



Higher Education Participation and Partnerships Program - Participation Component 2017 Report

For the period 1 January 2017 to 31 December 2017

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Please submit:

- the completed and signed **Declaration** form, in PDF
- the completed **Report** template, in Word and PDF.

All documents must be submitted to equity@education.gov.au by **31 May 2018**.

Please note:

- a) Participation activities are grouped according to the areas of activity addressed by the HEPPP Participation component outlined at section 1.65.1 of the *Other Grants Guidelines (Education) 2012*. As stated in the Guidelines, universities may undertake, but are not limited to, these activities using Participation funding. All activities must meet the Participation funding objectives at section 1.55.1 of the Guidelines.
- b) The information obtained from this report will assist the Department to evaluate the HEPPP and ensure funds are expended in achieving the HEPPP objectives.

If you require additional guidance or clarification please contact equity@education.gov.au.

UNSPENT 2017 HEPPP FUNDS

The information in this section relates to the reporting of unspent HEPPP grant funds provided for the 2017 calendar year under the Participation component. Competitive grant projects managed under separate Conditions of Grant are excluded, as these are grants are made in respect of a project and not a year.

Grant recipients are required to fully expend Participation component grant funds in the year for which the grant is made and report to the Commonwealth on this expenditure, including the amount of any unspent funds.

If a provider fails to spend an amount granted it in respect of a year, the unspent amount will be recovered by the Commonwealth from that year.

It is possible for a provider to have an amount of unspent funds rolled over to the next calendar year. Requests for the rollover of unspent funds will be considered by the Department on a case-by-case basis. Providers wishing to do so should contact the Department to discuss this process.

The *Higher Education Support Act 2003* (the Act) requires that the value of any funds approved for rollover from one year to the next will be treated as inclusive of a university's grant for the year the funds are rolled over into. Because the Act specifies a maximum grant amount to be paid in respect of a year, the Department is then required to adjust downwards each university's grant allocation in that year by the amount of the university's rolled over funds from the prior year.

What activities did your university undertake with HEPPP Participation component funding in 2017? Complete the table below, adding extra rows as required.

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>Title: Careers Advice</p> <p><input type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input checked="" type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input checked="" type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input checked="" type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>1. <i>What was done?</i> This project provided careers advice to low SES rural commencing students in their 1st & 2nd Trimesters at the UNE Business School. The advice took the form of one-on-one, face-to-face interviews and a follow up or alternative online questionnaire. The initial interviews were aimed at low SES on-campus students, while the questionnaire targeted low SES both on and off campus students.</p> <p>2. <i>For which groups?</i> This project engaged low SES rural students.</p> <p>3. <i>Why?</i> The purpose was to ensure low SES rural students understood how their study choices lead to fulfilling career aspirations, and to ensure study programs were appropriate for career choices, to reduce levels of uncertainty leading to attrition. This level of uncertainty in career path is likely to be more prevalent with low SES rural students, as many of those students have less support from family members who have undertaken tertiary education.</p> <p>4. <i>Where?</i> All face-to-face interviews and career guidance were undertaken at UNE Armidale.</p>	<p>The responses to the interviews and questionnaire revealed an overwhelming concern from low SES rural students that they were not quite sure what career they wanted to pursue, but thought studying business was a good choice in any event. The UNE Business School determined that the level of uncertainty of low SES rural and remote students could lead to attrition if career aspirations did not become clearer during studies.</p> <p>The project clearly identified that on-campus low SES rural school leavers were uncertain about their career paths, hence reinforcing the need for those students to be provided with career mentoring throughout the student's life. Managing the expectations of low SES rural students regarding their study choices that lead to a career requires guidance and support, which is something that low SES rural students tend to not have within families, as less members have undertaken tertiary education.</p> <p>The project provided career advice to 30 students face-to-face low SES rural students, and a further 50 low SES rural students were advised through the online questionnaire process.</p> <p>These low SES rural business students were provided with professional mentoring regarding their career prospects and the suitability of their studies for their desired careers, assisting with guiding them to remain in study to achieve their desired career outcome.</p>	<p>1) HEPPP funding \$20,000</p> <p>2) Other funding</p>
<p>Title: Schools and University Connect</p> <p><input checked="" type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p>	<p>1. <i>What was done?</i> During 2017, the Schools and University Connect program concentrated on engaging with schools in key areas within the UNE footprint with high numbers of low SES background students.</p>	<p>33 schools across the UNE footprint were involved in various activities throughout 2017, across all of the Schools and University Connect projects.</p> <p>The total student enrolment in the targeted schools is over 9000, of which at least 70% of students identify as being from low SES backgrounds (according to the indices).</p> <p>Pre-service Teacher mentoring project:</p>	<p>1) HEPPP funding \$226,890</p> <p>2) Other funding \$3,000</p>

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<input type="checkbox"/> Transition programs <input checked="" type="checkbox"/> Academic preparation <input checked="" type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input checked="" type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<p>The program of works was divided into several projects, including:</p> <ul style="list-style-type: none"> • Pre-service Teacher mentoring project; • Social Work in Schools project; • Forums and Conferences; • School visits, Information sessions and Careers Teacher Support. <p>2. <i>For which groups?</i> Schools in the university footprint with significant numbers of low SES enrolments as indicated through the Index of Community Socio-Educational Advantage (ICSEA) and Family Occupation and Education Index (FOEI) were targeted. Schools targeted in 2017 included those from the key areas of the New England North West of NSW, Ballina, Armidale/Tamworth, Coffs Harbour region, Port Macquarie/Wauchope, and Western Sydney.</p> <p>3. <i>Why?</i> Each of the projects focus on assisting low SES students to have a positive learning experience, and to follow a tertiary education pathway to a professional career. The evidence is increasing regarding the social and economic factors that contribute to educational outcomes for students in disadvantaged areas of NSW, and therefore this program of works seeks to address these issues and inequalities and introduce strategies to assist low SES students achieve their career aspirations.</p> <p>The Pre-service Teacher mentoring program is designed to give student teachers greater insights into issues of Aboriginal Australia. It will also provide student teachers with a better connection to the Low SES communities they are working in. It also provides a mentoring opportunity to low SES and Aboriginal students by teacher trainees who have current first-hand knowledge of university life.</p> <p>The Social Work in Schools project provides direct support and mentoring for low SES students in primary and high schools, allowing for better engagement with classrooms and learning. It allows for the development of quality</p>	<p>The Enhanced Teacher Training students completed successful placements at the following schools that all have significant numbers of low SES background students as well as high aboriginal student enrolment:</p> <ul style="list-style-type: none"> • Inverell Public School; • Tingha Public School; • Bowraville Central School. <p>All schools involved conducted community projects and had direct support from a Professional Experience Liaison Officer.</p> <p>The university students involved in the project emphasised how important the links with community were for the low SES students involved in the project. They described how having parents and community involved in the schooling process strengthened the relationship with students and allowed discussions of career pathways.</p> <p>Social Work in Schools project (SWiS):</p> <p>Schools involved in the SWiS project must have a significant low SES enrolment and be able to demonstrate that the program will be sustainable. Numbers reflect the school's willingness to participate and host a social work student for Trimester 1 &/or 2.</p> <p>Throughout the 2017 year, the SWiS project grew, with many new schools added to the program. Some schools were involved throughout the whole school year, whilst others were only involved for shorter periods of time, and a few placements did not complete due to external factors.</p> <p>Schools involved in the project include:</p> <ul style="list-style-type: none"> • Nambucca Heads High School; • Coonamble High School; • Armidale High School; • Farrer Agriculture High School; • Gunnedah High School; • Moree Secondary High School; • Guyra Central School; • Armidale High School; • Gloucester High School; 	

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	<p>tailored health and wellbeing programs to assist children to learn more effectively and understand the importance of education towards their career opportunities.</p> <p>The professional learning workshops and conference were targeted at schools with high numbers of students from low SES backgrounds. The workshops and conference were held to cover strategies relating to engaging low SES parents and assisting with students succeeding at university.</p> <p>The rationale for the information sessions is to ensure school executive are aware of the low uptake of university study in low SES student cohorts. The schools are then provided with a number of strategies that can assist students in pathways to university including mentoring, social work, well-being tracking, and better communication and engagement strategies with parents. Information sessions were also conducted with students to allow direct engagement regarding career path planning.</p> <p><i>4. Where?</i> Schools throughout the New England North West of NSW, Ballina, Armidale/Tamworth, Coffs Harbour region, Port Macquarie/Wauchope, and Western Sydney. Some sessions were conducted on campus at UNE in Armidale.</p>	<ul style="list-style-type: none"> • Bossley Park High (SUC Parramatta); • Fairfield West Primary School (SUC Parramatta); • Bingara/Tingha Central Schools (shared between the schools); • Dubbo South College; • South Grafton High School; • McCarthy Catholic College; • Oxley High School; • Oxley Vale Primary School; • Tamworth High School; • Wollongong Primary School; • Eagle Vale High School; • Wee Waa High School; • Drummond Public School; • Dubbo Delroy College; • Moree Public School; • Tamworth West Public School ; • Taree Primary School (SUC Coffs network); • Kempsey South Public School (SUC Coffs network); • Bowraville High School (SUC Coffs network). <p>All schools involved throughout 2017 have indicated their willingness to host Social Work in school students again in 2018.</p> <p>The schools listed have approximately 5000 students enrolled that identify as being from low SES backgrounds.</p> <p>There were 15 UNE students who participated in the program across the schools.</p> <p>The project resulted in the following:</p> <ul style="list-style-type: none"> • Direct support and mentoring for low SES students in both primary and high schools provided by the UNE social work students, allowing more engagement with learning in the classroom. • Development of quality tailored health and wellbeing programs to assist students to learn more effectively • Promotion of the importance of education towards career opportunities. • The development of strong referral networks between schools and local service agencies. 	

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		<p>Forums and Conferences:</p> <p>School visits, forums and conferences were delivered to engage with students and the key decision makers (career advisers, parents etc) who advise low SES school leavers.</p> <p>Professional learning workshops were held in Ballina, Port Macquarie and Armidale as well as meetings in Tamworth and Coffs Harbour, and a 2-day conference in Coffs Harbour.</p> <p>Topics such as improved communication, alternate programs to support university pathways, increasing parental engagement and knowledge on the latest research into low SES students and career aspirations were covered during the workshops and conference.</p> <p>30 schools were represented at the conference and a number of university students were involved in the presentations regarding SWiS and Enhanced Teacher Training.</p> <p>School Visits, Information Sessions and Careers Teacher Support:</p> <p>School visits were conducted at schools across the New England and North West region of NSW, whilst some schools were hosted at UNE.</p> <p>Information sessions and careers teacher support sessions were conducted to develop a better understanding of pathways that low SES students can follow to gain entry to university.</p> <p>Sessions with high school students were conducted to allow direct engagement with the students regarding career path planning.</p> <p>Information sessions were conducted with executives in schools across 10 different locations.</p> <p>Campus visits were arranged as a result of the information sessions for targeted groups of disadvantaged low SES high school students.</p> <p>Training was provided for careers teachers in specific</p>	

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<p>Title: <u>On-Campus Experience Days</u></p> <p><input checked="" type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input checked="" type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>1. <i>What was done?</i> During 2017 Oorala ran four On-Campus Experience Days for local low-SES Aboriginal and Torres Strait Islander high school students in years 10-11.</p> <p>Each of the days included targeted workshops and activities that provided the students with information on a range of degree pathways to careers in Environmental and Rural Science, Sports Science and Criminology, Science, Business and Law.</p> <p>2. <i>For which groups?</i> Low-SES Aboriginal and Torres Strait Islander high school students in the local catchment area, in Years 10 and 11.</p> <p>3. <i>Why?</i> The aims of the project were to provide one-day sessions conducted on campus at UNE for senior Indigenous high school students that would complement school career's advice and:</p> <ul style="list-style-type: none"> • Increase awareness of higher education pathways; • Increase awareness of diverse opportunities and associated careers; • Connect school-based learning to careers; • Inform aspirations and understanding of university life; and • Extend student expectations of their ability to complete a university course. <p>4. <i>Where?</i> On campus at UNE Armidale.</p>	<p>strategies for enhancing pathways for students from low SES backgrounds.</p> <p>The program was successful in showcasing a number of disciplines and career choices that students can pursue through study at UNE. The engagement was delivered via workshops, lectures, demonstrations, tours of the university, and careers sessions. Staff from the local high schools provided supervision of the students and participated in the various sessions.</p> <p>A total of 67 school students attended the experience days, with the following number of students participating in each of the on-campus days:</p> <ul style="list-style-type: none"> • 22 students attended the Business and Law Experience Day; • 20 students attended the Science Experience Day; • 17 students attended the Environmental and Rural Science Experience Day; • 8 students attended the Sports Science and Criminology Experience Day. • Surveys were conducted for both teaching staff and students after each experience day, with students reporting that they had a better understanding of what UNE could offer them after the day and that they had gained knowledge on the subject matter. • Responses from Teacher surveys revealed that they had a better understanding of options and opportunities available to university students. • Across the various experience days, attendees rated the sessions highly, with between 88 and 92% of attendees rating the days as good or very good. 	<p>1) HEPPP funding \$18,441</p> <p>2) Other funding</p>
<p>Title: <u>Aboriginal Youth Development Camps</u></p>	<p>1. <i>What was done?</i> In 2017, UNE's Oorala Aboriginal Centre delivered four Aboriginal and Torres Strait Islander Youth Leadership Camps. The camps were delivered at various times</p>	<p>A total of 81 low SES ATSI students from 19 schools across NSW attended the four camps, and were introduced to university life and college life. Each camp consisted of over 30 sessions.</p>	<p>1) HEPPP funding \$195,369</p> <p>2) Other funding</p>

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<input checked="" type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input checked="" type="checkbox"/> Transition programs <input checked="" type="checkbox"/> Academic preparation <input checked="" type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<p>throughout the year for low SES ATSI youth, as follows:</p> <ul style="list-style-type: none"> • Senior Boys: 7- 9 June 2017 (Years 11 & 12); • Senior Girls: 23- 25 August 2017 (Years 11 & 12); • Junior Boys: 18– 20 October 2017 (Years 8 to 10); • Junior Girls: 1- 3 November 2017 (Years 8 to 10). <p>Each camp operated over two and half days at UNE’s Armidale campus, with attendees being accommodated at St Albert’s College on the UNE campus.</p> <p>The camps provided low SES ATSI high school students with an introduction to university life, as well as an exposure to a wide range of courses and career options. It also provided personal development and other life skills sessions along with fitness education and Aboriginal cultural development.</p> <p>Throughout the two and a half days of the camps, students were presented with lectures, workshops and information sessions.</p> <p><i>2. For which groups?</i> This project sought to draw attention to what the University of New England can offer low SES young ATSI students from New England and northern NSW as well as southern Queensland areas.</p> <p><i>3. Why?</i> The Aboriginal and Torres Strait Islander Youth Leadership Camps provide an opportunity for the Oorala Aboriginal Centre to promote higher education to low SES Aboriginal and Torres Strait Islander students in Years 8-12 by delivering various lectures, workshops and information sessions.</p> <p>The camps focussed on forging a connection between UNE’s Oorala Aboriginal Centre and Aboriginal communities, promoting higher education, and showcasing teaching and learning activities at UNE.</p> <p><i>4. Where?</i> The camps are conducted at UNE’s Armidale campus.</p>	<p>Workshops were specifically targeted to ensure that students were presented with a wide range of culturally appropriate information sessions. The activities were delivered in a culturally sensitive way and facilitated by local Aboriginal men and women who are considered to be leaders and mentors within the community. Building and establishing a rapport with the participants was of key importance to ensuring all participants were culturally aware of their background.</p> <p>Workshops conducted at the camps included:</p> <ul style="list-style-type: none"> • Leadership and values; • Career Development; • Branding You; • Preparing for Success; • Aspiration and Goal Setting; • Bush Tucker; • War Cry. <p>Information sessions conducted at the camps included:</p> <ul style="list-style-type: none"> • Student panel; • Professional men’s and women’s panels; • Banking session; • Positive Doing session; • Cultural session; • Life Skills; • Health Wise. <p>Lectures conducted included:</p> <ul style="list-style-type: none"> • Sports Science; • Nursing – Medical Emergencies; • Accounting; • Criminology; • Business & Law. <p>Hands on experiences provided included:</p> <ul style="list-style-type: none"> • Sports Science; • Indoor Wall Climbing; • Boxing; • Medical Emergency; • Criminology; • Accounting; 	

