

HIGHER EDUCATION PARTICIPATION AND PARTNERSHIPS PROGRAM (HEPPP) 2015



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The Higher Education Participation and Partnerships Program (HEPPP) aims to ensure that Australians from low SES backgrounds who have the ability to study at university have the opportunity to do so.

HEPPP provides funding to assist universities listed in “TABLE A” of the Higher Education Support Act 2003 to undertake activities and implement strategies that improve access to undergraduate courses for people from low SES backgrounds, as well as improving the retention and completion rates of those students.

CQUNI HEPPP 2015 GRANT FUNDING

CQUniversity Australia (CQUni) HEPPP grants are for initiatives that increase access to and participation in higher education by domestic undergraduate students from low SES backgrounds, and that support the retention, success and attainment of those students. This can include activities that target low SES students who are also Indigenous students, students from regional and remote locations, students with disability, women in non-traditional areas, or students from non-English speaking backgrounds.

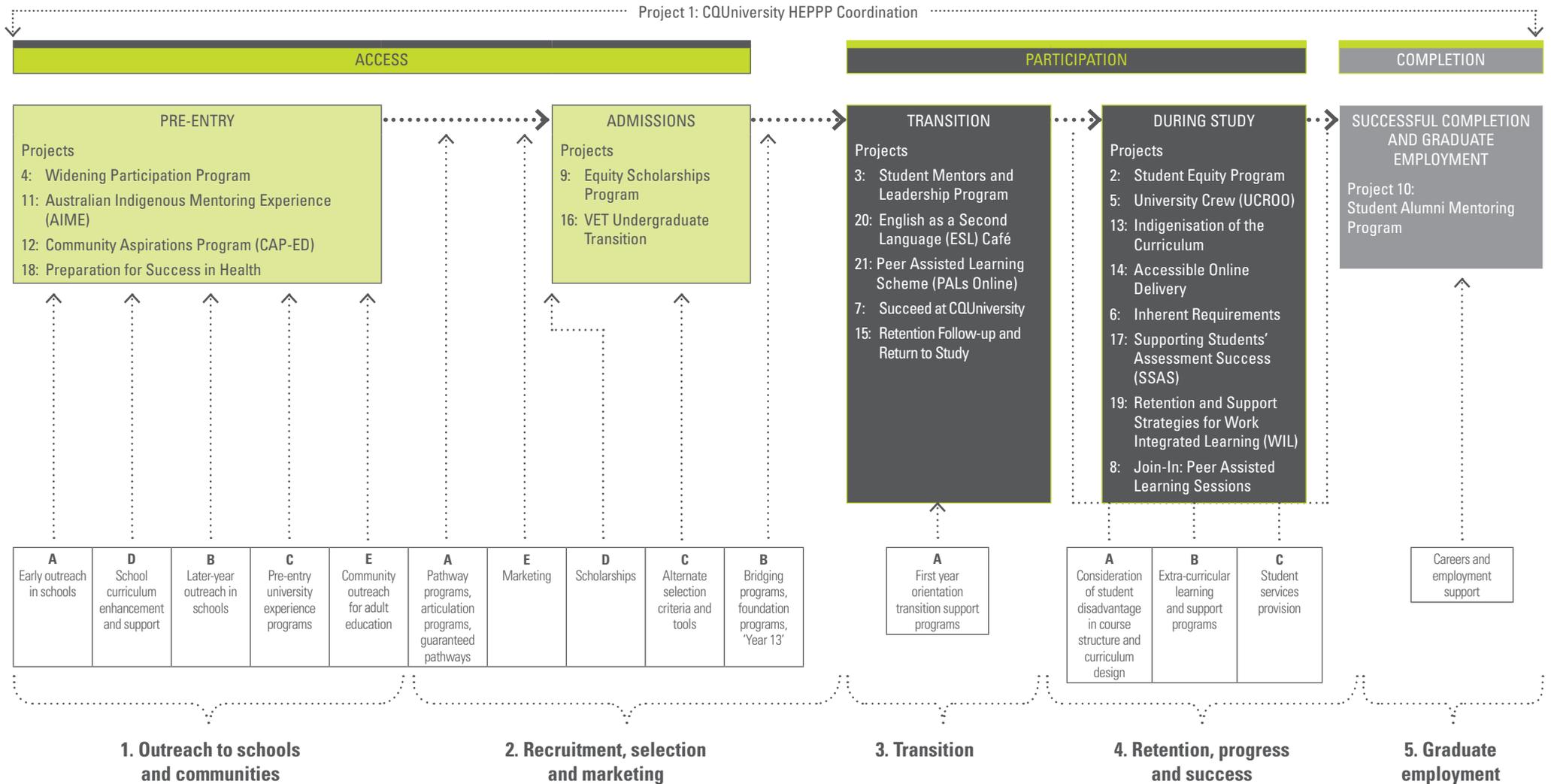
In 2015, CQUni was funded \$5.1 million and used this grant funding to deliver 21 projects.

