



THE UNIVERSITY OF
**WESTERN
AUSTRALIA**



Student Access and Participation Framework **2022-2025**



VC Opening statement

Equity is one of The University Western Australia's core values. UWA's public-focused mission is to expand educational opportunities beyond the financially privileged, promoting equal access to tertiary education to those underrepresented.

Our goal is to educate our students to have the skills and mindset to lead their communities into the future. We actively invite students from diverse and disadvantaged backgrounds to realise their potential, supporting them with scholarships and specialist assistance or customised programs to enable success.

UWA is committed to broadening our course offerings in response to changes in the employment market, and to continue enriching the diversity of the students we attract, expanding the pathways through which they can gain entry to UWA.

Building an inclusive community empowers students to participate, thrive and succeed in every aspect of their UWA experience. Collectively, our differences enrich us individually and, as a community.

The UWA community is full of dedicated people whose lives have been changed by the power of education, for whom seeking wisdom is a lifelong endeavour. We celebrate these achievements and commit to continuing to advance our mission of educational inclusion by supporting access to educational opportunities for all.

PROFESSOR AMIT CHAKMA
VICE CHANCELLOR
THE UNIVERSITY OF WESTERN AUSTRALIA

DVCE OPENING STATEMENT

The development of a Student Access and Participation Framework was a key recommendation of the 2019 External Review into Student Equity, Access and Participation at UWA. The Framework has been developed in consultation with the UWA community, through an all student and staff survey, consultation workshops and collaboration with key stakeholders. It is designed to provide guidance and encouragement to all areas of the University to increase their awareness and support for students from equity cohorts, whilst recognising that a homogenous approach to supporting student equity countermands the principles of diversity, inclusion and belonging.

This Framework acknowledges and values the benefits of this diversity for the whole University community. It ensures a lifelong learning approach, ranging from what we do at pre-tertiary levels, what we do at the University, and to the support of mature learners and those seeking professional development (e.g., through micro-credentials). We aim to promote among our students and staff a desire, and nurture their ability, to develop personal, social and ethical awareness in the global context, to respect and value Indigenous knowledge and to acquire cultural literacy.

UWA is committed to fostering an inclusive learning environment where all students feel a sense of belonging to achieve their highest potential and we hope to see these outcomes achieved in the near term and into the future through the implementation of the Framework Action Plans.

PROFESSOR DAVID SADLER

DEPUTY VICE CHANCELLOR EDUCATION
THE UNIVERSITY OF WESTERN AUSTRALIA

GUILD OPENING STATEMENT

Equity, diversity, and inclusion are at the heart of the UWA Student Guild. The Guild provides leadership opportunities, wellbeing support and a student voice to the university. We value diverse perspectives and foster an accessible and equitable environment that considers all students. This Framework is a commitment to actioning these values and further diversifying our student body. I am excited to see the continued breakdown of educational barriers for all students and the tangible impact this will have on underrepresented groups access and success at university.

There is a great opportunity to gain new perspectives and learn from diverse groups of people. This framework will provide UWA and the Guild further insight into what works well in creating an equitable and inclusive institution and what work is still left to do. It is encouraging to see the university's in-depth plan that considers the whole student life cycle, not just the time at university. The Framework is a step in improving experiences and educational outcomes for underrepresented groups, which benefits the community at large.

SAPPHIRE CARTER

WELFARE OFFICER
THE UWA STUDENT GUILD

OUR VISION

UWA values and believes in every single student for the whole journey.

The Student Access and Participation Framework will enable all of the University community to empower all students to aspire to, achieve and thrive at The University of Western Australia. Cultural relevance and responsibility will be embedded in all university practices, creating an environment where all students are safe, respected and supported. The diversity of our student body, and the intrinsic benefits of such, will be recognised and celebrated as we prepare all students to become the leaders of tomorrow.

The term "underrepresented" is used throughout this document to indicate a student population that has historically been, or currently is, underrepresented in or excluded from higher education. The term refers to any students underrepresented or excluded in terms of: race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, age, or spirituality/religiosity/worldview.

ACKNOWLEDGEMENT OF COUNTRY

At UWA, we recognise and honour Traditional Owners on whose land we reside, and pay our deepest respects to Elders past, present and future. This strategy places Indigenous people, heritage and culture at its heart, and foregrounds Indigenous knowledge, strength and resilience.

