

Acknowledgement of Country

We would like to acknowledge the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and Ngunnawal people (Australian Defence Force Academy in Canberra) who are the traditional custodians of the lands where each campus of UNSW is located.



Contents

Educationa Disations

Cluey Learning Cluey Learning Online

...sing
...nal
...ded
...or
...to
...ther
...ons.
...all the
...at
...le,
...as
...reach
...s that
...ork



We were awarded competitive grants from the NSW Department of Education for the NSW Equity Consortium Imagined Futures program and from the National Centre for Student Equity in Higher Education for our research, "

", which was done in collaboration with Western Sydney University, University of Technology Sydney and Macquarie University.

We launched our renewed educational outreach program in full to support students in Years 11 and 12 who attended our Gateway partner schools during a period of unprecedented disruption. Our offering was delivered online and outside of school hours and was structured in a way to ensure that it was accessible to as many students as possible.

Our program and resources extended beyond their live delivery and were part of a sequenced bank of assets, including educational videos, web apps and written materials, to support students in their academic attainment and preparation for the HSC. We offered extensive tutoring packages delivered by our partners at Cluey Learning to 200 students, and individualised feedback to 171 participating students on their practice examinations as part of the HSC preparation program delivered in partnership with InspirationED. We also worked closely with the faculties to develop experiential workshops designed to increase student awareness of and excitement for UNSW's academic and community offerings.


We were not only focused on providing a range of academic support, but also on providing a range of community support, including

A university-wide commitment

Under UNSW's 2025 Strategy, the University is committed to shaping and progressing a just society by fostering equity, diversity and inclusion. This commitment strongly focuses on ensuring students from underrepresented backgrounds have equitable access to higher education.

The theory of change has three components:

The map:
students build



"When I read about the Program's benefits, I was genuinely excited."

Zafira

Western Sydney, NSW

Bachelor of International Studies/Law

The Gateway Winter Program helped Zafira overcome the isolating challenges of the pandemic, and paved the way to a double degree in International Studies and Law at UNSW.

Zafira discovered the Gateway Admission Pathway and Program through her own online research. But attending Mary MacKillop Catholic College at Wakeley in Sydney's Southwest, meant she was eligible to take part, as it is one of UNSW's 400 Gateway Partner schools.

Zafira says participating in the Winter Program online in 2020 helped her significantly during the stress of preparing for and completing her HSC through the pandemic.

"When I read about the Program's benefits, I was genuinely excited," Zafira explains.

"I've always been a diligent student," Zafira explains. "True story: I began writing in high school with an AA size battery attached to my

