

Higher Education Participation and Partnerships Programme (HEPPP)

Supported projects - 1 January 2014 to 31 December 2014

Federation University Australia

HEPPP Funding Committee
Professor Marcia Devlin, Chair
Office of the Deputy Vice-Chancellor (Learning and Quality)

Version 1 Date: 15/07/15

Title	Description and objectives	Progress achieved
<p>Activity 1</p> <p>Title: Maths/Stats Drop-in Support Centre</p> <p>☒Mentoring, peer support, tutoring</p>	<p>1. What was done?</p> <p>The Federation University Math/Stats drop-in support centre provided “as-needed” drop-in support for students experiencing specific difficulties with mathematics and statistics in their studies across the University with freely available resources for those students struggling with common conceptual misunderstandings.</p> <p>Users came from the 3 disciplines of Psychology, Engineering and Education.</p> <ul style="list-style-type: none"> • The centre was used by students from across all four faculties within the University and interestingly, students from the Faculty of Science and Technology constituted less than 50% of the users. • Students from the Faculty of Health were the predominant cohort of users. <p>2. For which groups?</p> <p>The math/stats drop-in support centre was not exclusively available to low SES students but rather provided open access to all students who required some level of mathematics and/or statistics support. However, it should be noted that historically students from low SES backgrounds are over-represented among those with conceptual gaps in their mathematical understanding as there is strong evidence in the literature of a link between secondary school SES and mathematics performance.</p>	<p>Key achievements</p> <p>The outcomes of the Math/Stats drop-in support centre at Mt Helen campus have been positive and significant.</p> <p>They include:</p> <p>A clear indication of the student demand for such a centre at Mt Helen, particularly.</p> <ul style="list-style-type: none"> • Demand has come from across all 4 faculties and, according to the data, has contributed to better student outcomes in mathematics courses across the University but particularly in the areas of Engineering and Education. • The initial reduction in the number of failing students is encouraging. <p>The Math/Stats drop-in centre at Mt Helen has experienced significant demand across all faculties and has been extremely successful in improving student outcomes in courses across the Engineering and Education student cohorts.</p> <p>Although initially less successful in Gippsland, it will be of interest to measure the longer term impact on student retention.</p>

	<p>3. Why?</p> <ul style="list-style-type: none"> • To improve student confidence in mathematics and statistics through the provision of learning support at Federation University. • To improve student mathematics and statistics study outcomes at Federation University. • To improve retention of students, particularly those from low SES backgrounds, through the removal of prior mathematical success as a barrier. • To investigate the value of a cross-campus network of mathematics & statistics drop-in centres. <p>4. Where?</p> <p>Mt Helen and Gippsland campuses</p>	
Title	Description and objectives	Progressed achieved
<p>Activity 2</p> <p>Title: Gippsland Access and Participation (GAP) Project</p> <p><input checked="" type="checkbox"/> Outreach</p>	<p>1. What was done?</p> <p>The overall project objective was to deliver targeted activities and to provide access to materials and equipment that are not readily available in rural and regional schools.</p> <p>An integrated and comprehensive program of activities involved secondary maths and science teachers and students from across Gippsland.</p> <p>These activities were designed to build teaching capacity and to inform and engage students.</p>	<p>Key achievements</p> <ul style="list-style-type: none"> • 32 government and non-government schools from across Gippsland engaged with the project on at least one occasion. Students from an outer metropolitan school also attended our VCE Workshops. • Currently our unsolicited email contact data base list numbers in excess of 320. • Teacher feedback on activities is positive, encouraging and reflective. Student feedback indicates greater involvement and awareness.

	<p>Where possible, 2nd and 3rd year undergraduate STEM students participated in our activities for secondary students; these students are excellent role-models who also share their own experience in making the transition from school to university.</p> <p>The majority of activities took place in the SABS laboratories, providing participants with the opportunity to use laboratory equipment not normally available in schools. Non-laboratory activities took place in various teaching, meeting and other audience spaces.</p> <p>2. For which groups?</p> <p>Primary targets are Gippsland science teachers and Yr 7-12 students.</p> <p>More recently the project has identified the need for earlier interventions and has extended some activities to Gr 5 & 6 students.</p> <p>3. Why?</p> <ul style="list-style-type: none"> • Build the confidence, capacity and knowledge base of classroom teachers. • Increase student interest and improve their academic outcomes in maths and science and in so doing contribute to the increase of the number of Gippsland students undertaking maths and science to Yr 12. • Inspire Gippsland students to study STEM related courses at university. <p>4. Where? Gippsland</p>	<ul style="list-style-type: none"> • Engagement with the government secondary school sector is strong, as demonstrated by our September discussions with Principals at their regular network meeting. • Recognition by similar Australia-wide projects has strengthened, enabling us to work collaboratively with other professionals working in this area. <p>Teachers attending professional development workshops are provided with a Certificate of Attendance to add to their portfolio required for Victorian Institute of Teaching (VIT) registration.</p>
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Title	Description and objectives	Progress achieved
<p>Activity 3</p> <p>Title: BA @Baw Baw</p> <p><input checked="" type="checkbox"/> Transition program</p> <p><input checked="" type="checkbox"/> Academic Preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p>	<p>1. What was done?</p> <p>The scope of the program has changed significantly since the HEPPP Partnership grant was awarded. The scope of partnerships has expanded to include seven schools, government, Catholic and independent, within the Baw Baw region. Warragul Regional College remains the lead school, with the other schools of the Baw Baw Skills Centre Cluster being engaged in the project.</p> <p>2. For which groups?</p> <p>Baw Baw Shire, including Warragul, contains areas of significant socio-economic disadvantage, with four SA 1 statistical areas having a SEIFA of Disadvantage of between 750 and 850. BA in Baw Baw is targeting young people from low-SES backgrounds throughout the Baw Baw area.</p> <p>This group will include those whose low-SES status is characterised by economic disadvantage, rurality, low levels of formal educational attainment and aboriginality. The cohort may also extend to more mature applicants who may be single parents or early school leavers.</p> <p>Current applications to the program for Semester One 2015 come from students from the following categories:</p> <ul style="list-style-type: none"> • School leavers from low-SES backgrounds • Students who left school early or with low educational attainment • Students from CALD backgrounds • Mature age students (who were general early school leavers) 	<p>Key Achievements</p> <p>The significant outcome to date is the development of a partnership between schools of the Baw Baw Centre Cluster and the Baw Baw LLEN. The expansion in partner schools from one to seven has led to a reappraisal of project timeframes with the commencement of Semester 1, 2015.</p> <p>All principals have committed to the project and have identified a potential student cohort within their schools.</p> <p>Engaging school and community partners and development of a governance structure.</p> <p>Agreement on the teaching and learning model among partners.</p> <p>Developing a high level of interest around the program at school and community level.</p> <p>Recruitment of a viable student cohort to commence in Semester One 2015.</p> <p>Building commitment to support development of an ongoing model for the BA in Baw Baw beyond 2015.</p> <p>Currently measures of success of the project include:</p> <ul style="list-style-type: none"> • Revised project completed on time and within budget. • Development of an effective and appropriate university/school/community governance structure.

