



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to their 2016 outcomes and future plans to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 ISP funds is included within this document. Please provide as much information as possible.

The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

Please submit signed electronic documents by email to: ISSP@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

Queensland University of Technology

Oodgeroo Unit

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

The number of Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes and the nature of their involvement, i.e. memberships on boards, committees etc.

For those committees noted in QUT's Manual of Policies and Procedures *Appendix 8: the Queensland University of Technology Committee Structure*, the committees with formal Indigenous representation are:

University Council

Mr W. (Wesley) Enoch, BA(Hons)(Drama) QUT. Artistic Director, Sydney Festival

University Academic Board

Director, Oodgeroo Unit *ex officio*

University Research and Innovation Committee

Dean, Indigenous Research and Engagement Unit *ex officio*

Indigenous Education and Employment Committee

Chair – One distinguished Aboriginal or Torres Strait Islander person who is external to QUT, as Chair, nominated by the Vice-Chancellor

Director, Oodgeroo Unit *ex officio*

Dean, Indigenous Research and Engagement Unit *ex officio*

Associate Director, Academic - Indigenous Knowledges *ex officio*

Indigenous Employment Coordinator *ex officio*

Four representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Vice-Chancellor

One Aboriginal and/or Torres Strait Islander student nominated by the Vice-Chancellor

Two Aboriginal and/or Torres Strait Islander staff members of the University, nominated by the Vice-Chancellor

Equity Board

Chair of Indigenous Education and Employment Committee or nominee

University Promotion Committee

Where an application is received from an Indigenous staff member, prior to the consideration of any applications the University Promotion Committee will be reconstituted to include an appropriately qualified Indigenous staff member/Indigenous person to the Committee nominated by the Vice-Chancellor. This will be an additional committee position.

University Human Research Ethics Committee

One person who performs a pastoral care role in a community, for example, an Aboriginal elder, a minister of religion - appointed by the Deputy Vice-Chancellor (Research and Commercialisation) AND one person who identifies as Aboriginal and/or Torres Strait Islander nominated by the Indigenous Education and Employment Committee.

University Learning and Teaching Committee

Indigenous staff member nominated by the Chair of University Academic Board

Other QUT committees with Aboriginal and Torres Strait Islander membership include:

Creative Industries Faculty Academic Board (Senior Deputy Vice-Chancellor's nominee)
Curriculum Standards Reference Group
Equity Scholarships Panel
Faculty of Education Research and Innovation Committee
First Year Experience and Retention Committee
Higher Education Research Network
Indigenous Employment Reference Group
Membership of Faculty Equity Committees
Orientation Organising Committee
YuMi Deadly Centre Advisory Committee

The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within your institution

Director – Oodgeroo Unit

The Director is responsible for the overall leadership, direction and management (both academic and administrative) across the full range of strategic and operational activities of the Centre. The position facilitates change and builds an organisational culture that is supportive of the vision of the Centre, aligned with the Indigenous communities' needs and with the University's strategic directions.

Dean, Indigenous Research and Engagement Unit

Under QUT's Innovation and Research Strategy, the Dean of the Indigenous Research and Engagement Unit (IREU), Distinguished Professor Aileen Moreton-Robinson, has responsibility for facilitating implementation of the Aboriginal and Torres Strait Islander Research Strategy.

The role of the IREU is to provide strategic leadership, guidance and advice across the University in relation to the increasing and strengthening Indigenous research capabilities, engagement and outputs.

Associate Director, Academic – Indigenous Knowledges

The position provides academic leadership to achieve the University Blueprint objectives: strengthen students' cultural competence and understanding of Aboriginal and Torres Strait Islander knowledges; and ensure that all staff have an understanding of Aboriginal and Torres Strait Islander perspectives so that they may contribute to reconciliation.

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2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.

Your response to this goal needs to address but is not limited to the following points:

- An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.

QUT's Indigenous Employment Strategy (IES) was launched in 2016. The strategy aligns to QUT's Blueprint and responds to certain recommendations from the *National Indigenous Higher Education Workforce Strategy* (NIHEWS) and the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples* (Behrendt Review).

QUT's current **Indigenous Employment Strategy** can be viewed at the following location:
<http://www2.qut.edu.au/jobs/working-at-qut/indigenous-employment.jsp>

The four key objectives of QUT's IES are focused on:

Recruitment - Building meaningful and sustainable employment opportunities for Aboriginal and Torres Strait Islander people across all organisational areas of the University in academic, research, professional and senior positions and providing effective engagement with Aboriginal and Torres Strait Islander peoples, communities and organisations in support of the attraction and recruitment of Indigenous talent.

Retention – Ensuring workplace practices provide a supportive and flexible environment which enables Aboriginal and Torres Strait Islander employees to meet professional and cultural obligations.

Development - Enhanced career pathways for existing Aboriginal and Torres Strait Islander employees through targeted professional development and training programs.

Workplace Culture - Commitment to creating a culturally safe and inclusive working environment for Aboriginal and Torres Strait Islander peoples and demonstrated respect for and recognition of the unique cultural, social and spiritual Knowledges and experiences that Aboriginal and Torres Strait Islander employees bring to QUT.

Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement)

Numerous activities and outcomes were undertaken under the Indigenous Employment Strategy in 2016 under the four (objectives):

Recruitment/Development

- Created an updated Aboriginal and Torres Strait Islander Talent Pool and for engagement in training workshops (67 applicants)
- Engaged with over 50 candidates individually and offered support, feedback and advice on their applications
- Created QUT Indigenous Job Alerts email to forward to database and networks distributed monthly, or when identified roles became available.
- Promoted QUT Jobs through community networks via Indigenous Job Alerts email and LinkedIn.
- Delivered two workshops in 2016 for Resume Writing and Selection Criteria workshops for potential Aboriginal and Torres Strait Islander candidates

- Created QUT Indigenous Job Alerts email to forward to database and Indigenous Employment Coordinator networks distributed monthly, or when identified roles became available.

Retention/Workplace Culture

- Investigated an Indigenous Elders in Residence Program to support staff and students and to increase awareness and engagement in the University and wider community
- Collaborated across the University to ensure new staff members and staff working with Indigenous colleagues were able to access the Cultural Competency workshops

Along with the strategies outlined in the IES, QUT remains committed to encouraging Aboriginal and Torres Strait Islander candidates to apply for all positions across the University and states this commitment in all position descriptions for advertised vacancies.

The number of Indigenous-specific positions at your University, detailed by occupation and level

Indigenous-specific permanent positions

Faculty/Institute/Section	Academic / Non-Academic	Position Title	Level
Faculty of Education	Academic	Lecturer	LEVB
	Academic	Lecturer	LEVB
	Non-Academic	National Indigenous Coordinator	HEW9
Faculty of Health	Academic	Lecturer	LEVB
	Academic	Lecturer	LEVB
Science and Engineering Faculty	Non-Academic	Trainee	Trainee
	Non-Academic	Trainee	Trainee
Chancellery	Academic	Senior Lecturer	LEVC
	Academic	Director, Oodgeroo Unit	Senior Staff
	Academic	Senior Lecturer	LEVC
	Non-Academic	Learning Support Officer	HEW 5
	Non-Academic	Learning Support Officer	HEW 5
	Non-Academic	Administration Officer	HEW 4
	Non-Academic	Team Leader – Professional Services	HEW 7
	Non-Academic	Team Leader – Marketing and Communications	HEW 7
	Non-Academic	Team Leader – Learning Support	HEW 7
	Non-Academic	Team Leader – Learning Support	HEW 7
	Non-Academic	Recruitment Officer	HEW 5
	Non-Academic	Administration Assistant	HEW 4
	Non-Academic	Student Support Officer	HEW 4
	Division of Research and Commercialisation	Academic	Professor of Indigenous Studies
Non-Academic		Network Convenor	HEW 7
Division of Administrative Services	Non-Academic	Training Officer	HEW 7
	Non-Academic	Widening Participation Support Officer	HEW 5
	Non-Academic	Indigenous Career Counsellor	HEW 8
	Non-Academic	Training Officer	HEW 7
	Non-Academic	Trainee	Trainee
	Non-Academic	Trainee	Trainee

Faculty/Institute/Section	Academic / Non-Academic	Position Title	Level
	Non-Academic	Trainee	Trainee
	Non-Academic	Indigenous Employment Coordinator	HEW 7
Division of Finance and Resource Planning	Non-Academic	Trainee	Trainee
Totals		31	

The current number of Aboriginal and Torres Strait Islander staff at your University and their roles across the University (including numbers in academic and non-academic roles, and by level)

Permanent positions - academic and senior positions

Faculty/Institute/Section	Position Title	Level
Faculty of Education	Associate Professor	LEVD
	Associate Lecturer	LEVA
	Lecturer	LEVB
Faculty of Health	Lecturer	LEVB
	Lecturer	LEVB
Faculty of Law	Lecturer	LEVB
	Lecturer	LEVB
Creative Industries Faculty	Lecturer	LEV B
	Lecturer	LEV B
	Professor of Design	LEV E
Science and Engineering Faculty	Lecturer	LEVB
Chancellery	Senior Lecturer	LEVC
	Director, Oodgeroo Unit	Senior Staff
	Senior Lecturer	LEVC
	Associate Director, Academic Indigenous Knowledges	LEVD
Division of Research and Commercialisation	Dean, Indigenous Research and Engagement	Senior Staff
	Senior Research Fellow	LEVC
Totals	17	