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		<ul style="list-style-type: none"> • SMART Farm experience; • Chemistry. <p>Students were also provided with a UNE Academic Campus tour to expose them to the university so that they could gain a sense of university culture.</p> <p>Students were also offered a number of sessions that focussed on sports, with well-known Indigenous sports people acting as key facilitators for the fitness, personal development and cultural-awareness sessions. A number of training sessions and workshops were delivered to ensure the students would gain an understanding and sense of what university life is and what it has to offer.</p> <p>Students were presented with the opportunity to develop important values and skills. Local female and male Anaiwan (local Aboriginal nation) mentors worked alongside facilitators and staff to provide strong role models for the camp participants. These mentors/role models shared their stories and wisdom via panel discussion sessions. Throughout the workshops, mentors also promoted the four camp values of Communication, Leadership, Mindfulness and Respect.</p> <p>Students were surveyed before and after the camp to gain an understanding of what the camp experience provided, and whether it had an influence on career or educational aspirations. Results from the surveys conducted across the 4 camps showed an increase in the understanding of university life and university study, as well as an increase in their understanding of their indigenous heritage. Comments received from the surveys included “determination is everything”, “a career is important”, “you don’t have to be smart to go to uni, you just have to be committed”, and “push yourself”. Feedback also demonstrated that the sport and fitness sessions were well received and popular, so there is a level of commitment to continue these activities as a core component of future camps, to assist with developing aspirations.</p>	

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>Title: Indigenous Open Days at Tamworth and Parramatta campuses</p> <p><input checked="" type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>1. <i>What was done?</i> The objective was to run an Oorala 'Open Day' at the UNE Parramatta campus and the Tamworth Study Centre for current and prospective low SES ATSI students, to provide course and pathway information, advise the range of services offered by Oorala and promote UNE to online students.</p> <p>2. <i>For which groups?</i> Low SES Aboriginal and Torres Strait Islander students and prospective students.</p> <p>3. <i>Why?</i> UNE has a large student cohort in Western Sydney and in the greater Tamworth area. Online indigenous students do not get a lot of opportunities to meet Oorala staff face to face, so the decision was taken to organise days to meet face to face and discuss issues that the students may be experiencing, or provide information to prospective students about how Oorala can assist them. The concept was also to provide an opportunity for students to advise how they access online support currently at UNE, and what sort of options they would like to see in the future.</p> <p>4. <i>Where?</i> UNE Parramatta and Tamworth campuses.</p>	<p>Emails were sent via the SRM (Student Relationship Management system) to all students living in western Sydney and in the Tamworth area, advising of the open days. Local advertising was also conducted announcing the Oorala Open Days at each of the centres.</p> <p>Two Oorala staff with a range of printed material were dispatched to Parramatta on 23 November 2017 and Tamworth on 28 November 2017. No students attended either venue.</p> <p>While this was a very disappointing result, there are some learnings from these events:</p> <ul style="list-style-type: none"> • UNE Indigenous online students are not as well-resourced with support as on-campus students. We therefore need to try innovative means to support online students; • Oorala needs to be aware that many online students are trying to fit in study around other aspects of their busy lives, which prohibit their ability to drop everything and attend a venue to talk to Oorala staff if they can't see clear value in it. • November was probably too late in the year to conduct this project. • This kind of event needs a longer period of advertising and promotion, with a clear value proposition for students and prospective students: <ul style="list-style-type: none"> • "What will I get if I attend that I can't get now?" • Oorala could consider conducting a survey of online students asking about their support requirements, including what could be offered in a face-to-face way, several times throughout the year. 	<p>1) HEPPP funding \$299</p> <p>2) Other funding</p>
<p>Title: Moodle site review and upgrade</p> <p><input type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p>	<p>1. <i>What was done?</i> Several project meetings were held and a survey of students was conducted.</p> <p>2. <i>For which groups?</i> Low SES Indigenous students at UNE</p>	<p>The project team met several times and developed a survey to be deployed to current UNE students who are users of the Oorala Moodle site.</p> <p>44 Indigenous students responded, with the resulting information providing a blueprint for redesigning the Moodle site. Due to unforeseen resource circumstances,</p>	<p>1) HEPPP funding \$350</p> <p>2) Other funding</p>

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<input checked="" type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input checked="" type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>3. <i>Why?</i> The Hub Moodle site is one of primary means used by Oorala to communicate with Indigenous students.</p> <p>The aim of the project was to:</p> <ul style="list-style-type: none"> • review the Oorala Hub Moodle site by surveying and interviewing current users; • analyse survey data and produce a plan for changes and enhancements to the site; • make the proposed changes and enhancements; • use a series of tools such as quizzes, announcements and competitions to drive traffic to the site; • evaluate the changes made to the site via surveys and interview feedback. <p>4. <i>Where?</i> On campus at Oorala at UNE Armidale.</p>	<p>the work to upgrade the site was not undertaken.</p> <p>Oorala's plan is to conduct a redesign of the Moodle site in 2018, utilising the information gained via the surveys conducted in 2017.</p>	
<p>Title: <u>World Indigenous Peoples Conference on Education</u></p> <input checked="" type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input checked="" type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships	<p>1. <i>What was done?</i> The project was designed to facilitate the attendance of low SES Aboriginal and Torres Strait Islander undergraduate students and Oorala staff at the World Indigenous Peoples Conference on Education in Toronto Canada, to present a paper and expand international networks that support indigenous education.</p> <p>2. <i>For which groups?</i> The target group was 10 low SES undergraduate ATSI students already studying at UNE.</p> <p>3. <i>Why?</i> WIPCE is the world's largest conference on indigenous education, and attending the conference would expand the students' knowledge in the area and provide an educationally focussed experience that would expand their pride in the culture and heritage.</p> <p>4. <i>Where?</i> WIPCE Conference in Toronto, Canada.</p>	<p>The original project plan aimed at sending 10 low SES ATSI undergraduate students to WIPCE. With some additional funding contributed from UNE Schools, an additional 6 high-achieving Indigenous students were furnished with the opportunity to attend the conference. 6 Oorala staff members also attended, bringing the total UNE delegation to 20.</p> <p>A paper was presented at the conference by Oorala Director, Gregory Davison. The paper outlined Oorala's case management system for Indigenous students who are in danger of not completing their studies, which was developed as a result of the 2016 HEPPP project conducted by Oorala on Case Management of At-Risk students.</p>	<p>1) HEPPP funding \$94,448 2) Other funding \$8,010</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017			
<p>Title: <u>Alternate Admission Pathways for Aboriginal and Torres Strait Islander students</u></p> <input type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input checked="" type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input checked="" type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input checked="" type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>1. <i>What was done?</i> Analysis of our commencing low SES Aboriginal and Torres Strait Islander undergraduate students in 2015 showed us that 38% of that cohort were admitted through an alternative entry method, including:</p> <ul style="list-style-type: none"> • Enabling programs (run by UNE and Ooralala's ISP and TRACKS programs); • Entry via the VET and TAFE sectors; • Nomination by school principals; • Mature age entry. <p>This cohort's performance, in terms of GPA, was considerably worse (3) than that for other cohort's (4), and lower than that of non-Indigenous students who came through the same pathways (3.9) in the year.</p> <p>This project aims to review UNE's alternative admission schemes for commencing low SES Aboriginal and Torres Strait Islander applicants, and identify additional academic skills support required by students prior to, and immediately after, the commencement of their degree program to ensure successful outcomes.</p> <p>2. <i>For which groups?</i> Low SES Aboriginal and Torres Strait Islander commencing undergraduate students at UNE</p> <p>3. <i>Why?</i> To provide the student cohort with support in their chosen program from the beginning, to give them the best chance of success in their studies, and to assist with reducing their rate of attrition. Communicating with these students, offering referrals to support services and applying strategies to assist with their learning will ensure these students have a better academic outcome.</p> <p>4. <i>Where?</i></p>	<p>A Steering Committee consisting of the following representatives was formed and met throughout 2017:</p> <ul style="list-style-type: none"> • 2 Indigenous undergraduate student representatives; • 3 representatives from the Ooralala Aboriginal Centre; • 1 representative from Student Administration and Services; • Director, Teaching and Learning; • 1 representative from the PDVC's office; • 1 representative from the Academic Quality and Analytics Unit. <p>Regular Steering Committee meetings were held throughout 2017, resulting in a wealth of initial ideas in relation to new programs and resources being generated.</p> <p>An extensive literature review was conducted outlining current research into challenges faced by commencing low SES Indigenous students and identifying appropriate support strategies. Research was conducted into other institutions' practice during the transition period of low SES Aboriginal and Torres Strait Islander students to university, with a full environmental scan of academic programs and initiatives run at other tertiary institutions. An in-depth analysis of admission, engagement and success data (GPA and pass rates) for commencing low SES ATSI Bachelors (Pass) students who entered UNE via varying admission pathways was conducted in 2017.</p> <p>Staff from UNE's Teaching and Learning Services conducted an initial scan of online learning material which could be used in the creation of a suite of micro-content providing general and subject-specific academic skills to commencing low SES ATSI students, including an initial scan of teaching material available at UNE which could be used in a future short program of early preparation for commencing students.</p>	<p>1) HEPPP funding \$32,001</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	On campus and online at UNE Armidale.	<p>Current commencing low SES ATSI students were surveyed to understand:</p> <ul style="list-style-type: none"> • their experiences during commencement of their studies; • the barriers they may have experienced to academic success; • academic and study skills assistance that they may identify as crucial during that time. <p>44 survey responses were received, providing valuable insights into students' views in early assistance, their views on potential barriers to success and possible solutions. These insights will be used when developing strategies to support commencing low SES ATSI students.</p> <p>Assistance continues to be delivered to Indigenous students with a focus of identifying barriers that they face and supporting them to resolve issues that may affect their attendance at university. Ongoing communication and offering of referrals to support services/agencies continues to be provided to encourage engagement and sustained study.</p> <p>All of the findings from this project are being utilised to develop strategies to support our low SES ATSI students who commence study at UNE having entered via alternate admission pathways, and will be implemented in 2018.</p>	
<p>Title: <u>Vice-Chancellor's High Achievement Prize</u></p> <p><input type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p>	<p>1. <i>What was done?</i> High schools within the UNE footprint are invited to nominate high achieving low SES students to receive a Vice Chancellor's High Achievement prize, recognising their academic achievements.</p> <p>To be eligible to receive the prize, nominated students must be enrolled at UNE beyond the Trimester 1 census date. Once the nominee meets this criteria, the one off \$2000 scholarship prize is awarded.</p> <p>2. <i>For which groups?</i> High achieving low SES regional and remote high school students who convert to undergraduates at UNE.</p>	<p>Invitations were sent out to all of the 83 high schools within the UNE catchment area, requesting the nomination of high achieving low SES students for the prize. Of the 83 schools, 60 schools nominated a student for the VC High Achieving prize scholarship.</p> <p>All 60 nominees received a congratulatory letter and presentation certification from UNE's VC in recognition of their academic efforts at schools.</p> <p>Of the 60 nominees, 31 students commenced as undergraduates at UNE and were actively enrolled in study beyond the census date of Trimester 1 2017. All 31 were awarded the scholarship, at \$2,000 per student.</p>	<p>1) HEPPP funding \$62,000</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input checked="" type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<p>3. <i>Why?</i> To encourage Year 12 high achieving school leavers from disadvantaged low SES backgrounds in regional and remote areas of NSW to continue their education through to a tertiary setting at UNE. The intent is to assist with reducing the financial burden associated with higher education by recognising individual's academic excellence, and assisting with increasing participation rates from this cohort.</p> <p>4. <i>Where?</i> UNE Armidale.</p>		
<p>Title: <u>UNE Alternative Entry Careers Journey Project</u></p> <input type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input checked="" type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>1. <i>What was done?</i> This project was defined to build a personalised Career Action Plan for each low SES participant who was admitted to UNE via an alternate pathway for a 2017 commencement. An objective was to provide a positive student experience at UNE, resulting in long-term success at university, and decreasing the attrition rate associated with this particular cohort.</p> <p>Another objective of the project was to reduce attrition caused by students enrolling into the wrong course due to poor knowledge of the UNE course offering, or due to students who are unsure of their career goals, and students who are pressured by parents and friends on the choice of program to enrol in.</p> <p>This project aims to have key internal staff liaise with the low SES targeted students, allowing UNE to play a crucial role in capturing these students before they are at risk of leaving. Our aim is to ensure that these students are aware that UNE has their best interest in mind and to provide them with a service that allows them to determine the most appropriate study program that is most suitable to their abilities and career choice. Providing this low SES student cohort with these career focused services at UNE should lead to increased rates of success for the targeted students.</p>	<p>The project facilitated the conduct of personalised career testing and career mapping consultations with targeted cohort of low SES students. Initial face-to-face or phone consultations were conducted to establish a relationship with the student, determine why they applied and enrolled in their course, and to gather information for a baseline discussion on careers.</p> <p>The career consultations were designed to take a narrative approach, where the student was taken through a series of questions, designed to be self-reflective, providing them with a chance to discuss issues relating to potential career ideas or goals. The consultations were personalised to each student's needs, allowing for discussion on a holistic basis with reference to academic progress, mental health stability, and understanding of university requirements and responsibilities.</p> <p>A minimum of two careers focused consultations were held with each student, with an initial meeting of 30 minutes, followed by a 60 minute session to work on their personalised Career Action Plan. Additional sessions were made where necessary, followed by email and phone contact. Through these activities, with relevant information and referrals where necessary:</p> <ul style="list-style-type: none"> • Links to the Academic Skills Office; • Links to First Year Advisors; • Referrals to specialised enrolments staff to seek 	<p>1) HEPPP funding \$112,104</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>The program included personalised career testing and career mapping, and to provide assistance to the students so they may best understand their interests, aptitudes and goals in relation to their studies and career paths. It was also designed to provide specialist career development advice to the selected students on appropriate UNE courses, including potential employment and postgraduate study options.</p> <p><i>2. For which groups?</i> This project was defined to deliver career development opportunities to first year alternate entry students who are low socio-economic, regional and remote, students with a disability, Aboriginal and Torres Strait Islander, or women studying in non-traditional areas, who are at risk of not succeeding in their current program.</p> <p><i>3. Why?</i> Students from low SES and equity backgrounds often do not have access to external careers counselling due to location and costs, therefore, would never have experienced a test regarding their career aspirations and abilities.</p> <p>Professional careers testing was conducted using two complimentary tests for each low SES student involved, to ensure they are undertaking study in an areas that is suitable to their abilities and career aspirations.</p> <p>This testing is conducted to provide a personalised career plan for each student involved, encouraging them to continue to study to achieve their desired career outcome, and to assist with reducing attrition for the students involved.</p> <p><i>4. Where?</i> As UNE is both an on-campus and online university, activities were conducted both in-person and virtually, using technology available to the Career Development Office.</p>	<p>assistance with selection of units to go toward course progression;</p> <ul style="list-style-type: none"> • Referrals to the Special Needs Office to seek assistance with provisions for studies due to varying issues that could have an adverse impact on a student’s study; • Referrals to UNE Counsellors to help with existing or new mental health issues. <p>The career development sessions allowed for each low SES and equity student’s career journey to be personalised through their time at UNE.</p> <p>“Career Pop-up” sessions were held around the UNE Armidale Academic Campus., allowing for more students who identified as low SES and other equity groups to engage in career conversations.</p> <p>Through this project, 61 Career Advisors from high schools with a high percentage of low SES students throughout the New England and North West of NSW attended sessions regarding programs at UNE. These sessions were conducted to highlight entry programs in relation to student career aspirations, and to assist with removing any confusion that may exist in this space. The project also delivered careers advice regarding pathways to university and potential career outcomes.</p> <p>Working in collaboration with the UNE’s Oorala Aboriginal Centre, the project was able to engage with low SES ATSI identified high school students. In addition, students from other HEPPP funded projects were referred on for career consultations, leading to a more collaborative cross pollination of HEPPP based projects and resources. This resulted in 83 low SES based students being referred on to the Alternative Entry project during 2017.</p> <p>The Career Journey module in the Career Development Online page in UNE’s Moodle platform was developed, providing students with further academic assistance, linking them to the Academic Skills Office and other important sections of the university. A webcast was also developed which identified issues such as exam pressures and stress, as an added tool for student resource. In addition, students</p>	