	<p>3. Why?</p> <p>The role of Project Manager continues to work with the Baw Baw partners to develop a sustainable community based delivery model and with Federation University academic and professional staff to develop appropriate support and administrative processes and a teaching and learning model.</p> <p>4. Where?</p> <p>Baw Baw Shire, Gippsland</p>	<ul style="list-style-type: none"> • Baw Baw LLEN and the Baw Baw Shire Council are project partners, particularly through publicity to their partner organisations and the broader community. • Use of library facilities is being negotiated for BA in Baw Baw students at Federation Training, Warragul Campus through the Dual Sector Partnership. • The project has received a very favourable response from the local media with three stories being run in local papers and journalists are invited to attend briefings with potential students and careers teachers.
Title	Description and objectives	Progress achieved
<p>Activity 4</p> <p>Title: Federation Discovery Club</p> <p><input checked="" type="checkbox"/> Outreach</p>	<p>1. What was done?</p> <p>Two fourth year Bachelor of Primary Education students were employed to manage the project. As part of their employment, the students acted as liaison officers between local primary schools and FedUni and organised for each faculty to provide activities for students on their visits.</p> <p>Students were asked at the end of the day for their opinions about the range of activities conducted and their understanding of how university and particularly FedUni might factor in their future.</p> <p>When students participated in the mock graduation ceremony, they were asked about future career ideas and many seemed to be quite informed about the options that were available now that they had been taken through each of the four faculties.</p>	<p>Key achievements</p> <p>Seven very successful one day visits were organised for 8 local primary schools with approximately 50 students attending on each day.</p> <p>Website has been redeveloped and is ready to be launched.</p> <p>A new logo was created in consultation with the legal department and marketing.</p> <p>Purchased a set of 6 mini graduation gowns and mortar boards for the mock graduation ceremonies, which concluded each visit.</p> <p>This involved a number of university academics, who 'graduated' the primary school students.</p>

	<p>Their teachers informed us they were very impressed with this aspect of the Discovery Club day, as student knowledge of tertiary options and concomitant aspirations are often low.</p> <p>2. For which groups?</p> <p>This project targeted low SES populations across Gippsland. Each of the eight local primary schools who attended Discovery Club Days at Gippsland campus, all have a high proportion of low SES student groups.</p> <p>3. Why?</p> <p>The objectives of the program were to create relationships with local primary schools and to provide an opportunity for primary school students in the Gippsland region to have a first-hand experience of university life.</p> <p>One aim was to provide an experience that would help to raise the aspirations of local students in relation to possible career pathways that would include FedUni courses.</p> <p>Through increasing awareness among students and schools that FedUni is the university in their backyard and should be one of the main options they consider for their future career pathways.</p> <p>4. Where? Gippsland</p>	<p>Each of the four Gippsland Faculties organised a program of tours/activities for primary school students during their visits to FedUni.</p> <p>Developed certificates of participation for all primary students.</p> <p>Received a lot of enquiries from other schools hoping to participate – some were quite vocal in their disappointment about not having the opportunity to be involved.</p> <p>The anecdotal evidence collected from participating schools has been very positive. Teachers were asked to provide feedback about their perceptions of the value of the visit in raising awareness of their students about university options. In each instance the feedback was highly positive, but also included recommendations for future improvement.</p>
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Title	Description and objectives	Progress achieved
<p>Activity 5</p> <p>Title: ASK (Gippsland)</p> <p><input checked="" type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Academic Preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p>	<p>1. What was done?</p> <p>The ASK desk operated from 10 am to 2pm Monday to Thursday from Orientation week to exams in semester 1 & 2.</p> <p>Staff at the ASK desk answered face to face enquiries from students providing information on essay writing, referencing, and referral to other services.</p> <p>2. For which groups?</p> <p>First and second year FedUni and Monash Students.</p> <p>3. Why?</p> <p>The objective of the program was to provide a first point of contact for students at the Churchill campus who needed assistance and support. Providing this service has expedited access to important services for low SES students, through peer support.</p> <p>We believe providing a conduit to academic and study skills support, as well as counselling services, has had a positive impact on retention and success.</p> <p>4. Where?</p> <p>Churchill/ Gippsland Campus</p>	<p>Key Achievements</p> <p>Usage at the Churchill ASK Desk showed an increase with the move to the library study area.</p> <p>63 students attended the ASK desk during semester 2</p> <p>42% of enquiries were related to assignment assistance 16% to referencing 13% topic analysis 10% academic writing and;</p> <p>Other enquiries (5% or less each) related to grammar, extensions, ICT issues, and exam preparation. Survey data indicated that on a scale of 1 - 5 students found the service (on average) to be:</p> <ul style="list-style-type: none"> • Helpful: 4 • Friendly: 4.2 • Accessible: 4.1