Permanent positions – non-academic positions

Faculty/Institute/Section	Position Title	Level
Faculty of Education	Administration Assistant	HEW 3
Faculty of Health	Finance Manager	HEW 8
	National Indigenous Coordinator	HEW 9
	Placements Officer	HEW 4
	Project Officer	HEW 5
Faculty of Law	Project Officer	HEW 7
Creative Industries Faculty	Administration Officer	HEW 4
QUT Business School	Trainee	Trainee
Caboolture Campus	Marketing and Events Assistant	HEW 4
Institute of Health and Biomedical Innovation	Laboratory Technician	HEW 5
Institute for Future Environments	Administration Officer	HEW 5

Faculty/Institute/Section	Position Title	Level
Science and Engineering Faculty	Project Support Officer	HEW 5
	Trainee	Trainee
	Trainee	Trainee
Chancellery	Learning Support Officer	HEW 5
	Learning Support Officer	HEW 5
	Administration Officer	HEW 4
	Team Leader – Professional Services	HEW 7
	Communications and Programs Officer	HEW 6
	Team Leader – Marketing and Communications	HEW 7
	Team Leader – Learning Support	HEW 7
	Administration Officer	HEW 4
	Team Leader – Learning Support	HEW 7
	Recruitment Officer	HEW 5
	Recruitment Officer	HEW 4
	Administration Assistant	HEW 4
	Student Support Officer	HEW 4
Technology, Information and Library Services	Executive Officer	Senior Staff
	Technology Support Officer	HEW 5
	Team Leader	HEW 8
	Electronic Resource Assistant	HEW 5
	Technology Support Officer	HEW 5
	Learning Designer	HEW 8
	Trainee	Trainee
Division of International and Development	Administration Assistant	HEW 4
	Administration Assistant	HEW 3
Division of Research and Commercialisation	Network Convenor	HEW 7
	Senior Administration Officer	HEW 7
	Administration Assistant	HEW 4
Division of Administrative Services	Training Officer	HEW 7
	Training officer	HEW 7
	Widening Participation Support Officer	HEW 5
	Training and Events Support Officer	HEW 4
	Indigenous Career Counsellor	HEW 8
	Training Officer	HEW 7
	Enrolments Officer	HEW 4
	Administrative Assistant	HEW 3
	Training and Events Support Officer	HEW 4
	Trainee	Trainee
	Trainee	Trainee
	Trainee	Trainee
	Administration Officer	HEW 4
	Student Enquiries Officer	HEW 4
	Administration Officer	HEW 4

Faculty/Institute/Section	Position Title	Level
	Indigenous Employment Coordinator	HEW 7
Division of Finance and Resource Planning	Senior Technical Officer	HEW 8
	Trainee	Trainee
Totals	57	

Casual positions – academic positions

Faculty/Institute/Section	Position Title	Level
Faculty of Education	Early Childhood Casual Academic	CALRC
	Sessional Academic	CALRC
Faculty of Health	Optometry Sessional Academic	CACNL
	Sessional Academic x 2	CALRA
	Sessional Academic x 4	CAMGP
	Sessional Academic	CATRE
	Sessional Academic	CATRF
	Health Sessional Academic	CALRA
Faculty of Law	Sessional Academic x 2	CALRA
Creative Industries Faculty	Sessional Academic	SAMGP
	Sessional Academic	SATRE
	Sessional Academic	SATRF
Chancellery	ITAS (TT) Tutor - Individual Undergraduate x 6	AGREE
	ITAS (TT) Tutor - Individual Postgraduate	AGREE
	ITAS (TT) Tutor - Group Undergraduate x 5	AGREE
	Individual Undergraduate	AGREE
	ITAS (TT) Tutor - Group Postgraduate	AGREE
Division of International and Development	Sessional Academic	CAAAR
	Sessional Academic	CAMGP
	Sessional Academic	SAAAR
	Sessional Academic	SALRA
	Sessional Academic	SATRE
	Sessional Academic	SATRF
	University Entry Program Sessional Educator x 2	CAAAR
	University Entry Program Sessional Educator	CAMGP
	University Entry Program Sessional Educator x 2	CATRE
	University Entry Program Sessional Educator x 2	CATRF
	University Entry Program Sessional Educator	SAAAR
	University Entry Program Sessional Educator x 2	SATRE
	University Entry Program Sessional Educator	SATRF
Totals	48	

Casual positions – non-academic positions

Faculty/Institute/Section	Position Title	Level
Faculty of Education	Robotics Ambassador	HEWA 2
	Research Assistant x 3	HEWA 4
Faculty of Health	UTL Facilitator	HEWA 7
	Project Officer (Research)	HEWA 6
	Project Officer	HEWA 4
Faculty of Law	WP Student Ambassador (Law)	HEWA 2
	Peer Mentor (QStep Mentoring Program)	HEWA 2
	Peer Mentor (Indigenous Pre-Law and Justice Program)	HEWA 2
	Peer Mentor	HEWA 2
	Research Assistant	HEWA 6
QUT Business School	Widening Participation Student Ambassador x 2	HEWA 2
	Student Learning Advisor	HEWA 4
Creative Industries Faculty	Info Booth Manager - Create X	AGREE
	Widening Participation Explore Uni Ambassador	HEWA 2
Caboolture Campus	Student Ambassador x 2	HEWA 2
Chancellery	Student Success Advisor x 2	HEWA 4
	Student Ambassador x 14	HEWA 2
	Student Ambassador	HEWA 7
Division of International and Development	Donor Support Assistant	HEWA 3
Division of Research and Commercialisation	Administration Assistant x 3	HEWA 3
Division of Administrative Services	Invigilator	HEWA 3
	Indigenous Employment Coordinator	HEWA 7
	Student Ambassador	HEWA 2
	Explore Uni Ambassador x 14	HEWA 2
	Digital Marketing Student Ambassador	HEWA 2
Totals	57	

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Faculty of Education	Academic	Associate Professor
	Academic	Associate Lecturer
	Non-Academic	Project Co-ordinator
	Non-Academic	Administration Assistant
Faculty of Health	Academic	Lecturer
	Academic	Lecturer
	Academic	Research/Project Officer
	Non-Academic	Finance Manager
	Non-Academic	National Indigenous Coordinator
Faculty of Law	Non-Academic	Placements Officer
	Academic	Lecturer
	Academic	Lecturer

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
	Non-Academic	Project Officer
QUT Business School	Non-Academic	Trainee
Creative Industries Faculty	Academic	Lecturer
	Academic	Lecturer
	Academic	Professor of Design
	Non-Academic	Administration Officer
Caboolture Campus	Non-Academic	Marketing and Events Assistant
Institute for Future Environments	Non-Academic	Administration Assistant
Institute of Health and Biomedical Innovation	Non-Academic	Laboratory Technician
Science and Engineering Faculty	Academic	Lecturer
	Non-Academic	Project Support Officer
	Non-Academic	Trainee
	Non-Academic	Trainee
Chancellery	Academic	Senior Lecturer
	Academic	Director, Oodgeroo Unit
	Academic	Senior Lecturer
	Academic	Associate Director, Academic Indigenous Knowledges
	Non-Academic	Learning Support Officer
	Non-Academic	Learning Support Officer
	Non-Academic	Administration Officer
	Non-Academic	Team Leader – Professional Services
	Non-Academic	Communications and Programs Officer
	Non-Academic	Team Leader – Marketing and Communications
	Non-Academic	Team Leader – Learning Support
	Non-Academic	Administration Officer
	Non-Academic	Team Leader – Learning Support
	Non-Academic	Recruitment Officer
	Non-Academic	Recruitment Officer
	Non-Academic	Administration Assistant
	Non-Academic	Student Support Officer
Technology, Information and Library Services	Non-Academic	Executive Officer
	Non-Academic	Technology Support Officer
	Non-Academic	Team Leader
	Non-Academic	Electronic Resource Assistant
	Non-Academic	Technology Support Officer
	Non-Academic	Learning Designer
	Non-Academic	Trainee
Division of International and Development	Non-Academic	Administration Assistant

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
	Non-Academic	Administration Assistant
Division of Research and Commercialisation	Academic	Dean, Indigenous Research and Engagement
	Academic	Senior Research Fellow
	Non-Academic	Network Convenor
	Non-Academic	Senior Administration Officer
	Non-Academic	Administration Assistant
Division of Administrative Services	Non-Academic	Training Officer
	Non-Academic	Widening Participation Support Officer
	Non-Academic	Training and Events Support Officer
	Non-Academic	Indigenous Career Counsellor
	Non-Academic	Training Officer
	Non-Academic	Enrolments Officer
	Non-Academic	Administrative Assistant
	Non-Academic	Training and Events Support Officer
	Non-Academic	Trainee
	Non-Academic	Trainee
	Non-Academic	Trainee
	Non-Academic	Administration Officer
	Non-Academic	Student Enquiries Officer
	Non-Academic	Administration Officer
	Non-Academic	Indigenous Employment Coordinator
Division of Finance and Resource Planning	Non-Academic	Senior Technical Officer
	Non-Academic	Trainee
Total	Total Academic: 17 Total Non-Academic:56	

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Faculty of Education	Academic	Research Assistant
	Academic	Sessional Academic
	Non-Academic	Robotics Ambassador
Faculty of Health	Academic	Sessional Academic
	Academic	Under the Limit [CARRS-Q] Facilitator
	Academic	Sessional Academic
	Academic	Sessional Academic
	Academic	Optometry Sessional Academic
	Academic	Research Assistant

