UNSW SYDNEY

2022 Impact Statement

Student Outreach and Access

Access, Equity & Inclusion



Division of Equity Diversity & Inclusion UNSW Sydney



Acknowledgment of Country

UNSW is located on the unceded territory of the Bedegal (Kensington campus), Gadigal (City and Paddington Campuses) and Ngunnawal peoples (UNSW Canberra) who are the Traditional Owners of the lands where each campus of UNSW is situated.


School

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Who we work with

To fulfil our objectives, we work with the following groups:

Education Providers

- 370+ NSW secondary schools (also known as Gateway partner schools)
- Universities
- NSW Department of Education

Students

Students historically underrepresented in higher education. Specifically, students from low-SES backgrounds or who attend a Gateway partner school.

Educational Organisations

Cluey Learning
clueylearning.com.au

InspirationED
inspired.edu.au

National Institute of Dramatic Art (NIDA)
nida.edu.au

Non-Government Organisations

Country Education Foundation
cef.org.au

Harding Miller Education Foundation
Hardingmillereducationfoundation.com.au

Public Education Foundation
Publiceducationfoundation.org.au

The Smith Family
Thesmithfamily.com.au

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.

A priority of Access, Equity & Inclusion is to give effect to the University's commitment by increasing access and improving opportunities and educational outcomes for groups historically underrepresented at university.



Our strategy

Acknowledge socio-educational disadvantage

We partner with schools that are identified as having lower levels of educational advantage to reach students from backgrounds historically underrepresented in higher education. In doing so, we reach additional equity cohorts that are also underrepresented in the UNSW community, including students from regional and remote, Indigenous, and Culturally and Linguistically Diverse Migrant and Refugee (CALDMR) backgrounds.

Enhance educational outcomes and reduce barriers to entry

We shift away from aspiration-raising and enhance student educational outcomes through curriculum-linked academic enrichment programs and provide targeted admission pathways for equitable access and expanded program choice.

Co-design educational enrichment programs

We enlist the expertise of internal and external education providers to develop programs that take a strengths-based approach so students can build upon their existing skills and passions to increase their preparedness for and success at university.

Role model success through students as partners

We employ UNSW Student Ambassadors from underrepresented backgrounds to co-design and deliver our programs to encourage an enhanced sense of belonging in higher education, serve as powerful role models, and extend effective support in the pre-access and access phase of the student lifecycle.

Form collaborative partnerships

We collaborate with schools, other universities, government and industry partners to ensure innovative, sustainable, evidence-informed, and evaluated approaches to widening participation.

Grow careers-based knowledge and industry networks

We embed value-affirmation initiatives linked to future degrees and careers and collaborate with UNSW faculties to create interactive experiences that showcase various disciplines of study and expansive career options. We also draw on our links with workplace and industry partners to provide access to real work experience and early career networks.

Build a philanthropic base

We form purposeful philanthropic partnerships to generate a suite of ongoing equity and accommodation scholarships.

Drive best-practice approaches to support equity groups across the student life cycle

We play a leading role in advocating for structural change and the removal of access barriers to UNSW. We advise and contribute to the development of resources that support students' early transition and first-year experiences, create training modules to inform staff on best-practice approaches for engaging and supporting equity cohorts, coordinate reviews of the current state and provide recommendations for new and improved student support services.

Lead a strategic university-wide approach to addressing student equity

We undertake strategic advocacy by contributing to relevant UNSW and Go8 submissions, advise on government funding for aligned programs of work, provide institutional responses on equity cohorts for policy reform at a national level, and act as a central point of contact on student equity for the University.

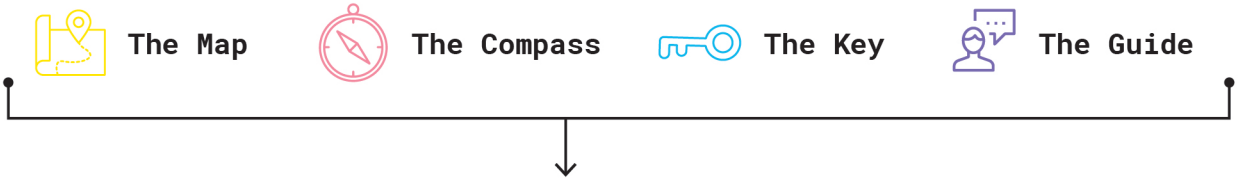
A clear conceptual framework for impact

Our work is underpinned by a theory of change that guides how we evaluate our social impact and continuously improve programming and meet outcomes. It has four evidence-based mechanisms (the map, compass, key and guide) that detail how we intend to build student capacity and reduce barriers to entry. The intended outcomes of our programs can be found in the Program Logic on our website.

The Map	Improve students' understanding of university to aid informed decision-making about post-school options
The Compass	Enhance students' learner identity and confidence to successfully navigate their educational journey
The Key	Enhance students' academic attainment and reducing barriers to entry for expanded post-school study options
The Guide	Provide students with trusted information from current university students from equity backgrounds

UNSW Widening Participation: Theory of Change

Nested theories of change



External influences

- Parents/ family/carers
- Friends
- Other universities
- School/ teachers
- Government policy

Direct benefit (impact)

Students from underrepresented backgrounds have increased access to higher education and are set up to succeed

Behaviour

Students apply increased confidence and capacity at school and in the HSC, make informed decisions about their education future, apply through GAP and successfully transition to university

Capacity

Students develop understanding of future possibilities (The Map), how to navigate their education journey and transition to university (The Compass) and how to increase academic attainment (The Key)

Reach

Students register, enrol and engage in program sessions and opportunities

Outreach program delivery

Direct benefit assumptions

- Knowledge and practices are supported by family/carers and friends
- Additional support is provided in the school environment

Behaviour change assumptions

- Students are on an ATAR pathway and University is a viable path for them
- UNSW is the right option for students
- Students engage in subsequent multiple engagements across programs

Capacity change assumptions

- Students engage and participate in face-to-face and online sessions
- Facilitators communicate clearly and effectively
- Students perceive facilitators as a relatable, trusted source of information

Reach assumptions

- Wide delivery of school outreach
- Students can access and successfully navigate the online learning environment


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2022 in review

In 2022 we successfully delivered on our strategy of enhancing educational outcomes and access for students from underrepresented backgrounds. We collaborated with our partners to achieve progress in a range of new and ongoing initiatives. Highlights included:



Mary Teague
Director, Access, Equity & Inclusion
UNSW Sydney

Launched the first EDI Strategy and new Disability Inclusion Action Plan

In 2022 the Division of Equity Diversity & Inclusion launched its first Strategy document. We also issued a revised Disability Inclusion Action Plan and compiled a Widening Participation Theory of Change. Later in the year, UNSW's commitment to a new, ambitious target – the Gateway Equity target – saw us consult extensively across the University to develop a strategic outline that ensures mechanisms are embedded in UNSW's core business to support the success of our increasingly diverse undergraduate population.

Start@Uni grant

We were awarded a second competitive grant of $350,000 through the Collaboration and Innovation Fund from the NSW Department of Education for the Start@Uni project. Developed in partnership with University of Sydney and University of Newcastle, the program is designed to support first-year regional and culturally and linguistically diverse students entering university. It bridges the academic skills gap by providing student-facing digital resources and a resource for teachers of first-year university students.

Gateway Summer Program pilot

2022 saw us pilot the Year 10 Gateway Summer Program with students attending from eight high schools across Western Sydney. Through this we launched our new web-based app ***InsideOut*** to explore how their values align with UNSW degrees and careers.

Gateway Winter Program on-campus day and Regional Residential Program

In 2022 we also led the first large-scale on-campus event for the Year 12 Gateway Winter Program. We partnered with all UNSW Faculties and Schools and University Ambassadors to engage with over 550 students. As part of this we also delivered our first residential program for Year 11 for 39 students from regional NSW, giving them insights into life on campus as a UNSW student.

Gateway Admission Pathway growth and funding

We sustained our 2021 levels of growth in the Gateway Admission Pathway, with 712 students enrolling through in 2023. Over 80% of these students participated in both the Year 11 Gateway Spring and Year 12 Gateway Winter Program, demonstrating its continued success.

We advocated for increased operational funding from UNSW to support increased numbers of awards and grants, resulting in an additional $2.5 million being allocated to the 2023 Gateway Admission Pathway intake of students.

Silver QS-Wharton Reimagine Education Award

The Gateway Admission Pathway and Program was proud to receive a silver award in the QS-Wharton Reimagine Education Awards for Oceania.

Featured at EPHEA Conference

We had four different initiatives featured at the 2022 Equity Practitioners in Higher Education Australasia (EPHEA) Conference, with presentations on:

- new ways to incorporate student lived experience into a Students as Partners model
- challenging siloed approaches to widening participation
- personal value affirmation interventions as an innovative means to aligning student values with relevant university and career pathways
- fostering culturally inclusive university environments by recognising conflicts around timetables and important religious holidays through the implementation of a culturally inclusive calendar.

Established the UNSW Students as Partners Consultative Group (SCON) and refined Students as Partners

We established the UNSW Students as Partners Consultative Group (SCON), composed of undergraduate and postgraduate students who represent UNSW's diverse student body and consult on a wide range of student-facing University campaigns, projects, processes and policies to ensure they are relatable and relevant. We also refined the recruitment process and implemented a leadership capacity matrix for our Students as Partners Program and prioritised the employment of students from low-SES backgrounds and Gateway schools.

Created UNSW's first Culturally Inclusive Calendar

We developed the University's first Culturally Inclusive Calendar to encourage and foster inclusion and awareness throughout UNSW in the planning of events, exams and assessments in the academic year.

