



# STUDENT SUCCESS

CONFERENCE

1-3 JULY 2024  
**SOFITEL**  
MELBOURNE ON COLLINS

PROCEEDINGS



HOSTED BY



**NAEEA**

# WELCOME

HOSTED BY



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 NAEAA 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 tertiary curriculum, programs, practices and culture. 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



# CONTENTS

Conference Information	06
Our Sponsors	09
Program	13
Posters	35
Parallel Session 1	94
Parallel Session 2	100
Parallel Session 3	108
Parallel Session 4	114
Parallel Session 5	120
Parallel Session 6	126
Parallel Session 7	134
Parallel Session 8	142
Parallel Session 9	148
Parallel Session 10	154
Parallel Session 11	160
Parallel Session 12	166
Parallel Session 13	172
Parallel Session 14	178
Conference Venue Floor Plan	184



# CONFERENCE INFORMATION

## STUDENT SUCCES TEAM



**Dr Kylie Austin**

Associate Director, Student Equity & Success,  
University of Wollongong  
President, Equity Practitioners in Higher Education Australasia (EPHEA)



**Tracy Creagh AFHEA**

Coordinator – STARS Networks  
Managing Editor, Student Success Journal



**Dr Kathy Egea**

STARS Fellow (2021)  
Senior Lecturer and First & Further Year Experience (FFYE) Coordinator,  
Institute for Interactive Media and Learning (IML), University of Technology Sydney



**Professor Rachael Field SFHEA**

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



**Mary Kelly AM**

STARS Fellow (2017)  
Queensland University of Technology



**Professor Sally Kift PFHEA**

Inaugural STARS Fellow (2015)  
President, Australian Learning and Teaching Fellows (ALTF)  
Chair, Student Success Journal Advisory Board



**Professor Kerri-Lee Krause PFHEA FSRHE GAICD**

STARS Fellow (2019)  
Vice Chancellor  
Avondale University



**Dr Linda Leach**

STARS Fellow (2018)  
Honorary Research Associate  
Massey University



**Professor Karen Nelson PFHEA**

Conference Co-Chair  
Provost  
University of Southern Queensland  
Chief Editor, Student Success Journal



**Dr Ron Oliver**

Inaugural STARS Fellow (2015)  
Editor, Student Success Journal



**Professor Sarah O'Shea PFHEA**

STARS Fellow (2022)  
Dean, Graduate Research  
Charles Sturt University



**Karen Seary**

Associate Dean, School of Access Education  
CQUniversity Australia  
Chair, National Association of Enabling Educators of Australia (NAEEA)



**Professor Cathy Stone**

STARS Fellow (2023)



**Jason Thomas**

Event Director  
Jason Thomas Events



**Susan Thomas**

Jason Thomas Events



**Nick Zepke**

STARS Fellow (2018)  
Honorary Research Fellow  
Massey University

## 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: **smoevents**

### 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

**Studiosity**  
*Anytime, anywhere*

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](https://studiosity.com/studentconnect)

## OUR SPONSORS

### BRONZE SPONSORS



Cenote specialises in maximising the value of data from existing systems in order to create a student 360 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](http://cenotesolutions.com)

## ■ SYMPPLICITY®

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](http://www.symplicity.com)

### AFTERNOON TEA SPONSOR



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](http://www.vygoapp.com)

# FULL PROGRAM

## Key

RP – Refereed Paper

GPR – Good Practice Report

EI – Emerging Initiatives



**SUNDAY 30 JUNE 2024 - MASTERCLASS**

1:30pm - 4:00pm Research Masterclass

**MONDAY 1 JULY 2024 - NETWORK MEETING DAY**

8:30am Network Registration open

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM
9:00am - 10:30am	First in Family Network	Student Partnership Network	Co-Curricular Recognition Network

10:30am - 11:00am Morning Tea (Network participants only)

11:00am - 12:30pm	First Year Experience Network	STEM Network	Peer Programs Network
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12:30pm - 1:30pm Lunch (Network participants only)

**ROOM GRAND BALLROOM**

1:15pm - 3:15pm Student Equity Forum

3:15pm - 3:45pm Afternoon Tea (Network participants &amp; First timers Session attendees)

3:30pm Conference Registration open

**ROOM GRAND BALLROOM**

3:45pm - 4:30pm First Timers Meet &amp; Greet

**ROOM SOFI'S LOUNGE**

4:45pm - 5:00pm Book Launch

5:00pm - 7:00pm Welcome Reception  
Sponsored by Studiosity

Studiosity

**TUESDAY 2 JULY 2024**

7:30am Registration opens

**ROOM GRAND BALLROOM**8:45am - 9:00am Welcome & Conference Opening  
Announcement of the STARS 2024 Fellow**Plenary Sessions GRAND BALLROOM**

9:00am - 10:00am Student Insights Panel

10:10am - 11:10am Plenary: 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

11:10am - 12:00pm Poster Session and Morning Tea

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 1	01A EI Students	01B EI Transitions	01C EI Achievement	01D EI Retention	01E EI Success	01F EI Transitions	01G EI Success
12:00pm - 12:30pm	<p>How generative AI is changing STEM higher education: The experience on the ground</p> <p><i>Christopher Bridge, Birgit Loch, Ryan Naylor</i></p> <p><i>University of New England, University of Sydney</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>All Systems Go: Tertiary Transition Programme for Autistic Students – A Pilot Initiative at the University of Auckland</p> <p><i>Glenis Wong-Toi, Dulcie Brake, Jodie Peterson</i></p> <p><i>The University of Auckland, Waipapa Taumata Rau</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Assisting underrepresented cohorts overcome challenges created by online learning and assessment.</p> <p><i>Irshad Ali</i></p> <p><i>Auckland University of Technology</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Early identification of at-risk students in tertiary education</p> <p><i>Harrison Munday, Matthew Tight, Martin Schmude</i></p> <p><i>University of New England</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Strategies for student success and wellbeing in accelerated online learning: A case study from JCU's Master of Nursing</p> <p><i>Tracey Ahern, Tracey Gooding, Kate Casey, Stephen Abblitt</i></p> <p><i>James Cook University, Keypath Education</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Transitioning-in late enrolled students quickly and effectively</p> <p><i>University of Southern Queensland</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>The many colours of student support: perspectives and practice of Enabling education practitioners</p> <p><i>Marguerite Westacott, Juliette Subramaniam, Gemma Mann, Ana Larsen, Trixie James, Susan Hopkins, Kieran Balloo</i></p> <p><i>University of the Sunshine Coast, Western Sydney University, Central Queensland University, University of Southern Queensland</i></p> <p><a href="#">VIEW PAPER</a></p>
10 minute change over							
Parallel Session 2	02A EI Students	02B EI Transitions	02C EI Students	02D EI Retention	02E EI Success	02F EI Transitions	02G EI Success
12:40pm - 1:10pm	<p>Experiences of equity students negotiating life, work and learning: how can universities mitigate precarity and risk?</p> <p><i>Nicole Crawford, Rola Ajjawi, Joanna Tai, Mollie Dollinger, Margaret Bearman, Matt Brett</i></p> <p><i>Deakin University</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>How first-year regional students turn commencement regret into relief</p> <p><i>Courtney Geritz, Maria Raciti</i></p> <p><i>University of the Sunshine Coast</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>The Country Universities Centre Equity and Inclusion Framework</p> <p><i>Danielle Keenan, Erin Wrafter, Kinne Ring</i></p> <p><i>Country Universities Centre, University of Technology Sydney</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Scaling student success through AI: Insights from a human-centred, relational and socially just approach</p> <p><i>Susan Gibson, Sarah Lok, Rachel Yasmineh, Kylie Readman, Gregory Martin, Simon Buckingham Shum</i></p> <p><i>University of Technology Sydney</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>A 2024 update: Developing a curriculum of success at UniSC and UniSQ</p> <p><i>Cat Picton, Alison Jaquet</i></p> <p><i>University of the Sunshine Coast, University of Southern Queensland</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>I don't know what they really want": International postgraduate coursework students navigating academic writing expectations</p> <p><i>Qian Yang</i></p> <p><i>The University of Sydney</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Increasing student success in first-year university through intentional curriculum design: the development of consistent unit guidelines.</p> <p><i>Kelly Linden, Sarah Teakel</i></p> <p><i>Charles Sturt University</i></p> <p><a href="#">VIEW PAPER</a></p>
1:10pm - 2:00pm	Lunch						

ROOM PERTH ROOM							
1:20pm - 1:50pm	<b>Studiosity Lunchtime Presentation</b> <b>Humans in the Loop: why it's a requirement for AI in education</b>						
ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 3	03A EI Students	03B EI Transitions	03C EI Students	03D EI Retention	03E EI Success	03F EI Achievement	03G EI Students
2:00pm - 2:30pm	Enhancing student engagement in tertiary Indigenous Studies through storytelling	Advising Partners: Proactive messages in first-year nursing courses	Fostering Teamwork Organically Among Engineering Students in an Enabling Environment	Economy of Scale: Embedding Academic Skills to Ensure Equity	Celebrating Student Success: Embedding Inclusive Practices into Graduation	When less groupwork assessment is more: capturing students' diverse funds of knowledge in an ultimate year law course	Navigating Consent and Respect: The Australian National University's Journey in Large-Scale Consent Education for Preventing Sexual Violence
	Tracey Bunda, Katelyn Barney, r e a (Regina) Saunders, Stephanie Gilbert, Nisa Richy, Lisa Oliver	Christy Macnish	Rishaad Abdoola, Madeleine Wilson	Danielle Clarkson	Jaymee Beveridge, Kylie Austin	Paula Zito	Joel Radcliffe, Friederike Gadow, Hannah Leary, Rory Kelly
	The University of Queensland	University of the Sunshine Coast	UNSW Sydney	CQUniversity	University of Wollongong	University of South Australia	Australian National University
	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER
10 minute change over							
Parallel Session 4	04A EI Students	04B EI Transitions	04C EI Students	04D EI Retention	04E GPR Students	04F EI Retention	04G EI Success
2:40pm - 3:10pm	Your cohort by numbers – mapping equity of participation in student experience initiatives	Start@Uni: Supporting students from equity backgrounds to transition to university study	Growth and equity in higher education: where will the additional students come from and who will need to do the heavy lifting?	A whole-of-lifecycle approach to equity grants	Evaluating Student Equity Initiatives: A Student-Centred Approach	Grit-ability: The Circles of Influence that Support Equity Students to Stay at University.	"Can't we let students get from A to B differently?": Disability Support Officers supporting online students with mental health disabilities.
	Aimee Clarke, Louise Kuchel, Daniel Blundell	Harriet Ridolfo, Mick Warren, Katie Osborne-Crowley, Katy Head, Mary Teague	Geoffrey Mitchell	Lexi Rollins, Ana Ferreira Manhaso, 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	CQUniversity	Charles Sturt University
	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER
3:10pm - 3:40pm	Afternoon Tea Sponsored by: 						

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 5	05A EI Students	05B EI Transitions	05C EI Students	05D EI Retention	05E EI Success	05F EI Transitions	05G EI Success
3:40pm - 4:10pm	Rethinking 'Fitness to Practice': towards inclusive course requirements  <i>Mollie Dollinger, Joanna Tai, Lisa McKenna, Kalpana Raghunathan</i> <i>Curtin University, Deakin University, La Trobe University</i> <a href="#">VIEW PAPER</a>	They can slip through the cracks: Supporting domestic CALD students as they transition to university  <i>Jenny McDougall, Caroline Henderson-Brooks, Bobby Harreveld</i> <i>CQUniversity</i> <a href="#">VIEW PAPER</a>	Extending our Relational Navigation approach with and for student victim/survivors at the University of Newcastle  <i>Adriana Haro, Emily Fuller</i> <i>University of Newcastle, Australia</i> <a href="#">VIEW PAPER</a>	From pilot to platform: supporting academics to offer early, targeted outreach to improve engagement and retention  <i>Martin Schmude, Harrison Munday, Ben Davies</i> <i>University of New England</i> <a href="#">VIEW PAPER</a>	Student Leaders at the Forefront - Academic Integrity Awareness Week  <i>Claudia Gottwald</i> <i>The University of Adelaide</i> <a href="#">VIEW PAPER</a>	The move to "assumed knowledge" in mathematics: supporting incoming students who are at different stages of their maths learning journey.  <i>Sam Sterling</i> <i>Monash College</i> <a href="#">VIEW PAPER</a>	Conception to constellation: Rethinking coursework research with STARS  <i>Pieta Shakes, Tracey Gooding, Tracey Ahern</i> <i>James Cook University</i> <a href="#">VIEW PAPER</a>
10 minute change over							
Parallel Session 6	06A GPR Students	06B EI Transitions	06C EI Students	06D EI Retention	06E EI Success	06F RP Students	06G EI Success
4:20pm - 4:50pm	Access and Equity in Australian Higher Education: The Equity Initiatives Framework Version 2.0  <i>Anna Bennett, Ryan Naylor, Jo Hanley, Cheryl Burgess</i> <i>University of Newcastle, University of Sydney</i> <a href="#">VIEW PAPER</a>	Enabling/pathway programs and Indigenous student university completion: Building the evidence  <i>Bronwyn Fredericks, Katelyn Barney, Tracey Bunda, Ash Moor, Scott Parlett, Kirsten Hausia, Nisa Richy, Daniel Taylor-Griffiths</i> <i>The University of Queensland, The University of Melbourne</i> <a href="#">VIEW PAPER</a>	Using peer programs to help solve complex problems: international students, dating, sex ed and help seeking  <i>Rosalind McFarlane</i> <i>Monash University</i> <a href="#">VIEW PAPER</a>	Dare2BeDeadly: Decolonising & Enriching Indigenous Student Experience  <i>Leonie Taylor, Toni Bowen</i> <i>CQUniversity</i> <a href="#">VIEW PAPER</a>	Catching students before they drop: A Diploma Pathway Programs initiative to re-engage students for success  <i>Anna Menicucci, Sharnai Shead, Matthew Sweeney, Miriam Mani, Christine Athanasakos</i> <i>Australian Catholic University</i> <a href="#">VIEW PAPER</a>	A Strengths-Awareness Pilot for an Australian University Mentoring Program  <i>Naia Robinson, Sarah Walker</i> <i>Australian National University</i> <a href="#">VIEW PAPER</a>	Learning with nature gives university student well-being a boost  <i>Elissa Pearson, Amanda Richardson, Brianna Le Busque</i> <i>University of South Australia</i> <a href="#">VIEW PAPER</a>
Parallel Session 7	07A EI Students	07B EI Transitions	07C EI Students	07D EI Retention	07E EI Success	07F RP Transitions	
5:00pm - 5:30pm	Imagining University: A First in Family parent perspective of higher education  <i>Jaimey Facchin</i> <i>Charles Sturt University</i> <a href="#">VIEW PAPER</a>	'The Obstacles are the Path': Using Strengths- and Evidence-based Approaches to Operationalise a Whole-of-University Intentional First Year Experience  <i>Jennifer K. Carson, Antony Gray-Burrows, Catie Gressier, Sally Kift, Elisa McGowan, Clara Yuan</i> <i>The University of Western Australia, Victoria University</i> <a href="#">VIEW PAPER</a>	Expanding institutional visibility of contemporary equity cohorts  <i>Fiona Navin</i> <i>Edith Cowan University</i> <a href="#">VIEW PAPER</a>	"Can you hear me?" A lifecycle study of equity students' online learning experiences at Australia's largest regional university.  <i>Anne Braund</i> <i>CQUniversity</i> <a href="#">VIEW PAPER</a>	Understanding the relationship between timetable scheduling and academic performance of 1st year UG students in Bachelor of Business Program  <i>Ankit Agarwal, Daniel Townsend, John McGuire</i> <i>Western Sydney University</i> <a href="#">VIEW PAPER</a>	Galvanising Transition and Success for Underrepresented Students: Five Conditions for Enhancing Online Student Engagement  <i>Jill Lawrence, Alice Brown, Petrea Redmond, Jay Cohen, Stephanie Foote, Cathy Stone</i> <i>Uni SQ, The Uni of Adelaide, Gardner Institute and Stony Brook Uni, The Uni of Newcastle</i> <a href="#">VIEW PAPER</a>	