Brief history of equity, diversity and inclusion at UWA

UWA has a proud history of equity, inclusion and diversity, beginning with the foundation of the University in 1911. A selection of key milestones are highlighted here as examples of this long term commitment

1911

The University of Western Australia Act 1911 charged the university upon foundation with the mission, that special encouragement and assistance should be afforded those who may be hindered in the acquisition of sound knowledge and useful learning by lack of opportunity or means.

1913

UWA Student Guild Established.

1957

Irwin Lewis becomes the first Aboriginal student to attend UWA.

1969

Sue Boyd becomes the first female president of a student organisation in Australia.

1983

Helen Milroy is recognised as the first Indigenous medical graduate in Australia.

1987

Transition Support Program launched with the aim of assisting students entering UWA through alternative pathways or from recognised equity groups to succeed and remain at university.

1988

The School of Indigenous Studies established.

1990

Professor Fay Gale is appointed as UWA's first female Vice-Chancellor.

1993

Sexual Orientation included in UWA's Equal Opportunity Policy.

1999

UWA Albany established.

2000

Rural Student Recruitment Program established.

2002

The Rural Clinical School of Western Australia (RCSWA) is established to help deliver better health outcomes for people living in regional, remote and rural areas of the state.

2002

Ally Program launched at UWA to create a more inclusive campus by promoting greater visibility and awareness of LGBTIQ+ issues.

2005

Language and Cultural Exchange (LACE) formed.

2008

Mature-age Access Program piloted.

2009

Aspire UWA program launches and signs Memorandum's of Understanding with 18 underrepresented schools across Perth and 6 schools in the Pilbara.

2012

The first Year 12 cohort graduates from Fairway UWA.

2014

Girls in Engineering Program launched.

2016

Transgender Policy introduced to improve conditions for transgender students and staff.

2019

Hackett Scholarships and First in Family pathway launched.

2020

Children's University Western Australian Partnership launched in Perth and Albany.



Our values

EXCELLENCE

We consistently pursue the highest levels of achievement, creating the best outcomes possible.

INNOVATION

We are constantly, and creatively improving and adapting.

EQUITY

We are committed to providing everyone at UWA equality when it comes to opportunity, experience and outcome.

INTEGRITY

We are honest and ethical. We show respect and appreciate each other, our partners and communities. We value our differences.

COLLABORATION

We share our collective intelligence to achieve more.

Our focus for students

The Commonwealth provides support to Universities through the Indigenous, Regional and Low SES Attainment Fund (IRLSAF).

LOW SOCIO-ECONOMIC STATUS (LOW SES) STUDENTS

Socio-economic status (SES) in Australian higher education is determined using a student's residential address. The SES of an individual student is proxied by the SES of the area in which they reside, known as the Statistical Area 1 (SA1), which is typically smaller than a postcode. The Australian Bureau of Statistics (ABS) uses census data on household educational and occupational status to construct the Socio-Economic Index for Areas – Index of Education and Occupation (SEIFA). Each SA1 in Australia receives a SEIFA score which is standardised against a national mean of 1000. All SA1 areas in Australia are then ranked on the basis of their SEIFA scores. Low SES refers to a student or person who has a home address in the lowest quartile, by SA1*.

REGIONAL AND REMOTE STUDENTS

Domestic undergraduate students with a permanent home address at the commencement of their study in a regional area or remote area*.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

Aboriginal and Torres Strait Islander students are those who self-identify upon enrolment via a positive response to the question 'Do you identify as an Aboriginal and/or Torres Strait Islander?'

Indigenous and Torres Strait Islanders, while often included within equity and diversity groups, are recognised as having a unique place and unique rights in Australia as First Nations peoples. In recognition of this UWA's Pro Vice Chancellor (Indigenous Education) has responsibility to define, communicate, deliver and review the University's strategy and focus in relation to Indigenous education, teaching, research and engagement issues; to identify opportunities for Aboriginal and Torres Strait Islander staff and students; and develop strategies to increase Indigenous staff and student recruitment and to improve outcomes.

UWA provides dedicated support to low SES, regional and remote and Indigenous students, as well students from a range of other backgrounds, recognising that individuals may belong to multiple cohorts and will each have unique journeys and needs.

