

ACCESS AND PARTICIPATION PLAN 2019

Murdoch University

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

The Murdoch University Equity outcomes and strategies support successful and positive student journeys to and through higher education. Our aim is to collaborate with high schools (LSES, Regional and RISE identified High Schools), University stakeholders and industry partners to offer greater opportunity and support.

a) The outcomes Murdoch University is seeking to:

- increase participation in Higher Education from LSES schools in Murdoch University
- increase knowledge and align LSES students' expectations of University study
- improve LSES students' preparedness for University study
- improve LSES students' health, equity and wellbeing outcomes on campus through better access to appropriate services, increasing opportunities for success
- improve the retention and completion rate of undergraduate students from equity groups to equal that of the student cohort overall
- Prepare LSES student with real word learning and employability experiences to facilitate smoother transitions to successful careers

b) Strategies for achieving the outcomes

The core strategies we propose to adopt to deliver the above outcomes are to:

- develop aspiration for university study and fundamental academic skills for year 12 students in the LSES regions of Kwinana, Rockingham, Peel and Perth through the TLC110 Learning for Tomorrow unit;
- Develop a Uni-Readiness self-diagnostic tool, pre-Orientation Enrolment Assistance Days, and pre-semester outreach campaigns targeting 'RISE' and mature age students
- Implement our Student and Education Strategy, with a focus on student success and wellbeing;
- For LSES students to be well prepared to attain successful employment

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

Pre-access:

- Outreach activities delivered in schools and conduct information session for students and parents to address barriers and assist in high school to university transition.

Access:

Partnership with high school from LSES regions of Kwinana, Rockingham, Peel and Perth offering fee-free for non-ATAR year12 high school students for TLC110 Learning for Tomorrow (3 point credit).

Participation:

- Student Engagement advisors will provide transition programs and pastoral care (including for LSES students studying externally).

Student Success advisors will provide individual support on referrals to welfare and advocacy services for financial assistance support students to maintain their university studies. They will initiate proactive contact with academically “at risk” students, engaging them in positive academic progress and deliver community free events promoting social networking and opportunities.

- Our Learning Advisors and Peer Learning Support team will provide LSES students with individual academic support, group study skills/academic workshops and referral to other university services.
- The Access, Wellbeing and Equity team will increase presence of wellbeing and equity activities at orientation. Other services include promoting access through counselling, workshops, group activities, awareness of healthy choices, case management and interventions and enhancing responsiveness to students in crisis.
- Our Careers and Employability team will scaffold and support curriculum based and real world career learning opportunities throughout the student lifecycle, ensuring that Murdoch students have access to information on a range of professional career options, engage in networking and professional identity exercises and have access to high level guidance from nationally accredited career development professionals.

Progress and attainment:

- The Work Integrated Learning team (WIL) will seek to raise awareness of real world experiences for LSES students through information sessions, consultations and targeted support.
- The WIL team seek to build relationships and create work placement opportunities with businesses local to some of the identified LSES locations to improve access to opportunities for engagement.

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

- Measure growth in volume of activities at LSES, Regional and RISE identified High Schools
- Measure growth in applications to undergraduate courses and enabling programs for 2019 Year 12 cohort
- Track TLC110 participants post-school through application, enrolment, retention and completion.
- Measure engagement with the Uni-Readiness tool and other transition activities and track retention and academic progress against a control group.
- Monitor student contacts through consultation, workshops, referrals to University services and feedback.
- Monitor student success and progression through student retention reports
- Monitor attendance at Health Promotions and Social Networking events;
- Refine data analysis definitions, targets and reports as per the Student and Education Strategy.

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

- High schools in LSES areas to deliver TLC110, also information sessions for students and their parents
- Local community bodies (Councils, Employer Groups, Youth Services) based in low SES catchments to provide support and access to information regarding pathways to tertiary study
- Pathway colleges (TAFE) to provide progression pathways and a scaffolded learning experience for students;
- We liaise with industry groups with proactive equity employment strategies to connect students with employment opportunities.