ROOM GRAND BALLROOM							
7:00pm - 10:30pm Conference Dinner							
WEDNESDAY 3 JULY 2024							
ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 8	08A EI Students	08B EI Transitions	08C EI Students	08D EI Success	08E EI Success	08F RP Students	08G EI Success
8:40am - 9:10am	Enhancing social presence and connectedness in online learning through CONNECT: Measuring the impact on student satisfaction and staff perceptions	Better together: An Enabling and undergraduate academic partnership to improve student transitions into undergraduate human bioscience.	Addressing placement inequities: a partnership approach	Enhancing Mathematics Education: The Role of Modular Teaching, Scaffolding, and Learning Analytics	Learning and teaching practices for high student satisfaction: insights from subject coordinators	Using a hyper-flexible online teaching approach: a mixed-methods evaluation	Getting your capability on: The impact of a pre-orientation intervention
	Tracey Ahern Tracey Gooding	Bronwyn Relf, Jennifer Irwin, Judith Weidenhofer, Karen Mate, Maureen Townley-Jones, Catherine Burgess, Sharon Cooper, Zoe Griffiths, Dean Sculley	Amani Bell, Minahil Khan, Lachlan Sibir, Tara Soanes, Tina Tran	Maryam Rahou, Bella Ross, Nik Alksnis	Pam Draganovic, Jessica Gill, Laura Petridis	Jodie Brabin, Samantha Jakimowicz	Jason Steinhardt, Natalie Oostergo
	James Cook University	The University of Newcastle	The University of Sydney	Monash College	La Trobe University	Charles Sturt University	University of Southern Queensland
	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>
10 minute change over							
Parallel Session 9	09A EI Students	09B EI Achievement	09C EI Success	09D EI Retention	09E EI Success	09F EI Success	09G RP Students
9:20am - 9:50am	Can long distance relationships work? Insights from a partnership with a Regional University Centre	Towards evidence-based, course-wide graduate employability: an institution-wide capability building approach.	Student Pulse: Using data to inform support strategies	Wrap-around student support to enhance retention of women and non-binary scholarship students in STEM	First Year At-Risk Intervention: Implementing Support for Students Policy, for Equity Unit Success	Fast Forward: 20 Years of Impact	Making the Student Experience Everybody's Business: Cultivating Collaboration in the Exosphere
	Natalie Oostergo	Lauren Hansen, Jennifer Chung, Catherine Lisette Caballero	Jordyn Solomon	Alison Every, Georgia Elliott, Sybilla Grady, Emma Wensing	Ella Ewart, Emma Pelliccione	Ana Setiu Tuala, Gerry Nettleton, Francesca Paletua	Christopher Bridge, Dell Horey, Brianna Julien, Belinda Thompson, Brigit Loch
	University of Southern Queensland	Deakin University	CQUniversity Australia	Australian Academy of Technological Sciences and Engineering	Curtin University	Western Sydney University	La Trobe University, Federation University
	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>	<a href="#">VIEW PAPER</a>
9:50am - 10:20am Morning Tea							

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 10	10A EI Students	10B EI Transitions	10C EI Students	10D EI Retention	10E EI Success	10F EI Success	10G EI Success
10:20am - 10:50am	Co-designing supports for rural mature-aged nursing and allied health students: A study protocol  <i>Claire Quilliam, Nicole Crawford, Carol McKinstry, Lucinda Aberdeen, Kelly Naess, Steve Murphy</i>  <i>The University of Melbourne, Deakin University, La Trobe University, Sunraysia Community Health Services</i> <a href="#">VIEW PAPER</a>	A Warm Handover: The role of mentors in supporting first year students from accepting their offer through the first six weeks of semester  <i>Sarah Rose, Heather Webber</i>  <i>Australian Catholic University</i> <a href="#">VIEW PAPER</a>	Enabling participation in WIL for students with disability.  <i>David Eckstein</i>  <i>Deakin University</i> <a href="#">VIEW PAPER</a>	"That could be me": Using archetypes and personas to identify professional teaching and learning training for academics.  <i>Jeff Waters</i>  <i>Swinburne University of Technology</i> <a href="#">VIEW PAPER</a>	Breaking the mould: How an active learning, immersive block model is transforming student success and feedback  <i>Thomas Roche, Erica Wilson, Elizabeth Goode, John W. McKenzie</i>  <i>Southern Cross University</i> <a href="#">VIEW PAPER</a>	Life-Ready Pathways through Enabling Education  <i>Bronwyn Relf, Jennifer Irwin, Catherine Burgess</i>  <i>The University of Newcastle</i> <a href="#">VIEW PAPER</a>	Using process and outcomes to support student success through institutional change  <i>Jessica Z. Marrington, Sonya Winterbotham, Carla Jeffries, Carol du Plessis, Erich Fein, Aastha Malhotra, Trisha Poole, Megan Axelsen, Lorelle J. Burton</i>  <i>University of Southern Queensland</i> <a href="#">VIEW PAPER</a>
10 minute change over							
Parallel Session 11	11A EI Students	11B EI Transitions	11C EI Retention	11D EI Success	11E EI Transitions	11F EI Students	
11:00am - 11:30am	Making a difference: Boosting the higher education aspirations of high school students from low SES backgrounds  <i>Robyn Nash, Kerensa Townsend</i>  <i>Queensland University of Technology</i> <a href="#">VIEW PAPER</a>	Empowering International Student Transition: The impact of 'Study Hall'  <i>Nga Thanh Nguyen, Melanie Schwartz, Sarah Wilkinson, Alexandra Gilley, Jovita Chen, Sean Maloney</i>  <i>University of New South Wales</i> <a href="#">VIEW PAPER</a>	Helping students "stick": a holistic first year success program  <i>Chithira Johnson, Pete Muir</i>  <i>Southern Cross University</i> <a href="#">VIEW PAPER</a>	Catch me before I fail: A proactive advising approach supporting first assessment success  <i>Natalie Oostergo, Michelle Gillies, Fiona Brady, Jason Steinhart, David Kayira</i>  <i>University of Southern Queensland</i> <a href="#">VIEW PAPER</a>	The 'queer' pathways of LGBTQIA+ students into Enabling education  <i>Barrie Shannon, Michelle Mansfield, Zoë Griffiths, Sarah Hattam</i>  <i>University of South Australia, University of Newcastle</i> <a href="#">VIEW PAPER</a>	Five Reflexive Lenses for University Practitioners to Support Student Equity  <i>Ali Enright, Cara Rossi, Emily Schwartz, Lydia Woodyatt</i>  <i>Flinders University</i> <a href="#">VIEW PAPER</a>	
10 minute change over							

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
<b>Parallel Session 12</b>	<b>12A EI Students</b>	<b>12B EI Students</b>	<b>12C EI Retention</b>	<b>12D EI Success</b>	<b>12E EI Transitions</b>	<b>12G EI Success</b>	
11:40am - 12:10pm	<p>Transforming career development learning through digital uplift</p> <p>Aaron Ruutz, Madelaine-Marie Judd</p> <p>Student Enrichment and Employability Development, The University of Queensland</p> <p><a href="#">VIEW PAPER</a></p>	<p>University perspectives of high-quality rural health professions student placements: a mixed methods study protocol</p> <p>Claire Quilliam, Rohan Rasiah, Kathryn Fitzgerald, Elyce Green, Melissa Ridd, Leigh Moore, Carolyn Taylor, Lyndal Sheepway, Catherine Seaton, Jodie Bailie, Jane Fern, Kylie Matthews, James Debenham</p> <p>The University of Melbourne, The University of Western Australia, Charles Sturt University, Flinders University, La Trobe University, James Cook University, The University of Sydney, The University of Newcastle, The University of Notre Dame Australia,</p> <p><a href="#">VIEW PAPER</a></p>	<p>A Safety Net of Support – how are higher education providers responding to new the Support for Students policy?</p> <p>Sue Loomes, Inez Chai</p> <p>Griffith College</p> <p><a href="#">VIEW PAPER</a></p>	<p>Enhancing Equity and Success in STEM: Insights from Student Experiences in a First-Year Chemistry Course</p> <p>Zoë Griffiths, Michelle Mansfield, Clovia Holdsworth, Jennifer Baker</p> <p>University of Newcastle</p> <p><a href="#">VIEW PAPER</a></p>	<p>An “Authentic + Scaffolding + Feedback” framework to enhance the firstyear student experience</p> <p>Jennifer Sun</p> <p>The University of Sydney</p> <p><a href="#">VIEW PAPER</a></p>	<p>Mission impossible: Successfully fostering connections in a diverse generalist program</p> <p>Shannan Maisey, Lakia Turner, Tom Rowlands</p> <p>University of New South Wales</p> <p><a href="#">VIEW PAPER</a></p>	
12:10pm - 1:10pm	Lunch						
<b>ROOM</b>	<b>VICTORIA SUITES 2</b>						
12:20pm - 1:00pm	<b>Australia-wide Orientation and Transition Community of Practice Special Interest Group</b>						

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM
Parallel Session 13	13A EI Students	13B RP Success	13C EI Success	13D EI Retention	13E EI Success	13F EI Retention
1:10pm - 1:40pm	<p>We can't go Viking on everyone: Evaluation of the effectiveness of an LGBTQ+ Ally training program at a regional Australian university</p> <p><i>Gemma Mann, Ann-Marie Priest</i></p> <p><i>Central Queensland University</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Who says "Ps get Degrees?": Examining the Profile of Undergraduate Students Maintaining High Achievement at University</p> <p><i>Cameron Lydster</i></p> <p><i>Bond University</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Entangling the intellectual virtues in a first-year higher education course</p> <p><i>Yvonne Salton, Mark Oliver, Ellen Larsen, Katie Burke, Melissa Fanshawe</i></p> <p><i>University of Southern Queensland</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>The (additional?) benefits of intra-institution collaboration to support student retention and success.</p> <p><i>Ana Loba, Amy Williams</i></p> <p><i>University of Tasmania</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Respecting students as partners: using the student voice to codesign a safe university campus</p> <p><i>Catharine Pruscino, Sascha Jenkins</i></p> <p><i>University of Technology Sydney</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Giving students the Best Start: Redefining scholarships for Indigenous Students</p> <p><i>Tracey Lee Taraia, Keneasha Lindsay, Kathleen Balson</i></p> <p><i>Edith Cowan University</i></p> <p><a href="#">VIEW PAPER</a></p>
10 minute change over						
Parallel Session 14	14A EI Students	14B EI Transitions	14C EI Students	14D EI Transitions	14E EI Success	14F EI Success
1:50pm - 2:20pm	<p>Roadmap to Success: Decoding the Regional Universities Study Hub</p> <p><i>Danielle Keenan</i></p> <p><i>University of Technology Sydney</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>An Enabling program in secondary schools: Trends in university enrolments and academic performance</p> <p><i>Naomi Jeong, Nicole Vidovich, Shu-Ming Koh, Jane Leong</i></p> <p><i>Curtin University</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Tracing the student voice in university governance forums</p> <p><i>Kerrilee Lockyer, Sarah Moulds, Maree Ackehurst</i></p> <p><i>University of South Australia</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Embedded academic orientation: Synthesising seminal scaffolds of student success</p> <p><i>Daniel Griffiths, Shannan Maisey, Tom Rowlands</i></p> <p><i>The University of New South Wales</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Anonymous Peer Feedback Within a Large First-Year Finance Subject: The Student Perspective</p> <p><i>Assaf Dekel, Miriam Edwards, Sean Pinder</i></p> <p><i>University of Melbourne</i></p> <p><a href="#">VIEW PAPER</a></p>	<p>Students in Transition – An Ecosystem of Support</p> <p><i>Angela Jones, Fiona Navin</i></p> <p><i>Edith Cowan University</i></p> <p><a href="#">VIEW PAPER</a></p>
2:20pm - 2:50pm	Afternoon Tea					
Plenary Sessions	GRAND BALLROOM					
2:50pm - 3:50pm	<p><b>Enhancing student access and success through Ed Tech and Big Data</b></p> <p><i>Professor Chi Baik, University of Melbourne (Facilitator)</i>  <i>Associate Professor Jason Lodge, University of Queensland</i>  <i>Professor Cathy Stone, The University of Newcastle</i>  <i>Professor Theo Farrell, LaTrobe University</i>  <i>Dr Ronny Andrade Parra, RMIT</i></p>					
3:50pm - 4:00pm	<b>Close / Journal Announcement / 2025 Announcement</b>					





# TUESDAY

**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

## NOTES

# POSTER SESSION



## POSTER PROGRAM

#	Title	Authors	Institution	
P01	Strategies for Inclusive Practice	Angela Jones, Kristy Stanwix, Michael Howie	Edith Cowan University	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P02	Unmasking literacies: A model for developing academic literacy in the neurodiverse classroom.	Angela Jones	Edith Cowan University	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P03	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	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P04	How technology informs our student transition and retention practices	Cameron Lydster, Jason Murray	Bond University	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P05	Supporting student learning in a hyperflexible MBA program	Anja Pabel	CQUniversity	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P06	Exploring the psychological capital of students in Learning at University	Amy Williams	University of Tasmania	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P07	Implementing an Anonymous Peer Feedback Program Within a Large First-Year Finance Subject	Assaf Dekel, Miriam Edwards, Sean Pinder	The University of Melbourne	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P08	Employability Self-Efficacy: The Effect of Cuing Students	Ali Enright, Taylor Swain, Angela Sekhon, Rianna Lopez	Flinders University	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P09	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	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P10	Attendance at synchronous classes for on-campus and online students	Carla H. Jeffries, Jessica Z. Marrington, Sonya Winterbotham, Charisse Gatt	University of Southern Queensland	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P11	Revitalising the student experience through a values-based approach	Natalie Bell, Stacey Giles, Emma Grobart, Malisa Harford, Dina Isber, David Lavulo, Tuivalu Lauganiu	The University of Auckland	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P12	Academic intervention strategies and their impact on the performance of pathway at-risk students	Katherine Nguyen	South Australian Institute of Business and Technology	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P13	Empowering Diversity for Tomorrow: how inclusive grants and embedded career management activities supports lengthy WIL placements at RMIT	Katie Adler	RMIT University	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>

#	Title	Authors	Institution	
P14	Monash College Peer Mentor Program: Successes and Challenges	Nhân Phan, Bernedette Bonnano, Alison Brown, Huong Nguyen	Monash College	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P15	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	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P16	Enacting employability skills within the university curriculum through a universal design for learning lens	Miriam Edwards, Valerie Cotronei-Baird	University of Melbourne	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P17	Orientation at Australian Catholic University: Aligning digital resources with the student experience	Sarah Rose, Joe Graffeo	Australian Catholic University	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P18	Examining education on the influence of media for medical students after the COVID-19 pandemic	Akinori Yamabe, Rio Otsuka, Chiaki Mishima	Jichi Medical University	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P19	Success in Mathematics: A Comprehensive Learning Progression Approach at Monash College	Ipitagama Indika, Zohreh Heidarirad, Nimalsiri Pinnawala, Bianca Shum	Monash College	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P20	Exploring the development of graduate skills and attributes through co-curricular activities	Belinda Brear, Graham Matchett, Belinda Christensen	University of the Sunshine Coast	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P21	Extended Orientation - Supporting Successful Transition to University	Keshara de Silva	The University of Melbourne	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P22	Trauma-Informed Post-Secondary Teaching Practice: Phoenixing from the Ashes of COVID-19	Lydia Mainey, Miriam Hamm, Darren Walker, Christina Maurer-Smolder, Susan Hunt, Simone Ohlin, Felicity Earl	CQUniversity, Swinburne University of Technology	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P23	How does co-design of Outreach programs change Higher Education narratives in regional school communities?	Sarah Lambert, Mark van Bergen, Sally Mitchell, PhilipGuerin	RMIT University, Country Universities Centre Ovens-Murray, La Trobe University	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P24	Nurturing a professional development ecosystem for peer facilitators ecosystem for peer facilitators	James Heath	UNSW	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P25	Identifying Enablers and Barriers to Year 9 girls' Success in STEM	Maria Parappilly, Rahul Choudhary, Richard Woodman	Flinders University	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P26	The reimagined "Uni Ready Quiz": Improving student transition and success	Hayley Sherrard, Nicole Garske	The University of Newcastle	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>
P27	Beyond the traditional	Valmae Ruffle, Colleen Kaesehagen	James Cook University	<a href="#">VIEW PAPER</a> <a href="#">VIEW POSTER</a>




## P01 POSTER STUDENTS

### Strategies for Inclusive Practice

Angela Jones, Kristy Stanwix, Michael Howie  
Edith Cowan University

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.



## STRATEGIES FOR INCLUSIVE PRACTICE

DR ANGELA JONES  
KRISTY STANWIX  
MICHAEL HOWIE


### INTRODUCTION

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.


