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## *Access, Participation and Success Plan*

### *2019-2022*

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### Scope

The terms 'diversity' and 'equity' as used in the Higher Education Standards Framework 2015 refer broadly to the creation of equivalent opportunities for access and success in Australian higher education for historically disadvantaged or underrepresented student populations, other groups protected in Equal Opportunity and anti-discrimination legislation.

### Purpose

As a school where most students come from diverse backgrounds, we recognise this may also position them as more vulnerable. This vulnerability significantly influences our strategic plan; both our academic and non-academic focus.

The purpose of this plan is to ensure that, through a student life-cycle approach, strategies are put in place to attract and support a diverse student population that is central to Kaplan Business School's (KBS) strategic intent of personalised learning, student driven teaching and striving for greatness.

### Background

#### Diversity indicators

KBS 2019 T1 data identifying the percentage of enrolled students against key diversity indicators:

	People with disabilities	Australian Aboriginal and Torres Strait Islanders	People from rural areas	People from non-English speaking background	Female students
<b>Diploma</b>	0%	0%	2%	91%	49%
<b>Undergraduate</b>	0%	0%	1%	98%	50%
<b>Postgraduate</b>	0.2%	0%	1%	97%	47%
<b>Overall</b>	0.1%	0%	0.7%	97%	48%

Further insight into the diversity category of students who identify as being from a non-English speaking background is provided below:

Top nationalities	% of Cohort
India	30%
Vietnam	11%
China	11%
Nepal	11%
Brazil	7%
Philippines	4%
Indonesia	3%
Sri Lanka	2%
Pakistan	2%
Australia	2%
Other (71 countries)	17%
<b>Total KBS</b>	<b>100%</b>

## Strategy Framework

The Strategic Plan 2017-2022 and 2019 Workplan identifies the following initiatives supporting our current diverse student community:

Prospective Student		Current Student	Exiting Student/Alumni
Pre-entry and Access	Alternative pathways	Successful participation	Positive outcome
<b>Improve awareness</b> <ul style="list-style-type: none"> <li>Community engagement strategy</li> <li>China market-entry strategy</li> <li>Implement onshore targeted campaigns to promote the MBA</li> <li>Develop translated content for key markets</li> <li>Posters and campaigns specifically on SASH</li> <li>Work with KIE to extend global market reach</li> </ul>	<b>Develop pathways</b> <ul style="list-style-type: none"> <li>Nationality engagement model</li> <li>Offer the MBA for fully online delivery</li> <li>Accredit all other courses for the possibility of online deliver in the future</li> <li>Special entry granted by the Academic Dean</li> <li>Z-Cards promoting legal and support services</li> <li>Individual Educational Assessment Plan</li> </ul>	<b>Focus on transition</b> <ul style="list-style-type: none"> <li>Revamped student on-boarding program</li> <li>PASS program</li> <li>Mandatory late starters' agreements</li> <li>Launch of first-trimester foundation subjects</li> <li>The Academic Success Centre</li> <li>Check-in phone calls</li> </ul>	<b>Prepare for transition exit</b> <ul style="list-style-type: none"> <li>Supplementary assessments for students who fail their final trimester</li> <li>Implement Academic Success Agreements for students at risk of non-completion</li> <li>Accessibility of senior academics for mentoring and support</li> </ul>
<b>Inform aspirations</b> <ul style="list-style-type: none"> <li>Redesign the website so that course selection is based on career aspirations</li> <li>Identify our brand identity as a "supportive and nurturing learning environment"</li> <li>Training for all staff on disability, diversity, Aboriginals and Torres Strait Islander peoples culture, SASH and mental health</li> </ul>	<b>Respond to diversity</b> <ul style="list-style-type: none"> <li>China-specific student engagement strategy</li> <li>Respond to cohort-based performance reports</li> <li>Option to apply for reasonable adjustment</li> <li>Feedback Week as an opportunity to identify and respond to diversity-related issues</li> <li>Distribute 'Kindness Cards' at Orientation</li> <li>Offer NEXT program booster</li> </ul>	<b>Improve progression and retention</b> <ul style="list-style-type: none"> <li>Safety, wellness and mental health program</li> <li>Identifying students required to re-enrol into subsequent courses and assisting them to complete the process</li> <li>Recruit qualified counsellors</li> <li>Launch an interactive student guide</li> <li>Comprehensive student intervention strategy</li> <li>Referring and recommending services and support as deemed appropriate for the student</li> <li>Availability of graduate tutors</li> <li>Studiosity subscription</li> <li>Serving all Students staff training</li> </ul>	<b>Promote a capstone / WIL experience</b> <ul style="list-style-type: none"> <li>In-house academic internship pathway</li> <li>Add internships to the MBA and soon to the postgrad Accounting and Analytics courses</li> <li>Capstone now in all Masters-level courses</li> <li>Non-academic work placements</li> <li>Higher ranking on the online enrolments' platform for WIL subject selection</li> </ul>
<b>Achieve diversity targets</b> <ul style="list-style-type: none"> <li>Develop market segmentation with market specific campaigns</li> <li>Review GTE requirements for existing target markets and explore new markets</li> </ul>	<b>Develop innovative delivery</b> <ul style="list-style-type: none"> <li>Launch an MBA specialisation specifically on Women in Leadership</li> <li>Industry guests in every MBA subject every trimester at every campus</li> </ul>	<b>Ensure inclusion curriculum</b> <ul style="list-style-type: none"> <li>Review curriculum to ensure it is not male-centric or overly American-centric</li> </ul>	<b>Secure employment</b> <ul style="list-style-type: none"> <li>Provide students with lifelong access to our Careers Service</li> <li>Information guides and workshop on workplace rights</li> </ul>