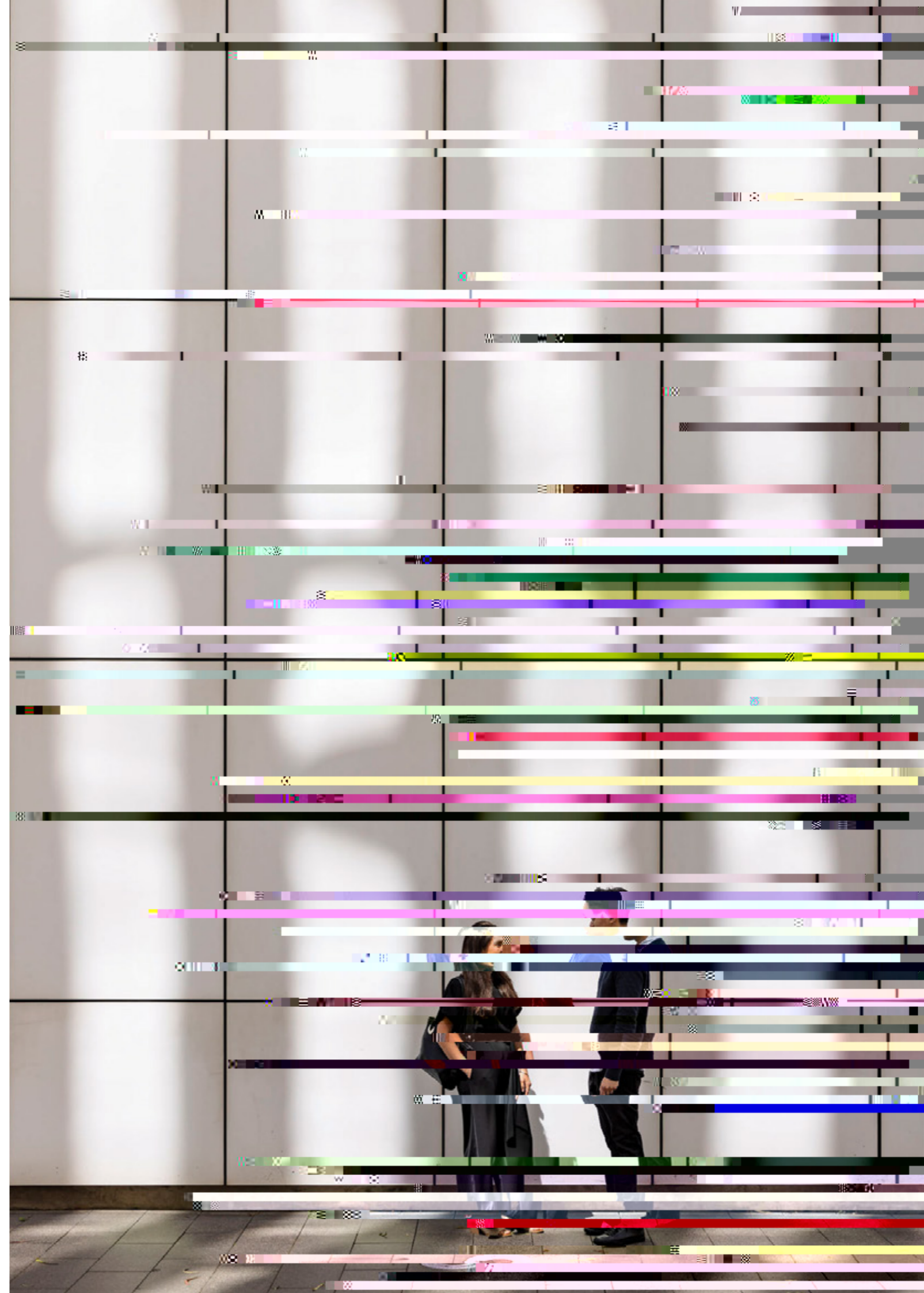
UNSW delivers the Year 9 component of the NSW Equity Consortium Imagined Futures program to select schools. The research-informed equity and literacy outreach program is curriculum linked and designed in partnership with teachers to encourage students to conceptualise their futures and positively impact their learning trajectory.



Record number of scholarships

In 2022, we awarded 1,316 scholarships with a total value of \$4,063,500 to students who came through the Gateway Admission Pathway, Gateway schools and NGOs.

Award type	Award value	Number of awards 2021	Amount Spent 2021	Number of awards 2022	Amount Spent 2022
	\$1,000	N/A	N/A	727	\$727,000
	\$5,000	N/A	N/A	437	\$2,185,000
	\$5,000	N/A	N/A	10	\$50,000
	\$5,000	10	\$50,000	4	\$20,000
	\$5,000 – \$10,000	2	\$15,000	4	\$31,500
	\$5,000 – \$25,000	150	\$902,637	73	\$640,000
	\$5,000 – \$12,000	52	\$276,292	61	\$410,000
Total		214	\$1,243,929	1,316	\$4,063,500





"Gateway recognised inequalities between areas and backgrounds, that we don't all have access to the same resources and help to grow and excel as a student. It levels the playing field and gives you a chance to get into UNSW."

Eamonn grew up in Nambucca Heads, attended Coffs Harbour Senior College and received a Gateway early conditional offer to study Software Engineering at UNSW. He was attracted to UNSW because of its culture

Gateway Admission Pathway and Program

Improving educational outcomes for students traditionally underrepresented in higher education

In 2020, the University introduced the Gateway Admission Pathway and Program (GAPP) as its primary strategy for widening access to higher education and UNSW.

