



Flinders
UNIVERSITY

inspiring achievement

Access Uni- Extending pathways to higher education

Context

- Bradley Review of Higher Education (2008)
- PIAAC/ALLS
- HEPPP funding

Bradley Review 2008

- The nation will need more well qualified people if it is to anticipate and meet the demands of a rapidly moving global economy ... To increase the numbers participating we must also look to members of groups currently under represented within the system, that is those disadvantaged by the circumstances of their birth: Indigenous people, people with low socio-economic status, and those from regional and remote areas

Bradley - Review of Australian Higher Education: Final Report p. xi

Research

human capital

...School improvement efforts alone will not meet future workforce development needs. LSAL findings indicate that the development of literacy and essential skills during adult life has substantial economic benefits to individual adults and society. Programs that elevate and sustain... literacy skill growth over time are needed to raise future levels of employment and earnings.

The Longitudinal Study of Adult Learning: Challenging Assumptions (LSAL)

Research

social capital

- The networks, institutions, policies and relationships that allow people to act together, create synergies and build partnerships

(OECD 1999)

- Building trust, confidence and hope in communities and individuals

Factors in effective engagement

- Location
- Consultation and dialogue
- Learner input and feedback → sense of ownership
- Support for the whole person
- Language, literacy and numeracy tailored for each learner
- Curriculum, sound educational framework
- Career advice/development
- Partnerships

Nechvoglod, L & Beddie, F. 2010. *Hard to reach learners: What works in reaching and keeping them?* Adult, Community and Further Education Board, MELBOURNE

Considerations

- Philosophy
- Sustainability

Current social inclusion higher education policy with its emphasis on increasing graduate numbers as a means to secure a competitive advantage in the knowledge economy, has achieved the appearance of change (first order effects) without reference to the sustainability of the change, and thus, the achievement of second order effects. (Gale and Hodge 2004)

- Efficacy and scalability

Engagement Model



Certificate III in General Education for Adults



Glandore Community Centre



Aberfoyle Park Community Centre



Hackham West Community Centre

Certificate IV in English Proficiency Multicultural Women's Program



Phase 1

Migrant Resource Centre SA



Phase 2

WEA

Program Features

- FREE program
- Delivered by TAFE SA staff
- In school hours / crèche provided
- Lunch provided
- Supportive environment
- Centrelink approved
- Certificates and graduation



Recruitment of students



Life Education Plan

Individual Case Management

Dependent on individual needs, 2 or 3 face-to-face sessions

- Self - Assessment
- Explore options
- Learn about preferred career pathways
- Identify goals and aspirations
- Explore life holistically
- Identify barriers and assist to overcome them
- Identify pathways to further study options



Workshops

Based on student feedback.....

- Self-Assessment
- University terminology
- Myth busting
- Career interest research
- Courses available
- Finance
- Learning style assessment
- Stress and Self-care
- Culture Shock
- University Culture
- Career Information
- Guest speakers



Experiencing Campus Life

Trips taken to both TAFE and Flinders University campuses:

