

# Access and Participation Plan 2019

## Subject of Report

March 2019

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### 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.](#)  
[Also see context statement and associated plans supporting Diversity and Inclusion](#)

### 2 **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
- Indigenous community engagement

#### **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 including people seeking asylum and refugees, care leavers, students with a disability and who are Indigenous)
- Targeted academic transition support for LSES students who have transitioned from vocational education to a higher education study program
- Scholarships and grants financial support including for student accommodation and WIL placements
- Equitable Learning support for LSES students with a disability

- Mental health, wellbeing and resilience building and counselling support for LSES students

- Inclusive teaching and assessment capacity building for academic and teaching staff
- Targeted employability support from year 1 for LSES students

#### **Attainment/Success**

- Targeted careers and employment support for LSES students in final year and post completion

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

#### **University KPI**

14.8 % of commencing domestic students higher education are from low SES backgrounds.

#### **Diversity and Inclusion Framework Indicators<sup>1</sup>**

Target is to achieve parity with 'all student' indicators of performance.

- Student progress rate
- Good teaching score
- Overall satisfaction

#### **National Equity Performance Data<sup>2</sup>**

- Access
- Participation
- Retention
- Success
- Attainment

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

#### **Partners include:**

[SNAP secondary schools](#) - these number 230 secondary schools in Victoria (as at March 2019).

Improves equity performance by:

- supporting aspiration raising of SNAP school students through the **I Belong** deep tertiary emersion 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](#)

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<sup>1</sup> lagged indicators

<sup>2</sup> lagged indicators

Improves equity performance by:

- linking Learning for Life supported students with RMIT's I Belong aspiration raising program
- linking students supported through The Smith Family with HEPPP funded scholarships

#### Western Chances

Improves equity performance by:

- linking students supported through Western Chances with HEPPP funded scholarships

Australian Centre for the Moving Image, National Gallery of Victoria, Melbourne Museum, Unbound (formerly Laika Academy), and SYN Media. Improves equity performance by:

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