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
	Non-Academic	Project Officer
Faculty of Law	Academic	Sessional Academic
	Academic	Sessional Academic
	Non- Academic	Research Assistant
	Non-Academic	Law Widening Participation Student Ambassador
	Non-Academic	Peer Mentor
QUT Business School	Non-Academic	Widening Participation Student Ambassador
	Non-Academic	Student Learning Advisor
Creative Industries Faculty	Academic	Sessional Academic
	Non-Academic	Widening Participation Explore Uni Ambassador
Caboolture Campus	Non-Academic	Student Ambassador
Chancellery	Academic	ITAS (TT) Tutor
	Academic	ITAS (TT) Tutor
	Academic	ITAS (TT) Tutor
	Academic	ITAS (TT) Tutor
	Academic	ITAS (TT) Tutor
	Academic	ITAS (TT) Tutor
	Academic	ITAS (TT) Tutor
	Non-Academic	Student Success Advisor
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
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	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
Division of International and Development	Academic	Sessional Academic
	Non-Academic	Donor Support Assistant
Division of Research and Commercialisation	Non-Academic	Administration Assistant
Division of Administrative Services	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Invigilator
Total	Total Academic: 19 Total Non-Academic: 41	

3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander student numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison)

Commencing Aboriginal and Torres Strait Islander students

	2015	2016
Aboriginal and Torres Strait Islander students	235	267
Non Aboriginal and Torres Strait Islander students (Domestic students only)	15,251	14,893

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
<p>Centralised Assessment and Selection Program (CASP)</p>	<p>Aboriginal and Torres Strait Islander students seeking entry to undergraduate courses at QUT</p>	<p>The Centralised Assessment and Selection Program is an alternate pathway for Aboriginal and Torres Strait Islander people wishing to pursue higher education and is designed to redress educational disadvantage through recognition of prior learning and other personal achievements. Rather than relying on a single academic indicator, the CASP aims to recognise an individual's commitment to higher education study, and their previous study, work and community experiences.</p>	<p>2016 commencing undergraduate Aboriginal and Torres Strait Islander students consisted of 204 enrolments (179 semester one and 25 for semester two commencing students). Of these, 133 (116 in semester one and 17 in semester two) came through the CASP process leaving 71 commencing students gaining entry outside of the CASP process.</p>
<p>Marketing and communication activities</p>	<p>Aboriginal and Torres Strait Islander high school students and prospective mature age students.</p>	<p>In 2016 the Oodgeroo Unit's Marketing and Communications team travelled throughout Queensland with QUT's Marketing and Communications Team on road shows to promote pathways to university for Aboriginal and Torres Strait Islander students at events including campus Open Days, Tertiary Studies Expo and Regional Careers Fairs. The Oodgeroo Unit Marketing and Communications team also attended internal QUT promotional events such as the QUT Open Days and Real Decisions information sessions for current school leavers post receiving their Overall Positions (OP).</p>	<p>In 2016, 482 Aboriginal and Torres Strait Islander applicants indicated QUT as a first, second or third preference (404 in semester one and 78 in semester two) through the Queensland Tertiary Admission Centre (QTAC). This reflects the extensive promotional work undertaken by the Oodgeroo Unit's Marketing and Communications team throughout the year.</p>

Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).

Outreach Activity	Target audience	Outline of Program	Outcome
<p>Indigenous Australian Science and Infrastructure Development (SID) Winter School</p>	<p>Aboriginal and Torres Strait Islander grades 10, 11 and 12 students.</p>	<p>The fourth Indigenous Australian Science and Infrastructure Development (SID) Winter School was held from 26 June – 1 July 2016.</p> <p>29 Aboriginal and Torres Strait Islander students were selected to attend the SID Winter School. The group included one Aboriginal grade 9 student from northern New South Wales and two Aboriginal students from South Australia.</p> <p>A joint initiative between the Oodgeroo Unit, QUT and WSP Parsons Brinckerhoff (Australia-Pacific) – led by the Brisbane Regional Office, the SID Winter School aims to increase access and participation in higher education for Aboriginal and Torres Strait Islander participants. The SID Winter School is designed to demystify university and encourage an interest in higher education. By attending and participating in this residential camp, engaging with others from similar backgrounds, and participating in experiential activities, Aboriginal and Torres Strait Islander participants discover that going to university is one of many post-schooling options available to them.</p>	<p>The 2016 program was sponsored by the Oodgeroo Unit, QUT, WSP Parsons Brinckerhoff, Bryan Family Foundation, Queensland Department of Transport and Main Roads, Department of State Development (South Australia), Australian Army Gallipoli Barracks and CareerTrackers.</p> <p>The students visited the WSP Parsons Brinckerhoff Brisbane Regional Office, the Brisbane Metropolitan Transport Management Centre, Kippa-Ring Train Station (not yet opened at the time of the Winter School), the Australian Army Gallipoli Barracks and Lone Pine Koala Sanctuary. Along with various science, technology, engineering and mathematics (STEM) activities hosted on QUT’s Gardens Point campus.</p> <p>The percentage of participants who were interested in going to university increased from 53.3% before the SID Winter School to 60% immediately following the SID Winter School. The SID Winter School concluded with a graduation ceremony to celebrate student achievements. The graduation ceremony was attended by parents, caregivers, siblings, QUT staff and a variety of external stakeholders.</p>

Outreach Activity	Target audience	Outline of Program	Outcome
Murri Futures	Murri Futures is an in-school program targeted at increasing the awareness of educational and career options available to Aboriginal and Torres Strait Islander students from years 8 to 12 in the Brisbane North and Sunshine Coast regions.	Murri Futures brings together Aboriginal and Torres Strait Islander staff from employment, tertiary institutions and a variety of workplaces to inform Aboriginal and Torres Strait Islander students of potential options post school.	Oodgeroo Unit staff visited five secondary schools in the inaugural 2016 Murri Futures program and spoke to approximately 200 Aboriginal and Torres Strait Islander students from Pine Rivers State High School, Caboolture State High School, Morayfield State High School and Northlakes Secondary College.
Participation in community events	Aboriginal and Torres Strait Islander high school students and prospective mature age students.	<p>Increase awareness of post-secondary education opportunities available to Aboriginal and Torres Strait Islander communities.</p> <p>Raise the profile of post-secondary education within the Queensland Aboriginal and Torres Strait Islander communities.</p> <p>Provide information regarding admission programs, financial assistance and support programs.</p>	<p>The following events were attended:</p> <p>Punyahra Health and Well Being Expo (Beaudesert). Total attendance: approximately 750 – 1,000.</p> <p>Total engagement with stall: 125 – 150.</p> <p>NAIDOC Week Events – The Oodgeroo Unit Marketing and Communications team (including 10 student ambassadors) attended 10 events over six days of NAIDOC Week engaging with Aboriginal and Torres Strait Island communities in the Moreton Bay region, Cherbourg, Ipswich, Redlands (including Stradbroke Islands), Inala and Brisbane communities.</p> <p>Brisbane Youth Detention Centre (BYDC) NAIDOC Event – The Oodgeroo Unit Recruitment and Community Engagement officer plus one student ambassador attended the event consisting of 10 students who went through several aspirational sessions.</p>
Recruitment and Community Engagement Officer and Recruitment Assistant	The Oodgeroo Unit Recruitment and Community Engagement Officer and Recruitment Assistant have been working	The Recruitment and Community Engagement Officer and Recruitment Assistant liaise, consult and negotiate with a	The positions develop partnerships with relevant internal and external stakeholders to improve community engagement and

Outreach Activity	Target audience	Outline of Program	Outcome
	with the University's marketing team promoting the Oodgeroo Unit and QUT to the Aboriginal and Torres Strait Islander community locally and nationally.	diverse range of stakeholders including schools, potential Aboriginal and Torres Strait Islander students and members of the Aboriginal and Torres Strait Islander community, and QUT faculties and divisions about educational opportunities at QUT.	student contact, and work on a range of initiatives aimed at increasing student access, recruitment, and retention. The Recruitment Officer and Recruitment Assistant also participate in QUT's core student service activities including student recruitment, campus tours, internal events giving the Oodgeroo Unit a visible presence on campus, facilitating information sessions for industry partners and students as well as promoting career opportunities for current and potentially complete students.
School visits	The Oodgeroo Unit predominately conducts school visits within South East Queensland. Target audience are years 4 to 12.	<p>Provide course specific information for prospective students.</p> <p>Provide information regarding admission programs, financial assistance and support programs available for enrolled students.</p> <p>Liaise with other universities and training organisations to develop productive professional partnerships.</p>	<p>Oodgeroo Unit staff speak openly about the benefits and opportunities a university education can provide while also dispelling the myths associated with Overall Position (OP) reliance, subject choices and costs of university.</p> <p>The Oodgeroo Unit has visited eight schools from the South-East Brisbane region and extending as far north as the Torres Strait Islands. The Oodgeroo Unit has spoken with approximately 150 students in years 7 -12.</p>
School Expos	Aboriginal and Torres Strait Islander high school students and prospective mature age students.	Promote university as a post-schooling pathway option as part of a wider organised information event. Other universities attend also.	The Oodgeroo Unit has attended 10 QUT School Expos in the Brisbane area, North Queensland and Torres Strait Islands. The Oodgeroo Unit has spoken with approximately 70 students.
Campus Tours	Aboriginal and Torres Strait Islander high school students.	Students are given a brief overview of university life, participate in hands-on activities and are given a tour of the Kelvin Grove and Gardens Point campuses by Indigenous Student Ambassadors.	The Oodgeroo Unit held three Campus tours with AIEF (Australian Indigenous Education Foundation), Tagai Secondary College (Thursday Island) and St Thomas More College (Brisbane). The Oodgeroo Unit