Title	Description and objectives	Progress achieved	Expenditure (\$)
		<p>were given access to read interviews with past low SES students who entered university via alternate pathways, detailing their career paths and outcomes. These resources were all meant to be utilised as motivational and aspirational tools to assist the targeted students in times of struggles.</p> <p>At end of 2017, 713 students “On Campus/Internal” students and 890 “Off Campus/External” students were assisted through the project. Through the assistance provided by the program, 72 students successfully transferred into new undergraduate awards on the basis of discussion and career consultations, rather than choosing to leave university due to having chosen a degree that was not what they thought.</p>	
<p>Title: Peer Tutors in the BA Core Unit HUMS103</p> <p><input type="checkbox"/>Partnership activities (outreach)</p> <p><input type="checkbox"/>Inclusive entry processes</p> <p><input type="checkbox"/>Transition programs</p> <p><input type="checkbox"/>Academic preparation</p> <p><input checked="" type="checkbox"/>Mentoring, peer support, tutoring</p> <p><input type="checkbox"/>Programs for parents</p> <p><input type="checkbox"/>Monitoring student progress</p> <p><input type="checkbox"/>Administering student scholarships</p> <p><input type="checkbox"/>Institutional scholarships</p> <p><input type="checkbox"/>Research and monitoring</p> <p><input type="checkbox"/>Other: _____</p> <p><input type="checkbox"/> Access and Participation</p>	<p>1. <i>What was done?</i></p> <p>A Peer Tutoring program was established to provide support for low SES, indigenous, regional and remote, disability and other equity students enrolled in the HUMS103 unit with support to develop their academic skills and reduce attrition.</p> <p>Eight peer mentors were employed to take online Adobe Connect small group weekly sessions with first year low SES and equity students enrolled into the Humanities first year foundation unit HUMS103.</p> <p>These one hour sessions were scheduled at various times across the week and were open to both on campus and online targeted students.</p> <p>In addition, three support staff from the school of Humanities provided program leadership and oversight, training of peer mentors, I.T support and a creation of a Moodle site and administrative support.</p> <p>2. <i>For which groups?</i></p> <p>First year online and on campus low SES and equity Humanities students were encouraged to enrol in the foundation unit HUMS103.</p>	<p>23 online (external) low SES and equity students engaged in 50 adobe connect peer assisted learning sessions with 8 peer mentors across the trimester.</p> <p>50% of those engaged remained engaged throughout the entire trimester. At the end of the trimester 25% of the students reported that they had successfully completed the unit, with a Pass grade or above.</p> <p>A survey was conducted of all students engaged in the peer mentoring program within the HUMS103 unit throughout the trimester. 62% of students engaged with the peer mentoring program reported beneficial changes to their approach to study and that they had been inspired to study more regularly. In addition, several students contacted the program coordinator directly to express their gratitude for the program and their belief that the program had helped them to be more organised toward their study and to understand the overall unit requirements better.</p>	<p>1) HEPPP funding \$10,000</p> <p>2) Other funding \$587</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
Plan 2015-2017	<p>3. <i>Why?</i> The peer mentoring and support was provided in order to provide assistance to low SES and equity first year students in the areas of academic skills and engagement with the learning environment at the university level. This type of peer led support has been shown in particular to help low SES and indigenous students have a greater chance of success at university level.</p> <p>4. <i>Where?</i> Peer support was provided online via Adobe Connect sessions with students.</p>		
<p>Title: <u>Peer Assisted Academic Support for Students of Health Disciplines</u></p> <p><input type="checkbox"/>Partnership activities (outreach)</p> <p><input type="checkbox"/>Inclusive entry processes</p> <p><input type="checkbox"/>Transition programs</p> <p><input type="checkbox"/>Academic preparation</p> <p><input type="checkbox"/>Mentoring, peer support, tutoring</p> <p><input type="checkbox"/>Programs for parents</p> <p><input type="checkbox"/>Monitoring student progress</p> <p><input type="checkbox"/>Administering student scholarships</p> <p><input type="checkbox"/>Institutional scholarships</p> <p><input type="checkbox"/>Research and monitoring</p> <p><input type="checkbox"/>Other: _____</p> <p><input type="checkbox"/> Access and Participation</p>	<p>1. <i>What was done?</i> In 2017 the Peer Assisted Academic Support program was designed to develop the mentoring environment and enhance support provision within the School of Health by engaging with low SES students from multiple disciplines within the school.</p> <p>This project was designed to add context from multiple disciplines to the peer mentoring environment within the school so as to provide academic support and peer assistance to a wide range of low SES undergraduates. The project focussed on providing online academic literacy and learning resources for low SES and equity Nursing and Social Work students. All learning resources were contextualized to illuminate for students the interrelationship between academic literacy, discipline specific concepts and language, and scholarly writing.</p> <p>On-line and face-to-face support was delivered by peer tutors in literacy, numeracy and in the integration of core concepts in assignments. Direct online links to all UNE academic support services and the provision of easy access to the Indigenous Student Hub to ensure Indigenous students have access to a culturally safe virtual learning space was provided for all low SES students.</p> <p>2. <i>For which groups?</i> Low SES health discipline first year students at UNE.</p>	<p>Recruitment of Peer Mentors to support both Nursing and Social Work students was conducted, and a face-to-face Mentor “start-up” training was provided for all mentors.</p> <p>An additional feature was added to the Moodle mentoring environment that offered mentees the choice to meet and work with mentors in secure private chat spaces online at suitable study times.</p> <p>Online support, materials, and weekly collaboration in the online environment were provided to the low SES undergraduate student cohort. The program coordinator modelled the mentoring program by collaborating weekly with peer mentors in a secure online environment to discuss activities.</p> <p>Peer Mentors promoted and conducted a schedule of “Adobe Connect” session to assist the students involved to develop online confidence and skills to engage with Lecturers online.</p> <p>The academic support program was trialled in Trimester 2 in Nursing and Social Work units where units had large low SES student cohorts, diverse cultural groups and first year students. Academic staff provided collaborative support to Mentors by identifying “at risk” students within this group who required academic support. Mentors followed up, communicated and worked with identified students to</p>	<p>1) HEPPP funding \$32,095</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
Plan 2015-2017	<p>3. <i>Why?</i> With the growth in numbers in the School of Health, the number of students from low SES backgrounds has also increased. School of Health data indicates that 86% of students in the school are from low SES backgrounds, and traditionally, these students have required additional support to thrive in the academic setting.</p> <p>This peer assisted support program was developed to enhance support for this group and to minimise first year attrition.</p> <p>4. <i>Where?</i> The program was delivered through the online Moodle Learning Management system, with mentoring sessions provided via secure online environments.</p>	<p>complete individual mentoring plans, working with the mentees throughout the trimester until mentee learning goals were achieved.</p> <p>Peer Mentors have become a regular feature on the orientation agenda to promote the program/service.</p>	
<p>Title: <u>Rural Scholars in Medicine</u></p> <p><input checked="" type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input checked="" type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p>	<p>1. <i>What was done?</i> The objective of the Rural Scholars in Medicine program was to increase the proportion of students from low SES and rural backgrounds enrolling in the Joint Medical Program (JMP) at the School of Rural Medicine (SRM) at UNE.</p> <p>At present, the majority (75% or more) of our students come from high SES metropolitan locations, which does not favour long-term uptake of medical practice in low SES rural locations. The Rural Scholars in Medicine program aims to make the SRM the school of choice for students from low SES, rural locations wanting to study medicine and be a rural practitioner.</p> <p>The project aimed to visit and engage with schools and communities in low SES and rural, remote and regional areas. While undertaking this activity the program aimed to identify and engage high potential students from low SES and rural/remote backgrounds, and invite them to apply to participate in a Summer School. At the summer school, participants would experience life as a medical student and meet current low SES, rural and remote students studying Medicine at UNE as well as current practicing rural doctors.</p>	<p>207 schools were contacted throughout the NENW of NSW as well as from the North Coast, Hunter region, West and Central areas of NSW. A total of 30 schools responded and visits to those schools were undertaken, where contact was made directly with careers advisors, principals, teachers and students. A total of 133 students were presented to in person, and an additional 46 students made contact via phone or email to discuss the opportunity. Project staff also visited targeted careers days in the region, where a further 47 students were presented to, whilst 12 students and advisers were seen through the Tamworth UNE Study Centre.</p> <p>A total of 24 students and 6 carers attended the Summer School which was held at UNE with attendees being accommodated in Mary White College on campus. The majority intake into the program was current year 10 students (11) & current year 11 students (11) and a further two current year 12 students. (It will be two years before the pipeline of effect translates to intake due to the fact that most participants in the program are year 10/11 and the remaining two have not completed the UMAT in year 12, thus delaying potential entry by 1 year).</p>	<p>1) HEPPP funding \$103,247</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>☒ Access and Participation Plan 2015-2017</p>	<p>The concept was to inspire these students to dream and believe their dream is achievable, and assist the students to put practical solutions in place so their path to success is achievable.</p> <p>Following this the project aimed to establish a database of Rural Scholars Alumni, to form the Rural Scholars Alumni Association which aims to provide ongoing supportive engagement with Summer School participants.</p> <p>2. <i>For which groups?</i> Potential high achievers from low SES and rural/remote areas who express a passion for medicine and demonstrated potential to achieve success as a medicine student were targeted.</p> <p>3. <i>Why?</i> Increase the number of low SES students from rural and remote backgrounds enrolling the Joint Medical Program, and to establish an Alumni Association to support the engagement of these participants.</p> <p>The program was designed to increase the proportion of students from low SES rural and remote backgrounds enrolling in the JMP at UNE. Currently there are less than 25% of the student cohort who identify in that category, and the target is to increase this to greater than 25%, with a view of targeting 30% in 5 years' time.</p> <p>4. <i>Where?</i> Visits were made to schools throughout the NENW of NSW as well as the North Coast, Hunter region, West and Central areas of NSW. The Summer School took place on campus at UNE Armidale, with participants being accommodated at Mary White College.</p>	<p>Academic activities were conducted on campus in lecture theatres, Problem Based Learning rooms, Anatomy Labs, the UNE Library and at the Armidale Hospital Campus, in the Tablelands Clinical School. Extracurricular activities such as inspirational speaker evenings, medical trivia and sporting activities were included in the program of events, which were all held on campus at UNE at various facilities.</p> <p>Seven doctors from rural locations presented at the Summer School as inspirational speakers, providing students with guidance and demystifying the practice of medicine. 16 current medical students who were either from low SES or rural backgrounds themselves, attended the summer school to inspire the attendees, attempting to bridge barriers and show the low SES attendees that a career in medicine was achievable. Four Problem Based Learning Tutors were engaged to teach the students through what was a standard first week of medicine teaching. A further three Simulation Laboratory staff and one anatomy Lab staff member ran classes and demonstration sessions for the attendees.</p> <p>To assist with the development of the database, 24 students have been entered for engagement and Alumni purposes. This is to enable continued support and engagement with the participants from the Summer School to ensure they remain on track in achieving their goal of becoming a medical student and future doctor.</p> <p>Surveys completed by all 24 attendees at the summer school indicate that 96% of the attendees were inspired by the summer school experience, and were more likely to study medicine at UNE as a result of the experience.</p>	
<p>Title: <u>Increasing application, enrolment and retention of ATSI medical students in the School of Rural</u></p>	<p>1. <i>What was done?</i> The project objective was to increase by 50% the number of applications from low SES indigenous background students to the Miroma Bunbilla Aboriginal Entry Pathway. The target set was 14 low SES indigenous students, who would apply in 2017 with a view to be enrolled for the start</p>	<p>The program engaged with schools and communities across the NENW and North Coast regions of NSW to identify potential low SES indigenous candidates interested in studying medicine at university and to promote the school and the program. The program engaged with 50 careers counsellors at the UNE Careers Advisers Conference and</p>	<p>1) HEPPP funding \$109,534 2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>Medicine</p> <p><input checked="" type="checkbox"/>Partnership activities (outreach)</p> <p><input checked="" type="checkbox"/>Inclusive entry processes</p> <p><input type="checkbox"/>Transition programs</p> <p><input type="checkbox"/>Academic preparation</p> <p><input checked="" type="checkbox"/>Mentoring, peer support, tutoring</p> <p><input checked="" type="checkbox"/>Programs for parents</p> <p><input checked="" type="checkbox"/>Monitoring student progress</p> <p><input type="checkbox"/>Administering student scholarships</p> <p><input type="checkbox"/>Institutional scholarships</p> <p><input type="checkbox"/>Research and monitoring</p> <p><input type="checkbox"/>Other: _____</p> <p><input checked="" type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>of 2018.</p> <p>The project intent was to enhance and build on outreach contact into schools and communities (across NSW) working with Aboriginal Education Officers and Career’s Advisors from schools in low SES locations, to identify potential low SES Aboriginal students interested in a pathway to health or medicine. The key strategy is to identify and select ATSI students to attend the KRUKI Indigenous Summer School and experience a week in the life of a first year medical student.</p> <p>A further objective was to retain the current enrolled low SES indigenous student cohort studying in the JMP at UNE through building partnerships with Oorala.</p> <p>2. <i>For which groups?</i> Low SES indigenous students from rural and remote NSW who are interested in pursuing medical studies at university level.</p> <p>3. <i>Why?</i> The aim of attracting low SES indigenous students to enrol in the School of Rural Medicine’s Joint Medical Program is to increase access for students from these backgrounds to the program, as a means to improve the health outcomes of indigenous communities and to contribute to UNE’s Indigenous Engagement Strategy.</p> <p>The objective of offering the program to later year high school students is to bust myths around entry requirements, demystify the study of medicine, and support and motivate low SES indigenous students to follow the pathway to medical students.</p> <p>4. <i>Where?</i> Engagement was conducted in schools with high numbers of low SES students throughout NSW.</p>	<p>made contact with other careers advisers, students and parents at the Tamworth Study Centre. High schools and communities were contact via email and the following schools were visited, promoting Aboriginal pathways into Medicine and the KRUKI camp:</p> <ul style="list-style-type: none"> • Tamworth High School; • Peel High School; • McCarthy Catholic College; • Oxley High School; • Moree Secondary College; • Narrabri High School; • Collarenbri Central School; • Walgett Community School; • Boggabilla Central School; • Guyra Central School; • Warialda High School; • Glenn Innes High School; • Tenterfield High School; • Emmaville High School; • Bundarra High School; • Inverell High School; • Ashford High School; • Mungindi High School; • Grafton High School; • Casino High School; • Lismore High School; • Ballina High School; • Murrwillumbah High School; • Byron Bay High School; • Uralla High School; • Walcha High School; • Gloucester High School; • Singleton High School; • Newcastle High School; • Quirindi High School. <p>14 students from Years 9-12, three parents, one elder in residence, and three supervisors attended the KRUKI Summer School camp, held at UNE.</p>	