Title	Description and objectives	Progress achieved
<p>Activity 6</p> <p>Title: Discord to Harmony- Addressing the challenges of mature aged VET students in partner institutes as they adjust to higher education</p> <p><input checked="" type="checkbox"/>Transition programs</p>	<p>1. What was done?</p> <p>Develop an online space - Community of Practice (CoP)- for mature age students which will provide a place for them to connect with other students as well as give each other support and confidence in tackling some of the academic skills required in higher education.</p> <p>Ensure that resources developed for this CoP are easily accessible, discoverable and helpful for mature age students</p> <p>2. For which groups?</p> <p>Mature age students transitioning from TAFE institutions into higher education .</p> <p>3. Why?</p> <p>Find out what resources/activities are currently available through TAFEs and used by mature age students transitioning from VET to a Higher education environment</p> <p>Help staff from TAFE and higher education to work collaboratively to assist students as they transition</p> <p>4. Where?</p> <p>Ballarat, Mt Helen campus</p>	<p>Key achievements</p> <ol style="list-style-type: none"> 1. Collation of responses from focus group interviews to identify common themes concerning challenges faced by mature age students. 2. Establishment of an accessible CoP with successful student engagement. 3. Collaboration between TAFE and Higher Education sectors. 4. Engagement of teaching staff in recognising the challenges experienced by mature age students to provide greater and consistent support.

Title	Description and objectives	Progress achieved
<p>Activity 7</p> <p>Title: Your Tutor Pilot</p> <p><input checked="" type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Academic Preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p>	<p>1. What was done?</p> <p>To develop and deliver a personalised, no-pressure learning tool that addressed the need for flexibility around family and work schedules, thus improving educational outcomes for low SES students.</p> <p>Semester Two 2014:</p> <p>Amount of tutorials: 299 Total hours of usage: 91 hours and 9 minutes 76% English, assignments and writing 14% Mathematics 5% Science and Engineering 5% Business and commerce</p> <p>This program was implemented by Manager, Student Futures (CLIPP funded) as an in-kind contribution to the project.</p> <p>2. For which groups?</p> <p>This program is available to all FedUni and Monash students.</p> <p>This pilot project provided academic support to all geographies, across modes of learning, and campuses which assisted in improving equity of access for low SES students.</p> <p>3. Why?</p> <ul style="list-style-type: none"> • Improve retention rates for growing low SES student enrolment. • Overcome literacy and numeracy gaps in new enrolments. 	<p>Key achievements</p> <p>Over 88% of calls were made from on campus students which make up 93% of the first year student body. With 7% of the student body, off campus students made 12% of the calls to your Yourtutor.</p> <p>The data showed that the service was used predominately by students in the Education and Arts Faculty (44% of usage). The smallest user at 4% was Federation College which also has only 6% of first year students.</p> <p>Of the 76 individual users over the semester:</p> <p>Five users made 44% of the calls.</p> <p>44% of users made one call and 6% called the service twice.</p> <p>Of the users who called twice, 35% made a second call within an hour of making their first and a further 18% made their second call on the same day as their first call. Within one week of making their first call, 98% had made their second.</p> <p>Total calls 294</p> <p>Total time 5428.1 minutes/90.47 hours</p> <p>Average call 18.46 minutes</p> <p>Total students engaged 57</p>

- Develop the English skills of increasing international enrolments.
- Increase access to human, personalised support without increasing face-to-face teaching hours.
- Support students during the hours they're studying, usually later in the evening.
- To provide student support which is accessible by all Federation University Australia students, regardless of their mode of study or physical location.
- To provide a service that complements and enhances existing student support available at Federation University Australia.

4. Where?

Available to students studying at Federation University campuses – including Monash teach-out cohort.

