



Student Equity and Inclusion Framework

Curtin's vision is "working in partnership we will make a difference for people and our planet"¹. We are proud to have a diverse student body, and of our strong commitment to inclusiveness.

The Student Equity and Inclusion Framework provides support to achieve our Student Experience and Community Belonging strategic objectives and student equity targets by focussing and expanding initiatives that:

- Raise **awareness and aspiration** of equity students by offering a range of pre-access activities, access pathways, scholarships and transition programs.
- Provide **targeted support** for equity students' progression, success and capabilities for career, employability and further study.
- Promote **engagement** in extracurricular activities and purposeful partnerships within the **Students as Partners Framework** to create a sense of belonging, connectedness and community.
- **Encourage** student leadership in equity, inclusion and reconciliation; and **promote** our equity students' successes and achievements.
- Enhance **staff capability** and **inclusive practice knowledge** to support all students to achieve and succeed.
- **Encourage** staff as **champions** for student equity across the University.
- Incorporate **transformative approaches** and **universal design** to student equity, inclusion and reconciliation in learning design and teaching practices.
- Engage in **evidence-based research** that is inclusive, acknowledges First Nations' Rights and increases our understanding of our diverse student cohort, to inform and deliver best practice services.

The Framework supports an intersectional approach to student equity in learning, teaching and research; and an awareness of equity students' level of study, mode of study and location of study (including at our global campuses).

¹ [Curtin 2030 Strategic Plan](#)

Student equity cohorts

The Framework identifies student equity cohorts reflective of the University's commitment to access, inclusion and reconciliation. Given Government legislative and funding requirements under TEQSA², Higher Education Standards Framework and the Higher Education Participation and Partnership Program, our priority student equity cohorts are:

- **Students from low socio-economic backgrounds**
- **Students from remote, rural and regional areas**
- **Aboriginal and Torres Strait Islander students**
- **Students with disability**

Other student equity cohorts which are acknowledged in this Framework include:

- Students from non-English speaking backgrounds (Cultural and Linguistic Diversity)
- Students of diverse sex, gender and sexuality
- Students first in family to attend university
- Students in financial hardship
- Incarcerated students
- Mature age learners
- Refugees/migrants
- Students with caring responsibilities
- Women studying in non-traditional areas
- First Nations students from other countries

The Learning and Student Experience Committee, chaired by the Deputy Vice-Chancellor, Academic, has oversight of the implementation, monitoring, review and evaluation of this Framework. Guidance on the Framework is provided by the Inclusion and Engagement Unit, and in collaboration with equity practitioners across the University agreed outcomes and initiatives are developed and delivered.

We acknowledge that the Student Equity and Inclusion Framework interconnects with the following Curtin strategies/plans:

- Diversity and Equity Strategy
- Regional Education Strategy
- Athena SWAN Action Plan
- Disability Access and Inclusion Plan
- Reconciliation Action Plan
- Indigenous Research Strategy
- Research and Innovation Strategy



² Tertiary Education Quality and Standards Agency (TEQSA): [Diversity and Equity](#)

Student equity cohorts explained

Our priority student equity cohorts are:

Students from low socio-economic (LSES) backgrounds

Socio-economic status (SES) is assigned to students based on the socio-economic status of the ABS SA1 area in which they reside. All SA1 areas are ranked based on ABS estimates of the Socio-Economic Index for Areas (SEIFA) — Index of Education and Occupation (IEO), calculated using ABS Census data. LSES students come from the bottom 25% of Australian SA1s in a national ranking.

Students from remote, rural and regional (RRR) areas

Students from RRR areas are defined as having a permanent home address in an SA1 area that is classified as remote, regional or rural using the Australian Statistical Geography Standard (ASGS).

Aboriginal and Torres Strait Islander students

A student who has elected to self-declare that they are of Aboriginal and/or Torres Strait Islander heritage, either at the time of their enrolment or during their studies.

Students with disability

A student who has self-identified/indicated that they have a disability of any kind, either at the time of their enrolment or during their studies.



Other student equity cohorts in this Framework:

Students from non-English speaking backgrounds (Cultural and Linguistic Diversity)

A student who arrived in Australia less than 10 years prior to the year in which they have enrolled and come from a country where the primary language spoken is not English.

Students of diverse sex, gender and sexuality

A student who identifies as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Intersex, Queer, Questioning and otherwise diverse in their sexuality and/or gender).

Students first in family to attend university

A student who is the first member of their immediate family, including siblings, to attend university.

Students in financial hardship

A student who receives a needs-based/diversity scholarship or a student who is experiencing sudden and unforeseen circumstances that temporarily infringe on their capability to continue their studies.

Incarcerated students

A student who is enrolled whilst in a detention facility.

Mature age learners

A student who is over 25 years of age at the time of their enrolment.

Students from refugee/migrant backgrounds

A student who has left their country to seek a better life in Australia or are forced to leave their country because they are at risk of or have experienced persecution.

Students with caring responsibilities

A student caring for dependants, infants, elderly parents or siblings, which may infringe on their capacity to continue their studies, either at the time of their enrolment or during their studies.

Women studying in non-traditional areas

Female students who are enrolled in 'non-traditional' disciplines including the natural and physical sciences; information technology; engineering and related technologies; architecture and building; agriculture, environmental and related studies; management and commerce; and the narrow field of education (economics and econometrics).