Title	Description and objectives	Progress achieved	Expenditure (\$)
		<p>The program achieved beyond the target of 14 applications, resulting in 24 applications from low SES indigenous students to Miroma Bunbilla Aboriginal Entry Pathway (an increase of 150%).</p> <p>A further outcome was a 300% increase on the number of indigenous low SES participants in the Miroma Bunbilla Admission assessment who elected to enrol at UNE (an increase from 1 to 4).</p> <p>With the assistance of mentoring and support services provided by Ooralala, the current Year 1 low SES indigenous student enrolled in the JMP at UNE successfully passed into Year 2 at the end of 2017, whilst 66% of the Year 2 students successfully progressed to Year 3.</p>	
<p>Title: <u>UNE Business School PEER Support and Learning Program</u></p> <p><input type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p>	<p>1. <i>What was done?</i></p> <p>The objective of this PEER support and learning project was to ensure that low SES students who entered UNE with modest ATAR scores were provided the necessary support to give them every opportunity to complete their first-year business studies and progress to complete their degrees in subsequent years. These students from disadvantaged backgrounds do not attain the strong foundations required for academic progress mostly being due to not having the appropriate HSC subjects to give them a good foundation for business studies. The peer support provided through this project aims to reduce that academic gap.</p> <p>The School offered PEER support in the following first year units, with over 600 low SES students from both on and off campus participating:</p> <ul style="list-style-type: none"> • AFM101; • AFM103; • AFM112; • ECON101; • ECON102; • QM161; • QM162 . 	<p>We know that students with lower ATAR scores undertaking business courses are typically from lower socio-economic backgrounds, and it is these students that struggle to pass core units listed in the degree, thus contributing to attrition in the school.</p> <p>This project was developed to directly improve the performance of low SES students by offering one-on-one and small group PEER support and learning. Fourteen high achieving final year undergraduate students were employed on casual contracts to provide this PEER support. This team of PEER support students provided academic support through Moodle, Skype for Business, Adobe Connect, email, and phone conversations with direct help in managing progression through the identified units.</p> <p>The PEER support team was in constant contact with the Academic Unit Coordinators of the listed units, and provided feedback to ensure that any key teaching issues were clarified.</p> <p>More than 600 sessions were conducted, with two notable outcomes resulting in similar findings to 2016:</p> <ul style="list-style-type: none"> • The low SES students that participated experienced a failure rate that was half of the low SES students that did not participate; 	<p>1) HEPPP funding \$18,480</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>☒ Access and Participation Plan 2015-2017</p>	<p>Each Unit had 2 sessions per week for on campus students and 2 sessions per week for off-campus online students.</p> <p>2. <i>For which groups?</i> Both on and off-campus low SES students participated, with over two thirds of the participants also coming from first in family to attend University. All on-campus students are from New England and North west NSW regions and considered all to be low SES. The majority of off-campus students are from the greater Western suburbs of Sydney and are likewise to be considered from low SES and/or non-English speaking backgrounds.</p> <p>3. <i>Why?</i> The project was run to target those first year low SES business students, to provide PEER support and academic assistance. Reviews of ATAR performance indicate that poor ATAR scores are very commonly associated with low socioeconomic and/or non-English speaking backgrounds (Harvey et al 2016). In targeting this group, the project aims to increase success and reduce attrition for the targeted cohort of students.</p> <p>Most on campus students who participated were school leavers from regional areas where they were disadvantaged by not having the full range of secondary school subjects available to them to prepare for Business courses, for example, no possibility of taking HSC Economics &/or Business Studies &/or limited Maths – all core units of Business courses.</p> <p>4. <i>Where?</i> PEER support was offered at both the UNE Armidale campus and via Moodle and Skye for Business to off-campus online students.</p>	<ul style="list-style-type: none"> Failure rates of low SES students that participated was lower when compared to the whole student group containing all SES categories. <p>The program was an overall success, clearly demonstrating the benefit students get from this relatively small but intensive tutoring from their PEERS. It was noted that individual students were retained with the peer support, as they indicated that without it, they would have withdrawn for the unit, and perhaps even the entire course.</p>	
<p>Title: <u>Utilising experienced-based co-design to reduce withdrawals and improve retention of at-risk</u></p>	<p>1. <i>What was done?</i> The project was run to establish an approach to assist at-risk students from low SES backgrounds to achieve increased success and retention, and decrease withdrawal rates prior to census date. The project was undertaken in</p>	<p>Throughout this project:</p> <ul style="list-style-type: none"> 21 intensive interviews with unit coordinators of the 25 identified units of study were conducted; Extensive interviews with 220 UNE students from low SES backgrounds were conducted to ascertain their 	<p>1) HEPPP funding \$71,715 2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>students</p> <p><input type="checkbox"/>Partnership activities (outreach)</p> <p><input type="checkbox"/>Inclusive entry processes</p> <p><input type="checkbox"/>Transition programs</p> <p><input type="checkbox"/>Academic preparation</p> <p><input type="checkbox"/>Mentoring, peer support, tutoring</p> <p><input type="checkbox"/>Programs for parents</p> <p><input checked="" type="checkbox"/>Monitoring student progress</p> <p><input type="checkbox"/>Administering student scholarships</p> <p><input type="checkbox"/>Institutional scholarships</p> <p><input type="checkbox"/>Research and monitoring</p> <p><input type="checkbox"/>Other: _____</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>two stages:</p> <ul style="list-style-type: none"> Working with academics to understand the perceived reasons why students withdraw from units prior to census dates. Interview students to ascertain the actual reasons they withdraw from units prior to census date and correlate with SES status. <p>The project focused on first and second year low SES students enrolled in the top 25 most popular Business units (by enrolment numbers).</p> <p>2. <i>For which groups?</i> Low SES students were targeted, however there were some interviews conducted with non-low SES students to enable comparison.</p> <p>3. <i>Why?</i> The project was undertaken to identify the actual reasons low SES students withdraw from units prior to census date and then develop strategies to improve the retention of low SES students in those units, and assist with the progression of their studies.</p> <p>4. <i>Where?</i> The activities occurred across a wide cross-section of students enrolled in UNE Business degrees. Interviews with UNE staff were conducted on the UNE Armidale campus, whilst all interviews with students were conducted via telephone.</p>	<p>progress and understand their motivations for withdrawing from units prior to census date.</p> <p>Following the interviews, analysis was conducted on the information and the following was realised regarding the withdrawal of low SES students prior to census date:</p> <ul style="list-style-type: none"> T1 - 13% withdraw T2 - 16% withdraw T3 - 28% withdraw <p>It was also determined that low SES students are more likely to withdraw than medium SES students, and low SES students withdraw at a similar rate to high SES students.</p> <p>The main perceived reasons provided by the low SES interviewees for unit withdrawal before census date were:</p> <ul style="list-style-type: none"> Life events (work & home); Trimesterisation; Seduced by UNE advertising; Government benefit cheats; SES status; Unit shopping around and over enrolling. <p>Further to the review and analysis of findings from the interviews, the following strategies were identified, and will be implemented:</p> <ul style="list-style-type: none"> More flexible assessments; Student-centred practices; More engaging with students. <p>It is hoped that the implementing of the strategies will assist with the reduction of attrition of low SES students, by providing them with practices that more suit their needs within study.</p>	
<p>Title: UNE Business School Business Challenge 2017</p> <p><input checked="" type="checkbox"/>Partnership activities (outreach)</p>	<p>1. <i>What was done?</i> In 2017, four small events were held to engage with low SES school students from the New England and North West regions NSW.</p> <p>The first and major event was held in conjunction with the UNE Business School SMART Region Incubator at the UNE</p>	<p>The first and major Agmentation event attracted 30 low SES high school students from 16 low SES schools in the New England and North-West region. This Agmentation event was featured on the ABC TV show Landline in August.</p> <p>The three follow-up events attracted a further 90 low SES rural high school students, some having also attending the</p>	<p>1) HEPPP funding \$56,660</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input checked="" type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>SMART Farm, and the event was called Agmentation.</p> <p>The purpose of the event was to bring low SES rural high school students to the SMART Farm, and connect them with UNE researchers and the farming community to identify real world problems in farming and provide solutions to those problems.</p> <p>The mix of academics, farmers and students was aimed at providing a real hot-pot of creative thinking and problem solving.</p> <p>Two follow-up events were held at the SMART Region Incubator on the UNE Armidale campus, with low SES students from rural high schools attending. The concept was to introduce them to the entrepreneurial activities of the UNE Business School, and to workshop real world farming problems. This was initiated to encourage High School students to think about careers in both agriculture and business, and to seriously consider a University degree rather than routine manual farm work.</p> <p>A further workshop was held for these low SES rural High School students at the UNE SMART farm to further develop creative thinking and entrepreneurship aspirations for these future university students.</p> <p><i>2. For which groups?</i> Low SES rural high school students from the New England and North West Region of NSW. All Schools involved were considered to be low SES.</p> <p><i>3. Why?</i> The purpose of these events was to show high school students from low SES communities that they already have the skills to operate in the real world and be innovative, and to inspire and motivate those students to pursue tertiary education at UNE.</p> <p><i>4. Where?</i> Two events were held at the UNE SMART Region Incubator, and two events were conducted at the UNE SMART Farm, both in Armidale.</p>	<p>first event, but the majority of students attending wanted to participate as a result of the highly successful initial Agmentation event.</p> <p>From the surveys completed at the conclusion of events, it was identified that all students responded positively to the question of considering university study in Business/Agriculture in order to pursue a career in their rural communities. This was considered a very successful outcome from the sessions, as most students who participated in the program were from families who had not previously attended university, and now considered a university education essential to establish a career in Agribusiness.</p> <p>The outcome of this annual event is an increase in the number of local on-campus students who enrol from the New England and North West communities involved in this challenge.</p>	

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>Title: School of Law PEER Support and Learning Program</p> <p><input type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p><i>1. What was done?</i></p> <p>The objective of this PEER support and learning project was to ensure that low SES students who entered UNE with modest ATAR scores were provided the necessary support to give them every opportunity to complete their first-year law studies and progress to complete their degrees in subsequent years. The peer support provided through this project aims to reduce any academic gap that may exist due to their disadvantage of not being able to undertake HSC legal studies at their high schools. Although it is not a requirement to have studied HSC legal studies to study law at UNE, the low SES students feel disadvantaged by not having the benefit of this subject, and therefore require more support to successfully complete.</p> <p>The School offered PEER support in the following first year units:</p> <ul style="list-style-type: none"> • LAW100; • LAW101; • LAW161; • LAW171; • LAW231; • LAW232; • LSSU251. <p>Each Unit conducted 2 sessions per week for on campus students and 2 sessions per week for off-campus online students.</p> <p><i>2. For which groups?</i></p> <p>Both on and off-campus low SES students participated, with a majority being first in family to attend university. On-campus students were from New England and North west NSW regions and the majority of off-campus students were from low SES areas within the greater Western suburbs of Sydney.</p> <p><i>3. Why?</i></p> <p>The project was run to support first year low SES law students, to provide PEER support and academic assistance. Reviews of ATAR performance indicate that poor ATAR scores are very commonly associated with low</p>	<p>We know that students with the lower ATARs undertaking School of Law courses are typically from lower socio-economic backgrounds, and it is these students that struggle to pass the identified core units, and contribute to the school's growing attrition.</p> <p>This project directly improved performance of low SES students by offering one-on-one and small group PEER support and learning to off-campus students. Ten high achieving final year undergraduate students were employed on casual contracts to provide this PEER support. This team of PEER support students provided additional academic support through Moodle, Skype for Business, Adobe connect, email and phone conversations with direct help in managing progression through the identified units.</p> <p>The PEER support team was in constant contact with the Academic Staff Unit Coordinators of those units and provided feedback to the Unit Coordinator to ensure that any key teaching issues were clarified, and hence provide a better teaching experience and outcome for the unit.</p> <p>Over 300 low SES students participated in the project, with outcomes similar to the results achieved in 2016, in that low SES students who participated in PEER support had a failure rate that was lower than the student group containing students from other SES categories.</p> <p>The program was an overall success, clearly demonstrating the benefits students get from this relatively small but intensive tutoring from their PEERS.</p>	<p>1) HEPPP funding \$31,008</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>socioeconomic and/or non-English speaking backgrounds (Harvey et al 2016). In targeting this group, the project aims to increase success and reduce attrition for these students.</p> <p>Most on campus students who participated were school leavers from regional areas where they were disadvantaged by not having the full range of secondary school subjects available to them to prepare for Law courses, such as Legal Studies. This project used PEER support learning to bridge the very common gap that exists between what permanent academic staff can and do provide as part of their contractual workload requirements and what learning support an increasing number of students require to pass these core units. It is the lower ATAR / lower socioeconomic cohort this program is logically targeting.</p> <p><i>4. Where?</i> PEER support was offered at both UNE's Armidale campus and via Moodle and Skye for Business delivery online students.</p>		
<p>Title: <u>Direct engagement with New England and North West Aboriginal communities to increase enrolments in Law and Business courses.</u></p> <p><input checked="" type="checkbox"/>Partnership activities (outreach) <input checked="" type="checkbox"/>Inclusive entry processes <input type="checkbox"/>Transition programs <input type="checkbox"/>Academic preparation <input type="checkbox"/>Mentoring, peer support, tutoring</p>	<p><i>1. What was done?</i> This was a joint project run between the School of Law and the UNE Business School, with the objective of increasing enrolments and improving retention of low SES Aboriginal students from the New England and North-West regions of New South Wales into Law and Business courses.</p> <p>This project engaged with 12 low SES high schools across the New England and North-West region of NSW, and directly met with over 200 low SES Aboriginal high school students undertaking years 10-12. The project hosted two camps at UNE for both boys and girls, with these camps being central to ensuring these students enrol at UNE in the coming years.</p> <p>Additionally, the project engaged with 140 current low SES Aboriginal students studying Law & Business at UNE. The aim was to mentor and provide support to Aboriginal students in order to improve retention and reduce</p>	<p>This project's overall aim was to create direct engagement with low SES Aboriginal communities in the New England and North West of NSW, to increase enrolments in Law and Business courses, and to improve the retention of current low SES Aboriginal students studying law and business at UNE.</p> <p>A total of 12 schools were engaged, with approximately 200 year 10/11 & 12 low SES Aboriginal school students participating in direct engagement with our Aboriginal support officer and Business and Law School staff. Schools from low socioeconomic backgrounds were targeted that had demonstrated large Aboriginal student enrolments in years 10/11/12 in 2017.</p> <p>In collaboration with the Oorala Centre, the Schools of Business and Law held two camps for senior low SES Aboriginal high school students with approximately 60</p>	<p>1) HEPPP funding \$70,416 2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Programs for parents <input checked="" type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<p>attrition.</p> <p>This project was run in collaboration with UNE’s Oorala Aboriginal Centre and engaged with key leaders of the Aboriginal communities across the New England to demonstrate the opportunities in Law and Business for Aboriginal school leavers, to engage and facilitate the undertaking of studies at UNE.</p> <p>2. <i>For which groups?</i> Low SES Aboriginal high school students from the New England and North West Region of NSW as well as low SES Aboriginal students studying Law and Business degrees at UNE.</p> <p>3. <i>Why?</i> The primary objects of this project was to directly increase enrolments of low SES Aboriginal students into Law and Business course in 2018 and beyond, as well as to improve retention and progression of current low SES Aboriginal students in Law and Business courses at UNE.</p> <p>By directly engaging with low SES Aboriginal communities, elders and students the intention was to increase low SES Aboriginal student enrolments in Law and Business courses, achieving a modest increase of students in 2018 in the order of 10-15%.</p> <p>Following on from the lessons learnt from 2016’s project of understanding and gathering information from Aboriginal communities that could assist UNE efforts in improving Aboriginal student retention, we directly identified all low SES Aboriginal students within the Schools and actively engaged with them on a one-on-one basis to track their individual progress, ensuring that all efforts are made to retain them as active students.</p> <p>4. <i>Where?</i> New England and North West Region of NSW as well as on-campus at UNE Armidale.</p>	<p>participants attending.</p> <p>The Schools of Business and Law made contact with the current 140 low SES Aboriginal students enrolled in our degree courses. The purpose of this contact was to ensure that current students know and understand the support services that are available to Aboriginal students, rather than dropping out of their degrees if times get tough. There has been an increase in the take-up of mentoring services both within our Schools and through Oorala as a direct result of one-on-one contact with our students.</p> <p>Overall the project has been a great success in engaging with the high schools involved, and with the Aboriginal senior students involved, who have displayed great interest in Law and Business degrees for their future pathways. In collaboration with UNE academic staff, we were able to build a genuine interest and create understanding for future students of the opportunities available through pathways and support services available to them.</p> <p>Support for the existing Law & Business student cohort has been a great success with all 140 low SES Aboriginal students having been contacted and made aware of the support services available to assist with their success.</p>	
Title: Regional and Rural	1. <i>What was done?</i>	The UNE Regional and Remote Study Centres offer flexible	1) HEPPP funding