Outreach Activity	Target audience	Outline of Program	Outcome
Education and Career Markets	Aboriginal and Torres Strait Islander high school students, parents/caregivers and prospective mature age students.	Visitors speak with a wide variety of education and information providers at one organised event. Information is provided on the Oodgeroo Unit's scholarships, alternative entry program and QUT's courses.	<p>campus tours involved around 95 students from Year 7-12.</p> <p>The Oodgeroo Unit attended three Education and Career Markets held in Townsville, Cairns and Thursday Island. The Oodgeroo Unit engaged with approximately 400 students.</p>
Guest Speaker / Information Session	Aboriginal and Torres Strait Islander secondary students.	The Recruitment and Community Engagement Officer is invited to provide an overview of the Oodgeroo Unit and QUT as a post schooling option.	<p>An Oodgeroo Unit staff member was a guest speaker at the Cape York Leadership Camp and spoke to 50 students from 10 different schools. The year levels were from 9-12.</p> <p>An Oodgeroo Unit staff member was a guest speaker as part of Project Imba (Cunnamulla State High School). The Oodgeroo Unit engaged with approximately 25 students.</p> <p>The Oodgeroo Unit attended Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Student Award ceremonies and graduation round offers.</p>
Student Ambassadors	<p>Aboriginal and Torres Strait Islander community members.</p> <p>Current Aboriginal and Torres Strait Islander secondary and university students.</p>	The Oodgeroo Unit employs current students as Student Ambassadors to strengthen current retention and Outreach Activities as part of the Widening Participation Program. Student Ambassadors can give real life examples and narratives based on personal experience as well as build on their own life skills.	<p>Qualitative feedback from commencing students during the Pre-Orientation Program (POP) week and other community based activities has suggested that Student Ambassadors have been pivotal to the continued success of Oodgeroo Unit Widening Participation activities.</p> <p>This also gives QUT Aboriginal and Torres Strait Islander students the opportunity to gain leadership skills in a safe environment, as well as being valuable role models in the retention strategy for both continuing and commencing students.</p>

Outreach Activity	Target audience	Outline of Program	Outcome
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In 2016, the Oodgeroo Unit utilised 19 Student Ambassadors for a variety of degrees from all faculties.

Details of Indigenous-specific and other **scholarships offered by your University** (See table below).

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Indigenous Commonwealth Education Costs Scholarship (ICECS) (\$2 599.00) For up to 4 years	Commonwealth		\$519 800	200	Assists Indigenous students from low-income backgrounds with their study costs.
Indigenous Access Scholarship (IAS) (\$4 904.00) 1 semester	Commonwealth		\$642 424	131	Assists Indigenous students from low-income backgrounds to undertake their first undergraduate course.
Indigenous Commonwealth Accommodation Scholarship (ICAS) (\$5 199.00) For up to 4 years	Commonwealth		\$332 736	64	Assists Indigenous students from low-income backgrounds who have relocated to study from regional or remote areas of Australia.
QUT Equity Starter Bursary (\$901) 1 semester	Equity Services		\$202 725	225	QUT top up starter bursary given each year to students on the Indigenous Commonwealth Education Costs Scholarship (ICECS).
QUT Equity Emergency Bursary (\$300) 1 in a semester	Equity Services		\$900	3	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
QUT Equity Emergency Bursary (\$500) 1 in a semester	Equity Services		\$5 500	11	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
QUT Emergency Bursary (\$750) 1 in a semester	Equity Services		\$6 000	8	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
QUT Equity Bursary (\$1 500.00) 1 year (first year eligibility only)	Equity Services		\$36 000	24	Assists QUT low-SES students with their study costs.
QUT Equity Scholarship (\$1 750.00) 1 semester (semester 2 only)	Equity Services		\$15 750	9	Assists QUT low-SES students with their study costs.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
QUT Equity Scholarship (\$3 500.00) 1 year	Equity Services		\$171 500	49	Assists QUT low-SES students with their study costs.
QUT Equity Scholarship (\$5 000) 1 year	Equity Services		\$50 000	10	Assists QUT low-SES students with their study costs.
QUT Equity Scholarship (\$7 500) Over 4 years			\$105 000	14	Assists students from low-income backgrounds who have relocated to study from regional or remote areas of Queensland and the Northern Territory.
QUT Equity WIL Bursary (\$300) 1 in a semester	Equity Services		\$1 200	4	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation during their placement
QUT Equity WIL Bursary (\$500) 1 in a semester	Equity Services		\$1 500	3	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation during their placement
QUT Equity WIL Bursary (\$750) 1 in a semester	Equity Services		\$1 500	2	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation during their placement
Arrow Energy Go Further QUT Scholarship 1 year	Private	6	\$50 000	6	Four scholarships for full-time Aboriginal and Torres Strait Islander students in degrees related to the resources sector valued at \$10 000 per year. Two scholarships for part-time Aboriginal and Torres Strait Islander students in degrees related to the resources sector valued at \$5 000 per year.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
C&K Aboriginal and Torres Strait Islander Tertiary (Bachelor of Education - Early Childhood) Scholarship 1 year	Private	1	\$7 500*	1	One scholarship for a full-time Aboriginal and Torres Strait Islander student studying a Bachelor of Education - Early Childhood valued at \$7 500 per year.
Caxton Legal Centre	Private	1	\$1 000	1	Awarded to a current Aboriginal and/or Torres Strait Islander student who has completed their first year of study in the Bachelor of Laws / Bachelor of Laws (Honours) with a GPA of at least 4.0, and is engaged in the Aboriginal and Torres Strait Islander community.
Faculty of Law Start-up Bursaries	University	As required	\$500	14	Awarded to undergraduate law or justice students who complete the Indigenous Pre Law and Justice Program to assist with the financial impact of attend the week-long program.
Funding for SEF Indigenous Exchange program	QUT	1	\$8000	0	Open to undergraduate Indigenous students undertaking up to one year of study exchange at an International partner university.
Getting Started Indigenous Scholarship for Business	University	4	\$4,000	1	1 year scholarship. 3 were offered. 1 was accepted.
Indigenous Business Intern Scholarship	University (Sponsored)	2	\$15,000	1	2 year scholarship including 2 internships with sponsor.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
John Koowarta Reconciliation Law Scholarship 1 year	Private	1	\$5 500	1	One scholarship for a full-time Aboriginal and Torres Strait Islander students a Law degree valued at \$5 500 per year.
KPMG Indigenous Tertiary Scholarship 1 year	Private	1	\$11 000	1	One scholarship for a full-time Aboriginal and Torres Strait Islander students in any degree valued at \$11 000 per year.
Laurie Cowled Indigenous Scholarship for Business students	University (Sponsored)	1	\$5,000	1	1 year scholarship. Student completed part time studies.
McCullough Robertson Law Scholarship for Aboriginal and Torres Strait Islander students	Private	2	\$5,000	2	A scholarship for Aboriginal and Torres Strait Islander undergraduate law students who have completed a minimum of 48 credit points.
Oodgeroo Noonuccal Undergraduate Scholarship 1 year	Oodgeroo Unit	1	\$5 000	1	Offered annually to an Aboriginal and Torres Strait Islander student who is, or who will be, enrolled in Semester Two in a QUT undergraduate degree.
Oodgeroo Noonuccal Postgraduate Scholarship 1 year	Oodgeroo Unit	1	\$7 000	1	Offered to an Aboriginal and Torres Strait Islander student in any QUT faculty or school who is, or who will be, enrolled in Semester Two in either an Honours, Graduate Diploma or Masters degree; note that the Masters program could be either a coursework degree or a research Masters degree.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Penny Tripcony Aboriginal and Torres Strait Islander Scholarship	Faculty / University	1	2016: \$6,256/EFTSL 2017: \$6,349/EFTSL plus \$600 book voucher	1	EU30 Master of Teaching (Early Childhood); Commonwealth Supported Place 2 years full-time or equivalent.
Science and Engineering Faculty Indigenous Student Continuing Studies Scholarship	QUT	4	\$13 500	6	Open to Undergraduate Indigenous students who are struggling financially.
SEF Undergraduate Indigenous Scholarship (Commencing Undergraduate)	QUT	2	Approx. \$20 000 (depending on fees)	0	Full tuition fees for first year plus \$500 stipend in Semester 1 of the first year.
STEM Bridging course Fee waivers	QUT	5	\$1500	1	Fee waiver to enable prospective SEF Indigenous students identified during the CASP process to complete STEM bridging courses.
Zonta Club of Brisbane Breakfast QUT Prize	Private	1	\$1000	1	Awarded to a current Aboriginal and/or Torres Strait Islander student who has completed their first year of study in the Bachelor of Justice with a GPA of at least 4.0 and is engaged in the Aboriginal and Torres Strait Islander community.

* Awarded mid-year; one instalment of \$3,750 paid in 2016.