Prospective Student		Current Student	Exiting Student/Alumni
Pre-entry and Access	Alternative pathways	Successful participation	Positive outcome
<ul style="list-style-type: none"> <li>Develop and implement enhanced agent engagement strategy</li> </ul>	<ul style="list-style-type: none"> <li>Replace lectures with workshops so that all students have a chance to contribute</li> <li>Develop an online enrolment system</li> <li>Non-award AQF4 or 5 level courses to low socio/rural high school partnership</li> <li>Work with Professor Shane Hearn, Dean of Indigenous Research and Education (UoA), exploring a finance module specifically for young Aboriginals and Torres Strait Islander people.</li> <li>Non-award cultural subjects from KBS MBA offered as single subject enrolments</li> </ul>	<ul style="list-style-type: none"> <li>Engage in regular benchmarking with other higher education providers</li> <li>Consultation with a diverse Industry Advisory Board when designing curriculum</li> <li>Conduct LMS inactivity audits by Week 3 followed by proactive contact and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Develop a comprehensive alumni program</li> <li>Introduce students to potential employers and coach them on interview techniques</li> </ul>
<i>Promote career planning</i> <ul style="list-style-type: none"> <li>Participate at trade fairs and career expos</li> <li>Webinars with Senior Lecturers related to various courses and MBA specialisations</li> <li>Tailored workshops between students and</li> <li>Develop the annual employer information event to help demystify careers for international students</li> </ul>	<i>Build vocation identity</i> <ul style="list-style-type: none"> <li>Cultivate deep relationships with CPA, CA ANZ, ACCA, IML and IAPA so that students can gain accreditation and membership</li> <li>Aim for an overall class average of 25 across the institution so that lecturers can more easily mentor students</li> </ul>	<i>Realise professional identity</i> <ul style="list-style-type: none"> <li>Participate in the City of Sydney's International Student Leadership and Ambassador Program</li> <li>Workshops run by industry professionals and esteemed associations</li> <li>Work with small businesses to promote local jobs placements and career opportunities</li> <li></li> </ul>	<i>Assure professional transitions</i> <ul style="list-style-type: none"> <li>Invite alumni to all career's events</li> <li>Hold graduation ceremonies every eight months rather than annually</li> <li>Embrace QILT's Graduate Outcomes Survey</li> <li>Hold regular alumni networking events</li> </ul>

Framework adapted from: JCU.edu.au, Access, Participation and Success Plan, 2018.

## Strategic Framework Diversity Initiatives and Status:

The Strategic Plan 2017-2022 and 2019 Workplan identifies the following specific initiatives responding to the diversity indicator demographic and provides an indication of status against each initiative:

● Not Yet Started    ● Ongoing    ● Completed

Student Journey	Pre-entry and Access		Alternative pathways		Successful participation		Positive outcome	
Diversity Indicators	Initiative	Status	Initiative	Status	Initiative	Status	Initiative	Status
People with disabilities	Identify our brand identity as a “supportive and nurturing learning environment” that is responsive to the specific needs of each student with disabilities	●	Accredit all courses for the possibility of online deliver in the future	●	Serving all Students staff training	● ●	Supplementary assessments for students who fail their final trimester	●
			Special entry granted by the Academic Dean following individualised educational assessment	●	The Academic Success Centre	●	Implement Academic Success Agreements for students at risk of non-completion	●
			Individual Educational Assessment Plan	●	Safety, wellness and mental health program	●	Accessibility of senior academics for mentoring and support	●
					Respond to cohort-based performance reports	●		
					Option to apply for reasonable adjustment	●		