Title	Description and objectives	Progress achieved
<p>Activity 8</p> <p>Title: Clemente Program Gippsland</p> <p><input checked="" type="checkbox"/>Academic preparation</p> <p><input checked="" type="checkbox"/>Mentoring, peer support, tutoring</p>	<p>1. What was done?</p> <p>Presentation at Federation Gippsland to steering committee by Clemente Support Officer, Ballarat.</p> <p>Establishment and Resourcing of steering committee in Gippsland achieved the following objectives:</p> <p>Strong support from welfare agencies as members of the Clemente Steering Committee. Berry Street, The Smith Family, Quantum Support Services, Catholic Care (Centre care), GCASA, Rumahyuck, Anglicare Victoria and Traralgon Neighbourhood House are committed to the program and have been working with staff from the Faculty of Education and Arts.</p> <p>Community Agencies have also submitted in kind and other funding toward the 2015 implementation of the program</p> <p>Development of the current steering committee to continue and increase its support and coordinator management role in 2015 and beyond the role of the project worker funded by this HEPPP grant.</p> <p>Establishment and Resourcing of Project Management Team in Gippsland achieved the following objectives:</p> <ul style="list-style-type: none"> • Development of a draft position description for the Clemente Program Coordinator for 2015 embedded in an agency setting to work with students and the Steering Committee. • Tender for auspice of Clemente program coordinator developed and put out to tender - Berry St. has agreed to auspice the position. 	<p>Key achievements</p> <p>Timelines and terms of references have been established which include measurable targeted outcomes including the establishment of steering committee which was achieved July 2014 and is now ongoing.</p> <p>Liaising with agencies and community groups involved in the project: achieved and ongoing</p> <p><u>Development of curriculum:</u> The curriculum working group has been working to develop a certificate of Arts in which to enrol Clemente students. This is on track for 2015.</p> <p>Planning and execution of Semester one launch of the program in Gippsland.</p> <p>Steering committee and Project management team have monitored the achievement of these goals within timelines established.</p> <p>Anglicare has taken on the role of Chair, for this steering committee for 2015.</p> <p>Other community agencies have also committed to administrative and operational tasks to continue into 2015.</p> <p>Recruitment of volunteers: ongoing with six learning partners recruited and Agencies commitment to allowing staff to volunteer as learning partners as part of their professional development.</p>

	<ul style="list-style-type: none"> • Work with legal services to finalise auspice arrangements for the Clemente program worker. • Extension of project officer position to end of Feb 2015 <p>Establishment and Resourcing of Curriculum Working Group achieved the following objectives:</p> <p>A detailed timeline for roll-out of two identified courses from the Bachelor of Arts in 2015.</p> <p>Ongoing development of a suitable certificate course that meets AQF requirements for long term implementation of the program.</p> <p>The curriculum working group has been working to develop a certificate of Arts in which to enroll Clemente students. This is on track for 2015</p> <p>2. Why?</p> <p>Clemente Australia provides high-support educational opportunities for people across Australia and has a track record of helping people and community agencies find paths out the poverty cycle in alliance with universities.</p> <p>Clemente education respects students who are experiencing acute and multiple disadvantage and aims to create an educational environment in which their experiences are valued.</p> <p>Agencies have identified and are resourced in their recruitment processes for the first student cohort expected to be enrolled for first semester 2015.</p> <p>In the last ten years the Clemente program in its various sites across Australia has enrolled over 1000 students in higher education.</p>	<p>Recruitment of first student cohort: Agencies are currently referring students to the project coordinator who will commence interviews in February.</p> <p>Four presentations to community groups have resulted in further support for the program and the recruitment of learning partners ready to support the 2015 student cohort.</p> <p>Potential sources of Learning Partners (from presentations to five community groups) have been identified with 6 learning partners committed to date.</p> <p>Recruitment of university staff to teach into the program - ongoing</p> <p>Commencement of the first Federation Clemente Gippsland program on track for Feb 2015</p> <p>Participatory action research project is providing formative evaluation, and critical analysis of the program. This is ongoing.</p> <p>Final Draft of MOU currently under review by community partners and Terms of reference by community partners (awaiting inclusion of 2015 program development worker auspice arrangements).</p> <p>Submission developed to cover HECS fees.</p> <p>Recruitment of learning partners and promotion of the Program within the community.</p> <p>Establishment and resourcing of Action Research Working Group achieved the following objectives:</p> <p>Successful submission of abstract to at ALARA 2014 Australasia conference.</p>
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	<p>3. For which groups?</p> <p>The project targets people who have not previously accessed tertiary education in the Gippsland region, the potential target groups include Aboriginal people, refugees, disengaged youth, single parents and people living with disabilities. The project aims to have a starting cohort of twelve.</p> <p>4. Where? Gippsland</p>	<p>Attendance and presentation of Clemente program at ALARA 2014 Australasia conference and included presentation of the Clemente program at that conference.</p> <p>Team presentation of the Action Research process of Clemente program at Federation University Research Seminar in Nov 2014 in Melbourne.</p>
Title	Description and objectives	Progress achieved
<p>Activity 9</p> <p>Title: Ballarat: Student Leadership and Volunteer Program</p> <p><input checked="" type="checkbox"/>Other</p>	<p>1. What was done?</p> <p>The funding has been used to employ a Student Leadership Program Officer full-time at the Mt Helen campus. The Program Officer has trained Student Connect staff working at Camp St, SMB and Horsham campuses to extend the program to all students and also heavily assisted in inducting, training and supporting the Leadership Program Officer at the Gippsland Campus.</p> <p>This year a series of workshops, Leadership luncheons the Leadership conference and other engagement activities have been run across all Ballarat and Wimmera campuses and online.</p> <p>Much promotion has been carried out to engage students in the program and encourage more volunteering and leadership, including face to face, social media, a fortnightly newsletter, blog and news editorials.</p>	<p>Key achievements</p> <p>181 Ballarat & Wimmera students registered for the Leadership Program.</p> <p>50% achieved Volunteer or Leadership Awards.</p> <p>3119 Volunteer Hours logged.</p> <p>42 students took part in Leadership opportunities including conferences, expeditions, study tours and the Mining games.</p> <p>Fortnightly Leadership Newsletter distributed.</p> <p>National Student Volunteer Week - Volunteer Expo, Mt Helen - 350 students attended.</p>

