Welcome! On behalf of the Students Transitions Achievement Retention & Success (STARS) Conference team, Equity Practitioners in Higher Education Australasia (EPHEA) and the National Association of Enabling Educators of Australia (NAEEA), we are excited to welcome you to the 2024 Student Success Conference. This is STARS’ second conference in collaboration with like-minded sector stakeholders, our first being in 2023 with AMHHEC. We appreciate the privilege of having the opportunity to bring such committed communities of interest and practice together. We warmly welcome returning delegates and offer a special welcome to new delegates joining us for the first time this year – you are among friends.

On behalf of those of us who live and work across Australia’s great geographical diversity, we acknowledge that we are on the lands of the oldest living cultures in the world. In the spirit of reconciliation, we pay our collective respects to the original custodians and First Nations people of Australia and to Elders past, present and future. Coming together in-person in Melbourne, we acknowledge the lands and pay our respects to the Elders of the lands of the Wurundjeri Woi-wurrung and Bunurong / Boon Wurrung peoples of the Kulin Nation. We extend that respect to all First Nations people engaging with the Conference. We affirm our commitment to walking with Aboriginal and Torres Strait Islander peoples, and through our work in education, we continue to support the key elements of Voice, Treaty, Truth. in the Uluru Statement from the Heart. (https://www.1voiceuluru.org)

It is our sincere hope that all delegates experience the 2024 Student Success Conference as a welcoming and collegial gathering of university staff, students and community members. As always, the Conference will provide us all with wonderful opportunities to learn together and share our diverse expertise, experiences and knowledge – all grounded and guided by our collective commitment to, and passion for, enhancing the student experience and student learning success. Our aim is to create a conference environment in which we can inspire and motivate each other to remain student-centred in all our endeavours and to foster a positive professional identity as professionals in the higher education sector internationally.

Once again, we’d like to acknowledge the proud tradition of excellence established by our predecessor the International First Year in Higher Education (FYHE) Conference. As the STARS team celebrates our 10th birthday, we recognise and thank the many devoted colleagues who have contributed to leading the Australasian higher education sector over the past decades. In particular, we recognise the significant contribution to that endeavour of our inaugural STARS Fellow – Professor Sally Kift - and also the immense collective contribution of all our Fellows. Thank you to: Dr Ron Oliver, Mary Kelly AM, Dr Linda Leach, Nick Zepke, Professor Kerri-Lee Krause, Dr Kathy Egea, Professor Sarah O’Shea and Dr Cathy Stone.

It is wonderful to be collaborating this year with EPHEA and NAEEA - thank you for your commitment to making the most of our shared purposes, aspirations and values. This collaboration allows us to focus on the importance of inclusive higher education and the value of using our shared expertise to address future challenges and to celebrate stories of success.
It's important to emphasise that this Conference is a not-for-profit event. Any profits that are generated from registrations, after costs, are re-invested in operating the Student Success Journal and seed funding for future STARS conferences. The Journal offers an internationally respected open-access outlet for scholarship and scholarly practice of interest to a broad range of higher education staff including members of the STARS, EPHEA and NAEEA communities. We commend the Journal to all delegates as a destination for your scholarly writing and research articles. We are delighted that in 2024 the Student Success Journal will be publishing its 15th volume and we thank Student Success Managing Editor – Tracy Creagh for her expertise and dedication.

Our overarching Conference themes are once again: Students, Transitions, Achievement, Retention, and Success. These themes provide the conceptual framework for our annual gatherings and guide our analysis of our journey and the practices and culture associated with them. The themes are at the centre of our consideration of how our higher education institutions in Australia are creating environments that enable students, in all their diversity, to realise their potential through post-secondary education.

As always, the Conference Program is exciting and dynamic. This year on Sunday 30 June, a special Pre-Conference Research Masterclass is being facilitated by Professor Sarah O’Shea, STARS Fellow, from 1:30pm to 4:00pm. Sarah will provide tips on planning and executing an ethically sound and empirically validated research project in the field of student success. The Conference Network Day will be held on Monday 1 July with seven different STARS Network sessions throughout the day. Many thanks to all the Network Convenors and also to all the Network members for their energy and commitment to the values and principles of the Conference. One of the highlights will be a capacity building Student Equity Forum delivered in partnership with the Australian Centre for Student Equity & Success (ACSES). At the end of the Network, Day a Welcome Reception sponsored by Studiosity will provide an opportunity to catch-up, meet some of our first-time delegates and celebrate being together again.

Day 1 of the Conference itself is Tuesday 2 July, starting with a Plenary Student Panel where the focus of all our professional endeavours – students – will share insights about their journey and experience of higher education. The Student Panel will be facilitated by Dr Kylie Austin, President of EPHEA and Emeritus Professor Ron Oliver, STARS Fellow. The Student Panel will be followed by another Panel entitled ‘A Future for First Nations Education and Student Success’. This Panel will be facilitated by Griffith University’s Deputy Vice-Chancellor (Education) Professor Shaun Ewan. Members of the Panel will include Professor Peter Anderson of Griffith University, Inala Cooper of the University of Melbourne, and Professor Braden Hill of Edith Cowan University. Morning tea on Tuesday includes an opportunity for delegates to view the Poster display and engage with the Poster creators about their work. The Poster gallery will remain on display throughout the Conference, and we encourage all delegates to set aside some time to view them.

After morning tea on Tuesday, we launch into the rich program of seven concurrent sessions presenting Emerging Initiatives, Good Practice Reports and papers accepted for the Conference edition of Student Success. All papers will be published in the Conference Proceedings. If two sessions that you would like to attend are on at the same time, please do reach out to the presenters to discuss their presentation with them. At lunchtime on Day 1, our Platinum sponsor Studiosity will host a presentation entitled ‘Humans in the Loop: Why it’s a Requirement for AI in Education’.

The always fun and enjoyable Conference dinner will be held on Tuesday night celebrating the 10-year anniversary of the STARS Conference. Delegates are encouraged to dress in something silver to honour a decade of achievements, milestones and memories.

Day 2 of the Conference starts bright and early at 8.40am on Wednesday 3 July with further concurrent sessions. At lunchtime on Day 2, there will be an Australia-wide Orientation and Transition Community of Practice Special Interest Group session. The final Plenary session following afternoon tea will be focused on future possibilities for student success to be facilitated by Ed Tech and Big Data (also known as learning analytics and artificial intelligence), Chi Baik of the Centre for Studies in Higher Education at the University of Melbourne will facilitate the discussion stimulating us all to consider practice and research topics for the year ahead.

We commend the full, rich program to you.

Again, this year a new STARS Fellow will be announced and inducted for 2024. The Conference is delighted to be recognising this esteemed, celebrated and much-loved colleague and their wonderful contribution to higher education. Many thanks to our Fellows for their considered nomination, and for making this part of the Conference so inspiring for us all.

Although we are excited to come together in-person this year, we acknowledge that not everyone can be present at the Conference. In our Blog we address some other ways to encourage colleagues who can’t attend to be part of the Conference: https://unistars.org/general/how-to-engage-with-the-student-success-conference/. Our post-conference hope is that Conference delegates might consider leading a Student Success Reflection back at your institution, providing an opportunity to share key initiatives and learnings from the plenary, concurrent and poster sessions and facilitating discussions about how these may apply to benefit the learning success of students in your institution.

Thank you for being part of the Student Success Conference in 2024. We look forward to seeing you all at future conferences.

All our best wishes for an inspiring and valuable time together.

The Student Success Team
Karen, Rachael, Jason, Tracy, Kylie, Karen and the STARS Fellows
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## STUDENT SUCCESS TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
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<tr>
<td><strong>Dr Kylie Austin</strong></td>
<td>Associate Director, Student Equity &amp; Success, University of Wollongong</td>
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<tr>
<td></td>
<td>President, Equity Practitioners in Higher Education Australasia (EPHEA)</td>
</tr>
<tr>
<td><strong>Tracy Creagh AFHEA</strong></td>
<td>Coordinator – STARS Networks</td>
</tr>
<tr>
<td></td>
<td>Managing Editor, Student Success Journal</td>
</tr>
<tr>
<td><strong>Dr Kathy Egea</strong></td>
<td>STARS Fellow (2021)</td>
</tr>
<tr>
<td></td>
<td>Senior Lecturer and First &amp; Further Year Experience (FFYE) Coordinator, Institute for Interactive Media and Learning (IML), University of Technology Sydney</td>
</tr>
<tr>
<td><strong>Professor Rachael Field SFHEA</strong></td>
<td>Conference Co-Chair, Professor of Law, Bond University, Australian Learning and Teaching Fellow, WLAQ QLD Woman Lawyer of the Year 2013, Editor, Student Success Journal</td>
</tr>
<tr>
<td><strong>Mary Kelly AM</strong></td>
<td>STARS Fellow (2017)</td>
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<td></td>
<td>Queensland University of Technology</td>
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<tr>
<td><strong>Professor Sally Kift PFHEA</strong></td>
<td>Inaugural STARS Fellow (2015)</td>
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<td></td>
<td>President, Australian Learning and Teaching Fellows (ALTF) Chair, Student Success Journal Advisory Board</td>
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<tr>
<td><strong>Professor Kerri-Lee Krause PFHEA FSRHE GAICD</strong></td>
<td>STARS Fellow (2019)</td>
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<td></td>
<td>Vice Chancellor, Avondale University</td>
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<tr>
<td><strong>Dr Linda Leach</strong></td>
<td>STARS Fellow (2018)</td>
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<td></td>
<td>Honorary Research Associate, Massey University</td>
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<tr>
<td><strong>Professor Karen Nelson PFHEA</strong></td>
<td>Conference Co-Chair, Provost, University of Southern Queensland, Chief Editor, Student Success Journal</td>
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<tr>
<td><strong>Dr Ron Oliver</strong></td>
<td>Inaugural STARS Fellow (2015), Editor, Student Success Journal</td>
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<tr>
<td><strong>Professor Sarah O’Shea PFHEA</strong></td>
<td>STARS Fellow (2022), Dean, Graduate Research, Charles Sturt University</td>
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<tr>
<td><strong>Karen Seary</strong></td>
<td>Associate Dean, School of Access Education, Griffith University Australia, Chair, National Association of Enabling Educators of Australia (NAEEA)</td>
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<tr>
<td><strong>Professor Cathy Stone</strong></td>
<td>STARS Fellow (2023)</td>
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<tr>
<td><strong>Jason Thomas</strong></td>
<td>Event Director, Jason Thomas Events</td>
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<tr>
<td><strong>Susan Thomas</strong></td>
<td>Jason Thomas Events</td>
</tr>
<tr>
<td><strong>Nick Zepke</strong></td>
<td>STARS Fellow (2018), Honorary Research Fellow, Massey University</td>
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SOCIAL FUNCTIONS

Welcome Reception
Date: Monday 1 July
Time: 5:00pm – 7:00pm
Venue: Sofi’s Lounge, Sofitel Melbourne on Collins

10 Year Anniversary Conference Dinner
Celebrate a decade of innovation, collaboration, and success at our 10 Year Anniversary of STARS Conference Dinner!
Join us in celebrating a decade of brilliance and innovation by adorning yourself in silver attire for an evening that promises to be as radiant as the stars.
Attendance at the Conference Dinner (Tuesday 2 July) is an additional cost to the registration fee. If you have purchased a ticket it will be included with your name tag.
Date: Tuesday 2 July
Time: 7:00pm – 10:30pm
Venue: Ballroom, Sofitel Melbourne on Collins
Dress: Silver

GENERAL INFORMATION

Mobile Phones
As a courtesy to fellow delegates and speakers, please ensure your phone is switched off or on silent during all conference sessions.

Internet Access
Wireless Internet is available throughout the venue.
Network name: Sofitel Events
Password: smocevents

Lost Property
All lost property can be handed in/collected from the registration desk.

OUR SPONSORS

We are excited to have the support of the following organisations for the 2024 Conference and for their valuable contribution towards the running of the Student Success Conference.

PLATINUM SPONSOR

Universities partner with Studiosity to help deliver ethical, scaled academic and peer services in order to reach student success targets. These longstanding partnerships are underpinned by Studiosity’s unique quality assurances, our Academic Advisory Board, DVC Group, QA teams, and Student Advisory Group.
In 2024, more universities are switching on a high-impact, scaled peer connection program; for authentic learning, and to grow integrity, community, confidence, employability, satisfaction, and graduate success in target cohorts.

studiosity.com/studentconnect
Cenote specialises in maximising the value of data from existing systems in order to create a student 350 view on which we deploy highly sophisticated profiling technologies in order to identify students (prospects, applicants current students and alumni) who will benefit from personalised engagements generated by the system and distributed through a native omni-channel communications system. Adaptive micro-surveys, call/meeting scripts, smart forms etc are personalised, encouraging students to share their experiences. Student Pulse then provides appropriate guidance and links to support materials, and acts on feedback through automations and generative AI.

Results from its implementation in providers since early 2020 have demonstrated its ability to improve conversion rates, reduce attrition rates, increase completion rates and streamline all areas of data handling and administration have been very impressive regardless of the size or complexity of the organisations involved. We have already integrated with most of the main SMS, LMS, CRM and other systems used across the region using a rapid deployment approach taking only 10-12 weeks. Student Pulse can start small and then incrementally extend its reach across any areas of student engagement and support supported by our proven and pragmatic approach based on over 35 years of working in education technology.

cenotesolutions.com

Symplicity is a global student experience company that provides smart platforms to more than 2,000 colleges and universities for managing all aspects of student life, including career services, student success, student conduct & wellbeing, and accessibility. Our student success and engagement solutions include student orientation programs, skills development, global mobility, and student engagement software solutions to improve student retention and graduate outcomes.

To learn more, visit www.symplicity.com

vygo

Vygo is a Student Support Ecosystem Platform utilised by universities across Australia, Europe, and North America, including many STARS Members. Student support leaders use Vygo to empower and scale their student support operations. With Vygo, universities can achieve a whole-of-institution approach to proactive and personalised support at scale. Vygo has been very active in supporting Australian universities as they prepare for the emerging government student support requirements, including the Support for Students Policy and National Student Ombudsman.

www.vygoapp.com
FULL PROGRAM

Key
RP – Refereed Paper
GPR – Good Practice Report
EI – Emerging Initiatives
**SUNDAY 30 JUNE 2024 - MASTERCLASS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1:30pm - 4:00pm</td>
<td>Research Masterclass</td>
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**MONDAY 1 JULY 2024 - NETWORK MEETING DAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30am</td>
<td>Network Registration open</td>
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<tr>
<td>9:00am - 10:30am</td>
<td>First in Family Network Student Partnership Network</td>
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<tr>
<td>10:30am - 11:00am</td>
<td>Morning Tea (Network participants only)</td>
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<tr>
<td>11:00am - 12:30pm</td>
<td>First Year Experience Network STEM Network Peer Programs Network</td>
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<tr>
<td>12:30pm - 1:30pm</td>
<td>Lunch (Network participants only)</td>
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**ROOM**

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<th>ROOM</th>
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<tr>
<td>GRAND BALLROOM</td>
<td>Student Equity Forum</td>
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<td>Afternoon Tea (Network participants &amp; First timers Session attendees)</td>
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<td></td>
<td>Conference Registration open</td>
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**ROOM**

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<tr>
<td>GRAND BALLROOM</td>
<td>First Timers Meet &amp; Greet</td>
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<tr>
<td>SOFI'S LOUNGE</td>
<td>Book Launch</td>
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<td>Welcome Reception</td>
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**TUESDAY 2 JULY 2024**

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>7:30am</td>
<td>Registration opens</td>
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<tr>
<td>GRAND BALLROOM</td>
<td>Welcome &amp; Conference Opening</td>
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**Plenary Sessions**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:00am - 10:00am</td>
<td>Student Insights Panel</td>
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<tr>
<td>10:10am - 11:10am</td>
<td>Plenary: A Future for First Nations Education and Student Success’ Panel</td>
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*Program subject to minor change*
### Parallel Session 1

<table>
<thead>
<tr>
<th>Room</th>
<th>Perth Room</th>
<th>Sydney Room</th>
<th>Brisbane Room</th>
<th>Latrobe Ballroom</th>
<th>Fitzroy Ballroom</th>
<th>Auditorium</th>
<th>Victoria Suites 2</th>
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<tbody>
<tr>
<td><strong>12:00pm - 12:30pm</strong></td>
<td><strong>01A EI Students</strong></td>
<td><strong>01B EI Transitions</strong></td>
<td><strong>01C EI Achievement</strong></td>
<td><strong>01D EI Retention</strong></td>
<td><strong>01E EI Success</strong></td>
<td><strong>01F EI Transitions</strong></td>
<td><strong>01G EI Success</strong></td>
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<tr>
<td>How generative AI is changing STEM higher education: The experience on the ground</td>
<td>All Systems Go: Tertiary Transition Programme for Autistic Students – A Pilot Initiative at the University of Auckland</td>
<td>Assisting underrepresented cohorts overcome challenges created by online learning and assessment.</td>
<td>Early identification of at-risk students in tertiary education</td>
<td>Strategies for student success and wellbeing in accelerated online learning: A case study from JCU’s Master of Nursing</td>
<td>Transitioning-in late enrolled students quickly and effectively</td>
<td>The many colours of student support: perspectives and practice of Enabling education practitioners</td>
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</tr>
<tr>
<td>Christopher Bridge, Birgit Loch, Ryan Naylor</td>
<td>Glenis Wong-Tai, Dulcie Brake, Jodie Peterson</td>
<td>Irshad Ali</td>
<td>Harrison Munday, Matthew Tight, Martin Schmude</td>
<td>Tracey Ahern, Tracey Gooding, Kate Casey, Stephen Abblitt</td>
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<tr>
<td>University of New England, University of Sydney</td>
<td>The University of Auckland, Waipapa Taumata Rau</td>
<td>Auckland University of Technology</td>
<td>University of New England</td>
<td>James Cook University, Keypath Education</td>
<td>University of Southern Queensland</td>
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### Parallel Session 2