The GAPP addresses the underrepresentation of students from low-SES backgrounds, and those who live in regional and remote areas. It targets students in Years 10, 11 and 12 who:

- attended one of our 370+ Gateway partner schools, or
- have a home address in the lowest 25% of socio-economic advantage based on SEIFA (Socio Economic Indexes for Areas) criteria.

The GAPP combines a unique set of learning experiences as part of the educational outreach program, with an early admission pathway to maximise students' post-school success and ensure equitable access to UNSW.

The GAPP consists of four parts:

Summer Program for Year 10

In an on-campus experience, students explore their strengths, passions and goals and develop their presentation skills in workshops run by Australia's National Institute of Dramatic Art (NIDA). Students can apply their presentation skills in any interview, public speaking or professional setting.

NB: In 2021, we were unable to deliver the Gateway Summer Program due to COVID-19 restrictions.

Spring Program for Year 11

Building on the experiences of the Gateway Summer Program, students enhance their academic capabilities through online workshops and learn key HSC curricula. They also access unique UNSW faculty experiences and receive support in preparing their Gateway Admission Pathway application.

Winter Program for Year 12

Students prepare online for their HSC exams through subject-specific workshops, practice exams and individualised feedback led by HSC teachers and markers. They are also supported to apply for a Gateway Admission Pathway early conditional offer.

Admission Pathway for Year 12

Students apply to UNSW through an alternative admission pathway that recognises more than their ATAR. Eligible students receive an early conditional offer to the degree of their choice which requires a significantly lower ATAR than the advertised Lowest Selection Rank.¹

¹ The Lowest Selection Rank is a piece of data that indicates the minimum selection rank required for entry into a specific course within a selection period. This rank takes into account not only the ATAR but all other published selection factors such as interviews, tests, auditions, and/or special consideration for access and equity schemes

How the Gateway Admission Pathway and Program supports students

Year 11



Program overview

In the lead up to the Gateway Spring Program, we ran an introductory workshop. This workshop was initially designed to run both in schools and digitally. However, it moved to an online-only format due to COVID-19-related limitations. The workshop prepared students for the Gateway Spring Program by guiding them through the Gateway Admission Pathway early conditional offer process, as well as showcasing UNSW faculties and degrees.