- Students from culturally diverse (NESB) backgrounds
- Students who are First in Family to attend university
- Women in Non-Traditional Fields
- Students who have a Disability, including those who experience mental and physical illness
- Mature-Age Students
- LGBTIQ+ Students
- Students from refugee backgrounds
- Students who are parents and/or have other caring roles

Equity refers to the fair treatment, access, opportunity and respectful treatment of all students and staff. It calls us to identify and eliminate both visible and invisible structural barriers that have prevented the full participation of historically underserved and underrepresented populations.

Diversity is a representation of many different types of individuals and refers to the mix of our differences. It is "all the ways in which we are similar and all the ways in which we differ".

Inclusion is the deliberate act of welcoming diversity and creating an environment where all different kinds of individuals can thrive and succeed. Inclusion empowers us and our leverages our differences.

*As defined by the Federal Government Department of Education, Skills and Employment

UWA student profile

In 2021, there were 27,963 students enrolled at UWA.



71.00%	are from Metro Perth
21.30%	are international students
5.85%	are from regional and remote WA
1.86%	are from interstate
58.23%	of our students are currently undertaking their Bachelor's Degree
55.21%	of our undergraduate students fall under the entrance category of School Leaver
8.83%	of our students indicate that they have a disability, impairment or long term medical condition
1.58%	of our domestic undergraduate students identify as being Aboriginal and/or Torres Strait Islander
8.83%	of our students identify as having A Non-English Speaking Background
48.25%	of our students are enrolled part-time (where students' EFTSL is less than 0.75 for the year)
11.96%	of our students domestic students are living in a low socio-economic community . In 2017, this was 9.5%
120	different countries are represented across our student cohort

Initiatives across the student life cycle

The University has an inclusive approach to supporting access and participation of students from low SES, regional and remote areas and Indigenous backgrounds. We have established partnerships with schools, government and community organisations throughout Western Australia with the aim of enhancing education opportunities for students from equity backgrounds at all stages of the student life cycle.

BARRIERS

Limited access to extracurricular learning

Limited understanding of university pathways and opportunities
 Limited financial means and other environmental pressures impact school achievement and motivation
 Limited access to university-educated role models
 First in family to attend university

SUPPORT PROGRAMS

CHILDREN'S UNIVERSITY WA PARTNERSHIP (YRS 3 - 7)

ASPIRE UWA (YRS 7 - 12)

INDIGENOUS OUTREACH (YRS 8 - 12)

RURAL AND BROADWAY ASSURED PATHWAY ENTRY (YEAR 10 - 12)

FAIRWAY UWA (YEAR 12)

OUTCOMES

Fosters love of learning and aspirations for lifelong learning

Aspiration raising for tertiary education

Aspiration raising for tertiary education

Academic, financial and personal support through final year of secondary school

Academic, financial and personal support through final year of secondary school and while studying at UWA

Strong community and professional network

Employment and career opportunities, social support and development of leadership, teamwork and problem-solving skills

Financial supports for academic and equity criteria

ALUMNI NETWORK/ CONVOCATION

EQUITY AMBASSADOR

EQUITY SCHOLARSHIPS

Lack of professional support networks

Limited social networks, fear of not belonging and limited access to career role models

