ACCESS AND PARTICIPATION PLAN 2020

Monash University

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

Our current Widening Participation Strategy 2016-2020 is in place until the end of this year. This is a key element of the "inclusive" priority area of the Focus Monash Strategic Plan, and sets out Monash's ambitions and plans for increasing the access and success of students from educationally disadvantaged backgrounds. Both Focus Monash and the Widening Participation strategy will be reviewed this year and updated for 2021.

The current strategy commits Monash to five Widening Participation priorities and associated initiatives to enrol more students from low socioeconomic status (SES) communities and ensure that they graduate equipped to make significant contributions in their careers and to the community:
1   Increase demand from talented low SES students
2   Select for talent and equity
3   Provide financial and practical support
4   Ensure Monash graduates are expert, engaged and in-demand
5   Promote Monash's commitment to widening participation.

Success of the Strategy is measured through the participation of domestic students from low SES communities, with a target rate equivalent to 80% of the proportion of low SES individuals in the Victorian population. This is a University-level KPI. Accordingly, Monash seeks to have 36% of commencing domestic undergraduate students from low SES communities by 2020 (access rate), and 36% of all domestic undergraduate students from low SES communities (participation rate). In addition, Monash aspires to ensure that participation of students from low SES communities is at a similar rate to other students across all course clusters. The target success rate (the ratio of student load passed to student load taken) for low SES students has been defined as the equivalent rate to that of domestic undergraduate students (approximately 93% in 2018).

2 **Key activities**: which will deliver an increase in the access, participation and success of people from a low SES background.
Aspiration raising – pre-entry university experience
- Deliver Schools Access Monash (SAM) (40+ low SES schools) and Indigenous outreach (schools & community groups) to increase transition to Higher Education.
- Engage low SES, Indigenous, refugee and regional students in career-specific and university life activities through online networks and mentoring that link them to both peers and near-peers.
- Engage with Indigenous students through annual student experience activities.
Mentoring, peer support
- Individually mentor over 600 Year 11 & 12 students at low SES schools through the Access Monash Mentoring program.
- Provide group mentoring to 200+ Year 9 and 10 students through the Access Monash Champions personal development and leadership program for selected high-achieving students at partner schools.
Academic preparation
- Deliver Strengthening Engagement and Achievement in Mathematics and Science (SEAMS) to 200 Year 11 and 12 students in collaboration with University of Melbourne.
Inclusive Entry
- Provide increased pathways to a variety of degrees: Indigenous Entry Scheme, Monash Access Program, Diploma of Tertiary Studies, Diploma of Higher Education and Pathways to Law.

- Recognise talent and redress educational disadvantage through SEAS and the Monash Guarantee for Indigenous students, those financially disadvantaged, from low SES areas and from under represented schools.

Scholarships
- Reduce financial barriers for Indigenous Australians and students from low SES backgrounds through the $10 million Access Monash Scholarship and Bursary Fund.
- Guarantee a scholarship to all commencing students with low income or Indigenous Australians – minimum $1500 in first year and $500 in subsequent years
- Provide commencing students seeking asylum with humanitarian scholarships to cover tuition fees and living allowance.
- Provide $2000 emergency grants to students impacted by the bushfires.

First year Transition programs
- Engage learning skills advisors to provide academic support to low SES students transitioning to university with increased focus on online learning.
- Engage senior university students to support transition to university for first-year students via phone calls conducted at key times in the academic year.
- Provide academic mentoring in first year units identified with high fail rates via Peer Assisted Study Support (PASS).
- Implement Peer Mentoring program to all commencing undergraduate students to support transition and ensure students are aware of the rich experiences that will enhance their success.

Employment support – pre-completion
- Increase number of students from low SES communities and Indigenous Australians undertaking study abroad programs including introduction of specialised study program to Malaysia for students from under-represented communities.
- Reduce financial barriers to study through regular employment provided through Access Monash programs and on-campus employment.
- Deliver alumni/industry to student mentoring program, with the aim of supporting students to build and articulate their employability skills, and aid their transition to the workforce.

3   **Evaluation**: how the university plans to evaluate the effectiveness of the equity strategies.
- Track conversion of students previously engaged in SAM Yr 7-10 activities as they transition into Yr 11/12 programs.
- Analyse impact of mentoring program for mentors and mentees to improve higher education outcomes and transition to workplace.
- Analyse achievement of students participating in SEAMS and rate of transition to tertiary study.
- Analyse patterns in application and admission to university, and rates of deferment, for the school communities in which Monash works; compare historical data and with 'like' schools.
- Evaluate outcomes of students admitted to Monash through special entry and pathways.
- Analyse the effectiveness of university transition support programs on the retention and success of low SES students.
- Evaluate impact on engagement and academic success of students undertaking PASS.
- Analyse access to high impact student engagement activities by students from low SES communities and evaluate impact on their graduate outcomes.

4   **Partnerships and collaboration**: who the university will partner and collaborate with and how this will improve equity performance.
- SAM – 46 partner schools to inform aspirations and make connections to university study
- SEAMS: partnering with University of Melbourne to improve attainment of low SES (Yr 11-12) students in secondary maths/science to increase access to quantitatively oriented professions.
- In2Science – a collaboration between LaTrobe University, RMIT, Swinburne University and University of Melbourne. Program offered in 5 partner schools.