	<p>2. Why?</p> <ul style="list-style-type: none"> To increase retention and success of FedUni students <p>Student Leadership Team Values:</p> <ul style="list-style-type: none"> Inspire and challenge our students to achieve Consult with students, staff and stakeholders Be passionate about leadership our communities and our students Be professional in our dealings with all Engage FedUni students in leadership activities and in the University community <p>3. For which groups?</p> <p>The Student Leadership and Volunteer Program is available to all students, no one is excluded and we are working on ways to increase accessibility for online students also.</p> <p>The funding is supporting all Low SES students to attend Leadership and volunteer opportunities on campus, enabling them to access these events without having to fund travel or accommodation to other locations. The activities are made available at a variety of times during the day and at the end of the day, enabling students to attend between lectures and study periods, rather than having to take time off work and losing income or paying extra child care fees to be able to attend.</p> <p>4. Where? Ballarat and SMB Campuses</p>	<p>15 Leadership Development Workshops 5 Leadership Luncheons 2 Day Leadership Conference</p> <p>A staff focus group was held in November to present the 2015 vision with key staff stakeholders from across the university.</p> <p>A student focus group was held in November to gather feedback on the program in 2014 and to gain feedback on the vision for 2015.</p> <p>Data included: 86 or 48% when registering for the Leadership Program, stated they are receiving Centrelink payments.</p> <p>84 or 46% registered students stated they are the 1st in their family to attend university.</p> <p>46 or 25% registered students stated they receive Centrelink benefits and they are the 1st in their family to attend university.</p> <p>The following data is taken from the end of year Survey Monkey which is still open for student participation:</p> <p>71% of respondents stated that the Program has developed their understanding of what Leadership is.</p> <p>89% stated that participating in leadership activities has helped them to achieve their goals at University.</p> <p>100% of respondents stated they would recommend the program to others.</p>
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<p>Activity 10</p> <p>Title: Student Leadership Program and PD Conference Gippsland</p> <p><input checked="" type="checkbox"/> Other</p>	<p>1. What was done?</p> <p>The funding has been used to employ a Student Leadership Officer at the Gippsland Campus on a 0.5 time fraction.</p> <p>The Officer has been working to establish the Leadership and Volunteer Program through wide spread promotion and engaging students in the program by executing events.</p> <p>Promoting the Student Leadership and Volunteer Program by:</p> <ul style="list-style-type: none"> ● Spending time on the ASK desk to promote to students ● Promotion through social media, all campus emails, FedNews, fortnightly newsletter etc., ● Promoting Low SES Bursaries ● Presenting in lectures and Running Events ● Volunteer Expo 4 Aug ● Pop-Up Op Shop 6 Aug ● Leadership Workshop Exploring Personal Values 7 Aug <p>2. For which groups?</p> <p>The funding is supporting all low SES students to attend leadership and volunteer opportunities on campus, enabling them to access these events without having to fund travel or accommodation to other locations.</p>	<p>Key achievements</p> <p>The outcomes of the Program have been varied. The tangible outcomes are listed below, however the outcomes that the Program has had on individual students and on the campus as a whole are very difficult to quantify.</p> <p>Tangible Outcomes:</p> <p>34 Gippsland students registered</p> <p>12 Leadership & Volunteer Awards Achieved (4 more than target)</p> <p>6 Leadership workshops delivered at the Gippsland Campus:</p> <p>Personal Social Leadership Prepare to be Networked 1 Prepare to be Networked 2</p> <p>Face-time with Employers/71 students attended Employability & Leadership workshop "You be the Driver."</p> <p>91 students attended leadership workshops.</p> <p>4 attended the Australian Student Leadership Association's Students 4 Students 2 day conference in Wollongong.</p> <p>9 attended the FedUni Leadership Conference (11 less than the target).</p>

	<p>The activities are made available at a variety of times during the day and at the end of the day, enabling students to attend between lectures and study periods, rather than having to take time off work and losing income or having to pay for extra child care fees to be able to attend.</p> <p>3. Why?</p> <p>Main Objectives:</p> <ul style="list-style-type: none"> ● To set up the Student Leadership and Volunteer Program at the Gippsland Campus. ● Raise awareness of the Program amongst students and staff. ● Support Gippsland students in leadership development and success. ● To support 8 Gippsland students to complete the Program by receiving an award ● To support 20 Gippsland students to attend the Leadership Conference <p>4. Where?</p> <p>Gippsland</p>	<p>MUGSU student directors facilitated a workshop at the conference.</p> <p>Volunteer Expo - over 130 students attended & 19 Community Organisations exhibited.</p> <p>Student Senate Leadership role Expressions of interest - 4 students attended.</p> <p>Participation of Low SES students is recorded on the registration form when students first register for the Program:</p> <p>15 or 44% of registered students stated they receive Centrelink Benefits</p> <p>12 or 35% of registered students stated they are the 1st person in their family to attend university</p> <p>Volunteer Expo - Students were encouraged to fill out an evaluation form as they left the event. Results included :</p> <p>96% said they would consider volunteering as a result of the Expo and 96% said they would recommend the event to others.</p>
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Title	Description and objectives	Progress achieved
<p>Activity 11</p> <p>Title: Low SES Placement and Leadership Bursaries</p> <p><input checked="" type="checkbox"/>Other</p>	<p>1. What was done?</p> <p>The awarding of bursaries up to \$1000 for placements or opportunities for all FedUni students. Administration of the funds the funds was managed at the Mt Helen Campus, however the bursaries were available across all campuses with applicants from Horsham, Mt Helen, Camp St and Gippsland Campuses.</p> <p>2. For which groups?</p> <p>Low SES students facing financial hardship due to costs for university placements, and Low SES students wanting to take part in leadership development opportunities outside their course.</p> <p>3. Why?</p> <p>Increase participation and retention of Low SES students by assisting them financially to complete their placements.</p> <p>Increase retention and success of Low SES students by supporting them financially to take part in Leadership development opportunities.</p> <p>Assist students on placement who need to relocate or cease work whilst on placement.</p> <p>Support students for whom placements at distance place enormous financial hardship on the student and increase their likelihood of leaving the course.</p>	<p>Key achievements</p> <p>In total 134 Bursaries were awarded</p> <p>Placement Bursaries allocated:</p> <ul style="list-style-type: none"> • 57 Mt Helen and 3 Horsham • 35 Gippsland <p>Leadership Bursaries allocated:</p> <ul style="list-style-type: none"> • 30 Mt Helen and 1 Camp St and 8 Gippsland <p>Evaluation Survey:</p> <p>An end of year evaluation Survey Monkey was circulated to all bursary recipients. The results are as follows :</p> <p>Placement Bursaries:</p> <p>94% of respondents strongly agreed that costs incurred by placement put them under financial pressure</p> <p>76% stated they could not have afforded to take part in the placement without the Low SES Bursary</p> <p>100% stated that the placement has helped to develop.</p>