New Cross-Faculty and Division EDI Group

We established the Cross-Faculty and Division EDI Group to leverage expertise and experience to affect more impactful and permanent change across the University on EDI-focused programs and initiatives.

Our commitment to equity and our programs is ongoing and we strive to build on their cumulative impact. You'll find the facts and figures underpinning the successes of our key programs in the remainder of this Impact Statement.



"I felt secure going into my HSC exams in 2021 with an early conditional offer from UNSW".

Angela Le

Prairiewood High School
Bachelor of Commerce (Co-op)

Student Story

I'm the first in my family to go to uni so initially I didn't know much about it. My parents migrated from Vietnam before I was born and they always encouraged me to maximise my potential.

I attended Prairiewood High School in South Western Sydney. It's a low-SES area, which creates disadvantages that mean gaining entry into uni may be harder. My cohort was quite diverse and I was part of the selective stream. We were all ambitious, keen and willing to find opportunities.

Part way through high school a teacher recommended I apply for financial support through the Harding Miller Educational Foundation (HMEF). It was really beneficial and helped cover tuition and a laptop. I originally thought about pursuing a health-related career but through HMEF enrichment programs and uni open days I discovered business.

In Year 10 I was studying accelerated maths and a teacher thought I'd be a good fit for the three-day Girls in Business camp at UNSW. We had the chance to listen to key speakers, visit different companies, and learn about careers and degrees. That was my first insight into the real world and it opened my eyes to what was out there. It completely changed my future vision of myself and where I saw myself.

The UNSW Gateway Program also had a strong presence at my school. It stood out from other university equity programs, and made UNSW my first pick.

My friends and I were all quite keen to launch ourselves and take advantage of these programs, so I applied to the Spring Program in Year 11.

After the Spring Program I applied and received an early conditional offer for a double degree in Commerce and Economics. Having an Early Conditional Offer meant I had a safety net that offered certainty and progression.

In Year 12 I did the Winter Program online. It gave me a chance to learn about degrees and hear from students and alumni so I had a better picture of what UNSW was like. Having subject sessions specifically tailored to the HSC was also really beneficial. Doing the Winter Program meant I could see myself at UNSW.

Gateway invested a lot into our development to set us up and prepare us for uni, but it didn't stop once I got there, which was amazing. Through Gateway, I received a $5000 scholarship, split across the academic year, which really helped. Every couple of weeks someone would call and check up to find out how I was going. They invested in us in so many different ways, which showed me how they cared about us as students.

Having only been shortlisted in Year 12, I was excited to be accepted to the Commerce Co-op Program part way through my first year. It is a career development scholarship, and offers leadership and professional development opportunities, networking, mentoring and financial support. The big thing is that you get to do hands-on work experience alongside your studies.

I'm now in my second year and I am currently undertaking work experience at Coca Cola as part of the Co-op Program. My major is Accounting and Business Management but I'm considering Finance as a second major.

The UNSW culture is amazing. I always feel there is something going on that you can participate in and meet new friends and get involved.

I became a Gateway Ambassador because I wanted to give back. Gateway was a big part of my senior high school years - the Spring and Winter Programs helped me build a better picture of what I might be doing after high school. It supported me to create a vision of who I may become, and made uni seem less daunting.

Overarching impact of our initiatives

2022: Pre-Access

A record number of student engagements

We had 4,329 student engagements in our Year 10 – 12 educational outreach programs in 2022, an increase of 6% from the previous year.

2022 Educational Outreach

- Year 10 Gateway Summer Program
- Year 11 Gateway Spring Program
- Year 12 Gateway Winter Program
- Year 12 Regional Residential Program
- NSW Central West and North Coast Regional Roadshow

Extensive program reach across NSW

Our educational outreach programs reach students from a wide range of areas across NSW, including students from low-SES areas, 370 Gateway partner schools and NGO partners.

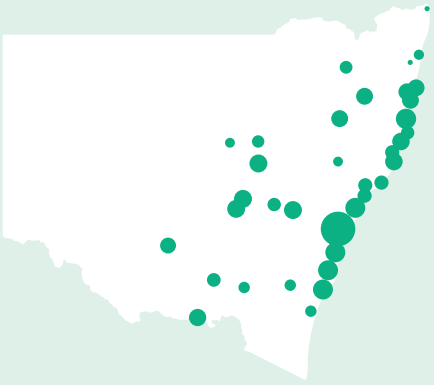


Figure 1. Student engagements in Years 9 – 12 educational outreach programs across NSW

2023: Access

Increasing contribution to the Gateway Equity target

The Gateway Admission Pathway is increasingly contributing to UNSW's Gateway Equity target of 25% commencing domestic undergraduate students by 2027.

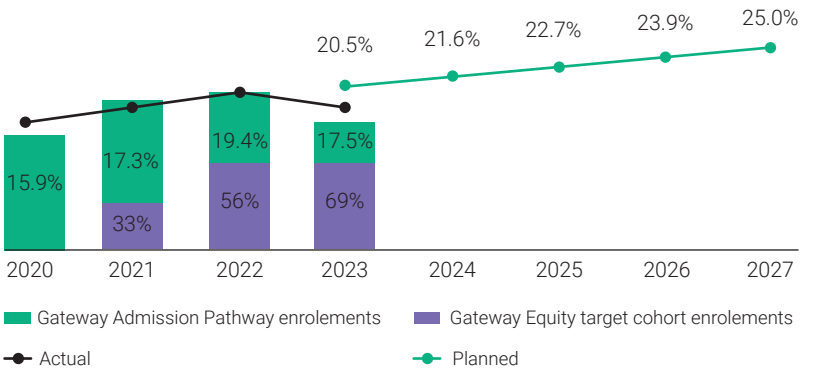


Figure 2. Gateway Equity target progress and Gateway Admission Pathway enrolment contributions

UNSW is maintaining its place as the preferred university among students from low-SES backgrounds

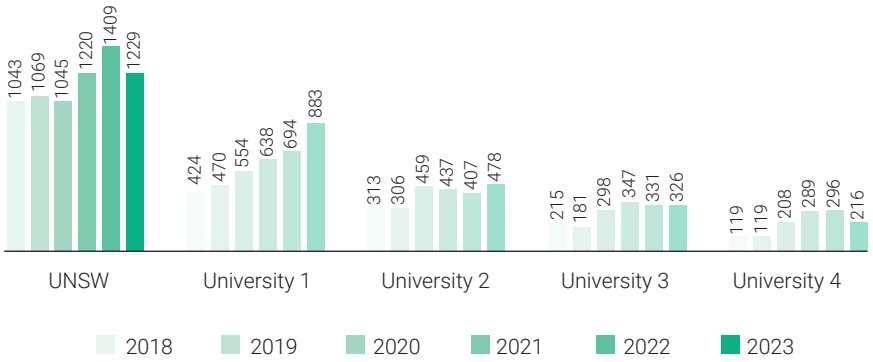


Figure 3. First preference institution for students from low SES backgrounds compared with four main competing Sydney universities.

Increasing range of undergraduate programs selected by GAP students

Students admitted to UNSW through the Gateway Admission Pathway have enrolled in 63% of UNSW programs.

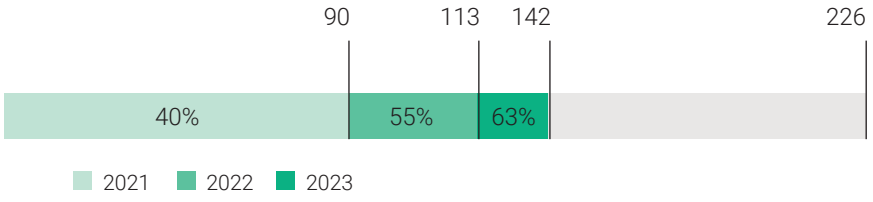


Figure 4. Number of UNSW undergraduate programs* with students enrolled through the Gateway Admission Pathway.

*Programs at UNSW that have more than five active students

Increasing representation of Gateway schools at UNSW

The Gateway Admission Pathway is increasing the representation of Gateway schools at UNSW with students from 181 of the 370 Gateway schools enrolled.

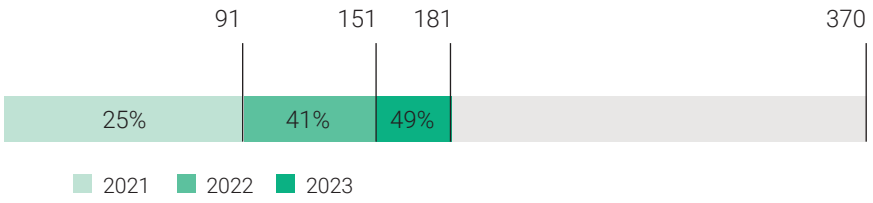


Figure 5. Proportion of 370 Gateway schools represented at UNSW by students enrolling through the Gateway Admission Pathway.

Caveat: T1 2023, pre-census data



"The Gateway Admission Pathway lowered the ATAR I needed to get into Law and recognised what I was doing outside the classroom through my written personal statement."

Saoirse Chu

Kingscliff High School

Bachelor of Arts/Law

Student Story

I grew up on the border of Queensland and New South Wales and went to Kingscliff High School. As the youngest in a family of five children, I was lucky to have my siblings as role models.

Over the years all my brothers and sisters had left home and dispersed to different universities to study health-related courses. I knew uni would also be a stepping stone for me when I finished high school in 2021, but I was more creative and very passionate about the environment and climate change.

My school was right next to a TAFE campus, so a lot of the career choices were naturally TAFE-related. Being from a quiet regional town meant the closest uni was a small one over the border in Queensland, so we didn't have a lot of exposure to universities.