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<th>Latrobe Ballroom</th>
<th>Fitzroy Ballroom</th>
<th>Auditorium</th>
<th>Victoria Suites 2</th>
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<tbody>
<tr>
<td><strong>12:40pm - 1:10pm</strong></td>
<td><strong>02A EI Students</strong></td>
<td><strong>02B EI Transitions</strong></td>
<td><strong>02C EI Students</strong></td>
<td><strong>02D EI Retention</strong></td>
<td><strong>02E EI Success</strong></td>
<td><strong>02F EI Transitions</strong></td>
<td><strong>02G EI Success</strong></td>
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<tr>
<td>Experiences of equity students negotiating life, work and learning: how can universities mitigate precarity and risk?</td>
<td>How first-year regional students turn commencement regret into relief</td>
<td>The Country Universities Centre Equity and Inclusion Framework</td>
<td>Scaling student success through AI: Insights from a human-centred, relational and socially just approach</td>
<td>A 2024 update: Developing a curriculum of success at UniSC and UniSQ</td>
<td>I don’t know what they really want*: International postgraduate coursework students navigating academic writing expectations</td>
<td>Increasing student success in first-year university through intentional curriculum design: the development of consistent unit guidelines.</td>
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<tr>
<td>Nicole Crawford, Rola Ajjawi, Joanna Tai, Mollie Dollinger, Margaret Bearman, Matt Brett</td>
<td>Courtney Geritz, Maria Raciti</td>
<td>Danielle Keenan, Erin Wrafter, Kinne Ring</td>
<td>Susan Gibson, Sarah Lok, Rachel Yasmineh, Kylie Readman, Gregory Martin, Simon Buckingham Shum</td>
<td>Cat Picton, Alison Jaquet</td>
<td>Qian Yang</td>
<td>Kelly Linden, Sarah Teakel</td>
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<tr>
<td>Deakin University</td>
<td>University of the Sunshine Coast</td>
<td>Country Universities Centre, University of Technology Sydney</td>
<td>University of Technology Sydney</td>
<td>University of the Sunshine Coast, University of Southern Queensland</td>
<td>The University of Sydney</td>
<td>Charles Sturt University</td>
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<tr>
<td>1:10pm - 2:00pm</td>
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<td>1:20pm - 1:50pm</td>
<td><strong>Parallel Session 3</strong></td>
<td><strong>PERTH ROOM</strong> <strong>SYDNEY ROOM</strong> <strong>BRISBANE ROOM</strong> <strong>LATROBE BALLROOM</strong> <strong>FITZROY BALLROOM</strong> <strong>AUDITORIUM</strong> <strong>VICTORIA SUITES 2</strong></td>
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| 2:00pm - 2:30pm | Enhancing student engagement in tertiary Indigenous Studies through storying | Studiosity Lunchtime Presentation  
Humans in the Loop: why it’s a requirement for AI in education | 03A EI Students | 03B EI Transitions | 03C EI Students | 03D EI Retention | 03E EI Success | 03F EI Achievement | 03G EI Students |
<p>|               | Advising Partners: Proactive messages in first-year nursing courses | | | | | | | |
|               | Fostering Teamwork Organically Among Engineering Students in an Enabling Environment | Tracey Bunda, Katelyn Barney, Stephanie Gilbert, Nisa Richy, Lisa Oliver | | | | | | |
|               | Economy of Scale: Embedding Academic Skills to Ensure Equity | Rishad Abdulla, Madeleine Wilson | | | | | | |
|               | Celebrating Student Success: Embedding Inclusive Practices into Graduation | Danielle Clarkson | | | | | | |
|               | When less groupwork assessment is more: capturing students’ diverse funds of knowledge in an ultimate year course | Jaymee Beveridge, Kylie Austin | | | | | | |
|               | Navigating Consent and Respect: The Australian National University’s Journey in Large-Scale Consent Education for Preventing Sexual Violence | Paulo Zito | | | | | | |
| 2:40pm - 3:10pm | Your cohort by numbers – mapping equity of participation in student experience initiatives | unset@Uni: Supporting students from equity backgrounds to transition to university study | 04A EI Students | 04B EI Transitions | 04C EI Students | 04D EI Retention | 04E GPR Students | 04F EI Retention | 04G EI Success |
|               | Growth and equity in higher education: where will the additional students come from and who will need to do the heavy lifting? | Geoffrey Mitchell | | | | | | |
|               | A whole-of-lifecycle approach to equity grants | Lexi Rollins, Ana Ferreira Manhoso, Raphael Pereira, Louise Pollard | | | | | | |
|               | Evaluating Student Equity Initiatives: A Student-Centred Approach | Nadine Zacharias, Sadie Heckenberg, Laura Kostanski, Melissa Lowe, Jeff Waters | | | | | | |
|               | Grit-ability: The Circles of Influence that Support Equity Students to Stay at University. | Anne Braund, Trixie James, Katrina Johnston | | | | | | |
|               | “Can’t we let students get from A to B differently?&quot;: Disability Support Officers supporting online students with mental health disabilities. | Nadine Zacharias, Sadie Heckenberg, Laura Kostanski, Melissa Lowe, Jeff Waters | | | | | | |
| 3:10pm - 3:40pm | Afternoon Tea Sponsored by: | | | | | | | |
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<td>3:40pm - 4:10pm</td>
<td>Rethinking 'Fitness to Practice': towards inclusive course requirements</td>
<td>They can slip through the cracks: Supporting domestic CALD students as they transition to university</td>
<td>Extending our Relational Navigation approach with and for student victim/survivors at the University of Newcastle</td>
<td>From pilot to platform: supporting academics to offer early, targeted outreach to improve engagement and retention</td>
<td>Student Leaders at the Forefront – Academic Integrity Awareness Week</td>
<td>The move to “assumed knowledge” in mathematics: supporting incoming students who are at different stages of their maths learning journey.</td>
<td>Conception to constellation: Rethinking coursework research with STARS</td>
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<td>4:20pm - 4:50pm</td>
<td>Access and Equity in Australian Higher Education: The Equity Initiatives Framework Version 2.0</td>
<td>Enabling/pathway programs and Indigenous student university completion: Building the evidence</td>
<td>Using peer programs to help solve complex problems: international students, dating, sex ed and help seeking</td>
<td>Dare2BeDeadly: Decolonising &amp; Enriching Indigenous Student Experience</td>
<td>Catching students before they drop: A Diploma Pathway Programs initiative to re-engage students for success</td>
<td>A Strengths-Awareness Pilot for an Australian University Mentoring Program</td>
<td>Learning with nature gives university student well-being a boost</td>
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<td>Imagining University: A First in Family parent perspective of higher education</td>
<td>The Obstacles are the Path: Using Strengths- and Evidence-based Approaches to Operationalise a Whole- of-University Intentional First Year Experience</td>
<td>Expanding institutional visibility of contemporary equity cohorts</td>
<td>&quot;Can you hear me?&quot; A lifecycle study of equity students’ online learning experiences at Australia’s largest regional university.</td>
<td>Understanding the relationship between timetable scheduling and academic performance of 1st year UG students in Bachelor of Business Program</td>
<td>Galvanising Transition and Success for Underrepresented Students: Five Conditions for Enhancing Online Student Engagement</td>
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### WEDNESDAY 3 JULY 2024

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<td>Enhancing social presence and connectedness in online learning through CONNECT: Measuring the impact on student satisfaction and staff perceptions</td>
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<td>Better together: An Enabling and undergraduate academic partnership to improve student transitions into undergraduate human bioscience.</td>
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<td>Can long distance relationships work? Insights from a partnership with a Regional University Centre</td>
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<td>Co-designing supports for rural mature-aged nursing and allied health students: A study protocol</td>
<td>A Warm Handover: The role of mentors in supporting first year students from accepting their offer through the first six weeks of semester</td>
<td>Enabling participation in WIL for students with disability.</td>
<td>“That could be me”: Using archetypes and personas to identify professional teaching and learning training for academics.</td>
<td>Breaking the mould: How an active learning, immersive block model is transforming student success and feedback</td>
<td>Life-Ready Pathways through Enabling Education</td>
<td>Using process and outcomes to support student success through institutional change</td>
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<td>Making a difference: Boosting the higher education aspirations of high school students from low SES backgrounds</td>
<td>Empowering International Student Transition: The impact of ‘Study Hall’</td>
<td>Helping students “stick”: a holistic first year success program</td>
<td>Catch me before I fail: A proactive advising approach supporting first assessment success</td>
<td>The ‘queer’ pathways of LGBTIQA+ students into Enabling education</td>
<td>Five Reflexive Lenses for University Practitioners to Support Student Equity</td>
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<td>Transforming career development learning through digital uplift</td>
<td>University perspectives of high-quality rural health professions student placements; a mixed methods study protocol</td>
<td>A Safety Net of Support – how are higher education providers responding to new the Support for Students policy?</td>
<td>Enhancing Equity and Success in STEM: Insights from Student Experiences in a First-Year Chemistry Course</td>
<td>An &quot;Authentic + Scaffolding + Feedback&quot; framework to enhance the firstyear student experience</td>
<td>Mission impossible: Successfully fostering connections in a diverse generalist program</td>
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<td>Aaron Ruutz, Madelaine-Marie Judd</td>
<td>Claire Quilliam, Rohan Rosiah, Kathryn Fitzgerald, Elyce Green, Melissa Ridd, Leigh Moore, Carolyn Taylor, Lyndal Sheepey, Catherine Seaton, Jodie Ballie, Jane Fern, Kylie Matthews, James Debenham</td>
<td>Sue Loomes, Inez Chai</td>
<td>Zoë Griffiths, Michelle Mansfield, Clavia Holdsworth, Jennifer Baker</td>
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<td>Student Enrichment and Employability Development, The University of Queensland</td>
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12:10pm - 1:10pm Lunch

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<th>ROOM</th>
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<tr>
<td>12:20pm - 1:00pm</td>
<td>Australia-wide Orientation and Transition Community of Practice Special Interest Group</td>
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<td><strong>Parallel Session 13</strong></td>
<td>13A EI Students</td>
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<td>We can't go Viking on</td>
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<td>everyone: Evaluation of the</td>
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<td>Gemma Mann,</td>
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<td>2:20pm - 2:50pm</td>
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<td><strong>Parallel Session 14</strong></td>
<td>14A EI Students</td>
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<td>1:50pm - 2:20pm</td>
<td>Roadmap to Success:</td>
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<td><strong>Plenary Sessions</strong></td>
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<td>2:50pm - 3:50pm</td>
<td>Enhancing student access</td>
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<td>Professor Chi Baik,</td>
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<td>Professor Cathy Stone,</td>
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<td>Dr Ronny Andrade Parra,</td>
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*Program subject to minor change*
STUDENT SUCCESS CONFERENCE

STUDENT INSIGHTS PANEL
9:00AM – 10:00AM

Opening this year’s conference will be a student panel invited to share their journey and experience of higher education.

The panel will be facilitated by Dr Kylie Austin, President EPHEA and Emeritus Professor Ron Oliver. Students will be asked to prepare to respond to some of the following questions:

- What has been your journey into and through higher education to date?
- What have you found most challenging and/or rewarding about your university experience?
- Could you tell me about a time when someone or something made a positive impact to your student experience?
- What changes to the higher education sector do you think would have the greatest impact on student success?
- One of the early outcomes of the University’s Accord was a greater focus on student support, to encourage more students to complete their studies. What does effective support look like from your perspective?
- In this room, we have people undertaking student support, teaching and learning and administrative support to students. What would be your advice to them in taking away something from this conference to implement in their institutions?

FACILITATORS

Dr Kylie Austin
President EPHEA

Professor Ron Oliver
Inaugural STARS Fellow (2015)

PLENARY PANEL
10:10AM – 11:10AM

A Future for First Nations Education and Student Success’ Panel

Professor Peter Anderson
Director, Indigenous Research Unit, Griffith University

Inala Cooper
Director Murrup Barak, University of Melbourne

Professor Shaun Ewen
Deputy Vice-Chancellor (Education) Griffith University (Facilitator)

Professor Braden Hill
Deputy Vice-Chancellor Students, Equity and Indigenous, Edith Cowan University
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<th>#</th>
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<tbody>
<tr>
<td>P01</td>
<td>Strategies for Inclusive Practice</td>
<td>Angela Jones, Kristy Stanwix, Michael Howie</td>
<td>Edith Cowan University</td>
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<td>P02</td>
<td>Unmasking literacies: A model for developing academic literacy in the neurodiverse classroom.</td>
<td>Angela Jones</td>
<td>Edith Cowan University</td>
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<td>P03</td>
<td>Embracing Change: Transforming Teaching Environments to Enhance Student Engagement</td>
<td>Poya Kavianpour, Nicholas Smith, Vince Ha Hau, Madison-Leigh Colmeran, Deborah Shearman, Tahmineh Hashemzadeh, Yuen Cheng</td>
<td>University of Sydney</td>
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<td>P04</td>
<td>How technology informs our student transition and retention practices</td>
<td>Cameron Lydster, Jason Murray</td>
<td>Bond University</td>
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<td>P05</td>
<td>Supporting student learning in a hyperflexible MBA program</td>
<td>Anja Pabel</td>
<td>CQUniversity</td>
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<td>P06</td>
<td>Exploring the psychological capital of students in Learning at University</td>
<td>Amy Williams</td>
<td>University of Tasmania</td>
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<td>P07</td>
<td>Implementing an Anonymous Peer Feedback Program Within a Large First-Year Finance Subject</td>
<td>Assaf Dekel, Miriam Edwards, Sean Finder</td>
<td>The University of Tasmania</td>
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<td>P08</td>
<td>Employability Self-Efficacy: The Effect of Cuing Students</td>
<td>Ali Enright, Taylor Swain, Angela Sekhon, Riana Lopez</td>
<td>Flinders University</td>
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<td>P09</td>
<td>Ready, Set, Success: A targeted support program for commencing students, from pre-enrolment to the end of first semester</td>
<td>Sachini Gamage, Rachel Chamberlain</td>
<td>Charles Darwin University</td>
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<td>P10</td>
<td>Attendance at synchronous classes for on-campus and online students</td>
<td>Carla H. Jeffries, Jessica Z. Harrington, Sonya Winterbotham, Charisse Gatt</td>
<td>University of Southern Queensland</td>
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<td>P11</td>
<td>Revitalising the student experience through a values-based approach</td>
<td>Natalie Bell, Stacey Giles, Emma Grobart, Malisa Harford, Dina Isber, David Lavulo, Tuvalu Lauganui</td>
<td>The University of Auckland</td>
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<td>P12</td>
<td>Academic intervention strategies and their impact on the performance of pathway at-risk students</td>
<td>Katherine Nguyen</td>
<td>South Australian Institute of Business and Technology</td>
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<td>P13</td>
<td>Empowering Diversity for Tomorrow: how inclusive grants and embedded career management activities supports lengthy WIL placements at RMIT</td>
<td>Katie Adler</td>
<td>RMIT University</td>
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<td>P14</td>
<td>Monash College Peer Mentor Program: Successes and Challenges</td>
<td>Nhan Phan, Bernedette Bonanno, Alison Brown, Huang Nguyen</td>
<td>Monash College</td>
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<td>P15</td>
<td>Pedagogical practices to boost student’s sense of belonging and academic achievement in Monash College</td>
<td>Nhan Nguyen, Bernedette Bonanno, Huang Nguyen, Nhan Phan, Nia Nguyen</td>
<td>Monash College</td>
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<td>P16</td>
<td>Enacting employability skills within the university curriculum through a universal design for learning lens</td>
<td>Miriam Edwards, Valerie Cotronei-Baird</td>
<td>University of Melbourne</td>
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<td>P17</td>
<td>Orientation at Australian Catholic University: Aligning digital resources with the student experience</td>
<td>Sarah Rose, Joe Graffeo</td>
<td>Australian Catholic University</td>
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<td>P18</td>
<td>Examining education on the influence of media for medical students after the COVID-19 pandemic</td>
<td>Akinori Yamabe, Rio Otsuka, Chiaki Mishima</td>
<td>Jichi Medical University</td>
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<td>P19</td>
<td>Success in Mathematics: A Comprehensive Learning Progression Approach at Monash College</td>
<td>Ipitagama Indika, Zohreh Heidarirad, Nimsalirai Pinnawala, Bianca Shum</td>
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<td>P20</td>
<td>Exploring the development of graduate skills and attributes through co-curricular activities</td>
<td>Belinda Brear, Graham Matchett, Belinda Christensen</td>
<td>University of the Sunshine Coast</td>
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<td>P21</td>
<td>Extended Orientation – Supporting Successful Transition to University</td>
<td>Keshara de Silva</td>
<td>The University of Melbourne</td>
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<td>P22</td>
<td>Trauma-Informed Past-Secondary Teaching Practice: Phoenixing from the Ashes of COVID-19</td>
<td>Lydia Mainey, Miriam Hamm, Darren Walker, Christina Maurer-Smolder, Susan Hunt, Simone Ohlin, Felicity Earl</td>
<td>CQUniversity, Swinburne University of Technology</td>
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<td>P23</td>
<td>How does co-design of Outreach programs change Higher Education narratives in regional school communities?</td>
<td>Sarah Lambert, Mark van Bergen, Sally Mitchell, Philip Gueerin</td>
<td>RMIT University, Country Universities Centre Ovens-Murray, La Trobe University</td>
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<td>P24</td>
<td>Nurturing a professional development ecosystem for peer facilitators ecosystem for peer facilitators</td>
<td>James Heath</td>
<td>UNSW</td>
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<td>P25</td>
<td>Identifying Enablers and Barriers to Year 9 girls’ Success in STEM</td>
<td>Maria Parapilly, Rahul Choudhary, Richard Woodman</td>
<td>Flinders University</td>
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<td>P26</td>
<td>The reimaged “Uni Ready Quiz”: Improving student transition and success</td>
<td>Hayley Sherrard, Nicole Garske</td>
<td>The University of Newcastle</td>
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<td>P27</td>
<td>Beyond the traditional</td>
<td>Valmae Ruffle, Colleen Kaesehagen</td>
<td>James Cook University</td>
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</table>
The National Universities Accord Final Report (2024) highlights that students from underrepresented backgrounds continue to face lower success rates within Australian Universities. It acknowledges the importance of equity, inclusion and diversity however, it does not clearly identify tangible teaching and learning strategies that can be applied at unit, course and whole of university level to achieve parity (Ballard et al., 2020; Eaton, 2022). Pathway/enabling programs form an important part of the tertiary sector, as enabling students are typically from groups underrepresented at university (Jones et al., 2019). Literature suggests that these students commence study with diverse needs and challenges that require additional pastoral, mental health, and academic support (Crawford & Johns, 2018). Edith Cowan University’s enabling program UniPrep provides university entry through a scaffolded curriculum that includes philosophies of care, social justice and student flourishing (Jones et al., 2019) and has successfully transitioned thousands of students into undergraduate studies. However, designing inclusive curriculum and delivery is not a one-time process. True inclusive practice requires a paradigmatic shift in ways of thinking, designing, and delivering.
Unmasking literacies: A model for developing academic literacy in the neurodiverse classroom.

Angela Jones
Edith Cowan University

Pre-university enabling programs (also known as bridging or pathway programs) are part of a widening participation strategy in higher education to provide people from under-represented backgrounds entry to university. Their goal is to develop students’ academic literacy and efficacy for a smooth transition to undergraduate studies. Typically, the enabling student cohort is diverse in age; a history of disrupted or negative educational experiences; often first-in-family to attend university and/or from low socio-economic backgrounds (Lisciandro & Gibbs, 2016). Enabling students also often commence their educational journey with mental health challenges, such as anxiety and depression (Crawford & Johns, 2018), and the disclosure of neurodivergence is now growing within the cohort (Jones, 2023).
Embracing Change: Transforming Teaching Environments to Enhance Student Engagement

Poya Kavianpour, Nicholas Smith, Vince Ha Hau, Madison-Leigh Colmenar, Deborah Shearman, Tahmineh Hashemzadeh, Yuen Cheng
University of Sydney

This poster examines the success of technology in undergraduate labs and bridging the gap between high school and university studies through outreach and 'boot camp' programs. Technological advances focus on pre-recorded video instructions, interactive simulations, and 3D printing. Pre-recorded videos offer engaging content on wet-lab skills, promoting self-guided preparation. Interactive simulations provide a risk-free environment for practising synthetic techniques, with real-time feedback enhancing student engagement. 3D printing aids in visualising complex chemical phenomena, improving student understanding. Additionally, online platforms such as SRES, Ed, CANVAS, and Piazza facilitate student support and community building, enhancing peer learning and engagement. Outreach initiatives such as "Breaking Good" and "Kickstart Science" engage high school students in research, while 'boot camps' prepare future researchers during and after undergraduate studies. Streamlining of learning spaces and consolidation of equipment have increased the efficiency of undergraduate programs and enhanced student focus and motivation. With the transition to research, the 'boot camp' initiative thoroughly prepares aspiring researchers for their future endeavours, including introductory manuals of necessary skills, and common university programs. Overall, the streamlined and technologically enriched learning spaces have improved the efficiency and effectiveness of undergraduate programs, ultimately enhancing student motivation and focus.
How technology informs our student transition and retention practices

Cameron Lydster, Jason Murray
Bond University

This poster outlines how the Student Success and Wellbeing team at Bond University use technology to inform student transition and retention practices, and how we measure the impact of our practices. We outline the demographic and behavioural identifiers used to inform our personalised approach to supporting students transitioning into Bond. The poster also demonstrates how technology supports our proactive outreach and intervention to support students facing challenges with academic progression. Key areas covered in the poster include behavioural reporting, case management processes through Advocate, the referral process and Academic Skills Centre visitation and impact assessment via Power BI.
Supporting student learning in a hyperflexible MBA program

Anja Pabel
CQUniversity

CQUniversity’s Master of Business Administration (Leadership) course is structured to promote self-directed learning, encouraging students to take the initiative and responsibility for their educational journey. By allowing students to set their own objectives, the MBA(L) curriculum aims to foster a sense of autonomy. Despite these advantages, self-directed learning presents several challenges, such as insufficient academic support and inconsistent instructional practices, which can result in student disengagement. This poster not only highlights the benefits of hyperflexible learning but also outlines strategies to support students in navigating their self-directed learning journey effectively. These strategies are designed to enhance student engagement and success in a hyperflexible learning environment.
Exploring the psychological capital of students in Learning at University

Amy Williams
University of Tasmania

Research has shown that first-year students face increasing levels of stress from a range of societal and transitional pressures, which significantly impacts student engagement and subjective wellbeing (Denovan & Macaskill, 2017). Within university pathway programs, students come from a diversity of backgrounds that frequently include previous negative educational experiences, mental health challenges, and low expectations of personal achievement. To address these issues, a first semester pathway unit, Learning at University, has been designed to develop students as effective confident learners through a purposeful emphasis on positive psychological wellbeing alongside academic skills. This multi-aspect focus on student development is underpinned by a psychological capital (PsyCap) framework to offer a holistic approach to student engagement and success.

Exploring the Psychological Capital of students in Learning at University

Amy Williams
University of Tasmania

Psychological capital (PsyCap) is defined as the individual’s positive psychological state of development that is characterized by self-confidence, hope, optimism, and resilience (Luthans, Youssef, & Avolio, 2008). Within the Learning at University pathway unit, PsyCap has been identified as a key component that can enhance students’ overall well-being and academic success. The multi-aspect focus on student development is underpinned by a psychological capital (PsyCap) framework to offer a holistic approach to student engagement and success.