The diagram on the following page shows the distribution of CQUniversity HEPPP projects against the ‘Critical Interventions Framework’ (<http://www.ncsehe.edu.au/publications/critical-interventions-framework/>) and also includes a synopsis of each project.

For more information about how CQUniversity engages with equity students through HEPPP grant initiatives, please contact Lindy Smith, CQUni HEPPP Projects Coordinator on 07 4150 7111 or email HEPPP@cqu.edu.au.

Critical Interventions Framework

The Higher Education Participation and Participation Program (HEPPP) is an Australian Government funded initiative that aims to ensure that Australians from low SES backgrounds who have the ability to study at university, get the opportunity to do so. The diagram below identifies CQUniversity projects that were funded under HEPPP in 2015, as they relate to the Critical Interventions Framework.



Developing a Critical Interventions Framework for advancing equity in Australian higher education. Discussion paper for the Department of Industry, innovation, Climate Change, Science Research and Tertiary Education. Ryan Naylor, Chi Baik and Richard James, centre for the Study of Higher Education, The University of Melbourne, April 2013.

Project name	Project description	Project Management Division	Project Coordinator	Intended target audience					
				Students from low socio-economic backgrounds	Indigenous students	Students from regional and remote locations	Students with disability	Women in non-traditional areas	Students from non-English speaking backgrounds
1. CQUni HEPPP Coordination project	<p>The CQUni HEPPP Coordination project provides support and assistance to CQUniversity to undertake HEPPP funded project activities and implement strategies that improve access to undergraduate courses for students from disadvantaged backgrounds, as well as improving the retention and completion rates of those students.</p> <p>The Project is also responsible for managing the Commonwealth funding and reporting requirements.</p>	Student Experience Directorate	Lindy Smith	✓	✓	✓	✓	✓	✓
2. Student Equity Program	<p>The aim of the Student Equity Program is to increase the participation, retention and academic success of CQUniversity students from Commonwealth identified equity groups. This includes:</p> <ul style="list-style-type: none"> • Continuing to maintain a high standard of support for students with disability within the 'Inclusion is the Standard, NOT the Exception' framework adopted by CQUniversity. • Developing and implementing equity programs and services underpinned by policies and processes that have clear objectives, timeframes and evaluation methods. • Identifying, monitoring and tracking the academic outcomes of students within specific equity programs, such as the equity scholarship program in a longitudinal context. This evidence will inform the success of programs and at least one research output. • Resourcing equity services within the University to a reasonable level. • Effectively communicating and promoting the relevance and outcomes of the Student Equity Program among the CQUniversity community. • Collaborating with the Professor Learning, Equity, Access and Participation, on discrete and long term Equity projects, programs and strategies including the Inclusive Practices Disability Plan. • Collaborating with the CQUniversity Widening Participation team and the Office of Indigenous Engagement on discrete and long term Equity projects, programs and strategies including the Commonwealth Scholarships Program. 	Student Experience Directorate	Cate Rooney	✓	✓	✓	✓	✓	✓