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>Access Centres</p> <p><input type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input checked="" type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>At the beginning of every trimester the Student Support Team present a face-to-face 'Getting Started' Orientation session at each Access Centre for our low-SES students, who may be commencing study or continuing study at UNE.</p> <p>Additionally, the Tamworth Access Centre runs academic writing workshops and examination preparation workshops for low-SES students at the start of each trimester.</p> <p>Staff at the access centres are available to assist this cohort of students with any queries or concerns, and are able to refer them on to other support services available at UNE.</p> <p>The UNE Study Centres bring geographically remote low SES and disadvantaged students into our UNE learning community through personalised attention in Regional Access Study Centres.</p> <p>2. <i>For which groups?</i> Low SES regional and remote undergraduate students.</p> <p>3. <i>Why?</i> The UNE Regional and Rural Access Centres provide information to low SES students about study programs, course requirements and detail, degree information, and student support services available to them online.</p> <p>To reduce the financial burden of tertiary studies, low SES undergraduate students can use all of the facilities available at each of the UNE Access Centres, including computers, internet, tutorial rooms and quiet study areas, video conferencing and printers, at no cost to them.</p> <p>Providing access to these facilities allows our low-SES students to be equipped with all the technology that is required to be successful at university, without having the burden of the associated costs.</p> <p>4. <i>Where?</i> UNE Regional and Remote Access Centres, including:</p> <ul style="list-style-type: none"> • Tamworth; • Coonabarabran; • Inverell; • Gunnedah; 	<p>learning options to those low SES students who wish to study or extend their qualifications whilst residing within their community, work or home environment.</p> <p>Throughout 2017, approximately 600 rural and remote low SES students were able to access the facilities across the Regional Study centres, allowing them to continue their studies in their own community without adding a financial burden of living away from home. The student access includes nights and weekends, and times that are convenient to fit within their lifestyle and work requirements.</p> <p>Providing these facilities, staffing them and having them available to students at their own leisure ensures that our regional and remote low SES background students who utilise them, are given the best support to succeed and continue their studies at university.</p>	<p>\$605,820</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<ul style="list-style-type: none"> • Moree; • Narrabri; • Glen Innes; • Guyra; • Taree; • Cooma. 		
<p>Title: <u>UNE Discovery Voyager</u></p> <p><input checked="" type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>1. <i>What was done?</i> The UNE Discovery Voyager program in 2017 represented a decision to scale up the successful pilot of 2016. It is a program delivered out of the School of Science & Technology, partnering with the School of Environmental & Rural Science and working with academics across Schools at UNE.</p> <p>The original objectives of the program were:</p> <ul style="list-style-type: none"> • Visit approximately 120 schools in northern NSW; • Engage with approximately 7,000 low SES students in disadvantaged and indigenous areas from Kindergarten to Year 10; • Facilitate interactive experiences in STEAM across 10 activities, and develop 10 more activities, including a theatrical show called “The Sound Factor”; • Provide opportunities for representatives from other Schools & Directorates to travel with the team. <p>2. <i>For which groups?</i> Students from low SES, indigenous, remote and rural areas, and small schools.</p> <p>3. <i>Why?</i> Competency measures for STEM in Australian students continue to decline. Teachers face complex challenges in the teaching of STEM subjects, particularly in rural, regional and remote areas, where lack of confidence, time and content knowledge for an increasingly demanding STEM syllabi are widespread. In addition, we know that engagement in learning at schools is also declining, particularly in STEM and interdisciplinary subjects.</p> <p>The UNE Discovery Voyager program seeks to enhance engagement in STEAM, and aid in the delivery of the NSW</p>	<p>The Voyager program commenced in schools in Term 2 (16th May 2017) and ran for three school terms up to the 7th of December.</p> <p>During that time a team of up to nine facilitators visited 85 schools in northern NSW, and engaged with approximately 7,000 students in low SES, disadvantaged and indigenous areas from Kindergarten to Year 10.</p> <p>The team facilitated interactive experiences in Science, Technology, Engineering, Arts & Maths (STEAM) across 10 activities, with a theatrical exploration of the physics of sound. The specific activities included:</p> <ul style="list-style-type: none"> • School of Ants (partnering with School of Ants); • Dynamic Bodies; • Curious Chemicals; • The Physics of Sound; • The Science of Soils; • The Purpose of Pollinators (partnering with Romina Rader’s lab); • Precision agriculture – measuring ground biomass (partnering with PARG); • Palaeontology Puzzles (partnering with the palaeontology research group); • Science & Art: Butterflies (taking Natural History Museum collections to schools); • Living Latin; • The Sound Factor show. <p>The team also provided experiences at Ag-Quip, CoLabs Festival & Black Gully Music Festival.</p> <p>The team worked with UNE academics to initiate development of 6 new activities for 2018. The activities in</p>	<p>1) HEPPP funding \$692,977</p> <p>2) Other funding \$10,628</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>syllabus across key learning areas.</p> <p>The Discovery Voyager program provides a play-based approach to learning, which we have found invigorates both teachers and students. The program aims to provide new experiences in the sciences that stimulate curiosity and engage students in a new way.</p> <p>Students from low SES, indigenous, remote, and rural areas and small schools are typically unable to join education programs that extend the school curriculum programs like this due to prohibitive costs associated with travel, catering and attendance fees. The UNE Discovery Bus is taking are taking science and STEM to them.</p> <p>4. <i>Where?</i></p> <p>The UNE Discovery Bus has travelled throughout northern NSW including various schools in the following towns:</p> <ul style="list-style-type: none"> • Tamworth; • Tintinhull; • Woolbrook; • Armidale; • Wyaliba; • Glen Innes; • Guyra; • Inverell; • Warialda; • Gilgai; • Walcha; • Ebor; • Hernani; • Wollomombi; • Dundarrabin; • Bowraville; • Macksville; • Nambucca Heads; • Thora; • Gunnedah; • Boomi; • Mallowa; • Pallamallawa; 	<p>development, and anticipated to be bookable in schools, are:</p> <ul style="list-style-type: none"> • Our Marvellous Mind (neuroscience); • Energy Balance & Nutrition; • Driverless Tractors (working with the SMART Farm); • Astrometrics: Code yourself to Mars (working with the UNENTAS); • Maths with Mobius strips; • Entry level coding with beebots. <p>The program was evaluated via an online Survey Monkey feedback form, with over 98% of respondents reporting that they were “very satisfied” with the Discovery Bus visit, and over 94% responding that they had discussed the visit with students after the fact, and over 87% had overheard students discussing it on their own. Over 97% of respondents said they would love to continue the relationship with the Discovery Bus whilst the remaining 2.6% advised they do not have the budget to continue the relationship.</p> <p>The following are typical of the freeform comments received:</p> <ul style="list-style-type: none"> • “The children enjoyed the hands on activities and engaging with real scientists. I would recommend the programme to other schools”; • “We are very excited to continue this relationship. I will seek out other small schools in the local area”; • “The educational and interactive sessions provided hands on learning fun for children from K-6”; • “Students were enthralled, teachers were inspired”; • “It is such an asset to have professionals in the scientific field visit our school to enhance our students’ learning”. 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<ul style="list-style-type: none"> • Dungowan; • Dorrigo; • Uralla; • Wooli; • Black Mountain; • Baradine. 		
<p>Title: HSC Booster Days</p> <p><input checked="" type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p><i>1. What was done?</i> The HSC Booster Days was offered in 2017 as a partnership between the Schools of Science & Technology, Environmental & Rural Science, Business, Economics and Law.</p> <p>The HSC booster days were held over two days, with Year 12 students from low SES backgrounds in rural and remote schools across northern NSW attending. The students attended curricula sessions in 15 subjects which were facilitated by UNE academics.</p> <p>Students are assisted financially with their travel, accommodation and catering costs to facilitate attendance, when resources are limited for opportunities such as this.</p> <p><i>2. For which groups?</i> Year 12 high school students from low SES, rural, remote and indigenous backgrounds across northern NSW.</p> <p><i>3. Why?</i> The concept behind the HSC Booster Days event is to hold sessions that boost HSC studies for students from low SES, indigenous, remote and rural areas. The idea is for these students to come on campus and experience hands on activities they do not undertake at schools.</p> <p>Small schools are often prevented from attending educational outreach events due to the costs associated with travel and attendance. To facilitate the attendance of a greater number of low SES students, assistance was provided for travel, accommodation and meals, to ensure that more students can benefit from the event.</p> <p>Furthermore, student experiences on a university campus</p>	<p>840 low SES Year 12 students from 30 schools across northern NSW attended the HSC Booster Days event at UNE Armidale campus on Monday and Tuesday 5th and 6th of June 2017.</p> <p>Approximately 25 academics, demonstrators and technical staff from the Schools of Science & Technology, Environmental & Rural Science, Business, Economics and Law facilitated four HSC-focused sessions over the two days. The sessions were aligned to HSC Curriculum, and were designed to enhance knowledge and inspire students in their chosen area of study.</p> <p>Campus tours were run in each of the four sessions each day for those students, parents and teachers who were not attending curricula sessions.</p> <p>The HSC Booster Days also provides educational engagement for low SES women across non-traditional areas of study including maths and science. The event also provides these low SES students with the experience of being at a university, enabling them to link their knowledge and expectations of university life with the reality of university life.</p>	<p>1) HEPPP funding \$70,589</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>in the final years of high schools can be instrumental in decisions to continue onto university, especially for students from low SES, rural and remote areas who may not have visited a university campus before.</p> <p>The HSC Booster Day program assists with academic preparation, as it allows knowledge for the HSC to be boosted, with a view that achieving higher ATAR results leads to university application and entry.</p> <p>4. <i>Where?</i> On campus at UNE Armidale.</p>		
<p>Title: Far Out Science</p> <p><input checked="" type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>1. <i>What was done?</i> The objectives of Far Out Science in 2017 were:</p> <ul style="list-style-type: none"> To attract over 1,000 students and teachers from low socio-economic, rural, remote, and indigenous backgrounds to experience educational offerings at UNE over 2 days; To secure the winning film from SCINEMA International Film Festival for our Community Film evening; To establish a program that showcases UNE's strength in STEM, with academics delivering practical sessions. <p>2. <i>For which groups?</i> School students from low SES, rural, remote and regional Australia, with a contingent of Aboriginal students.</p> <p>3. <i>Why?</i> Teachers face complex challenges in the teaching of STEM subjects, particularly in rural, regional and remote areas.</p> <p>Competency measures for STEM in Australia continue to decline, and lack of engagement with science is often due to lack of real life or confidence-building experiences, often due to non-exposure or lack of resources and funding.</p> <p>Students from low SES, rural, remote and regional Australia often either do not have the proximity, inclination or opportunity to experience educational offerings on a university campus before graduating from high school, so</p>	<p>Approximately 945 students and 42 teachers from 34 schools across northern NSW visited UNE campus on 8th and 9th of November 2017.</p> <p>Over 45 academics, technical staff and demonstrators contributed to 17 science activities and shows that ranged from groups of 12 to 180 students. Topics included:</p> <ul style="list-style-type: none"> Physics; Chemistry; Neuroscience; Nursing; Microbes; Skulls; Pharmacy; Environmental Warriors; Worms; Geology; Forensics; Coding. <p>23 volunteer guides & helpers from across the Schools of Science & Technology, Environmental and Rural Science, Education and Health, as well as from Marketing and Public Affairs and the Vice Chancellor's office gave their time to coordinate, guide and inspire students, teachers and the event itself.</p> <p>The community film night was modified from the original</p>	<p>1) HEPPP funding \$44,657</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>the Far Out Science team hopes to address that.</p> <p>Far Out Science provides subsidised travel to schools from around northern NSW to bring students from Year 5 – Year 10 onto campus for hands on, interactive STEM activities. These activities are provided across disciplines and are facilitated by real scientists in real research and teaching labs.</p> <p>These experiences alter the aspirations of participating students to include tertiary education as an option for their future, when it previously was not. Embedded into annual education planning, these events can normalise the conversation around university, and lead to increased students leaning toward UNE as their preferred option.</p> <p><i>4. Where?</i> On campus at UNE Armidale and the film event was held at Newholme Rural property in Armidale.</p>	<p>objective, with extra short films being added to the evening. Over 65 students, teachers and families attended the Frog Dreaming screening of Maratus, the winner of the 2016 International SCINEMA Film Festival, and 3 other local short films, on Thursday 19th of October. A Question & Answer session was held with the lead character of the film, and makers of local films.</p> <p>The Far Out Science event was evaluated through an online survey process:</p> <ul style="list-style-type: none"> • Of the 373 primary school responses, 368 enjoyed the experience and responded that it was a good way to learn about science; • Of the 336 responses from secondary school attendees, 334 advised that they think scientists use maths a lot and therefore it is important, and that they found this a useful way to learn about science; • 331 of the high school responders also agreed that they had not realised there were so many areas of science to work in, and that they would consider a career in science following the experience. 	
<p>Title: <u>Outreach and Engagement and Field Days</u></p> <p><input checked="" type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student</p>	<p><i>1. What was done?</i></p> <p>The Schools of Environmental and Rural Science and Science & Technology combined to engage with future low SES students at Field Days, Career Expos and events off campus as well as facilitating visits from school students from low SES, rural and remote backgrounds to the Armidale Campus.</p> <p>The content, logistics and type of engagement of the events varies, but all of them aim to increase awareness of pathways to UNE degree programs, and showcase the facilities and resources that UNE offer their students both on and off campus.</p> <p>The events target students from a low SES background, acknowledging that starting the conversation early in life about access to, and aspiration to pursue continuing education is essential.</p>	<p>The outreach and engagement events facilitated by the Schools of Environmental and Rural Science and Science & Technology included:</p> <ul style="list-style-type: none"> • The ConocoPhillips Science Experience; • Welcome lunch for students in O-Week; • The Canberra Show; • Highlands Science & Engineering Challenge; • The Armidale Show; • Minerama Gem Expo; • UNE Open Day; • Pint of Science; • Mudgee Small Farm Field Days; • Australian Sheep & Wool Show; • Brisbane TSEXPO; • Sunshine Coast TSEXPO; • VC Natural History Museum Open Day; • AgVision; 	<p>1) HEPPP funding \$258,684</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>2. <i>For which groups?</i> Over 20 activities were organised for Outreach and Engagement this year and the events were aimed at low SES schools from across Northern NSW.</p> <p>3. <i>Why?</i> Engagement in STEM topics by Australian students is declining. In addition, pathways to careers for women and minority groups in non-traditional areas (ie. STEM and agriculture) are not typically highlighted in low SES, regional, rural and remote Australia.</p> <p>UNE aims to increase exposure of the opportunities afforded by enrolling at UNE to these disadvantaged groups to increase equitable access to continuing education.</p> <p>Visits to the university by students who have never before experienced a university campus can be transformational for regional, rural and remote students.</p> <p>4. <i>Where?</i> These Outreach and Engagement Activities took place in a wide variety of places from Darwin to Sydney, as well as on campus at UNE Armidale.</p>	<ul style="list-style-type: none"> • Farming Futures; • Ag-Quip; • A Night at the Museum; • NENW Property Planning Competition; • National Ag Day; • Darwin Careers Day. <p>Across these events and on campus, it is estimated that engagement with around 8,000 people from ages 5 years old to 80 years old was made.</p> <p>Audiences came from a broad geographic range, including SE Qld, all over the NT, NSW and Victoria. Of this 8000 people, an estimate of 5770 were from a low socio economic background as well as remote and regional areas.</p>	
<p>Title: Smart Farm Education Experience</p> <input checked="" type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress	<p>1. <i>What was done?</i> UNE Rural Properties including the SMART Farm Innovation Centre serves as a research, education and outreach facility not only for the SMART Farm itself but for UNE-led global advances in agriculture research and development. This project aims to expose the primary producers of our future to agricultural research, technological advances and farm management in action, so as to inspire tertiary studies in agriculture.</p> <p>An aim of this project was to develop a SMART Farm tour and WOW presentation that showcases the capabilities of UNE Rural Properties and the Smart Farm Innovation Centre, its research and people.</p> <p>Another aim was to increase the publicity of the SMART Farm Innovation Centre's educational outreach programs</p>	<p>The WOW presentation of the SMART Farm Innovation Centre (SFIC), including demonstrating several technologies and the command centre.</p> <p>12 WOW presentations were conducted introducing students to the SMART Farm Innovation Centre, including demonstrations of technologies and the command centre. Tours of the facility were also conducted, and a combination of activities were developed and delivered, depending on the school's requests.</p> <p>Flyers were distributed at events such as Ag-Quip to attract low SES schools to the Smart Farm for hands on activity days.</p> <p>Low SES students from the following schools were involved in the education programs delivered throughout 2017:</p> <ul style="list-style-type: none"> • Macksville High School; 	<p>1) HEPPP funding \$51,258</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<p>across multiple channels to low SES schools and communities.</p> <p>In cooperation with the Discovery Voyager team, this project would like to see interactive curriculum-aligned Precision Agriculture activities included in the outreach program for low SES and disadvantaged background school students. This project also aims to convert enquiries from school and vocational teachers into visits to the UNE SMART Farm Innovation centre.</p> <p>2. <i>For which groups?</i> Low SES rural and remote school students.</p> <p>3. <i>Why?</i> With participation rates in secondary school sciences and agriculture on the decline, and general student engagement becoming increasingly challenging, there is an increasing need to address these issues to ensure we have the next generation of scientist and agriculturalist to combat global food security and other humanitarian issues.</p> <p>The UNE SMART Farm Innovation Centre, surrounding SMART Farms, and facilities on campus, provide exciting and engaging resources to showcase to students the possibility of a science/agricultural career. Where we can provide to students a snapshot of the latest rural and agricultural research and technology, with presentations, tours, and hands-on activities. These activities address syllabus outcomes, as well as providing general learning enrichment opportunities.</p> <p>Such a service may not otherwise be available to many of the low SES, remote/rural, and small schools.</p> <p>4. <i>Where?</i> The majority of activities occur at the SMART Farm Innovation Centre on Kirby at Armidale. However, tours of on campus facilities including the CART complex and Glasshouses, and out to Tullimba feedlot were also conducted.</p>	<ul style="list-style-type: none"> • Woolgoolga High School; • Chatham High School; • Nambucca Heads High School; • Farrer Agricultural Memorial High School; • Camden Haven High School; • Bowraville High School; • John Paul College. <p>Seven hands on activities were developed and delivered at the SFIC during 2017:</p> <ul style="list-style-type: none"> • NDVI - Estimating biomass; • Em38- Soil conductivity; • Understanding GPS; • Accelerometers- monitoring livestock behaviour; • Creating stress detection glasses; • Drones- Agricultural applications; • Driverless tractors (in conjunction with UNE Discovery). <p>Future activities being developed throughout 2017 include:</p> <ul style="list-style-type: none"> • Ask Bill - utilising program to manage a virtual sheep farm; • Drones - GIS applications; • Utilising a suite of free apps to measure and manage biomass for stocking rates. <p>Students in attendance enjoyed the experience and the ability to take part in hands on activities.</p>	