**The problem(s):** Time, knowledge and working out where to start!

**The question:** How can we shift thinking and help enabling academics become inclusive practitioners?

### AUDIT DESIGN PROCESS



**Diverse Representation Audit**



**WHERE TO FROM HERE?**

- Provide more examples of how to implement inclusive practice and plus one pledge.
- Provide exemplar LMS referring to different disciplinary contexts and rubrics.
- Deduce Repetition
- Roll out beta testing 2 to other areas of the university and other universities
- Create consultation. Aboriginal and Torres Strait Islander group to inform examples and exemplars.

### AUDIT BREAKDOWN

Universal Design for Learning Audit  
(UDL content adapted from <https://uifgaidesign.com.au/>)

**Multiple Means of Representation**

Strategies to make content accessible to all learners by presenting information in multiple ways (e.g., text, audio, video, images, etc.)

**Multiple Means of Action and Expression**

Strategies to make content accessible to all learners by providing multiple ways for students to demonstrate their learning (e.g., written, oral, visual, etc.)

**Multiple Means of Engagement**

Strategies to make content accessible to all learners by providing multiple ways for students to engage with the content (e.g., self-paced, self-directed, etc.)

**Use of text and visual images**

**Explanation using text, visual images and video with captions**

**Growth mindset language in selection**

**Reflections from UNIPREP ACADEMICS**


"It was a valuable exercise in that it provided me with an insight into the importance of inclusivity in an educational sense, not only Uniprep but university education in general."

"It was a reflective process that enabled me to look through different lenses at the content. I was able to further consider ways that the unit content could be made more accessible and inclusive. I was also able to think about other units that I teach and what perhaps needs to be improved there."

"How many rubrics will we need to cater for that? How do we moderate with that variety? That said, I fully intend to revise the content to decolonise/represent diverse perspectives and revise the assessment process to incorporate more self-reflection, self-assessment, and goal setting."

"Give examples where UDL is used, and this would prompt the user to reflect if they are incorporating that in the unit. Also provide an exemplar unit and show videos etc how this could be used. This would help the users think how they can place something similar in the unit."

**WANT TO BE INVOLVED?**  
If you would like to be a part of our research, click the QR code below to find out more.



**Personal reflection**

**Strengths based examples**

**Statements for strengths based approach and examples**

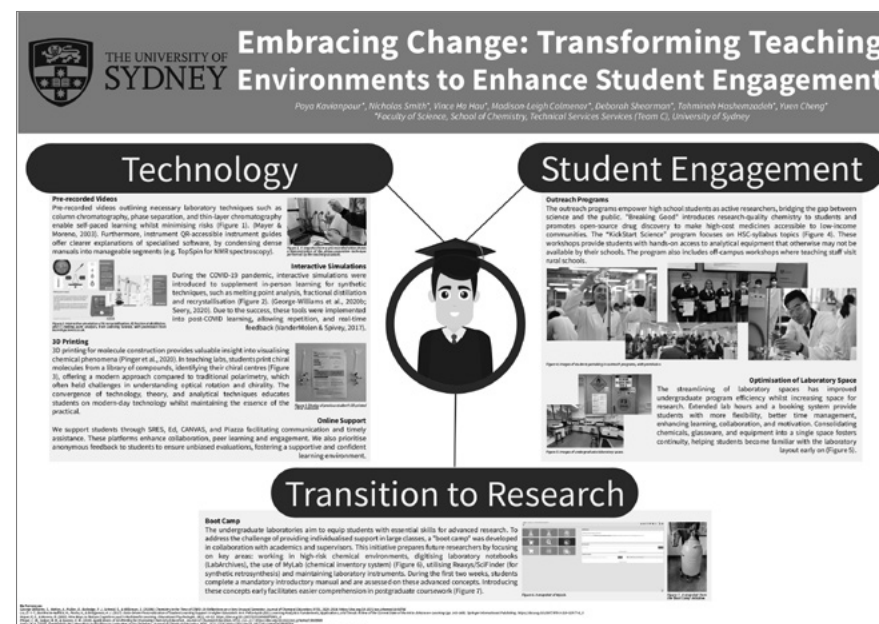
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## P03 POSTER STUDENTS

### 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.

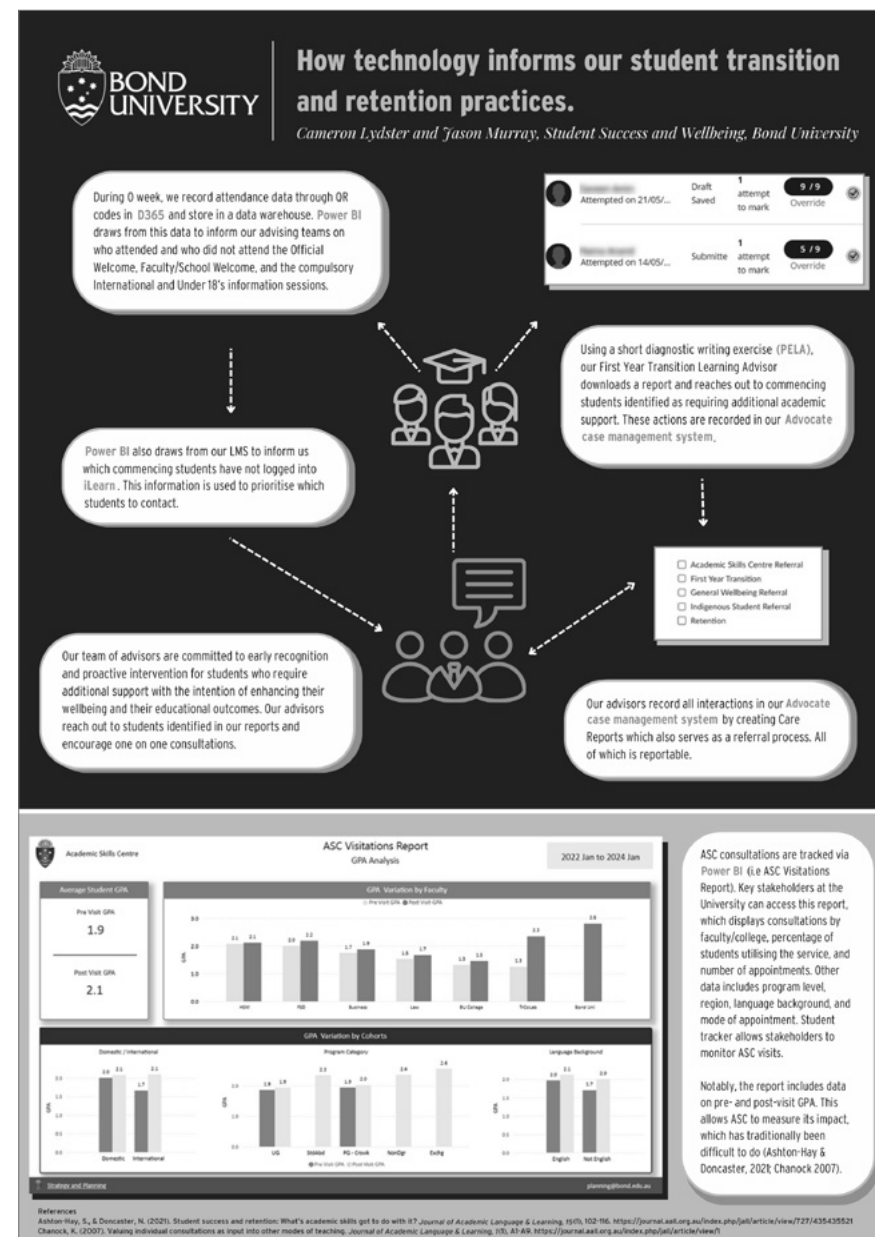


## P04 POSTER SUCCESS

### 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.*



## P05 POSTER STUDENTS

### 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.

## SUPPORTING STUDENT LEARNING IN A HYPERFLEXIBLE MBA PROGRAM

Presented by Dr Anja Pabel, Learning Design and Innovation Directorate, CQUniversity

### WHAT IS HYPERFLEXIBILITY?



Flexible, self-paced postgraduate courses with open enrolment dates (Beer, Roy & Ames, 2023)



No term-based deadlines or assessment constraints



Empowers learners with autonomy and flexibility (Müller, Mildnerberger, & Steingruber, 2023)



### CURRICULUM DESIGN & PEDAGOGY

- Self-directed learning and autonomy
- 11 units (1 double credit unit)
- Streamlined, modular curriculum
- Interactive activities
- Industry-relevant assessments
- Australian & international case studies
- Industry guest speakers
- Flexible assessment due dates
- Weekly online support sessions

### HOW DO WE SUPPORT & ENGAGE STUDENTS?

- Weekly student support sessions foster a sense of community
- Closed LinkedIn group to facilitate networking
- Dedicated Microsoft Teams channels for each unit to enable flexible online discussions
- Monthly orientation sessions to guide new students
- Strong alumni engagement provides mentoring for enrolled students
- Personalised communication and nudging to help disengaged students reconnect with the course



### BENEFITS TO STUDENTS

- 1 Flexible start and completion dates
- 2 Expert support team
- 3 Fully online and affordable
- 4 Equity and access
- 5 Building regional leadership



Overall, a fantastic degree. There's no other way I could have completed an MBA without CQU's 100% flexible and online format combined with the competitive price.

- Anonymous student quote from the SUTE survey.



### COURSE OUTCOMES

- High student satisfaction
- Graduate outcomes
- Remote and regional area focus
- Retention
- Male/female mix
- Students with special needs



### SUPPORTING TEAM

- Anja Pabel, Head of Course
- Michelle Thompson, Academic
- Noal Atkinson, Course Manager
- Danielle MacRae, Course Support Officer
- Jazmin Burnham, Learning Designer
- Myles Shipton, Learning Designer
- Colin Beer, Manager FLJP



LEARN MORE

### References

Beer, C., Ames, R., Robinson, N., Clark, D., & House, P. (2023). Initial findings on student progress and satisfaction in a new model of hyperflexible online delivery for university students. *Journal of Social Education and Research*, 9(1), 15-22.

Müller, C., Mildnerberger, T. & Steingruber, D. (2023). Learning effectiveness of a flexible learning study programme in a blended learning design: why are some courses more effective than others? *International Journal of Educational Technology in Higher Education*, 20(2).

BE DIFFERENT  
FLEXIBLE ONLINE





## P06 POSTER SUCCESS

### Exploring the psychological capital of students in Learning at University

Amy Williams  
University of Tasmania

Research has shown that 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  
amy.williams@utas.edu.au

#### Psychological Capital

Hope  
Efficacy  
Resilience  
Optimism  
HERO

Psychological capital (PsyCap) is defined as "An individual's positive psychological state of development that is characterised by (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals, and when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success" (Luthans et al. 2007).

PsyCap has been typically studied and applied in an organisational context. However, more recently there has been an increase in research into PsyCap and higher education settings. The findings from these studies have shown a significant impact on student academic outcomes, student engagement, self-determination, and university adjustment (Li et al. 2023).

A focus on building PsyCap in individuals has shown to develop positive thinking patterns that can disrupt and divert deficit assumptions and beliefs (Luthans & Youssef Morgan, 2017). Understanding who our students are, we recognise the significance of including specific concepts and strategies which influence and strengthen a commencing student's PsyCap as part of their learning journey.

#### Current study

##### Background

Through their final reflective essay and workshop discussions, the students articulated the resonance of content in the unit Learning at University. These interactions underscored a positive impact on their confidence and hope for the future. Encouraged by these outcomes, I was inspired to undertake formal research through the framework of Psychological Capital (PsyCap) to investigate the observations students made on their learning experience.

##### Purpose

The purpose of the study of students undertaking Learning at University is to investigate if there is a change in student's PsyCap over their first semester and what possible influences may have impacted this change. The implications from this project will inform future unit design, and practice, and provide further areas of research based on the conclusions and recommendations of this initial study.

##### Methodology

The study utilises a mixed methods approach with a pre- and post-test survey consisting of a validated survey, the Compound PsyCap scale (CPC-19) (Dudasova et al. 2020), and open-ended qualitative questions. This methodology has been purposefully chosen to provide a comprehensive, contextual, and illustrative thematic analysis of student answers (Braun & Clarke, 2019; Creswell & Plano, 2017).

#### Learning at University

Learning at University is a compulsory, foundational unit in the University Preparation Program, and the Diploma of University Studies at the University of Tasmania. In both cases, the unit is first in the programme of study, with a range of students thereafter moving into over 20 discipline areas. Our students come from a diversity of backgrounds that frequently overlaid with negative educational experiences, mental health challenges, and low expectations of personal achievement. We are highly motivated to provide a positive, holistic, and encouraging learning journey for our students.

The main outcome of Learning at University is to develop students as confident, effective learners. Delivered through evidence-based concepts and strategies, this unit is underpinned by positive psychology principles that focus on psychological wellbeing integrated alongside conventional academic skills.

#### Current strategies incorporating PsyCap components

##### Complementary unit content

strengths-based approach, reflective practice, resilience strategies, self-determination theory, self-care, self-compassion, reframing fear of failure, procrastination and time management, promotion of work-life balance through flow and engaging with hobbies and interests.

##### Structure of unit

Active learning focus, Social constructivist setting, Collaborative discussions, Interactive and reflective assessment tasks, Opportunities for strengths application and analysis

#### Future possibilities

##### Student learning

Measuring student PsyCap at the start and end of learning periods, Mapping PsyCap components to unit independent learning outcomes, PsyCap development module

##### Institutions

Integration of PsyCap components into student services, Staff workshops to understand, measure, and implement PsyCap principles in their daily roles, Inclusive practices underpinned by PsyCap to foster positive cross-collaboration and open communication

##### Cross-institution opportunities

Collaboration on initiatives, Peer review and feedback, PsyCap community of practice (beta test)

#### Discussion

How do you support student psychological wellbeing in your role?

What specific strategies or activities do you use to foster hope, efficacy, resilience, and optimism in students?

What are your thoughts on integrating PsyCap into universities? How do you see it transforming the learning experience?

#### To continue the conversation:

#### References

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I acknowledge with deep respect, the palawa and palawa people, Traditional Owners and Custodians of the land upon which I live, work, and travel. I also acknowledge with deep respect the Traditional Owners and Custodians of country on which the conference is being held, the Wurundjeri and Boonwurrung / Woiwurrung peoples of the Kulin, I stand for a future that proudly acknowledges and is inclusive of Aboriginal perspectives, culture, language, and history.



## P07 POSTER SUCCESS

### 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.



### Implementing an anonymous peer feedback program within a large first-year finance subject

Assaf Dekel, Miriam Edwards, Sean Pinder



#### ExamBuddy! program goals:

- Improve engagement and learning
- More practice questions
- Simulating exam conditions to improve students' confidence and exam preparedness:
  - \* Handwritten solution
  - \* Limited space to provide answers
  - \* Challenging questions
  - \* Marking using a rubric similar to how the final exam is marked

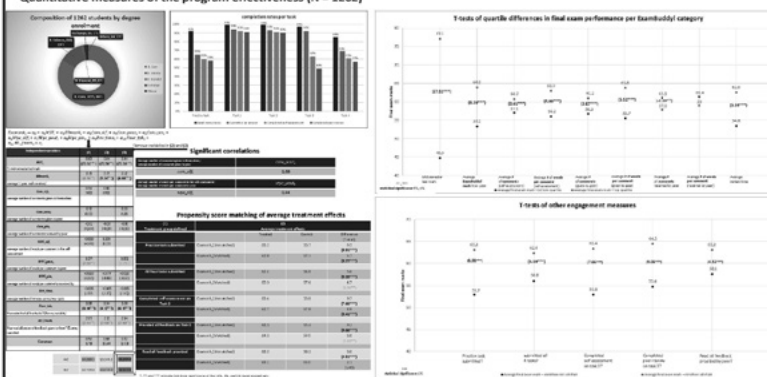
#### Mechanisms to improve participation and quality of reviews:

- Students must actively engage with the platform **repetitively** (self-assessment and peer review) -> **better curriculum retention**.
- The solution is available to view only after students hand in their work.
- No marks are awarded (deducted) for getting a correct [incorrect] answer -> Students focus on the process and are more relaxed. Students only receive the mark for **genuine participation**.
- 20% of each task mark is allocated for leaving at least one meaningful comment.
- The workload is reasonable (only two questions, but still challenging).
- Participation is anonymous. (Both the feedback receiver and the student who gives the feedback are anonymous to each other).