Scholarships, Bursaries and cadetships: The Oodgeroo Unit promotes the Oodgeroo Noonuccal Undergraduate and Postgraduate Indigenous Scholarships in a variety of ways: on QUT's scholarship website <http://www.student.qut.edu.au/fees-and-finances/scholarships-and-prizes>; on the Oodgeroo Unit's Blackboard community site; by displaying advertising materials in student common areas; and in one-on-one approaches to eligible students. Each year there is a competitive process for awarding each of the scholarships. Both the Undergraduate and Postgraduate Scholarships were awarded in 2016.

First year commencing Aboriginal and Torres Strait Islander students who enter QUT via QTAC application or via the Oodgeroo Unit's Centralised Assessment and Selection Program (CASP) are guaranteed at the minimum a \$1 500 bursary to assist with the costs of commencing study in addition to being eligible to apply for additional bursaries and scholarships through targeted applications processes (e.g. mail-outs, emails and one-to-one discussions with enrolling students). At the selection process and during Orientation week QUT aims to provide all commencing Aboriginal and Torres Strait Islander students with access to some level of financial support when commencing at QUT.

Scholarships continue to support students in need with evidenced impact to the retention of students. In 2016, the retention rate by Equity Target Group and Scholarship Holders was 83.1% across all QUT students; 83.3% for all non-scholarship holders; and 77.6% for all Indigenous student scholarship holders.

Indigenous Education / Support Unit's role

The Oodgeroo Unit is generally the first point of contact by external scholarship sponsors who are seeking to offer scholarships to Aboriginal and Torres Strait Islander students enrolled at QUT. The Oodgeroo Unit also works in partnership with QUT faculties to promote and select scholarship recipients. Oodgeroo Unit staff provide support to scholarship applicants if requested by providing feedback on written application and mock interviews.

Scholarships, bursaries and cadetships are promoted via the Your Oodgeroo Blackboard site, via targeted emails to identified eligible students, and by signage and posters displayed in Oodgeroo Unit Student Common Areas.

4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison)

The total number of Aboriginal and Torres Strait Islander student enrolments is as follows:

	2015	2016
Aboriginal and Torres Strait Islander students:	636	711
Non Aboriginal and Torres Strait Islander students (Domestic students only)	39,649	40,275

Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation

Participation Data:

Student access to Oodgeroo Unit Gardens Point facilities

The Oodgeroo Unit provides computer laboratory access across all three campuses to support the learning needs of Aboriginal and Torres Strait Islander students. The following student participation data and the graphical representation of Indigenous students' weekly activity in Semester 1, 2016 was provided by QUT's Strategic Intelligence Unit (SIU).

SIU is mindful that analytics initiatives and activities must be designed and implemented appropriately and ethically and that they are consistent with the current institutional policies and protocols around information privacy. Prior to the project a Privacy Impact Assessment (PIA) was undertaken within SIU to ensure compliance with the QUT [Information Privacy Policy](#) which aligns directly to Queensland Government's [Information Privacy Act](#).

Figure 1 - Weekly activity for Indigenous students Semester 1, 2016

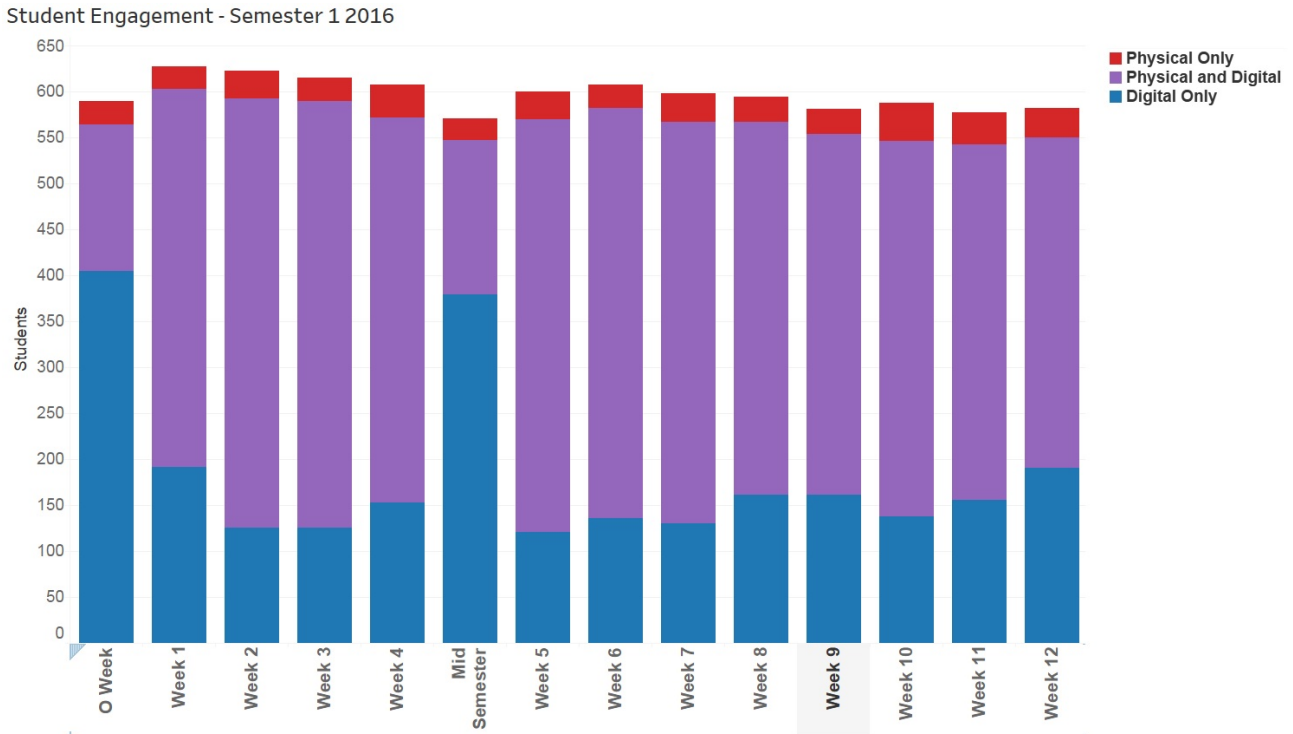


Figure 1 shows Indigenous student engagement over each week in semester 1, 2016. A student’s engagement has been classified as purely digital (they connected to QUT systems from off campus), purely physical (they only came onto campus, with no digital engagement) or a mix of both types. This data was collected through analysis of internet traffic, PC laboratory logins and wireless network access logs.

The pattern for indigenous students is broadly the same as for the overall student population - a relatively slow decline in total engagement over time, with a shift from physical engagement to digital engagement towards the end of the semester. There is a slightly higher proportion of indigenous students choosing to engage solely on campus than in the overall student population.

Figure 2 - Detailed Student Activity, Week 2 Semester 1, 2016

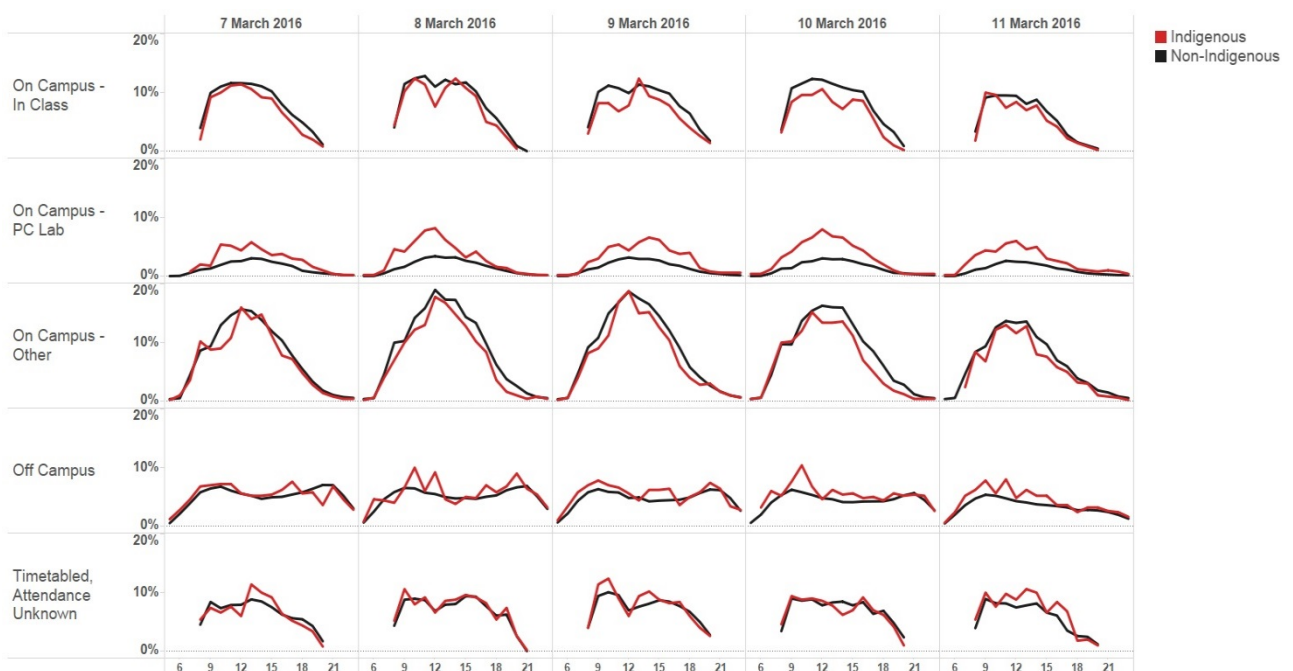


Figure 2 shows a more detailed breakdown of student engagement within a single week. The component graphs compare the percentage of two student cohorts (Indigenous and non-Indigenous) engaging in specific activities over the course of a day.