	<p>Support students to attend conferences or professional development workshops which support the development of their knowledge base and professional networks.</p> <p>Other Leadership development activities or costs to support the course are negotiable with the Student Leadership Program Coordinator.</p> <p>4. Where?</p> <p>Ballarat and Gippsland</p>	<p>Leadership Bursaries:</p> <p>100% of respondents stated that the bursary enabled them to take part in a leadership opportunity which they would not have been able to have afforded otherwise.</p> <p>100% said they leadership opportunity helped to develop their knowledge base and to expand their professional networks.</p> <p>100% of all students who responded to the survey are either continuing to study with FedUni or are graduating in 2014. No students left their course of study.</p> <p>Two students submitted articles to the August edition of FEDPRESS on their experiences on placement.</p>
Title	Description and objectives	Progress achieved
<p>Activity 12</p> <p>Title: Live-Learn-Lead: Residential Success</p> <p><input checked="" type="checkbox"/> Institutional scholarships</p>	<p>1. What was done?</p> <p>The program has been used to offer financial support to eligible residential students who may be considering leaving residence as a result of financial hardship. All students who have presented with these concerns have been considered for funding in line with the eligibility guidelines.</p> <p>FedUni Living identified a large pool of students with significant long-term debt and who were at risk of not returning to residence in 2015.</p> <p>The funding was used to provide financial relief to identified students who met the eligibility criteria.</p>	<p>Key Achievements</p> <p>FedUniLiving has granted the portion of the HEPPP funding to a number of students which has enabled these students to remain on residence on 2014.</p> <p>Funding was also allocated to students to assist them to complete the academic year and return to Federation University based on academic success in further year.</p> <p>The programme has been evaluated on an ongoing basis to ensure that any student potentially eligible for some assistance is given the opportunity to receive it.</p>

	<p>2. For which groups?</p> <p>The program is targeting students in residence <u>who come from areas defined as disadvantaged</u> (by postcode) using the SEIFA index of Relative Socioeconomic Disadvantage (from census variables related to disadvantage such as low income, low educational attainment, unemployment and dwellings without motor vehicles). Eligibility for Centrelink youth allowance payments is also being used to determine access to this funding.</p> <p>3. Why?</p> <p>The key objective of the funding is to maximise retention on residence as this is a key driver in student success. The other major objective is to encourage retention and re-enrolment at Federation University for the following year.</p> <p>4. Where?</p> <p>Ballarat and Gippsland</p>	<p>In total 51 students were allocated HEPPP Funding under the Live-Learn-Lead project. Analysis of the outcome of this is as follows:</p> <ul style="list-style-type: none">• 51% of students have re-enrolled for 2015.• 45% are active in programme but haven't yet re-enrolled so it is difficult to determine.• Under 1% (4 students) have left the institution.
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Title	Description and objectives	Progress achieved
<p>Activity 13</p> <p>Title: Student Futures Program Gippsland</p> <p><input checked="" type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input checked="" type="checkbox"/> Academic preparation</p>	<p>1. What was done?</p> <p>PASS Semester 1: Nine courses offered with 260 individual students attending</p> <p>PASS Semester 2: Nine courses offered, 125 individual students attended</p> <p>FedReady Semester 1: 181 registered, 147 attended (day 1)</p> <p>FedReady Semester 2: 43 registered, 40 attending (day 1)</p> <p>2. For which groups?</p> <p>PASS - First and second year FedUni and Monash students</p> <p>FedReady - Primarily commencing FedUni and Monash students, with commencing students a secondary target audience.</p> <p>Mentoring - All commencing FedUni and Monash students</p> <p>ASK Program - first and second year FedUni and Monash Students</p> <p>Mentoring Semester 1: 36 mentors employed, on campus students all assigned and off campus pilot</p> <p>Mentoring Semester 2: 9 mentors employed, all students assigned including all off campus students.</p>	<p>Key achievements</p> <p>PASS: Improved GPA, positive impact on retention, good qualitative feedback.</p> <p>Mentor: Positive reports from Mentors and commencing students.</p> <p>FedReady: Positive impact on student confidence and improvement in skills.</p> <p>Semester One and Two reports are available on request.</p> <p>PASS: 385 individual attendances and 1480 total attendances.</p> <p>In all courses where PASS was offered, students who attended five or more PASS had a higher average final score than the class average.</p> <p>63% of students reported that attending PASS allowed them to develop a feeling of belonging and connectedness with their peers (survey) while 77% stated that attending PASS allowed them to increase their knowledge of course specific content</p> <p>Mentoring: 39 Mentors were engaged through the year A total of 2035 contacts were made through the program by mentors across the year.</p> <p>86% of responding students stated that their Mentor kept in regular contact with them.</p> <p>89% of responding students stated that their Mentor showed a genuine interest in helping them.</p>