I always wanted to go to the city and had my heart set on Sydney, whatever it took.

I thought I wanted to study law, but I was also passionate about the arts and humanities. The UNSW Bachelor of Arts/Law degree was top of my list. I was particularly excited about the environmental humanities major, which is unique in arts at UNSW. The degree combined everything I was good at, and passionate about. That was very important to me and the main reason I chose UNSW.

I was set on going to the city but I was also worried, because I knew I wouldn't get the very high marks required for any of the law degrees at universities in Sydney. My backup plan was to transfer into that degree later on, but I really wanted to get the first step in. So I looked up early entry schemes.

I found the UNSW Gateway Admission Pathway online, and realised that my high school was a Gateway partner school, which allowed me to apply. I was late to the party, so I didn't do the Spring or Winter Program.

The Gateway Admission Pathway lowered the ATAR I needed to get into Law and recognised what I was doing outside the classroom through my written personal statement. In Year 11 and 12 I had put a lot of energy into extracurriculars related to my environmental passions - and UNSW recognised this.

I used the Nail It app to write my personal statement and got my sister to check it.

When I found out I'd got an early conditional offer at UNSW for the BArts/Law I was really happy. It meant there was a chance I could go to uni in Sydney and do what I wanted to do. But I still needed an ATAR of 85, and I didn't know if it was achievable. In the end I got in.

I received $1000 to support my transition to UNSW which was helpful. My arts major is in Environmental Humanities, with a minor in Creative Writing. I'm now in my second year, and I recently received an email saying I had $500 to spend on textbooks at the bookshop and the opportunity to do a paid work experience with one of the law firms, because I was a Gateway student, which was amazing. I thought that Gateway was only there to help me get into uni, but they are still supporting me throughout my studies.

I'm living on campus in college, and that has been really great for making friends. I'm also working two jobs, waitressing at the Lounge at UNSW and as a Gateway Ambassador.

I chose to become an Ambassador because I wanted to help other ambitious students find a path to uni. I'm so lucky to have had my siblings to guide me. I'd love to go back and tell students at my old school about UNSW, because I had to find that info myself. I want to help UNSW broaden the scope of who they reach, because so many more people deserve it.

Gateway exists to recognise you and support you. UNSW is a very exciting, safe and supportive environment. It's a great opportunity and if you're eligible you deserve to take it.

Student journey



Year
9

Imagined Futures

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.



Year
10

Gateway Summer Program

Students identify their career goals, write persuasive personal pitches and develop and practise dramatic techniques to present and communicate with influence. They also have an opportunity to practise their enhanced skills live, as part of an industry mentor networking experience.



Year
11

Gateway Spring Program

Students build upon the experiences of Gateway Summer, access unique UNSW faculty experiences, learn key HSC curriculum content in preparation for Year 12, and hear from current UNSW students about what university life is really like.

Year
12

Gateway Winter Program

Students prepare for their HSC exams by participating in subject-specific workshops, completing online practice exams and receiving individualised feedback from HSC teachers and markers. They also explore a wide range of UNSW degree options and are supported to apply for an early conditional offer through the Gateway Admission Pathway.

Access to Uni

Gateway Admission Pathway

Year 12 students apply for an early conditional offer through the Gateway Admission Pathway. If they are successful, they will receive an ATAR entry requirement for their chosen degree, which is significantly lower than the Lowest Selection Rank.

Support at Uni

Scholarships and awards, Start@UNSW Program, peer and academic support

Students who come to UNSW through the Gateway Admission Pathway are prioritised for UNSW Equity and Accommodation Scholarships and access to the Start@UNSW Program to support their transition to university. They also have access to free bridging courses, peer mentoring and additional academic support for some subjects.



NSW Equity Consortium

Year 9 Imagined Futures Program

Program overview

The NSW Equity Consortium is a partnership led by UNSW with UTS, Macquarie University and five Sydney metro high schools for whole cohorts in Years 7, 8 and 9. Through collaboration with teachers, researchers and universities, the NSW Equity Consortium has co-designed a curriculum-linked educational outreach program, ***Imagined Futures***.

Imagined Futures innovatively explores ways to foster students' development of reflexive practice and metacognitive strategies to navigate perceptions of themselves as learners for their future study. It also supports teachers and schools to identify and pilot a range of different approaches to teaching and learning and includes a professional learning component for teachers as co-researchers and content co-creators.

The program contains three units of work in the English Key Learning Area that are overseen by partner universities. For each unit of work, students engage in:

- a pre-program test two weeks before the commencement of the unit
- five in-school English lessons delivered by classroom teachers
- five in-school English lessons delivered by University Ambassadors
- a university on-campus event
- a post-program test.

University	Year group	Unit of work	Delivery time
Macquarie	7	Evaluating the author's perspective in an information text	Term 3
UTS	8	Analysing how a character is portrayed in a narrative	Term 2
UNSW	9	Evaluating how information is used in a persuasive text	Term 1

Figure 1. The unit of work overseen by each university, coinciding year groups and delivery time.

2022 delivery

Imagined Futures Program

UNSW delivered the second iteration of the Imagined Futures program to Year 9 students in five metro Sydney high schools: Bass High School, Bonnyrigg High School, Cabramatta High School, Prairiewood High School and Punchbowl Boys' High School. Due to high COVID-19 case numbers in February, the program was moved to a teacher-only delivery model and University Ambassadors delivered one online session during the program instead of going into schools weekly to co-deliver.

Research and evaluation

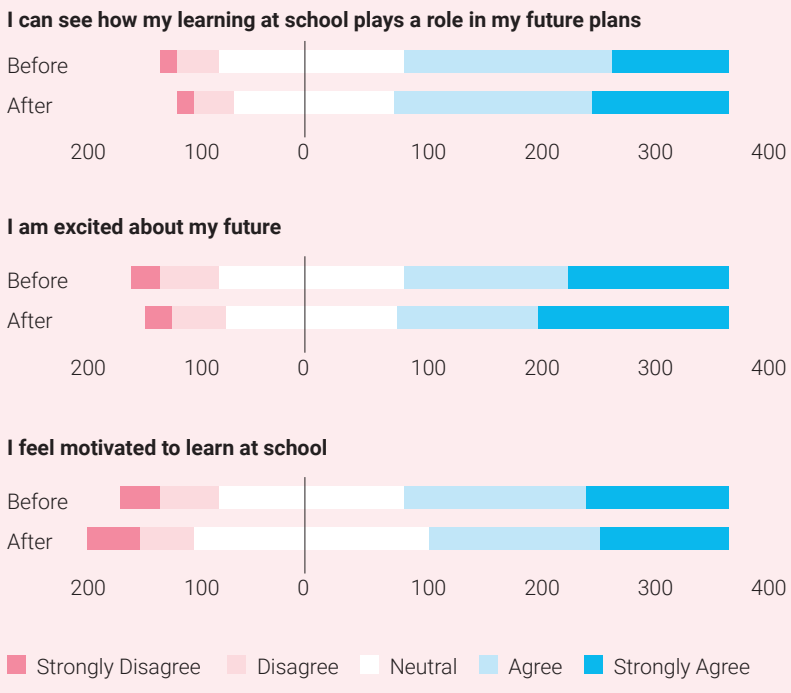
Due to the change in delivery mode, changes were made to the planned research and evaluation data collection. Data collection methods included a student survey at the conclusion of the program to collect demographic details and measure shifts in the intended student outcomes. We also conducted five teacher focus groups with 34 teachers and a survey to measure the effectiveness of the program and identify improvements.

Student outcomes

Map: Possibilities and thinking about the future

The student survey used to assess intended outcomes showed significant shifts from the beginning to the end of the term. Students reported an increase in seeing how their learning plays a role in their future and feeling excited about the future.

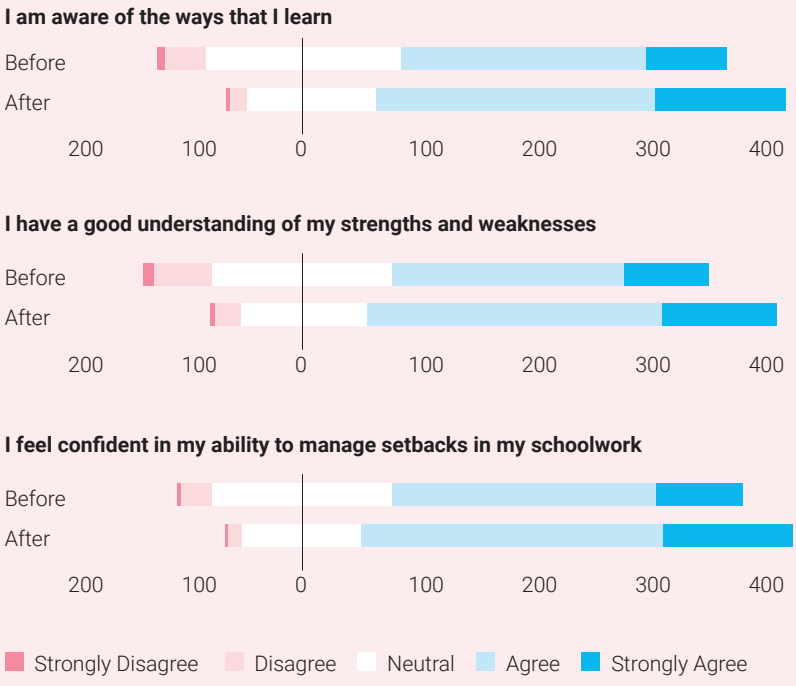
Data collected from teacher focus groups supported these findings. Teachers observed that students began to think about and discuss post-school options. One teacher mentioned that a common theme among students was thinking they will go to university because their parents expect them to, but the program created a space where they could discuss and consider what that would look like.