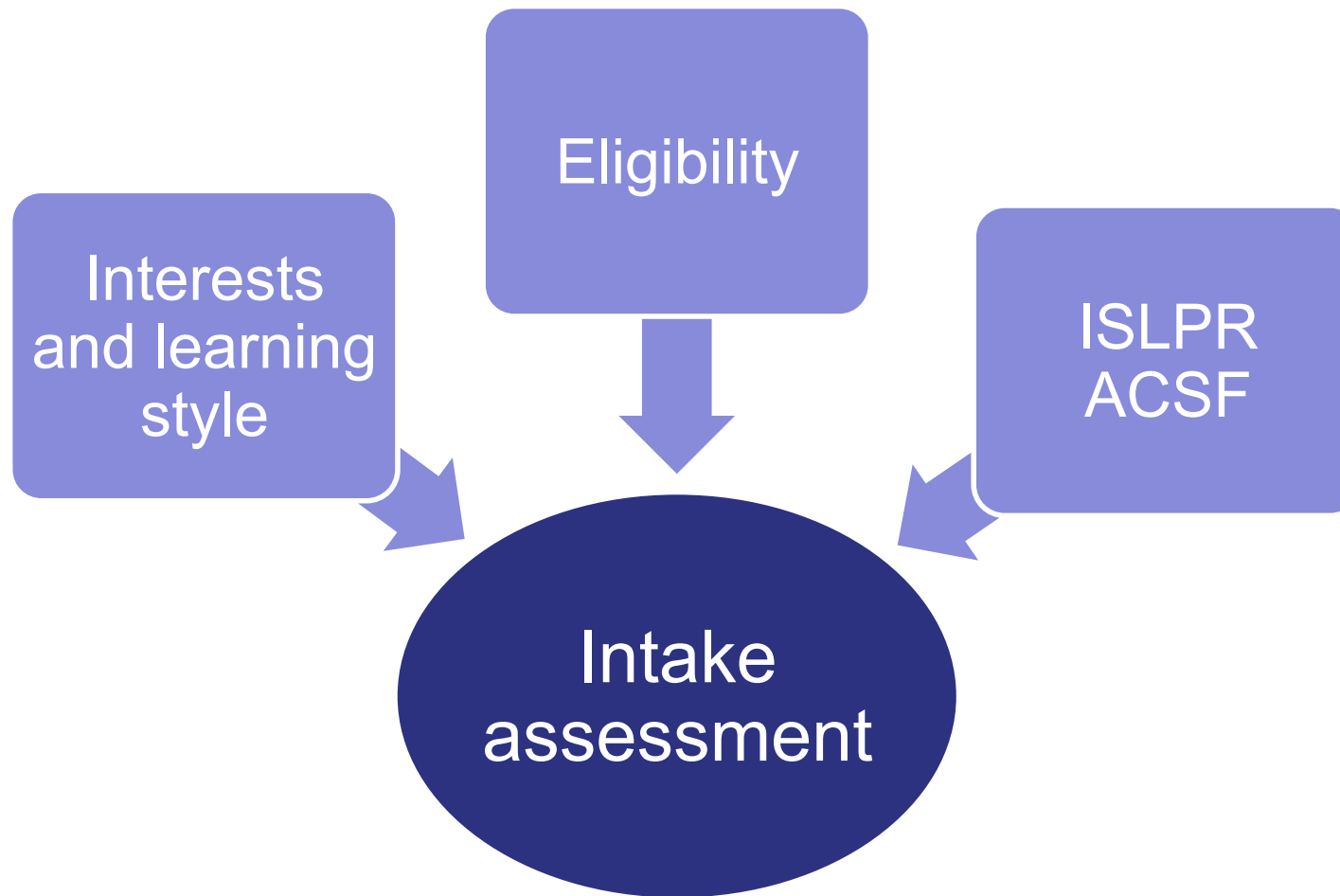
- Tour of campus
- Interactive workshops
- Informal fun day

Presentations:

- Prospective Student Office
- Foundation Studies
- Student Learning Centre
- Adult Learner Ambassadors
- Finance



Placement & Referral



Literacy Perspectives

- Building learner confidence
- Developing academic writing and reading skills
- Science and maths focus – student directed topics
- Digital literacy



Language Perspectives

- Communicative collaboration – *‘Let’s talk’*
- Grammar = back to basics
- Decoding Australian English
- Integrated curriculum– the ‘balancing act’ of macro skills and thematic content