For most activities there is no clear difference in behaviour between the two cohorts, the exception being Indigenous students are more likely to use computer laboratories on campus than non-Indigenous students.

During the peak period of computer laboratory use over the week, 1 in 12 of the total Indigenous cohort were in a laboratory while the corresponding peak for non-indigenous students was only around 1 in 30 students. The underlying datasets show the length of individual logins did not differ between the two groups, but indigenous students were logging in more frequently.

Strategies to address participation

The programs described at **Programs to improve access** play a key role in addressing participation of Aboriginal and Torres Strait Islander students at QUT.

Strategies	Outline of strategies	Constraints	Outcome
CareerTrackers University 10x10 Program	See description at <i>Programs to Improve Access</i>	NIL	See description at <i>Programs to Improve Access</i>
Centralised Assessment and Selection Program (CASP)	See description at <i>Programs to Improve Access</i>	<p>The CASP process is not a mandatory process nor is it applicable for all Aboriginal and Torres Strait Islander QTAC applicants:</p> <ul style="list-style-type: none"> • Some applicants choose not to apply and go through the mainstream processes. • A number of degrees and disciplines cannot be assessed through the CASP process. For example, applicants applying for degrees with additional entry requirements (portfolio and audition based degrees for example) only have the option to apply through the general entry pathways. <p>In both of the above instances, if applicants are successful in gaining entry and accept their offer to study at QUT, they are contacted with an invitation to POP Week.</p>	See description at <i>Programs to Improve Access</i>

Strategies	Outline of strategies	Constraints	Outcome
Indigenous Australian Science and Infrastructure Development (SID) Winter School	See description at <i>Programs to Improve Access</i>	Constraints experienced throughout the 2016 program included: <ul style="list-style-type: none"> • Difficulty in growing number of sponsorships from external organisations due to the uncertainty of the market. 	See description at <i>Programs to Improve Access</i>
QUT and Oodgeroo Unit Student Support Activities	See descriptions at <i>Programs to Improve Access and in the following section</i>	NIL	See descriptions at <i>Programs to Improve Access and in following section</i>

The Oodgeroo Unit's role in achieving the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians, includes the following activities.

Think Your Way portal

In 2016 the Think Your Way portal was launched to coincide with National Reconciliation Week. Developed by QUT in collaboration with award-winning Indigenous media company Carbon Media, it aims to inspire and build the aspirations of Aboriginal and Torres Strait Islanders. The project funded by an \$2.5 million Australian Government Higher Education Participation and Partnerships Program (HEPPP) grant is intended to open up higher education opportunities for Aboriginal and Torres Strait Islander people and encourage them to share their stories.

Involvement with Indigenous community

The Oodgeroo Unit has a high level of engagement with Indigenous community groups, and uses its networks to develop partnerships to raise awareness of QUT, the facilities and programs available to support Aboriginal and Torres Strait Islander students, and the University's commitment to providing pathways for students to enter higher education study. In collaboration with government and non-government agencies, the Oodgeroo Unit hosts regular community engagement meetings to bring together Aboriginal and Torres Strait Islander community groups in the Northern corridor of South-East Queensland. The Metro North Elders group continues to meet at the Oodgeroo Unit, Kelvin Grove Campus. In 2016 the Oodgeroo Unit attended Aboriginal and Torres Strait Islander community events such as Punyahra Health and Well Being Expo, Employment and Education Expo, TSXPO and Careers Expo.

National Indigenous Tertiary Education Student Games (NITESG)

The National Indigenous Tertiary Education Student Games (NITESG) were hosted by the Australian Catholic University, Brisbane Campus (26 – 30 June 2016). Sixteen QUT students and two staff members attended. This year was the twenty-first anniversary of NITESG. The Oodgeroo Unit Team placed first in netball and won the overall NITESG along with Most Valuable Players for:

- Men's Netball
- Women's Netball
- Women's Touch Football.

The Oodgeroo Unit attended **NAIDOC Week** events - which celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples each July - in Brisbane City Council, Brisbane Youth Detention Centre, Cherbourg, Deception Bay, Inala, Ipswich, Musgrave Park, Northside, Queensland Reds, Redlands and Stradbroke Island.

The Oodgeroo Unit supported the QUT Law Society in hosting the 2016 Indigenous Reconciliation Breakfast, on 18 August at the Pullman Hotel as part of **National Reconciliation Week**. The event facilitates the building of relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples. The President of the Queensland Law Society, and the Chairman of Partners at McCullough Robertson, were guest speakers along with an Aboriginal QUT Law Student.

The Oodgeroo Unit hosted **Murri Ailan Way** in August, celebrating Australia's first nation community, culture and talent at QUT. Murri-Ailan Way is QUT's celebration of National Aboriginal Islander Day Observance Committee (NAIDOC) week and was held between 16 and 18 August 2016. This free event was well supported by students and staff across the Caboolture, Kelvin Grove and Gardens Point campuses, with three days and an evening devoted to showcasing a variety of traditional and contemporary performers, participating in hands-on workshops, learning and sampling bushfoods or listening in on panel discussions.

The Oodgeroo Unit partnered with the Faculty of Education, to kick off celebrations at Caboolture on 16 August; Day two (17 August), was based at Kelvin Grove in partnership with the Faculty of Health; Day 3 (18 August), was celebrated in partnership with Creative Industries Faculty at Kelvin Grove; with celebrations concluding into the evening at Gardens Point campus. Live performances across the three days included: Gubbi Gubbi Dance, Wagga Torres Strait Island Dance Company, Nunukul Yuggera Aboriginal Dance Troupe, Miss Gertrude, Troy Troutman, and The Voice finalist Kristal West, with the concluding performances at the Botanic Bar featuring the pioneers of Indigenous hip-hop Native Ryme, supported by Dem Fellaz and special guests.

A number of stalls and activities were on hand each day, including bush food information sessions and tasting, Aunty Edna's Basket Weaving Workshops, painting workshops from our Metro North Elders Yarning Circle, including artwork for view and sale from Yimbana, and Bidjara Artist and QUT Alumnus Jyi Lawton, and The Paperbark: First

Nation Narratives writers panel, with guests Ellen Van Neerven and Maggie Walsh. Murri-Ailan Way continues to grow bigger and better each year, with increasing support from QUT's students, staff and community.

Four QUT Alumni presented at the annual **Giving Back Going Forward Morning Tea for local Aboriginal and Torres Strait Islander Elders**, held on 28 June. Themed "Our Alumnus", the faculties of Law, Education, Science and Engineering and Creative Industries were represented by serving members of the Queensland Police Service, primary school teachers, academics and media interns respectively, all who have given back to community by going forward with their degrees gained through QUT. In its second year, the annual Giving Back Going Forward Elders Morning Tea was well attended by QUT staff and students.

5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2015, compared to 2014 (please provide an all student comparison).

	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree)	15	7
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	1,262	1,224
Aboriginal and Torres Strait Islander students: (Other postgraduate)	24	26
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1,913	1,764
Aboriginal and Torres Strait Islander students: (Bachelor degree)	66	76
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	5,517	5,462

Note: Figures extracted from both HEIMS and 2015 IES.

The University continues its coordination of activities to help ensure retention of the University's Aboriginal and Torres Strait Islander students with a holistic framework for both recruitment and student support strategies which focuses on the entire Student Success and Retention of Aboriginal and Torres Strait Islander students which begins with the Centralised Assessment Selection Process (CASP) in November.

Support mechanisms you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.

Support mechanisms	Description	Constraints	Outcome
Pre-Orientation Program (POP) Week	The Pre-Orientation Program (POP) activities have academic, social and cultural dimensions and are guided by QUT's well-established First Year Experience (FYE) Program. Students are encouraged to include their immediate and extended families in their university experience and to get to know other first year and continuing students enrolled in their degree or faculty. To encourage the social and cultural connection amongst students, staff, and community, a family barbeque is held at the beginning of POP Week. This gives family members the opportunity to familiarise themselves with the university environment. An introduction to the University faculties is included that allows students to become familiar with their Oodgeroo Unit Academic Advisor and their faculty's location, processes, and academic and professional staff. The students are encouraged to participate in the University's Orientation activities and the faculty-specific programs held in the following week.	<p>Students wanting to attend but competing work/family commitments.</p> <p>Caboolture campus students are invited to attend all POP activities across the Kelvin Grove and Gardens Point Campuses, however participation is low due to travel distance, and lower enrolment numbers at Caboolture.</p>	<p>POP Week is a transitional program for commencing Aboriginal and Torres Strait Islander QUT Students which is designed to give students a head start to their university experience at QUT. The week covers academic support, skills and know-how as well as showing students where they can access support and opportunities.</p> <p>The 2016 program continued with the inclusion of an additional cultural session which included one of QUT's Aboriginal Academics conducting the Oodgeroo Noonuccal Session as well as securing the cultural knowledge of Oodgeroo Noonuccal's grandson, Raymond Walker for the cultural immersion day on North Stradbroke Island.</p> <p>Over 200 family, friends, community members, elders and Oodgeroo Unit staff members attending the Sunday POP Week barbeque.</p> <p>In 2016 there were 67 POP Week participants compared to 70 in 2015. An evaluation of the 2016 POP week has been undertaken which was overall very positive with recommendations noted for consideration for the 2017 POP week.</p>
Keystones for Success: Supporting our future leaders program (formerly Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT))	The Oodgeroo Unit administers the Keystones for Success: Supporting our future leaders program (formerly ITAS-TT) for students requiring academic tutorial assistance for up to two hours per week per subject.	Constraints include the lack of a national database to access tutors and the high level of resourcing required to deliver the program without a commensurate administrative funding component.	In 2016 the Keystones for Success: Supporting our future leaders program had 242 students applying with 956 individual units allocated.