#### The timeline: (Deadlines are scheduled for Monday, 9 a.m., except the review for task 4)



#### Quantitative measures of the program effectiveness (N = 1262)



## P08 POSTER TRANSITIONS

### 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 those 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.

#### Employability Self-Efficacy: The Effect of Cuing Students

Dr Ali Enright, Dr Taylor Swain, Ms Angela Sekhon, and Ms Rianna Lopez

**INTRO**


- Psychology Honours students lack employability self-efficacy (the belief that they possess the skills needed to get jobs), despite having skills needed for 1 in 4 jobs currently advertised.
- Research question:** does cuing student to the extracted and added employability curriculum improve their employability self-efficacy and career readiness.

**METHOD**


- We measured Psychology Honours students' employability self-efficacy before and after completing a required topic, including employability skills training.
- There were two levels of cuing: 1) during class (all students); and 2) when rating employability self-efficacy at topic completion (randomly allocated students).

**RESULTS**

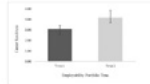
- Students in the cued condition reported higher employability self-efficacy compared to students in the not cued condition.



**Cuing students to the employability content in their topic improves their career readiness.**



Student Demographics	Means/%
Age	23.63
Gender	81% female 17% male 2% non-binary
Study Status	81% full-time 19% part-time
Employment Status	88% employed 13% not employed
Horizon Awards Status (co-curricular employability training program)	91% have not participated 0% platinum 2% gold 2% silver 4% bronze
Post Honours plan	49% postgraduate studies 13% gain employment



**DISCUSSION**

- Teaching employability skills isn't enough – we need to cue students to the employable nature of the content.

*"I recently secured a role as a Marketing Specialist at Neurospa Psychology Clinic – content in class really helped me get it!"*  
- unsolicited email, Psychology Honours Student (2024)

## P09 POSTER SUCCESS

**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) focusses 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 to many guidance throughout the many 'firsts' encountered by commencing students.

## READY, SET, SUCCESS!

**A targeted support program enriching first year student transition: Igniting success from pre-commencement**

Sachini Gamage & Rachel Chamberlain (Charles Darwin University, Student Transition & Retention)

### CONTEXT

At Charles Darwin University (CDU), a highly diverse student cohort, coupled with geographical isolation, and remote delivery, presents complex transition challenges for both staff and students. Committed to enhancing first-year student transition & success, the initiative, 'Ready, Set, Success', was developed and piloted in the Faculty of Health, in Semester 2, 2023.

### Ready, Set, Success:

- Provides early, targeted & coordinated support for commencing students.
- Integrates pastoral & academic support.
- Engages with students from 4 weeks prior to commencement until the end of first semester.

### PROGRAM GOALS



Strengthen staff & service collaboration to create cohesive support initiatives for first year students.



Enhance student engagement and connection with the university.



Increase first year student success.

### READY

#### STAGE 1

4 Weeks Pre-Commencement – Week 1

#### KEY ACTIVITIES

- Personalised 1:1 engagement with all commencing students via phone, email, online & F2F appointments.
- Facilitate course induction sessions in partnership with faculty, staff & senior students.
- Implement timely initiatives to deliver essential onboarding information.

#### KEY OBJECTIVES

- Students are prepared, engaged, and connected.
- Students are enrolled correctly, with a manageable study load.
- Students understand their course expectations & study requirements.
- Students can access and navigate student portals.

### SET

#### STAGE 2

Week 1 – Week 4

#### KEY ACTIVITIES

- Monitor LMS unit analytics in first-year priority units.
- Contact and provide proactive support to students identified as at risk in the first three weeks.
- Proactively engage with late-arriving and enrolling students.
- Provide tailored workshops in response to identified student needs.

#### KEY OBJECTIVES

- At risk students are identified and supported at the earliest opportunity.
- At risk students are supported to problem solve and overcome barriers to engagement.

### SUCCESS

#### STAGE 3

Week 5 – Week 12

#### KEY ACTIVITIES

- Collaborate with academic & professional staff to embed learning support into first year units.
- Partner with academic staff, to identify & proactively engage with students at risk due to low grades and/or non-submission.
- Monitor LMS unit analytics if first-year priority units to proactively support students disengaging or not submitting assessments.

#### KEY OBJECTIVES

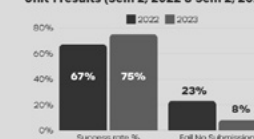
- Students receive timely and relevant learning support to build academic skills.
- Students receive guidance to navigate the many 'firsts' encountered in first semester.
- At risk students receive 1:1 pastoral support to problem-solve challenges to success.

### IMPACT

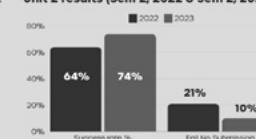
Results from the pilot in the Faculty of Health in Semester 2, 2023 found:

- A 5-10% improvement in student success rates
- A 50% reduction in student failure through non-submission and disengagement

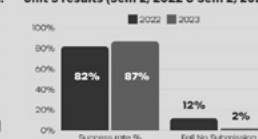
#### Unit 1 results (Sem 2, 2022 & Sem 2, 2023):



#### Unit 2 results (Sem 2, 2022 & Sem 2, 2023):



#### Unit 3 results (Sem 2, 2022 & Sem 2, 2023):



### FUTURE DIRECTIONS

- 01 Currently expanding the model into a University wide first year transition program.
- 02 Engage senior students in the program's expansion, co-design & delivery.
- 03 Explore elements of the program in the context of different student populations.

### STUDENT FEEDBACK:



In my first year, I had many difficulties. The SST support was invaluable. It made a significant difference to my confidence, academic journey and my wellbeing.

On the days when I felt like giving up, the SST support helped me to keep going. My time management improved, I created a good uni life schedule, and I really enjoy what I'm learning!

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## P10 POSTER 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.

## Attendance at synchronous classes for on-campus and online students

**Project team members:** Dr Carla Jeffries, Associate  
Professor Jessica Marrington, Dr Sonya Winterbotham, and  
Charisse Gatt



University of  
Southern  
Queensland

### Background

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 (Moores et al., 2019) and students miss the opportunity to develop the necessary professional skills, behaviours, and networks. For higher education institutions, 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).

The current study examined the reasons for non-attendance at synchronous classes for on-campus and online students at a regional Australian university.



### 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 equivalent 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 Herrington (2006) and Oldfield 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).

Five Most Influential Reasons for Non-Attendance by Mode of Enrolment

On-campus	Online
1. Recordings available on LMS	1. Recordings available on LMS
2. Learning resources available on LMS	2. Too busy
3. Too busy	3. Learning resources available on LMS
4. Scheduling Conflict with personal commitments	4. I had to work
5. I had to work	5. Personal commitments

Note. LMS refers to Learning Management System.

### 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.

[unisq.edu.au](http://unisq.edu.au)

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Funded and supported by the University of Southern Queensland

CRICOS: QLD 00244B, NSW 02225M TEQSA: PRV12081

## Revitalising the student experience through a values-based approach

*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.*

[illegible]



## P12 POSTER TRANSITIONS

### 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.



Centre for  
English Language

## ACADEMIC INTERVENTION STRATEGIES AND THEIR IMPACT ON THE PERFORMANCE OF PATHWAY AT-RISK STUDENTS

DR KATHERINE NGUYEN

### Identifying early signs of risk

- Low results in literacy and numeracy diagnostic assessments and computer literacy test
- Low attendance
- No login to the course site for two weeks
- Repeater
- Having learning disabilities
- Failed the first assignment
- Having concerns from teachers throughout the study period

### Academic standing levels and corresponding interventions

Academic Standing Levels	Interventions and support
<b>GOOD</b> Satisfactory progress, no concerns	<ul style="list-style-type: none"> <li>• General email sent out introducing support options</li> </ul>
<b>WARNING</b> <ul style="list-style-type: none"> <li>• failed &gt;=50% of enrolment</li> <li>• failed a pre-requisite</li> <li>• GPA drops below 3.0</li> </ul>	<ul style="list-style-type: none"> <li>• Study with a reduced study load (75% maximum).</li> <li>• Enrol in the free online support module Tertiary Skills Development Online (TSDO) and complete the self-guided activities.</li> <li>• Meet with the relevant Discipline Lead in weeks 5 and 9</li> <li>• Maintain satisfactory engagement (attendance, active participation, assessment completion).</li> </ul>
<b>PROBATION</b> <ul style="list-style-type: none"> <li>• Was on Warning</li> <li>• failed &gt;=50% of enrolment</li> <li>• failed a pre-requisite</li> <li>• GPA drops below 3.0</li> </ul>	<ul style="list-style-type: none"> <li>• Blocked from enrolment until having completed the Probation form which requires reflections and setting up commitments to get their study back on track.</li> <li>• Meet with the Student Learning Advisor (SLA) to discuss their progress and support.</li> <li>• Study with a reduced study load (75% maximum).</li> <li>• Complete the free face-to-face support module Tertiary Skills Development (TSD) during weeks 2-12 of the current trimester.</li> <li>• Meet with the SLA in week 5 and week 9 to support progress.</li> <li>• Maintain satisfactory engagement (attendance, active participation, assessment completion).</li> </ul>
<b>UNSATISFACTORY</b> <ul style="list-style-type: none"> <li>• Was on Probation</li> <li>• failed &gt;=50% of enrolment</li> <li>• failed a pre-requisite</li> <li>• GPA drops below 3.0</li> </ul>	<ul style="list-style-type: none"> <li>• Issued an Intention to Report. Blocked from enrolment until having completed a Stage 2 Appeal form and the Unsatisfactory form which requires reflections and setting up commitments to get their study back on track.</li> <li>• Meet with the SLA to assist with the appeal process.</li> <li>• Whilst student is waiting for their appeal outcome, they are expected to:               <ol style="list-style-type: none"> <li>Maintain your enrolment during this process at maximum study load of 75%.</li> <li>Complete TSD.</li> <li>Meet with Student Learning Advisor in Weeks 5 and 9</li> <li>Maintain satisfactory engagement in your modules (attendance, active participation, assessment completion)</li> </ol> </li> </ul>

### IMPACT OF INTERVENTION

USING DATA FROM  
2022 AND 2023

OUT OF THE 22%  
WHO ENGAGED,  
92% PASSED



OUT OF THE 14%  
WHO ENGAGED,  
100% PASSED



#### PROBATION



OUT OF THE 54%  
WHO DISENGAGED,  
74% FAILED



OUT OF THE 64%  
WHO DISENGAGED,  
88% FAILED

For further information contact [katherine.nguyen@unisa.edu.au](mailto:katherine.nguyen@unisa.edu.au)

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## P13 POSTER

### RETENTION

#### 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.*

#### Empowering Diversity for Tomorrow

**Career Success WIL Grants offer financial support to disadvantaged students undertaking long WIL placements while upskilling individual career management abilities.**

- Financial support for disadvantaged students
- Increased retention in programs with long WIL requirements
- Enhanced employment confidence levels
- Life-long career management skills developed
- Building professional networks

“I wouldn't have been able to do this placement in Cairns if I had to pay all flights and accommodation costs.”  
- RMIT WIL Student, 2023

**\$90,000**

was dispursed in 2023

**53 Students**

students were supported



#### Assessment & Selection

- WIL Grants are promoted on RMIT's Scholarships website
- Students apply via an Expression of Interest
- Eligibility of applicants is assessed
- Shortlisted applicants are interviewed to understand individual circumstances & WIL placement requirements
- Funds are allocated and students notified

#### Pre Placement

- Successful students sign and return the 'WIL Grant Contract'
- Students complete RMIT's **Career Management Micro-credential**
- Students receive 50% of WIL Grant

#### During Placement

- WIL Supervisor completes report of student performance
- Students complete a **written reflection** of their experience

#### After Placement

- Students submit their **Supervisor's report**, **Reflection** and **updated resume** to reflect the WIL experience, to the Career Success team
- Students meet again with their Career Consultant to unpack their experience and reflections, and discuss additional **career planning**
- Once completed, the final 50% WIL Grant payment is made

\*Terms highlighted are embedded career activities.  
For more information, contact Katie Adler [katie.adler@rmit.edu.au](mailto:katie.adler@rmit.edu.au)

## P14 POSTER SUCCESS

### Monash College Peer Mentor Program: Successes and Challenges

Nhân Phan, Bernedette Bonnanno, Alison Brown, Huong Nguyen  
Monash College

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; Tullis & 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.

## Monash College Peer Mentor Program: Successes and challenges

Dr Nhân Phan, Ms Bernedette Bonnanno, Ms Alison Brown and Dr Huong Nguyen  
Monash College, Docklands, Victoria, Australia

### About Monash College

- Pathway provider for Monash University
- English, Foundation and Diploma programs
- Many students need extra study support

**98%** international students

The Monash College Peer Mentor Program offers peer study support by student volunteers for all students of the college. It aims to enhance:

- ★ Student retention
- ★ Study skills & confidence
- ★ Sense of belonging
- ★ Professional skills
- ★ Social skills
- ★ Leadership skills

### Recruitment and training

- Teacher recommendations
- Student results screened for selection
- Online group interviews
- Comprehensive blended training

**380**  
peer mentoring sessions in 2023

"The peer mentors are crazy smart!"



### Peer mentor activities

- Discipline and study skills support drop-ins
- Discipline and exam support workshops
- Program promotion
- Event/orientation support
- Creation of discipline study resources

**88**  
peer mentors recruited in 2023

"I felt fulfilled after a student achieves a remarkable mark after seeing me."



### Challenges

- Timetable clashes
- Competing student priorities
- Teacher awareness and promotion
- Students' reluctance to seek peer support
- Short program cycle
- Student volunteer management
- Role boundary maintenance

Learning Hub



**97%**  
of peer mentors found training extremely useful

"Learning how to react in certain uncomfortable situations is very useful."

### Solutions

- Targeted drop-in times
- Ongoing communication and promotion
- Normalisation of help-seeking
- Additional reward and recognition

**100%**  
of peer mentors reported study and future work skill development



"The program has helped me improve my leadership and communication skills. A really good experience!!"

Scan this QR code to view references



**MONASH**  
College

## P15 POSTER TRANSITIONS

### 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.



Inquiry-Driven  
Education  
in Action

Nhai Nguyen<sup>1</sup>, Bernedette Bonanno<sup>2</sup>,  
Huong Nguyen<sup>2</sup>, Nhan Phan<sup>2</sup> and Nia Nguyen<sup>1</sup>

<sup>1</sup> - Humanities; <sup>2</sup> - Student Success and Teaching Excellence

## Pedagogical practices to boost student belonging and academic achievement

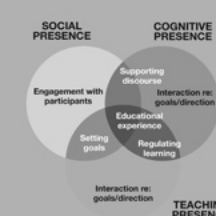
### Plan

Student engagement is central to promoting a positive classroom and school environment.

### Digital pedagogy

- **Teaching presence:** teachers' promotion of students' cognitive abilities at different levels
- **Social presence:** teachers' 'effective communication, open communication and group cohesion' (Garrison, 2007, p. 63) with students
- **Cognitive presence:** interaction with students and direction of their attention to goals/directions of the tutorial tasks and/or the intended learning outcomes

In this project we invited Monash College teachers to examine their classroom practices (teaching presence, social presence and cognitive presence) that create a sense of belonging for students.



Our theoretical framework: Garrison's Digital Pedagogy Model (2007).

### Research question

What pedagogical belonging practices enhance student academic success in Monash College?

### Act

"Action research is systematic, intentional and cyclical ... encourages teachers to teach and simultaneously do research on their own teaching practice within their classroom context." (Lufungulo et al., 2021)



18 interviews across 3 program areas (English, foundation year and diplomas)

### Reflect



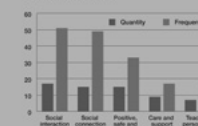
### Observe

The core themes identified through this project are:

- Social connection
- Social interactions
- Safe and comfortable learning environments
- Teacher personality
- Teacher challenges

### Data outputs

**Social presence:** creating opportunities for social interactions and social connectedness.



### Social interactions

"In the first class, when they [students] are chatting, I don't say anything. I'm happy. That is what I want. That is what I look forward to." (Teacher, Diploma of Business)

### Social connection

"I can't teach if I don't do this [understand students] ... I can't just teach students. I have to teach people. I have to know who they are and what they want and what their personality is." (Teacher, FY)

### Teacher challenges

"Getting to know each other ... the actual thing that we can do to get social connection. Especially with subjects that are heavily loaded with content, we [teachers] think that we don't really have time to bond." (Teacher, Diploma of Science)

### Impact

- Pedagogical belonging practices should be seamlessly woven into an integrated and interdisciplinary curriculum.
- Focus on collaborative, problem-based and task-based learning.
- Incorporating pedagogical belonging practices into institutional policies.
- Teacher professional development should focus on building teachers' pedagogical belonging competencies

Garrison, D. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues.  
Lufungulo, E. S., Maribem, R. A. Kaindo, B. (2021). The Meaning and Role of Action Research in Education Multidisciplinary Journal of Language and Social Sciences Education, 4(2), 115-128.



