UNIVERSITY *of* TASMANIA

Appendix E: Regional communities' influences on equity participation in higher education

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2019

Make tomorrow better.

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Appendix E: Community of Interest Case Study Interview Questions

Preamble points to make:

Explain what we mean by "Community" for this particular community and how we have shortlisted (this may include multiple towns or areas etc within some postcodes).

Explain why they have been chosen for interview

Explain topics of questions to come

Topic	Question
Introduction	1. What is your role within the community? How long have you lived in [x community]
About the Community	2. Can you tell us about your community? Prompts: • how would you best describe it to someone who hasn't been there? • Size of community, demographics • local culture, industry opportunities, future jobs and industries • education provision and opportunities including e.g. community learning
Attitudes to education	3. What's the general attitude in your community towards education? Prompts: • Is university the norm [for students when they complete year 12 if they are capable]? • If not, what do young people in your community tend to do when they complete year 12? • Do many older people (non school leavers) take up university study? Are people encouraged or discouraged to study at university? In which ways? What benefits are there for people in your community to have a degree? Are they encouraged or discouraged to do TAFE or other VET study? What benefits are there for people in your community to have a VET qualification? **Prompt:** Do many people go on to university after doing TAFE/VET?
Support for study in the Community	4. Is there something in particular you can identify about your community that helps students to aspire to university and/or to succeed at university? Prompts: • Schools, e.g. academic preparation, teachers, expectations, careers advice • TAFE, adult learning centre or other training providers • Employers • Financial, e.g. locally funded scholarships

Topic	Question
	• Local library or study centre and/or people who work there, study groups • Local university, e.g. preparation programs, proximity to a university campus and/ or organised visits • Mentors
About you as a key influencer and/or supporter (IF APPLICABLE)	5. You/your organisation have been identified as someone who is a key influencer/supporter for students to continue to higher education. Why do you think that is? What is your motivation for supporting university and/or VET in your community?
	6. How have you supported students to continue their education? [Prompt: do you have an example of …?]
Impact of university study	7. Have you seen any [other] effects or impact of people who go onto to university on your community? [Prompts]: • Have students returned to the community after completing further studies? (especially in communities where there has been an increase in participation) • Role models for others to try university? • Change of culture/attitude? • Better skilled workforce • Start up of new businesses • Personal 'transformations'
Final questions	8. Is there anyone [else] you think we should talk to in your community who has a been a key influencer in supporting students to continue to university?
	9. Do you have any further comments about what you think your community does well (does differently) to support school leavers and/or mature-aged students to embark upon and succeed in further studies?