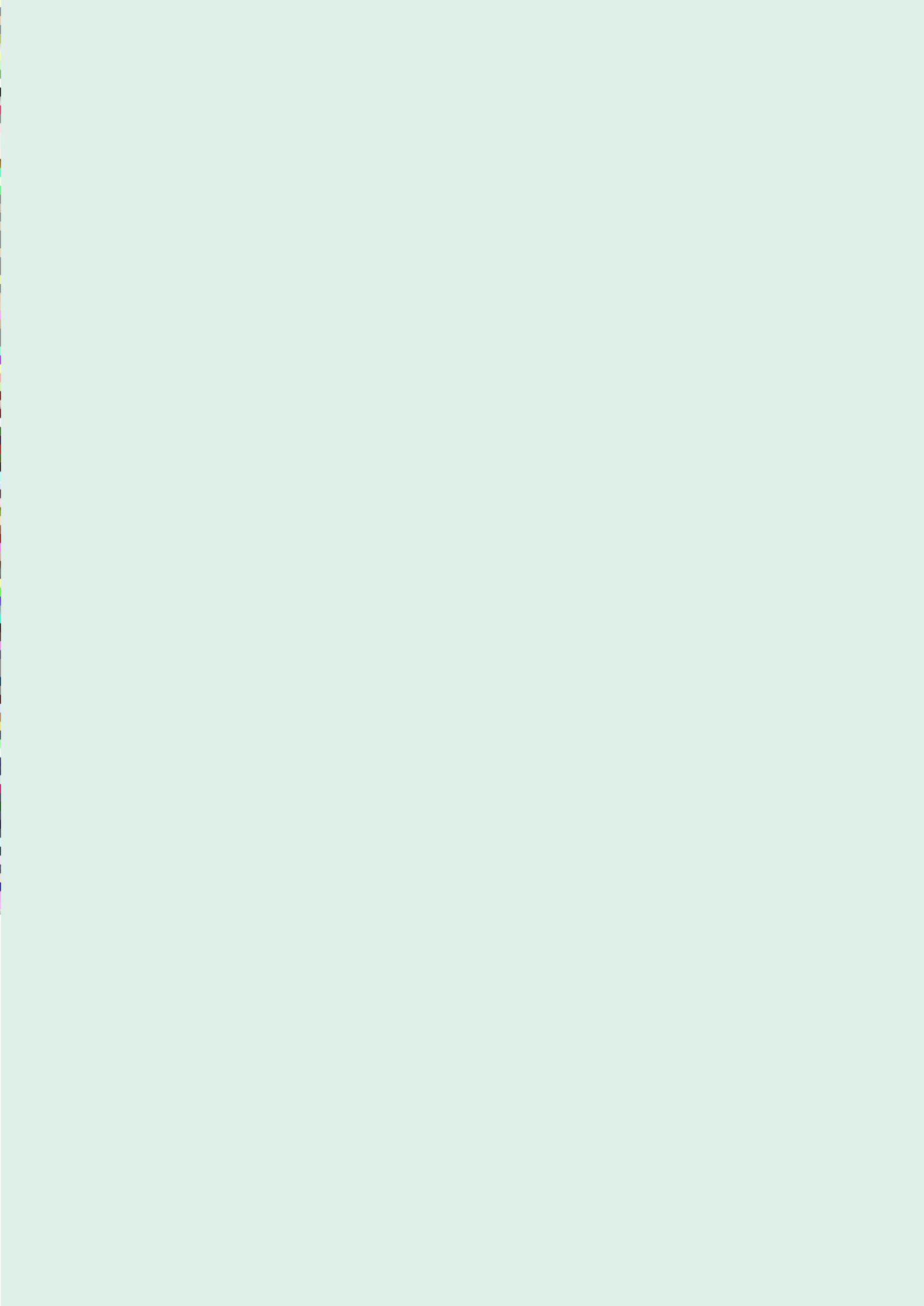
The 2021 Gateway Spring Program ran online over three weeks from 6 September – 23 September. It offered Year 11 students:

- support in planning and scaffolding a written personal statement for an early conditional offer through the 2023 Gateway Admission Pathway

- 14 interactive UNSW faculty experience workshops in Law, Business, Built Environment, Art and Design, Engineering, Material Science and Engineering, Physics, Chemistry/Biology, Optometry and Vision Science, Medicine, Public Health, Exercise Physiology, Education and Arts (Social Science)
- six HSC subject masterclasses in english and maths
- two academic skills workshops in effective note-taking and critical thinking, and
- a Q&A session with current UNSW students to discuss their journey to university, what to expect as a university student and what university life is like.