Learning at University

The Learning at University unit is embedded in the University of Tasmania’s (UTas) multi-aspect focus on student development and well-being. The unit is designed to develop students as effective, confident learners through a purposeful emphasis on positive psychological wellbeing alongside academic skills. This multi-aspect focus on student development is underpinned by a psychological capital (PsyCap) framework to offer a holistic approach to student engagement and success.

Current strategies

The unit is aligned with the Australian Psychological Society (APS) guidelines on psychological wellbeing. The unit aims to develop students as effective, confident learners through a purposeful emphasis on positive psychological wellbeing alongside academic skills. This multi-aspect focus on student development is underpinned by a psychological capital (PsyCap) framework to offer a holistic approach to student engagement and success.

References


Future possibilities

The unit aims to develop students as effective, confident learners through a purposeful emphasis on positive psychological wellbeing alongside academic skills. This multi-aspect focus on student development is underpinned by a psychological capital (PsyCap) framework to offer a holistic approach to student engagement and success.

What are your thoughts on integrating PsyCap into university education? How do you see it transforming the learning experience?
Implementing an Anonymous Peer Feedback Program Within a Large First-Year Finance Subject

Assaf Dekel, Miriam Edwards, Sean Pinder
The University of Melbourne

Students can gain learning benefits from participating in peer review to assess each other’s work. The benefits are even more significant when combined with self-assessment as students’ meta-cognitive capacity is exercised as they calibrate their level of understanding and confidence to that of their peers (Power & Tanner, 2023). Assessing a peer digitally has been shown to be more effective than in-person settings (Li et al., 2020). Winstone & Boud (2022) recommend improving students’ learning by focusing on providing and receiving high-quality feedback during the process rather than on grades.
Employability Self-Efficacy: The Effect of Cuing Students

Ali Enright, Taylor Swain, Angela Sekhon, Rianna Lopez
Flinders University

Students invest in and expect institutions to support them in successful transitions into employment (Tibby & Norton, 2020). Our Psychology Honours students indicated that they were unclear about career pathways available without postgraduate study (SETs, 2023). Furthermore, our Honours students showed moderate to low levels of employability self-efficacy, suggesting students lacked awareness of their employability skills, which organisations value these skills, and how to articulate those skills (SETs, 2023).

Embedding employability into the curriculum improves student success (Senior et al., 2014). The best practice of embedding employability into curriculum indicated that employability skills should be practical (e.g., writing selection criteria) rather than generic (e.g., time management; Bradley et al., 2021). Recently, Daubney (2022) redefined the process of embedding employability skills into curriculum via extracted and added employability. Extracted employability uses the already established curriculum to emphasise and cue students to the knowledge, attributes, and skills employers value. Added employability is the explicit teaching of careers education. As such, we embedded practical employability skills into a required Psychology Honours topic and evaluated the effect of cuing students to the extracted and added employability curriculum.
Ready, Set, Success: A targeted support program for commencing students, from pre-enrolment to the end of first semester.

Sachini Gamage, Rachel Chamberlain
Charles Darwin University

This poster provides an overview of Ready Set Success, an integrated pastoral and academic support program first piloted in the Faculty of Health in Semester 2, 2023. The program provides commencing students with tailored support from the Student Success Team (SST) over three key stages of their transition. Stage 1 (Ready), entails 1:1 support from the SST to support students as they navigate enrolment, unit selection, the LMS and course expectations. Stage 2 (Set) sees the SST embedded into key first year units to identify and provide proactive support to students identified as at-risk in the first three weeks of semester. Stage 3 (Success) focuses on bringing key academic and learning support into the target unit(s) to ensure this support is timely and embedded in curriculum. Throughout the semester the SST maintains an active presence in the target units, and continues to provide both 1:1 and 1:1 to many guidance throughout the many ‘firsts’ encountered by commencing students.
Attendance at synchronous classes for on-campus and online students

Carla H. Jeffries, Jessica Z. Marrington, Sonya Winterbotham, Charisse Gatt
University of Southern Queensland

The rates of attendance at synchronous classes at the university level have declined over the past two decades. Low attendance rates are closely related to poor academic achievement and declining attendance may be indicative of student disengagement, a precursor to dropping out (Moores et al., 2019). Understanding attendance behaviour is critical to maximise the effectiveness and efficiency of the learning experience (Brennan et al., 2019). This poster describes a study which explored and compared the reasons for non-attendance at synchronous classes for on-campus and online students at one regional higher education institution in Australia, the University of Southern Queensland. The second part of the poster explores strategies to address the identified reasons for non-attendance including the availability of digitised material and class recordings on the Learning Management System and personal commitments.

Method and Findings

- Participants were 215 undergraduate students (Mean age = 27.2) enrolled in a first-year psychology course. The number of participants enrolled on-campus (n = 107) was almost equal to the number of online participants (n = 108).
- Participants completed an online survey measuring reasons for non-attendance at synchronous classes. Reasons included student factors such as “I was genuinely sick” and “I had work” and university factors such as “The course content is difficult” and “The length of class”. The measure was adapted from Massingham and Harrington (2006) and Griffeld and colleagues (2018).
- The top five most influential reasons for non-attendance at synchronous classes were the same for both on-campus and online students (refer to Table).

Key Implications

Students must understand and appreciate the value of attending synchronous classes, over and above the digitised materials. Therefore, there is a need to review the pedagogy surrounding the delivery of course material and the role that digitised materials has whether it be supplementary, replacement, or a combination of the two.

Universities can also support students navigate competing priorities by providing services and flexibility around synchronous classes. For example, this could include having multiple of the same class spread over the week during different times to negate work and personal commitments. Additionally, universities can further support students develop skills in workload and time management.

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Further information: carla.jeffries@unisq.edu.au

Funded and supported by the University of Southern Queensland

CRICOS: 00103A | ABN: 76 004 252 061 | TESS: P1718209
Revitalising the student experience through a values-based approach

Natalie Bell, Stacey Giles, Emma Grobart, Malisa Harford, Dina Isber, David Lavulo, Tuivalu Lauganiu
Waipapa Taumata Rau, The University of Auckland

In 2023, the Student Support and Engagement Team in Te Kura Tangata, the Faculty of Arts set about creating an innovative set of initiatives to revitalise the student engagement space. Central to the team’s aims was the desire to create authentic, meaningful events that would foster whanaungatanga (relationships) with students. In doing so, we prioritised the people-centred values of Te Kura Tangata, which are outlined in Ō Tātou Mātāpono. In this poster, we detail the different academic, social, co-curricular and extracurricular activities we have developed that enable us to build relationships with students and extend their engagement with the faculty. These include our open-door policy, Class Chats, collaborative weekly events, our Canvas community, academic workshops and indigenous-centred events such as toi whakairo (carving) workshops run by a master carver. While our programme of activities is a work in progress, we outline how these build on faculty values and relate to best practice as outlined in Taumata Teitei.
Academic intervention strategies and their impact on the performance of pathway at-risk students

Katherine Nguyen
South Australian Institute of Business and Technology

Entering in the second year of a university degree program after completion of a Diploma with a pathway provider has gained popularity among international and local students who are unable to secure direct entry. Pathway colleges offer foundation studies and first-year courses with smaller class sizes and increased academic support to aid successful transition into the second year of a university program. However, research has shown that the pass rates and retention rates of these pathway college students were generally lower than those of direct entry students in the second year of their university study (Bode, 2013). Therefore, Percical et al. (2016) advocate for increased effort and support to facilitate a smoother transition from college to university. Some recommendations included offering study skill building workshops, critical thinking skills and academic writing skills to better prepare students for the teaching styles as well as expectations at university.
Empowering Diversity for Tomorrow: how inclusive grants and embedded career management activities supports lengthy WIL placements at RMIT

Katie Adler
RMIT University

RMIT University has developed a specific careers intervention model designed to support students from diverse backgrounds during their WIL placement(s). Not only do they receive financial assistance to mitigate lost income from their casual jobs while on placement, but they also benefit from embedded career development activities to build all-important career management skills for future success.
Peer study support model in higher education has long and widely been considered a vital tool that contributes to overall student retention and success, both for students who receive the support and ones providing the support (the latter henceforth peer mentors) (Campbell & Campbell, 2007; Gamlath, 2022; Snowden & Hardy, 2012; Tallis & Goldstone, 2020). For the former cohort, literature has shown how the model can enhance their study skills, social connection, confidence and sense of belonging to their learning community. For the latter, the model has been demonstrated to develop social and leadership skills, employability competence and many other professional skills that benefit graduates (Gunn et al., 2017; Newton & Ender, 2010; among others). However, studies such as Christiansen and Bell (2010) pointed out several challenges peer mentors face, such as time consumption, student expectations and role boundaries. Also, since the issues faced by staff coordinating the model are understudied, this topic is worth exploring.
Pedagogical practices to boost student's sense of belonging and academic achievement in Monash College

Nhai Nguyen, Bernedette Bonanno, Huong Nguyen, Nhan Phan, Nia Nguyen
Monash College

Student engagement is imperative and conditional to building a strong learning community and to subsequently fostering a student’s strong sense of belonging. Specifically, student engagement is central to promoting a positive classroom and school environment. It is linked with what students do, think, and feel in learning (Li & Xu, 2023). It is also premised on the student’s sense of connectedness and belonging to the class or school.

This poster captures an action research initiative titled “Pedagogical belonging practices to boost students’ sense of belonging and academic achievement in Monash College” in 2023. The research uses an action research framework including planning, acting, observing, and reflecting. The project team interviewed 25 teachers across three divisions: Diplomas, Foundation Year and English. These semi-structured, in-depth interviews delve into how teachers employ pedagogical practice to foster a sense of belonging and engagement among students and evaluates cognitive, social, emotional, and behavioural aspects of pedagogical belonging practices at three levels: tutorial tasks, overall tutorial outcomes and initial assessments. As a result, findings of this research provide insights into how these practices impact on students’ academic success across different divisions of Monash College including Diplomas, Foundation Year and English. Further, the research offers a suitcase of high impact pedagogical belonging strategies for teachers, educators and policy makers in Pathway programs in Australia and beyond.
Enacting employability skills within the university curriculum through a universal design for learning lens

Miriam Edwards, Valerie Cotronei-Baird
University of Melbourne

Employability skills are an important focus within higher education as they assist students to successfully transition from university into a professional career. Employability skills include such things as teamwork, effective communication, problem solving, leadership, personal development and management, and digital literacy. But ambiguity remains around which skills should be addressed. There is also uncertainty about how integration should occur and even questions as to whether it should be the role of the teaching academic to foster employability skills through teaching and assessment. To complicate matters further, academics may find the teaching of employability skills challenging due to an increasingly diverse student cohort.
Orientation at Australian Catholic University: Aligning digital resources with the student experience

Sarah Rose, Joe Graffeo
Australian Catholic University

In modern higher education, placing digital resources, links, and information in a centralised and accessible location will assist commencing students in increasing their self-efficacy and preparedness for study (Robinson, 2023). ACU’s Orientation program provides a strong digital platform to help students navigate university systems and improve help-seeking behaviours. This poster describes the approach that ACU has taken to integrate digital resources into Orientation.
Examining education on the influence of media for medical students after the COVID-19 pandemic

Akinori Yamabe, Rio Otsuka, Chiaki Mishima
Jichi Medical University

In modern society, the influence of media cannot be ignored by students across professions, and they are required to have an appropriate understanding of fake news, especially medical school students. The Covid-19 pandemic posed various challenges to medical education globally. It is imperative for medical doctors to provide accurate and easy-to-understand information through the media, to address societal concerns. As fake news continues to be disseminated, doctors have to take steps to curb them. Medical care is based on mutual understanding between doctors and patients (society), with the media playing a major role.

Various studies have been conducted worldwide on mass communication education in universities (e.g. Katzen et al., 1975). The methods of transmitting and receiving information have diversified, and the influence of mass media has increased significantly (Paxson, 2018). University students are required to understand the importance and risks of media from multiple perspectives, including the popularity of social media (Luttrell & Wallace, 2021).

Introduction

Jichi Medical University (JMU) was established in 1972 with the goal of ensuring and improving the level of medical services provided in remote areas with few medical resources in Japan. The students of JMU are exposed to their designated preceptors and work in local communities after their graduation. JMU has one of the highest passing rates for national medical license examination. It has maintained the top ranking in Japan for a decade, and the most recent passing rate in 2020 was also 100%

The subjects of this case study include 20 medical students who took the compulsory elective course “Media and Society” at JMU from September to December 2021.

Method

Classroom and online lectures and workshops were conducted to introduce students to media and society. Active learning through group project proposals was also employed. The assessment was conducted through group and individual project proposals.

Results

The results showed that students were able to understand the importance and risks of media from multiple perspectives.

Conclusion

The findings stress the importance of education about media for medical students. The COVID-19 pandemic has increased the importance of understanding the impact of media on public health. Medical education should be improved to address the need for a better understanding of media and society, especially during the time of the COVID-19 pandemic.
Success in Mathematics: A Comprehensive Learning Progression Approach at Monash College

Ipitagama Indika, Zohreh Heidarirad, Nimalsiri Pinnawala, Bianca Shum
Monash College

Entry into higher education often reveals a disparity between students’ mathematical skills and the academic standards required for success. Recognising this challenge, institutions are implementing measures to bridge this gap and provide better support for students. This poster showcases how Monash College (MC) has developed a structured approach, the Learning Progression (LP) Framework, to address students’ gaps in mathematical skills.

Success in mathematics: A comprehensive learning progression approach at Monash College

Ipitagama Indika, Dr Zohreh Heidarirad, Dr Nimal Pinnawala & Bianca Shum
Monash College, Clayton, Victoria, Australia

1 Diagnostic tests
- Monash College developed three diagnostic tests aligned with the learning progression framework. Leveraging the Moodle plug-in for online testing, they utilised automatic and manual feedback.

2 Learning modules
- Each module is a building block towards mathematical proficiency, offering a blend of visual, practical, and theoretical learning through interactive videos, practice questions, and summary notes.

3 Personalised self-assessment
- The STaRQ quizzes feature randomised questions with diverse variants, allowing varied attempts. Students can test their knowledge, receive feedback tailored to their specific answers.

6 domains
- Monash College’s learning progression framework includes six domains: Mathematical concepts, Mathematical reasoning, Mathematical procedures, Mathematical applications, Mathematical modelling, and Mathematical technology.

23 strands
- The strands represent the specific mathematical concepts and skills that students need to master.

56 capabilities
- The capabilities are the specific skills and knowledge required for each domain and strand.

References
Exploring the development of graduate skills and attributes through co-curricular activities

Belinda Brear, Graham Matchett, Belinda Christensen
University of the Sunshine Coast

Co-curricular recognition programs or records are common in Higher Education as a means to incentivize and formally recognize student engagement and skill development when undertaking activities outside of compulsory degree requirements. Research demonstrates the extensive benefits of student participation in co-curricular activities, which has shown to positively impact many aspects including student development, retention, and success (Maher & Macalister, 2013). The literature also focuses on how student participation in these activities or programs help to enhance graduate employability skills developing higher levels of self-efficacy, self-confidence and self-esteem (Dacre Pool & Sewell 2007, O’Shea, 2019). Yorke & Mantz’s (2006) explains employability as going beyond the simplistic notion of key skills, being evidenced in the application of a mix of personal qualities and beliefs, understandings, skilful practices and the ability to reflect productively on experiences.
Extended Orientation – Supporting Successful Transition to University

Keshara de Silva
The University of Melbourne

An effective transition to university is crucial for student success. Well-supported transitions significantly enhance student outcomes, increasing engagement in studies, social connections, and student services. Despite substantial resources allocated for student onboarding, universities continue to face challenges like low academic engagement and students lacking a sense of community. To address this, the Faculty of Science at the University of Melbourne developed and implemented the ‘Extended Orientation’ program in Semester 1, 2024, incorporating Lizzio’s (2006) Five Senses of Success framework. The program spanned over five themed weeks and included collaborative and student-led activities, integrating student feedback to effectively support undergraduate transitions.

References
Psychological trauma results from "an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being" (Substance Abuse and Mental Health Services Administration [SAMHSA], 2014, p. 6). Exposure to a traumatising event can lead to a number of serious mental health challenges and may significantly impact a person's ability to be a successful student.

Young people and, specifically, TAFE and university students, are at higher risk than average for experiencing poor mental health. People from marginalised groups, including Aboriginal and Torres Strait Islander peoples and people from low SES backgrounds, are also more likely to be at risk of experiencing trauma and less likely to complete their degree at university. Therefore, it is essential that educational institutions are both equity-centred and trauma-informed (Bendall et al., 2018).

Lydia Mainey, Miriam Hamm, Darren Walker, Christina Maurer-Smolder, Simone Ohlin, Felicity Earl
CQU

Susan Hunt
Swinburne University of Technology
How does co-design of Outreach programs change Higher Education narratives in regional school communities?

Sarah Lambert,
RMIT University

Mark van Bergen, Sally Mitchell,
Country Universities Centre Ovens-Murray

Philip Guerin
La Trobe University

Undergraduate degree attainment levels in the Ovens Murray district lag both the National and Regional averages (Napthine et al, 2019). RMIT and La Trobe University are working with the Country Universities Centre (CUC) Ovens Murray to co-design sustainable Outreach programs for Years 5-7 students at three distinctively different school sites. This is part of a Federal funded project which links multiple Universities and CUCs in QLD, NSW and Victoria. The overall objective is to improve Outreach programs and related Higher Education narratives to more effectively Widen Participation in University study in the region. Recent university-led approaches have been positive but hard to sustain in regional areas (Zacharias et al, 2018).

In addition, regional communities have so far had little involvement in the planning and provision of Higher Education access in their areas. Community centred co-design is an innovation that flips ownership of problems and solutions on its head (Blomkamp, 2018) giving CUCs and regional school communities a role and a voice to determine the programs happening at their schools. The collaborative auto-ethnographic research (ethics approved) described by this poster also gives CUC staff a voice in the associated research. Participants’ views are captured via whiteboard summaries of discussions and decisions at project co-design workshops. The project team also complete structured individual reflections focussed on surprising/outstanding outcomes and observed changes at the workshops.

Results: Outreach partnerships
At the end of the first round of co-design workshops, analysis found that co-design offered rare and refreshing conversations that were useful for the participants in different ways. The school teachers discussed curriculum and student development across the primary and secondary school. CUC and university partners gained confidences to tailor programs to community needs and unique strengths of the three distinct sites. Outreach partnerships have strengthened different options for future delivery are emerging along with ideas for further improvements to outreach/CUC partnerships.

Results: Outreach experience
Analysis also suggests that co-design processes can produce positive changes to Outreach programs and curriculum through improved trust and buy-in for working together; changes to approaches on witch the program can be developed and delivered; Outreach changes in ideas on what young students are capable of gaining in Outreach programs; and curiosity to doubtfuls and continue to track affected changes implemented in outreach. Most importantly, change is occurring for career and study success.
Nurturing a professional development ecosystem for peer facilitators

James Heath
UNSW Sydney

Peer Facilitators in Peer Assisted Study Sessions (PASS) and other university peer mentoring programs perform a complex role as ‘near peers’, navigating a space between peers and teaching staff. Their roles can encompass both academic and wellbeing objectives and require skills in facilitation and discussion management, maintaining personal and professional boundaries with academic integrity, supporting diverse learners, and fostering ongoing academic skill development. For many, this may be their first facilitation role or even first time employed. Peer Facilitators, therefore, need thorough initial and ongoing training and support to ensure their own wellbeing and to provide a quality experience for program participants. This poster describes a professional development ecosystem that has been developed to support facilitators in a new PASS program, utilising online and in-person training and development, and drawing on expertise from various university teams and cross-institutional collaboration.
Identifying enablers and barriers to Year 9 girls’ success in STEM

Maria Parappilly, Rahul Choudhary, Richard Woodman
Flinders University

Women remain underrepresented in the STEM workforce globally including within Australia, where less than 30% of university STEM graduates are women (Office of the Chief Scientist, 2020). Many girls opt out of STEM before entering university (Jamieson, 2018). Flinders STEM Enrichment Academy is a grant-funded initiative, to help address this and to inspire young women to pursue STEM. We offer hands-on activities that combine role-model interventions allowing girls to perform and enjoy science in a supported environment. Despite evidence that attitudes are shaped at an early age by sociological factors such as parents’ and teachers’ roles, peer influence, role models, socio-economic status, and media (Wang and Degol, 2013), there is little information on the enablers and barriers to STEM participation among Australian girls. We identify the factors that influence girls’ participation in STEM and the pursuit of STEM careers by collecting data before and after their participation in the enrichment activities. We used a modified STEM Career Interest Survey (Kier et al., 2013) based on the socio-cognitive career theory model to identify enablers and barriers (Wong et al., 2022) and evaluate the impact of role model interventions on the girls (n = 141 pre- and n = 119 post-intervention responses) who attended our three-day STEM Conference in 2023.