Reliance on casual/ part-time work to cover living expenses

STAGE OF LIFE CYCLE

PRIMARY SCHOOL

SECONDARY SCHOOL

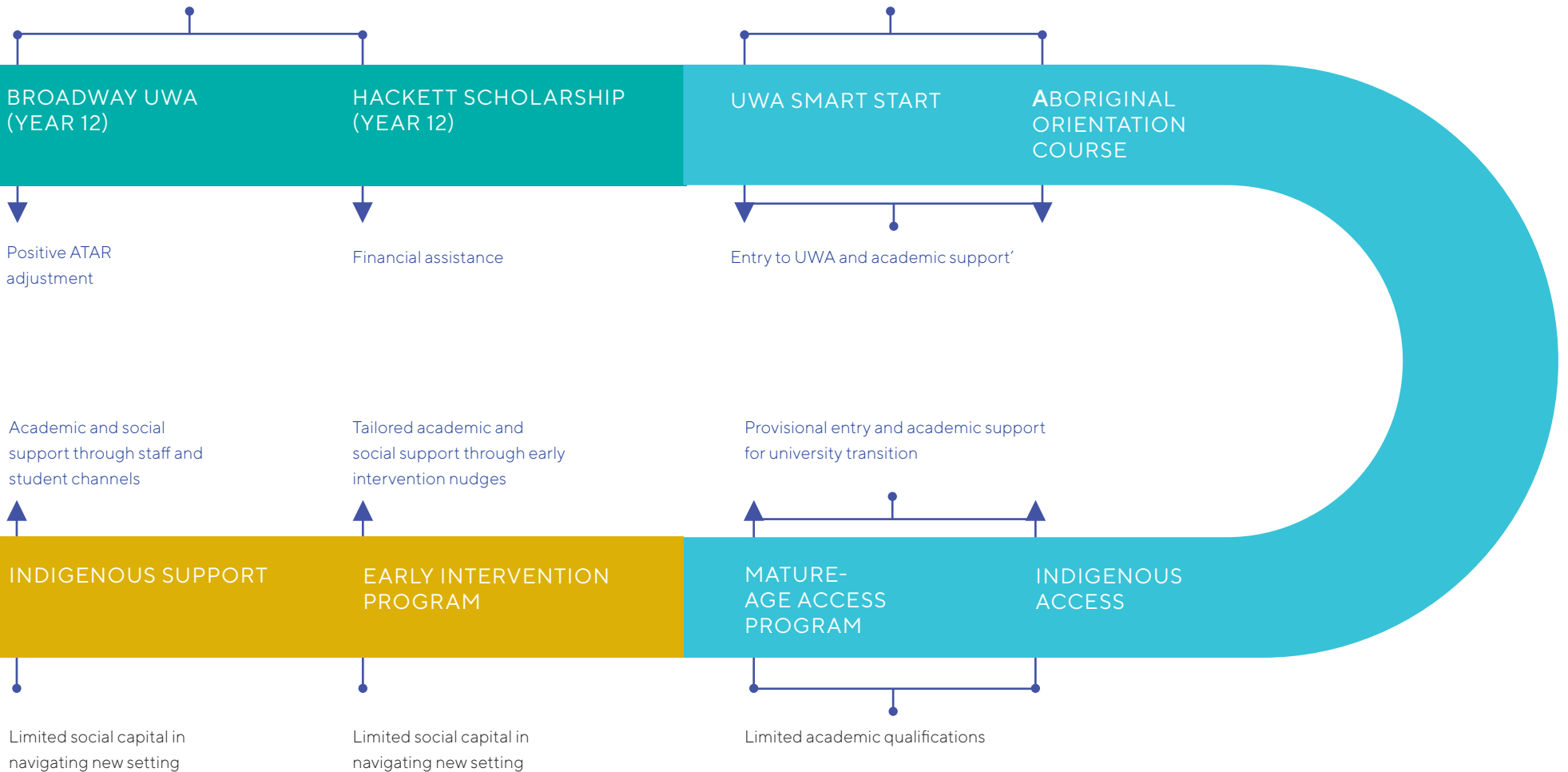
TRANSITION TO UNIVERSITY

UNIVERSITY SUCCESS

UNIVERSITY COMPLETION

Limited financial means and other environmental pressures impact school achievement and motivation

Limited academic qualifications





Framework approach

This Framework is designed to support planning and guide decision-making over the next 4 years. It gives ownership and accountability at local levels, within a structured framework that provides governance and oversight and allows us to leverage the cumulative impacts of our work. It is underpinned by agreed principles and works in tandem supporting, and being supported by, a range of sector-wide and institutional strategies.

GUIDING PRINCIPLES

1. Recognising Indigenous people

Acknowledge and value Indigenous peoples' rights, knowledge, culture and values

2. Valuing diversity & difference

Recognise diversity in all its multiplicity and how different perspectives bring value to all aspects of the university community

3. Promoting success across the student lifecycle

Span the full spectrum of the student journey from pre-entry and across the academic lifecycle including undergraduate, postgraduate and transition out, as well as access to support within and beyond the classroom.