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3. Student Mentor and Leadership Program	<p>The goals of the Student Mentor and Leadership Program are to support our commencing students in successfully transitioning into University and to provide opportunities for our student mentors to grow and develop their own skills and experiences. The approach of sharing 'lived experience' of being successful at University is implicit in all program activities.</p> <p>Participants (Mentees) in the Student Mentor and Leadership Program will:</p> <ul style="list-style-type: none"> • Receive direct peer support to increase their likelihood of success. • Be exposed to a diverse understanding of student life and student success at CQUniversity. • Be supported to become engaged, independent learners who are able to identify and engage support services to overcome challenges they might encounter whilst studying. <p>Participants (Student Mentors) in the Student Mentor and Leadership Program will:</p> <ul style="list-style-type: none"> • Be fully equipped to provide peer support to commencing students by completing standardised training. • Be able to clearly communicate how to overcome the many challenges associated with starting University. • Be enriched by the volunteer experiences that strengthen their own relationship with CQUniversity. • Undertake training to strengthen their role as active volunteers and will develop their professional skills to increase their employability. • Be provided with opportunities to contribute to the student experience at CQUniversity. 	Student Experience Directorate	Rachel Lamb	✓	✓	✓	✓	✓	✓
4. Widening Participation Program	<p>The aim of the Widening Participation Program is to raise and support the aspirations of school students, their families and communities towards vocational education and training (VET) and university pathways.</p> <p>Participants in the Widening Participation Program will have the opportunity to:</p> <ul style="list-style-type: none"> • Identify their training, study and career aspirations. • Fully understand the benefits of tertiary education. • Navigate their 'pathways' to a satisfying career through VET and university. • Identify and engage support services that will assist them to overcome challenges they might encounter while studying. • Gain support to achieve success in higher education and training programs. • Be enriched by student experiences that will develop their professional skills and increase their employability during and after study. • Identify opportunities to give back to their communities by being involved in aspiration-raising activities delivered by the Widening Participation team. 	Student Experience Directorate	Melinda Mann-Yasso	✓	✓	✓	✓	✓	✓

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5. UCROO (Student Social Networking)	The aim of the UCROO project is to provide all students with a socially engaging online environment that enables the development of peer support networks, improves access to support services and opens up channels of communication between students and academics.	Student Experience Directorate	Maegan Swarbrick	✓	✓	✓	✓	✓	✓
6. Inherent Requirements	The aim of the Inherent Requirements project is to work with internal and external stakeholders to construct CQUniversity inherent requirements. Once identified, we will then embed the requirements into the University's processes and policies, so that students understand program requisites prior to enrolment and can prepare how to satisfy these throughout their degree program.	Student Experience Directorate	Professor Denise Wood	✓	✓	✓	✓	✓	✓
7. Succeed at CQUniversity	CQUniversity has unacceptably high levels of student attrition, in many cases owing to the ineffective transition of first year students into university study. Students from low SES backgrounds (and other non-traditional student groups) are most vulnerable to transition issues as they do not have the same frame of reference for university life as other students from higher SES backgrounds. This project aims to improve this transition through proactive intervention with commencing students, including directly linking them with existing support services and advice.	Student Experience Directorate	Chris Veraa	✓	✓	✓	✓	✓	✓
8. Tutoring for Success	Join-In: Peer Assisted Learning Session is a peer-led academic support program that aligns students who have demonstrated a high degree of competency within a particular field of study with less experienced students undertaking difficult (high risk) courses. This project will benefit those students from low SES backgrounds and rural and remote areas by providing them with another tier of academic support that they would otherwise not have been able to afford or access. By providing attendees of this program with an encouraging learning environment and access to a 'peer mentor' that has achieved a high level of competency within a specific course of study, this initiative will aim to facilitate the development of independent learning skills for the long term success of the student.	Student Experience Directorate	Dave Geard	✓		✓			
9. Equity Scholarships Program	The aim of the Equity Scholarships Program is to implement and administer a comprehensive scholarships and financial assistance program that will assist undergraduate students from disadvantaged backgrounds to access, participate in and complete their tertiary studies.	Student Experience Directorate	Cate Rooney	✓	✓	✓	✓	✓	✓