Barriers
- Gendered STEM identity
- Stereotypes
- Conceived maths difficulty, inadequate STEM resources
- Occasional lack of interest

Enablers
- Appreciation for real-world applications of STEM
- Enjoyment of experimenting and problem-solving
- Sustainability
- Role models
- Interests in specific fields such as medicine, bio-medical

Conclusions
Our findings provide novel Australian-specific insights into the factors that either hinder or support girls’ participation in STEM. Role-model interventions can play an important role in improving girls’ confidence in STEM and to inspire girls who usually do not see anyone in their family in a STEM career. Girls were inspired by the role models that they can change into other STEM degrees without being set on one career path and can build STEM careers despite failures.
The reimagined “Uni Ready Quiz”: Improving student transition and success

Hayley Sherrard, Nicole Garske
The University of Newcastle

Student support in tertiary education has been a major government focus in the last two years. To support students in their transition into, and success in higher education, institutions are being called to better understand who their students are, how they’re doing, and what support they need. To proactively assist new students’ transition to the University of Newcastle, the Student Success team took an outdated onboarding initiative, and redesigned it for a modern context. What resulted was a reimagined ‘Uni Ready Quiz’, a digital engagement tool designed to help incoming students self-diagnose their preparedness, their needs, focus their help-seeking and awareness of relevant support services before they commence their journey into tertiary learning. Since its launch in October 2023, approximately a third of commencing students have completed the quiz. Results have provided the University with a baseline of student confidence levels and informed valuable orientation and retention activities.
Beyond the traditional

Valmae Ruffle, Colleen Kaesehagen
James Cook University

Australian Higher Education providers have focussed on maximising student success and retention through the delivery of a responsive and inclusive student experience. The James Cook University (JCU) Corporate Strategy (2022) focuses on a transformative student experience that is supported, inclusive, equitable, empowered by place and engaged with our communities. The JCU Student Success Strategy (2022) describes a whole of institution approach to the delivery of a strategic, responsive, high-quality support experience for all students. The Strategy made a shift from traditional, decentralised, ad hoc student support to a centralised, personalised, and proactive approach, informed by evidence-based decision making and timely student communications. Student Success officers (SSOs) focus on embedding student success qualities of personalisation, connection, and achievement (Coates et al. 2017). Strategic nudging (Brown et al. 2022) and a relationship rich educational experience (Felten & Lambert, 2020), combined with learning analytics, focusses students’ expectations positively and engages students in self-service and agentic behaviours. SSOs work as a collaborative, consultative team with a range of stakeholders and are located within the Academy. SSOs are responsible for concierge support across the student life-cycle for undergraduate and postgraduate students, to support the educational participation and success for the people of our region.
## PARALLEL SESSION 1
**12:00PM – 12:30PM**

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<td>12:00pm - 12:30pm</td>
<td>How generative AI is changing STEM higher education: The experience on the ground</td>
<td>All Systems Go: Tertiary Transition Programme for Autistic Students – A Pilot Initiative at the University of Auckland</td>
<td>Assisting underrepresented cohorts overcome challenges created by online learning and assessment.</td>
<td>Early identification of at-risk students in tertiary education</td>
<td>Strategies for student success and wellbeing in accelerated online learning: A case study from JCU’s Master of Nursing</td>
<td>Transitioning-in late enrolled students quickly and effectively</td>
<td>The many colours of student support: perspectives and practice of Enabling education practitioners</td>
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<td>Christopher Bridge, Birgit Loch, Ryan Naylor</td>
<td>Glenis Wang-Toi, Dulcie Brake, Jodie Peterson</td>
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<td>Harrison Munday, Matthew Tight, Martin Schmude</td>
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<td>Auckland University of Technology</td>
<td>University of New England</td>
<td>James Cook University, Keypath Education</td>
<td>University of Southern Queensland</td>
<td>University of the Sunshine Coast, Western Sydney University, Central Queensland University, University of Southern Queensland</td>
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01A EMERGING INITIATIVE
STUDENTS

How generative AI is changing STEM higher education: The experience on the ground

Christopher Bridge, Birgit Loch
University of New England

Ryan Naylor
University of Sydney

With generative artificial intelligence (GenAI) making sweeping changes to the student experience in higher education, and institutions scrambling to make policy adjustments and provide support to their academics, it is important to keep abreast of what is actually happening on the ground. This session will present the results of a survey of STEM teaching academics concerning the impact GenAI is having on their teaching practice, and the adjustments they are actually making. We reflect on these survey results in terms of the TEQSA guiding principles for assessment in the age of artificial intelligence.

01B EMERGING INITIATIVE
TRANSITIONS

All Systems Go: Tertiary Transition Programme for Autistic Students – A Pilot Initiative at the University of Auckland

Glenis Wong-Toi, Dulcie Brake, Jodie Peterson
The University of Auckland | Waipapa Taumata Rau

Autistic students embarking on tertiary education can face challenges beyond those experienced by their neurotypical peers. Literature highlights that difficulties such as navigating the tertiary landscape and adjusting to new social situations can be mitigated through Autism-specific transition programmes, resulting in a more positive university experience. Combining insights from the literature with their experience supporting neurodivergent students, Inclusive Learning Advisers at the University of Auckland designed a three-part pilot initiative, the All Systems Go: Tertiary Transition Programme for Autistic Students. Two webinars with accompanying workbooks were delivered to prospective students in 2023, followed by an in-person day for newly enrolled students in early 2024. Feedback has been largely positive, and the programme is being evaluated to inform future design, content and delivery.

01C EMERGING INITIATIVE
ACHIEVEMENT

Assisting underrepresented cohorts overcome challenges created by online learning and assessment

Irshad Ali
Auckland University of Technology

The challenges created by online learning have impacted profoundly on underrepresented cohorts. For example, in New Zealand, Māori and Pasifika students have been significantly affected based on numerous evidence such as decline in higher education participation and falling university achievement, retention and success rates. Students from such underrepresented cohorts face numerous barriers in online learning due to issues such as lack of adequate equipment and internet connection, time management challenges, and lack of study space at home etc. Although the teaching and learning situation has reverted to some normality since the lockdowns, the use of online learning and assessment has continued at most universities. Universities have been using various strategies to better support the underrepresented cohorts in online learning. This presentation discusses strategies used at our university to particularly assist Pasifika students in online learning to help improve their achievement, retention, and success.

01D EMERGING INITIATIVE
RETENTION

Early identification of at-risk students in tertiary education

Harrison Munday, Matthew Tight, Martin Schmude
University of New England

Data on a student’s in-unit behaviour is a powerful indicator of their likelihood of overall success. Yet this behavioural data often only presents itself at certain in-unit milestones, limiting the opportunity for early preventative measures. This calls for developing a predictive model of student risk that affords academics the ability to identify potential at-risk students before such behavioural data is captured. In this paper, we discuss our research on developing a comprehensive predictive student risk model undertaken as a part of the University of New England (UNE) Atrium project on student retention – a model that affords academics the ability to identify potential at-risk students earlier and offer adequate support. We conclude by arguing that a risk model of this kind not only leads to greater overall student success but also helps to promote certain positive higher-education practices and virtues.
01E EMERGING INITIATIVE
SUCCESS

Strategies for student success and wellbeing in accelerated online learning: A case study from JCU’s Master of Nursing

Dr Tracey Ahern, Tracey Gooding, James Cook University
Stephen Abbitt, Kate Casey
Keypath Education

Block teaching continues to challenge traditional semester- and trimester-based models and presents some specific design and teaching challenges. In the seven years since launching the accelerated online Master of Nursing, we’ve learned valuable lessons about designing and teaching in the online block mode and for the distinctive needs, motivations, and study patterns of our cohort.

Common challenges include complexity and cognitive load, perceived isolation through lack of engagement, and effort and workload caused by the short duration. Through intentional and iterative learning design, based on feedback from students and faculty, we have developed a program that promotes deeper learning and engagement, encourages connection and belonging, and provides flexibility to support the specific needs of our cohort.

This presentation discusses the practical strategies we use to scaffold student success and wellbeing in this challenging modality.

01F EMERGING INITIATIVE
TRANSITIONS

Transitioning-in late enrolled students quickly and effectively

Natalie Oostergo
University of Southern Queensland

The onboarding and transitioning-in process is essential for first year student engagement and retention. However, students who enrol late into the first study period may have limited opportunity to benefit from the psychosocial and academic development outcomes that this process scaffolds. A tailored strategy to support the accelerated onboarding of these students has been developed by The University of Southern Queensland Student Success Advising team. The development of this strategy illustrates the capacity of teams that support students to contribute to the roll out of a university wide approach that is responsive to stakeholder’s needs and lived experiences.

01G EMERGING INITIATIVE
SUCCESS

The many colours of student support: perspectives and practice of Enabling education practitioners

Marguerite Westacott
University of the Sunshine Coast

Juliette Subramaniam
Western Sydney University

Gemma Mann, Ana Larsen, Trixie James
Central Queensland University

Susan Hopkins, Kieran Balloo
University of Southern Queensland

Student support, in its cloak of many colours, is a rising priority for universities. Recently, the Australian Universities Accord has recognised the vital role of Enabling courses in increasing participation in higher education from underrepresented groups. Enabling education contributes significantly overall, to the nation’s economic prosperity and social cohesion. While we share the Accord’s vision that higher education access should be universal, we believe access without multi-faceted and holistic support (beyond improved income support) could potentially hinder equitable outcomes.

Our research will shed light on what holistic student support is and the praxis of quality student support. This collaboration of seven experienced Enabling education practitioners from four Australian universities, includes examining factors that hinder and facilitate effective student support. In post-pandemic times, within neoliberal institutions and constantly shifting priorities, Enabling educators are at the coalface of supporting equity group students. Their perspective makes a valuable contribution to this complex area.
## PARALLEL SESSION 2
### 12:40PM – 1:10PM

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<td>12:40pm – 1:10pm</td>
<td>Experiences of equity students negotiating life, work and learning: how can universities mitigate precarity and risk?</td>
<td>How first-year regional students turn commencement regret into relief</td>
<td>The Country Universities Centre Equity and Inclusion Framework</td>
<td>Scaling student success through AI: Insights from a human-centred, relational and socially just approach</td>
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<td>Increasing student success in first-year university through intentional curriculum design: the development of consistent unit guidelines.</td>
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<td>Danielle Keenan, Erin Wrafter, Kinne Ring</td>
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<td>University of the Sunshine Coast, University of Southern Queensland</td>
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<td>Charles Sturt University</td>
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Nicole Crawford, Rola Ajawii, Joanna Tai, Mollie Dollinger, Margaret Bearman, Matt Brett

Deakin University

University of the Sunshine Coast Centre, University of Technology Sydney
02A EMERGING INITIATIVE
STUDENTS

Experiences of equity students negotiating life, work and learning: how can universities mitigate precarity and risk?

Nicole Crawford, Rola Ajjawi, Joanna Tai, Mollie Dollinger, Margaret Bearman, Matt Brett
Deakin University

Improving access, participation and “success” of equity students in Australian higher education is in the national spotlight with it featuring in the Australian Universities Accord review process, and interim and final reports. In this context, we are conducting a HEPPP-funded research project – a longitudinal qualitative study – to investigate undergraduate equity students’ day-to-day experiences in negotiating their life, work and learning at an Australian university. To capture changes and/or stability over time, in-depth interviews were conducted at three points in time during a trimester in 2023 and are continuing in 2024. We will present key findings and discuss some precarious situations that many equity students experience: for example, financial distress while undertaking placements; and feeling unknown and isolated. We will consider how universities – via teaching and learning, support and/or policy – could mitigate precarity and potential risk of students failing units and/or withdrawing by drawing on “what works” from the research participants.

02B EMERGING INITIATIVE
TRANSITIONS

How first-year regional students turn commencement regret into relief

Courtney Geritz, Maria Raciti
University of the Sunshine Coast

Research into first-year students’ attitudes towards their studies has revealed there is often a gap between their pre-commencement expectations and their perceived experience. The Australian Universities Accord has affirmed the importance of inclusion, with a focus on increasing attainment of historically under-represented cohorts in tertiary education. This requires new research to better understand how pre-commencement expectations among regional and remote university students are formed, and how students respond to this expectation-experience mismatch. This research examines the relationships between unmet expectations and the response of first-year, first-time regional and remote (FYFT-RR) university students as it relates to their overall satisfaction. Insights drawn from 20 semi-structured, face-to-face interviews revealed how action-based responses to mismatches result in increased satisfaction whereas inaction-based responses result in decreased satisfaction. This research provides insights for practitioners looking to create well-timed interventions and communications to better shape pre-commencement expectations. This research also highlights the opportunity to help FYFT-RR self-manage mismatches in the initial stages of their transition to university.

02C EMERGING INITIATIVE
STUDENTS

The Country Universities Centre Equity and Inclusion Framework

Danielle Keenan
University of Technology Sydney

Erin Wrafter, Kinne Ring
Country Universities Centre

The Regional University Study Hubs (RUSH) program, an Australian Government initiative, aims to enhance tertiary education access for underserved groups in regional, rural, and remote areas. The Country Universities Centre (CUC), funded under RUSH, operates in twenty-three communities across Eastern Australia. The CUC has developed an equity and inclusion framework that enables community-led, place-based engagement, allowing each CUC to design programs that meet local needs. This framework not only improves educational outcomes but also contributes to broader social change by empowering communities. Its adaptability promotes sustainable practices, creating lasting social impact across diverse socio-cultural and demographic communities.

02D EMERGING INITIATIVE
RETENTION

Scaling student success through AI: Insights from a human-centred, relational and socially just approach

Susan Gibson, Sarah Lok, Rachel Yasmineh, Kylie Readman, Gregory Martin, Simon Buckingham Shum
University of Technology Sydney

Attrition remains a challenge for Australian universities, despite persistent efforts to address it. Beyond financial and reputational implications for institutions, attrition profoundly influences students’ life prospects and trajectories. Its causation stems from a complex interplay of personal, institutional and contextual factors. Regrettably, prevalent explanations often adopt a narrow lens; blaming the students most ‘at risk’. Such perspectives neglect a holistic understanding of the student experience and hinder translation of actionable insights into strengths-based, personafised, scalable improvements. In response, the University of Technology Sydney conducted an AI-driven pre-census attrition pilot aligned with principles of social justice and a commitment to enhancing success across diverse student cohorts. A workshop gave voice to student questions and concerns, guiding the AI modelling and outreach protocol. Tested in three faculties, the pilot enabled a significantly higher retention rate among commencing students compared to those not in the trial. This success prompted university-wide adoption in 2024.
02E EMERGING INITIATIVE
SUCCESS
A 2024 update: Developing a curriculum of success at UniSC and UniSQ
Cat Picton
University of the Sunshine Coast
Alison Jaquet
University of Southern Queensland

In 2021, we presented a paper at the STARS conference titled 'Enhancing student success through an advising curriculum' (Picton, Jaquet and Bell, 2021). In this paper, we debuted the concept of an advising curriculum that emerged from a joint research project on academic student success advising at the University of the Sunshine Coast (UniSC) and the University of Southern Queensland (UniSQ). This paper provides an update on how this work has progressed in the past three years across these two university partners and discusses its future state.

02G EMERGING INITIATIVE
SUCCESS
Increasing student success in first-year university through intentional curriculum design: the development of consistent unit guidelines.
Kelly Linden, Sarah Teakel
Charles Sturt University

The literature is clear that for transition pedagogy to be most effective it must be embedded throughout the first-year curriculum at an institutional level. Here, we pilot the development and implementation of guidelines for first-year unit development based on transition pedagogy and the Universal Design of Learning framework. Seven units with an average of 280 enrolled students were redeveloped for consistency and clarity, with a focus on three key areas: scaffolding of content, assessment design, and unit delivery. The average pass rate across all unit offerings increased from 67% (in 2022) to 85% (in 2023), accounting for approximately 360 additional passing grades. The guidelines are now used to inform all first-year unit development work at our university.

02F EMERGING INITIATIVE
TRANSITIONS
I don’t know what they really want”: International postgraduate coursework students navigating academic writing expectations
Qian Yang
The University of Sydney

The transition to postgraduate coursework presents unique challenges for international students exploring the academic writing standards of tertiary institutions. Gathering insights from students and academics across Australia, this mixed methods-grounded theory study investigated how international postgraduate coursework students navigate academic writing expectations in Australian universities. Results demonstrated confusion regarding expected standards and requirements for written assignments.
Humans in the Loop: why it’s a requirement for AI in education

Presented by Nadia Sundstrom
Head of New Partner Development - APAC, Studiosity

While AI can automate, enhance, scale, and increase access to learning experiences, human inputs - or humans in the loop - ensure the student experience and academic delivery stays validated and protected.

Studiosity-YouGov survey shows students want more peer connection

Survey conducted by the YouGov analysis Institute, 23 November - 29 December 2023 n=1,212 in Australia.

Increase in students’ desire for a peer mentor

Q. Did you have a student mentor?
Notably, students studying remotely or off-campus were significantly less likely to report having a mentor available (24%).

Q. Would you have liked a student mentor?
Around half of the students said yes, they would have liked to have a peer mentor (51%, n=412). This is an increase on last year, when 34% of students said the same. Desire for a mentor is significantly higher among international students (66%), compared to domestic (49%) - and also correlates closely with frequency of stress - the more frequently students felt stressed, the more likely they wanted a mentor.

Flexibility and connection key to belonging

40% of students don’t feel they ‘belong’ to their university community (n=483), citing the below changes that would make them feel more like they belong:

- a flexible schedule that lets me balance work and study 66%
- to be able to feel confident to reach out to my teachers 53%
- to be able to study online / remotely when I need to 45%
- ranked top 3 20%
- ranked first 17%

Full report available online studiosity.com/auwellbeing
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<th>Brisbane Room</th>
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<td>03E EI Success</td>
<td>03F EI Achievement</td>
<td>03G EI Students</td>
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<tr>
<td>2:00pm - 2:30pm</td>
<td>Enhancing student engagement in tertiary Indigenous Studies through storying</td>
<td>Advising Partners: Proactive messages in first-year nursing courses</td>
<td>Fostering Teamwork Organically Among Engineering Students in an Enabling Environment</td>
<td>Economy of Scale: Embedding Academic Skills to Ensure Equity</td>
<td>Celebrating Student Success: Embedding Inclusive Practices into Graduation</td>
<td>When less groupwork assessment is more: capturing students’ diverse funds of knowledge in an ultimate year law course</td>
<td>Navigating Consent and Respect: The Australian National University’s Journey in Large-Scale Consent Education for Preventing Sexual Violence</td>
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**Tracey Bunda, Katelyn Barney, r e a (Regina) Saunders, Stephanie Gilbert, Nisa Richy, Lisa Oliver**

**The University of Queensland**

**University of the Sunshine Coast**

**UNSW Sydney**

**CQUniversity**

**University of Wollongong**

**University of South Australia**

**Australian National University**
03A EMERGING INITIATIVE
STUDENTS
Enhancing student engagement in tertiary Indigenous Studies through storying

Tracey Bunda, Katelyn Barney, re a (Regina) Saunders, Stephanie Gilbert, Nisa Richy, Lisa Oliver
The University of Queensland

Indigenous Studies often involves asking difficult and uncomfortable questions about race relations between Indigenous and non-Indigenous Australians, and student and lecturer positioning in relation to colonisation in Australia. Storying is an approach to reflective practice often used in Indigenous Studies that involves the process of telling stories to communicate and reflect on information or knowledge. From some Aboriginal perspectives, story, in all its Aboriginal-language terms has always been used to share knowledge and to educate. Drawing on findings from a University of Queensland Teaching Innovation grant, we explore how storying can be used to enhance student engagement in Indigenous Studies. Thematic analysis of interviews with university students enrolled in Indigenous Studies courses and examples from student reflective stories are drawn on to examine how using storying as a reflective and relational approach can enhance student engagement and provide safe spaces in which students can come to terms with the difficulties, discomforts and emotions experienced in these intercultural teaching and learning contexts. To conclude, we discuss the development of an Indigenous Studies Student Engagement Framework and explore how storying can be used in other tertiary contexts.

03B EMERGING INITIATIVE
TRANSITIONS
Advising Partners: Proactive messages in first-year nursing courses

Christy Macnish
University of the Sunshine Coast

This pilot represents a professional and academic staff partnership aimed at enhancing the academic success of commencing nursing students by embedding co-curricular skills into the curriculum. The approach involves embedding timely advising messages in alignment with Picton’s (2021) Advising Curriculum into the first semester courses of students commencing the Bachelor of Nursing Science via conventional or credit pathways. This work across the traditionally siloed professional and academic domains exemplifies the integrated approach adopted by the Student Success team. It is also a proactive response to recommendations in the Australian Universities Accord Final Report, which emphasises the need to demonstrate innovative practices in student services that prepare students for roles in critical fields, such as nursing. This emerging initiative outlines the frameworks that inform the integrated practice of the Student Success team and offers an example of our proactive student advising practice as we evolve towards a pan-university approach.

