# Appendix A - ACCESS AND PARTICIPATION PLAN 2020

## Deakin University

This plan connects students from low socio-economic status communities to programs that ensure they are welcomed, feel safe and supported throughout their experiences and should they study with Deakin, it will ensure they graduate with the capabilities and resilience to succeed, lead and make a difference in the wider community. The plan aligns under Deakin’s core value of Inclusion and the key Diversity and Inclusion themes of ‘Respect. Belong. Thrive’. We want everyone at Deakin – our students, staff, and our local community partners – to feel part of our ambitious agenda. Our program is underpinned by a set of guiding principles and values:

* **Participation:** community, students, professional staff, teaching and learning teams are key partners in improving student outcomes.
* **Life-cycle approach and evidence based:** planning across the student life-cycle and activities are age-and stage appropriate, high quality and informed by action research.
* **Cohort and individual needs:** we respond to needs associated with priority cohorts and individuals experiencing educational disadvantage.
* **Intersectionality:** we acknowledge and respond to the unique modes of discrimination influenced by social and political identities such as gender, socio economic status, cultural background and ability.
* **Alignment and integration:** activities will engage with Deakin strategy planning processes and priorities into; teaching and learning, administration, monitoring and planning.
* **Innovation:** new approaches and collaborations in student engagement and teaching have the potential to improve outcomes for individuals and communities.
* **Place based:** we recognise our campuses operate in different contexts and for different communities. Our commitment to diversity and inclusion also enhances Deakin’s reputation for being approachable and collaborative with our government, industry and community partners.
* **Our people:** the diversity, quality and commitment of Deakin’s staff, students and partners are integral to our success.

**Benefits**

* Individuals feel a sense of belonging, identity and connectedness by ‘being known’ and valued by peers, programs and teaching staff engaging with Deakin programs.
* Alignment to the Student Learning and Experience Plan (SLEP) outlines our commitment to student success delivering on the Deakin promise to our students of a brilliant education where they are and where they want to go to fulfil their personal and professional futures, particularly for the jobs and skills of the future.
* Deakin benefits from better understanding the diversity of low SES need and experiences and can better manage and shape students’ access, expectations and preparedness for study.
* Our communities benefit from our shared commitment to education and employability as the key to overcoming poverty and disadvantage.

**External Factors** (directly impacting student wellbeing, finances and study plans)

* Natural disasters and pandemic – during period of emergency and operational disruption, Deakin operates according to decisions made by the Critical Incident Management Team. The decisions made by this group are based on the advice provided by the Federal and State Governments and Chief Medical Officer.
* External partner planning and impacts – closure of libraries and pause on services and outreach

**Assumptions**

* Approved HEPPP activities commenced in January prior to COVID-19 impacting domestic students. Activity output will be reviewed in two parts; January – June and July – December, to adjust and respond appropriately to COVID-19 impacts. Activities that at the time of submission may support low SES students affected by bushfires and/or the COVID-19 pandemic are highlighted by \*.

The plan is summarised in a logic model, addressing the stages in the student life cycle and key activities at each stage that support access and participation.