Compass: Learner Identities and Metacognitive Capacities

Students reported significant shifts from the beginning to the end of the term in their awareness of the ways they learn and their understanding of their strengths and weaknesses. There was also a significant shift in confidence to ask for support in class. However, there was no observed shift in the ability to manage setbacks in schoolwork.

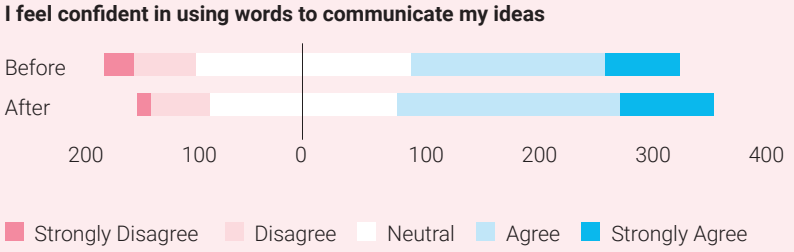
When asked about how they learn best, many students reflected on their learning environment. Students wrote about environments that facilitate feelings of calm, peacefulness and relaxation, with some noting that surroundings can affect their motivation and concentration. Students also reflected on the challenges of learning with some emphasising the difficulty and length of the journey.



The Key: Literacy

Students reported a significant shift in confidence in using words to communicate ideas.

Teachers observed improvements in student understanding of persuasive techniques and student gains in visual literacy more broadly. They observed students' increasing confidence with different modes of literacy, ability to use persuasive techniques in their writing, and engagement in reading. Some teachers saw the lessons on visual techniques as setting an important precedent for later years of study.



The Guide: University Ambassadors

No data was collected from University Ambassadors due to their limited involvement in this year's delivery model. However, previous years' teacher data demonstrates that Ambassador involvement enhances program delivery.

Observations from teachers

"Students always asked when the mentors were coming in and, despite their usual reservedness, were by the end of the project speaking and giving their ideas to the class."

– Teacher, Cabramatta High School

"Students who normally have little interaction worked really well together when randomly placed in small groups. A successful outcome owing to the fact that each group was led by one of the Ambassadors."

– Teacher, Prairiewood High School





"Once I received confirmation of the early offer I felt so confident because the reduced ATAR was feasible."

Doha Goreishi

Auburn Girls High School

Bachelor of Engineering (Honours)/Commerce

Student Story

I was born in Australia, but my heritage is Syrian. Working hard was a family value. I always wanted to go to university and was interested in studying engineering. My parents had been to uni, and that same narrative was something I wanted to experience myself.

I attended Auburn Girls High School in Western Sydney, a Gateway partner school.

My school offered me a lot of support. In Year 9, my year advisor recommended I apply for a scholarship through the Harding Miller Education Foundation (HMEF), an education charity that supports girls and is also an NFP partner of UNSW. I was accepted for an HMEF scholarship, which ran until Year 12. The opportunities were beyond belief, it covered financial things like school supplies and tutoring, as well as mentoring, and worksite visits to big name companies. It also provided me with a network of girls like myself, creating a sense of community.

Thanks to the HMEF scholarship, I was able to access external tutoring in the final years of high school, and was surrounded by students from very high achieving selective schools. I could see the difference in their experience, and the self-confidence they had.

My school's careers advisor told us about the UNSW Gateway Program, and we had a visit from a UNSW Ambassador. I had also visited the UNSW campus in Year 9 and fell in love with the idea of it. Some of my teachers had been to UNSW so it began to feel like a possibility to me.

I was in the selective stream at Auburn Girls High School, which was more rigorous than the mainstream classes. I performed well in STEM subjects and was part of a small group that did Chemistry as an accelerated subject for my HSC, a year ahead of our classmates in Year 10 and 11. It was scary, but the upside was that going back to do the rest of the HSC a year later meant I was far less nervous.

In Year 12 I joined the UNSW Gateway Winter Program. Because of the pandemic it was online but we received study sessions and support for HSC subjects. The capstone was applying for an Early Conditional Offer at UNSW. I didn't want to waste the early offer and was unsure of what to study, so I applied for a Bachelor of Advanced Science and Arts. Once I received confirmation of the early offer I felt so confident because the reduced ATAR was feasible.

I didn't see myself as a high achiever but I surprised myself by getting into the combined Bachelor of Engineering (Honours)/Commerce with my ATAR, and without using the Gateway Early Conditional Offer.

That imposter syndrome carried over to first year uni. I was worried about the high achieving students who had gone to amazing schools. But I'm a lot more confident now.

It's a culture shock going to uni with a linear pathway in mind. You quickly discover that you can genuinely change degrees and careers. Originally, I chose to enrol in Software Engineering, but I couldn't picture myself coding all day and wanted something more science-maths and lab-based so now I'm majoring in Chemical Engineering. An Engineering degree develops the right mindset, and there are many pathways you can take and technical skills you can learn on the job. Adding Commerce widened the possibilities.

I'm now in my third year and despite not actually using the Early Conditional Offer, it alleviated a lot of my stress. It genuinely supports and helps students in their journey. Because of Gateway, I was fortunate to receive a $5000 equity scholarship.

I'm now working as a Gateway Ambassador. We do school visits to connect with students on a personal level. We also do open days on campus, tours and talks. It's been an awesome and inspiring way to develop myself and gain presentation skills.

I've also benefited from the community I've made through Gateway. I've met a lot of great people who also work on the Program and many of us come from similar backgrounds. I find it rewarding and motivating that the work we do has an impact.

My advice to others is to apply for Gateway because you have absolutely nothing to lose. It's a great opportunity to realise and reinforce your potential.

Gateway Admission Pathway and Program

Improving educational outcomes for students historically underrepresented in higher education

The Gateway Admission Pathway and Program is UNSW's primary strategy for widening participation. It targets students in Years 10 – 12 who are from a low-SES background and/or attend one of our 370+ Gateway partner schools. It combines an educational outreach program with an admission pathway to maximise students' academic success and ensure equitable access to UNSW.



Year 10

Summer Program

Program overview

The Gateway Summer Program supports students in Year 10 to identify their career goals, write persuasive personal pitches and practise dramatic techniques to present and communicate with influence.

2022 delivery

At the end of 2022 we piloted the Gateway Summer Program with 61 students from eight high schools across Greater Western Sydney. During the one-day event on campus, students participated in a workshop led by University Ambassadors. They used a newly developed web-based app *InsideOut* to explore how their values aligned with UNSW degrees and careers and drafted a personal pitch around a particular study area. This was followed by a workshop led by NIDA where students practised dramatic techniques and public speaking strategies, culminating in a networking event to present their personal pitches to University Ambassadors.
The success of this pilot allowed us to springboard into a more comprehensive rollout in 2023.

Student outcomes

Map

92% agreed they had a better understanding of their personal values.

"Using the app allowed me to look at how my values link to some career pathways that I want to pursue and helped me evaluate my options."

Compass

71% agreed that they felt more confident to talk about their values and goals.

"I learnt how to portray myself in a more confident manner through stance, articulation and pace and how to express key values that play into my course in uni."

Key

This program has an embedded literacy and writing practice outcome, however was primarily focussed on enhancing student motivation and confidence.

Guide

While the survey did not assess the impact of University Ambassadors, students provided positive feedback about their inclusion.

"I enjoyed talking to the ambassadors as their experience and advice provided an insight into my interest and what I could explore after school."



Year 11

Spring Program

Program overview

During the Gateway Spring Program, students in Year 11 build upon the experiences of Gateway Summer, access unique UNSW faculty experiences, learn key HSC curriculum content in preparation for Year 12, and hear from current UNSW students about what university life is really like.

2022 delivery

Spring Into

In the lead-up to the Gateway Spring Program, we ran a one-hour in-school and online preparatory workshop, Spring Into. The workshop encouraged students to identify and reflect on their personal values, critical thinking styles and potential career interests, guided students through the Gateway Admission Pathway early conditional offer process and showcased UNSW faculties and a range of degrees.

Engagements

Spring Into workshop (online & in-school):
1215 (620 in 2021)

Gateway schools engaged:
35 (50)

Spring Program

The Gateway Spring Program ran online over three weeks from 12 – 22 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
- six interactive UNSW faculty experience workshops
- four HSC subject masterclasses in English and Maths
- two academic skills workshops in effective note-taking and critical thinking
- an information session for students from regional areas
- 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
- three-months access to digital HSC resources via the InspirationED HSC4ME app.

Through our educational partnerships with Cluey Learning, we provided 149 students with 10 free one-on-one tutoring sessions in HSC-specific subjects for support in the lead-up to exams.

On-campus day

A recent addition to the Gateway Spring Program is the on-campus day. On 28 September, 343 students spent a day exploring UNSW faculties and degrees through immersive workshops addressing real-world challenges and hearing from current university students about their transition from high school to UNSW.

Engagements

Spring Program (online & on-campus):
472 (534)

Breakdown by demographics

Attended a Gateway school:
449 (513)

From a low-SES background:
188 (209)

Regional/Remote:
50 (40)

Aboriginal and/or Torres Strait Islander:
4 (9)

Referred by NGO partner:
28 (31)

Gateway schools represented by students:
155 (106)

Reported first in family:
260 (286)

Residential Program

For the first time, we ran a three-day Residential Program for 39 Year 11 students from 12 regional schools across NSW. Students spent two nights in campus accommodation, explored the campus and local Sydney sites, participated in Gateway Spring Program on-campus day, and met with current students who had moved from regional areas to study at UNSW.