03C EMERGING INITIATIVE
STUDENTS
Fostering Teamwork Organically Among Engineering Students in an Enabling Environment

Rishaad Abdoola, Madeleine Wilson
UNSW Sydney

Teamwork is a crucial skill for Engineering undergraduates, but one that is often an assumed skill or part of the hidden curriculum rather than being explicitly taught. In the context of our general education unit in which the vast majority of participants are Enabling students (a mix of mature-age and high school leavers), we developed a social attribute-based competitive boardgame to assist students to consciously adopt team roles and reflect on their performance within a team in a competitive but low risk setting. Our observations of the social boardgame interactions allowed us to more effectively group students for their project. We found that students built stronger connections in their final assessed groupings and were able to resolve conflict with minimal intervention. From here, we propose to develop a methodology for grouping students for team-based assessment based on agreed attributes to assist them to develop the skills they need.

03D EMERGING INITIATIVE
RETENTION
Economy of Scale: Embedding Academic Skills to Ensure Equity

Danielle Clarkson
CQUniversity

With student equity high on the agenda of the Australian Universities Accord Final Report, universities nationwide are considering the requirements of academic skills support for a broadening student demographic. This presentation aims to share how one of Australia’s largest regional universities is maximising the economy of scale by providing academic skills support to first-year undergraduate students through an institution-wide, undergraduate collaboration. The university has the highest percentage of undergraduate students from low socio-economic status (LSES) backgrounds across the sector and the second highest percentage of regional and remote undergraduates (Department of Education, 2021). Consequently, the university has embedded assessment-specific academic skills into units which have high proportions of equity groups as a strategy for increasing student success within the first year of study. The Embedded Academic Skills Project started with four units of study in T1 2016, increasing to over 150 units of study in 2024, impacting 10,000+ students annually.
03E EMERGING INITIATIVE
SUCCESS

Celebrating Student Success: Embedding Inclusive Practices into Graduation

Jaymee Beveridge, Kylie Austin
University of Wollongong

In 2022, the University of Wollongong reimagined our Graduation ceremonies, connecting these celebrations with our rich Indigenous history and ensuring that Graduation practices were inclusive of gender and disability. This change was reflective of a shift in the strategy of the University to prioritise equity, diversity and inclusion, and to walk alongside our Indigenous colleagues and community in recognition and healing. This resulted in a transformation of Graduation, from the language to the music and the ceremony in which Graduation was embedded. UOW’s Graduation ceremonies are an example of shifting the narrative, from long held practices that can potentially exclude students, to celebrating the success of all students in inclusive ways.

03F EMERGING INITIATIVE
ACHIEVEMENT

When less groupwork assessment is more: capturing students’ diverse funds of knowledge in an ultimate year law course

Paula Zito
University of South Australia

Historically, law students require a competitive ATAR for entry into their law degree and a competitive grade points average (GPA) on their exit to enhance employability. The GPA is a useful filter for potential recruiters when they have too many applicants for a position (JLegal, 2024). Consequently, law students expect to finish their program work with the highest GPA possible. While they are taught the importance of teamwork and collaboration during their studies, when it comes to assessments, ultimate year law students want to be assessed on their own individual merit, rather than groupwork assessments. This study conducted at The University of South Australia observed that in an ultimate year law course the emphasis on building groupwork as an assessable component was impacting on the overall success and experience of the students. The findings of the research were that sometimes less groupwork is more as will be shared in this presentation.

03G EMERGING INITIATIVE
STUDENTS

Navigating Consent and Respect: The Australian National University’s Journey in Large-Scale Consent Education for Preventing Sexual Violence

Joel Radcliffe, Friederike Gadow, Hannah Leary, Rory Kelly
Australian National University

Sexual violence remains a pressing challenge on university campuses, prompting primary prevention efforts including education on sexual consent. This presentation reflects on the Australian National University’s (ANU) approach to conceptualising, implementing, and evaluating a bespoke consent education program for commencing students, emphasising successes, challenges, and lessons learned. The session will include audience discussion on key topics such as the role of consent education in primary prevention efforts, strategies for enhancing student engagement in online and in-person education, and avenues for sustaining and advancing prevention initiatives within university settings.
# PARALLEL SESSION 4
## 2:40PM – 3:10PM

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<td>04C EI Students</td>
<td>04D EI Retention</td>
<td>04E GPR Students</td>
<td>04F EI Retention</td>
<td>04G EI Success</td>
</tr>
<tr>
<td>2:40pm - 3:10pm</td>
<td>Your cohort by numbers - mapping equity of participation in student experience initiatives</td>
<td>Start@Uni: Supporting students from equity backgrounds to transition to university study</td>
<td>Growth and equity in higher education: where will the additional students come from and who will need to do the heavy lifting?</td>
<td>A whole-of-lifecycle approach to equity grants</td>
<td>Evaluating Student Equity Initiatives: A Student-Centred Approach</td>
<td>Grit-ability: The Circles of Influence that Support Equity Students to Stay at University.</td>
<td>“Can’t we let students get from A to B differently?”: Disability Support Officers supporting online students with mental health disabilities.</td>
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Alime Clarke, Louise Kuchel, Daniel Blundell

Harriet Ridolfo, Mick Warren, Katie Osborne-Crawley, Katy Head, Mary Teague

Geoffrey Mitchell

Lexi Rollins, Ana Ferreira Manhosa, Raphael Pereira, Louise Pollard

Nadine Zacharias, Sadie Heckenberg, Laura Kostanski, Melissa Lowe, Jeff Waters

Anne Braund, Trixie James, Katrina Johnston

Jacquie Tinkler, Ella Dixon

The University of Queensland

University of New South Wales

Queensland Department of Education

The University of Notre Dame Australia

Swinburne University of Technology, University of Tasmania, CSIRO, Environment Business Unit

CQUUniversity

Charles Sturt University
04A EMERGING INITIATIVE
STUDENTS

Your cohort by numbers – mapping equity of participation in student experience initiatives

Aimee Clarke, Louise Kuchel, Daniel Blundell
The University of Queensland

Advancing equity is a priority in higher education. As many universities work toward parity in their student cohorts, the University of Queensland (UQ) Faculty of Science Student Experience team is monitoring student participation in co-curricular activities to assess the parity of participation and identify areas for improvement.

In this presentation we will share how we collect and analyse these data to improve our programs. We will facilitate discussion about how equity of participation is measured at other institutions and share good practice tips for making co-curricular programs more inclusive.

04B EMERGING INITIATIVE
TRANSITIONS

Start@Uni: Supporting students from equity backgrounds to transition to university study

Harriet Ridolfo, Mick Warren, Katie Osborne-Crowley, Katy Head, Mary Teague
University of New South Wales

Transitioning from school to university may present a challenge for students from underrepresented backgrounds, requiring adaptation to a new learning environment and developing essential academic skills. To address this challenge, the Access, Equity, and Inclusion unit at UNSW, in collaboration with the University of Sydney and the University of Newcastle, has developed two digital toolkits as part of the Start@Uni project: Uni Ready, a student-facing toolkit for first-year university equity cohorts and an Inclusive Teaching Guide, for teachers of first-year university equity cohorts. Funded by the NSW Department of Education, both resources are free and open to all. This presentation will discuss our inclusive and consultative approach to the toolkit development, which ensured the perspectives and experiences of students, first-year teachers and equity practitioners were centred. We will outline our evidence-based theory of change, explore how we assess the toolkits’ effectiveness in aiding students’ transition to university study, and present an evaluation of the student toolkit.

04C EMERGING INITIATIVE
STUDENTS

Growth and equity in higher education: where will the additional students come from and who will need to do the heavy lifting?

Geoffrey Mitchell
Queensland Department of Education

The Australian Universities Accord Final Report has proposed bold new targets for tertiary education attainment including parity in participation and success for four key under-represented cohorts. This presentation will explore these targets, data on current participation and pathways to higher education at a jurisdictional and national level, and consider the challenges and opportunities proposed targets present. The presentation will draw on preliminary work from the author’s ACSES Visiting Scholar project and focus on school to university pathways and higher education participation, rather than completion and success targets.

04D EMERGING INITIATIVE
RETENTION

A whole-of-lifecycle approach to equity grants

Lexi Rollins, Ana Ferreira Manhoso, Raphael Pereira, Louise Pollard
The University of Notre Dame Australia

Equity scholarships are an effective means of improving access, participation, retention, and success for students from underrepresented cohorts and those experiencing financial disadvantage. This is particularly true when scholarships are one element of a comprehensive system of supports. Therefore, The University of Notre Dame Australia has introduced three equity grants targeting financial pressure points in the student lifecycle. Development and delivery have involved a whole-of-university approach which aims to increase availability and uptake of the grants and enhance institutional capability. In response to student need, and literature highlighting the necessity of embedding equity scholarships into other student supports, the University is developing a strengths-based transition program for grant recipients. Preliminary learnings about equity grant design and integration with supports will be shared in this presentation.
**04E GOOD PRACTICE REPORT**

**STUDENTS**

Evaluating Student Equity Initiatives: A Student-Centred Approach

Nadine Zacharias, Melissa Lowe, Jeff Waters  
Swinburne University of Technology

Sadie Heckenberg  
University of Tasmania

Laura Kostanski  
CSIRO

The robust evaluation of student equity initiatives is now an expected activity in Australian universities. This paper reports on the development of Swinburne’s HEPPP Evaluation Framework in which the project team adopted a student-centred design approach. The needs of Aboriginal and Torres Strait Islander students were positioned at the heart of the methodology and provided the starting point of explorations of student experiences in interviews and focus groups. We found that psychosocial support activities were critical to Indigenous students and those from low SES and/or regional or remote backgrounds and identified several additional outcome factors of equity programs. Furthermore, we propose Prosperity as a new impact factor for evaluating equity programs to capture a broader notion of ‘success’. We argue that insights from existing institutional evaluation frameworks need to complement the Student Equity in Higher Education Evaluation Framework (SEHEEF) as Australia’s national framework and inform its continuous improvement.

**04F EMERGING INITIATIVE**

**RETENTION**

Grit-ability: The Circles of Influence that Support Equity Students to Stay at University.

Anne Braund, Trixie James, Katrina Johnston  
CQUniversity

Understanding more about the perceptions of equity students as they navigate the heterotopia of university, assists educators to identify the unique challenges and supports that positively influence student retention and success. With a focus on the ‘whole of student’ experience, this paper presents equity students’ perceptions of the key influences that impacted their ability to persevere in higher education studies. Founded on Duckworth’s (2007) grit theory and Dweck’s (2006) growth mindset theory, Grit-ability presents the themes that emerged from data collected from 489 students enrolled in the preparatory course at Australia’s largest regional university. Grit-ability highlights the internal traits, external networks, and growth mindsets that equity students perceived as influencing their interactions, challenges, opportunities, and development as they navigated their pathway into university. The findings provide insights for educators to innovate learning and teaching support practices to consider the circles of influence that impact equity students within higher education.

**04G EMERGING INITIATIVE**

**SUCCESS**

“Can’t we let students get from A to B differently?”: Disability Support Officers supporting online students with mental health disabilities.

Jacquie Tinkler, Ella Dixon  
Charles Sturt University

The mental health of Australian university students has been declining for some time, and this decline has been especially challenging for students studying online. Poor mental health is an especially challenging problem for online students who can find accessing mental health care very difficult, in addition to the difficulties of online learning and forming supportive relationships with their lecturers and peers that aid their learning. This study used mixed methods to explore the experiences of Disability Support Officers who are key contacts and supports for these students, and how they consider and use approaches such as UDL and assistive digital technologies. Our findings show a range of challenges to their role that arise from the constraints of both the neo-liberal university, attitudes toward disability, and difficulties trying to influence the use of inclusive pedagogical approaches such as UDL, and the use of assistive technologies.
## PARALLEL SESSION 5
### 3:40PM – 4:10PM

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<td>05G EI Success</td>
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<td>3:40pm - 4:10pm</td>
<td>Rethinking 'Fitness to Practice': towards inclusive course requirements</td>
<td>They can slip through the cracks: Supporting domestic CALD students as they transition to university</td>
<td>Extending our Relational Navigation approach with and for student victim/survivors at the University of Newcastle</td>
<td>From pilot to platform: supporting academics to offer early, targeted outreach to improve engagement and retention</td>
<td>Student Leaders at the Forefront - Academic Integrity Awareness Week</td>
<td>The move to 'assumed knowledge' in mathematics: supporting incoming students who are at different stages of their maths learning journey.</td>
<td>Conception to constellation: Rethinking coursework research with STARS</td>
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<td>Mollie Dollinger, Joanna Tai, Lisa McKenna, Kalpana Raghunathan</td>
<td>Jenny McDougall, Caroline Henderson-Brooks, Bobby Harreveld</td>
<td>Adriana Haro, Emily Fuller</td>
<td>Martin Schmude, Harrison Munday, Ben Davies</td>
<td>Claudia Gottwald</td>
<td>Sam Sterling</td>
<td>Pietra Shakes, Tracey Gooding, Tracey Ahern</td>
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Mollie Dollinger, Joanna Tai, Lisa McKenna, Kalpana Raghunathan
Curtin University, Deakin University, La Trobe University
Rethinking ‘Fitness to Practice’: towards inclusive course requirements

Mollie Dolling
Curtin University

Joanna Tai
Deakin University

Lisa McKenna, Kalpana Raghunathan
La Trobe University

In Australia and globally universities are increasingly extolling their vision for a diverse student body, reflective of the society in which we live. Yet the current regulatory accrediting processes surrounding course entry and enrolment, frequently referred to as inherent requirements (IRs), may unnecessarily block diverse individuals from their pursuit of study and professional employment. In this study, we investigated the current state of play of IRs across Australian accredited nursing and midwifery courses to interrogate practices and reflect on how IRs could be reframed within the practice of Assessment for Learning (AfL). In doing so we highlight the opportunity to create learning experiences for students, educators, and graduate employers to reflect on the contextual and often rapidly changing role requirements of accredited professions. Ultimately, through this work, we generate a unique value proposition to reposition the role of universities not as gatekeepers, but as places for purposeful and important discussions on the future of diverse professional workforces.

“They can slip through the cracks”: Supporting domestic CALD students as they transition to university

Jenny McDougall, Caroline Henderson-Brooks, Bobby Harreveld
CQUniversity

Domestic Culturally and Linguistically Diverse (CALD) students are a potentially vulnerable group who can be overlooked at university. This presentation reports on a small-scale project that explored the needs of CALD students transitioning to university via an enabling program. Students described anxieties about using English in a range of contexts, feelings of alienation, and time pressures compounded by an additional language load. Lecturer support emerged as a lifeline for these students, particularly those geographically removed from crucial social networks. Therefore, a holistic, flexible form of support is recommended for educators. This includes the adoption of inclusive practices in face-to-face and online learning environments, clear modes of communication, and multi-modal learning experiences. Fresh perspectives on the challenges and needs of CALD students can help ensure that fewer ‘slip through the cracks’ at the start of their university studies, with benefits for not just individuals but also the wider university community.

Extending our Relational Navigation approach with and for student victim/survivors at the University of Newcastle

Adriana Haro, Emily Fuller
University of Newcastle

Gender-based violence (GBV) is at epidemic proportions in Australia, exacerbating poverty, homelessness, poor health and access to and engagement in education. Recent research conducted with students and student victim/survivors at the University of Newcastle highlighted the inequalities students faced in accessing, participating and completing their higher education. This work reveals that gender-based violence across the life course impacts higher education equity and provides recommendations for universities from student victim/survivors. This presentation focuses on a key recommendation from those student insights outlining the need for more expertise and specialist guidance to be provided to enable student survivors to successfully navigate complex higher education and social service systems and transition processes. CEEHE is drawing on their innovative, research-informed Relational Navigation approach to develop a new program supporting students with an experience of GBV that has impacted their engagement at university. This presentation will also discuss key aspects of the program, as well as the process of, and insights from, its development and implementation.

From pilot to platform: supporting academics to offer early, targeted outreach to improve engagement and retention

Martin Schmude, Harrison Munday, Ben Davies
University of New England

The student-academic connection at university plays an important role in student engagement, particularly for students who do not appear to be actively engaged in their studies. This paper reports on the benefits, both pedagogically and structurally within the university, of having academics at the core of proactive student outreach. While many university outreach approaches utilise early detection systems and automation to contact students, they have not usually involved the academic, and consequently missed an opportunity to strengthen this student-academic connection. A pilot study in 2021 at The University of New England (UNE), Armidale, NSW, looked at the impact of proactive outreach by academics, which has now been developed into a university-wide strategy and the creation of a web-based platform, called Atrium, to support this approach.
05E EMERGING INITIATIVE SUCCESS

Student Leaders at the Forefront – Academic Integrity Awareness Week

Claudia Gottwald
The University of Adelaide

Over the past few years higher education institutions have sought creative ways to raise awareness of the importance of academic integrity with students as active partners and peer-educators. This session will highlight the ways in which Student Leaders at the University of Adelaide have been at the forefront of organising Academic Integrity Awareness Week as a week-long initiative upholding and refreshing student and staff understanding of academic integrity through a variety of innovative face-to-face and online activities. This session will discuss practical ways for collaborating with Student Leaders to successfully spread essential academic integrity messages to a wide audience of students and staff.

05F EMERGING INITIATIVE TRANSITIONS

The move to “assumed knowledge” in mathematics: supporting incoming students who are at different stages of their maths learning journey.

Sam Sterling
Monash College

Changes to tertiary entrance requirements can be seen across the sector and Mathematics has been a particular focus of these changes, with a move towards favouring “assumed knowledge” over the application of specific test scores or pre-entry math curriculum mapping. While this change is important in removing a barrier to university entry that no longer serves as useful, it also behoves transition educators to (re)consider how best to support the development of mathematical competence across an ever more diverse cohort of incoming students. This initiative describes a process of individual needs analysis (identifying where students are on their maths learning journey at entry) and destination mapping (where do they need to be, to have success in their chosen program of study?) matched with just-in-time maths development activities, in the form of gamified online modules and physical group-based projects, to get students from where they are, to where they need to be.

05G EMERGING INITIATIVE SUCCESS

Conception to constellation: Rethinking coursework research with STARS

Pieta Shakes, Tracey Gooding, Tracey Ahern
James Cook University

Postgraduate nursing education plays a crucial role in equipping nurses with the skills needed for evolving healthcare demands and fostering their ability to contribute to research that improves healthcare services and outcomes. Evaluation of three research subjects prompted a rethink of the threshold concepts, curricula and teaching methods. Drawing upon design thinking principles and informed through industry and community engagement, we redesigned an integrated research portfolio that prioritised the needs of a diverse student cohort. The in-development research portfolio is being structured to facilitate seamless transitions for students at various stages of their academic and professional journey, integrating evidence synthesis and research methods into relatable clinical and workplace scenarios. Nurturing critical thinking, engagement and self-assessment of learning, the initiative seeks to foster student engagement and retention while equipping students with the necessary skills to contribute meaningfully to healthcare research and evidence-based practice.
## PARALLEL SESSION 6
### 4:20PM – 4:50PM

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<td>Access and Equity</td>
<td>Enabling/pathway programs and Indigenous student university completion: Building the evidence</td>
<td>Using peer programs to help solve complex problems: international students, dating, sex ed and help seeking</td>
<td>Dare2BeDeadly: Decolonising &amp; Enriching Indigenous Student Experience</td>
<td>Catching students before they drop: A Diploma Pathway Programs initiative to re-engage students for success</td>
<td>A Strengths-Awareness Pilot for an Australian University Mentoring Program</td>
<td>Learning with nature gives university student well-being a boost</td>
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<td>Anna Bennett, Ryan Naylor, Jo Hanley, Cheryl Burgess</td>
<td>Bronwyn Fredericks, Katelyn Barney, Tracey Bunda, Ash Moor, Scott Parlett, Kirsten Hausla, Nisa Richy, Daniel Taylor-Griffiths</td>
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Access and Equity in Australian Higher Education: The Equity Initiatives Framework Version 2.0

Anna Bennett, Jo Hanley, Cheryl Burgess
University of Newcastle

Ryan Naylor
University of Sydney

Australia’s higher education sector has seen substantial developments in equity and inclusivity as a result of initiatives which work to improve the numbers and experiences of students from a wide diversity of backgrounds. This Good Practice Report shares learnings from a recent national project about the impacts of a wide range of access and equity programs and services, shedding light on effective strategies throughout the student life cycle. The study, known as the Critical Interventions Framework Part 3 (CIF 3), analysed published studies which provide details about the impact of initiatives, highlighting the mechanisms which have enabled students to gain access to and succeed in higher education. The focus here is on a key outcome of the CIF 3, the updated Equity Initiatives Framework (EIF), designed for utility as a quick reference guide to aid equity practitioners and others working to support students in their educational endeavours.