## P16 POSTER TRANSITIONS

### 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.*



### Enacting employability skills within the university curriculum through a Universal Design for Learning lens

Employability skills are an important focus within higher education as they assist students to transition into a professional career. They include things such as:

- teamwork
- communication
- problem solving
- digital literacy

But academics may find the teaching of these skills challenging due to increasingly diverse cohorts. Cotronei-Baird's (2020) study examined this issue and as a result produced a typology (below) which has aided in the teaching of these skills (Dyki et al., 2020).

By considering this typology from a Universal Design for Learning (UDL) perspective (CAST, 2018), it is proffered that the teaching may be more personally relevant and inclusive (Reardon et al., 2021).

The teaching of employability skills and UDL share a common goal – to create expert learners. The UDL framework (CAST, 2018) describes such learners as being purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.

Considering the teaching of employability skills through a UDL lens prompts academics to provide their students multiples means of engagement, representation, and action and expression. While this is just one example of applying UDL to an educational outcome, it also reflects a growing awareness around the potential of UDL within higher education curriculum design.

Learn more about the research evidence informing UDL here:



Teaching practice	Examples	
<b>Assess</b> employability skills	<ul style="list-style-type: none"> <li>• Integrate employability skills development into assessment tasks and instructions</li> <li>• Include employability skills in assessment criteria and rubrics</li> <li>• Include employability skills in written and verbal feedback</li> </ul>	High/ Direct
<b>Facilitate</b> activities to apply employability skills	<ul style="list-style-type: none"> <li>• Students practice applying employability skills in classroom activities and pre-class task/activities</li> <li>• Facilitate activities that can be used to enable students to demonstrate employability skills</li> <li>• Give students opportunity to apply employability skills to real life cases, data and examples</li> </ul>	<p>How do you integrate employability skills development? We'd love to know. Add your examples to our Padlet:</p>
<b>Demonstrate</b> application of employability skills	<ul style="list-style-type: none"> <li>• Use case studies to demonstrate employability skills</li> <li>• Use relevant data or examples to demonstrate employability skills used in workplace/profession</li> <li>• Show how to apply employability skills to real life examples, case studies, workplace/profession</li> </ul>	
<b>Discuss</b> employability skills	<ul style="list-style-type: none"> <li>• Mention the importance and relevance of identified employability skills in the workplace</li> <li>• Explain the employability skills that are linked to positions relevant to your students and discipline/subject</li> </ul>	Low/ Indirect

Cotronei-Baird, V. S. (2020). Academic Mediances in the integration of employability skills development in teaching and assessment practice. *Higher Education*, 119(3), 339-353. DOI: 10.1007/s10734-020-00503-4

### Multiple means of...

#### Engagement

Asks academics to consider the "why" of learning, so students may become purposeful and motivated.

For example: give students opportunity to share views/opinions via paired conversations or in group settings, such as:

- student-led presentations and demonstrations
- online synchronous discussions, polls, quizzes
- asynchronous online discussions
- choice of employability skills to be discussed are based on students' aspirations and interests.



These ideas align with the UDL guidelines and several of the UDL checkpoints. Learn more about the UDL framework, guidelines, and checkpoints at the CAST website

#### Representation

Asks academics to consider the "what" of learning so students become resourceful and knowledgeable.

For example: demonstrate employability skills in different ways through a variety of classroom settings, including large and/or online lectures, such as:

- written scenarios/vignettes
- short videos, real-world case studies
- realistic problems
- actual data
- interviews with industry professionals



#### Action and Expression

Asks academics to consider the "how" of learning so students may become strategic and goal-directed.

For example: give students opportunities to practice employability skills through activities and assessments such as:

- evaluation of realistic dilemmas experienced as professionals
- analysis of different solutions to problems/issues
- role plays
- debates



CAST (2018). Universal design for learning guidelines 2.2.2. <https://cast.org/udlguidelines/>

Dyki, M., Cotronei-Baird, V. S. & Edwards, M. (2020). Preparing graduates with the employability skills for the labour market: reflective on assessment practice through UDL. *Assessment Research Journal*, 11(2), 339-346. DOI: 10.1177/2043986220920808

Reardon, R., Brinkley, R. W., & Thiele, D. (2021). The practice of universal design in postsecondary education: A literature review. *Journal of Postsecondary Education & Disability*, 34(2), 109-121.

Dr Miriam Edwards miriam.edwards@unimelb.edu.au  
Dr Valerie Cotronei-Baird valeriec@unimelb.edu.au

Williams Centre for Learning Advancement  
<https://lbe.unimelb.edu.au/wcla>

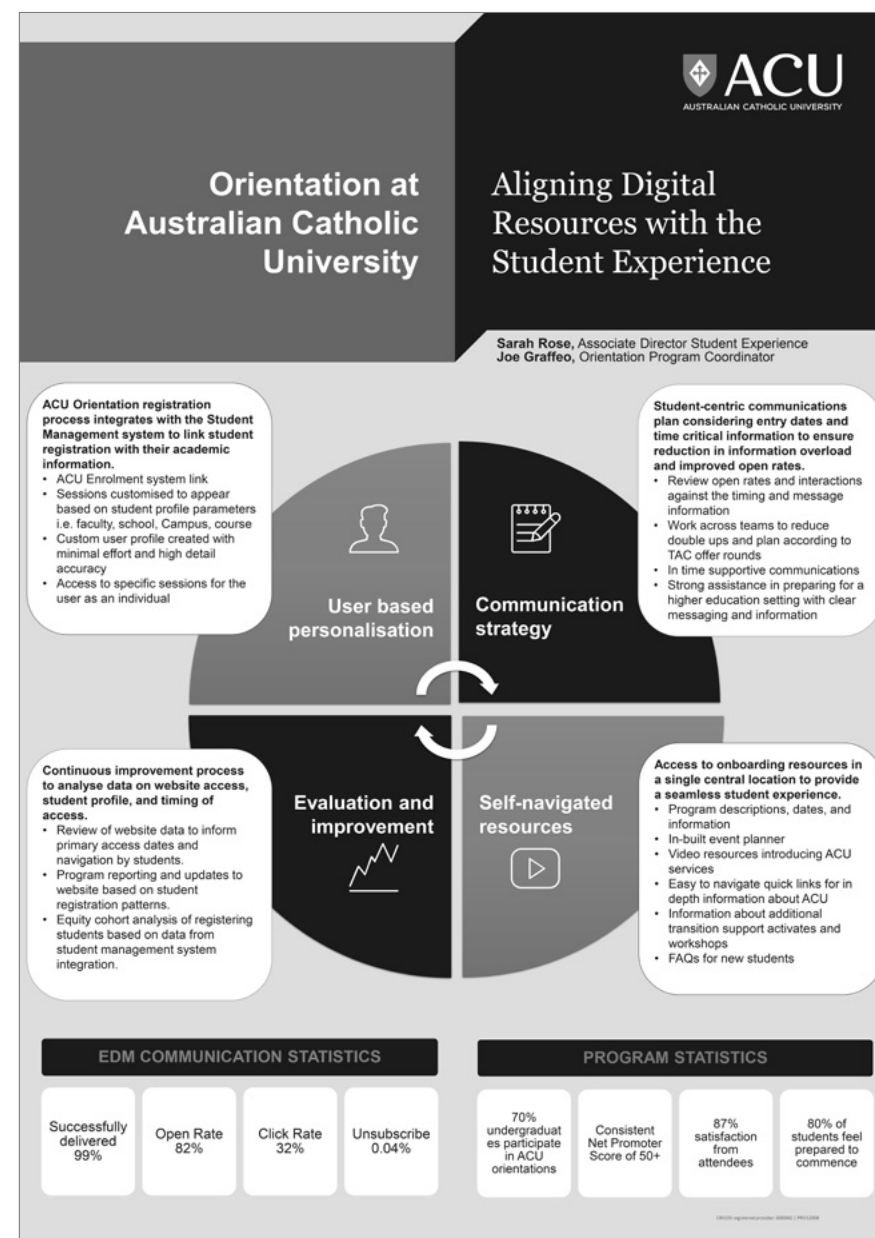


## P17 POSTER TRANSITIONS

### 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.*



## P18 POSTER STUDENTS

### 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.

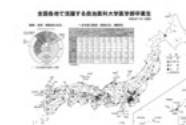
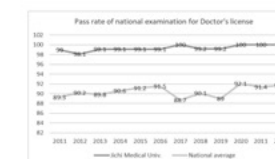
Various studies have been conducted worldwide on mass communication education in universities (e.g. Katzen et al., 1975). The methods of transmitting and receiving information have diversified, and the influence of mass media has increased significantly (Paxson, 2018). University students are required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

Jichi Medical University

### Examining education on the influence of media for medical students after the COVID-19 pandemic

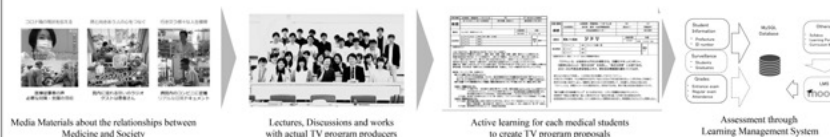
Akinori Yamabe, Rio Otsuka, Chiaki Mishima  
Jichi Medical University, Japan

#### Introduction

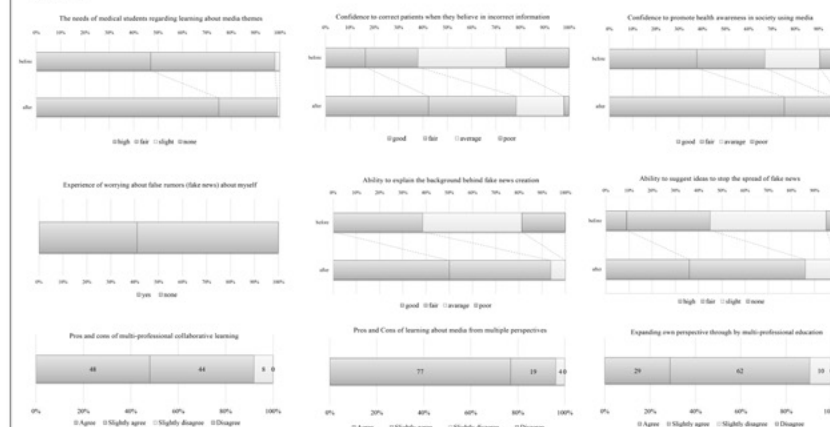


•Jichi Medical University (JMU) was established in 1972 with the goal of ensuring and improving the level of medical services provided in remote areas with few medical resources in Japan. The students of JMU are expected to return to their designated prefecture and work in local communities after their 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 pass rate in 2024 was also 100%.  
•The subjects of this case study include 29 medical students who took the compulsory elective course "Media and Society" at JMU from September to December 2023.

#### Method



#### Results



#### Conclusion

•The findings depict a generally positive effect of education about media on medical students. The COVID-19 pandemic has created miscommunication between medical professionals and the public, leading doctors to sometimes be forced to correct misinformation for their patients. Teaching media in medical schools is also considered to be effective for the sustainable development of society.  
•Although this survey did not necessarily involve a large number of students, it could obtain basic knowledge regarding how medical education should be improved to achieve a desirable mutual understanding between doctors and society, after the Covid-19 pandemic. It is imperative to conduct larger-scale surveys and international comparisons.



## P19 POSTER SUCCESS

### 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 and Bianca Shum  
Monash College, Docklands, Victoria, Australia

#### 1 Diagnostic tests

Monash College developed three diagnostic tests aligned with the learning progression framework. Leveraging the Moodle plugin STACK, these tests generate automated randomised versions.

- Test A: Diploma Part 2 (Engineering)
- Test B: Diploma Part 2 (Business)
- Test C: Diploma Part 1

#### 2 Learning modules

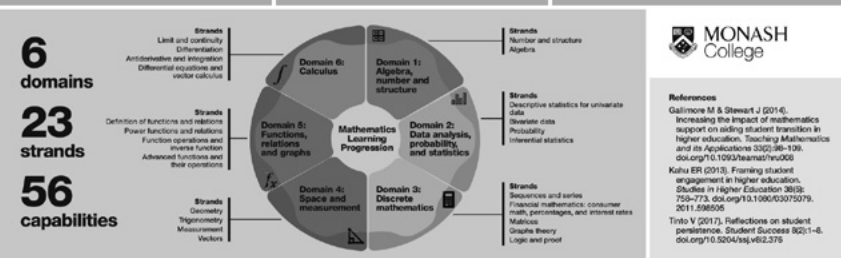
Each module is a building block towards mathematical proficiency, offering a blend of visual, practical and textual learning experiences.

- Interactive videos
- Practice questions
- Summary notes

#### 3 Personalised self assessment

In STACK, quizzes feature randomised questions with diverse variants, fostering varied attempts by students who can input math expressions. Feedback is tailored to their specific answers.

- Randomised
- Variety of questions
- Multiple attempts
- Specific real-time feedback



## P20 POSTER ACHIEVEMENT

### 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 recognise 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 & Macallister, 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.

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

Belinda Brear, Graham Matchett and Belinda Christensen  
Careers and Employability Team, University of the Sunshine Coast



### 1 INTRODUCTION

Co-curricular recognition programs or records are common in Higher Education as a means to incentivize and formally recognise student engagement and skill development when undertaking activities outside of compulsory degree requirements. Research demonstrates how student participation in these activities or programs help to enhance graduate employability developing higher levels of self-efficacy, self-confidence and self-esteem (Dacre Pool & Sewell 2007; O'Shea, 2019). Yorke, Mantz. (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. The University of the Sunshine Coast (UniSC) co-curricular recognition program, the Student Leadership Award, is built upon reflective processes that are essential for enhancing employability.

### 2 PROGRAM REQUIREMENTS AND ETHOS

Coursework students accumulate points for activities undertaken across five core categories. To receive the award upon graduation, students need to accrue 1,000 points from two or more categories.

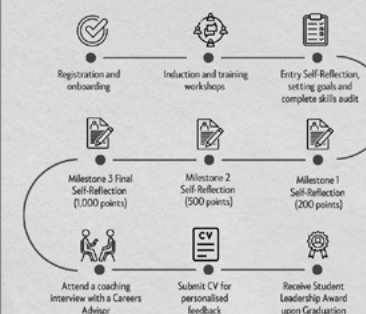


Reflective processes with crucial links to employability are fundamental to the program; where students complete regular self-reflections on the development of their graduate skills and attributes. The program was launched in 2017 and has seen consistent growth over this time with 51 students graduating with the award in 2023.



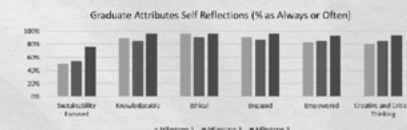
### 3 INTEGRATED WORKFLOW PROCESS

A custom built workflow guides students seamlessly through the program, focusing on enhanced awareness of skill development through productive embedded reflection activities and coaching.



### 4 METHOD AND EVIDENCE OF IMPACT

This study aimed to examine and highlight evidence of the development or improvement of core graduate skills and attributes by examining students' quantitative responses from the key milestones embedded throughout the program.



Award recipients indicated increased confidence in their graduate skills and attributes and were found to have a higher student success rate. These findings demonstrate the impact and value of the co-curricular recognition program at UniSC.



\*Student Success Rate is calculated as the sum of FTSL passed divided by sum of FTSL attempted.

### 5 WHAT'S NEXT?

- Use data insights to tailor training to build specific skills and attributes where students have displayed low confidence.
- Embed automated digital badging to each award category to promote reward and recognition throughout the program.
- Introduce award mentorship to enhance skill development and engagement through the program.