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>Title: GRASS (Industry Placement Scholarships and Teacher Professional Development activities)</p> <p><input checked="" type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input checked="" type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p><i>1. What was done?</i></p> <p>The core activities associated with the UNE GRASS program include:</p> <p>Industry Placement Scholarship (IPS)</p> <ul style="list-style-type: none"> This project enables the university to engage with low SES school students and industry partners with a focus on providing school students an insight into the broad range of exciting science based careers supporting Australian agriculture that can be attained following a tertiary pathway; The IPS project includes a program of school visits, interviewing applicants for consideration of the full scholarship, the all-expenses paid 2 day Science to Industry Student Camp, a 5 day industry placement working with leading industry/research scientists, and reporting back on their experience. <p>Teacher Professional Development event (TPD):</p> <ul style="list-style-type: none"> The UNE GRASS TPD event allows teachers to interact with internationally recognised scientists to discover the smart science and research developments in place at UNE and local industries; Teachers are offered professional learning supporting their teaching of secondary science. Registration to this event includes sessions over the 2 days, and an evening dinner function. <p><i>2. For which groups?</i></p> <p>Low SES schools across NSW, as identified from the “My Schools database”- a rural and regional assessment with SES status ranking of independent, Catholic and Government schools along with the Department of Education and Communities (DEC) Family, Occupation and Education Index (FOEI) data. The DEC FOEI data provide rankings of schools based on their socio economic background, Aboriginal background, English language proficiency, low level adjustment for disability and location.</p> <p><i>3. Why?</i></p> <p>This UNE GRASS program focuses on connecting secondary science teachers and students from low SES schools in NSW</p>	<p>School visits were conducted, engaging with almost 600 low SES regional and remote Year 11 & 12 high school science students in 25 secondary schools across the New England, North West and Mid North Coast regions of NSW.</p> <p>Following the visits, applications for the GRASS Industry Placement scholarships were received from 38 impressive students from low SES and equity backgrounds. These applications were reviewed and 23 students were interviewed over Skype and invited to attend the UNE GRASS all expenses paid student camp held on October 9 & 10, 2017.</p> <p>This camp enabled students to engage with industry leaders and agricultural scientists to:</p> <ul style="list-style-type: none"> complete leadership activities; discover the smart and cutting edge science supporting Australian agriculture; tour award winning industries; hear from course coordinators about the courses offered at UNE, their requirements and career opportunities. <p>The camp allowed the low SES students to gain an insight into the opportunities for students at UNE through an overnight experience on campus, personalised discussions with course coordinators, and via discovering the UNE experience.</p> <p>Based on their application, interview, and their on camp experience, a final 12 students were selected to receive the full Industry Placement Scholarship.</p> <p>The final 12 low SES students completed a 5 day industry placement in an area of work of their choice, hosted by the following partners to the program:</p> <ul style="list-style-type: none"> Animal Genetics and Breeding Unit (AGBU); Integrated Animal Production; Northern Tablelands and North West Local Land Services; Department of Agriculture; Tamworth Agricultural Institute; Inventus; 	<p>1) HEPPP funding \$109,278</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>with the science supporting Australian agriculture and the associated career paths available by following a tertiary pathway. It attempts to provide aspirational, transformational experiences and discovery of the science supporting careers associated with Australian agriculture industry.</p> <p>University, State and Federal government reviews into agricultural education, skill development and workforce demand highlight the need to increase the number of university graduates in the science and agriculture sector to meet demand. To this effect, the work towards increasing the number of able university graduates moving into careers supporting Australian agriculture is benefiting the wider society in general. (Pratley J (2013) Review into agricultural education and training in New South Wales. NSW Government, ISBN 978-0-646-59653-2 Pratley, J. (2016). Graduate supply for agriculture: a glimmer of hope. <i>Agricultural Science</i>, 28(2), 12-16).</p> <p>4. <i>Where?</i> All GRASS events and activities are held on campus at UNE, with tours of local industries.</p>	<ul style="list-style-type: none"> • Department of Agronomy & Soil Science, UNE; • Department of Zoology, UNE. <p>A total of 53 schools across NSW registered 100 of their science teachers to attend the UNE GRASS Teacher PD. Teachers came from areas such as Moree, Lightning Ridge, Grafton, and from the north coast and north west of NSW.</p> <p>The 2 day event was prepared in calibration with teachers, leaders in secondary science education and research scientists and incorporated the following activities:</p> <ul style="list-style-type: none"> • Physics session; • Chemistry session; • Biology session; • Ideas for physics practicals session; • Technology in the science classroom to enhance learning session; • Workshops focused on Stage 6 Science syllabus; • Field visits to the UNE SMART Farm; • As well as guest speaker sessions and open discussion forums. <p>All UNE GRASS activities are evaluated through UNE evaluations, and a summary of responses from teachers involved in the 2 days event include:</p> <ul style="list-style-type: none"> • Best program in NW NSW” • “The opportunity for teachers from our school to attend these TPD events and discover what UNE has to offer our students, alongside the partnership between GRASS and our school has resulted in a definite increase in the numbers of students discovering UNE and making it a university of choice!” • “As always – fantastic! Excellent ideas & helpful discussions. All speakers and workshops were both very inspiring and very helpful. Thank you! • “Coming from the coast, the experience has been invaluable especially the networking and building connections with UNE for our students. I feel passionate about trying new things and getting ideas stimulating critical thinking among students”; • “Practical, useful, refreshing, motivating, REAL... Thankyou” 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
		<ul style="list-style-type: none"> • “Renewed enthusiasm and excitement about teaching. Great new ideas” <p>Students complete feedback evaluation forms following the IPS student camp and again on completion of their industry placement. A selection of comments from feedback provided by the 12 students awarded the IPS in 2017 include:</p> <ul style="list-style-type: none"> • This whole experience has allowed a passion to solve Agriculture’s problems to thrive ...” • “This scholarship has given me an opportunity to see what it would be like working as a scientist, I was truly honoured when I was chosen to complete the scholarship.” • “My placement has taught me many new things about how to face a challenging scenario with an open mind and to work well as a team to get the job done.” • “The work placement is an invaluable part of this scholarship, for me it allowed me to gain a real world life experience.” • “I found the whole experience to be extremely useful and insightful into the agricultural industry as a whole. It has allowed me to explore some of the areas in the industry that were previously unknown to me.” • “This has influenced me to be committed and dedicate myself to achieving the best possible outcome at the end of my schooling year so that I can accomplish my goals of study in the agricultural science field and the GRASS program has significantly contributed to that goal by providing me with the contacts and details I need.” 	
<p>Title: <u>Assessment</u> <u>Benchmarking</u></p> <p><input type="checkbox"/> Partnership activities</p>	<p>1. <i>What was done?</i> The project sought to understand the role of UNE’s approach to assessment and associated processes in student engagement and success. A literature review of publications concerning assessment</p>	<p>The literature review identified a best practice benchmark for assessment policy, practice and outcomes at the higher education level, particularly with respect to supporting the learning experience for students from disadvantaged backgrounds, such as the commencing Bachelors (Pass)</p>	<p>1) HEPPP funding \$25,963 2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
(outreach) <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input checked="" type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>good practice, benchmarking and policy writing was undertaken to identify a best practice benchmark for assessment policy, practice and outcomes at the higher education level, particularly with respect to supporting learning experience for students from disadvantaged backgrounds.</p> <p>Analysis of policy documents relating to assessment at UNE and six other Australian universities, 5 of which teach in trimesters and have a similar student base profile with respect to students from a low SES background, Aboriginal and Torres Strait Islander students, students entering via the VET-TAFE sector, and a similar proportion of off-campus to on-campus students was carried out. The 6th University was included as it has undertaken an intensive review of its assessment policy documents and published best practice suggestions.</p> <p>Using the UNE Assessment Rule and Procedures as the benchmark for good practice, six units with high pass rates, low attrition rates and good student satisfaction ratings and six units with relatively low pass rates, higher attrition rates and relatively poor student satisfaction ratings identified through the T1 2017 Unit Monitoring process, were used for this pilot study of benchmarking assessment practice at UNE. Moodle sites were reviewed to identify information provided to students and assessment practices, as well as information from the Course and Unit Catalogue. Student feedback was analysed, focussing on assessment related remarks, and was used to benchmark the units against the requirements of the assessment policy with respect to information provided to students, feedback, timing, type and frequency of assessment. The findings were analysed in relation to the retention rates and pass rates of low SES students and Aboriginal and Torres Strait Islander students and students in both categories for the units and/or courses in which the units sit.</p> <p>Information available in the Course and Unit Catalogue (CAUC) for three core first year units in two UNE courses with high retention rates and in two courses with low</p>	<p>students from a low SES background, or from an Aboriginal and Torres Strait Islander background.</p> <p>The benchmarking of UNE's Assessment policy documents (Assessment Rule and Assessment Procedures) against best practice elements compiled from the HESF requirements and relevant literature indicated that UNE's documents include most elements and are relatively comprehensive but lack specific statements that would enhance the focus of the policy requirement to assist students from a disadvantaged background engage with learning. The adoption of the following recommendations would fill these gaps. It was recommended that the Assessment Rule be amended to include explicit statements concerning:</p> <ul style="list-style-type: none"> • the avoidance of bias or dealing with a conflict of interest by staff in undertaking assessment; • consideration of students with disadvantaged backgrounds or entry pathways; • induction of students with respect to assessment; and • the encouragement of students to develop the capacity to make judgements about their work and the work of others. <p>The findings from the pilot study of benchmarking assessment practice in a sample of first year Units at UNE indicated that:</p> <ul style="list-style-type: none"> • examining the Moodle records after the event is a very time-intensive exercise and in this exercise, added little additional useful information and is not something that is sustainable to benchmark assessment practice at the unit level; • the use of student feedback from Unit Monitoring was useful and relatively time efficient. It filled some gaps in identification of the presence or absence of particular best practice elements and identified those elements relating to assessment practices that are vital to the positive engagement of students with a unit, the most often cited (positively and negatively) being: <ul style="list-style-type: none"> • clear explicit linkage to unit learning outcomes; • assessment variety; • good explanation of criteria to be used for 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>retention rates for low SES commencing Bachelors (Pass) and Aboriginal and Torres Strait Islander students were examined with the aim of identifying common assessment practice features associated with greater engagement, indicated by retention rate, of these cohorts of students. A common feature of good assessment practice, a requirement under the UNE Assessment Rules and a standard identified in the Higher Education Standards Framework as necessary to support students transitioning to University, is “undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support” (Part A, Section 1, Subsection 1.3, 2a). Evidence of varied and frequent assessment tasks in the CAUC information for the units examined and evidence of timely and constructive feedback in student feedback provided through Unit Monitoring, were used as indicators that early assessment and formative feedback occurs. The presence of frequent assessment is considered to be an indicator that there was early assessment.</p> <p>2. <i>For which groups?</i> Low SES and equity students at UNE.</p> <p>3. <i>Why?</i> The literature survey helped to identify a best practice model against which UNE’s policies, procedures and outcomes can be benchmarked.</p> <p>The analysis of policy documents and comparison of UNE’s against selected other Universities provides a means of benchmarking UNE’s assessment policy documents, as a basis for recommendations for their improvement.</p> <p>Examination of assessment practices and outcomes in units with respect to pass rates of low SES and/or Aboriginal and Torres Strait Islander students, should identify which particular assessment practices are most sensitive and responsive to ensure better learning outcomes for these student cohorts, and identify a means by which the incorporation of these practices can be benchmarked relatively easily.</p>	<p>assessing performance in assignments/exams;</p> <ul style="list-style-type: none"> • timely and constructive feedback; and • revision lecture(s) in preparation for any exams; <ul style="list-style-type: none"> • the cohorts most impacted by the presence or absence of these unit characteristics were low SES and Aboriginal and Torres Strait Islander Students. In the two most consistently well-performing units (for all cohorts), pass rates of 100% were achieved for 9 students from low SES and ATSI backgrounds. In the two least well-performing units, pass rates dropped to 44.4% and 47.6% for the 61 students who were from low SES and ATSI backgrounds; • the current Assessment Rules and Assessment Procedures are not sufficiently prescriptive in terms of the need for a variety of assessment tasks, particularly in relation to formative as well as summative assessment, for early assessment tasks with early feedback, and for multiple assessment tasks. <p>The results from the examination of assessment practices and outcomes in core first year Units of courses with relatively high enrolments of students from a low SES and ATSI background suggest that there is a connection between the retention of commencing Bachelors (Pass) students from a low SES and ATSI background and the number of assessment tasks, the variety of assessment tasks, and other assessment-related characteristics such as clarity of learning outcomes, constructive feedback and timely feedback:</p> <ul style="list-style-type: none"> • This assertion is based on retention rates in one of the courses with a higher number of assessment tasks in 2014 for the 18 low SES students was 88.2%, well above that for All students, and in 2015 for the 32 low SES students, was 78.1% just above the 77.9% retention rate for All students in that course; • A similar result was evident in the other course with more frequent and well-scaffolded assessments, where the 115 low SES students enrolled in the course in 2014 had a retention rate of 84% while All students in the course that year had a retention rate of 80.6%; 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>Examination of assessment practices and outcomes in core units of courses where the retention rates for students from low SES backgrounds and /or who are Aboriginal and Torres Strait Islander students should identify which particular assessment practices are most sensitive and responsive to the ensure better engagement of students in these cohorts.</p> <p>4. <i>Where?</i> On campus at UNE Armidale.</p>	<ul style="list-style-type: none"> • In 2015 the retention rate difference increased with the 47 low SES background students achieving a retention rate of 93.5% while that for All students was 82.6%. In this course, the low SES students who were also Aboriginal or Torres Strait Islander students achieved relatively high retention rates of 77.8% in 2014 and 80% in 2015; • In one of the two courses in which the core units had a lower number of assessment tasks, the 48 low SES background students in 2014, and the 35 in 2015 had lower retention rates (62.5% in 2014 and 54.3% in 2015) than All students (66.5% in 2014 and 57.9% in 2015); • In the other course with only one assessment task in addition to a formal examination, the 115 students in 2014 and 47 in 2015, from a low SES background also had lower retention rates (54.5% in 2014 and 60.9% in 2015) than the retention rates for All students (69.4 in 2014 and 65.9 in 2014). <p>Best practice with respect to assessment, i.e. more frequent and varied assessment tasks which ensure early, timely and constructive feedback, is an institutionally controllable factor that appears to make a difference in engaging students particularly those from low SES backgrounds, in their first year of university study.</p> <p>These findings reinforce the need to strengthen UNE's Assessment Rules and Procedures with respect to number and variety of assessment tasks and early, timely and constructive feedback.</p>	
<p>Title: <u>Country Scholarships</u></p> <p><input type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p>	<p>1. <i>What was done?</i> UNE Country Scholarships offer financial support to low socio-economic status undergraduate students.</p> <p>These scholarships are awarded to low SES rural and remote school students and low SES Aboriginal and Torres Strait Islander school students who have a record of academic achievement, and have been involved in leadership positions at their high school and in their</p>	<p>61 scholarships worth \$3,000 each were awarded to high achieving low SES undergraduates in both Trimester 1 and Trimester 2 2017.</p> <p>In Trimester 1 2017, a total of 41 scholarships were awarded to undergraduate low socio-economic high achieving students.</p> <p>In Trimester 2 2017, a total of 20 undergraduate low socio-</p>	<p>1) HEPPP funding \$183,000</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input checked="" type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>community.</p> <p>To apply for the scholarship, the school leavers must achieve a minimum ATAR of 86.30 (or equivalent) and be commencing full time on campus study.</p> <p>The scholarships are awarded to new students who meet the criteria, and are awarded to the continuing student throughout their time at UNE.</p> <p>2. <i>For which groups?</i> Low SES commencing undergraduate students.</p> <p>3. <i>Why?</i> The scholarships are designed to encourage admission of high achieving school leavers from low socio economic, regional and remote and Aboriginal and Torres Strait Islander backgrounds, to University.</p> <p>The financial assistance allows these high achieving low SES school leaving students to have a reduced financial burden whilst at UNE. The scholarships are awarded at the commencement of studies and during their continued study program at UNE.</p> <p>4. <i>Where?</i> UNE Armidale</p>	<p>economic high achieving students were awarded UNE Country Scholarships.</p>	
<p>Title: <u>ATSI and VET Student Analysis</u></p> <input type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents	<p>1. <i>What was done?</i> As the first stage of this project, an extensive and intensive analysis of enrolment data, performance data (pass rates and Grade Point Averages) and retention rates for commencing Bachelors (Pass) low SES Aboriginal and Torres Strait Islander students and low SES students entering from VET-TAFE from 2012 to 2016 was undertaken.</p> <p>A review of literature, with relevant key staff members from the Student Support Team, Student Administration and Services and Teaching and Learning Support, and participation in the Oorala Aboriginal Centre Pathways Review Committee contribute background information for</p>	<p>Analysis of administrative data identified that UNE's ranking within 39 Australian Universities with respect to retention rates for Aboriginal and Torres Strait Islander Bachelors (Pass) students declined steadily from 24th in 2012 to 33rd in 2014, while its ranking in terms of success rates improved slightly from 34th in 2013 to 32nd in 2015.</p> <p>Most of the low SES ATSI students commencing at UNE during the period from 2012 to 2016:</p> <ul style="list-style-type: none"> • were from inner regional Australia and Australian cities, with very low numbers coming from very remote Australia; • were female; • came via Other pathways, attended as full-time internal students; 	<p>1) HEPPP funding \$36,166</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input checked="" type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input checked="" type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>this work.</p> <p>Potential recipients of bursaries were identified from cohorts of Bachelors (Pass) students from Low SA1 localities (some Aboriginal or Torres Strait Islander students and some not identifying as such) and low SA1 students entering UNE from the VET-TAFE sector.</p> <p>Detailed analyses of corporate data available through the Corporate Information unit was undertaken.</p> <p>2. <i>For which groups?</i> Bachelors (Pass) students from Low SES backgrounds, ATSI backgrounds, and students from low SES backgrounds entering UNE via pathways from the VET-TAFE sector.</p> <p>3. <i>Why?</i> The literature review, discussions and data analyses were conducted to enable identification of factors impacting on the performance and engagement of low SES, low SES ATSI and/or low SES students entering from the VET-TAFE sector at UNE, and whether these cohorts of students are responding better to support programs (such as peer support, articulation programs) already in place in particular courses and Schools, and where these programs should be extended.</p> <p>Bursary recipients for Trimester 2 (from low SA1 areas who entered UNE via the VET-TAFE sector) were identified for a parallel project undertaken within the Academic Quality and Analytics Unit, Removing Barriers to Access. Their performance in T2 and feedback from a survey to be administered at the end of T2 will identify whether, and if so, how much, additional support helped them with their studies at UNE.</p> <p>Following identification of disparities in the performance of students within these cohorts, between particular courses, an analysis of the impact of the award of advanced standing on success rates and retention rates of students from the VET-TAFE was carried out.</p> <p>4. <i>Where?</i> On campus at UNE Armidale.</p>	<ul style="list-style-type: none"> came via higher education, attended as full-time external students, and came via the VET-TAFE sector (with AQF Level 4 or 5 qualifications) and via secondary school, attended as part-time external students. <p>Analysis of admission basis category for success indicators (pass rates and GPAs) for low SES ATSI commencing Bachelors (Pass) students showed that there were consistent lags in the performance of students entering UNE from the VET-TAFE sector with qualifications at AQF levels 4 and 5.</p> <p>Analysis of retention rates in relation to admission basis categories produced a highly variable picture over the period from 2010 to 2015, with retention rates for students entering from the VET-TAFE sector and from secondary schools being the most variable.</p> <p>Examination of engagement and success of commencing ATSI Bachelors (Pass) students entering UNE via VET-TAFE, in relation to SA1 categories demonstrated that for most years engagement (indicated by attrition) and success (indicated by GPAs, success rates and pass rates) rates were consistently worse for students from low SA1 localities.</p> <p>From 2012 to 2016 the pass rates and GPAs of students from the VET-TAFE sector were lower those of all other commencing Bachelors (Pass) students. ATSI students from the VET-TAFE sector had lower pass rates, Grade Point Averages and retention rates than non ATSI students from the VET-TAFE sector.</p> <p>Initial data analysis on performance of VET-TAFE students by course of enrolment indicates that those entering UNE via TNE Pathways to UNE and those enrolling in courses with a peer support program in place have better pass rates, grade point averages and retention rates.</p> <p>Recommendations have been made for amendments to the UNE Advanced Standing Policy to minimise the potential for an exacerbated negative transition from the VET-TAFE sector to the University sector. Although the percentage of students entering UNE from the VET-TAFE sector who are</p>	