Student outcomes

Map



90% said the Gateway Spring Program improved their understanding of what studying at university was like.

"The program has enabled me to grasp a better idea of what uni life is like and while I don't know what I want to do, I am more familiar with what to expect from uni life."

Compass



91% agreed the Gateway Spring Program made them feel like UNSW could be for them.

"Visiting the campus and participating in the faculty experience really solidified my desire to pursue engineering at university. I loved how UNSW doesn't only focus on the academic aspect but also puts deep emphasis on the student experience and extracurricular activities."

Key



90% agreed that the Gateway Spring Program provided them with strategies to manage their study.

"I found the notetaking webinar really useful [as it allowed us] to learn new diverse ways to study that will help us in our future schooling and even our careers."

Guide



95% said it was beneficial to hear from current UNSW students.

"What I found the most useful was advice from current UNSW students about their senior year of high school, HSC, and how they are navigating university. A lot of my worries regarding choosing the wrong degree and not being able to switch were eased, and I left the Program with much more confidence concerning university after school."



Year 12

Winter Program

Program overview

During the Gateway Winter Program, students in Year 12 prepare for their HSC exams by participating in subject-specific workshops, completing online practice exams and receiving individualised feedback from HSC teachers and markers. They also explore a wide range of UNSW degree options and are supported to apply for an early offer through the Gateway Admission Pathway.

2022 Delivery

Kick Winter

In the lead-up to the Gateway Winter Program, we ran an in-school and online introductory workshop, Kick Winter. The workshop encouraged students to critically engage with individual learning strengths and motivating passions through conversations that matter and metaphorical association. We prepared students to navigate the Gateway Winter Program academic enrichment opportunities and how to apply for the Gateway Admission Pathway.

Engagements

Kick Winter workshop (online & in-school):
1424 (2088 in 2021)

Gateway schools engaged:
33 (46)

Winter Program

The Gateway Winter Program ran online over three weeks from 20 June – 7 July. It offered Year 12 students:

- 10 HSC subject masterclasses in Biology, Chemistry, English Standard, Advanced & Extension 1 and Mathematics Standard, Advanced & Extension 1
- access to online HSC practice papers in a range of subjects and an opportunity to submit these for personalised feedback from experienced HSC markers
- a suite of seven sessions focusing on support systems and learning opportunities at UNSW, such as scholarships, UNSW Prep and Nura Gili Centre for Indigenous Programs.

- three tailored sessions on:
  - » writing a personal statement for the Gateway Admission Pathway application
  - » tips and tricks to study smarter and stay motivated, and
  - » a Q&A session with current UNSW students to understand the transition from high school to university
- guidance on submitting a Gateway Admission Pathway application for an early conditional offer to UNSW in 2023
- three-months access to digital HSC resources via the InspirationED HSC4ME app.

Through our educational partnerships with Cluey Learning, we provided 141 students with 10 free one-on-one tutoring sessions in HSC-specific subjects.

On-campus day

We introduced an on-campus day to the Gateway Winter Program in 2022. **540** students spent a day participating in interactive faculty experiences that showcased UNSW's leading technology, infrastructure, research, and teaching, and explored Kensington campus on tours led by current university students.

Engagements

Gateway Winter Program (online & on-campus):
905 (686)

Breakdown by demographics

Attended a Gateway school:
803 (648)

From a low-SES background:
378 (278)

Regional/Remote:
105 (66)

Aboriginal and/or Torres Strait Islander:
8 (3)

Referred by NGO partner:
37 (39)

Gateway schools represented by students:
279 (133)

Student outcomes

Map



81% agreed that they have an increased understanding of how to apply for the UNSW Gateway Admission Pathway.

"I have loved being able to hear about the experience of others on campus and getting help on the Gateway Admission Pathway application process. It also has helped me feel less anxious about applying."

Compass



92% agreed that the program made them feel more confident about their transition to university.

"Everything was truly amazing in the Gateway Winter Program! It really prepared me for my upcoming trials and HSC. It also helped me understand the courses I am interested in and explained the university experience at UNSW. This will greatly help me in my transition into university."

Key



86% agreed that the program made them feel more prepared for the HSC.

"The HSC subject masterclasses were very useful in providing an insight into how HSC markers think and what is expected of me in my answers. My personal favourite was the HSC Maths masterclass, where the host went through a step-by-step process of answering difficult questions."

Guide



95% agreed it was useful to hear from current UNSW students.

"I personally found talking to the mentors and other students extremely useful as it gave me insights to their personal opinions and journeys. Not only did this allow me to clear my doubts but also allowed me to learn new things from the perspectives of other people, especially those who are currently at UNSW."



"Once I received confirmation of the early offer I felt so confident because the reduced ATAR was feasible".

Imreet Singh

Marian Catholic College Griffith

Bachelor of Medical Studies/
Doctor of Medicine

Student Story

My parents are originally from India. They moved to New Zealand, where I was born, before coming to Australia. My dad's family background is in agriculture so we eventually settled in Griffith, in regional NSW, where there also happens to be a large Punjabi population.

In India, my parent's socioeconomic status prevented them from pursuing higher education, which is one reason they migrated. We have a farm and they work in local wineries as a lab technician and senior brewer.

My parents always prioritised education, and I was lucky to attend Marian Catholic College in Griffith, which is a Gateway partner school. There was only a small part of my cohort interested in pursuing higher education. A lot of my year group moved away from Griffith or pursued other pathways around Year 10 and 11.

I always wanted a job where I could make a meaningful impact and interact with people. Medicine stood out to me because health care and biology intrigued me. Medicine is also a hands-on role and I wanted to address the challenges of the illnesses people face.

I felt supported to go to uni and study medicine, but there were still some challenges. The ATAR requirements are just so high, at over 99 for most metro universities. Luckily, UNSW recognises social and educational inequities between the city and country areas through schemes like the Gateway Medicine Entry Scheme and Regional and Rural Admission Pathway that grants slightly lower ATAR and UCAT entry requirements.

Without the Rural Student Entry Scheme I don't think I would have seriously considered medicine. It is still very competitive, and even the slightly reduced requirements are hard to meet because of the educational inequities.

I completed a written application about how my regional and rural experiences have shaped me. Having a wide range of experiences and accomplishments helped - like being flight sergeant in cadets and school captain, and involved in community service. I received an ATAR of 98.20, but I was unsure if it would be high enough to get me into medicine. In the end I was fortunate to receive offers from five medical schools at different universities around the country, so I had the luxury of choosing where I wanted to attend.

I chose UNSW because I'd attended Open Day and knew UNSW had a great reputation and was high on the global rankings of med schools. The location in Sydney near the beach and city was also appealing. UNSW also offers an independent learning project in fourth year, and being about to publish research within med school is invaluable, it can give you the edge with specialties.

I received a tertiary access payment and a relocation scholarship that helped with moving away from home. I also received a $5000 scholarship for being Dux of my school. I want to support myself so I work during the holidays when I go back home.

Before I settled into uni I had a little bit of imposter syndrome. But I came to realise that missing a few percentiles on an ATAR doesn't make a difference. In health care, the greatest inequities lie in rural and regional areas. Having grown up there, I have the benefit of being able to relate to patients from disadvantaged, regional and rural areas.

Having left my family, and close-knit town, the biggest change for me was adjusting to the uni environment, culture and living on campus in college. I have grown a lot. I feel very supported by the UNSW Medical Society and my peers, and Gateway also reached out to me.

I am Sikh, and there aren't many people here at UNSW who wear a turban. But it has been a privilege introducing my faith to people; I have enjoyed that responsibility and sharing knowledge. In fact it's one of the things that has helped me stand out and give me an identity.

I've recently become a Gateway Ambassador and we have a trip this year to the Central West. I tried very hard to get the ATAR I did, but without the Rural Medicine Scheme it would have been very difficult to meet the requirements to get into medicine at UNSW.



Gateway Admission Pathway

A pathway to UNSW that recognises more than just the ATAR.

The Gateway Admission Pathway provides eligible students in Year 12 the opportunity to receive an early conditional offer to UNSW. Student applications are assessed on a written personal statement, their Year 11 results, school's ratings of their aptitudes and performance in relevant areas of study. Successful applicants receive a significantly lower ATAR entry requirement for a UNSW program. Then, if the student's ATAR result meets the entry requirement set in their early conditional offer, they receive a firm offer to UNSW.

Increased Gateway Admission Pathway applications, early conditional offers and enrolments to UNSW

This year we saw a 4% increase in applications and a 10% rise in the number of students receiving early conditional offers from the previous year. While this resulted in an increase in the number of firm offers given, enrolments have remained stable.

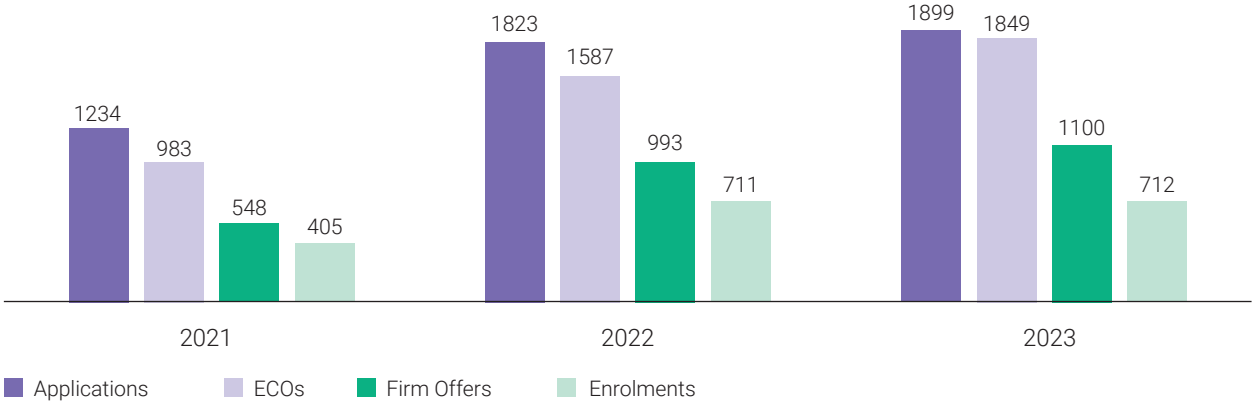


Figure 7. Gateway Admission Pathway applications, early conditional offers, firm offers and enrolments.