Enabling/pathway programs and Indigenous student university completion: Building the evidence

Bronwyn Fredericks, Katelyn Barney, Tracey Bunda, Nisa Richy, Daniel Taylor-Griffiths
The University of Queensland

Ash Moor
UQ College

Scott Parlett
University of New South Wales

Kirsten Hausia
The University of Melbourne

University completion rates for Indigenous students remain significantly lower than non-Indigenous students. Enabling programs are central to preparing and transitioning Indigenous students into university and are correlated with above average Indigenous undergraduate retention (Pitman et al., 2017). However, high-quality research-based evidence of the impact of these programs in relation to supporting university completion is limited. In this presentation we will discuss a current Australian Centre for Student Equity and Success (previously NCSEHE) funded research project which focuses on exploring “what works” in Enabling/Pathway programs and potential correlations between prior enrolment in an Enabling/Pathway programs and university completion for Indigenous students. Our study follows a mixed-methods (qualitative and quantitative) design to identify and evaluate the multifaceted dimensions and range of strategies used in Enabling/Pathway programs at three universities who support Indigenous students’ transition into university. We will discuss the project progress to date and conclude by discussing how the results will assist universities to implement stronger Enabling/Pathway programs to prepare and support Indigenous student success and completion.
06C EMERGING INITIATIVE
STUDENTS

Using peer programs to help solve complex problems: international students, dating, sex ed and help seeking

Rosalind McFarlane
Monash University

Peer programs have long been used to address student cohort needs, and choosing an appropriate design is central to their effectiveness. This research looks at using a specific situated language approach within a health peer program to provide better sexual health and respectful relationships education outcomes for international students in an environment where asynchronous content information is plentiful, but students still identify that their knowledge and awareness is average or poor. Using student evaluation data this presentation will examine how effective the situated language approach has been including whether it has increased students’ willingness to seek help and if it has still contributed to students’ content knowledge.

06D EMERGING INITIATIVE
RETENTION

Dare2BeDeadly: Decolonising & Enriching Indigenous Student Experience

Leonie Taylor, Toni Bowen
CQUniversity

CQUniversity Australia has the highest number of Aboriginal and Torres Strait Islander students. Students’ attrition rate within the tertiary education sector of Australia has been well-researched and the complexities of the impact on studies including financial, health, family and community obligations, economic disadvantage and issues concerning social and emotional wellbeing. COVID 19 isolation impeded the Dare2BeDeadly (D2BD) Student Journey – a case management system based on the 5 P’s model (profile, preparedness, promise, process, and progress) for the transition, participation, and retention of students from low socio-economic backgrounds. This model strengthened the specialist cultural knowledge of our Indigenous Student Engagement team. Student feedback includes being empowered in their learning and increased willingness to access support services. There was an increase of students nominating for university leadership roles ie. Student Ambassador’s, Mentoring, Student Representative Council and Casual Academics. The D2BD framework, model and completion data is collected through surveys and a dashboard for visibility.

06E EMERGING INITIATIVE
SUCCESS

Catching students before they drop: A Diploma Pathway Programs initiative to re-engage students for success

Anna Menicucci, Sharnai Shead, Matthew Sweeney, Miriam Mani, Christine Athanasakos
Australian Catholic University

The Australian Government has released the Australian Universities Accord Final Report (Behrendt et al., 2024), which recognises future substantial demand for tertiary education. Of the 47 key recommendations made for change, one of the most significant is expanding participation and attainment from equity groups or underrepresented cohorts. At the Australian Catholic University (ACU), the Diploma Pathway Programs (DPP) (est. 2022) is well placed to meet the targets of underrepresented groups with its innovative practices, student-centric pedagogies, and focused support models. The ‘Academic Guidance’ support is an emerging initiative within ACU’s DPP that aims to identify and support students’ ongoing needs – all before they fail a subject. This seeks to address the ACU Support for Students Policy, implemented as a requirement stipulated by the Government in response to the Accord report (Higher Education Support Act 2003, Cth). This presentation will outline the Academic Guidance process, its outcomes and challenges associated with implementation.

06F REFEREED PAPER
STUDENTS

A Strengths-Awareness Pilot for an Australian University Mentoring Program

Naia Robinson, Sarah Walker
Australian National University

Strengths-based initiatives for university students to identify and develop their strengths are increasing in popularity in the tertiary sector. An understanding of strengths provides students with greater resilience in their transition in and out of university. While such strengths-based initiatives have been studied among first-year student populations at large universities in the U.S., scant research has been conducted on strengths-development in the Australian tertiary sector. This mixed methods study evaluates the efficacy of the use of the CliftonStrengths Assessment and targeted strengths workshops on a group of mentors and mentees within a peer-mentoring program at a university in Australia. Quantitative analysis indicated increases to strengths awareness. Qualitative analysis also revealed participants could positively view their strengths, identify a plan for future strengths use, and view others and themselves in a new light. This study served as only a beginning; further research into strengths development at Australian universities is warranted.
Learning with nature gives university student well-being a boost

Elissa Pearson, Amanda Richardson, Brianna Le Busque
University of South Australia

It is widely recognised that student well-being is a key contributor to student success at university. Yet, high levels of stress and distress persist. In an effort to better support student well-being within curricula, we introduced a university-wide elective course ‘Connecting and Working with Nature’ in which students learn about the benefits of nature contact and connection for their physical and mental health and employ evidence-based strategies to enhance personal well-being. Since its implementation in 2021, over 700 students have undertaken the course and we have conducted an ongoing evaluation of the impacts on student well-being. This Emerging Initiative presentation will detail the findings from Term 1 2024 where, for the first time, we prospectively followed a cohort of 81 students through the course and measured changes in their nature contact, nature connectedness and well-being. Preliminary analyses indicate significant increases to student well-being from the beginning to end of course.
# Parallel Session 7

## 5:00PM - 5:30PM

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<td>5:00pm - 5:30pm</td>
<td>Imagining University: A First in Family parent perspective of higher education</td>
<td>‘The Obstacles are the Path’: Using Strengths- and Evidence-based Approaches to Operationalise a Whole-of-University Intentional First Year Experience</td>
<td>Expanding institutional visibility of contemporary equity cohorts</td>
<td>“Can you hear me?” A lifecycle study of equity students’ online learning experiences at Australia’s largest regional university.</td>
<td>Understanding the relationship between timetable scheduling and academic performance of 1st year UG students in Bachelor of Business Program</td>
<td>Galvanising Transition and Success for Underrepresented Students: Five Conditions for Enhancing Online Student Engagement</td>
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07A EMERGING INITIATIVE

STUDENTS

Imagining University: A First in Family parent perspective of higher education

Jaimey Facchin
Charles Sturt University

Learners whose parents have not attended university, known as First in Family (FiF), have been researched extensively. Concurrently, numerous studies have investigated the influence of parents and carers on a student’s aspirations for university education. However, a noticeable void exists in the literature, namely, narratives from the parents/carers. This PhD study aims to comprehensively understand the influence and contributions of parents/carers in shaping the educational journeys of FiF students. Informed by a social constructivist framework, this qualitative study draws insights from the lived experiences and narratives of parents/carers and their FiF dependent. By understanding the nuanced role of parents/carers in a FiF student’s decision to contemplate, access, and participate in university, this research will make a substantial contribution to FiF literature. Additionally, this research will shed light on the pivotal role parents/carers play in the educational trajectory of FiF students.

07B EMERGING INITIATIVE

TRANSITIONS

‘The Obstacles are the Path’: Using Strengths- and Evidence-based Approaches to Operationalise a Whole-of-University Intentional First Year Experience

Jennifer K. Carson, Antony Gray-Burrows, Catie Gressier, Elisa McGowan, Clara Yuan
The University of Western Australia.

Sally Kift
Victoria University

This good practice report offers a framework for rapidly enacting whole-of-university transformation in the context of the Universities Accord. Mid-2023, UWA funded a twelve-month project to implement an intentional first year experience driven by two guiding tenets: a strengths-based approach to student success and staff engagement; and collaborative, evidence-based design and evaluation of teaching and service delivery. We argue this approach both increases student inclusion and success and promotes the professional and academic staff buy-in essential to achieving whole-of-university transformation. Through a case study of the Just for Me, How to UWA Guide, we demonstrate the post-COVID value of such holistic endeavour, and consider challenges faced, and transferable lessons learned. Furthermore, we contend that higher education today requires unprecedented levels of flexibility, integrated practice and cross-boundary working. Our report highlights how our adoption of design thinking and Agile project management have enabled us to reframe the obstacles as the path.

07C EMERGING INITIATIVE

STUDENTS

Expanding institutional visibility of contemporary equity cohorts

Fiona Navin
Edith Cowan University

Australia’s Higher Education Student Data collection and related definitions of equity groups are based on concepts developed in the 1990s and before. Societal changes in Australia over the last 30 years have been transformative, with no commensurate modification of data being collected. Whilst universities aim to foster inclusive learning environments, there are limitations where data does not give visibility to particular cohorts and their unique experiences. These gaps create “missing and marginalised groups” (Harvey et al, 2016, p.4) and limit the voices that truly reflect the diversity of the student cohort. Edith Cowan University (ECU) has broadened institutional definitions and data collection to include contemporary equity cohorts, allowing more nuanced insights into the diverse cohorts at the university. Creating visibility of particular cohorts has enabled provision of effective engagement and targeted support, as well as monitoring of educational outcomes.

07D EMERGING INITIATIVE

RETENTION

“Can you hear me?” A lifecycle study of equity students’ online learning experiences at Australia’s largest regional university.

Anne Braund
CQUniversity

As increasing numbers of non-traditional students access higher education (HE) via online courses, it becomes crucial for institutions to prioritise the provision of tailored supports that address the unique challenges faced by equity students. This includes developing comprehensive strategies at various levels within universities that focus on key motivators of online student engagement, HE lifecycle design, and institutional processes that support online success. By understanding how online learning is perceived by equity students, institutions can tailor their practices to provide comprehensive and effective services to ensure their retention, success, and satisfaction with their HE experience. This longitudinal case-study investigates the perceptions of equity students from groups identified as substantially underrepresented in HE in Australia: First Nations people, low socio-economic status (LSES), rural, remote, and outer suburban communities, and students with disabilities at Australia’s largest regional university. The design for this research higher degree study will be shared in this presentation.
**07E EMERGING INITIATIVE SUCCESS**

Understanding the relationship between timetable scheduling and academic performance of 1st year UG students in Bachelor of Business Program

Ankit Agarwal, Daniel Townsend, John McGuire
Western Sydney University

The impact of factors such as students’ background, teachers’ qualifications, level of academic support, etc. on students’ academic performance has been investigated intensively. The importance of timetable scheduling of lectures on students’ performance were also previously stressed upon by the authors in STARS 2023 conference. It was highlighted that for the first-year engineering subjects, the pass rate improves when the lectures are scheduled towards the later part of the day. In this program, students did not have the choice to select the lecture timings. In the current research, the authors have analysed the first-year subject data from the Bachelor of Business Program, where the students have some flexibility to select their tutorial timings (it is a flipped delivery, with no face-to-face lectures in this Program). The objectives are to see if the inference from the engineering data is also applicable in other Programs, and if some flexibility in selecting classes improves students’ performance and engagement. The session will provide an opportunity to discuss various results from this study and their possible implementation.

**07F REFEREED PAPER TRANSITIONS**

Galvanising Transition and Success for Underrepresented Students: Five Conditions for Enhancing Online Student Engagement

Jill Lawrence, Alice Brown, Petrea Redmond,
University of Southern Queensland

Jay Cohen
The University of Adelaide

Stephanie Foote
Gardner Institute and Stony Brook University

Cathy Stone
The University of Newcastle

The Australian Universities Accord’s (2024) focus on expanding underrepresented groups’ access to higher education underscores an on-campus-online paradigm shift, or post-pandemic digital transformation, to address students’ flexibility and accessibility needs. The shift identifies that online student engagement, and students’ learning outcomes, needs to be effective and fit for purpose if students are to succeed. Conducted as one phase of a longitudinal project (2017-present), this research investigated the approaches and strategies that could be incorporated to facilitate students’ online engagement. Findings suggest that these strategies could be encapsulated under five key conditions: fashioning a strong teacher presence; crafting an inclusive and safe online learning environment; creating well-structured and interesting content; forging explicit expectation management; and ensuring students have time to engage. This paper argues that if educators are purposeful in applying these conditions, employing targeted, specific strategies in their curriculum design and teaching, students’ online engagement, and their learning outcomes, will be enhanced.
## Parallel Session 8
### 8:40AM – 9:10AM

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<th>Perth Room</th>
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<td>8:40am - 9:10am</td>
<td>Enhancing social presence and connectedness in online learning through CONNECT: Measuring the impact on student satisfaction and staff perceptions</td>
<td>Better together: An Enabling and undergraduate academic partnership to improve student transitions into undergraduate human bioscience.</td>
<td>Addressing placement inequities: a partnership approach</td>
<td>Enhancing Mathematics Education: The Role of Modular Teaching, Scaffolding, and Learning Analytics</td>
<td>Learning and teaching practices for high student satisfaction: insights from subject coordinators</td>
<td>Using a hyper-flexible online teaching approach: a mixed-methods evaluation</td>
<td>Getting your capability on: The impact of a pre-orientation intervention</td>
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<td>Tracey Ahern</td>
<td>Bronwyn Reif, Jennifer Irwin, Judith Weidenhofer, Karen Mate, Maureen Townley-Jones, Catherine Burgess, Sharon Cooper, Zoe Griffiths, Dean Sculley</td>
<td>Amani Bell, Minahil Khan, Lachlan Sibir, Tara Saanes, Tina Tran</td>
<td>Maryam Rahou, Bella Ross, Nik Alksnis</td>
<td>Pam Draganovic, Jessica Gill, Laura Petridis</td>
<td>Jodie Brabin, Samantha Jakimowicz</td>
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<td>Tracey Gooding</td>
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08A EMERGING INITIATIVE
STUDENTS

Enhancing social presence and connectedness in online learning through CONNECT: Measuring the impact on student satisfaction and staff perceptions

Tracey Ahern, Tracey Gooding
James Cook University

The landscape of higher education has transformed significantly in recent years, with a surge in online courses. While student enrolments in online courses are rising faster than on-campus courses, retention rates remain lower (Australian Government Department of Education, 2021). An increasing body of evidence suggests online education may negatively affect students’ sense of connection, resulting in feelings of isolation, loneliness, and disempowerment (Roddy et al., 2017). Therefore, strategies that aim to increase student connectedness should be implemented and evaluated to determine how these can improve the student experience, and ultimately student well-being, student achievement and student retention. Drawing on a review of existing literature, their previous research and their experience, the authors developed CONNECT: a framework to enhance social presence and connectedness in online learning (Ahern et al., 2023). The plan for implementation and evaluation of the CONNECT framework will be shared in this presentation.

08B EMERGING INITIATIVE
TRANSITIONS

Better together: An Enabling and undergraduate academic partnership to improve student transitions into undergraduate human bioscience.

Bronwyn Relf, Jennifer Irwin, Judith Weidenhofer, Karen Mate, Maureen Townley-Jones, Catherine Burgess, Sharon Cooper, Zoe Griffiths, Dean Sculley
The University of Newcastle

Nursing is the most popular degree destination for students completing Open Foundation, an Enabling program, at The University of Newcastle. To prepare students for their undergraduate nursing studies, most students enrol in an Enabling unit specifically designed to prepare them for the challenging core first year human bioscience unit. Despite this preparation, Enabling student success and performance in human bioscience has declined over the past 4-5 years. To investigate the reasons for this decline, a collaborative partnership was formed between academic staff teaching these units with a view to improving student transition and success. Guided staff discussions identified which assessments, pedagogical and curriculum approaches in the Enabling were most useful to students in their undergraduate studies. Students who completed both units were then surveyed to identify factors impacting their studies. This presentation will discuss the learnings from this partnership gathered from students and staff.

08C EMERGING INITIATIVE
STUDENTS

Addressing placement inequities: a partnership approach

Amani Bell, Minahil Khan, Lachlan Sibir, Tara Soanes, Tina Tran
The University of Sydney

Mandatory placements are crucial part of several degrees, including nursing, social work and teaching, impacting many thousands of students. Previous research demonstrates the negative effects of unpaid placements on students from equity groups, and that placement educators are not always equipped to support students from diverse backgrounds. Galvanised by advocacy and research by students, educators, unions and professional bodies, the Australian Universities Accord has recommended that students receive financial support for placements. Our research explores solutions to the challenges of placement inequities, via a partnership approach. As an academic and four students, we are working together to conduct participatory action research alongside students, educators, policymakers, and placement providers. Our aim is to improve outcomes for students from diverse backgrounds and ultimately create a more diverse workforce. In this presentation we will discuss the key issues and existing research on placement inequities, and our initial findings regarding possible solutions.

08D EMERGING INITIATIVE
SUCCESS

Enhancing Mathematics Education: The Role of Modular Teaching, Scaffolding, and Learning Analytics

Maryam Rahou, Bella Ross, Nik Alksnis
Monash College

Many Australian universities have recently removed mathematics entry requirements across various disciplines. This, coupled with the existing gap between school leavers’ mathematics capability and university mathematics requirements, may lead to the widening of the mathematical capability gap between school leavers and university expectations. In response, Monash College introduced a program to address students’ evolving mathematical needs, aligning with VCE and university-level mathematics, to increase student retention. Central to this approach is a diagnostic test designed to measure each student’s mathematical capabilities and analyses of students’ academic background and degree requirements. Following this analysis, students are guided through customised online learning modules and offered extra support through maths studios and learning hubs, providing ongoing assistance. In 2024, this approach was first piloted with around 170 students across different disciplines. This presentation shares initial findings on student performance and engagement, aiming to improve interactions with support materials and customised learning approaches.
08E EMERGING INITIATIVE

SUCCESS

Learning and teaching practices for high student satisfaction: insights from subject coordinators

Pam Draganovic, Jessica Gill, Laura Petridis
La Trobe University

Student satisfaction (SS) is a crucial indicator of educational quality and has a positive correlation with engagement, retention, and performance. Thus, understanding and enhancing SS is essential. Whilst a range of factors have been identified as predictors of SS, the existing literature primarily relies on SS surveys, providing limited insights into specific learning and teaching practices fostering satisfaction. This qualitative study aimed to identify the learning and teaching practices contributing to SS as perceived by staff, whose subjects obtained high SS ratings in 2021. Online semi-structured interviews were conducted with 13 subject coordinators, whose subjects achieved high SS ratings. The findings of this study present actionable practices for teachers aiming to enhance SS. Thus, contributing to the ongoing discourse on effective learning and teaching practices, fostering a culture of continuous improvement and innovation in higher education.

08F REFEREED PAPER

STUDENTS

Using a hyper-flexible online teaching approach: a mixed-methods evaluation

Jodie Brabin, Samantha Jakimowicz
Charles Sturt University

Aim: This evaluation aims to determine if a hyper-flexible teaching approach is preferred by post-graduate health students studying online.

Background: There is a growing push for greater flexibility and student-centred approaches to teaching in higher education. The COVID-19 pandemic accelerated the move to online learning which better accommodates students who are older, work full-time and have caring responsibilities which all impact on their studies. Designing courses which are flexible in delivery as well as in assessment design is not currently common practice in universities but has shown to deepen students understanding of the content and enable better application to the professional context.

Results: Students found a hyper-flexible approach better accommodated their conflicting family and professional priorities and enabled them to manage their studies more effectively. Students found their learning was deeper and they were able to absorb content under a hyper-flexible model. Peer-to-peer engagement was however negatively impacted by this approach, however, most students found it acceptable as a trade-off.