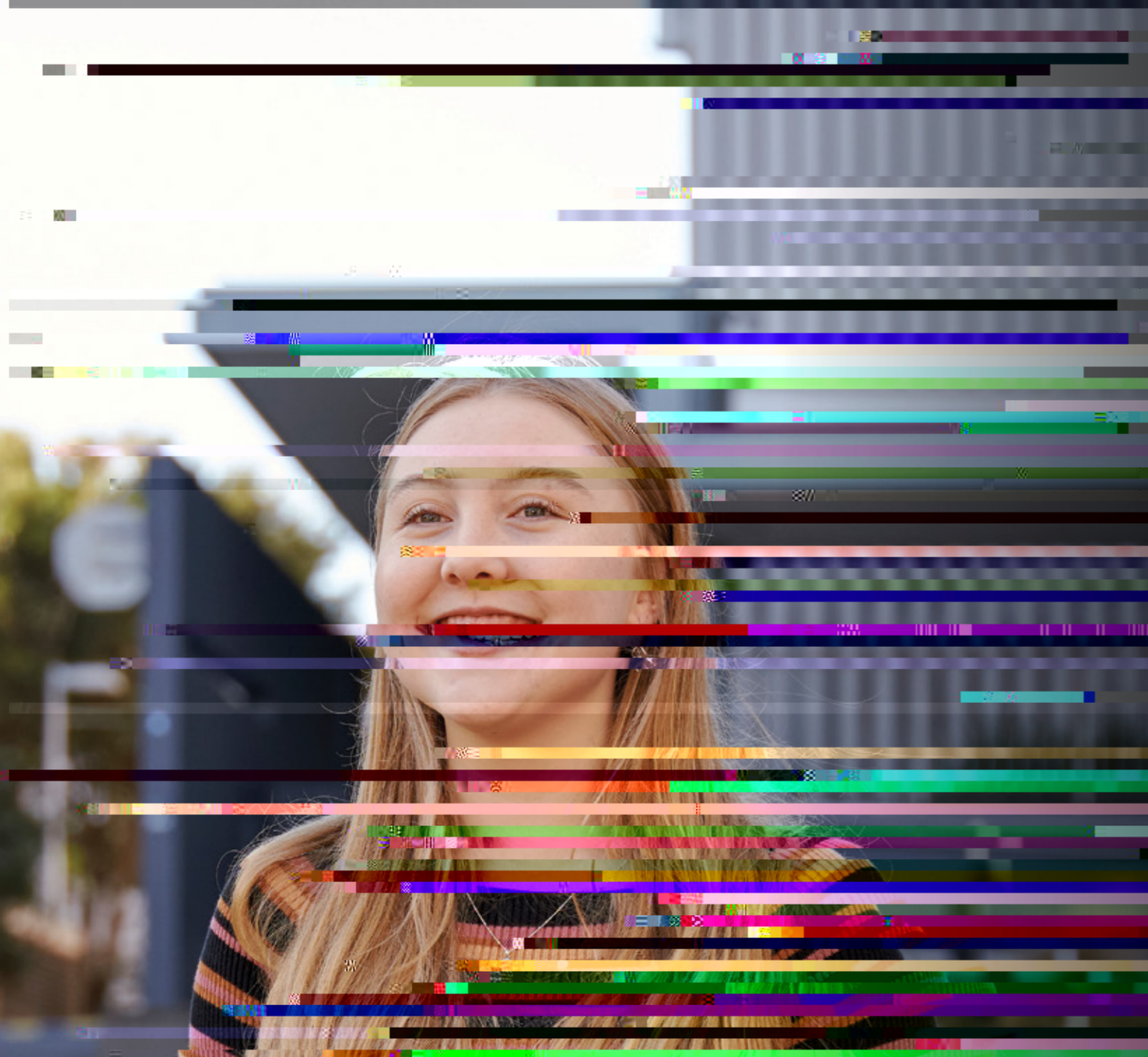
Through our educational partnerships with Cluey Learning and InspirationED, we provided 80 students with 10 free one-on-one tutoring sessions in HSC-specific subjects. All students also received three-months access to digital HSC resources via the HSC4ME app.

Student out- 60510051000s3533Gat7j1gh omnpf0 -Into 5 (B) -10500A005001f11s, a





Recent increases in UNSW's
low-SES access rate can be
attributed to the Gateway
Admission Pathway



Ebony was keen to pursue a tertiary education. UNSW's Gateway Admission Pathway helped her clarify what she would study, and provided her with the security of an early conditional offer, priority access to a scholarship to cushion the expense of relocating from a small town to Sydney, and the support of the Gateway Scholars program once she arrived on campus.

Ebony's parents encouraged her to pursue a tertiary education. But coming from the small town of Bonny Hills, near Port Macquarie, meant navigating a university system she had never even seen before, and making big choices. It also meant the expense of relocating to Sydney.

"I always planned on going to uni because I really enjoy learning," Ebony says. "But coming from Bonny Hills I hadn't really spent any time at a uni, so I wasn't sure where to go or what to do."

"Many people from my high school chose to stay

The NSW Equity Consortium

The NSW Equity Consortium is an alliance between UNSW, UTS, Macquarie University and six Greater Western Sydney high schools. Underpinning this alliance is a fundamental valuing of public education, socio-cultural diversity and student equity.

In 2020, the NSW Equity Consortium received funding from the NSW Department of Education 'Higher Education Collaboration and Innovation' fund. This was granted to progress a practice-led research study that sought to build student and school capacity for accessing tertiary education and improving post-school learning opportunities. In 2021, the NSW Equity Consortium delivered its first iteration of the program.