4. Collaborative and institution-wide

Building collaboration and consideration of equity into everything we do – in the classroom and beyond

5. Recognise and address systemic disadvantage

Identifying institutional and systemic barriers to access, participation, retention and success and introducing responsive policies, pathways, and practices

6. Student-centred

Co-design of university policy and practice placing student needs at the heart, and ensuring the voices of those who experience disadvantage are actively sought and inform the ongoing development

7. Accountability

Ensure equity principles and priorities are understood and enacted across the university, with transparency and accountability to achieve measurable outcomes

Integrated strategies

UWA INTERNAL

UWA Act 1911 / Mission

Vision 2030

Education Plan 2025



Employability Strategy

Diversity, Equity and
Inclusion Strategy

Indigenous Strategy

Regional Strategy

Retention Strategy

Student Experience Strategy



UWA EXTERNAL

Tertiary Education Quality
and Standards Agency

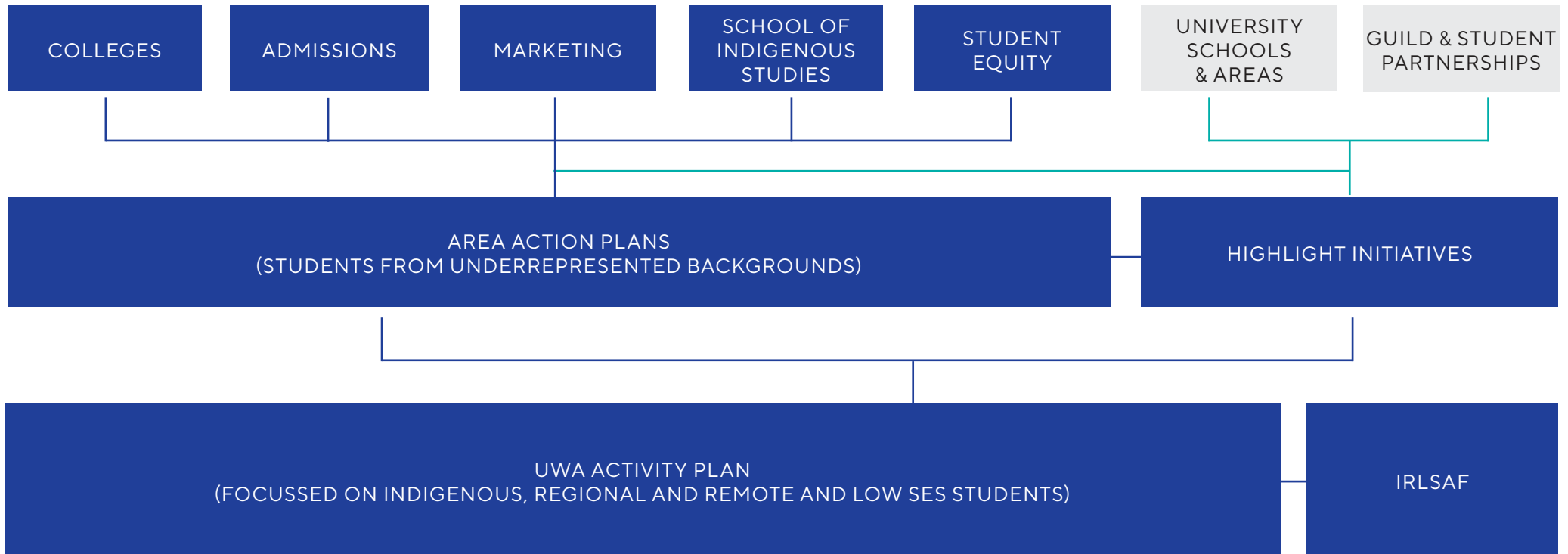
Indigenous, Regional and
Low SES Attainment Fund



STUDENT ACCESS AND PARTICIPATION FRAMEWORK

Governance

The Student Equity and Participation Working Group (SEPWG), subcommittee of the Diversity, Equity and Inclusion Committee, oversees this Framework with Student Life as a key driver. SEPWG is represented by five key contributing areas: Student Equity, School of Indigenous Studies, Admissions, Marketing, Colleges, and key representation from students and academics. This framework outlines the objectives and indicators over the next four years, and the process to develop and oversee University-wide annual Action Plans. These Action Plans will form UWA's Activity Plan submitted annually to the Commonwealth Government.