Student Journey	Pre-entry and Access		Alternative pathways		Successful participation		Positive outcome	
Diversity Indicators	Initiative	Status	Initiative	Status	Initiative	Status	Initiative	Status
Australian Aboriginal and Torres Strait Islanders	Non-award AQF4 or 5 level courses to low socio/rural high school partnership	●	Accredit all courses for the possibility of online deliver in the future	●	Safety, wellness and mental health program	●	Supplementary intervention and assessments for students who fail their final trimester	●
			Special entry granted by the Academic Dean based on principles of access and equity	●	Respond to cohort-based performance reports	●	Implement Academic Success Agreements for students at risk of non-completion	●
			Non-award cultural subjects from KBS MBA offered as single subject enrolments	●	Option to apply for reasonable adjustment	●	Accessibility of senior academics for mentoring and support	●
People from rural areas	Non-award AQF4 or 5 level courses to low socio/rural high school partnership	●	Accredit all courses for the possibility of online deliver in the future	●	Safety, wellness and mental health program	●		
			Special entry granted by the Academic Dean	●	Providing a culturally safe place to study	●		
					Support students who may feel isolated	●		
					Literacy and numeracy support where necessary	●		

Student Journey	Pre-entry and Access		Alternative pathways		Successful participation		Positive outcome	
Diversity Indicators	Initiative	Status	Initiative	Status	Initiative	Status	Initiative	Status
People from non-English speaking background	Identify our brand identity as a “supportive and nurturing learning environment	●			Safety, wellness and mental health program	●	Supplementary intervention and assessments for students who fail their final trimester	●
					Respond to cohort-based performance reports	●	Implement Academic Success Agreements for students at risk of non-completion	●
					Option to apply for reasonable adjustment	●	Accessibility of senior academics for mentoring and support	●
					China-specific student engagement strategy	●		
Female students	Non-award AQF4 or 5 level courses to low socio/rural high school partnership	●	Accredit all other courses for the possibility of online deliver in the future	●	Safety, wellness and mental health program	●	Supplementary assessments for students who fail their final trimester	●
			Special entry granted by the Academic Dean	●	Respond to cohort-based performance reports	●	Implement Academic Success Agreements for students at risk of non-completion	●
			Non-award cultural subjects from KBS MBA offered as single subject enrolments	●	Review curriculum to ensure it is not male-centric or overly American-centric	●	Accessibility of senior academics for mentoring and support	●
			Launch of a Women in Leadership specialisation in the MBA	●	Networking and work opportunities for our female students with partnerships with Inspiring Rare Birds and Business Chicks Australia	●		

## 2020 Focus: Improving our Diversity

To improve the diversity of KBS student representation, several specific initiatives will be driven throughout 2020:

### 1. Aboriginal and Torres Strait Islander people:

	Immediate action: <i>Utilise our current strengths</i>	Short term strategy: <i>Enliven our mission "Building futures, one success story at a time"</i>	Long term strategy: <i>Enliven our promise "To improve ourselves and the industry"</i>
<b>Initiatives:</b>	<ul style="list-style-type: none"> <li>• Participation and contribution to South Australia Statewide Super Reconciliation Action Plan</li> <li>• Participate as the Education provider for the Australia Statewide Super coalition initiative</li> <li>• Non-award AQF4 or 5 level courses to low socio/rural high school partnership</li> <li>• Overtly acknowledge country and presence of elders</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to the sponsorship of students through the Karnkanthi Indigenous Education Program</li> <li>• Establish a Kaplan Staff Aboriginal And Torres Strait Island people working group to identify strategies for recruitment, support and success of Aboriginal and Torres Strait Islander students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a Kaplan Reconciliation Strategy</li> </ul>
<b>Timeframe:</b>	December 2019	Mid 2020	By December of 2022

## 2. International Student Diversity Project:

KBS has identified factors contributing to recent changes in our various student cohorts.

We have proposed a range of enhancements to our current Student Recruitment activities to maintain and build optimal levels of diversity in those student cohorts. KBS is less reliant on one or two key markets than other higher education providers and enrolls students from a very diverse range of countries, with 80 nationalities currently enrolled. The largest nationality cohort, which is from India, accounted for 22% of international enrolments in 2018.

Diversity contributes to the student experience and quality outcomes and hence supports the growth goals and targets of the *Kaplan Business School Strategic Plan 2017-2022* the targets of 1,666 new student commencements in 2019 and 3,000 EFTSL by 2022. Importantly, these enhancements also support the management of sustainable growth beyond that.

Student support is provided throughout the program from academic, cultural and language perspectives

## Version Control and accountable officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure updates to this plan.

<b>Policy Category</b>		Academic		
<b>Responsible Officer</b>		Vice President, Academic		
<b>Implementation Officer(s)</b>		Academic Dean and General Manager, Student Experience		
<b>Review Date</b>		December 2020		
<b>Endorsed by</b>			<b>Approved by</b>	
Academic Board			Corporate Board	
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
1.1	Quality, Regulations and Standards Tea, KBS Academic Dean and General Manager Student Experience	New document	17.09.2019	23.09.2019