publication of a calendar of school engagement events and activities
- Clear information about the focus and aims of activities and events through use of proformas
- A revised website and use of social media as appropriate
- Ensuring that information available to schools and students through the website, course brochures, open days, course handbooks is coordinated and consistent
- Regular dialogue with the Department of Education, the Catholic Education Office and Independent Schools Tasmania, and discussion of priorities for the Tasmanian school sector
- Regular meetings with schools and with principals’ networks to understand needs and to collaboratively discuss ideas and initiatives
- Ensuring that activities link to the school curriculum, where appropriate
- Provision of information about professional development and updating opportunities for school and TasTAFE staff

The current School Engagement Team in the Academic Division will be the central point of contact for schools, colleges and TasTAFE outreach and engagement activities and they will work closely with staff responsible for school engagement in faculties and organisational units to discuss priorities and ensure coherence in school engagement activity. They will be responsible for ensuring close liaison with the Office of Marketing and Communications, Community Partnerships and Regional Development, the University College, and faculties and other organisational units. This will ensure effective collation, coordination and dissemination of information about schools engagement to both internal and external stakeholders and avoid duplication of activity.

7 Research

The University engages in a wide range of research related to schools engagement and outreach. This comprises both specific projects undertaken in this space by faculties, in particular the Faculty of Education, and by the Peter Underwood Centre and the Schools Engagement team, as well as through publicly funded research projects in which outreach and knowledge exchange with schools is an integral part.
The Schools Engagement strategy aims to foster research in this area through providing a framework through which to research and evaluate specific projects and initiatives as well as the opportunity to research new opportunities for engagement. A key aim will be to establish research capabilities and outputs building on current communities of practice and the success in securing research projects and funding. Through cross disciplinary work the aim is to strengthen further the University’s output and reputation for research in this area and to attract both research funding and a cadre of research students to inform further development of work.

### 7.1 Monitoring and Evaluation

The monitoring and evaluation of the impact and outcome of school engagement, outreach and widening access activities is essential. A range of evaluation systems and measures will be used to: monitor progress towards achieving University and government targets; support research activity; identify and disseminate best practice; and review progress. Evaluation of the impact and outcomes of school engagement work will be significant in enabling the University to assess the added value of both long and short-term activities and initiatives and will be important in supporting the regular review of the School Engagement Strategy. Evaluation will take place through:

- Monitoring outcome measures and key performance indicators, as detailed in the Action Plan
- Undertaking demographic analysis and mapping of engagement and outreach activities to measure the success of interventions for different locations, schools and learner cohorts
- Tracking individuals’ progression through establishing a learner journey database
- Analysing and disseminating data on the monitoring of events and activities and applications and admissions, and regularly reviewing their effectiveness in achieving targets

The evaluation of the impact of school engagement and outreach initiatives and activities will be significant in enabling the University to assess both the effectiveness of measures adopted and the progress made in increasing participation levels in higher education. A range of school engagement activity reports, the tracking of learner progression, and the publication of results through both internal and external channels will be undertaken. Evaluation will take place at both faculty and central levels with the aim of providing collaborative support through the Peter Underwood Centre and the School Engagement Team.

As school engagement work takes place with pupils from primary through to secondary education it will be important to undertake longitudinal analysis of long term benefits and outcomes of projects and activities. The aim will be to monitor both admission, retention
and success rates of those entering the University as a result of various engagement activities with a particular focus on understanding the success of engagement activities on students from low participation regions, non-traditional entry backgrounds, and for high achievers. Such information will be used to guide both investment decisions in school engagement and interventions. This will necessitate close dialogue and work with Student Operations, Student Experience, the Office of Tasmanian, Assessment, Standards and Certification, Student Recruitment and Business Intelligence.

8 Governance

Currently there is no dedicated committee or group for school engagement although it is the subject of discussion through a number of groups including the UCP/HAP internal and external advisory groups, the Domestic Load Steering Committee, the joint TasTAFE University Committees, the Associate Degree Advisory Group, the Peter Underwood Centre Advisory Committee, and the recently established Peter Underwood Centre Aspirations and Attainment Forum. It is proposed that more formal arrangements to consider school and community engagement work are made through the establishment of an advisory committee under the auspices of the new Academic Division to provide a coordinated approach to school, college and community engagement and outreach work. A membership list and terms of reference are proposed below:

Membership – School and Community Engagement Advisory Committee

- Pro Vice-Chancellor (Schools Engagement)
- Pro Vice-Chancellor (Community, Partnerships and Regional Development)
- Principal, University College
- Executive Director, Marketing and Communications or nominee
- UCP/HAP Coordinator
- Deputy Director, Aspiration and Attainment, Peter Underwood Centre
- Arts Partnership Development Officer, College of Arts and Law
- Faculty of Education representative
- Executive Director, Student Operations or nominee
- Manager, Community and Student Engagement, Faculty of Science, Engineering and Technology
- Head of Service, Riawunna
- TUU President or nominee
- External representatives (two members drawn from schools representative bodies/networks)
- Representative from the Department of Education

**Terms of Reference**

1. To consider school engagement and outreach activity across a range of areas, for example, recruitment, scholarships, stakeholder partnerships, programs, projects and initiatives, pathways and progression agreements, research and evaluation, staff and resources, and to recommend strategies in relation to each;
2. To regularly review the Schools Engagement Strategy and associated Action Plan and agree processes for informed coordination and implementing the action plan;
3. To keep informed of best practice models of school and community engagement and maintain evidence-based approaches to design implementation, evaluation, monitoring and change;
4. To review and monitor current activity and data on schools engagement relating to the delivery and impact of work and recommend targets as appropriate;
5. To consider the focus of school engagement, outreach and community work and to develop specific targeted approaches as required;
6. To consult with faculties/colleges and schools and departments as well as the Department of Education, the Catholic Education Office and Independent Schools Tasmania, and schools in the development of new initiatives as appropriate;
7. To keep informed of school engagement and outreach work, including research, undertaken by other higher education institutions, in Australia and internationally, to maintain strategic market positioning;
8. To consider the implications of school engagement and community outreach in the context of projects such as the University’s curriculum renewal, the establishment of the University College, the Department of Education curriculum review of Years 9 to 12, My Education initiatives, and make course and unit recommendations as appropriate;
9. To consider the resourcing of school engagement and community outreach work and make recommendations on structures and arrangements to support the development;
10. To produce interim reports, as appropriate, for consideration by Academic Senate or other University committees as required.
### Appendix 1 Action Plan