The Diversity, Equity and Inclusion Committee

Diversity, Equity and Inclusion Committee (DEIC) is an advisory committee to the Vice-Chancellor on matters relating to equality, inclusivity, equity and diversity. Five working groups report into the DEIC to represent staff and student matters across specific areas: Student Equity and Participation, Cultural and Linguistic Diversity, Disability, Gender Equity and LGBTIQ+. The Chairs of each working group sit on the DEIC and facilitate action on any intersecting activity across the group.

UWA EXECUTIVE & SENATE

DIVERSITY, EQUITY AND INCLUSION COMMITTEE

Student Equity and Participation Working Group

Culturally and Linguistically Diverse Working Group

Disability Access and Inclusion Working Group

Gender Equity Working Group

LGBTIQ+ Working Group

Framework timeline

PILOT YEAR 2021

JANUARY

- SEPWG call for action plans

FEBRUARY

- Action plans due to SEPWG for approval, and consideration for Activity Plan
- Activity Plan drafted

MARCH

- Activity Plan approved and submitted

MAY

- IRLSAF reporting due

SUBSEQUENT YEARS 2022- 2025

SEPTEMBER

- SEPWG call for action plans

JANUARY

- Action plans due to SEPWG for approval and consideration for activity plan
- SEPWG to provide template for reporting on previous year activity plans

FEBRUARY

- Activity plan (compilation of all action plans) drafted

MARCH

- Activity plan completed and approved by SEPWG
- Previous year reporting due to SEPWG

MAY

- IRLSAF reporting due

Measuring impact



Built upon the foundational principles, the process driven through this framework will see tangible and relevant local actions taken towards the framework and UWA's overarching vision. Performance indicators will be used to measure the strategy as a whole. They may take longer to shift and are reflective of the framework's intent.

Objectives further define areas for priority action and have a range of lead indicators which we will use to track progress annually and monitor the effectiveness of the framework.

Domestic low socio-economic status students, regional and remote students and Indigenous students will be tracked distinctly against the performance and lead indicators to enable tailored responses. Where possible data will be collected and monitored for all groups outlined on page 6. Our results will be benchmarked against the overall UWA student population and domestic sector.

PERFORMANCE INDICATORS

1. Participation rates and number of students from underrepresented cohorts
2. Percent of students from underrepresented cohorts with sense of belonging to UWA (Student Experience Survey)
3. Retention rates of commencing students from underrepresented cohorts (New Normal Retention Rate)
4. Completion rates of students from underrepresented cohorts
5. Percent of graduates from underrepresented cohorts in employment or further study 4-6 months post graduation (Graduate Outcomes Survey)

UWA Institutional Student Equity Targets

ACCESS RATES FOR STUDENTS

	WA BENCHMARK	2022	2023	2024	2025
Indigenous students	2%	1.2%	1.5%	1.7%	1.9%
Low socio-economic status background students	20.5%	13.0%	13.4%	13.9%	14.5%
Regional and remote located students	12.3%	10.4%	10.3%	10.4%	10.7%

UWA provides support for any students experiencing physical or mental health conditions or disability. UniAccess is a safe and confidential space for students to get advice, support and adjustments to support them to maximise their academic performance and student experience.

DEFINITIONS:

- Targets include all domestic undergraduate and postgraduate (excluding HDR students)
- Indigenous students are students who identify themselves as being of Australian Aboriginal and or Torres Strait Islander descent and are accepted as such by the community in which they live.
- Socio-economic status (SES) is defined as high, medium or low on the basis of the postcode of the students permanent home address. The postcodes are mapped to SES using the Index of Education and Occupation from the Australian Bureau of Statistics 2016 Socio-economic Indexes for Areas (SEIFA). Low SES postcodes correspond to the bottom quartile of the overall population.
- A domestic student is considered to be from a regional or remote area if the postcode of the student's permanent home residence was classified as regional or remote on the Australian Bureau of Statistics 2016 Australian Standard Geographical Classification (ASGC). This is defined under the Remoteness Area Classification Scheme as fully or partially Inner Regional, Outer Regional, Remote or Very Remote.
- Further information on the classifications is found in the UWA Business Glossary.
- Access rate is the number of commencing students within a given equity group as a percentage of all commencing domestic students enrolled at UWA.
- WA benchmark determined from the three-year average (2018 – 2020) access rates of Table A providers, including UWA. Source: DESE.