Transforming UNSW's undergraduate community

The Gateway Admission Pathway has had a positive impact on the diversity of the UNSW undergraduate population. Notably, we have experienced an increase in enrolments of students from rural and remote areas and Aboriginal and Torres Strait Islander students.

	2021	2022	2023
Students from Gateway schools	405	563	541
Low-SES	166	435	426
Rural/Remote	41	35	49
Indigenous	3	1	8

Figure 8. Demographics of students enrolled through the Gateway Admission Pathway

Gateway Admission Pathway students enrol across all UNSW faculties

Students coming through the Gateway Admission Pathway are represented across all UNSW faculties in similar proportions as the broader domestic undergraduate cohort.

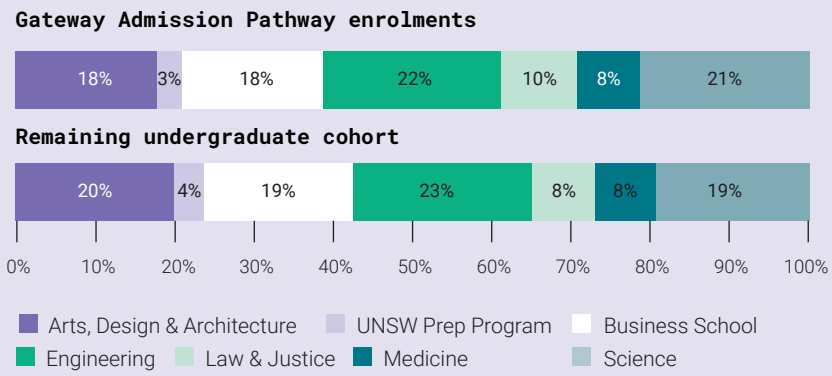


Figure 9. UNSW faculty enrolments for students coming through the Gateway Admission Pathway and the remaining domestic undergraduate cohort cumulatively between 2021 and 2023.

A high proportion of students are progressing through the Gateway Admission Pathway and Program to UNSW

585 students who engaged in the Year 11 or 12 Gateway Programs went on to enrol at UNSW in Term 1, 2023, a 157% increase from the previous year.

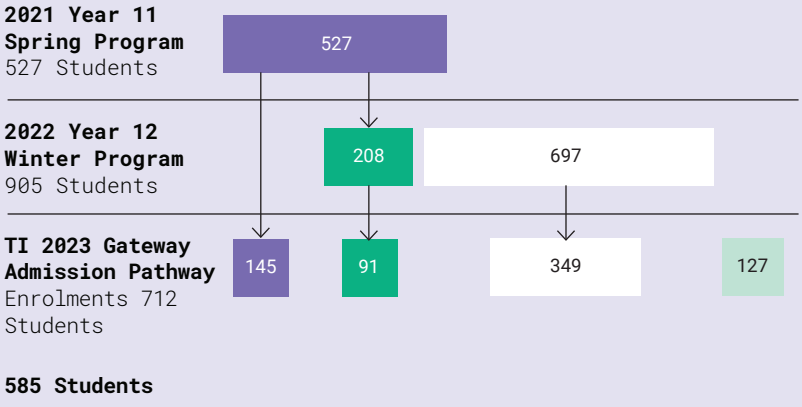


Figure 10. The flow-through impact of the 2021 Gateway Spring Program and 2022 Gateway Winter Program on 2023 student enrolments through the Gateway Admission Pathway.

Increased funds for scholarships awarded to students who came through the Gateway Admission Pathway

An additional $2.5 million was allocated to the 2023 Gateway Admission Pathway intake of students. A $1000 Gateway Grant was offered to every student that enrolled through the Gateway Admission Pathway, with an additional $5000 Gateway Award granted to students from low-SES backgrounds.

		2022		2023
Award Type	**Award Value**	**Award Granted**	**Expended**	**Awards Granted**
Gateway Grant	$1000	727	$727,000	636
Gateway Award	$5000	437	$2,185,000	405
Gateway Scholarship	$5000 - $10,000	4	$31,500	1
UNSW Equity Scholarships	$5000 - $25,000	73	$640,000	86
The Smith Family Scholarship	$5000	10	$50,000	10
Country Education Foundation Scholarship	$5000	4	$20,000	4
		1255	**$3,653,500**	**1112**

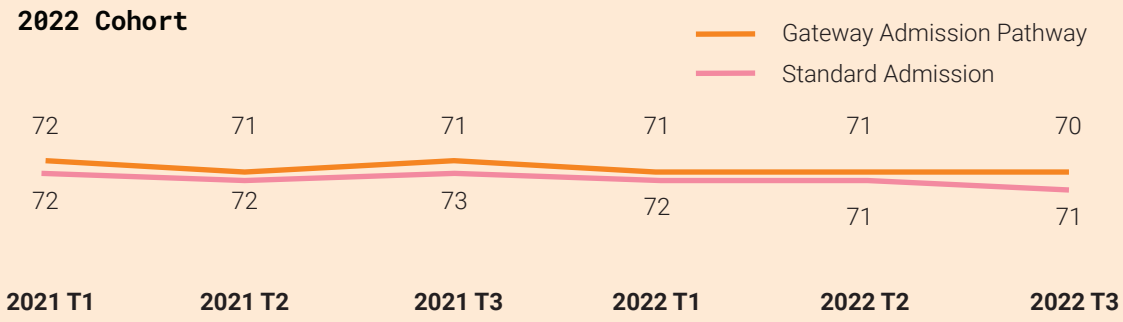
Figure 11. Scholarships and awards received by students who entered via the Gateway Admission Pathway

**Further scholarships are committed for dispersal in 2023 for students enrolling in third term*


UNSW
YDNEY

Gateway Admission Pathway cohort performance

At the end of 2022, there were two Gateway Admission Pathway student cohorts at UNSW. The figures below show that these students performed similarly to other domestic undergraduates based on their cumulative weighted average mark (WAM).



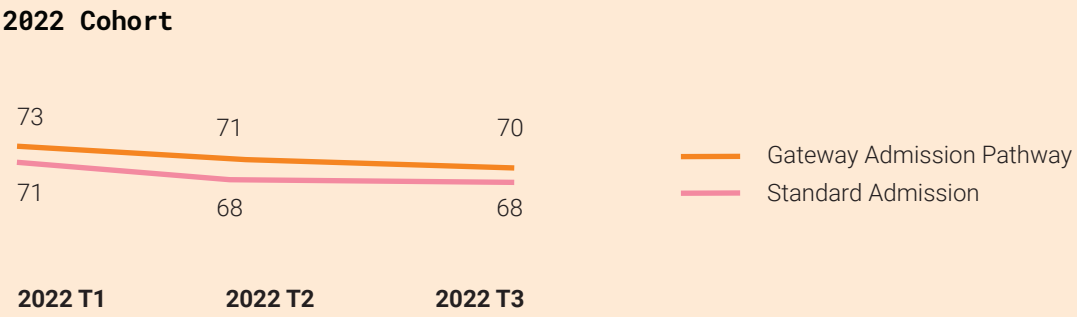


Figure 12 and 13. The mean and standard deviation of first-year term weighted average marks (WAMs) for students admitted through the Gateway Admission Pathway in 2021 and 2022 compared with other domestic undergraduates.

Students admitted through the GAP in 2022 collectively passed 91.3% of the subjects they undertook, a similar rate to the broader domestic undergraduate cohort at 92.9%. Further, students admitted through the GAP in 2022 were also just as likely as the broader domestic undergraduate cohort to continue their studies in 2023, with 92% of students continuing (90.4% for the broader domestic undergraduate cohort).

Together, this data demonstrates that, despite entering University with an adjusted ATAR requirement, students enrolling via the Gateway Admission Pathway succeeded once at University.





“I was so happy, my parents were so happy - I got into my top choice of uni and degree”.

Junayna Areej

Sarah Redfern High

Bachelor of Exercise Physiology

Student Story

I went to Sarah Redfern High School in Minto, Western Sydney, which was classified as low-SES. Not everyone in my school was motivated by learning, a lot dropped out before the HSC. My school offered a transitional TAFE pathway as well as the HSC pathway.

My background is East Asian, from Bangladesh, and both my parents had been to university. My parents encouraged me to pursue university and studying was a big thing.

It was difficult being in the minority of students who actively want to learn and achieve and get into uni. I put my head down and tried to focus, stay motivated and set goals. I had a maths tutor who studied engineering at UNSW. He'd tell us about the facilities and student life and the way he talked about the UNSW campus, clubs, people and culture was a big selling point for me. It was a big factor in my decision to come here.

I am really into anatomy, pathology and health and would have liked to do Medicine, but the super high ATAR of 99 put me off. I discovered the UNSW exercise physiology degree and it seemed really fun and included all the things I like and enjoy.

It was my high school career advisor who told my cohort about the UNSW Gateway Program in Year 11, and I wouldn't have gotten into the Bachelor of Exercise Physiology without it.