<table>
<thead>
<tr>
<th>Goals and Strategic Objectives</th>
<th>Description</th>
<th>Activities</th>
<th>Lead Responsibility</th>
<th>KPIs/Measures of Success</th>
</tr>
</thead>
</table>
| 1.Offer a coordinated set of school and college engagement activities and present a coherent overview of schools engagement work to external stakeholders | Integrated planning and promotion of school and college engagement and outreach work through collation of events, activities and initiatives | • Agreement on breadth of engagement and outreach activities  
• Draft of guide to engagement activity developed and circulated for feedback and approval  
• Dialogue with School and colleges on expectations from School/college – University interaction | PVC (SE) in conjunction with Faculties/Colleges and with Marketing and Communications and PVC (CPRD) | • Guide to opportunities for school-university engagement produced and disseminated to Schools, colleges and TasTAFE  
• Feedback received |
| 1.1 Develop a coordinated approach to school engagement activity across the University | Comprehensive calendar of events and activities for schools, colleges and TasTAFE produced | Wide range of activities offered both centrally and by Faculties and Schools including: In-School and on-campus visits; careers events; taster days; open days; science investigation awards; machines workshop; options evenings; parents evenings etc. | PVC (SE), SE-APP team and Marketing and Communications in consultation with Faculties/Schools | • Annual calendar of events published and circulated to Schools and Colleges by February each year  
• Take up and feedback on events run |
| 1.2 Produce an annual schedule of engagement activities | Seek to involve all areas of the University in school/college engagement and outreach work | • Periodic workshops to share ideas on engagement activities  
• Plans for each Faculty/College and institute developed  
• Response of central team to proposals and ideas | PVC (SE), Faculties/College and Schools | • Comprehensiveness of engagement plans and number of areas involved |
| 1.3 Deepen, Faculties/College school engagement activity across the University | Work with schools and colleges to promote flexibility of entry routes and programs. | • Attendance at school events, award evenings; regular program of school and college visits etc.  
• Promotion of University College programs and Associate degrees | PVC (SE); Marketing & Communications, SE-APP team University College | • Number of visits  
• Number of applications to the University |
<table>
<thead>
<tr>
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</tr>
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| 2. Establish school engagement activities as part of a University of Tasmania brand to create linkages between activities for students, families and teachers so that they view these as part of a coherent program of aspiration, outreach, progression, and recruitment activities and association with the University | Dialogue with Schools, and TasTAFE to understand and respond to expectations and to share proposals and plans | • Hosting of Principals’ meetings on campus  
• Professional development briefings for My Education school staff  
• Meetings and briefings with Department of Education networks of Principals, Catholic Education Office and Independent Schools | PVC (SE) PUC | • Number of attendees  
• Evaluation of feedback |
| 2.1 Engage with schools, and TasTAFE to understand their expectations | Development of a brand under which to badge outreach, engagement and aspiration activities and promote as part of a coherent whole | • All activities have link to overall brand | Faculties, SE-APP team, Marketing and Communications |  |
| 2.2 Develop a brand to link engagement, aspiration and outreach activities | Agreement on programs of activities to be developed and delivered centrally and by Faculties/Schools | For example:  
• UCP program  
• HAP program  
• Pathways - Creating My Career  
• Students in Schools  
• Faculty programs eg Young Tassie Scientists  
• Information programs for teachers | SE-APP team, PUC, Faculties and Schools | • Take up of programs and successful completion.  
• Students feedback and levels of satisfaction  
• Information provided to teachers reflected in student policy planning |
| 2.3 Program of informing aspiration and outreach and engagement activities developed | Establish learner journey data base to track participation and enhance communication links with students engaging in activities | • Tracking database for learner journey established  
• Establishment of pre-entry portal and/or use of Twitter and Facebook  
• Guaranteed offers for students on UCP and HAP | ED Student Operations, OMC, PVC(SE) | • Enrolment in University of Tasmania courses following completion of activities and programs  
• Scoping for establishment of pre-entry portal completed  
• Number of students with guaranteed offers applying to University |
<table>
<thead>
<tr>
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<th>Description</th>
<th>Activities</th>
<th>Lead Responsibility</th>
<th>KPIs/Measures of Success</th>
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<tr>
<td>3. Establish innovative progression pathways and agreements with schools, colleges and TasTAFE and other education providers as appropriate</td>
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| 3.1 Establish progression agreements and articulation arrangements with schools, colleges TasTAFE and other education providers | Detailed mapping of links between curriculum areas | • Drawing up and approval of progression agreements  
• Discussion on early offers for students on programs covered by progression agreements | SE-APP team and Faculties and Schools | • Number of progression agreements established  
• Increase in progression rates from VET programs to University  
• Increase in progression from Schools and Colleges to University |
| 3.2 Develop maps of progression and pathway routes to higher education | Flexible pathway routes established and promoted | • Pathway planning undertaken for all students  
• Agreement on pathway routes eg For low ATAR scores, students with TCE only, high achievers, etc  
• Agreement on pathway routes jointly by Schools/ TasTAFE and University | Student Recruitment and Student Experience Teams, University College | • Pathway maps produced and circulated  
• Numbers progressing to the University through pre-entry programs  
• Numbers taking up University College programs including Associate Degrees |
| 3.3 Develop new vocational and academic pathways routes with Schools and TasTAFE | Discussion with one or more schools and TasTAFE on new pathways and establishment of pilot programs | • Linking of academic and vocational programs into new pathway | PVC(SE), Faculty(ies) | • Approval of pathway route(s) by University  
• Piloting of new pathway(s) |
| 4. Increase the transition to, and participation of young people in, higher education | | | | |
| 4.1 Establish activities to engage low SES students particularly in regional communities | Establish range of programs through working with target schools and learners and in conjunction with My Education team | • Promotion of Murina program  
• Initiatives with low SES schools esp. in rural areas eg through Students in Schools program  
• Pathways - Creating My Career programs  
• Work with communities including parents  
• Establish residential summer school for year 9/10 students | Head of Service, Riawunna SE-APP team | • Numbers enrolled from low SES  
• Number of indigenous students enrolled  
• Securing funding for, and take up of, summer school residential program |
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| 4.2 Set up program of accredited taster units to support transition | Building on foundation units and summer school offered establish spring and summer pre entry programs | • Establish Summer University program and promote early in academic year  
• Provide soft entry routes into university programs through e.g. fast track units offered prior to start of each semester  
• Trial shorter access programs eg one semester duration through certificate programs | SE-APP team, University College, Faculties and Schools | • Numbers taking units and programs  
• Number and rates of transition to full University courses |
| 4.3 Set up University pre-entry portal to strengthen links and communications with prospective students | Pre-entry portal established for young people who have engaged in one or more university engagement and outreach activities from Year 9/10 | • Pilot project on establishment of portal  
• Specification agreed  
• Responsibility for update agreed | PVC SE, IT Services, Marketing and Communications | • Pre-entry portal established  
• Level of engagement of students on engagement and outreach programs with portal  
• Feedback on utility of portal  
• Level of enquiries and enrolment in University programs from portal registered students |