The Imagined Futures program

The NSW Equity Consortium collaborated with teachers to develop a unit of work, titled Imagined Futures, run in the English Key Learning Area for whole cohorts in Years 7, 8 and 9 at Consortium partner schools.

Each unit of work has a literacy focus which is based on the collective analysis of NAPLAN data from our partner schools. This data identified common key areas for improvement.

Each unit of work is co-delivered by teachers and university ambassadors and aims to develop students' valuing and understanding of the importance of; literacy; self-efficacy; metacognitive routines; and expand their thinking about post-school options.

Research and evaluation

We carry out a longitudinal mixed-methods research and evaluation inquiry that follows students participating in Imagined Futures over the first three years of their secondary schooling.

This inquiry centres around our theory of change and aims to build on current literature about the educational imaginaries of high school students. It also aims to provide a better understanding of the impact Imagined Futures has on students, teachers and university ambassadors.

Tracking against our theory of change, the Imagined Futures program supports students in developing an understanding of the following:



- Develop students' understanding of the value and purpose of education for opening a breadth of future possibilities
- Expand students' thinking about possibilities for future study and post-school options



2021 program implementation

COVID-19 meant The NSW Equity Consortium could not implement its full program for Years 7 and 8. As a result, we only collected evaluation data for the Year 9 unit of work, which was delivered by UNSW. This document reports on findings made solely on that data. For further information, see The NSW Equity



After completing the Gateway Winter Program in 2020, Ethan received an early conditional offer through the Gateway Admission Pathway to study Biomedical Engineering at UNSW in 2021.

Teacher Professional



Peter

Western Sydney, NSW

Bachelor of Economics/
Computer Science

Peter attended the Gateway Winter Program in 2020 and received an early conditional offer to study a unique combined degree, majoring in Economics and Computer Science and is now a Gateway Ambassador.

Peter attended Elizabeth MacCarthur High School in Western Sydney.

"I'd always wanted to go to uni, because my mum had been and really encouraged it," Peter says.

While searching online for uni courses that matched his diverse interests, he discovered that UNSW offered double degrees. He also found out about the Gateway Admission Pathway and Program, and says both these things gave UNSW the edge over other universities he'd been considering.

"I was set on doing a double degree to combine my interests in computer science and economics, and found out I could do that at UNSW. I also saw Gateway advertised online, and I asked my high school careers advisor about it."

Encouraged by his careers advisor, Peter decided to sign up, and completed the Gateway Winter Program online in 2020.

Peter says that while he gained a lot from the sessions on applying for an early conditional offer, study and academic skills, he also enjoyed being able to ask practical questions about the leap to uni.

"There was a session with ambassadors where you could ask questions, and I asked about commuting from Campbelltown to UNSW," Peter says. "They gave honest answers and offered

real solutions which was really helpful."

Peter says that applying for the Gateway early conditional offer was fortuitous.

"Just a few weeks out from the HSC exams, a serious medical situation arose within my family, which created enormous stress and meant I was preoccupied and couldn't study," Peter explains. "So it was a massive relief when I heard I'd received the Gateway early conditional offer."

Peter received an early conditional offer to study a B Economics / Computer Science, a degree he commenced in 2021.

"I was excited I could combine the two," Peter explains.

Once he had enrolled in his degree and was on campus, Peter also received support through the Gateway Scholars Program.

"At uni there is an expectation that everyone starts with the same knowledge level, but that isn't always the case," Peter says. "Gateway helped me with an early conditional offer, but also helped me when I got to uni, in getting up to standard."

UNSW | HSC | GATEWAY

Progress against Key Performance Indicators

Goal

Improve access to higher education and UNSW for students from



Krishna attended Pendle Hill High School in Western Sydney. With dreams to be a pilot, she completed the Gateway Spring and Winter Programs, achieving an early conditional offer to enrol in a Bachelor of Aviation at UNSW. She says the Gateway Admission Pathway offers a holistic and supportive

Acknowledgements

We would like to acknowledge and thank the following UNSW staff for their generous support of the Gateway Admission Pathway and Program. We would also like to thank the Student University Ambassadors who have been instrumental in the delivery and success of our educational outreach program.

