

Indigenous Engagement

Bronwyn Fredericks

Pro Vice-Chancellor (Indigenous Engagement)
& BMA Chair in Indigenous Engagement
Office of Indigenous Engagement

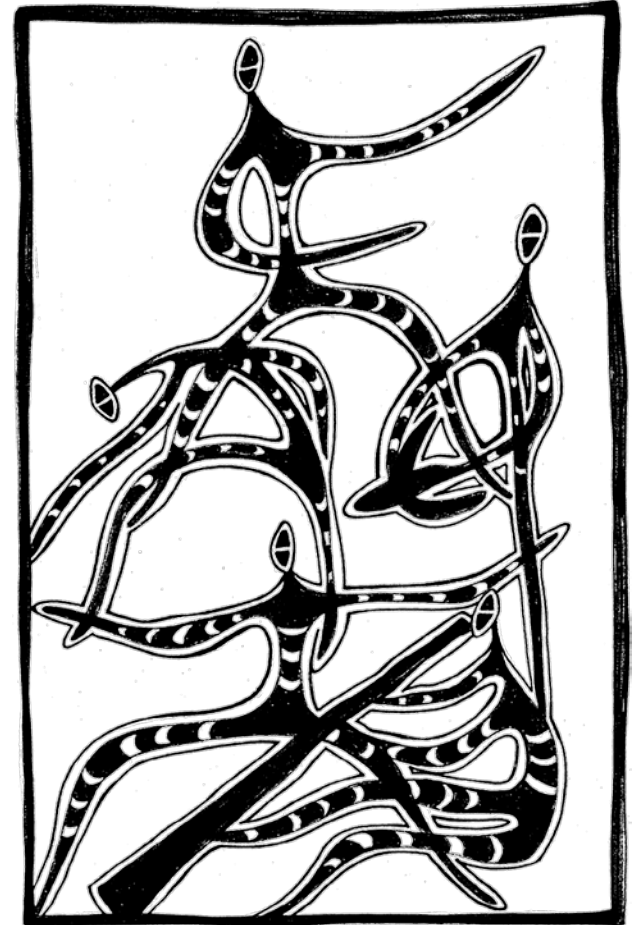
Adult Learning Forum

Rockhampton
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Office of Indigenous Engagement

- * Leadership & Engagement
- * Teaching & Learning
- * Research
- * Employment
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Tertiary Entry Program (TEP)



TEP was initially created in 2000.

TEP prepares students for successful participation in a university undergraduate or postgraduate degree program.

TEP introduces students to university culture, computing skills, academic essays, reports and seminars. The program also offers electives in creative writing, politics, science and philosophy of science.

(TEP, overview, page 1).





TEP Review in 2011

The Review revealed:

- * Correctional centre access issues.
- * No trend data of articulation from TEP to undergraduate programs.
- * Disproportionate number of non-Indigenous staff to Indigenous staff teaching the TEP program.
- * Difficulty for rural and remote students.
 - * Minimal computer access.
 - * Minimal Indigenous content.

(Nulloo Yumbah, 2010).





The Recommendations:

- 1. Focus more on completions than extending flexibility to students.**
- 2. Reduce the number of courses available and concentrate support energies to a reduced range of offerings.**
- 3. Continue to draw on courses and resources developed elsewhere to which Centre teaching and support approaches can be joined.**
- 4. Adopt practices which encourage students to assume responsibility for their own learning and time.**

(King, 2011, TEP Review Report 2011)



Additional Recommendations:

- 1. Engage with communities who have a stake in Enabling program/s.**
- 2. Pathways planning for articulation from TAFE/ VET Certificate level programs into CQUniversity Enabling Programs.**
- 3. Entry test be incorporated into an individual pathway planning process.**
- 4. Engage a Program Manager/ Program Coordinator.**
- 5. TEP should not be incorporated into a single Enabling program.**

(King, 2011, TEP Review Report 2011).





Other considerations:

- 1. Learning and Teaching alignment.**
- 2. Community engagement and alignment.**
- 3. Improve participation – enrolment, retention and pathways to undergraduate programs.**
- 4. Invest in recruiting Aboriginal and Torres Strait Islander staff for lecturing into enabling program/s and other programs.**
- 5. Continue to develop infrastructure and systems.**

(TEP Review, 2011)





Consultation

TEP Workshop & Broader Consultation from December 2012 – June 2013.

STEPS, CQUni, Gov, Community, School, Training Organisation and CQIT reps and past students.



BE WHAT YOU WANT TO BE



Plans for TEP

In order to develop a pathway to University for Indigenous students, TEP will need to:

- **Align learning outcomes with graduate attributes as per AQF & CQUniversity Access Program Attributes.**
- **Undertake the Widening Participation Project ie ‘Pre-TEP Program’.**
- **Explore TAFE / VET Pathways.**
- **Re-structure program to reflect community & University needs in preparing students for undergraduate programs.**





Plans for TEP

- **Embed Indigenous content to reflect an inclusive curriculum.**
- **Embed information literacy knowledge & skills.**
- **Develop entry & assessment process to help identify the ‘best’ pathway for Indigenous students to access CQUniversity.**
- **Improve the working relationship with STEPS.**
- **Increase understandings in the broader Indigenous community of TEP & STEPS and their unique and complementary offerings.**
- **Work with STEPS to Indigenise the curriculum.**



Contact details...



Bronwyn Fredericks
b.fredericks@cqu.edu.au