

	CONSIDERATIONS	BEST PRACTICE	POLICY IMPLICATIONS
CONTEXT What's our profile?	<ul style="list-style-type: none"> Geographic Location - Regional or Metro <ul style="list-style-type: none"> SES by postcode Single campus or multi campus University category & history/ development 	University addresses its specific context but enacts an aspirational agenda in its equity scholarship offerings (e.g. A regional university may have scholarships for first in family students from agricultural backgrounds, but has an aspirational agenda to keep more young people in the region)	Autonomy in equity scholarship provision for higher education providers based on context
DEMOGRAPHIC Who are our students?	<ul style="list-style-type: none"> Age First in Family Socio-economic Status Diversity 	Reflects the current demographic of the student demographic cohort but has in place scholarship offerings that attempt to create a more representative demographic makeup of the Australian population. (e.g. A metro university in a high SES postcode introduces refugee scholarships)	Autonomy for higher education providers in offering equity scholarships reflective of charter/strategy
NEEDS What are the individual, general and context-specific needs of our students?	<ul style="list-style-type: none"> Financial <ul style="list-style-type: none"> Living Costs Fee Affordability Transport Affordable/ Appropriate Accommodation Childcare Health/ Medical/ Counselling Access to part time work Academic support Social and cultural capital enhancement 	<ul style="list-style-type: none"> Single point of application in which all needs are identified. Bundling (e.g. Scholarships are offered alongside accommodation and offers of place and other supports as per individual need) Transparency of needs assessment methodology Needs are 'normed' within the university 	TAC's mandated to work cooperatively with universities to expedite communication with prospective students re equity scholarship offerings by State and in first stage processing
RESOURCES What financial and other resources are available from university and other sources to support our students?	<ul style="list-style-type: none"> Student fees Independent fees (other than student fees e.g. philanthropic) Non-financial - equipment provision 	<ul style="list-style-type: none"> Stand-alone fund - independent of policy or fee /independent scholarship fund - interest from corpus allows for scholarship provision Scholarships derived from student fee income are managed in a transparent and accountable manner Students can access non-financial resources such as equipment, computers etc. based on need 	Universities are able to determine appropriate scholarship funding quantum and mechanisms relative to current and predicted future financial status
EVIDENCE How do we know we are using our resources for maximal impact?	<ul style="list-style-type: none"> Effective retention Effective completion Impact of scholarships on specific sub cohorts(e.g. indigenous, low SES, or refugee) Changes to generational disadvantage over time 	<ul style="list-style-type: none"> Qualitative and quantitative data is collected, i.e. narrative and metric data Analysis strategies include thematic, multivariate and meta-analytic approaches Evidence is generated episodically e.g. post HECS census dates and end of semester, and longitudinally - tracking students through to completion and graduate destination. 	Policy is evidence based
INSTITUTIONAL CULTURE How do students and staff perceive equity scholarships and their role in the institution?	<ul style="list-style-type: none"> Overt commitment to a transformative social contract Internal philanthropy (staff) 	<ul style="list-style-type: none"> Staff and students understand the purpose of equity scholarships Staff, students and Alumni support development and funding of Equity Scholarships Needs are seen as a continuum and therefore normed within the culture; disadvantaged students are not singled out for special attention. 	Policy is actively profiled through internal communications strategy
STRUCTURE Do we have administrative arrangements that ensure efficiency as well as highlight the importance of scholarships?	<ul style="list-style-type: none"> Administrative structure relative to university strategy User interface Delivery, monitoring & problem solving 	<ul style="list-style-type: none"> Institutional structure is one where Equity Scholarships are seen as an important element of institutional strategy and have a senior champion Administrative processes ensure efficiency and effectiveness 	Efficiency guidelines identified
RELATIONSHIPS Who do we need to work with to ensure relevance, transparency and effective processing?	<ul style="list-style-type: none"> With stakeholders (e.g. students, schools, parents & communities) University (TACS) Tertiary Admissions Centre (state based) Centrelink 	The relationship with stakeholders allows for the monitoring of the relevance of equity scholarship offerings and relationships with agencies such as Tertiary Admissions Centres (TACS) & Centrelink, expedites <i>transparent</i> processing of applications.	Policy is actively profiled through external communications strategy Centrelink and TAC's requirement to collaborate with universities