08G EMERGING INITIATIVE

SUCCESS

Getting your capability on: The impact of a pre-orientation intervention

Jason Steinhardt, Natalie Oostergo
University of Southern Queensland

Australian universities have a suite of interventions to support first-year students. While many papers explore interventions that support students after they commence their studies, less is known about how proactive pre-orientation engagement interventions build and affect a student’s definition of success. This paper follows 3518 commencing students from Semester 1, 2023 at the University of Southern Queensland. It looks at how the personalised onboarding of 939 of these students positively impacted their course withdrawal rates post-census date and overall final grade point average. The evidence gathered during this study demonstrates that early engagement with students by telephone is an effective communication method to support a student’s success.
## PARALLEL SESSION 9
9:20AM – 9:50AM

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<td>9:20am - 9:50am</td>
<td>Can long distance relationships work? Insights from a partnership with a Regional University Centre</td>
<td>Towards evidence-based, course-wide graduate employability: an institution-wide capability building approach.</td>
<td>Student Pulse: Using data to inform support strategies</td>
<td>Wrap-around student support to enhance retention of women and non-binary scholarship students in STEM</td>
<td>First Year At-Risk Intervention: Implementing Support for Students Policy, for Equity Unit Success</td>
<td>Fast Forward: 20 Years of Impact</td>
<td>Making the Student Experience Everybody’s Business: Cultivating Collaboration in the Exosphere</td>
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09A EMERGING INITIATIVE
STUDENTS

Can long distance relationships work? Insights from a partnership with a Regional University Centre

Natalie Oostergo
University of Southern Queensland

The Regional University Hub (RUH) model of support is instrumental in mitigating the barriers and enhancing the enablers to learning that regional, rural, and remote students experience. The impact of the RUH model in improving students’ educational outcomes has led to a significant need for universities to develop authentic relationships with RUH students and communities to support their engagement with tertiary studies. This paper addresses this need by describing the early findings and initial learnings from a partnership between the University of Southern Queensland and the Goondiwindi Regional University Centre.

09B EMERGING INITIATIVE
ACHIEVEMENT

Towards evidence-based, course-wide graduate employability: an institution-wide capability building approach.

Lauren Hansen, Jennifer Chung, Catherine Lissette Caballero
Deakin University

A course-wide approach to graduate employability is considered best practice; however, adopting this within a large university brings challenges such as contested responsibility across stakeholders, lack of evidence to support practice, and variability in how graduate employability is conceptualised and operationalised. To address these challenges, the Graduate Employability Plan brings together three projects that support staff capability to design, implement and evaluate evidence-based graduate employability activities at a large metropolitan university. The development of the Conceptual Model provides conceptual clarity, Data Curation supports staff to access and engage with data to inform practice, and the Evaluation Framework guides staff to align their work with the Conceptual Model, prioritise core data sources and evaluate their practice. This work is underpinned by an open learning community, the Action Learning Group, who contribute their practice wisdom to the ongoing development of the Plan.

09C EMERGING INITIATIVE
SUCCESS

Student Pulse: Using data to inform support strategies

Jordyn Solomon
CQUniversity Australia

Student retention is a top priority for institutions globally, directly impacting revenue, resourcing, and funding. Operating in a post-pandemic landscape, there is a need to understand our student profiles as they stand today to ensure we are utilising our resources effectively and addressing our students’ needs to support their success. CQUniversity has a diverse student population with locations across Australia. As a result, our student’s needs are distinct depending on their profile, and it is crucial to develop tailored support strategies and engagements to retain our students and support their success. With an array of different systems the university uses depending on the purpose, gaining a holistic and valuable understanding of our students has proved difficult. Therefore, CQUniversity has implemented the use of the Student Pulse system to manage our engagements with students effectively and analyse interaction data.

09D EMERGING INITIATIVE
RETENTION

Wrap-around student support to enhance retention of women and non-binary scholarship students in STEM

Alison Every, Georgia Elliott, Sybilla Grady, Emma Wensing
Australian Academy of Technological Sciences and Engineering

Gender-specific barriers to participation in STEM education for women and non-binary people are often exacerbated for those with intersectional experience and/or identities. Elevate is a cross-institutional, multi-level tertiary scholarship program for diverse students in STEM, funded by the Department of Industry, Science and Resources and delivered by the Australian Academy of Technological Sciences and Engineering. The program will award 500 undergraduate, postgraduate and leadership scholarships over six years to support diverse people to thrive in the STEM sector. This paper discusses Elevate’s unique approach to supporting STEM engagement for students enrolled at Australian higher education institutions. We explain how the program features of financial barrier reduction, wellbeing support, mentoring and networking, and skill-building workshops are supporting retention in STEM. Lastly, we describe our framework for understanding scholarship program success, focusing on a variety of student engagement and STEM ecosystem indicators to evaluate long-term progress.
09E EMERGING INITIATIVE
SUCCESS

First Year At-Risk Intervention: Implementing Support for Students Policy, for Equity Unit Success

Ella Ewart, Emma Pelliccione
Curtin University

The First Year At-Risk Intervention project is the timely and effective identification, communication, and intervention for Academically At-Risk Students (AARS) to achieve improvements in academic progression and/or wellbeing. The project includes a university wide roll-out across key first-year undergraduate core units to ensure a consistent approach, in line with the focus of delivering proactive at-risk support and interventions for first year equity students. A range of interventions and support will be tested to understand intervention effectiveness and student outcomes, to in addition support the Support for Students Policy, that expands support to all equity cohorts.

09F EMERGING INITIATIVE
SUCCESS

Fast Forward: 20 Years of Impact

Ana Setiu Tuala, Gerry Nettleton, Francesca Paletua
Western Sydney University

2024 marks 20 years since the inception of the Fast Forward program at Western Sydney University (WSU) and the promotion of higher education across the western Sydney region. The Fast Forward program is a widening participation and aspiration enrichment program that aims to increase the awareness of tertiary education as a viable post-high school option for students from a low socio-economic background in western Sydney. As a multidimensional intervention model, Fast Forward demonstrates its impact through an action research approach, adopting program engagement from quantitative, anecdotal, and evaluative data from participating students, parents/carers, and high school staff (Ní Chorcora et al., 2024). This paper will consider the impact of the Fast Forward program through its model of delivery and engagement, program data trends, and transition success stories of students who have participated within the program.

09G REFEREED PAPER
STUDENTS

Making the Student Experience Everybody’s Business: Cultivating Collaboration in the Exosphere

Christopher Bridge, Dell Horey, Brianna Julien, Belinda Thompson
La Trobe University

Brigit Loch
Federation University

It has long been recognized that a key element in improving student transition, retention and success in higher education is cross-institutional consistency and unity of action among disparate academic, policy and support units. However, transferring this principle into practice often requires overcoming departmental silos, negotiating shared understandings of key concepts, and establishing patterns of cross-institutional collaboration in spaces where this may have been lacking. This study examines the effect of a program of supported communities of practice among teaching academics that sought to improve the culture of learning and teaching in a large science, health and engineering faculty in an Australian university. We present evidence that these communities of practice promoted collaboration by functioning as loci of cross-institutional consultation and coordination, providing the basis for an enhanced student experience. We propose this approach as a way of building cross-institutional unity of action to make the student experience everybody’s business.
## PARALLEL SESSION 10
### 10:20AM – 10:50AM

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<td>10C EI Students</td>
<td>10D EI Retention</td>
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<td>10G EI Success</td>
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<tr>
<td>10:20am - 10:50am</td>
<td>Co-designing supports for rural mature-aged nursing and allied health students: A study protocol</td>
<td>A Warm Handover: The role of mentors in supporting first year students from accepting their offer through the first six weeks of semester</td>
<td>Enabling participation in WIL for students with disability.</td>
<td>“That could be me”: Using archetypes and personas to identify professional teaching and learning training for academics.</td>
<td>Breaking the mould: How an active learning, immersive block model is transforming student success and feedback</td>
<td>Life-Ready Pathways through Enabling Education</td>
<td>Using process and outcomes to support student success through institutional change</td>
</tr>
</tbody>
</table>

**Claire Guilliam, Nicole Crawford, Carol McKinstry, Lucinda Aberdeen, Kelly Naess, Steve Murphy**

Sarah Rose, Heather Webber

David Eckstein

Jeff Waters

Thomas Rache, Erica Wilson, Elizabeth Goode, John W. McKenzie

Bronwyn Relf, Jennifer Irwin, Catherine Burgess

Jessica Z. Marrington, Sonya Winterbotham, Carla Jeffries, Carol du Plessis, Erich Fein, Aastha Malhotra, Trisha Poole, Megan Axelsen, Lorelle J. Burton

The University of Melbourne, Deakin University, La Trobe University, Sunraysia Community Health Services

Australian Catholic University

Deakin University

Swinburne University of Technology

Southern Cross University

The University of Newcastle

University of Southern Queensland
10A EMERGING INITIATIVE
STUDENTS
Co-designing supports for rural mature-aged nursing and allied health students: A study protocol
Claire Quilliam, Lucinda Aberdeen
The University of Melbourne
Nicole Crawford
Deakin University
Carol McKinstry, Kelly Naess, Steve Murphy
La Trobe University
Regional, rural and remote people face ongoing challenges with accessing health services due to an undersupply of health professionals in rural communities. Taking a rural standpoint, contextually appropriate higher education approaches are required to support rural people's participation in and successful completion of higher education health courses. Mature-aged rural people are an important cohort to consider in the effort to strengthen the rural health workforce because of the higher proportion of rural higher education students being mature-aged. These students require contextually specific study supports to succeed in their studies and join the workforce. In this presentation, a study protocol for co-designing supports with rural mature-aged nursing and allied health students and staff from three rural university campuses in Victoria will be presented, along with preliminary findings.

10B EMERGING INITIATIVE
TRANSITIONS
A Warm Handover: The role of mentors in supporting first year students from accepting their offer through the first six weeks of semester
Sarah Rose, Heather Webber
Australian Catholic University
This presentation outlines an approach to enhance student onboarding and integration at university through a continuum of support. Integration of the orientation programs with the student mentoring program provides new students with consistent support throughout their onboarding. Through pre-orientation support, orientation programs, and post-orientation mentoring, students receive guidance and resources to navigate the challenges of transitioning to university life. The program aims to foster a sense of belonging, improve student engagement, and ultimately enhance student success. By leveraging peer support and integrating mentorship into the onboarding process, ACU seeks to provide a personalised and holistic approach to encourage successful transition to university.

10C EMERGING INITIATIVE
STUDENTS
Enabling participation in WIL for students with disability
David Eckstein
Deakin University
Current Graduate Outcomes Surveys indicate that students with disability (SwD) remain underrepresented in the job market. Equity research (Eckstein, 2022) indicated that SwD experience employability development barriers. The research also identified practical steps that universities can take to address these barriers, instead of inadvertently perpetuating them. Work-integrated learning (WIL) represents a key employability development opportunity for SwD. The student fear that their lived disability experience represents a complicating factor for employers leads students to mask their disability and miss out on both enabling accommodations and key learning. This presentation will share key findings from the equity research, as well as resulting guidelines, that have equipped staff from different university areas to provide SwD with practical support with the difficult issue of whether or not to share disability information with WIL host employers.

10D EMERGING INITIATIVE
RETENTION
“That could be me”: Using archetypes and personas to identify professional teaching and learning training for academics
Jeff Waters
Swinburne University of Technology
Quality teaching and learning in higher education has become an important focus of policy both at the national and institutional level. Institutions are increasingly working towards including pedagogical focused professional learning for their educators to enhance the student experience. At Swinburne University of Technology an Educator Capability Framework (ECF) has been designed to provide structured and supported professional learning opportunities to educators in an effort to improve their career development alongside providing quality teaching and learning experiences to students. An innovative aspect of this program was to construct educator archetypes that could provide guidance in accessing professional learning. These archetypes will be shared in this presentation.
**10E EMERGING INITIATIVE SUCCESS**

**Breaking the mould: How an active learning, immersive block model is transforming student success and feedback**

Thomas Roche, Erica Wilson, Elizabeth Goode, John W. McKenzie  
Southern Cross University

One Australian university has taken on the challenge of increasing student success across its diverse student cohorts by transforming its entire curriculum and pedagogical approach. From 2021 to 2023, Southern Cross University replaced thirteen-week trimesters, lectures and examinations with the Southern Cross Model: an immersive block model with six-week terms underpinned by principles of active, guided and focused learning. This presentation outlines the impact of moving to the immersive block model on student success (N = 117,153) and satisfaction (N = 36,904) among various cohorts of students across the university. Inferential statistical tests show immediate, significant increases in pass rates and improvements over time in unit satisfaction. Student focus group data (N = 69) from the university’s two largest faculties, health and education, also provide insights into the factors that students see as important for creating focused and engaging learning experiences.

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**10F EMERGING INITIATIVE SUCCESS**

**Life-Ready Pathways through Enabling Education**

Bronwyn Relf, Jennifer Irwin, Catherine Burgess  
The University of Newcastle

Enabling programs are known to prepare students for success in their undergraduate studies. Since 1974, the Open Foundation (OF) program at The University of Newcastle (UON) has provided opportunities for people from the Newcastle, Hunter, and Central Coast regions to gain access to higher education and improve their career paths. Within Australia, OF’s curriculum design is unique, embedding academic literacies, numeracy, and computing skills in discipline-specific units that align with undergraduate degrees offered by UON. Limited research has been undertaken to identify the specific aspects of an Enabling curriculum contributing to student success in their degrees. This paper presents findings of a thematic analysis of focus group interviews with former OF students currently enrolled in UON degrees. Participants discuss how their chosen OF subjects reinforced their undergraduate degree choice and prepared them for success. The presentation will highlight those aspects of OF’s discipline-specific curriculum design relevant to these students’ success.

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**10G EMERGING INITIATIVE SUCCESS**

**Using process and outcomes to support student success through institutional change**

Jessica Z. Marrington, Sonya Winterbotham, Carla Jeffries, Carol du Plessis, Erich Fein, Aastha Malhotra, Trisha Poole, Megan Axelsen, Lorelle J. Burton  
University of Southern Queensland

Opportunity to participate in change is associated with a range of benefits. This initiative aimed to support students during an institutional shift in academic calendar by developing a communication and support strategy incorporating the student perspective, to enhance the student experience and empower students to deeply engage with their curriculum. To inform the strategy, student data was obtained from an online survey (N= 53) comprising qualitative and quantitative questions associated with the calendar change (e.g., communication satisfaction), and student success more broadly (e.g., program belonging, curriculum leadership). Focus groups (N = 13) and interviews (N = 2) were also utilised. Post-transition data will be obtained at an additional two time points, allowing for key comparisons to be made. This presentation focuses on results from the online surveys, and how incorporating the student perspective was beneficial from both an outcome and process perspective.
## PARALLEL SESSION 11
### 11:00AM – 11:30AM

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<td>11C EI Retention</td>
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<td>Five Reflexive Lenses for University Practitioners to Support Student Equity</td>
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<td>11:00am – 11:30am</td>
<td>Making a difference:</td>
<td>Empowering International</td>
<td>Helping students &quot;stick&quot;:</td>
<td>Catch me before I fail: A proactive advising approach</td>
<td>The ‘queer’ pathways of LGBTIQ+ students into</td>
<td>Five Reflexive Lenses for University Practitioners to</td>
<td>Queensland University of Technology</td>
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<td></td>
<td>Boosting the higher education aspirations of high school students from low SES backgrounds</td>
<td>Student Transition: The impact of 'Study Hall'</td>
<td>a holistic first year success program</td>
<td>supporting first assessment success</td>
<td>Enabling education</td>
<td>Student Equity</td>
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<td>Robyn Nash, Kerensa</td>
<td>Nga Thanh Nguyen, Melanie</td>
<td>Chithira Johnson, Pete Muir</td>
<td>Natalie Oosterwa, Michelle Gillies, Fiona Brady, Jason</td>
<td>Barrie Shannon, Michelle Mansfield, Zoe Griffiths, Sarah</td>
<td>Ali Enright, Cara Rossi, Emily Schwartz, Lydia Woodyatt</td>
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11A EMERGING INITIATIVE
STUDENTS

Making a difference: Boosting the higher education aspirations of high school students from low SES backgrounds

Robyn Nash, Kerensa Townsend
Queensland University of Technology

Participation of students from low SES backgrounds in higher education remains an important challenge. There is a persistent gap between students from low SES backgrounds and their more socio-economically advanced counterparts in terms of enrolling in, and successfully completing a university degree. Making a smooth transition from high school to university increases the chances of success in terms of achievement and persistence with studies. Whilst transition is complex, preparation is one factor that influences whether a student has a positive or negative experience. From a positive perspective, the opportunity to build social and navigational capital enables students to build self-efficacy which, in turn, influences academic achievement and retention. The Diploma Advantage program builds on these principles by providing a purposefully supported opportunity for Year 11 students from low SES backgrounds to study a self-selected academic unit over the Summer semester. Quantitative and qualitative outcomes will be shared in this presentation.

11B EMERGING INITIATIVE
TRANSITIONS

Empowering International Student Transition: The impact of ‘Study Hall’

Nga Thanh Nguyen, Melanie Schwartz, Sarah Wilkinson, Alexandra Gilley, Jovita Chen, Sean Maloney
University of New South Wales

Educational landscapes are rapidly evolving due to technological advancements and the increasingly diverse demographics of students. While all first-year students often encounter challenges transitioning to university life, international first year students facing additional hurdles studying in a foreign country, require specialized support. This study presents an innovative initiative, ‘Study Hall’, designed to aid first-year international students in their transition to tertiary study in an Australian University. By providing a dedicated space for various learning activities, including peer and academic support as well as tailored self-study, the initiative aims to address these challenges. Through interviews with students and stakeholders, we evaluate its impact, revealing its role in fostering belonging, enhancing support networks, and promoting self-directed learning skills. This research provides insights into strategies for supporting international student transition to tertiary education, highlighting the significance of inclusive learning environments that meet diverse student needs. The findings and resources will be shared in this presentation.

11C EMERGING INITIATIVE
RETENTION

Helping students “stick”: a holistic first year success program

Chithira Johnson, Pete Muir
Southern Cross University

Having one of the lowest retention rates of any university in Australia, Southern Cross University has proposed a new, more integrated approach to first year success to help students stick through their first year. The institution has designed a support model that combines robust pre-study preparation workshops, online modules, and engaging orientation activities, with discipline-specific peer mentoring, all aligned with a new first year advising program. This presentation will detail these interventions, highlighting preliminary findings.

11D EMERGING INITIATIVE
SUCCESS

Catch me before I fall: A proactive advising approach supporting first assessment success

Natalie Oostergo, Michelle Gillies, Fiona Brady, Jason Steinhardt, David Kayira
University of Southern Queensland

The University of Southern Queensland has developed a practitioner led third space advising approach to support commencing students to transition into their studies successfully. This approach utilises the submission of the first assessment item as a catalyst for proactive outreach. The design of this outreach includes initial collaboration with academic staff to understand student learning needs and identify assessment support resources. An inclusive developmental advising and coaching approach is then used to outreach to students before and after submission of the first assessment item to develop student-directed solutions to build academic and personal capabilities and persistence. Findings show that this approach has an impact on assessment submission, successful course completion, and achievement.
The ‘queer’ pathways of LGBTIQA+ students into Enabling education

Barrie Shannon, Sarah Hattam
University of South Australia

Michelle Mansfield, Zoë Griffiths
University of Newcastle

Studies on the experiences of LGBTIQA+ university students often focus on incidences of structural or interpersonal prejudice that occur on campus. However, relatively little is known about the initial pathways into university for this cohort, especially for those who have experienced significant barriers to their participation in higher education. This mixed-methods study engaged LGBTIQA+ students at two Australian universities who are in, or have completed, an Enabling pathway program. Participants were asked about their educational pathway, school experiences and adaptation to university study. The findings of the study reveal the unique barriers to forging, or even imagining, a pathway to university for LGBTIQA+ people who are working-class, live rurally, or need to prioritise earning money to access necessary treatment and care. With these insights, we echo calls to take a truly intersectional approach to conceptualising equity in higher education that problematises often static categories such as socioeconomic status, disability, or gender.