	OBJECTIVE	LEAD INDICATORS
1	UWA provides access and life-long learning opportunities for all students	L1.1 Number of partnerships with underrepresented schools L1.2 Access rates of students from underrepresented cohorts L1.3 Number of students who participate in outreach activities by students from underrepresented cohorts L1.4 Number of students who participate in recruitment activities from underrepresented cohorts L1.5 Application rate to HE providers by students from partnership schools L1.6 Percentage of cohort from partnership schools who apply to Western Australian Higher Education providers through the Tertiary Institutes Service Centre
2	UWA provides all students opportunity for engagement and belonging	L2.1 Percentage of equity cohort who participate in co-curricular, extra-curricular and support activities (as per Experience UWA strategy) L2.2 Percentage of equity cohort who participate in employment and volunteering opportunities
3	UWA provides academically inclusive and flexible learning environments to support success of all students	L3.1 Number of staff across University who have participated in cultural competence training or activities L3.2 Number of UWA Schools with annual Action Plans L3.3 Success rates of students from underrepresented cohorts
4	UWA provides a first year experience with targeted activities to support transition and retention	L4.1 Numbers of students from equity cohorts engaged in targeted transition activities L4.2 Numbers of students engaged in targeted retention activities
5	UWA provides pathways and support to careers and further study for all students	L5.1 Percentage of equity cohort who have commenced the UWA Careers and Employability Award L5.2 Percentage of equity cohort who complete Work Integrated Learning/ internship placements L5.3 Percentage of equity cohort who complete a Study Abroad or Study InBroad program L5.4 Percentage of equity cohort who volunteer for the UniMentor and/or Student Equity Student Ambassador programs L5.5 Number of Indigenous internship and cadetship opportunities L5.6 Number of programs with reserved places and/or quota's for underrepresented cohorts
6	UWA provides avenues to financial assistance to enable all students to access and participate fully in their studies	L6.1 Number of scholarships available where equity is the key criteria L6.2 Number of Indigenous scholarships available L6.3 Amount of Indigenous tutorial assistance available

ENABLERS

Communication

IT Enablement/Digital Capability

Research & Evaluation Capability

Annual action plans

AREAS OF STUDENT NEED

In order to address the identified objectives, areas across the breadth of the University will develop localised and relevant annual Action Plans. Reflecting on the key principles, particularly the student-centred approach, consider the specific student need that each action may address. Some examples could include: aspiration support, recruitment, pathways, retention, sense of belonging, sense of place and safety, awareness of opportunities and resources, cultural competence, peer support, mental health and wellbeing, information, financial aid, or any other identified needs specific to your context.

DEVELOPING ACTION PLANS

Identified key contributors through Student Equity Participation Working Group (SEPWG) are required to submit an annual Action Plan. Other areas across the University including student groups are invited to develop and submit full Action Plans and/or key supporting highlights.

When developing local Action Plans using the provided templates, consider the underlying principles and relationships to other strategies and plans. Backwards planning suggests focussing on the local priorities and identified student needs that your area would like to address in the coming year, and then linking these to the Objectives and/or Enablers outlined. Use SMART goal planning to write 3-5 actions for the year ahead. Looking at your plan, consider the performance indicators that your overall work seeks to impact. Action Plan and Report Templates will be available each year, and may be modified based on annual review.

EVALUATION AND REPORTING

All submitted Action Plans need to be reported on the following year, and information provided will be used to track performance against the lead indicators. Shifts in the Performance Indicators will measure our collective achievement over time. Use the template provided and all relevant quantitative and qualitative data collected against each of your specified actions. Note actions can run over multiple years with updates provided through the annual reporting mechanism.

MONITORING AND REVIEW

The SEPWG will review progress of the Lead and Performance Indicators annually, including how the University is tracking against targets. Progress will be reflected upon, alongside reporting from the areas with Action Plans, and this will feed into planning and focuses of the Action Plans for the next year. The Action Plans will additionally provide SEPWG with an annual opportunity to examine the breadth and depth of support across equity cohorts at the University.







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