University of the  
Sunshine Coast

ETHICS NUMBER A242107

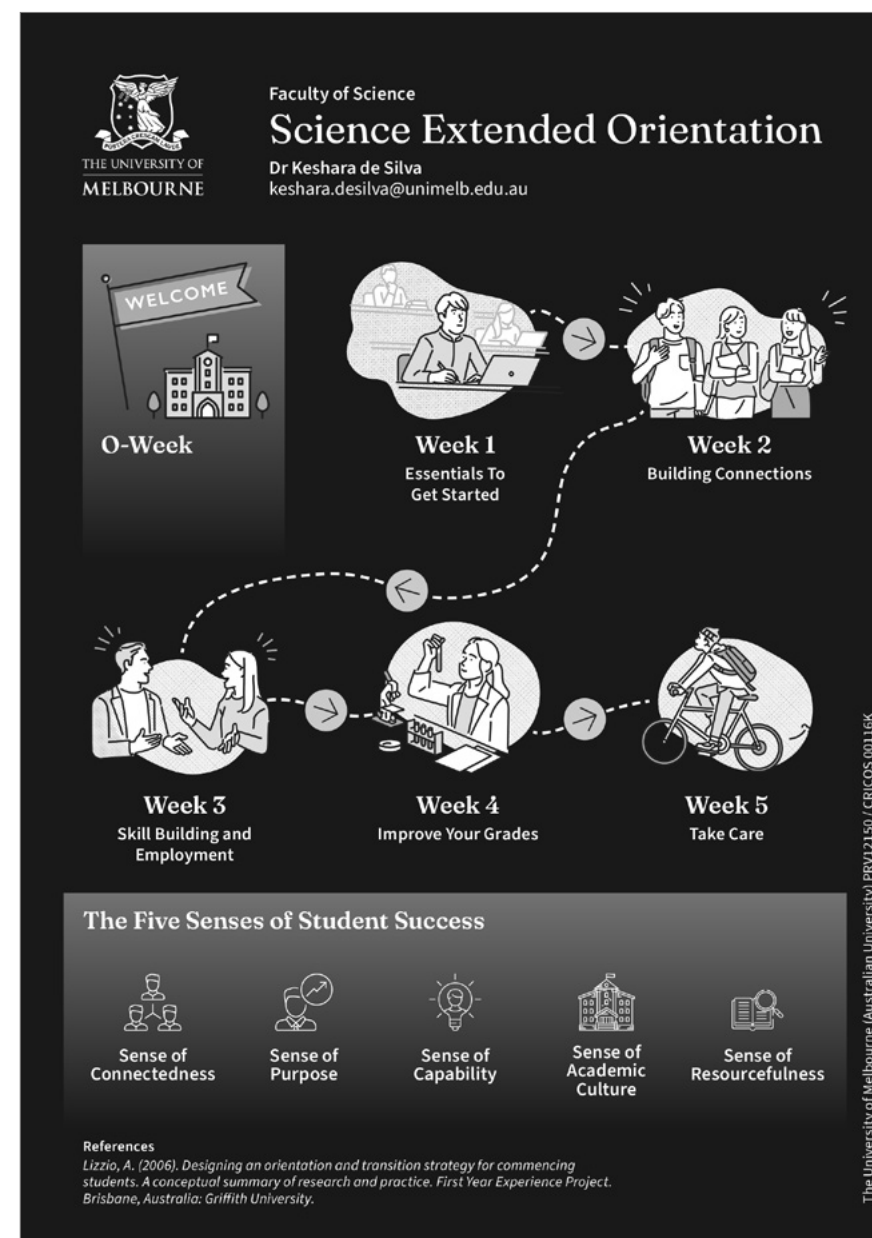
## P21 POSTER TRANSITIONS

### 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.



## Trauma-Informed Post-Secondary Teaching Practice: Phoenixing from the Ashes of COVID-19

**Susan Hunt**  
Swinburne University of Technology

*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).*

# Trauma-Informed Post-Secondary Teaching Practice: Phoenixing from the Ashes of COVID-19

Lydia Mahdy, PhD<sup>1</sup>, Miriam Menon, PhD<sup>2</sup>, Darren Walker, PhD<sup>3</sup>, Christine Mauer-Snyder<sup>4</sup>, Susan Hunt, PhD<sup>5</sup>, Simone Orr<sup>6</sup>, and Felicity Earl<sup>7</sup>  
<sup>1</sup>University of New Brunswick, <sup>2</sup>University of Technology

## Background

**What is psychological trauma?**  
 Psychological trauma results from an event, series of events, or set of circumstances that is experienced by an individual or community as physically or emotionally overwhelming or traumatic. It is characterized by a sense of helplessness, fear, and/or loss of control. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people.

**Figure 1: A diagram showing the relationship between trauma and learning.**  
 Trauma is a significant factor in learning outcomes. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people.

**Figure 2: A diagram showing the relationship between trauma and learning.**  
 Trauma is a significant factor in learning outcomes. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people.

**Why should we care?**  
 Trauma is a significant factor in learning outcomes. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people.

**Context of this investigation**  
 This research is an exploratory study that seeks to understand the relationship between trauma and learning. It is a significant factor in learning outcomes. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people.

**Research questions and methods**  
 The research questions are: What is the relationship between trauma and learning? What are the experiences and barriers to learning? What are the experiences and barriers to learning? What are the experiences and barriers to learning?

**Figure 3: A diagram showing the relationship between trauma and learning.**  
 Trauma is a significant factor in learning outcomes. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people.

**Conclusions**  
 The research findings suggest that trauma is a significant factor in learning outcomes. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people. It can be caused by a single event or a series of events, and it can be caused by a single person or a group of people.

**Results**

**Staff survey**

**Table 1: Knowledge among staff of trauma and awareness of trauma-informed practice (n=65)**

Statement	Yes (%)	No (%)
1. I understand the concept of trauma and its effects on learning	78.5%	21.5%
2. I understand the concept of trauma and its effects on learning	78.5%	21.5%
3. I understand the concept of trauma and its effects on learning	78.5%	21.5%
4. I understand the concept of trauma and its effects on learning	78.5%	21.5%
5. I understand the concept of trauma and its effects on learning	78.5%	21.5%
6. I understand the concept of trauma and its effects on learning	78.5%	21.5%
7. I understand the concept of trauma and its effects on learning	78.5%	21.5%
8. I understand the concept of trauma and its effects on learning	78.5%	21.5%
9. I understand the concept of trauma and its effects on learning	78.5%	21.5%
10. I understand the concept of trauma and its effects on learning	78.5%	21.5%

**Table 2: Response to statement that university students at higher risk**

Statement	Yes (%)	No (%)
1. I understand the concept of trauma and its effects on learning	78.5%	21.5%
2. I understand the concept of trauma and its effects on learning	78.5%	21.5%
3. I understand the concept of trauma and its effects on learning	78.5%	21.5%
4. I understand the concept of trauma and its effects on learning	78.5%	21.5%
5. I understand the concept of trauma and its effects on learning	78.5%	21.5%
6. I understand the concept of trauma and its effects on learning	78.5%	21.5%
7. I understand the concept of trauma and its effects on learning	78.5%	21.5%
8. I understand the concept of trauma and its effects on learning	78.5%	21.5%
9. I understand the concept of trauma and its effects on learning	78.5%	21.5%
10. I understand the concept of trauma and its effects on learning	78.5%	21.5%

**Table 3: Self-reported awareness of trauma-informed practice**

Statement	Yes (%)	No (%)
1. I understand the concept of trauma and its effects on learning	78.5%	21.5%
2. I understand the concept of trauma and its effects on learning	78.5%	21.5%
3. I understand the concept of trauma and its effects on learning	78.5%	21.5%
4. I understand the concept of trauma and its effects on learning	78.5%	21.5%
5. I understand the concept of trauma and its effects on learning	78.5%	21.5%
6. I understand the concept of trauma and its effects on learning	78.5%	21.5%
7. I understand the concept of trauma and its effects on learning	78.5%	21.5%
8. I understand the concept of trauma and its effects on learning	78.5%	21.5%
9. I understand the concept of trauma and its effects on learning	78.5%	21.5%
10. I understand the concept of trauma and its effects on learning	78.5%	21.5%

**Table 4: Self-reported awareness of trauma-informed practice**

Statement	Yes (%)	No (%)
1. I understand the concept of trauma and its effects on learning	78.5%	21.5%
2. I understand the concept of trauma and its effects on learning	78.5%	21.5%
3. I understand the concept of trauma and its effects on learning	78.5%	21.5%
4. I understand the concept of trauma and its effects on learning	78.5%	21.5%
5. I understand the concept of trauma and its effects on learning	78.5%	21.5%
6. I understand the concept of trauma and its effects on learning	78.5%	21.5%
7. I understand the concept of trauma and its effects on learning	78.5%	21.5%
8. I understand the concept of trauma and its effects on learning	78.5%	21.5%
9. I understand the concept of trauma and its effects on learning	78.5%	21.5%
10. I understand the concept of trauma and its effects on learning	78.5%	21.5%

**Table 5: Self-reported awareness of trauma-informed practice**

Statement	Yes (%)	No (%)
1. I understand the concept of trauma and its effects on learning	78.5%	21.5%
2. I understand the concept of trauma and its effects on learning	78.5%	21.5%
3. I understand the concept of trauma and its effects on learning	78.5%	21.5%
4. I understand the concept of trauma and its effects on learning	78.5%	21.5%
5. I understand the concept of trauma and its effects on learning	78.5%	21.5%
6. I understand the concept of trauma and its effects on learning	78.5%	21.5%
7. I understand the concept of trauma and its effects on learning	78.5%	21.5%
8. I understand the concept of trauma and its effects on learning	78.5%	21.5%
9. I understand the concept of trauma and its effects on learning	78.5%	21.5%
10. I understand the concept of trauma and its effects on learning	78.5%	21.5%

**Table 6: Self-reported awareness of trauma-informed practice**

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## P23 POSTER STUDENTS

### How does co-design of Outreach programs change Higher Education narratives in regional school communities?

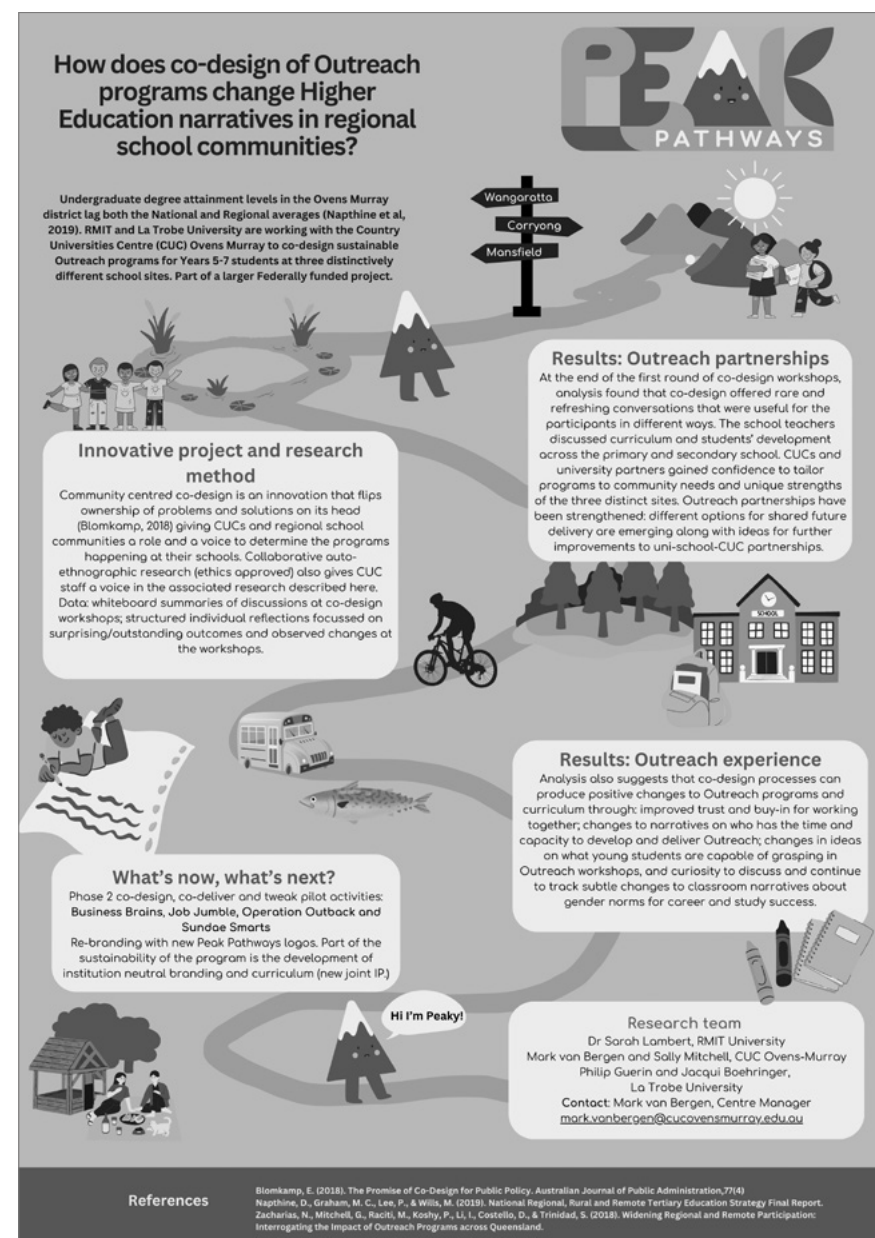
**Sarah Lambert,**  
RMIT University

**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 (Naphthine 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.



## P24 POSTER 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.



## Nurturing a professional development ecosystem for peer facilitators

James Heath, PVC Education Portfolio, UNSW Sydney



### Context

- New central Peer Assisted Study Sessions (PASS) program
- Facilitators navigating new role as 'near peers'
- First iteration observed lack of active learning

### Strategies

- 1 Expanded initial training
- 2 PD Workshops utilising expertise from university teams
- 3 Scenario-based online learning modules

- 4 Collaboration across peer programs
- 5 Cross-institutional collaboration
- 6 Observations – supervisor + peers
- 7 Online group chat

### Build community

Foster belonging within PASS leaders to help build community among PASS participants. Celebrate a culture of peer learning through the Peer Learning Festival and Sydney PASS Leaders' Meet & Greet. **2 4 5 6 7**

### Maintain personal & professional boundaries

Understand when and how to refer participants to appropriate university services. Maintain academic integrity and fairness. **1 2 3**

### Foster active learning

Practise the three key skills of PASS: redirecting questions, wait time & checking understanding via mock sessions & feedback. Observe sessions and provide feedback on strategies for building participant collaboration. **1 2 6**

### Peer facilitator feedback

I learnt so much about how to work with students who come from diverse backgrounds and how to be approachable and make them feel comfortable with me and other students.

The mock session was super cool, so good to practice but also to watch other people do their versions.

I learned the kind of goals to set as a PASS leader, it's not about ticking off a list of content but about facilitating the learning and growth of the student.

### Champion inclusivity & accessibility

Employ universal design for learning strategies. Workshop key topics including inclusive teaching practices and supporting neurodiverse learners. **1 2 3**

### Enhance academic skills

Emphasise the 'how to learn' of PASS, alongside the 'what to learn'. Explore emerging digital literacies such as ethical and responsible use of Generative AI. **1 2 3 6**

### Support mental health & wellbeing

Provide Mental Health First Aid and/or wellbeing training through university experts. Offer just-in-time peer and supervisor support via online group chat. **1 2 4 7**

### PASS participants feedback

93% participants feel more confident in their studies after attending PASS (n = 459).

Friendly mentors building a comfortable and enjoyable environment.

[The PASS Leaders] were wonderful, my only regret is that I didn't go sooner.

Hear from peer facilitators





## P25 POSTER TRANSITIONS

### 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 (Wang 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.

### Identifying Enablers And Barriers To Year 9 Girls' Success In STEM

*Prof Maria Parappilly, Dr Rahul Choudhary, and Prof Richard Woodman - Flinders University*

Flinders STEM Enrichment Academy is a grant-funded initiative, to inspire young women to pursue STEM. We offer hands-on activities that combine role-model interventions, Industry immersions 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 there is little information on the enablers and barriers to STEM participation among Australian girls.

**AIM:** To identify the enablers and barriers that influence girls' participation in STEM by collecting data before and after the interventions.

**METHOD:** To evaluate, we employed a modified STEM Career Interest Survey based on the socio-cognitive career theory model.

**STUDY POPULATION:** 158 Year 9 girls participated in 3-day STEM Conference in 2023. (n = 141 pre- and n = 119 post-intervention responses).



**STEM ENRICHMENT  
ACADEMY**  
Shaping Science Superstars



**Flinders  
University**

## 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



73% girls responded to the survey that they have no role models in STEM careers, with 50% having no one in their family pursuing a science career.