Five Reflexive Lenses for University Practitioners to Support Student Equity

Ali Enright, Cara Rossi, Emily Schwartz, Lydia Woodyatt
Flinders University

Effectively supporting student equity requires reflexive skills (Lazard & McAvoy, 2020). Reflexivity is the ability to recognise your feelings, reactions, and motives and how these might affect your thinking and behaviour (Cunliffe, 2004). But what is reflexivity, how do we teach it, and how do we assess it in learners? In this session, we present pilot work teaching reflexivity via five lenses: epistemological (e.g., how do I know what I know?), meta-cognitive (e.g., how is my thinking shaped by my values, biases, strengths, and weaknesses?), social systems (e.g., what power do I have in this situation?), reflection in action (e.g., am I being aware, responsive and flexible in the moment?), and transformative practice (e.g., am I reflecting afterwards and making changes to my practice?). The presentation will review this five-lens approach and demonstrate teaching approaches we are using to develop these skills in staff and students using a workshop style approach.
# Parallel Session 12

**11:40AM – 12:10PM**

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<td>12B EI Students</td>
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<td>12E EI Transitions</td>
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<tr>
<td><strong>11:40am – 12:10pm</strong></td>
<td><strong>Transforming career development learning through digital uplift</strong></td>
<td><strong>University perspectives of high-quality rural health professions student placements: a mixed methods study protocol</strong></td>
<td><strong>A Safety Net of Support – how are higher education providers responding to new the Support for Students policy?</strong></td>
<td><strong>Enhancing Equity and Success in STEM: Insights from Student Experiences in a First-Year Chemistry Course</strong></td>
<td><strong>An “Authentic + Scaffolding + Feedback” framework to enhance the firstyear student experience</strong></td>
<td><strong>Mission impossible: Successfully fostering connections in a diverse generalist program</strong></td>
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<td>Aaron Ruutz, Madelaine-Marie Judd</td>
<td>Claire Quilliam, Rahan Rasiah, Kathryn Fitzgerald, Elvye Green, Melissa Ridd, Leigh Moore, Carolyn Taylor, Lyndal Sheepway, Catherine Seaton, Jodie Bailey, Jane Fern, Kylie Matthews, James Debenham</td>
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<td>Sue Loomes, Inez Chai</td>
<td>Zoë Griffiths, Michelle Mansfield, Clavia Holdsworth, Jennifer Baker</td>
<td>Jennifer Sun</td>
<td>Shannon Maisey, Lakia Turner, Tom Rowlands</td>
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Transforming career development learning through digital uplift

Aaron Ruutz, Madelaine-Marie Judd
The University of Queensland

Digital uplift of career development learning to broaden reach is high on the agenda for higher education institutions. Online education offers an unprecedented opportunity to innovate, however, concerns are raised about student engagement and high-quality learning. The University of Queensland (UQ) has strategically shifted its focus to offer career development learning that is flexible, peer-driven, and embedded within the curriculum, by leveraging online technologies. This emerging initiative will showcase the My Career Adviser (MCA) platform, an online resource that enables flexible career development learning for UQ students. Located within Blackboard, UQ’s learning management system (LMS), MCA integrates a range of technologies to provide learning modules that are both meaningful and accessible to support learning. In 2023, the MCA had over 7,000 student enrolments, showcasing its broad reach.

University perspectives of high-quality rural health professions student placements: a mixed methods study protocol

Claire Quilliam
The University of Melbourne

Rohan Rasiah, Kathryn Fitzgerald
The University of Western Australia

Elyce Green
Charles Sturt University

Melissa Ridd, Leigh Moore
Flinders University

Carolyn Taylor, Lyndal Sheepway
La Trobe University

Catherine Seaton
James Cook University

Jodie Bailie
The University of Sydney

Jane Fern
The University of Newcastle

Kylie Matthews, James Debenham
The University of Notre Dame Australia

Rural and remote people experience health inequities that are made worse by the maldistribution of the health workforce in Australia and internationally. Rural health professions student placements are a commonly used form of work-integrated-learning to promote rural health as a career option for health students soon to graduate. However, there is no standard definition of what determines a high-quality rural health professions student placement to guide policy and in turn, the optimal development of placements. In this presentation, we present a study protocol for identifying the determinants of high-quality rural health professions student placements from the university staff perspective.
**12C EMERGING INITIATIVE**

**RETENTION**

A Safety Net of Support – how are higher education providers responding to the new Support for Students policy?

Sue Loomes, Inez Chai
Griffith College

With the introduction of the Support for Students Policy in early 2024, Griffith College undertook a review of their Student Support, Engagement and Retention (SSERS) Framework to ensure it complied with the new legislation. This paper highlights the key areas that were identified to improve the level of student support and data reporting. Each initiative was reviewed in consultation with staff, students and external stakeholders. Moodle analytics, PowerBI and other software programs were introduced to enhance reporting capabilities. As a result, the College was able to tailor student support to meet the needs of each student cohort, specifically: first in family, students from low socio-economic backgrounds and a diverse range of international students. The reports also provided live data to inform high risk areas such as mental health issues and “at risk” students.

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**12D EMERGING INITIATIVE**

**SUCCESS**

Enhancing Equity and Success in STEM: Insights from Student Experiences in a First-Year Chemistry Course

Zoe Griffiths, Michelle Mansfield, Clovia Holdsworth, Jennifer Baker
University of Newcastle

The retention and success of students from equity backgrounds in undergraduate STEM courses is a pressing issue. This study investigates the experiences of undergraduate STEM students, particularly those from equity backgrounds, who completed an enabling program. Through focus group discussions, students shared perceptions of success and factors influencing their transition into undergraduate study. Findings informed the development of a new teaching method, TEACH, which integrates inclusive transition pedagogies (Bennett et al., 2018) and Lent’s Social Cognitive Career Theory (Lent et al., 1994). TEACH aims to create inclusive, active learning environments to improve retention and success for equity students in first-year STEM courses.

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**12E EMERGING INITIATIVE**

**TRANSITIONS**

An “Authentic + Scaffolding + Feedback” framework to enhance the first-year student experience

Jennifer Sun
The University of Sydney

This study proposes an “Authentic + Scaffolding + Feedback” (ASF) framework to incorporate the transition pedagogy into a course curriculum for enhancing the first-year experience. The framework focuses on delivering a disciplinary-specific authentic assessment experience to help students build critical thinking skills, which is accomplished through a careful scaffolding feedback structure for in-time, actionable, and feedforward support. The framework suggests that a sustainable assessment plays a crucial role in students’ first-year learning experiences that can translate into lifelong learning. Moreover, the ASF structure redefines the role of tutors to become mentors and highlights the benefit of collaborating with “student partners” to improve students’ sense of belonging. The ASF framework has the core value of providing academic and emotional support to assist students in transitioning to higher education with greater comfort and confidence.

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**12F EMERGING INITIATIVE**

**SUCCESS**

Mission impossible: Successfully fostering connections in a diverse generalist program

Shannan Maisey, Lakia Turner, Tom Rowlands
University of New South Wales

The challenges: science students are as diverse as the field itself. UNSW Bachelor of Science students can choose from 27 different majors so, how do you create a sense of belonging in such a disparate and protracted cohort? Further, how do you empower career-focused thinking early to support a skills-based approach to program planning? Employers say science graduates have great skills but lack the ability to articulate and evidence their strengths. The mission: find a way to connect UNSW Science students with information, resources, their studies, their careers, their institution and most importantly, with each other. The solution: SciConnect, an innovative education platform that provides a programmatic backbone that is in-step with the student journey - connecting students with resources, advice, support and peers and empowering students to take a more holistic and self-directed approach to their student experience.
### PARALLEL SESSION 13
**1:10PM – 1:40PM**

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<td>1:10pm - 1:40pm</td>
<td>We can't go Viking on everyone: Evaluation of the effectiveness of an LGBTIQ+ Ally training program at a regional Australian university</td>
<td>Who says “Ps get Degrees?”: Examining the Profile of Undergraduate Students Maintaining High Achievement at University</td>
<td>Entangling the intellectual virtues in a first-year higher education course</td>
<td>The (additional?) benefits of intra-institution collaboration to support student retention and success.</td>
<td>Respecting students as partners: using the student voice to codesign a safe university campus</td>
<td>Giving students the Best Start: Redefining scholarships for Indigenous Students</td>
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<td>Gemma Mann, Ann-Marie Priest</td>
<td>Cameron Lydster</td>
<td>Yvonne Salton, Mark Oliver, Ellen Larsen, Katie Burke, Melissa Fanshawe</td>
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<td>Ana Lobo, Amy Williams</td>
<td>Catharine Pruscino, Sascha Jenkins</td>
<td>Tracey Lee Taraia, Keneasha Lindsay, Kathleen Balson</td>
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<td>Central Queensland University</td>
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Gave students the Best Start: Redefining scholarships for Indigenous Students
13A EMERGING INITIATIVE
STUDENTS

We can’t go Viking on everyone: Evaluation of the effectiveness of an LGBTIQ+ Ally training program at a regional Australian university

Gemma Mann, Ann-Marie Priest
Central Queensland University

The prevalence of diverse sexual orientations and gender identities among higher education students is on the rise, accompanied by a relative increase in exclusion, discrimination, harassment, and related mental health issues. Accordingly, there is a higher level of disenagement from study for these students. Addressing these challenges requires multifaceted diversity training involving students, faculty, staff, and the broader community. Specifically, Ally training and LGBTIQ+ awareness programs play a crucial role in fostering support and countering discrimination. This study aims to evaluate the effectiveness of an Ally training program at one regional Queensland university in fulfilling its aims by using qualitative analysis, interviews with participants and an established evaluation model. By understanding and assessing participant experiences, this research seeks to inform the development of inclusive diversity training tailored to the complexities of the higher educational environment, thereby enhancing student achievement, retention, and success.

13B REFEREED PAPER
SUCCESS

Who says “Ps get Degrees?” Examining the Profile of Undergraduate Students Maintaining High Achievement at University

Cameron Lydster
Bond University, Australia

The circumstances associated with high levels of achievement in undergraduate studies has not been thoroughly explored in the Australian context. This study investigated factors predicting high academic achievement, defined as maintaining a Distinction average, at undergraduate level. Our findings revealed several factors that predicted achievement after two semesters of study. These factors included essay writing skills, with students having satisfactory writing 5.16 times more likely to maintain a Distinction average compared to those with below satisfactory writing; faculty, with students enrolled in health sciences 4.63 times more likely compared to students from other faculties; language background, with English-speaking background students 1.67 times more likely compared to English as an additional language or dialect (EAL/D) students; gender, with females 1.45 more likely compared to males; and age, with older students 1.03 times more likely to achieve high performance compared to younger students. Creating a profile of students likely to excel academically assists decision makers in allocating resources.

13C EMERGING INITIATIVE
SUCCESS

Entangling the intellectual virtues in a first-year higher education course

Yvonne Salton, Mark Oliver, Ellen Larsen, Katie Burke, Melissa Fanshawe
University of Southern Queensland

Student success, while primarily concerned with the completion of university studies, should also include equipping students with capacities to adapt to uncertain futures. Today, learners are expected to go beyond the boundaries of discipline knowledge and develop transferrable skills and dispositions to flexibly respond to future contexts. This study investigated first-year university students’ use of nine intellectual virtues, which may be conceptualised as dispositions for lifelong learning. As a result of this research project, a scale to assess students’ perceived use of virtues was developed, which highlighted trends related to the use of virtues during their studies. Primarily, this research project described and evaluated an immersive approach to embedding the intellectual virtues.

13D EMERGING INITIATIVE
RETENTION

The (additional?) benefits of intra-institution collaboration to support student retention and success.

Ana Lobo, Amy Williams
University of Tasmania

Developing effective student retention strategies requires a student-centred, multifaceted, and personalised approach. Insights from the Student Retention Working Party (RWP) at University College (UC) highlight the limitations of generic solutions and emphasise the importance of tailored approaches informed by research, student feedback, and collaborative discussions. Collaborative partnerships across academic, administrative, and student support services within the university are crucial for leveraging diverse perspectives and fostering innovative solutions for retention and these partnerships not only contribute to a cohesive and student-centred approach but also promote positive connections and collegiality across the institution. This presentation will underline the significance of a sustained focus on student retention throughout a student’s learning journey, the necessity of individualised strategies for diverse cohorts, and the advantages of intra-institutional collaboration within the university. Additionally, providing leadership opportunities and positive change initiatives are essential in ensuring that staff feel heard, supported, and connected, rather than isolated, and that working together brings a range of additional benefits, which have gone some way in enhancing the overall educational experience of students.

13E EMERGING INITIATIVE
STUDENTS

We can’t go Viking on everyone: Evaluation of the effectiveness of an LGBTIQ+ Ally training program at a regional Australian university

Gemma Mann, Ann-Marie Priest
Central Queensland University

The prevalence of diverse sexual orientations and gender identities among higher education students is on the rise, accompanied by a relative increase in exclusion, discrimination, harassment, and related mental health issues. Accordingly, there is a higher level of disenagement from study for these students. Addressing these challenges requires multifaceted diversity training involving students, faculty, staff, and the broader community. Specifically, Ally training and LGBTIQ+ awareness programs play a crucial role in fostering support and countering discrimination. This study aims to evaluate the effectiveness of an Ally training program at one regional Queensland university in fulfilling its aims by using qualitative analysis, interviews with participants and an established evaluation model. By understanding and assessing participant experiences, this research seeks to inform the development of inclusive diversity training tailored to the complexities of the higher educational environment, thereby enhancing student achievement, retention, and success.
Respecting students as partners: using the student voice to codesign a safe university campus

Catharine Pruscino, Sascha Jenkins
University of Technology Sydney

In 2016, the Change the Course report run by the Australian Human Rights Commission revealed a concerning insight into the nature of sexual harm on campuses. Given the context, the University of Technology Sydney (UTS) established the Respect.Now.Always program to develop a whole-of-community approach to prevention, distinctively led by collaborative, student-centred research. Following one of the strongest nationwide results for awareness in 2021, the program partnered with the UTS Library to focus on creating a safe campus, library and service environment through a series of codesigned initiatives designed and delivered to challenge norms, promote respectful behaviour and create a welcoming and inclusive experience.

Giving students the Best Start: Redefining scholarships for Indigenous Students

Tracey Lee Taraia, Keneasha Lindsay, Kathleen Balson
Edith Cowan University

Financial barriers pose significant challenges for all students pursuing higher education in Australia. For Indigenous students, these barriers contribute to lower enrolment rates, higher dropout rates, and reduced academic success compared to non-Indigenous students. Scholarships play a vital role, helping to expand access, recognise achievement, and make higher education more accessible and affordable for students from diverse socio-economic backgrounds. However, challenges remain, including limited awareness and accessibility of scholarships, as well as ongoing systemic barriers within higher education institutions. Through targeted outreach, increasing funding allocation, and strengthening partnerships with organisations wanting to support Indigenous students, this paper highlights a scholarship initiative designed to alleviate financial burdens and improve educational outcomes for Indigenous students at Edith Cowan University (ECU) in Perth, Western Australia.
## PARALLEL SESSION 14

**1:50PM – 2:20PM**

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<tr>
<th>ROOM</th>
<th>PERTH ROOM</th>
<th>SYDNEY ROOM</th>
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<th>LATROBE BALLROOM</th>
<th>FITZROY BALLROOM</th>
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<td>1:50pm - 2:20pm</td>
<td>Roadmap to Success: Decoding the Regional Universities Study Hub</td>
<td>An Enabling program in secondary schools: Trends in university enrolments and academic performance</td>
<td>Tracing the student voice in university governance forums</td>
<td>Embedded academic orientation: Synthesising seminal scaffolds of student success</td>
<td>Anonymous Peer Feedback Within a Large First-Year Finance Subject: The Student Perspective</td>
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<td>Kerrilee Lockyer, Sarah Moulds, Maree Ackehurst</td>
<td>Daniel Griffiths, Shannan Maisey, Tom Rowlands</td>
<td>Assaf Dekel, Miriam Edwards, Sean Pinder</td>
<td>Angela Jones, Fiona Navin</td>
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<td>University of Technology Sydney</td>
<td>Curtin University</td>
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<td>The University of New South Wales</td>
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<td>2:20pm - 2:50pm</td>
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### Plenary Sessions

**GRAND BALLROOM**

**2:50pm - 3:50pm**

Enhancing student access and success through Ed Tech and Big Data

- Professor Chi Baik, University of Melbourne (Facilitator)
- Associate Professor Jason Lodge, University of Queensland
- Professor Cathy Stone, The University of Newcastle
- Professor Theo Farrell, LaTrobe University
- Dr Ronny Andrade Parra, RMIT
14A EMERGING INITIATIVE

STUDENTS

Roadmap to Success: Decoding the Regional Universities Study Hub

Danielle Keenan
University of Technology Sydney

This proposal aims to investigate the effectiveness of the Regional University Study Hubs (RUSHs), an initiative that has significantly increased equity student participation in regional areas. Despite the program’s success, little research has been conducted to understand why it works. Through the Australian Centre for Student Equity Success fellowship program, the study will explore the unique operational modalities of RUSHs and their resonance with varied educational and regional development needs. The research will focus on understanding what components of the RUSHs has ensured their success to date, and how these can be translated to new communities across the expansion of the program and embedded into the higher education sector.

14B EMERGING INITIATIVE

TRANSITIONS

An Enabling program in secondary schools: Trends in university enrolments and academic performance

Naomi Jeong, Nicole Vidovich, Shu-Ming Koh, Jane Leong
Curtin University

While Enabling programs have become an established feature of the Australian education landscape, their implementation in secondary schools is still a developing initiative. In 2018, Curtin University collaborated with one secondary school in a pilot program to adapt its UniReady Enabling Program for delivery at the Year 11/12 level. The UniReady in Schools (URIS) program has since expanded to 70 schools in Western Australia in 2024, which speaks to increasing demand and the changing landscape of pathway selection at the secondary school level. This paper is a preliminary analysis of quantitative data on university enrolments and student academic performance that has been collected since commencement of the URIS program. The study will inform further qualitative investigation into the impact and efficacy of the delivery of the URIS program and will contribute to the developing area of delivering Enabling programs at the secondary school level.

14C EMERGING INITIATIVE

STUDENTS

Tracing the student voice in university governance forums

Kerrilee Lockyer, Sarah Moulds, Maree Ackhurst
University of South Australia

Australian universities recognise the importance of including students as genuine participants in governance and decision making, with many universities proceeding on the basis that student participation or ‘student voice’ will positively contribute to crucial strategic objectives such as student health and wellbeing, belonging and retention, and authentic teaching and learning outcomes (e.g. Mahoney, Kumar and Sabsabi 2022). And yet, students are increasingly conceptualised in this process as ‘customers’ and not as active agents for change (Naylor et al. 2021). This raises questions around how conceptualisations of key members in decision making processes could be impacting on the outcomes of these governance forums. Our emerging initiative aims to address these questions, by taking an applied linguistic focus on how the membership categories ‘staff’ and ‘students’ are conceptualised in a university governance forum and, through tracing these conceptualisations, how students and staff collaboratively co-construct the decision-making process.

14D EMERGING INITIATIVE

TRANSITIONS

Embedded academic orientation: Synthesising seminal scaffolds of student success

Daniel Griffiths, Shannon Maisey, Tom Rowlands
The University of New South Wales

The Universities Accord indicates a need for more systematic academic orientation for undergraduate students. While standard orientation programs begin to address social and logistical orientation to university, more can be done to help students to develop skills and attributes that facilitate transition to and through their first term of undergraduate studies. To this end, we developed an online zero-credit course based on theoretical frameworks that inform student transition (Lizzio, 2006), engagement (Trowler et al., 2022), motivation (Eccles & Wigfield, 2020), self-regulated learning (Pintrich, 2000), and online learning (Salmon, 2013). During the course, students complete an academic literacies audit, self-paced modules and assessments designed to assist students to navigate the rigours of tertiary studies. The course’s effectiveness was evaluated using assessment data, student feedback, and peer evaluation, with further analyses planned for future iterations. The course provides a model of academic orientation that can be applied to various undergraduate contexts.
14E EMERGING INITIATIVE
SUCCESS
Anonymous Peer Feedback Within a Large First-Year Finance Subject: The Student Perspective

Assaf Dekel, Miriam Edwards, Sean Pinder
University of Melbourne

This presentation reports on the implementation of an online peer feedback initiative within a large first-year finance subject. The intention was to build a sense of community, encourage student autonomy through both peer and self-assessment, and to potentially reduce anxiety students may have had regarding the end-of-semester exam. The practicalities faced by the teaching team will be discussed and findings from the subsequent research project will detail the impact upon students’ learning.

14F EMERGING INITIATIVE
SUCCESS
Students in Transition – An Ecosystem of Support

Angela Jones, Fiona Navin
Edith Cowan University

Supporting wellbeing alongside academic skills development is an important element in transitioning enabling students to higher education. With the National Universities Accord Final Report recommending an increase in enabling places and investment in high-quality models that deliver successful student outcomes, understanding effectiveness of programs is critical. ECU’s UniPrep enabling team created a bespoke ecosystem of support to facilitate successful transition. The UniPrep team has transformed enabling education ensuring the highest rate of success following a pathway program in Western Australia, as measured within the first year of UG studies in comparable programs. Amongst universities admitting students via enabling programs at scale, ECU has the highest success rates in Australia for students entering the first year of UG study after completing UniPrep. These results are enabled by the thriving ecosystem, built on reciprocal participation that connects curriculum, educators, students, and support services for successful university preparation.

PLENARY PANEL
2:50PM – 3:50PM
Enhancing student access and success through Ed Tech and Big Data

Professor Chi Baik
University of Melbourne (Facilitator)

Associate Professor Jason Lodge
University of Queensland

Professor Cathy Stone
The University of Newcastle

Professor Theo Farrell
LaTrobe University

Dr Ronny Andrade Parra
RMIT
Sofitel Melbourne on Collins
25 Collins Street, Melbourne 3000

*Program subject to minor change, current at time of printing.*