

Appendix A

ACCESS AND PARTICIPATION PLAN 2018

La Trobe University

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

a) Outcomes for people from low SES backgrounds

Continue to exceed the national average of the participation rate of domestic undergraduate students from low SES backgrounds.

b) Strategies for achieving the outcomes for people from low SES backgrounds

- Increase participation and achievement of under-represented students through equity scholarships targeted to students from low SES backgrounds
- Maintain the University's outreach programs and School Partnerships Program
- Maintain and enhance the university-wide approach to peer mentoring and academic advising
- Continue the University's commitment to core first year curricula
- Ensure that equity is embedded within the La Trobe Essentials, including 'innovation and enterprise'
- Continue to raise participation through expansion of alternative entry pathways, including the 'Aspire' program.

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

La Trobe uses HEPPP funding to support major equity initiatives across the University, including:

Pre-access (outreach to schools and communities)

School Partnerships Program: Collaborate with 38 low SES schools to deliver activities that provide engagement opportunities for students to both demystify higher education and build capacity/capability to achieve at university.

Science, Health and Engineering (SHE) Outreach programs: Stimulate interest in Science, Technology, Engineering and Maths (STEM) disciplines, particularly for students from low SES and regional schools.

Arts, Social Sciences and Commerce (ASSC) Outreach programs: Delivers a suite of activities for students from low SES and regional schools to increase student capabilities, build self-confidence and raise awareness of career opportunities upon completion of a university degree.

UniBridges: Increase the interest and achievement of students from low SES backgrounds in Science, Technology, Engineering and Mathematics (STEM). This aim is promoted by delivering thematic curriculum across a cluster of secondary school subjects.

Access (pre-entry and admissions)

Access Scholarships: Awarded on the basis of educational disadvantage to support students.

Bursaries for Care Leavers: Awarded to all commencing, domestic undergraduate students at the University who spent time in formal out-of-home care (i.e. foster care, residential care, kinship care, ward of the State).

Bursaries for Students from Refugee Backgrounds: Awarded to all commencing, domestic undergraduate students at the University who entered on humanitarian visas.

Participation (transition and progression during studies)

Succeed Program (Academic Early Warning System): University-wide communication and referral strategy designed to identify and engage commencing undergraduate students at risk of disengagement.

Subject Support Tutor Program: A discipline and course-specific academic support program for academically under-prepared students. The Program includes one-on-one or small group support for students requiring additional explanation of subject content, and monitoring of student engagement in order to follow-up with students who show early signs of difficulty.

Peer Learning Advisers (PLAs): Provide academic information, maths and literacy advice, and basic resume checking to students.

Equality and Diversity Centre (EDC): Promotes equal participation of all students and staff of the University and fosters an environment free of discrimination and harassment.

Progress and attainment (successful completion and preparation for graduate employment)

Work Help: Employment Grants: Awarded on the basis of financial disadvantage to assist low SES students with placement.

Student Mobility Assistance Scholarships: Awarded on the basis of financial disadvantage to assist low SES students participating in an overseas exchange.

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

- The Centre for Higher Education Equity and Diversity Research (CHEEDR) will continue its role of program evaluation for internal projects such as outreach and school partnership activities, while building capacity among other units for self-evaluation through developing evaluation frameworks and internal communications.
- Access, participation, and success rates of under-represented students will continue to be monitored through the University's Student Information System.

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

The University: has partnerships with 38 low SES schools; leads UniBridges which involves the Koorie Academy of Excellence, Quantum Victoria, and the Victorian Department of Education. The partnerships and collaboration enhance the University's efforts to expand the scope and the scale of the programs and initiatives for students from low SES backgrounds.