Support mechanisms	Description	Constraints	Outcome
	<p>The Oodgeroo Unit uses Blackboard for the management of the Keystones for Success: Supporting our future leaders program - general information for students, eligibility guidelines and application forms are uploaded to the “Your Oodgeroo” Blackboard page alongside all Learning Support Resources, which is only accessible by Indigenous students at QUT. This allows students a clear and easy process for gathering additional information around learning support and the Keystones for Success: Supporting our future leaders program.</p> <p>The Oodgeroo Unit’s Learning Support team also runs information sessions during the Centralised Assessment Selection Program, which is the Oodgeroo Unit’s alternative entry pathway and at the Pre-Orientation Program for commencing Indigenous students. These sessions highlight the array of learning support activities available for Indigenous students at QUT, such as Keystones for Success: Supporting our future leaders program and provide students with information on eligibility and how to apply. This also gives students opportunities to interact with the team and ask questions in a safe environment.</p>	<p>In addition, the Keystones for Success: Supporting our future leaders program government program guidelines have been restrictive at times and have not allowed the program to meet some students’ needs. Some examples include:</p> <ul style="list-style-type: none"> • The lack of support available to students who need to study bridging courses in order to be offered a place in their preferred course/units of study. • The inability for students and tutors to aggregate their maximum approved assistance to allow flexibility to meet the needs of the students. This is currently only available for exam preparation, not the weekly sessions. 	<p>All students who applied for Keystones for Success: Supporting our future leaders program support were allocated appropriately qualified tutors.</p>
<p>Other support activities</p>	<p>QUT continues to work to ensure the academic achievement of Aboriginal and Torres Strait Islander students and provides support for students on all campuses offering:</p>	<p>Physical space at the three QUT Oodgeroo Unit sites is becoming cramped due to higher enrolment numbers.</p>	<p>The Oodgeroo Unit Student Survey provides an anonymous feedback mechanism to students to comment on the key Oodgeroo Unit’s student support activities of staff-student relations, Keystones of Success</p>

Support mechanisms	Description	Constraints	Outcome
	<ul style="list-style-type: none"> • Access to 24 hour dedicated computer laboratories, small tutorial rooms, and common room facilities. • Students are encouraged to contact Oodgeroo Unit staff about academic or cultural concerns they may have whilst undertaking their studies at QUT. • Each student has an assigned academic advisor who monitors and follows that student's progress. At the commencement of each semester a social event is held to encourage students to network with Oodgeroo Unit staff and other students. • A laptop computer loan scheme to supplement computing facilities and QUT's computing equipment scheme for equity target groups. • Access to academic resources, including a range of reference books and learning assistance materials. • Assistance with web searching and other on-line resources. Staff are available to assist students, on an individual basis, with on-line and other computing tasks. • Access to an interactive website that permits students to post information and discussion items, access information on employment, cultural, and sporting events, and a general bulletin board. 		<p>Supporting our future leaders program (formerly ITAS-TT Program), Oodgeroo Unit facilities, and overall satisfaction.</p> <p>The 2016 Oodgeroo Unit Student Survey obtained 144 responses from 514 undergraduate Indigenous QUT students, giving a response rate of 28% (compared with 27.4% in 2015; 26.5% in 2014 and 33.3% in 2013).</p> <p>89.1% (123 students) (94.3% in 2015 and 96.6% in 2014) reported being satisfied or very satisfied overall with the support and resources provided by the Unit.</p>

Support mechanisms	Description	Constraints	Outcome
	<ul style="list-style-type: none"> In addition, QUT faculties and schools provide local support within course and discipline areas, particularly where there are significant numbers of Aboriginal and Torres Strait Islander students. 		
<p>The Oodgeroo Unit staff continue to meet with QUT’s Student Business Services each semester to discuss Aboriginal and Torres Strait Islander student enrolments and to review enrolment procedures relating specifically to this student cohort.</p>	<p>Learning Support Team meetings with Equity Services, Counselling Services, Scholarships Office and other student support areas to build relationships to support Aboriginal and Torres Strait Islander students.</p>	<p>Nil</p>	<p>Academic and Learning Support staff provide supporting letters for students applying for exemption from academic and financial penalties.</p> <p>Oodgeroo Unit Academic Advisors assist students who require advice and assistance on matters relating to study progress.</p>
<p>QUT Faculty of Law Indigenous Project Officer</p>	<p>The FOL Indigenous Project Officer’s role is a professional staff member role designed to provide targeted support services focusing on retention, engagement, and success rates of Aboriginal and Torres Strait Islander undergraduate law and justice students.</p>	<p>The Indigenous Project Officer’s position (0.8 x fixed term) is fully funded by HEPPP.</p>	<p>The focus of the Indigenous Project Officer is to develop and implement retention and engagement strategies for Aboriginal and Torres Strait Islander students studying in the Faculty of Law. The Project Officer is responsible for providing ongoing Faculty specific academic, administrative, cultural and pastoral support to all students throughout the academic year and also co-ordinates the Faculty of Law Indigenous Pre Law and Justice Program.</p>
<p>Indigenous Research Engagement Unit (IREU)</p>	<p>IREU receives approximately \$146 000 of QUT’s ISP funds. The funds complement the Office of Research’s Doctorate and Masters by Research training through a Postgraduate Expo, capacity building, Masterclasses, a seminar series, symposium and critical reading groups, fieldwork funding, conference travel and accommodation and a 24-hour accessible workspace as well as supervision.</p>		
<p>QUT Faculty of Law Indigenous Pre Law and Justice Program</p>	<p>The program is offered to the commencing Aboriginal and Torres Strait Islander law and</p>	<p>The 2016 Indigenous Pre Law and Justice Program is a five day discipline specific</p>	<p>Sixteen students participated in the program. Fifteen students continued past the first</p>

Support mechanisms	Description	Constraints	Outcome
CareerTrackers University 10x10 Program	justice students.	orientation program. The program recognises the unique knowledges and experiences that Aboriginal and Torres Strait Islander students bring to their studies while developing the skills for successfully transitioning into higher education. The program offers students discipline academic workshops e.g. academic writing and research skills; networking opportunities with current Aboriginal and Torres Strait Islander law and justice students and graduates (Alumni); and site visits to relevant law and justice organisations. CareerTrackers University 10x10 Program	census date and had an 89% success rate with their units studied.

Focusing on our students and alumni

Student achievements in 2016 included:

- Four outstanding Indigenous students were nominated for 2016 **QUT Student Leadership Awards**. All four received Student Leadership Award recognition.
- The Faculty of Health sponsored five students to attend the **2016 Indigenous Allied Health Australia HealthFusion Team Challenge Invitation & National Forum** from 27 November to 2 December 2016.
- Indigenous students on overseas study tours:
 - Bachelor of Nursing – **Culture, Society and Public Health in China** from 26 June to 17 July 2016 – Nanjing Medical University, China.
 - Bachelor of Laws (Graduate Entry) and (Bachelor of Laws (Honours)) – presented at the World Indigenous Law Conference **Rights, Responsibilities, and Resilience An international discourse on Indigenous Peoples' Jurisprudence** from 19 to 22 October 2016 – Irvine School of Law, University of California.
- QUT Law student awarded the **John Koowarta Reconciliation Law Scholarship**.
- **2016 CareerTrackers Leadership Development Institute Awards, 5 February 2016**
 - **Gala Dinner MC** – [Bachelor of Behavioural Science (Psychology) – 2014 graduate]
 - **Keynote address** – [Bachelor of Engineering / Bachelor of Business – current student]
 - **Mark of Excellence Award** – [Bachelor of Design (Honours) – 2015 graduate]
 - **Community Spirit Award** – [Bachelor of Business / Bachelor of Creative Industries – current student]
 - **Chair's Award** – Director, Oodgeroo Unit
 - **Academic Excellence Award (gold diary)**:
 - o Bachelor of Engineering / Bachelor of Business – third gold diary
 - o Bachelor of Design (Honours) – 2015 graduate
 - o Bachelor of Behavioural Science (Psychology) / Bachelor of Justice
 - o Bachelor of Social Work – 2015 graduate – second gold diary

Oodgeroo Alumni Chapter Launch and 25th Anniversary of the Oodgeroo Unit

On Friday 29 April 2016, the Oodgeroo Alumni Chapter was launched, celebrating Aboriginal and Torres Strait Islander alumni. The purpose of the Oodgeroo Alumni Chapter is to reconnect Aboriginal and Torres Strait Islander QUT graduates with each other, to provide a continuation of support to graduates, and to strengthen connections to the Oodgeroo Unit and QUT. This event coincided with the celebration of the Oodgeroo Unit's 25th Anniversary, recognising the support of Aboriginal and Torres Strait Islander students since 1991. The event was well attended by students, graduates and staff, with proceedings led by QUT Vice-Chancellor Professor Peter Coaldrake and Welcome to Country performed by Uncle Sam Watson.