Title	Description and objectives	Progress achieved	Expenditure (\$)
		<p>from a low SES background, are ATSI students or are both, are relatively low - in the courses investigated, they ranged respectively from 48% to 8% for low SES students, 17.0% to 1.3% for Aboriginal and Torres Strait Islander students, and from 0.7% to 5.1% for students in both groups in 2015 - identification of a better way to manage block advanced standing will impact positively on these cohorts of students whose disadvantages on transition to University are multiple.</p>	
<p>Title: <u>Define and Understand Retention</u></p> <p><input type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input checked="" type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>1. <i>What was done?</i></p> <p>The Define and Understand Retention project was conducted to define and understand measuring retention of low SES cohorts of students at UNE and to design and improve strategies for retention.</p> <p><i>Objective 1:</i> Make working definitions of what retention of low SES cohorts looks like in practice in the UNE context. Establish formal data-based definitions that can be used for robust metrics on retention, success, progress and completion.</p> <p><i>Objective 2:</i> Make engaging presentations of real-time information of the progress of the current low SES student cohorts, with metrics that motivate timely action to intervene to improve the outcomes – for individuals, cohorts and systemically.</p> <p><i>Objective 3:</i> Gather and present information from the literature; other institutions’ good practice, and mine UNE data and other information to outline evidence-based lists of “What Works” in improving retention for the defined student cohorts. Of most interest are improvements that can be associated with points in the student ‘life-cycle’ and that are relevant to the processes and points in time identified in the first two objectives.</p> <p><i>Objective 4:</i> Recommend implementation processes for identified improvements and interventions that have an evidence-based potential for increasing retention of low SES student cohorts.</p>	<p><i>Objective 1:</i> Working data definitions were written and trialled, for re-vamping UNE’s internal reporting of robust metrics of retention of low SES segments of commencing student cohorts, together with success, progress and completion metrics.</p> <p><i>Objective 2:</i> Prototype databases were trialled to assess presentation concepts and re-drafted into a unifying data model that is suitable for creating visually attractive data presentations that will be helpful in motivating action and providing regular reports on the impact of improvements reported below under Objective 3.</p> <p><i>Objective 3:</i> The work has resulted in identification of a series of 10 points in the life-cycle of a first year low SES commencing student at which new UNE processes and activities can make incremental improvements to student retention, success and progression rates as well as academic outcomes.</p> <p>The Learning Design process was identified as the recommended model for re-working curriculum design. This will fit learning activities into a taxonomy that will enable re-alignment of learning activities and make the learning outcomes of low SES clearer and able to be tracked with learning analytics. This model is shown overseas as retention positive.</p> <p><i>Objective 4:</i> Implementation principles for the above were identified and will be reported to management early in 2018 for consideration for implementation.</p>	<p>1) HEPPP funding \$142,306</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>2. <i>For which groups?</i> Commencing bachelor students with special focus on Low SES segments of students in commencing cohorts.</p> <p>3. <i>Why?</i> To design and develop strategies that will assist with improving the success and retention of low SES undergraduate students at UNE. To provide the foundation in UNE teaching and learning design for successful academic outcomes for our Low SES student cohort.</p> <p>4. <i>Where?</i> On campus at UNE Armidale.</p>	<p>We believe that the recommendations of this report can result in material improvements to:</p> <ul style="list-style-type: none"> • First year student retention and success rates • UNE capability to analyse student learning outcomes for Low SES students using well-founded Learning Analytics. 	
<p>Title: Peer Support Program</p> <p><input type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>1. <i>What was done?</i> Detailed information was gathered from a range of sources, both internal to UNE and from other Higher Education Institutions for the purpose of assessing the key issues facing low SES students in their first year of university studies.</p> <p>While considerable research has been undertaken in this field it was important to identify those issues which particularly impact on UNE's core student cohort, i.e. low SES, distance, rural/remote etc. The particular focus of this work is on low SES students.</p> <p>In an attempt to assess the key issues facing low SES students who are struggling during their first year of study, this work has sought to combine feedback from both academics and students in order to gain a better understanding of the effectiveness of peer support strategies that are in place to support these students, and to identify both critical success factors and problems that need to be managed.</p>	<p>This project sought to examine the peer support approaches based on the context of four components of the first-year low SES student experience which are able to be influenced by institutions, and which have been identified as important in attrition and retention. These are:</p> <ul style="list-style-type: none"> • Belonging – a student's sense of belonging and community; • Intellectual engagement with their studies; • Support from staff – rather than from family or peers; • Workload stress – a student's ability to manage their workloads and complete their work. <p>A list of relevant sources was compiled, and a list of interview questions designed.</p> <p>External Sources An initial search identified the following Institutions and Programs as being relevant to this study. They were identified by environmental scan, by having been included in peer reviewed research, or by having demonstrated continued operation for at least three years. For each, a contact was identified, and a phone interview conducted. Evaluations were also sought for each, with little success.</p> <ul style="list-style-type: none"> • Murdoch University – First Year Advisor Network; 	<p>1) HEPPP funding \$17,133</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>Sources external to UNE were identified by undertaking a search of the current literature and assessing which institutions were most active in this field, as well as those identified as having lower attrition rates in the first year. Sources internal to UNE were identified by focusing on those currently undertaking HEPPP funded peer support projects which focus on low SES students, as well as those operational areas with responsibility for student support and retention. Initial internal research identified that there are many projects and programs operating across UNE led by different schools and operational units, on various scales and across a range of timelines. Most, however, were operating on small scales and on limited timeframes due to resource constraints. For this reason, a smaller but hopefully representative sample was chosen.</p> <p>2. <i>For which groups?</i> UNE's cohort of low SES undergraduate students.</p> <p>3. <i>Why?</i> Peer support initiatives operating across UNE tend to operate on a small scale and in isolation from each other. This project sought to gain a better understanding of the types of approaches and strategies that are being employed with a view to developing a model of recommended university-wide peer support programs that aim to improve the success and retention rates for our low SES and equity students.</p> <p>While there is a focus on peer support programs, there is also opportunity to gain a better understanding from students of what other types of support (e.g. mentoring, financial, tutoring) would be of benefit.</p> <p>4. <i>Where?</i> On campus and online at UNE Armidale.</p>	<ul style="list-style-type: none"> • Curtin University – JumpStart Program; • RMIT and University of Southern Queensland – TiTo Program (Transition in, Transition out); • Griffith University – Student Success Advisors; • Deakin University – The Cloud Mentor Program; • University of Western Sydney – MATES@UWS; • Federation University – AskMe: Student Mentor Program; • James Cook University (Brisbane) – Student Mentor Program; • Southern Cross University – UniMentor Program; • Victoria University – TRIDENT Program. <p>Internal Sources In the interests of time, and due to the many initiatives being offered within UNE by different schools and operational units, the focus for internal interviews has been on those programs attracting HEPPP funds and therefore identified as focusing on the low SES and equity cohorts, as well as work being undertaken more centrally by Student Support Services. In all cases, more than one person was involved in the interview, and a broad approach was taken to ensure that various approaches to limiting attrition rates was included, not only peer support programs.</p> <ul style="list-style-type: none"> • School of Humanities; • School of Law; • UNE Business School; • School of Health; • Student Administration and Services. <p>Time and availability constraints has meant that not every school and operational unit could be interviewed, however there were some commonalities, as well as distinct differences, across their approaches that suggest those participating constituted a representative sample.</p> <p>Interview Questions Interview questions were designed based on information gathered from current literature on reasons for student attrition, particularly during their first year. The questions were purposely open and designed to elicit as much</p>	

Title	Description and objectives	Progress achieved	Expenditure (\$)
		<p>information as possible, both evidence based and anecdotal, to ensure a comprehensive understanding of how students respond to existing approaches, and how the lecturers regard their success, their risks and their limitations.</p> <p>The interview style was purposely casual but thorough to allow the interviewees to be comfortable in discussing both the successes and the shortcomings of their respective initiatives. While in most cases information regarding the nature and purpose of the program from various websites was easy to obtain, it was in the interest of the project to discuss the detail with the people managing and delivering.</p> <p>Interview discussions were based on the following questions:</p> <ul style="list-style-type: none"> • How would you describe the overall purpose/aim of this initiative? • What data do you utilise to inform aspects of this work? • How are students identified for participation? • How are outcomes identified/evaluated? • What do you believe are the critical success factors? • What do you believe are the key barriers for students, both in terms of accessing this initiative and successfully completing their first year in general? • How sustainable is this initiative? E.g. How is it funded? How is it included in the Institution's overall Strategic Plan? • What do you see as the greatest risks in terms of achieving the desired outcomes? • What are your relationships with other similar programs in this Institution? • How are the learnings from this initiative shared? <ul style="list-style-type: none"> • How are the outcomes of this initiative reported? <p>Summary of Information Gathered to Date</p> <p>In all cases, interviewees were very forthcoming and happy to be part of the discussion, with many interviews taking upwards of three hours. This provided not only answers to the prepared questions, but often more general</p>	