3. Why?

Provision of student support through their first year courses. Courses have been finalised and reported on for both semesters

PASS: Survey research and GPA analysis indicates PASS is successful in improving retention and increasing marks for both semesters

Mentor: Feedback from commencing students indicated Mentoring supported them in their transition, therefore improving success. Mentors also described positive results

FedReady: Informal and survey feedback indicated that students who attended FedReady felt more prepared to start their study.

4. Where?

Gippsland

FedReady: (please note data is taken from Semester One only)

The most likely group to attend were students aged 30-39 (63% of aged group attended)

Nursing students were the most likely to attend at 30% followed by Education and Arts (26%), Science, Engineering and IT students at 20% with the least likely to attend being Business students at 9%

Skills confidence - % of responding participants who stated their confidence as either one or two on a scale of one to five (five being most confident)

SKILL	BEFORE	AFTER
Essay Writing	35%	0%
Researching for Assignments	45%	0%
Critical Thinking	43%	4%
Avoiding Procrastination	47%	8%
Note Taking	20%	0%
Oral Presentations	34%	12%
Referencing	70%	14%
Avoiding Plagiarism	51%	8%
Using the University	68%	8%

Title	Description and objectives	Progress achieved
<p>Activity 13</p> <p>Title: Student Futures Program Ballarat and Wimmera</p> <p><input checked="" type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input checked="" type="checkbox"/> Academic preparation</p>	<p>1. What was done?</p> <p>PASS Semester 1: 14 courses offered with 260 individual students attending</p> <p>PASS Semester 2: 13 courses offered, 125 individual students attended</p> <p>FedReady Semester 1: 156 registered</p> <p>FedReady Semester 2: 96 registered</p> <p>Mentoring Semester 1: 113 Mentors, employed with average of 17 students per group.</p> <p>Mentoring Semester 2: 34 Mentors employed with an average of 16 students per group.</p> <p>ASK: Was open from 10am to 2pm Mon to Thurs on Mt Helen campus, and available by phone, email, and Facebook.</p> <p>2. For which groups?</p> <p>PASS - First and second year FedUni and UB students.</p> <p>FedReady - Primarily commencing FedUni students, with continuing students a secondary target audience.</p> <p>Mentoring - All commencing FedUni students.</p> <p>ASK Program- First and second year FedUni students.</p>	<p>Key Achievements</p> <p>PASS: Improved GPA, positive impact on retention, good qualitative feedback .</p> <p>Mentor: Student receiving peer support, raising awareness of services, positive reports from Mentors and commencing students.</p> <p>FedReady: Positive impact on student confidence and improvement in skills, increase preparedness for study, create peer connections.</p> <p>Key Achievements</p> <p>ASK: students and staff becoming more aware of the ASK service.</p> <p>In semester 2 the physical desk was moved to the library which has improved visibility of the program.</p> <p>PASS</p> <p>565 students attended (administrative data) 1903 total attendances In all courses where PASS was offered, students who attended five or more PASS had a higher average final score than the class average.</p>

	<p>3. Why?</p> <p>PASS: Survey research and GPA analysis indicates PASS successful in contributing to retention and increasing for both semesters.</p> <p>Mentor: Provide peer support to students, raising awareness of services and creating connections to the campus.</p> <p>FedReady: Support students' transition into university by providing training on academic and study skills, as well as providing information about study support and creating connections with peers.</p> <p>ASK: To provide a first point of contact for students at the Churchill campus who needed assistance and support. Providing this service has expedited access to important services for low SES students, through peer support. We believe providing a conduit to academic and study skills support, as well as counselling services, has had a positive impact on retention and success.</p> <p>4. Where?</p> <p>Ballarat and Wimmera campuses</p>	<p>88% of students reported that attending PASS allowed them to develop a feeling of belonging and connectedness with their peers while 80% stated that attending PASS allowed them to increase their knowledge of course specific content.</p> <p>Attendance at PASS resulted in decreased withdrawal rates.</p> <p>Mentoring</p> <p>147 Mentors were engaged through the year.</p> <p>A total of 4729 contacts were made through the program by mentors across the year with 88% of responding students stated that their Mentor kept in regular contact with them.</p> <p>91% of responding students stated that their Mentor showed a genuine interest in helping them.</p> <p>Mentors also reported on which students did not engage with the program, and this data was used in an outbound call project coordinated through the retention taskforce.</p>
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Title	Description and objectives	Progress achieved
<p>Activity 14</p> <p>Title: AIME</p> <p>☑Mentoring, peer support, tutoring</p>	<p>1. What was done?</p> <p>The 'Knowledge is Power' day is the first experience Year 7 and 8 students will have with AIME, designed with several key objectives in mind:</p> <ul style="list-style-type: none"> • To introduce strong Indigenous role models, and instil in the students the idea that Indigenous = success. • To promote the idea that knowledge is power, and that maths and science are worth giving a go. • To create a positive and fun experience that leaves students wanting to connect more with AIME. <p>In 2014, the AIME Program at Federation University engaged 138* Indigenous high school students from 11* schools across the newly expanded Gippsland campus, and existing Ballarat campus.</p> <p>The program has also engaged 56* university student volunteer mentors, strengthening their relationship with Indigenous Australia and building valuable leadership skills.</p> <p>Additionally, In Term 4 of 2014, we piloted a new program for year 7 and 8 students at our partner schools, titled 'Knowledge is Power,' a fun introduction to AIME and Math and Science.</p>	<p>Key Achievements</p> <p>In reference to our student Mentees, the assessment found that AIME positively impacted their:</p> <ul style="list-style-type: none"> • Strength and resilience • Pride in being Indigenous • Ability to make strong connections with Indigenous peers, role models and culture • Aspirations and engagement for finishing school • Aspirations for continuing to further study • School retention rates. <p>Engagement included:</p> <p>Ballarat:</p> <p>5 individual day events were held between May and November for students, Year 9, 10 11 and 12</p> <p>Year 7 and 8 Day: 18th November</p> <p>Gippsland:</p> <p>5 individual day events were held between July and October for students, Year 9, 10 11 and 12 Year 7 and 8 Day: 13th November.</p>