Alumni achievements in 2016 include:

- 2014 **Bachelor of Justice** Alumnus invited to be the inaugural Aboriginal member of the QUT Alumni Board for the 2017 – 2018 period.
- 2010 **Bachelor of Education and Bachelor of Creative Industries** Alumnus named QUT 2016 Young Alumnus of the Year.

The Oodgeroo Unit maintains its responsibility and commitment to supporting the Aboriginal and Torres Strait Islander student life-cycle through activities that relate to recruitment, retaining and supporting students, and ensuring they successfully complete and graduate from their studies. The Oodgeroo Unit, in conjunction with the other QUT Aboriginal and Torres Strait Islander programs, has an important leadership role in the University in promoting the Aboriginal and Torres Strait Islander education agenda.

The Oodgeroo Unit has a number of core business functions to support students through to graduation:

- **Academic Team:** The role of the Academic Team is a varied one, from developing and delivering units; publishing and research; and working with community and students both internal and external to QUT. Student support is one of the most important roles provided as Academic Advisors to students supporting their academic journey through to graduation. Each academic staff member is assigned to two faculties each, including liaising with each faculty and sitting on the relevant Faculty Equity Board, and being a key point of contact to Aboriginal and Torres Strait Islander students with any faculty-specific queries.
- **Learning Support Team:** The Learning Support Team manages the delivery of the Keystones of Success: Supporting our future leaders program (formerly Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT)) and provides students with a centralised point of contact for advice and guidance for all non-academic queries including cultural support, general study information, connecting students to appropriate QUT services and linking students with community-based providers.
- **Marketing and Communications Team:** The Marketing and Communications Team is responsible for co-ordinating and implementing recruitment, marketing and promotional activities to raise the profile of the Oodgeroo Unit with potential students, graduates, government and the general community both internal and external to QUT.

The Team is responsible for the development of strategic and operational marketing and communication plans to raise the Oodgeroo Unit's profile and promote its areas of expertise within QUT and the broader community. Important activities include planning annual events, which may include conferences, public lectures and seminars, as well as cultural events, developing a range of communication strategies, liaising with students and staff, enhancing the student website, producing an electronic newsletter and co-ordinating Oodgeroo Unit marketing activities with those undertaken by other areas of QUT.

- **Professional Services Team:** The Professional Services Team provides high-quality operational and administrative support to students and staff of the Oodgeroo Unit.

6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your University.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support Unit's role.**

Details of how and to what extent Indigenous perspectives are reflected in curriculum at your University

Aboriginal and Torres Strait Islander Knowledges are specifically included at QUT within strategy, curriculum development, approval and accreditation processes and professional development. The University does not choose to limit its course offerings to any one category of Indigenous Knowledges inclusion. QUT continues to support units and courses which are studies (about) and engagement (about and with) and promote greater development of opportunities for impact (embedded, by and from). Over the past three years, QUT has required course teams to consider how Aboriginal and Torres Strait Islander Knowledges will be included in all coursework. This work has produced a framework that articulates QUT's approach in this area. The framework is provided as follows.

The QUT Rationale (Why)

QUT articulates 'why' Aboriginal and Torres Strait Islander Knowledges are in the curriculum.

Relationships – Contemporary and Historical realities of Aboriginal and Torres Strait Islander peoples and impacts of these on the profession and disciplines. This is often at the introductory level and is a vehicle for discussing how professions and disciplines interact with the wider world and introduces the examination of relations between Indigenous and non-Indigenous Australia.

Professional Service – This rationale seeks to build knowledge and practice within the professions and associated disciplines as the basis for effective service delivery to Aboriginal and Torres Strait Islander peoples as individuals, organisations and communities. These inclusions are specific and invariably are conditions of national accrediting authorities for the professions.

Community Engagement – The acknowledgement of Aboriginal and Torres Strait Islander peoples' participation as practitioners, stakeholders, actors and decision makers within the profession and discipline. These inclusions are opportunities for students to develop specific engagement and consultation skills.

Discipline Development – The inclusion of Aboriginal and Torres Strait Islander Knowledges as a contribution to the discipline re-shaping the disciplines and professions.

Modes (How)

Disciplines and professions deciding 'how' Aboriginal and Torres Strait Islander Knowledges are included. These decisions are based on literature available, accreditation requirements of professional bodies, faculty and school strategic directions in research and learning and teaching.

Content / Engagement – The Aboriginal and Torres Strait Islander experiences (both historical and contemporary) of the discipline and related disciplines.

Content/ Understanding – Aboriginal and Torres Strait Islander Knowledges and worldviews shape the discipline and related disciplines.

Skills / Behaviours – The skills required by the professions to effectively service Aboriginal and Torres Strait Islander peoples as individuals and communities.

Connectedness / Impact - Situated – knowledges, learners and experiences in the Aboriginal and Torres Strait Islander community.

Methods (Where)

Course teams as part of the curriculum life cycle at QUT make decisions for 'where' Aboriginal and Torres Strait Islander Knowledges are delivered within a course. These decisions are based on whole of course view, scaffolded approaches to curriculum planning and delivery, innovation, inclusion of community and industry voices and student feedback.

Case Study - Concept through Context – The use of Aboriginal and Torres Strait Islander experience, cultures and narratives as a real world context demonstrating a discipline concept. This approach is more often utilised by disciplines without a significant body of evidence from which to develop immediate or obvious curriculum.

Consolidated Offering – Where a course has a clear rationale for the inclusion and a significant body of evidence to create a stand-alone unit. Discipline related courses may share this unit. It may also include references to the Indigenous Knowledges Study Area B offered by the Oodgeroo Unit.

Embedded (Discrete) – Explicit inclusion across a number of units within a course/s. These inclusions have developed at the unit level for the specific knowledge or skill sets to be acquired by students and may collectively contribute to professional competency.

Embedded (Connected) – Inclusions across a course of varying sizes and depth which provide a clear line of sight for students developing their knowledge and skills related to Aboriginal and Torres Strait Islander peoples.

The framework is used as a supporting resource to the QUT Real World Learning 2020 Vision

<https://qutvirtual4.qut.edu.au/group/staff/teaching/rwl>

How the University addresses the cultural competency of its staff and students

Professional Development

The University offers professional development opportunities including historical and contemporary realities of Aboriginal and Torres Strait Islander peoples and reconciliation principles and practices through Equity Services. Professional development related to curriculum, learning and teaching is the responsibility of the Learning and Teaching Unit and is delivered in a range of contexts to a variety of audiences.

During 2016, Professional Development Learning Opportunities for Academic Staff were delivered within the Graduate Certificate in Academic Practice (GCAP) and the Sessional Career Advancement Development (SCAD) program. One hundred sessional academic staff and all GCAP students have participated in the Introduction to Indigenous Knowledges in the Curriculum session. The GCAP is the key qualification for all newly recruited academic staff and approximately 100 staff per year undertake the program.

Eight sessions of curriculum consultations were provided as an opportunity for individuals or small course teams to receive targeted and specific advice for existing and developing courses. These sessions aligned to Cultural Inclusion and Connectivity and Collaboration within QUT's Real World Capabilities.

Strategy

Blueprint 5 https://cms.qut.edu.au/_data/assets/pdf_file/0013/71113/qut-blueprint.pdf

Key priorities - Inspire –

- *strengthen students' cultural competence and understanding of Aboriginal and Torres Strait Islander Knowledges* (page 3)

Aboriginal and Torres Strait Islander Action Plan https://cms.qut.edu.au/_data/assets/pdf_file/0009/536643/qut-aboriginal-and-torres-strait-islander-action-plan.pdf

- Through inclusive curriculum, targeted support services, and a safe and inclusive campus culture, continue to improve retention rate for each faculty and university-wide.
- Through embedding Indigenous Knowledges during course development; encouraging inclusive pedagogy; and providing extracurricular awareness-raising opportunities for students. (page 2)

Real World Learning (RWL) 2020 Vision <https://www.qut.edu.au/about/strategic-ambitions/real-world-learning-2020-vision>

- purposefully engage learners with diverse cultural perspectives, with specific inclusion of Aboriginal and Torres Strait Islander Knowledges

Learning and Teaching Unit is committed to

- Providing professional learning opportunities for academic staff regarding Indigenous Knowledges in the curriculum
- Promoting and supporting engagement with local Aboriginal and Torres Strait Islander communities and organisations to provide real world learner experiences in Indigenous Knowledges.

Curriculum Development, Approval and Accreditation

All curricula reviewed by the Learning and Teaching Unit is read and assessed for the inclusion of Indigenous Knowledges. In 2016, Aboriginal staff were members of the Curriculum Standards Committee (CSC), Faculty Academic Boards, University Learning and Teaching Committee (ULTC) and University Academic Board (UAB). Aboriginal and Torres Strait Islander Knowledges are explicitly included within the templates used for curriculum development and approval.

The University's involvement with Indigenous community members in working toward this goal

The University engages with Aboriginal and Torres Strait Islanders from local, state and national communities in wide variety of contexts including sector and industry contributions; community development as learning opportunities; relationships with alumni and local Aboriginal and Torres Strait Islander Elders. Local Aboriginal and Torres Strait Islander professionals through their relationships with the university continue to contribute to the learning experiences of QUT students.

Indigenous Education / Support Unit's role

As with the Vice-Chancellor's Indigenous Education and Employment Committee (VC IEEC) the Oodgeroo Unit is consulted prior to the implementation or delivery of Indigenous related programs. Oodgeroo Unit staff seek advice from the Indigenous community and Elders and make recommendations based on this advice.