5. Monitor, evaluate and research the outputs and outcomes of engagement activity.

| 5.1 Establish program for measuring the impact and outcomes of engagement and outreach activities | Identification and agreement of key research questions and applications for funding to support research activity Evaluation programs established for all activities | • Data requirements established and revised activity registration/participation forms produced  
• Investigation of link to BI project  
• Research capacity evaluated and resources identified  
• All engagement and outreach programs to have an evaluation plan and processes in place | SE-APP team Student Operations PUC Faculties | • Provide an annual report on outcomes and impact that draws together all University activities  
• Income secured for research and development projects  
• Data being robustly collected and analysed for all engagement and outreach activities both faculty and central |
| 5.2 Establish longitudinal research to monitor and evaluate outcomes | Agreement on priority areas for longitudinal tracking and data requirements and process agreed | • Initial pilot research established, for example, Children’s University, Pathways - Creating My Career | PVC (SE) SE-APP team PUC | • Interim reports on longitudinal analysis  
• Funding secured  
• Research students to undertake research and analysis as part of a coherent research program |
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| 5.3 Set up cross disciplinary research teams to evaluate outcomes | Establishment of teams to work on key research themes | • Work in partnership with Department of Education and Schools  
• Link into professional development programs for school/college teaching staff  
• Support the evaluation/data analysis of initiatives from faculties  
• Dissemination workshops/seminars | Faculty of Education, SE-APP team, PUC, DoE Faculties | • Publications produced  
• Other research outputs eg conference presentations |
| 6. Develop and maintain strong relationships and partnerships with external stakeholders | 6.1 Engage with stakeholders through significant events | Build strong relationships with external stakeholders  
For example  
• Annual Principals’ Dinners  
• PUC annual conference | SENEX PVC(SE)  
PUC | • Numbers attending  
• Feedback and evaluation of events |
| | 6.2 Establish partnerships with other education providers | Establish partnerships with external partners and private education system to offer innovative activities to stimulate interest in higher education | Marketing and Communications, PVC (SE) PVC, CPRD; Student Experience team | • Numbers attending events  
• Evaluation of events  
• Numbers participating in further engagement and outreach activities with University |
| | 6.3 Establish database system for engagement and outreach work | Establishment of database with functionality to link to BI work  
• Database and agreed data field established  
• Transfer of data from STAR CoP database  
• Resources secured | PVC (SE), PVC (CPRD), SE-APP team, IT Services, BI team, Marketing and Communications | • Database established  
• Entry of data by Faculties/ Schools and central units  
• Comprehensiveness of data  
• Generation of initial reports through BI |
| 7. Create effective systems and structures including an appropriate governance structure and resources for schools engagement work | 7.1 Establish a governance framework for engagement and outreach activities | Improved governance and accountability for Schools Engagement and outreach work  
• Governance framework agreed with appropriate external representation  
• Determination of the need for regional governance structures | PVC(SE) PVC CPRD, DVC SE, Provost, SMT | • Establishment of Advisory Committee  
• Evaluation of success of initiatives |
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| 7.2 Effective deployment of resources, revenue and human, to support engagement and outreach work | Assessment of resources needed to support a coordinated and effective engagement strategy | • School engagement (APP) team established  
• Clarity of responsibility across different University divisions and centres  
• Champions for engagement work identified in each faculty/college/institute | PVC SE, DVC SE, Provost, COO | • Resources secured  
• Effective operation within agreed budget  
• School Engagement Team – central and faculty in place  
• Level of external funding secured |
| 7.3 Effective internal and external communication | Ensuring that both the internal University community and external stakeholders are kept informed of developments | • Communications Plan put in place  
• Increased digital presence and development of website for schools engagement and outreach work | PVC (SE), Academic Division, IT, Marketing and Communications | • Effective collateral for students, school and college staff and internal stakeholders  
• Stakeholder feedback |