Certificate IV English Proficiency

Core units



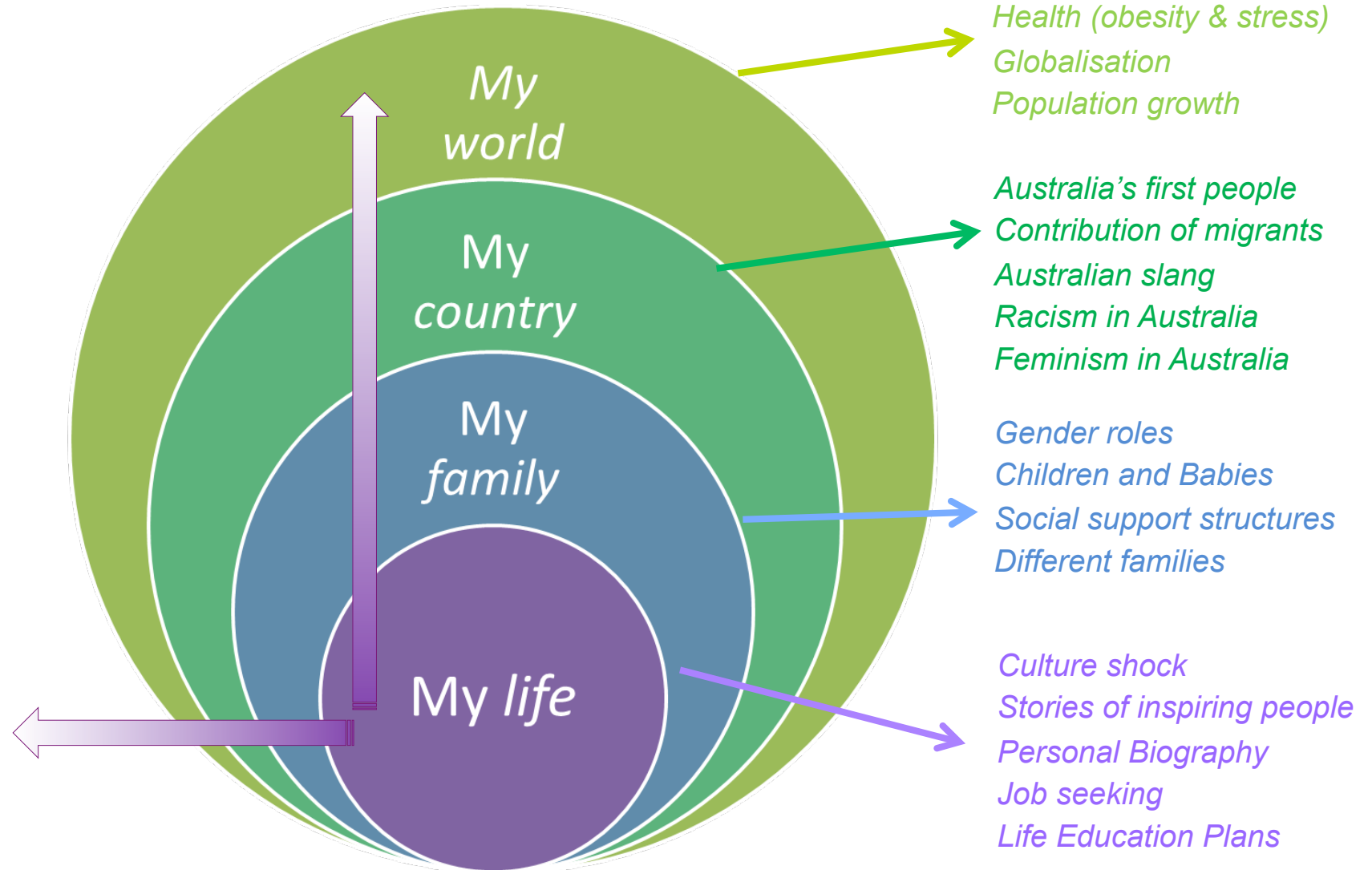
- ☒ Apply advanced learning techniques
- ☐ Prepare for a field placement
- ☐ Undertake a field placement
- ☒ Listen to complex texts
- ☒ Use complex language in spoken texts
- ☒ Read complex texts
- ☒ Write complex texts

Elective units



- ☒ Develop Australian language skills
- ☐ Extend reading and writing skills
- ☐ Develop extended listening skills
- ☐ Build topic vocabulary
- ☐ Develop complex grammar skills
- ☒ Prepare for further study
- ☐ Use the internet to understand current news events

The Balancing Act



Creating a Sisterhood

- Learning to take risks and finding value in mistakes
- Creating a new vision of self as a confident learner
- Socio-political skills (agents of change)
- Thematically relevant content:
 - celebrating women
 - breaking the mould



PHASE ONE EVALUATION

- Retention – 75%
- Full qualification - 70%
- Pathways
 - 60% pursuing TAFE SA studies
 - 25% pursuing Flinders University studies
 - 15% – employment, volunteering , attend another uni and unsure

- Questions and enquiries
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