## 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.

*This project is supported by the Australian Government Department of Industry, Science and Resources through the Women in STEM Entrepreneurship program.*



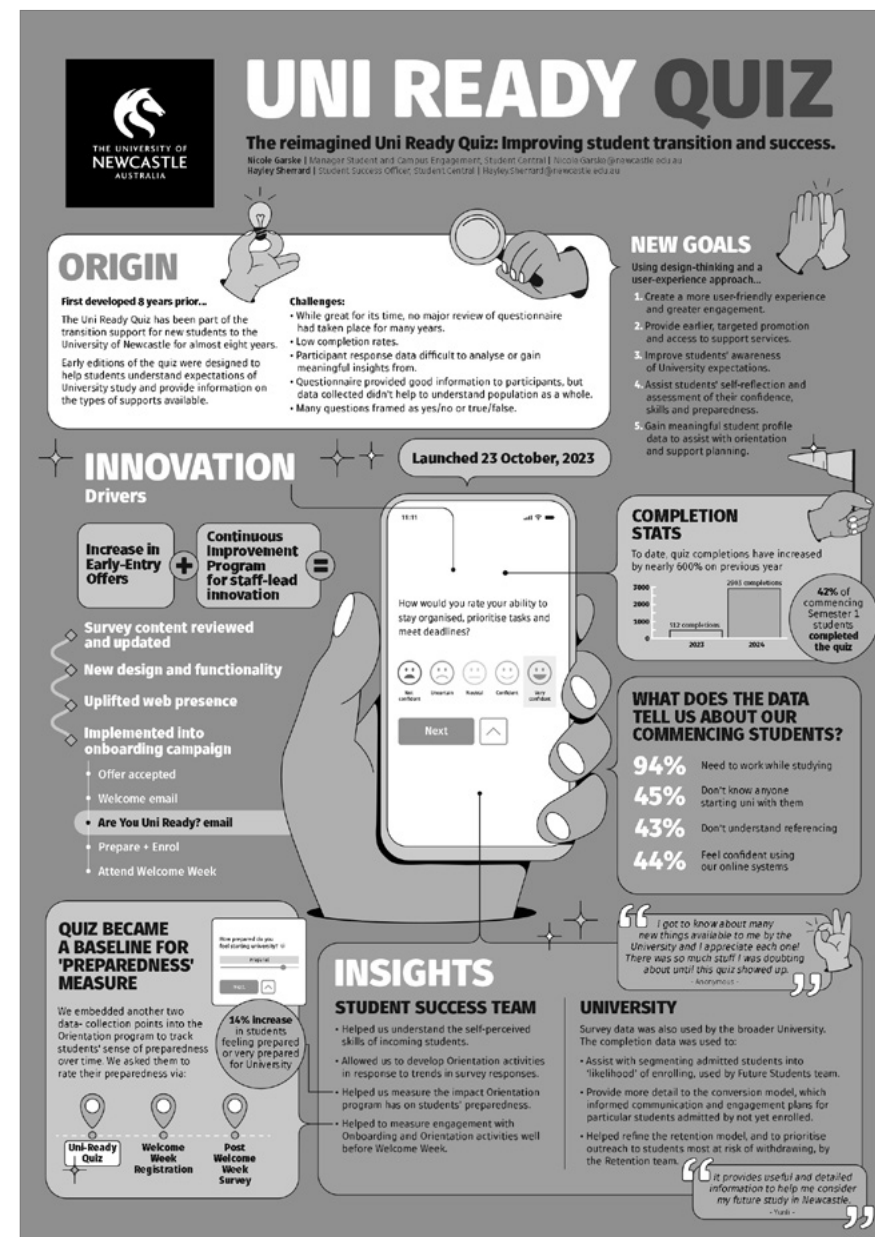
**Australian Government**  
Department of Industry,  
Science and Resources

## P26 POSTER STUDENTS

### 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.



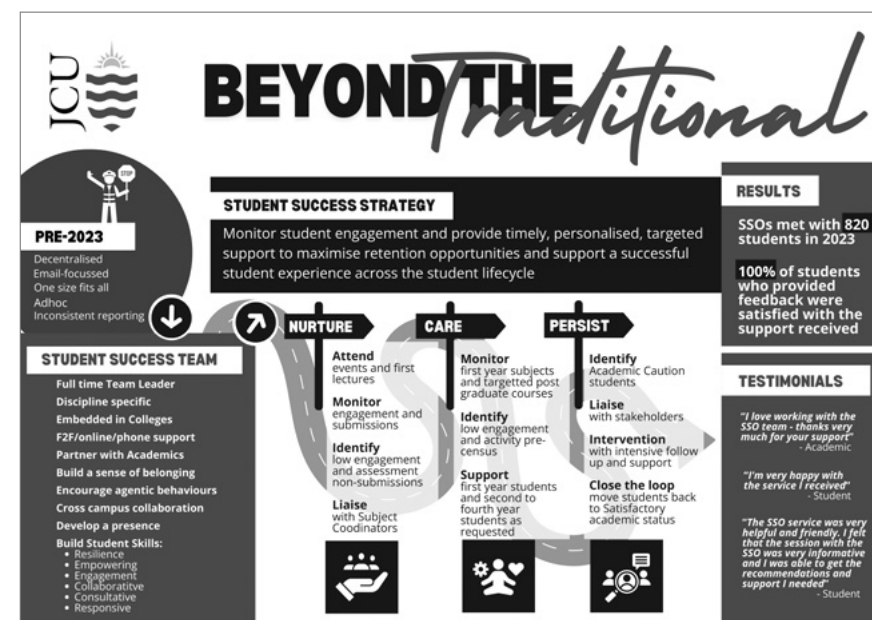
## P27 POSTER SUCCESS

### 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 SESSIONS

## PARALLEL SESSION 1

12:00PM – 12:30PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 1	01A EI Students	01B EI Transitions	01C EI Achievement	01D EI Retention	01E EI Success	01F EI Transitions	01G EI Success
12:00pm - 12:30pm	<p>How generative AI is changing STEM higher education: The experience on the ground</p> <p><i>Christopher Bridge, Birgit Loch, Ryan Naylor</i></p> <p><i>University of New England, University of Sydney</i></p>	<p>All Systems Go: Tertiary Transition Programme for Autistic Students – A Pilot Initiative at the University of Auckland</p> <p><i>Glenis Wong-Toi, Dulcie Brake, Jodie Peterson</i></p> <p><i>The University of Auckland, Waipapa Taumata Rau</i></p>	<p>Assisting underrepresented cohorts overcome challenges created by online learning and assessment.</p> <p><i>Irshad Ali</i></p> <p><i>Auckland University of Technology</i></p>	<p>Early identification of at-risk students in tertiary education</p> <p><i>Harrison Munday, Matthew Tight, Martin Schmude</i></p> <p><i>University of New England</i></p>	<p>Strategies for student success and wellbeing in accelerated online learning: A case study from JCU's Master of Nursing</p> <p><i>Tracey Ahern, Tracey Gooding, Kate Casey, Stephen Abblitt</i></p> <p><i>James Cook University, Keypath Education</i></p>	<p>Transitioning-in late enrolled students quickly and effectively</p> <p><i>University of Southern Queensland</i></p>	<p>The many colours of student support: perspectives and practice of Enabling education practitioners</p> <p><i>Marguerite Westacott, Juliette Subramaniam, Gemma Mann, Ana Larsen, Trixie James, Susan Hopkins, Kieran Balloo</i></p> <p><i>University of the Sunshine Coast, Western Sydney University, Central Queensland University, University of Southern Queensland</i></p>



## 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 appropriate 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 Abblitt, 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

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 2	02A EI Students	02B EI Transitions	02C EI Students	02D EI Retention	02E EI Success	02F EI Transitions	02G EI Success
12:40pm - 1:10pm	Experiences of equity students negotiating life, work and learning: how can universities mitigate precarity and risk?	How first-year regional students turn commencement regret into relief	The Country Universities Centre Equity and Inclusion Framework	Scaling student success through AI: Insights from a human-centred, relational and socially just approach	A 2024 update: Developing a curriculum of success at UniSC and UniSQ	I don't know what they really want": International postgraduate coursework students navigating academic writing expectations	Increasing student success in first-year university through intentional curriculum design: the development of consistent unit guidelines.
	Nicole Crawford, Rola Ajjawi, Joanna Tai, Mollie Dollinger, Margaret Bearman, Matt Brett	Courtney Geritz, Maria Raciti	Danielle Keenan, Erin Wrafter, Kinne Ring	Susan Gibson, Sarah Lok, Rachel Yasmineh, Kylie Readman, Gregory Martin, Simon Buckingham Shum	Cat Picton, Alison Jaquet	Qian Yang	Kelly Linden, Sarah Teakel
	Deakin University	University of the Sunshine Coast	Country Universities Centre, University of Technology Sydney	University of Technology Sydney	University of the Sunshine Coast, University of Southern Queensland	The University of Sydney	Charles Sturt University

## 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, personalised, 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.*

## 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.*

## 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 290 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.*



## STUDIOSITY LUNCHTIME SESSION

1:20PM – 1:50PM | PERTH ROOM

## 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

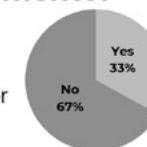
## Studiosity-YouGov survey shows students want more peer connection

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%).

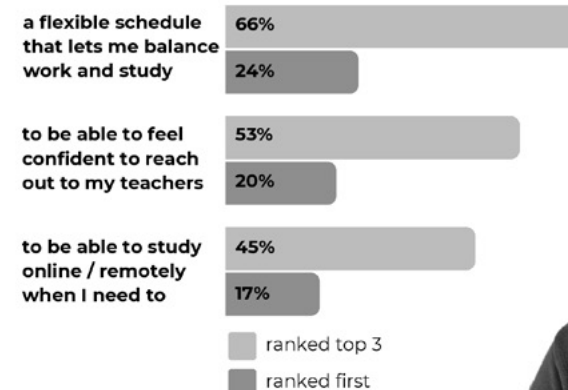


Q. Would you have liked a student mentor?

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:



Full report available online  
[studiosity.com/AUwellbeing](https://studiosity.com/AUwellbeing)



## PARALLEL SESSION 3

2:00PM – 2:30PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 3	03A EI Students	03B EI Transitions	03C EI Students	03D EI Retention	03E EI Success	03F EI Achievement	03G EI Students
2:00pm - 2:30pm	Enhancing student engagement in tertiary Indigenous Studies through storying	Advising Partners: Proactive messages in first-year nursing courses	Fostering Teamwork Organically Among Engineering Students in an Enabling Environment	Economy of Scale: Embedding Academic Skills to Ensure Equity	Celebrating Student Success: Embedding Inclusive Practices into Graduation	When less groupwork assessment is more: capturing students' diverse funds of knowledge in an ultimate year law course	Navigating Consent and Respect: The Australian National University's Journey in Large-Scale Consent Education for Preventing Sexual Violence
	Tracey Bunda, Katelyn Barney, r e a (Regina) Saunders, Stephanie Gilbert, Nisa Richy, Lisa Oliver	Christy Macnish	Rishaad Abdoala, Madeleine Wilson	Danielle Clarkson	Jaymee Beveridge, Kylie Austin	Paula Zito	Joel Radcliffe, Friederike Gadow, Hannah Leary, Rory Kelly
	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 storytelling

**Tracey Bunda, Katelyn Barney, r e 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

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 4	04A EI Students	04B EI Transitions	04C EI Students	04D EI Retention	04E GPR Students	04F EI Retention	04G EI Success
2:40pm - 3:10pm	<p>Your cohort by numbers – mapping equity of participation in student experience initiatives</p> <p><i>Aimee Clarke, Louise Kuchel, Daniel Blundell</i></p> <p><i>The University of Queensland</i></p>	<p>Start@Uni: Supporting students from equity backgrounds to transition to university study</p> <p><i>Harriet Ridolfo, Mick Warren, Katie Osborne-Crowley, Katy Head, Mary Teague</i></p> <p><i>University of New South Wales</i></p>	<p>Growth and equity in higher education: where will the additional students come from and who will need to do the heavy lifting?</p> <p><i>Geoffrey Mitchell</i></p> <p><i>Queensland Department of Education</i></p>	<p>A whole-of-lifecycle approach to equity grants</p> <p><i>Lexi Rollins, Ana Ferreira Manhoso, Raphael Pereira, Louise Pollard</i></p> <p><i>The University of Notre Dame Australia</i></p>	<p>Evaluating Student Equity Initiatives: A Student-Centred Approach</p> <p><i>Nadine Zacharias, Sadie Heckenberg, Laura Kostanski, Melissa Lowe, Jeff Waters</i></p> <p><i>Swinburne University of Technology, University of Tasmania, CSIRO, Environment Business Unit</i></p>	<p>Grit-ability: The Circles of Influence that Support Equity Students to Stay at University.</p> <p><i>Anne Braund, Trixie James, Katrina Johnston</i></p> <p><i>CQUniversity</i></p>	<p>“Can't we let students get from A to B differently?": Disability Support Officers supporting online students with mental health disabilities.</p> <p><i>Jacque Tinkler, Ella Dixon</i></p> <p><i>Charles Sturt University</i></p>



## 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.

**Jacque 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

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 5	05A EI Students	05B EI Transitions	05C EI Students	05D EI Retention	05E EI Success	05F EI Transitions	05G EI Success
3:40pm - 4:10pm	Rethinking 'Fitness to Practice': towards inclusive course requirements	They can slip through the cracks: Supporting domestic CALD students as they transition to university	Extending our Relational Navigation approach with and for student victim/survivors at the University of Newcastle	From pilot to platform: supporting academics to offer early, targeted outreach to improve engagement and retention	Student Leaders at the Forefront – Academic Integrity Awareness Week	The move to "assumed knowledge" in mathematics: supporting incoming students who are at different stages of their maths learning journey.	Conception to constellation: Rethinking coursework research with STARS
	<i>Mollie Dollinger, Joanna Tai, Lisa McKenna, Kalpana Raghunathan</i>	<i>Jenny McDougall, Caroline Henderson-Brooks, Bobby Harreveld</i>	<i>Adriana Haro, Emily Fuller</i>	<i>Martin Schmude, Harrison Munday, Ben Davies</i>	<i>Claudia Gottwald</i>	<i>Sam Sterling</i>	<i>Pieta Shakes, Tracey Gooding, Tracey Ahern</i>
	<i>Curtin University, Deakin University, La Trobe University</i>	<i>CQUniversity</i>	<i>University of Newcastle, Australia</i>	<i>University of New England</i>	<i>The University of Adelaide</i>	<i>Monash College</i>	<i>James Cook University</i>

## 05A EMERGING INITIATIVE STUDENTS

### Rethinking 'Fitness to Practice': towards inclusive course requirements

**Mollie Dollinger**  
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.*

## 05B EMERGING INITIATIVE TRANSITIONS

### "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.*

## 05C EMERGING INITIATIVE STUDENTS

### 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 specialised 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.*

## 05D EMERGING INITIATIVE RETENTION

### 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 behaves 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

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 6	06A GPR Students	06B EI Transitions	06C EI Students	06D EI Retention	06E EI Success	06F RP Students	06G EI Success
4:20pm - 4:50pm	<p>Access and Equity in Australian Higher Education: The Equity Initiatives Framework Version 2.0</p> <p><i>Anna Bennett, Ryan Naylor, Jo Hanley, Cheryl Burgess</i></p> <p><i>University of Newcastle, University of Sydney</i></p>	<p>Enabling/pathway programs and Indigenous student university completion: Building the evidence</p> <p><i>Bronwyn Fredericks, Katelyn Barney, Tracey Bunda, Ash Moor, Scott Parlett, Kirsten Hausia, Nisa Richy, Daniel Taylor-Griffiths</i></p> <p><i>The University of Queensland, The University of Melbourne</i></p>	<p>Using peer programs to help solve complex problems: international students, dating, sex ed and help seeking</p> <p><i>Rosalind McFarlane</i></p> <p><i>Monash University</i></p>	<p>Dare2BeDeadly: Decolonising &amp; Enriching Indigenous Student Experience</p> <p><i>Leonie Taylor, Toni Bowen</i></p> <p><i>CQUniversity</i></p>	<p>Catching students before they drop: A Diploma Pathway Programs initiative to re-engage students for success</p> <p><i>Anna Menicucci, Sharnai Shead, Matthew Sweeney, Miriam Mani, Christine Athanasakos</i></p> <p><i>Australian Catholic University</i></p>	<p>A Strengths-Awareness Pilot for an Australian University Mentoring Program</p> <p><i>Naia Robinson, Sarah Walker</i></p> <p><i>Australian National University</i></p>	<p>Learning with nature gives university student well-being a boost</p> <p><i>Elissa Pearson, Amanda Richardson, Brianna Le Busque</i></p> <p><i>University of South Australia</i></p>

## 06A GOOD PRACTICE REPORT STUDENTS

### 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.*

## 06B EMERGING INITIATIVE TRANSITIONS

### 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' to 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 imputed 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.

