# ACCESS AND PARTICIPATION PLAN 2018

## RMIT University

1. **Equity outcomes and strategies**: for improving outcomes for people from a low SES background.

[RMIT’s Action Plan for Low Socio Economic Students is available on RMIT’s website](http://mams.rmit.edu.au/1xqzwwwdt8gmz.pdf).

[Also see context statement and associated plans supporting Diversity and Inclusion](http://www1.rmit.edu.au/staff/my-employment/diversity-and-inclusion).

1. **Key activities**: which will deliver an increase in the access, participation and success of people from a low SES background.

**PRE-ACCESS**

Raise aspiration and engagement with tertiary education opportunities

* I Belong (at Uni) program for students from the Schools in the Network Access Program/SNAP scheme. I Belong is a deep immersive on-campus engagement which showcases career and learning opportunities in various occupations and industries
* SNAP Champions (SNAP Peer mentors)
* Parent information for SNAP students

**ACCESS**

Ensure admissions are inclusive of Low SES prospective students

* SNAP bonus points to re-rank
* VTAC Special Entry Admission Scheme (SEAS)
* Direct Admissions Low SES consideration

**PARTICIPATION**

Activities include:

* Special orientation programs, welcome and onboarding contacts and events (SNAP students, other low SES students and Indigenous students)
* Scholarships financial support including for student accommodation
* Equitable Learning support for LSES first year and continuing students
* Mental health, wellbeing and resilience building for LSES first year and continuing students
* Inclusive teaching and assessment capacity building
* Targeted employment support from year 1
* Indigenous student support

ATTAINMENT

* Targeted careers and employment support in final year and post completion

1. **Evaluation**: how the university plans to evaluate the effectiveness of the equity strategies.

**University KPI:** 14.5 % of commencing domestic students higher education are from low SES backgrounds

**Diversity and Inclusion Framework Indicators[[1]](#footnote-1)**: target is alignment with ‘all student’ indicators of performance.

* Student progress rate
* Good teaching score
* Overall satisfaction

**National Equity Performance Data**[[2]](#footnote-2)

* Access
* Participation
* Retention
* Success
* Attainment

1. **Partnerships and collaboration**: who the university will partner and collaborate with and how this will improve equity performance.

**Partners include:**

[SNAP secondary schools](https://www.rmit.edu.au/study-with-us/applying-to-rmit/local-student-applications/equity-access-schemes/types-of-equity-access/schools-network-access-program-snap-applicants) - these number 228 secondary schools in Victoria (as at February 2018).

Improves equity performance by:

* supporting targeting of aspiration raising I Belong program
* SNAP inclusive admissions scheme

Victorian Department of Education and Training

Improves equity performance by:

* Facilitating the participation of low SES and Indigenous secondary school students in RMIT’s I Belong aspiration-raising on-campus program

[Smith Family](https://www.thesmithfamily.com.au/)

Improves equity performance by:

* linking Learning for Life supported students with RMIT’s I Belong aspiration raising program
* linking HEPPP funded scholarships with students supported through the Smith Family Learning for Life initiative

[Western Chances](http://westernchances.org.au/)

Improves equity performance by:

* linking students supported through Western Chances with HEPPP funded scholarships

[Australian Centre for the Moving Image](http://www.acmi.net.au/), [National Gallery of Victoria](https://www.ngv.vic.gov.au), [Melbourne Museum](https://museumsvictoria.com.au/melbournemuseum), National Trust (Old Melbourne Gaol), [SYN Media](file:///C:\Users\e48779\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\VUL03Y8W\syn.org.au\), [Engineers Without Borders](https://www.ewb.org.au/)

Improves equity performance by:

* proving SNAP students with real world organisations and discipline-based experiences and insights.

1. lagged indicators [↑](#footnote-ref-1)
2. lagged indicators [↑](#footnote-ref-2)