I did the Gateway Winter Program in 2020 during Year 12. I got to ask questions about the journey to uni, and the legal and business studies sessions were a great opportunity and definitely gave me an edge in preparing for the HSC. I also used the guidance provided to write a personal statement and apply for an Early Conditional offer.

I remember getting my ATAR and it was about a mark off the cut-off for Exercise Physiology. But the day after, I received the offer. I was so happy, my parents were so happy – I got into my top choice of uni and degree.

I also received support in the form of a $1000 UNSW scholarship and a $5000 equity scholarship. When I got to uni I did the Gateway mentoring programs and I really benefited from that. They provide help with assessments and even small things like finding rooms or lectures. It was great for building connections and meeting new people.

In Exercise Physiology our medicine is exercise and we're looking at treatment options for diseases and injuries, which is really cool. Right from the start we were being taught clinical things, and building rapport with patients. It's hands on and there is a good balance between content and clinical practices.

Four of my friends from school also came to UNSW to study Optometry, Sciences, Business and Law. I commute from Minto and it's about an hour each way to UNSW.

I definitely found the student life I was hoping to find at UNSW. O-week was so lively, so many things going on. It was like a festival, with so many clubs and things to do. At uni generally there are so many different social things happening. People have fun but they are serious about their futures too, and I love that.

Since I owe my uni life to Gateway, I became an Ambassador. As a high school student I had ambassadors and tutors who helped me. I'm grateful and happy and I want to do that for other students who want to go to uni. If I can help someone into the right path, to a successful future, why wouldn't I?

I'm so thankful to my school career advisor for telling us about the Gateway Program. Gateway introduced me to new people and opportunities and opened up a lot of doors. One of those doors led me to where I am now.

Progress against Key Performance Indicators

Goal One:

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

Objective	Output Measures	2022 Progress	Outcome Measures	2022 Progress
Continue to develop targeted admission pathways linked to the educational outreach program to provide expanded opportunities for student access and program choice.	Number of UNSW programs available to underrepresented students through the Gateway Admission Pathway Increased number of underrepresented students who are eligible to apply through the pathway through pathway reforms.	102 UNSW bachelor degree programs available to underrepresented students with reduced ATAR requirements Introduced 11 alternate UNSW programs for students who don't meet ATAR requirements for UNSW undergraduate programs including, UNSW Prep Programs, and Diploma Programs through UNSW College.	Increase in Gateway Admission Pathway applications, offers and enrolments Increase in number of Gateway schools represented in Gateway Admission Pathway applications, offers and enrolments Increase in number of Gateway schools previously unrepresented at UNSW represented in pathway applications, offers and enrolments Increased diversity of degree programs selected by students enrolling through the pathway Increased conversion rate from program to pathway application, early offer and enrolment Increased conversion rate from pathway application to early offer and enrolment.	Number of Gateway Admission Pathway: – Applications 1899 (1823) – Offers 1849 (1587) – Enrolments 712 (711) Number of Gateway schools represented in Gateway Admission Pathway: – Applications 213 (205) – Offers 212 (192) – Enrolments 181 (151) Number of previously unrepresented Gateway schools represented in Gateway Admission Pathway: – Applications 27 (76) – Offers 30 (73) – Enrolments 30 (59) Number of different UNSW programs selected by students enrolled through the Pathway – 142 (113) Conversion rate from program to: – Pathway application: 54% (60%) – early offer: 53% (53%) – enrolment: 23% (28%) Conversion rate from pathway to: – early offer: 97% (87%) – enrolment: 37% (39%)

Objective	Output Measures	2022 Progress	Outcome Measures	2022 Progress
Co-design innovative learning experiences, including curriculum-linked academic enrichment and leverage UNSW strengths in research, teaching and learning to support identified school needs.	Number of unique (in-house designed) learning experiences delivered across the year Number of underrepresented students engaged in educational outreach programs across the year (in school, online and on campus) Number of professional learning workshops opportunities delivered for school educators Number of school educators engaged in professional learning.	26 unique (in-house designed) learning experiences delivered across the year, including: – 12 NSW Equity Consortium lessons – six Spring Program sessions – four Winter Program sessions – two x campus experience days – Kick Winter – Spring Into Number of students engaged: – Gateway Summer Program: 61 – Gateway Winter Program: 905 (686) – Gateway Spring Program: 472 (534) – Kick Winter: 1424 (2088) – Spring Into: 1215 (620) – Regional Roadshows: (N/A) – Residential Program: 39 – Imagined Futures Program 530 (620) Four professional learning workshops were delivered as part of the NSW Equity Consortium (3 in 2021) 80 school educators engaged in professional learning (20 in 2021).	For students engaged through the educational outreach program: – An increased understanding of university and ability to make meaningful links between personal interests and capabilities, future study options and careers (The Map) – An enhanced learner identity, confidence in navigating their education journey and sense of belonging at university (The Compass) – An increased mastery of key academic skills and capabilities (the Key) School educators engaged in professional learning opportunities report enriched teacher/ school leader/school capacity.	Program evaluation data from the Gateway Summer, Spring and Winter Programs and the NSW Equity Consortium demonstrated that we were successful in meeting these outcomes. – 85% of students attending the Start Here session in the Spring Program agreed that they had a better understanding of their learning strengths – 83% of students attending the Spring on campus day agreed they had a better understanding of what available degrees might suit them – 71% of Summer Program participants agreed that they felt more confident to talk about their values and goals – 90% of Spring Program participants agreed that the program provided them with strategies to manage their study Data being collected as of 2023.

Objective	Output Measures	2022 Progress	Outcome Measures	2022 Progress
Engage UNSW students as co-designers, facilitators, mentors, powerful role models and partners for change.	An increased number of UNSW students from underrepresented backgrounds engaged as students as partners in the educational outreach program.	Number of UNSW students engaged as Ambassadors: – Overall: 153 (179) – Low-SES: 73 (75) – Gateway school: 103 (104)	For students engaged through the educational outreach program: – An enhanced learner identity, confidence in navigating their education journey and sense of belonging at university (The Compass).	Program evaluation data from the Gateway Summer, Spring and Winter Programs and the NSW Equity Consortium demonstrated that we were successful in meeting these outcomes. – 74% of Year 9 students participating in the NSW Equity Consortium Imagined Futures unit of work agreed they had an increased understanding of their learning strengths and weaknesses – 92% of Summer Program participants agreed they had a better understanding of their personal values – 91% of Spring Program participants agreed they could see themselves at UNSW.

Objective	Output Measures	2022 Progress	Outcome Measures	2022 Progress
Effectively communicate targeted admission pathways, scholarships and other higher education access opportunities to students from underrepresented backgrounds and their key influencers.	Number of students engaged in educational outreach workshops and sessions that communicate the pathway and other access opportunities Success of annual UAC Reach campaign measured by audience reach and conversion from campaign to enrolment at UNSW.	Number of students engaged in: – GAP Info sessions: 561 (829) – All About Uni sessions: 367 (493) – UA led Q and A: 29 (147) – Faculty led Q and A: 171 (709) UAC Reach Campaign insights: – 7,837 campaign recipients – 628 recipients received an offer to UNSW – 367 went on to enrol – Conversion rate: 4.68%	For students engaged through the educational outreach program: – An increased understanding of the Gateway Admission Pathway and other access options (The Map) – Increased confidence in meeting their educational goals (The Compass) – An increased sense of belonging at UNSW and identity as a future UNSW student (The Compass).	Program evaluation data from the Gateway Spring and Winter Programs and the NSW Equity Consortium demonstrated that we were successful in meeting these outcomes. 81% of Winter Program participants agreed they had an increased understanding of the Gateway Admission Pathway. – 92% of Winter Program participants agreed they felt more confident in their transition to university – 91% of Spring Program participants agreed they could see themselves at UNSW.

Goal Two:

Goal: Establish UNSW as a preferred university for students and staff from underrepresented backgrounds.

Objective	Output Measures	2022 Progress	Outcome Measures	2022 Progress
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.	Increased proportion of Gateway schools engaged in educational outreach program Increased number of students engaged in educational outreach program through partner organisations Expanded depth of educational offerings available to students and schools through UNSW, NGO and workplace partnerships.	Number of Gateway schools engaged in: – Gateway Summer Program: 8 – Gateway Winter Program: 279 (133) – Gateway Spring Program: 155 (106) – Kick Winter: 33 (46) – Spring Into: 47 (51) – Regional Roadshows: 13 (NA) – Residential Program: 9 (NA) Number of students engaged through partner organisations in: – Gateway Summer Program: N/A – Gateway Winter Program: 37 (39) – Gateway Spring Program: 28 (31) – Kick Winter: N/A – Spring Into: N/A – Regional Roadshows: N/A – Residential Program: 4 Number of educational offerings available to students through partners: – Cluey Learning tutoring packages: 290 packages offered (200) – InspirEd HSC Masterclasses: 18 classes offered (16) – InspirEd HSC practice paper feedback: 292 papers submitted (280) – InspirED HSC4ME web application: 673 users (214) – 'All About Uni' sessions detailing support and opportunities available at UNSW delivered in partnership with UNSW faculties, divisions and business partners: 7 (2) – Faculty-specific Q&A sessions: 6 – Online faculty experiences: 14 – On-campus faculty experiences: Gateway Winter Program 16 Gateway Spring Program 9	Increase in UAC preferences and first preferences from underrepresented students Increased applications, offers and enrolments from students engaged through NGO partnerships.	UAC first preferences given to UNSW by students from: – Low-SES backgrounds: 1229 (1409) – Gateway schools: N/A Students from partner NGOs to apply, receive an offer, and enrol through the Gateway Admission Pathway: – Applications: 28 (33) – Offers: 28 (29) – Enrolments: 9 (8)

Objective	Output Measures	2022 Progress	Outcome Measures	2022 Progress
Embed longitudinal, mixed-methods research and impact evaluation frameworks across key initiatives prioritising the contributions of students, staff, schools and key influencers.	A tailored theory of change is developed and maintained for all components of work Number of publications generated from research Improved collection and distribution of internal program data to report on program impact Improved quality, visibility and utilisation of equity data across the University.	Widening Participation Theory of Change developed and published two academic papers submitted for publication Development of suite of PowerBI dashboards for improved distribution of internal monitoring and evaluation data Collaborated with UPP to include GAP, low-SES, regional/remote and Indigenous filters on Retention and Success dashboards.	Program of work is continually improved to meet intended outcomes and impact.	Evaluation informed shifts to: student and schools' engagement strategies and tools; program design and workshop content; communications; university ambassador training ; and data, reporting and evaluation.