UNSW Gateway Admission Pathway and Program Working Group

	Faculty/Division	Name	Role
Chair	Division of EDI	Mary Teague	Director, Access, Equity & Inclusion
Members	Medicine & Health	Anil Singh-Prakash	School Manager
	Division of EDI	Caitlyn McLoughlin	Learning Experiences Manager
	Academic & Student Life	Charlotte Long	Head of Student Success
	Academic & Student Life	Chris Lewis	Head of Future Student Recruitment
	Academic Skills, PVCESE Portfolio	Dominic Fitzsimmons	Convenor and Enabling Programs Co-ordinator
	Medicine & Health	Holly Seale	Associate Professor
	Law & Justice	Jeni Engel	Senior Lecturer
	Academic & Student Life, PVCESE Portfolio	Jessica Luquin	Lead, Student Engagement Team
	Division of EDI	Katie Osborne-Crowley	Manager, Strategic Initiatives
	Division of EDI	Katy Head	Deputy Director, Access Equity & Inclusion
	Engineering	Laura Duggan	Student Services Advisor
	Medicine & Health	Lisa Keay	Head of School
	Arts, Design & Architecture	Maree Higgins	Senior Lecturer

Medicine & Health	Marianne Colbert	Equity & Diversity Manager
Arts, Design & Architecture	Michael Garbutt	Senior Lecturer
Arts, Design & Architecture	Michael Stonham	Associate Lecturer
Student Life & Community	Michelle Sanders	Team Leader, Equitable Learning Services
Medicine & Health	Michelle Wanandy	Program Administrator, School of Optometry and Vision Science
Science	Mikaela Viray	EDI Project Officer
Arts, Design & Architecture	Morgan Sutton	Manager, Education Innovation
Academic & Student Life, PVCESE Portfolio	Natalie Nickson	Head Student Life
Engineering	Peter Neal	Senior Lecturer
Academic & Student Life	Quinton Veava	Future Students Co-ordinator, Nura Gili Operational Programs
Medicine & Health	Rachel Ward	Senior Lecturer
Student Services & Systems	Raey Jasinski	Manager, Admissions & Scholarships Enablement
UNSW Business School	Rebecca Harcourt	Program Manager Indigenous Business Education
DVC Academic & Student Life	Rebecca Lawrence	Head of Admissions & Scholarships
Science	Rebecca LeBard	Senior Lecturer
UNSW Business School	Seda Cokcetin	EDI Officer
Medicine & Health	Sieu Khuu	Associate Professor, School of Optometry
Arts, Design & Architecture	Tierney Marey	Manager, Student Experience
Engineering	Toan Phung	Associate Professor
Arts, Design & Architecture	Tracy Huang	Associate Lecturer

References

Andrews, L. (1999). Does HECS deter? Factors affecting university participation by low SES groups (No. 99F Occasional Paper Series). Canberra: Higher Education Division, Department of Education, Training and Youth Affairs.

Harrison, N., & Waller, R. (2018). Challenging discourses of aspiration: The role of expectations and attainment in access to higher education. *British Educational Research Journal*, 44(5), 914-938.

Harvey-Beavis, A., & Robinson, L. (2000). Views and influences: Tertiary education, secondary students and their advisers. Canberra: Commonwealth Department of Education, Training and Youth Affairs.

Lamb, S., Huo, S., Walstab, A., Wade, A., Maire, Q., Doecke, E., & Endekov, Z. (2020). Educational opportunity in Australia 2020: Who succeeds and who misses out.

MacFarlane, K. (2018). Higher education learner identity for successful student transitions. *Higher Education Research & Development*, 37(6), 1201-1215.

Mandinach, E. B., & Gummer, E. S. (2013). A systemic view of implementing data literacy in educator preparation. *Educational Researcher*, 42(1), 30-37. doi:10.3102/0013189x12459803

Reed, D. K. (2015). Middle Level Teachers'