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| Action Areas | Pre Access (outreach) | Access | Transition, Participation, Retention, Success | Transition Out |
| Establish baseline & Trend analysis | Number of: School Partnerships, activities, student participants  Qualitative engagement results ≥ 70%  Number of: hours volunteer support | Access rates for DEAP partners & equity groups  ATAR Adjustment | Performance based funding  participation & success rates for:  equity cohorts vs institution vs state vs national | Performance based funding  Low SES students  Career & course preferences |
| Target Groups | Low SES primary & secondary students  Indigenous students, community  Regional and Remote students and community | Low SES school students  Low SES non-current school leavers  Low SES refugees  Low SES care leavers | DEAP student alumni  Low SES students in financial need\*  Low SES priority students: cohorts, commencing, at-risk behaviours, first failures.  low SES students | Low SES graduates all  Low SES graduates in non-vocational degrees |
| Key Activities | Deakin Engagement and Access Program (DEAP) & workshop revisions  Literacy Buddies  Indigenous – outreach development  Academic preparation \*  Youth Advisory Council research | Review & improve:  access scheme, pathways  administration \*  Early intervention support for defined equity groups \* | Financial & practical support\*  Academic & peer mentoring  Retention & support campaigns  Modified orientation for intervention groups | Deakin Hallmarks  Deakin Graduate Talent workshops & resources |
| Partnership & Collaboration | Schools  Other Universities, TAFEs  Deakin Faculties Institutes and Centres  Nikeri & Deakin Indigenous leadership  Department of Education Vic  Community NGOs | Student administration  Access & participation strategy group  Community NGOs  Refugee networks  Care leaver networks  Student Association | Deakin Success & Retention Taskforce\*  Student Administration  First year co-ordinators  Indigenous inclusion projects  Other Universities, research centres & projects  Community NGOs  Student Association  Mental Health Strategy/ Taskforce | Employers  Deakin Graduate Talent  Deakin Faculties  Advancement |
| Aim | Encourage aspiration for university study  Demystify university choices  Increase self and opportunity awareness  Increase informed decision making and choice  Increase exposure & engagement with current university students  Add value to our partnerships | Strengthen access schemes & simplify pathways  Improve participation rates of low SES students studying at Deakin | Raise awareness & participation in academic, personal & financial support programs  Improve inclusion and resilience of our students  Increase early warning and responses systems  Raises awareness & embed inclusive education principles & measures of successes  Offer peer to peer programs and employment  Address avoidable failure and support persistence | prepare students for their chosen career, through workshops, mentoring, cadetship & internship experiences |
| Outcomes | Increase students’ awareness, confidence and motivation toward higher education  Increase capacity for school and community to offer career exploration and support  Increase student knowledge about higher education and changing world of work  Raise awareness pathways  Raise awareness of financial supports and equity scholarships | Revised Deakin admissions access schemes and strategy | Revise measures , determine cohort targets, benchmark measures and cohort indicators  Increase engagement of first year students  Increase academic, co-curricular and personal programs and resources to meet the needs of a diverse student community  Increase participation by staff and students in community of practice and peer –peer models  Raise access & awareness of financial support  Improve retention rates of targeted equity groups | Early exit degree qualifications  Grants for work integrated learning  Improve low SES employment opportunities with Deakin |
| Innovations | Co-designing workshops with academic and student mentor engagement  Collaborations in regional engagement with other universities  Exploring senior years academic support second half of year  Online support  Culturally sensitive development of materials | Review of associate degree | Implement Equity Innovation Grants - 2020  Add equity data at course & unit review level  Pilot equal opportunity online legal clinic  Pilot Guided Self Development (GSD) mentoring for enrolment & transition  Offer additional professional development for first year teaching staff  Open Textbook Social Justice project | Implement Equity Innovation Grants 2020  Pilot equitable employment network |
| Evaluation & Monitoring | Numbers/proportions of students and teachers reporting:   * greater awareness of what university offers and options * better knowledge of the benefits of higher education * a more positive perception of university * increased optimism that university is a realistic option for themselves/their students * volunteers feel valued and able to contribute * partnerships improve capacity to deliver programs | Number of: applications for admission via access schemes; students entering university through pathways, offers made based on adjusted ATAR or other recognition  Improving credit transfer and articulation | Financial Action and Inclusion Plan – (FIAP) Geelong Pilot, 11 actions  Student experience survey results  Student Learning Experience Plan will monitor equity measures and improvements will be reported to the taskforce.  Pilots will report progress at mid-year and final summary in 2021.  Mid- year equity data synthesis & interpretations  Inclusion and Wellbeing Student Survey results | Numbers of equity students using: Deakin services, engaging in Hallmark applications  Pilot will report progress at mid-year and final summary in 2021. |