## 06G EMERGING INITIATIVE SUCCESS

## 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.*

## NOTES

## PARALLEL SESSION 7

### 5:00PM – 5:30PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 7	07A EI Students	07B EI Transitions	07C EI Students	07D EI Retention	07E EI Success	07F RP Transitions	
5:00pm - 5:30pm	<p>Imagining University: A First in Family parent perspective of higher education</p> <p><i>Jaimey Facchin</i></p> <p><i>Charles Sturt University</i></p>	<p>'The Obstacles are the Path': Using Strengths- and Evidence-based Approaches to Operationalise a Whole-of-University Intentional First Year Experience</p> <p><i>Jennifer K. Carson, Antony Gray-Burrows, Catie Gressier, Sally Kift, Elisa McGowan, Clara Yuan</i></p> <p><i>The University of Western Australia, Victoria University</i></p>	<p>Expanding institutional visibility of contemporary equity cohorts</p> <p><i>Fiona Navin</i></p> <p><i>Edith Cowan University</i></p>	<p>"Can you hear me?" A lifecycle study of equity students' online learning experiences at Australia's largest regional university.</p> <p><i>Anne Braund</i></p> <p><i>CQUniversity</i></p>	<p>Understanding the relationship between timetable scheduling and academic performance of 1st year UG students in Bachelor of Business Program</p> <p><i>Ankit Agarwal, Daniel Townsend, John McGuire</i></p> <p><i>Western Sydney University</i></p>	<p>Galvanising Transition and Success for Underrepresented Students: Five Conditions for Enhancing Online Student Engagement</p> <p><i>Jill Lawrence, Alice Brown, Petrea Redmond, Jay Cohen, Stephanie Foote, Cathy Stone</i></p> <p><i>Uni SQ, The Uni of Adelaide, Gardner Institute and Stony Brook Uni, The Uni of Newcastle</i></p>	



## 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.*



# WEDNESDAY

## PARALLEL SESSION 8

### 8:40AM – 9:10AM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 8	08A EI Students	08B EI Transitions	08C EI Students	08D EI Success	08E EI Success	08F EI Students	08G EI Success
8:40am – 9:10am	<p>Enhancing social presence and connectedness in online learning through CONNECT: Measuring the impact on student satisfaction and staff perceptions</p> <p><i>Tracey Ahern Tracey Gooding</i></p> <p><i>James Cook University</i></p>	<p>Better together: An Enabling and undergraduate academic partnership to improve student transitions into undergraduate human bioscience.</p> <p><i>Bronwyn Relf, Jennifer Irwin, Judith Weidenhofer, Karen Mate, Maureen Townley-Jones, Catherine Burgess, Sharon Cooper, Zoe Griffiths, Dean Sculley</i></p> <p><i>The University of Newcastle</i></p>	<p>Addressing placement inequities: a partnership approach</p> <p><i>Amani Bell, Minahil Khan, Lachlan Sibir, Tara Soanes, Tina Tran</i></p> <p><i>The University of Sydney</i></p>	<p>Enhancing Mathematics Education: The Role of Modular Teaching, Scaffolding, and Learning Analytics</p> <p><i>Maryam Rahou, Bella Ross, Nik Alksnis</i></p> <p><i>Monash College</i></p>	<p>Learning and teaching practices for high student satisfaction: insights from subject coordinators</p> <p><i>Pam Draganovic, Jessica Gill, Laura Petridis</i></p> <p><i>La Trobe University</i></p>	<p>Using a hyper-flexible online teaching approach: a mixed-methods evaluation</p> <p><i>Jodie Brabin, Samantha Jakimowicz</i></p> <p><i>Charles Sturt University</i></p>	<p>Getting your capability on: The impact of a pre-orientation intervention</p> <p><i>Jason Steinhardt, Natalie Oostergo</i></p> <p><i>University of Southern Queensland</i></p>

## 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

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 9	09A EI Students	09B EI Achievement	09C EI Success	09D EI Retention	09E EI Success	09F EI Success	09G RP Students
9:20am - 9:50am	Can long distance relationships work? Insights from a partnership with a Regional University Centre	Towards evidence-based, course-wide graduate employability: an institution-wide capability building approach.	Student Pulse: Using data to inform support strategies	Wrap-around student support to enhance retention of women and non-binary scholarship students in STEM	First Year At-Risk Intervention: Implementing Support for Students Policy, for Equity Unit Success	Fast Forward: 20 Years of Impact	Making the Student Experience Everybody's Business: Cultivating Collaboration in the Exosphere
	Natalie Oostergo	Lauren Hansen, Jennifer Chung, Catherine Lissette Caballero	Jordyn Solomon	Alison Every, Georgia Elliott, Sybilla Grady, Emma Wensing	Ella Ewart, Emma Pelliccione	Ana Setiu Tuala, Gerry Nettleton, Francesca Paletua	Christopher Bridge, Dell Horey, Brianna Julien, Belinda Thompson, Brigit Loch
	University of Southern Queensland	Deakin University	CQUniversity Australia	Australian Academy of Technological Sciences and Engineering	Curtin University	Western Sydney University	La Trobe University, Federation University

## 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, adapting program engagement from quantitative, anecdotal, and evaluative data from participating students, parents/carers, and high school staff (Ni Chorcara 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 supports 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

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 10	10A EI Students	10B EI Transitions	10C EI Students	10D EI Retention	10E EI Success	10F EI Success	10G EI Success
10:20am - 10:50am	Co-designing supports for rural mature-aged nursing and allied health students: A study protocol	A Warm Handover: The role of mentors in supporting first year students from accepting their offer through the first six weeks of semester	Enabling participation in WIL for students with disability.	"That could be me": Using archetypes and personas to identify professional teaching and learning training for academics.	Breaking the mould: How an active learning, immersive block model is transforming student success and feedback	Life-Ready Pathways through Enabling Education	Using process and outcomes to support student success through institutional change
	Claire Quilliam, Nicole Crawford, Carol McKinstry, Lucinda Aberdeen, Kelly Naess, Steve Murphy	Sarah Rose, Heather Webber	David Eckstein	Jeff Waters	Thomas Roche, 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.*

## 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.*

## 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

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 11	11A EI Students	11B EI Transitions	11C EI Retention	11D EI Success	11E EI Transitions	11F EI Students	
11:00am - 11:30am	<p>Making a difference: Boosting the higher education aspirations of high school students from low SES backgrounds</p> <p><i>Robyn Nash, Kerensa Townsend</i></p> <p><i>Queensland University of Technology</i></p>	<p>Empowering International Student Transition: The impact of 'Study Hall'</p> <p><i>Nga Thanh Nguyen, Melanie Schwartz, Sarah Wilkinson, Alexandra Gilley, Jovita Chen, Sean Maloney</i></p> <p><i>University of New South Wales</i></p>	<p>Helping students "stick": a holistic first year success program</p> <p><i>Chithira Johnson, Pete Muir</i></p> <p><i>Southern Cross University</i></p>	<p>Catch me before I fail: A proactive advising approach supporting first assessment success</p> <p><i>Natalie Oostergo, Michelle Gillies, Fiona Brady, Jason Steinhardt, David Kayira</i></p> <p><i>University of Southern Queensland</i></p>	<p>The 'queer' pathways of LGBTQIA+ students into Enabling education</p> <p><i>Barrie Shannon, Michelle Mansfield, Zoë Griffiths, Sarah Hattam</i></p> <p><i>University of South Australia, University of Newcastle</i></p>	<p>Five Reflexive Lenses for University Practitioners to Support Student Equity</p> <p><i>Ali Enright, Cara Rossi, Emily Schwartz, Lydia Woodyatt</i></p> <p><i>Flinders University</i></p>	

## 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 advantaged 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 fail: 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 EMERGING INITIATIVE TRANSITIONS

## The 'queer' pathways of LGBTIQ+ students into Enabling education

**Barrie Shannon, Sarah Hattam**  
University of South Australia

**Michelle Mansfield, Zoë Griffiths**  
University of Newcastle

*Studies on the experiences of LGBTIQ+ 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 LGBTIQ+ 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 LGBTIQ+ 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.*

## 11F EMERGING INITIATIVE STUDENTS

## 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 & McAvay, 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.*

## NOTES



## PARALLEL SESSION 12

11:40AM – 12:10PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 12	12A EI Students	12B EI Students	12C EI Retention	12D EI Success	12E EI Transitions	12G EI Success	
11:40am - 12:10pm	<p>Transforming career development learning through digital uplift</p> <p>Aaron Ruutz, Madelaine-Marie Judd</p> <p>Student Enrichment and Employability Development, The University of Queensland</p>	<p>University perspectives of high-quality rural health professions student placements: a mixed methods study protocol</p> <p>Claire Quilliam, Rohan Rasiah, Kathryn Fitzgerald, Elyce Green, Melissa Ridd, Leigh Moore, Carolyn Taylor, Lyndal Sheepway, Catherine Seaton, Jodie Bailie, Jane Fern, Kylie Matthews, James Debenham</p> <p>The University of Melbourne, The University of Western Australia, Charles Sturt University, Flinders University, La Trobe University, James Cook University, The University of Sydney, The University of Newcastle, The University of Notre Dame Australia,</p>	<p>A Safety Net of Support – how are higher education providers responding to new the Support for Students policy?</p> <p>Sue Loomes, Inez Chai</p> <p>Griffith College</p>	<p>Enhancing Equity and Success in STEM: Insights from Student Experiences in a First-Year Chemistry Course</p> <p>Zoë Griffiths, Michelle Mansfield, Clovia Holdsworth, Jennifer Baker</p> <p>University of Newcastle</p>	<p>An "Authentic + Scaffolding + Feedback" framework to enhance the firstyear student experience</p> <p>Jennifer Sun</p> <p>The University of Sydney</p>	<p>Mission impossible: Successfully fostering connections in a diverse generalist program</p> <p>Shannan Maisey, Lokia Turner, Tom Rowlands</p> <p>University of New South Wales</p>	

## 12A EMERGING INITIATIVE STUDENTS

### 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.*

## 12B EMERGING INITIATIVE STUDENTS

### 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 new the 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.*

## 12D EMERGING INITIATIVE SUCCESS

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

**Zoë 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., 2016) 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.*

## 12E EMERGING INITIATIVE TRANSITIONS

### An “Authentic + Scaffolding + Feedback” framework to enhance the firstyear 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.*

## 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

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM
Parallel Session 13	13A EI Students	13B RP Success	13C EI Success	13D EI Retention	13E EI Success	13F EI Retention
1:10pm - 1:40pm	<p>We can't go Viking on everyone: Evaluation of the effectiveness of an LGBTQ+ Ally training program at a regional Australian university</p> <p><i>Gemma Mann, Ann-Marie Priest</i></p> <p><i>Central Queensland University</i></p>	<p>Who says "Ps get Degrees?": Examining the Profile of Undergraduate Students Maintaining High Achievement at University</p> <p><i>Cameron Lydster</i></p> <p><i>Bond University</i></p>	<p>Entangling the intellectual virtues in a first-year higher education course</p> <p><i>Yvonne Salton, Mark Oliver, Ellen Larsen, Katie Burke, Melissa Fanshawe</i></p> <p><i>University of Southern Queensland</i></p>	<p>The (additional?) benefits of intra-institution collaboration to support student retention and success.</p> <p><i>Ana Lobo, Amy Williams</i></p> <p><i>University of Tasmania</i></p>	<p>Respecting students as partners: using the student voice to codesign a safe university campus</p> <p><i>Catharine Pruscino, Sascha Jenkins</i></p> <p><i>University of Technology Sydney</i></p>	<p>Giving students the Best Start: Redefining scholarships for Indigenous Students</p> <p><i>Tracey Lee Taraia Keneasha Lindsay Kathleen Balson</i></p> <p><i>Edith Cowan University</i></p>

## 13A EMERGING INITIATIVE STUDENTS

### We can't go Viking on everyone: Evaluation of the effectiveness of an LGBTQ+ 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 disengagement from study for these students. Addressing these challenges requires multifaceted diversity training involving students, faculty, staff, and the broader community. Specifically, Ally training and LGBTQ+ 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.*

**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.*

**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

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM
Parallel Session 14	14A EI Students	14B EI Transitions	14C EI Students	14D EI Transitions	14E EI Success	14F EI Success
1:50pm – 2:20pm	<p>Roadmap to Success: Decoding the Regional Universities Study Hub</p> <p><i>Danielle Keenan</i></p> <p><i>University of Technology Sydney</i></p>	<p>An Enabling program in secondary schools: Trends in university enrolments and academic performance</p> <p><i>Naomi Jeong, Nicole Vidovich, Shu-Ming Koh, Jane Leong</i></p> <p><i>Curtin University</i></p>	<p>Tracing the student voice in university governance forums</p> <p><i>Kerrilee Lockyer, Sarah Moulds, Maree Ackehurst</i></p> <p><i>University of South Australia</i></p>	<p>Embedded academic orientation: Synthesising seminal scaffolds of student success</p> <p><i>Daniel Griffiths, Shannan Maisey, Tom Rowlands</i></p> <p><i>The University of New South Wales</i></p>	<p>Anonymous Peer Feedback Within a Large First-Year Finance Subject: The Student Perspective</p> <p><i>Assaf Dekel, Miriam Edwards, Sean Pinder</i></p> <p><i>University of Melbourne</i></p>	<p>Students in Transition – An Ecosystem of Support</p> <p><i>Angela Jones, Fiona Navin</i></p> <p><i>Edith Cowan University</i></p>
2:20pm – 2:50pm	Afternoon Tea					
Plenary Sessions	GRAND BALLROOM					
2:50pm – 3:50pm	<p><b>Enhancing student access and success through Ed Tech and Big Data</b></p> <p><i>Professor Chi Baik, University of Melbourne (Facilitator)</i></p> <p><i>Associate Professor Jason Lodge, University of Queensland</i></p> <p><i>Professor Cathy Stone, The University of Newcastle</i></p> <p><i>Professor Theo Farrell, LaTrobe University</i></p> <p><i>Dr Ronny Andrade Parra, RMIT</i></p>					

## 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 Ackehurst**

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, Shannan Maisey, Tom Rowlands**

The University of New South Wales

*The Universities Accord indicates to 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

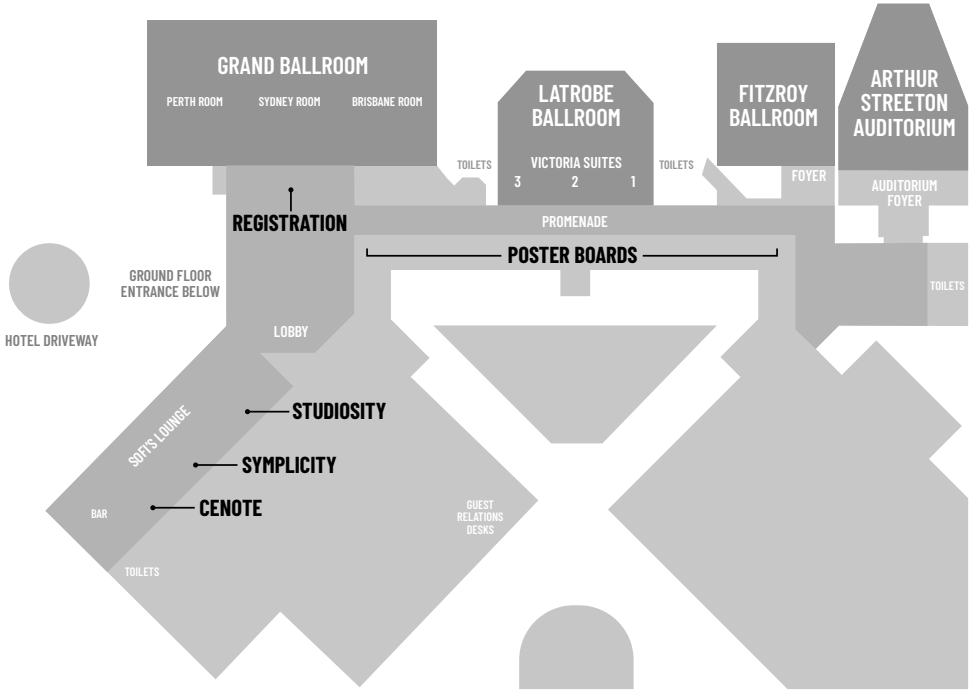
**Professor Cathy Stone**  
The University of Newcastle

**Professor Theo Farrell**  
LaTrobe University

**Dr Ronny Andrade Parra**  
RMIT

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



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