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10. Student Alumni Mentoring Program	<p>This joint project between CQUniversity Development and Alumni Relations Directorate, and the Careers section of the Student Experience Directorate will create a Student Alumni Mentoring Program.</p> <p>The Program will bring together students and alumni in purposeful, mutually rewarding relationships, using an online platform to introduce students to alumni from different class years, programs, and industries.</p> <p>The platform enables online self-matching and enables free phone calls to connect participants from across the world.</p>	Development and Alumni Relations Directorate	Anthea Cuddihy	✓	✓	✓	✓	✓	✓
11. Australian Indigenous Mentoring Experience (AIME)	<p>Access to higher education remains a key pathway to redressing entrenched socio-economic disadvantage. The literature argues that Aboriginal and Torres Strait Islander students face specific personal and academic challenges within the higher education system. Access to social, financial and academic support is imperative if Aboriginal and Torres Strait Islander students are to succeed at university (Behrendt et al., 2012).</p> <p>AIME is a national program that plans to dramatically improve Indigenous students' possibilities of finishing high school and progressing onto further university studies. AIME will achieve this goal by engaging local Indigenous high school students from years 7 – 12 in Rockhampton, Yeppoon, Gladstone, Bundaberg and Mackay.</p> <p>Students will undertake activities designed to build self-confidence and pride in being Indigenous. They will also learn about employment and further education opportunities. As part of this they will have access to free tutoring support. AIME will also engage student mentors who will receive focused leadership, communication and cultural training and a unique opportunity to engage with Aboriginal and Torres Strait Islander students.</p>	Office of Indigenous Engagement	Marina Mikecz	✓	✓	✓	✓	✓	✓
12. Community Aspirations Program (CAP-ED)	<p>The Community Aspirations Program (CAP-ED) aims to demystify the University so that Aboriginal and Torres Strait Islander people can gain the confidence and skills needed to achieve their educational goals.</p> <p>The CAP-ED Program will deliver a series of three day workshops, which run for four hours per session. Along with this the program will also host information sessions and network events to encourage discussion among Aboriginal and Torres Strait Islanders within their local communities.</p>	Office of Indigenous Engagement	Tasha Lamey	✓	✓	✓	✓	✓	✓

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13. Indigenisation of the Curriculum	<p>The Indigenisation of the Curriculum project aims to embed Aboriginal and Torres Strait Islander knowledge, issues and perspectives into the curriculum, graduate attributes and teaching practices.</p> <p>This will be accomplished by appointing a Senior Lecturer who will work with the PVC (Indigenous Engagement) and other Indigenous staff to provide the academic leadership to:</p> <ul style="list-style-type: none"> • Provide academic leadership in the development and undertaking of a university-wide strategy that incorporates Aboriginal and Torres Strait Islander knowledge within CQUniversity's course design framework, course accreditation and course evaluation process, according to the 'both-ways' pedagogical framework. • Contribute to the training of academic staff to ensure that they have increased cultural competency to enable the development of appropriate content and learning resources, teaching methods and assessment strategies. • Provide advice on incorporating Indigenous methodologies and 'ways of knowing' into research methodology. • Equip graduates with foundational knowledge, skills and attributes of Indigenous cultural competency, to help close the socio-economic gap experienced by many Indigenous Australians. 	Office of Indigenous Engagement	Ryan Al-Natour	✓	✓				
14. Accessible Online Delivery	<p>This Accessible Online Delivery project responds to the need for an evidence-based approach to the design of curricula for online delivery, which accommodates the diversity of students and recognises the benefits and limitations of relying on learning analytics data alone to determine student engagement.</p> <p>The Project will provide an evidence base to guide the development of a consistent approach to the structure and format of online curricula at the program level. It will also result in the trial of an accessibility application that is integrated within the Moodle learning environment to enable students to customise the format in which content is presented to suit their particular needs.</p>	Learning and Teaching Services	Professor Denise Wood	✓	✓	✓	✓	✓	✓