Title	Description and objectives	Progress achieved	Expenditure (\$)
		<p>information regarding how strategies to address student attrition are co-ordinated or overseen at the Institutional level. Where appropriate I have built these comments into the overall analysis.</p> <p>These results have been combined with information gathered from the Removing Barriers to Access Project (also HEPPP 2017) to inform a more comprehensive set of recommendations aimed at improving access and attrition rates for low SES and equity students, and include recommendations such as:</p> <ul style="list-style-type: none"> • UNE needs to considers a comprehensive, strategic, institution-wide approach to the development and administration of initiatives aimed at improving access, retention and student support; • That existing Peer Support initiatives targeting low SES students be evaluated to identify common critical success factors; • That consideration be given to an institution-wide approach to ensuring Peer Mentors are trained, supported and rewarded consistently; • That specific and targeted peer support initiatives be developed for low SES and equity on-line and distance students; • That alternatives be considered for providing learning materials for isolated low SES and equity students without access to reliable, efficient internet services with the necessary download capacity and speed; • That for low SES and equity students entering from the VET-TAFE system, UNE develop a more efficient, targeted transition strategy which considers the fundamental differences in both the teaching/learning environments and the assessment structures and practices; • That all support programs for low SES and equity students be assessed for the integration of digital literacy and academic content as well as foundation skills; • That online tutoring and support programs consider the use of visual technology, e.g. Skype or videoconferencing, rather than just email or phone, to 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
		<p>enable students to feel they are part of an inclusive and supportive institution;</p> <ul style="list-style-type: none"> • That transition support staff trained to assist low SES students, ATSI students, and those transitioning from the VET sector, be readily accessible to all schools/faculties. 	
<p>Title: Removing Barriers to Access</p> <p><input type="checkbox"/> Partnership activities (outreach)</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input checked="" type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p><i>1. What was done?</i></p> <p>The Removing Barriers to Access project sought to address the economic barrier to participation at university by offering bursaries to students from low SES backgrounds. To further target those most in need, potential bursary recipients were also identified by those transitioning from a VET-TAFE course, and those who identified as ATSI.</p> <p>Bursaries of \$1,500 were made available to the identified cohort of low SES and equity students to reduce the financial burden of undergraduate education often caused, among other things, by the cost of text books, internet access and services, participation in intensive schools, work integrated learning, and so on.</p> <p>Beneficiaries were required to take part in a survey to determine the benefit of the bursaries and subsequent student satisfaction.</p> <p><i>2. For which groups?</i></p> <p>Low SES undergraduate students, low SES ATSI undergraduates and low SES undergraduates who had entered UNE via a VET-TAFE pathway.</p> <p><i>3. Why?</i></p> <p>Barriers to access and progression facing a single university student can be multiple and can also change over time. This project was designed to provide financial assistance to low SES students to reduce and remove any financial barriers to study, assisting with their successful completion of the trimester and retention in studies.</p> <p>Evaluating discussions with students regarding the support, evaluation of the outcomes achieved by the students, as well as determining the benefits of the provision of</p>	<p>The bursaries were offered to 25 students identified as low SES, 12 of whom were also identified as ATSI. 15 students took up the offer, 7 low SES and ATSI, and 8 low SES.</p> <p>To be eligible for the bursary, successful applicants needed to:</p> <ul style="list-style-type: none"> • Be an identified low SES equity student at UNE; • Be commencing or continuing studies in an undergraduate Bachelor Pass program; • Be enrolled in T2 2017 beyond the census date; • Be a commonwealth supported student. <p>This bursary was trialled in T2 and T3 2017 and was offered to students based on their low socio-economic equity status. Students who met the criteria were offered the bursary without the need for application. Bursaries of \$1,500 were offered to be allocated in two payments, the first payment of \$1,000 to be paid when the student continued enrolment in at least one unit beyond the census date of T2. The second payment of \$500.00 was paid once the student continued enrolment in at least one unit beyond the census date of the subsequent trimester.</p> <p>Beneficiaries were also required to take part in a survey to determine the benefit of the bursary and subsequent student satisfaction. At the beginning of Trimester 3 participants contributed to an on-line survey and then took part in a series of follow-up discussions to gain a more in-depth understanding of how the bursary assisted them, as well as learning more about other types of support they received. As a result, detailed information was gained regarding the success and otherwise of our existing support options and what other types of support they believe would</p>	<p>1) HEPPP funding \$33,667</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>carefully targeted financial assistance will all assist to inform the design of ongoing bursary assistance programs.</p> <p>4. <i>Where?</i> On campus and online at UNE Armidale.</p>	<p>be of benefit.</p> <p>Survey questions included:</p> <ul style="list-style-type: none"> • Did you find that the funding assistance helped you with your studies? • In what areas did you use your bursary funds? • Did you think the amount you received was sufficient to make a difference? • Will the second bursary payment influence your decision to re-enrol to continue your studies? • Did you experience any other difficulties or challenges during the year that impacted on your ability to meet course requirements? • From your own experience, what do you believe are the key barriers for students when making a decision to study, both in terms of accessing the information required to make an informed decision, and successfully completing their first year in general? • Other than financial assistance, what other assistance do you believe would have been of benefit in overcoming these barriers? <p>From the survey results, 100% of participants stated that the funding assisted with their studies and the amount was sufficient to assist them. 93% stated that the cost of technology was one of the biggest barriers, and that it was enormous and unexpected. 80% noted that one on one tutoring would be of benefit, while another 80% of recipients noted that printed copies of materials would be beneficial and would reduce download costs and time.</p> <p>These results have been combined with information gathered from the Peer Support Project (also HEPPP 2017) to inform a more comprehensive set of recommendations aimed at improving access and attrition rates for low SES and equity students.</p>	
<p>Title: SES Survey Participation</p> <p><input type="checkbox"/> Partnership activities</p>	<p>1. <i>What was done?</i> Given UNE's geographical location and off-campus capability, we are a desirable institution for the low socio-economic status demographic. Consequently Enabling</p>	<p>During 2017, UNE ensured that our low socio-economic student group of students were added to the cohort surveyed by the SRC, to determine their levels of engagement, satisfaction with UNE and interaction with</p>	<p>1) HEPPP funding \$4,043</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>(outreach)</p> <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input checked="" type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>Programs are an important pathway for this group into higher education, including the TRACKS Tertiary Preparation Program for low SES Aboriginal and Torres Strait Islander students.</p> <p>Through this project, UNE included the Pathways Enabling and TRACKS students in the annual Student Experience Survey (SES) conducted by Social Research Centre (SRC) to assist with improving retention of the enabling course cohort and increasing enrolment numbers of this cohort into undergraduate courses.</p> <p><i>2. For which groups?</i> Low SES and equity students such as those enrolled in the TRACKS Tertiary Preparation Program at UNE and those in the Pathways Enabling Program.</p> <p><i>3. Why?</i> UNE would like to compare the 'quality scales' and 'considered leaving' aspects of our commencing low socio-economic status undergraduate student cohort to other commencing cohorts of undergraduates at UNE to determine their experiences. UNE would also like to analyse the student feedback of those involved in enabling and preparatory pathways from the SES to assist with identifying focus areas for improvement.</p> <p>The potential return on investment of improving retention and satisfaction of low socio-economic enabling students is very high if enabling students were to go on to complete a higher education course with UNE.</p> <p><i>4. Where?</i> UNE Armidale</p>	<p>other students.</p> <p>This work was carried out with a view to using the data to assist in developing targeted strategies to improve engagement for this cohort of low SES students.</p> <p>The SRC charged a fee to survey this out-of-scope cohort, so UNE took the decision to utilise HEPPP funds to include our low SES Pathways Enabling and low SES TRACKS students in this year's survey. These specific low SES student cohorts at UNE are traditionally not included in this survey process, and UNE decided it was essential to include them going forward, to hear their voice and develop strategies to assist them.</p> <p>The results of the surveys will allow UNE to devise actions, strategies and recommendations to assist with identifying areas to improve these student experiences, and therefore assist in increasing retention for this cohort.</p>	
<p>Title: <u>Student Progress</u></p> <input type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs	<p><i>1. What was done?</i> Working from the initial Academic Quality and Analytics Unit report on Student Success and Progress from 2016, this project was defined to allow further investigation into the data that informs this report.</p> <p>It was determined that drilling into the information available to UNE to provide more detailed reporting on our</p>	<p>The focus of the project included the interrogation of available data on low SES and equity student progress, success, retention, attrition and GPA outcomes. The analysis included drilling down to and examining detail such as admission basis, first in family statistics, age group, attendance mode, ATSI status, and other demographics to report at a more refined level on outcomes of the low SES undergraduate cohort of students.</p>	<p>1) HEPPP funding \$4,741</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input checked="" type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>low SES and equity student cohorts would allow better understand of the key factors leading to differing student cohort outcomes. It would also allow UNE to develop strategies to provide these cohorts of students with the best chance of achieving academic success.</p> <p>2. <i>For which groups?</i> UNE's low SES and equity undergraduate student cohort.</p> <p>3. <i>Why?</i> Being able to produce more detailed and specific data about the low SES and equity student cohort at UNE will inform better decision making and allow for improved assistance programs to be delivered to the low SES and equity student cohorts at UNE, ensuring progression, retention and success in their chosen studies at UNE.</p> <p>4. <i>Where?</i> UNE Armidale</p>	<p>UNE compared the outcomes of the low SES and equity student cohorts with other cohorts of undergraduates, utilising the newly interrogated data to develop a newer version of the Student Success and Progress report.</p> <p>The outcomes from this report are currently being reviewed to devise targeted actions that will assist in reducing the trend of differing outcomes for our low SES and equity student cohorts, reducing their attrition rates and improving successful outcomes.</p>	
<p>Title: <u>Predictive Student Analytics</u></p> <input type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input checked="" type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring	<p>1. <i>What was done?</i> The purpose of this project was to develop a predictive model that would alert UNE to the low SES students that are likely to drop units in the trimester.</p> <p>Analysis was conducted and a report on approach and outcomes was produced, identifying the factors that are possibly affecting student unit attrition.</p> <p>2. <i>For which groups?</i> Low SES commencing undergraduate students</p> <p>3. <i>Why?</i> By using predictive analytics software, UNE should be able to identify factors impacting student attrition for our low SES student cohort, therefore allowing UNE to apply intervention strategies and reduce the attrition rate.</p> <p>Insights gained from this study will enable intervention activities to be developed for those identified at risk students to assist with reducing unit withdrawal.</p> <p>4. <i>Where?</i> UNE Armidale</p>	<p>It was agreed that UNE needs to understand the factors that are driving our low SES undergraduate students to withdraw from units both before and after census date, to enable us to intervene with strategies to retain the student successfully.</p> <p>It was agreed that student demographic data, application data, interaction data such as number of times engaged in Moodle, number of times in forums, connecting with lecturers etc, Unit evaluation feedback data, and academic outcome data would all be useful in the model. The outcomes from this model would be the factors being identified that are possibly impacting student unit attrition.</p> <p>At the end of the initial phase of this project, the two main staff members left UNE and the project did not progress.</p>	<p>1) HEPPP funding \$35,178</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017			
<p>Title: Personalised Retention and Engagement Program (PREP)</p> <input type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input checked="" type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>1. <i>What was done?</i> All Low SES students commencing at UNE in Trimester 2 & 3, 2017 (n=1167 or 30% of the total commencing cohort) were contacted by a member of the Student Advisory Team and offered a personal transition into study through the development of a Personal Transition Plan (PLP). Where contact was unable to be made, students were provided with a generic program based on their enrolment profile.</p> <p>Devlin's 2017 research into the needs of low SES students identified that "Early engagement with students and approachable staff is crucial to connectedness with the university, its staff and fellow students, and encourages them to persist".</p> <p>The analysis of outcomes for low SES students in their perseverance will be used to inform future strategies to increase student engagement.</p> <p>2. <i>For which groups?</i> Low SES commencing undergraduate students</p> <p>3. <i>Why?</i> The purpose of the PREP Program is to encourage student persistence from enrolment through to Census Date and to manage those critical first encounters (Nelson, Readman, Stoodley 2017).</p> <p>4. <i>Where?</i> UNE Armidale</p>	<p>The program took a peer-based approach to transitioning commencing low SES students and was conducted by the Student Advisor Team. The SAT, through a semi-scripted process and knowledge of enrolment (student location, discipline, unit enrolment etc) evaluated the needs of each student and tailored orientation information to their personal needs.</p> <p>1167 contacts were initiated with 'meaningful' telephone conversations held on the initial call (approximately 35% of the students contacted answered on the initial call). Following the initial call, all students were sent a detailed email tailored to their specific enrolment with personalised advice provided. The underlying philosophy of the project was to attempt to save the student, not save the load.</p> <p>The outcome for students who engaged with the call was positive, with students more likely to continue past census date and more likely to remain engaged in studies, whether through deferment or adjustment of load as opposed to withdrawing.</p> <p>The results indicate that early personalised and peer based interventions can have a positive impact on persistence for low SES students. Based on the outcomes of this project, an early intervention transition model to support low SES students from enrolment through to the census date in the period is being designed and implemented.</p>	<p>1) HEPPP funding \$75,129</p> <p>2) Other funding</p>
<p>Title: Enabling Pathways</p> <input type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes	<p>1. <i>What was done?</i> Enabling Assistance Pathways was conducted to support UNE's efforts to build pathways for low SES, regional and remote students, to enable them to enrol and succeed in tertiary level studies.</p>	<p>The Enabling Assistance Pathways Program provides support to 230 low SES students, who are also regional and remote, from indigenous backgrounds, who have a disability, are from non-english speaking backgrounds, or from first in family backgrounds.</p>	<p>1) HEPPP funding \$185,623</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input checked="" type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>2. <i>For which groups?</i> Low SES commencing undergraduate students.</p> <p>3. <i>Why?</i> As UNE has more than 70% of its low SES enabling pathways students that go on to enrol in bachelor level programs, the decision was taken to invest in the long term strategy to increase our low SES student numbers via these pathways.</p> <p>4. <i>Where?</i> UNE Armidale</p>	<p>Funds are allocated to teaching areas to offset the shortfall in funding of low SES status enabling and pathway students (except TRACKS).</p>	
<p>Title: <u>First Year Advisors Program</u></p> <input type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input checked="" type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring	<p>1. <i>What was done?</i> First Year Advisors are located in each school and have discipline knowledge to assist our low SES undergraduate students with their studies, and are able to assist these students with transitioning to university life.</p> <p>Low SES first year students are able to meet with First Year Advisors either online or in person, and are able to discuss all aspects of tertiary life with them, to gain support and assistance. First Year Advisors can support students with access to research and writing skills, time management skills, assistance with assignment information, and can provide first year low SES students with all sorts of information about life and study at UNE.</p> <p>2. <i>For which groups?</i> Low SES commencing undergraduate students.</p> <p>3. <i>Why?</i> On campus first year students from low socio-economic backgrounds are able to utilise a service through the Academic Skills office, and make an appointment with a First Year Advisor, who can assist with specific academic</p>	<p>First year advisors have provided support to over 1,300 low SES first year students through this program. 951 of these were also regional and remote students, 115 were also Indigenous, and 990 were the first in their family to attend university, and therefore require more support from the university.</p> <p>The expenditure in this project represents approximately 20% of the cost of First Year Advisor Salaries that can be attributed to low-SES students who are undergraduate and commencing in 2017.</p>	<p>1) HEPPP funding \$48,936</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>tasks, or support the student with general knowledge. The Academic Skills Office and the First Year Advisors also provide a range of workshops and courses. These services are provided to assist with motivation and retention of low SES first year students.</p> <p>4. <i>Where?</i> UNE Armidale</p>		
<p>Title: Cadmus</p> <input type="checkbox"/> Partnership activities (outreach) <input type="checkbox"/> Inclusive entry processes <input checked="" type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input checked="" type="checkbox"/> Research and monitoring <input type="checkbox"/> Other: _____ <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>1. <i>What was done?</i> The aims of the Cadmus pilot study were to improve student learning for our low SES cohort of undergraduates and improve the way assessment is conducted at UNE, thus reducing the workload of lecturers. The software is a shared online environment that allows assessment to be created and collaborated on by lecturers and students.</p> <p>The outcomes for this project were designed to be the adoption of this teaching and learning technology to support the development of low SES students' academic skills, to assist them focus on their learning outcomes, and to ensure academic integrity.</p> <p>The concept was to utilise the online software through the Moodle platform to assist students with their academic writing skills through the drafting of assessments that could be reviewed and commented on through the cloud-based editor, allowing almost real time feedback to students.</p> <p>Through the Cadmus platform, the students would be able to enter their assignment, receive personalised specific feedback through notes, collaborate with the marker in the online space, make their own notes, and continue to develop their assignment to finalise their submission.</p> <p>2. <i>For which groups?</i> Low SES commencing undergraduate students.</p> <p>3. <i>Why?</i> To provide an environment for low SES undergraduates to submit draft assignments that can easily be reviewed and collaborated on by markers and lecturers, enabling the students to increase their writing skills, be engaged in the</p>	<p>A proof of concept was conducted on the feasibility of using Vericus' Cadmus software to assist our educationally disadvantaged low SES and equity students to improve their learning and academic outcomes throughout 2017, and consultation with key stakeholders was conducted.</p> <p>Units with high percentages and high numbers of low SES students were identified for each trimester in 2017, and unit and course coordinators were contacted, seeking their assistance to take part in a pilot program to be launched at UNE in 2018.</p> <p>The software trial will be conducted at UNE for low SES students in 2018.</p>	<p>1) HEPPP funding \$62,128</p> <p>2) Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
	feedback process and ultimately submit their best work. 4. <i>Where?</i> UNE Armidale.		
		a) Total Participation component allocation for 2017	\$3,952,333
		b) Total Participation funds spent on Participation activities in 2017	\$3,952,333
		c) Total Participation funding unspent in 2017 (a-b)	\$0

DATA SUMMARY

Please provide final figures for applicable activities in the table below. Record the number of students who benefited, rather than number of contacts.

ACTIVITY TYPE	Number of Activities	Primary School Students engaged	Secondary School Students engaged	University Students engaged	School Staff engaged	University Staff engaged	Primary Schools engaged	Secondary Schools engaged	Other:	Other:	TOTALS
Partnership activities (outreach)	331	7595	17147	526	835	283	148	498	108	80	
Inclusive entry processes	41		382	23	52	47		22			
Transition programs	40			2505		11					
Academic preparation	195		283	815	50	109		14	3		
Mentoring, peer support, tutoring	1248	3300	2562	1880	32	159	10	26	15	2	
Programs for parents									7		
Monitoring student progress	423			390	21	38					
Administering student scholarships	1			15		22					
Institutional scholarships	2		60	61		4					
Research and monitoring	5			40	3	10					
Other (<i>please specify</i>)											
TOTALS											

DECLARATION

I declare that:

- I am authorised by the university to sign this Declaration on its behalf, and
- to the best of my knowledge, the information that I have provided in this Progress Report for the Higher Education Participation and Partnerships Program Participation Component 2017 is true, correct and accurate in all particulars.

I understand that:

- The provision of false or misleading information or the making of false or misleading statements to the Commonwealth is a serious offence under the *Criminal Code Act 1995 (Cth)*.
- If any actual or potential conflict of interest arises, I must notify the Commonwealth immediately in writing of the facts giving rise to the actual or potential conflict of interest and to take such steps as the Commonwealth may require so as to resolve or otherwise deal with any conflict of interest that may arise.

Title	Professor
Name	Annabelle Duncan
Position	Chief Executive Officer (Vice-Chancellor)
Signature	