Goal Three:

Goal: Improve opportunities, support and outcomes for students and staff at UNSW who are underrepresented in higher education through community engagement and the development of collaborative partnerships both internally and externally.

Objective	Output Measures	2022 Progress	Outcome Measures	2022 Progress
Contribute subject matter expertise to work across the University to ensure academic and wellbeing support for underrepresented students is evidence informed and fit for purpose across all stages of the lifecycle.	Representation on groups and committees governing the student experience and academic support at UNSW Papers on student support best practice contributed to UNSW governance groups and committees Strategic papers and submissions on student equity in Higher Education.	Provided representation at the: – Low-SES Student Lifecycle Working Group – Financial Aid Steering Committee – DVCEDI/student leaders meeting – Regional Accommodation meeting – UNSW Belonging Working group Authored two papers on evaluation best-practice for student support initiatives Authored the strategic outline for the Gateway Equity target which included recommendations for the first-year experience Advocated for increased financial support/scholarships through contribution in the Financial Aid Steering Committee.	Increased first-year retention rates for underrepresented students.	Of the students who enrolled at UNSW through the Gateway Admission Pathway in 2022, 92% continued their studies after their first year of university (up from 91% previous year).
Expand opportunities for UNSW students to co-design and lead innovative and inclusive learning experiences for students from underrepresented backgrounds	An increased number of UNSW students from underrepresented backgrounds engaged as students as partners in the educational outreach program.	Number of students as partners in the educational outreach program: 153 (179).	Development of graduate attributes and a deepened understanding of equity and social justice for Students as Partners.	Qualitative insights from university ambassador focus groups and post-engagement surveys have informed Students as Partners training innovations aligned to leadership capacity development framework.



"Having the offer in my pocket gave me the freedom of deciding what I really wanted to do, while knowing that it was possible to get into Law".

Tahrima Zaman

Sarah Redfern High School

Bachelor of Law/Politics, Philosophy and Economics

Student Story

Attending university has always been a high priority in my family. At high school I was a really engaged student and took Legal Studies as an elective, but my interest in studying law, and taking a humanitarian path, was sparked by my background and experiences as a migrant.

My mother and I immigrated from Bangladesh in 2007, when I was almost three. We had to use immigration lawyers several times over the years. When I was part way through high school we actually had to go back to Bangladesh and wait for our visa to be reinstated.

I went to Sarah Redfern High School in Minto, in Western Sydney, which was a UNSW Gateway School. My Year 12 graduating class had less than 120 students and two pathways: the HSC and a transition pathway. My HSC cohort was pretty small, with just three of us in Extension English by the end, but these small classes were beneficial. There's no doubt my teachers helped me achieve the results I did.

My school's career advisor was proactive in passing on information about university entry pathways and related programs, which led me to apply for the Gateway Spring and Winter Programs in Years 11 and 12.

The programs offered masterclasses in key subjects like English and Maths and practice papers for the HSC. I found these beneficial because the pandemic lockdowns meant we didn't have formal trial exams, so the HSC was my first official three-hour exam for nearly all of my subjects.

After participating in the Gateway Programs I was keen to apply for an early conditional offer via the Gateway Admission Pathway because I could see it removed some of the barriers to entry. I wouldn't need to sit the LAT and it would lower the ATAR I needed for law.

I was successful in receiving an early conditional offer with an adjusted ATAR of 85. Having the offer in my pocket gave me the freedom of deciding what I really wanted to do, while knowing that it was possible to get into law. But I really wanted to make sure that law was right for me, because I knew it was a tough degree.

I landed on UNSW for a few reasons. Firstly, my cousin studied Town City Planning at UNSW and told me about the culture. Secondly, UNSW offered the double degree I wanted to do, with a focus on politics and International Relations through Politics, Philosophy and Economics.

Only a handful of students from my school ended up at UNSW and, because of the pandemic, I'd never been to UNSW before I started. I was part of a Peer Mentoring program for low-SES students in my first term. My mentor was so helpful with practical things around how uni works. I also received check-in calls to see how I was going academically and financially - these calls made me feel supported.

Another challenge I faced in getting to uni was that I wasn't yet an Australian citizen, because my citizenship didn't get approved until March 2022 - after uni began. I actually considered other options like a gap year, or traineeship, because I knew I would have to pay for my first term of uni regardless of where I went. In the end, I was able to pay for it with financial assistance from my grandfather, as well as scholarships. I received a $1000 UNSW payment, a $5000 Gateway award and a $5000 academic achievement scholarship for the highest ATAR in my school.

Right now, I'm in my second year of a combined Bachelor of Law/Politics, Philosophy and Economics. Alongside my studies I work at my old high school two days a week as a student learning support officer. I'm also a University Ambassador and peer mentor in the Start@UNSW program to give back what I received last year, and an Access, Equity & Inclusion Ambassador.

I know how uni can sometimes feel unachievable from your high school bubble. It looks like a big and scary place, where you have to be super smart to get in. You can feel like you're not good enough. I want to help other students break down those barriers.

Gateway gave me options. It allowed me to look past the stress around whether I could achieve the mark. It gave me freedom, choice and the time to understand that Law was the right degree, and career, for me.

Acknowledgments

Acknowledgments for the 2022 Student Outreach and Access Impact Statement

GAPP Committee and Working Group

Faculty/Division	Name	Role
Science	Carlo Caponecchia	Associate Dean (Equity, Diversity & Inclusion)
Law & Justice	Catherine Bond	Associate Dean (Academic)
UNSW Business School	Christine Mathies	Academic Director, Undergraduate Program
Equity Diversity & Inclusion	Eileen Baldry	DVC, EDI
Medicine & Health	Lisa Keay	Head of School, School of Optometry
Deputy Vice-Chancellor Academic	Louise Lutze-Mann	Acting PVC, Education & Student Experience
Equity Diversity & Inclusion	Mary Teague	Director, Access, Equity & Inclusion
Deputy Vice-Chancellor Academic Quality	Merlin Crossley	DVC Academic Quality
Medicine & Health	Silas Taylor	Convenor of Clinical Skills
Arts, Design & Architecture	Stephen Doherty	Associate Dean (Education)
Deputy Vice-Chancellor Education and Student Experience	Sofia Lloyd-Jones	Director, Future Students
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Pro Vice-Chancellor Education and Student Experience	Jessica Luquin	Head of Student Life
Equity Diversity & Inclusion	Josephine Perry	Learning Experiences Manager
Equity Diversity & Inclusion	Katie Osborne-Crowley	Impact Analysis & Research Manager
Engineering	Laura Duggan	Student Services Advisor

Arts, Design & Architecture	Maree Higgins	Senior Lecturer
Medicine & Health	Marianne Colbert	Equity & Diversity Manager
Science	Mikaela Viray	EDI Project Officer
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Equity Diversity & Inclusion	Caitlin McLoughlin	Manager, Diversity & Inclusion
Medicine & Health	Genevieve McKay	Student Experience Officer
Law & Justice	Jeni Engel	Senior Lecturer
Medicine & Health	Michelle Wanandy	Program Administrator, School of Optometry and Vision Science
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Engineering	Peter Neal	Senior Lecturer
Science	Rebecca LeBard	Associate Dean (Education, Innovation and Student Experience)
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Academic & Student Life	Quinton Vea Vea	Future Students Lead, NG Operational Programs

UNSW Student Equity Steering Committee

Faculty/Division	Name	Role
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Equity Diversity & Inclusion	Mary Teague (co-chair)	Director, Access, Equity & Inclusion
Equity Diversity & Inclusion	Katy Head	Deputy Director, Access, Equity & Inclusion
Deputy Vice-Chancellor Education and Student Experience	Jonathon Strauss	Registrar & Director, Student Services
Arts, Design & Architecture	Sally Baker	Senior Lecturer
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UNSW College	Sarah Lightfoot	CEO, UNSW Global
Deputy Vice-Chancellor Education and Student Experience	Louise Lutze-Mann	Acting PVCESE
UNSW College	David West	Executive Director, Academic (for Sarah Lightfoot)
Deputy Vice-Chancellor Education and Student Experience	Alex Bannigan	For Louise Lutze-Mann

Student Lifecycle (HEPPP initatives) Working Group

Faculty/Division	Name	Role
Equity Diversity & Inclusion	Mary Teague (Chair)	Director, Access, Equity & Inclusion
Equity Diversity & Inclusion	Katy Head	Deputy Director, Access, Equity & Inclusion
Deputy Vice-Chancellor Education and Student Experience	Raey Jasinski	Head, Admissions & Scholarships
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Deputy Vice-Chancellor Education and Student Experience	Leanne Piggott	Director, Student Experience
Pro Vice-Chancellor Education and Student Experience	Charlotte Long	Head of Student Success
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