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15. Retention Follow-up and Return to Study	The Retention Follow-Up and Return to Study project is a planned approach to addressing continuing issues associated with high levels of attrition from CQUniversity programs through a follow up phone survey of all students who withdrew, failed to re-enrol, transferred or were precluded over a three year period, and providing opportunities for those former students who still wish to complete their studies to return and fulfil their career aspirations with embedded flexible support to increase their chances of success. The outcomes will inform the development of a CQUniversity retention and success strategy that addresses the key factors contributing to the continuing high levels of program attrition, with a specific focus on students identified through the process who are from low SES backgrounds or represent any one or more of the specified special equity groups.	Learning and Teaching Services	Professor Denise Wood	✓	✓	✓	✓	✓	✓
16. VET Undergraduate Transition	The VET Undergraduate Transition project will contribute significantly to addressing the urgent need to improve pathways for vocational education and training (VET) students from low SES backgrounds into higher education programs; with a particular focus on improving pathways and outcomes of students from low SES backgrounds and other equity groups transitioning from VET to undergraduate programs at CQUniversity. It does so through establishing the systems required to enable identification and monitoring of transitioning students, and through an action research approach that identifies the enablers and barriers to their success, thereby informing guidelines for academics on effective strategies for supporting transitioning students.	Learning and Teaching Services	Professor Denise Wood	✓	✓	✓	✓	✓	✓
17. Supporting Students' Assessment Success (SSAS)	The Supporting Students' Assessment Success (SSAS) project aims to consult with disadvantaged students across faculties about their assessment expectations and experiences in their first year of study to identify specific barriers to their success which can be mediated via improved assessment design and scaffolding. This data will be used to develop interventions in conjunction with key lecturers to improve assessment structures and supports to increase retention and achievement for students from disadvantaged backgrounds.	School of Education and the Arts	Joanne Dargusch	✓	✓	✓	✓	✓	✓

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18. Preparation for Success in Health	<p>The Preparation for Success in Health project will prepare students who are seeking to study at CQUniversity, whether in a vocational education and training course or as an undergraduate in any of the health programs offered.</p> <p>It will be a program that has a health context and will facilitate learning about time management, preparing confidently for assignments and understanding numeracy in health.</p> <p>The Program will also guide students in understanding the availability of CQUniversity financial support services, such as scholarships and help to optimise their chances of success.</p> <p>This program will be available online, with complementary face-to-face workshops, creating a blended learning approach to guide students on their study journey.</p>	School of Nursing and Midwifery	Rebecca Shields	✓	✓	✓	✓		✓
19. Retention and Support Strategies for Work Integrated Learning (WIL)	<p>The aim of the Work Integrated Learning (WIL) project is to implement retention and support strategies for low SES students as they prepare for and complete WIL placements.</p> <p>This project will benefit low SES students by successfully preparing them for a placement experience. The project will implement processes to increase the numbers of students who apply for financial assistance to attend placement and will assist students to complete the pre-placement requirements.</p> <p>The Project will also increase student engagement in work placement courses by using mobile technology within the WIL placement system to provide regular updates to students.</p> <p>The WIL placement system will also enable course coordinators to identify students who are potentially at risk, so as to monitor students' progress and consequently be able to provide these students with more targeted learning support.</p>	School of Nursing and Midwifery	Robyn Donovan	✓	✓	✓	✓	✓	✓
20. ESL (English as a Second Language) Café	<p>Non-English Speaking Background students struggle to study in a foreign language and adjust to a new institution and different academic culture. Although as capable as their Australian classmates, they often have a higher failure rate and tend to be under-represented at the higher end of the grade scale.</p> <p>The CQUniversity ESL Café will provide time, space and resources to assist students to overcome the language barrier which affects reading, writing speaking and listening skills which can impact negatively on involvement in lectures, completion of assignments and success in exams. Issues created by cultural difference in their first year at university will also be addressed.</p>	Academic Learning Services Unit	Valarie Cleary	✓	✓	✓	✓		✓

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21. Peer Assisted Study Sessions (PASS) Online	<p>The CQUniversity distance education cohort accounts for over half of our student population.</p> <p>Attrition for the distance education (DE) cohort is around 10 percent greater than for on-campus students, with over one-third of DE students leaving in their first year (the single largest cohort of student attrition). To tackle this issue and the best place to start is with targeted academic support, through the proposed Peer Assisted Learning Scheme (PALs Online) program.</p> <p>This Project presents an opportunity to help students succeed using peer-led study support (student-to-student mentoring).</p> <p>PALs Online (previously known as PASS ONLINE) has been implemented previously in a face-to-face context, but not via distance education.</p> <p>PALs Online is also a way for students to connect with other students at a later stage in the same program, and therefore minimise their feeling of isolation from both academic and social perspectives, thereby increasing their sense of connectedness and belonging – a key factor in retention.</p>	Learning and Teaching Services	Julie Fleming	✓	✓	✓	✓	✓	✓