	<p>2. For which groups?</p> <p>Ballarat: Ballarat Secondary College (Barkly, East and Wendouree campuses), Ballarat High School, Ballarat Grammar, St Patrick's College, Loreto College, Phoenix College.</p> <p>Gippsland: Kurnai College (Morwell, Churchill and GEP campuses), Lavalla Catholic College, Lowanna College, Trafalgar High School, Drouin S.C. and Warragul Regional College attending only the Year 7 and 8 days.</p> <p>3. Why?</p> <p>With the goal of empowering students to complete their education and pursue their goals, whether that is to attain full time work or enrol in TAFE or university.</p> <p>High school students had the opportunity to visit the university campus and the Outreach Days were run in the Caro Convention Centre.</p> <p>4. Where?</p> <p>Gippsland and Ballarat</p>	<p>The Tutor Squads ran in Ballarat Grammar, Ballarat High School and St Pats College were an opportunity for the high school students to receive academic support from FedUni student volunteers on a weekly basis.</p> <p>Year 9 – 12 Indigenous high school students</p> <p>Pilot experience day - engaged year 7/8 students</p> <p>*students are from diverse backgrounds including those considered low SES</p> <p>*Please note, full audited results will be available in our Annual Report in April 2015 at: www.aimementoring.com</p>
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Title	Description and objectives	Progress achieved
<p>Activity 15</p> <p>Title: Equity Scholarships and Book Bursaries</p> <p><input checked="" type="checkbox"/> Administering student scholarships</p>	<p>1. What was done?</p> <p>Equity Scholarships provided to students with low SES background, both for educational costs and regional relief.</p> <p>Equity Scholarships were disbursed in two payments (April for Semester 1 and October for Semester 2)</p> <p>The Book Bursary is a one-off payment to eligible students in their first semester of Higher Education study.</p> <p>This scheme has been operating at Ballarat for two years. The scheme is expected to support participation of students from low SES groups in Higher Education by providing financial assistance through the provision of a \$250 book voucher for the purchase of textbooks.</p> <p>2. For which groups?</p> <p>Scholarships were made available to undergraduate students at all year levels.</p> <p>3. Why?</p> <p>To target improved retention and reduce the number of students at risk of not completing studies as a result of financial difficulty.</p> <p>4. Where?</p> <p>Ballarat and Gippsland</p>	<p>Key achievements</p> <p>Ballarat</p> <p>Of the 143 Equity scholarships paid in Semester 1 and 128 in Semester 2 Ballarat /Wimmera had 120 (84%) in Semester 1 and 111(87%) in Semester 2.</p> <p>The greatest proportion of equity scholarships allocated were Relocation - Full (app 50%).</p> <p>357 Book Bursaries were issued for the Mt Helen Campus and 11 for Horsham.</p> <p>Gippsland</p> <p>Semester 1 across FedUni, Gippsland had 23 (16%) in Semester 1 and 17 (13%) in Semester 2.</p> <p>The greatest proportion of equity scholarships allocated were Relocation.</p> <p>93 Book Bursaries were issued for the Mt Helen Campus and 11 for Horsham.</p> <p>The take-up of book bursaries in 2014 far exceeded expectations.</p>

Title	Description and objectives	Progress achieved
<p>Activity 16</p> <p>Title: DEECD and Gippsland Regional Managers Forum- Broadening Horizons Research Project</p> <p><input checked="" type="checkbox"/> Outreach</p>	<p>1. What was done?</p> <p>The Broadening Horizons project involved the development and trial of an innovative work place learning program, linking staff from RMF Organisations and educators from partner schools to work collaboratively.</p> <p>Each of the seven schools involved in the project, worked with partner organisations from the RMF to develop a unit of work, connecting the world of work to school curriculum. The unit of work sought to enhance students' everyday learning, making learning more engaging and relevant by linking it to the 'real world'</p> <p>2. For which groups?</p> <p>Gippsland's population, which has a very low rate of tertiary involvement, high youth unemployment, as well as a high number of students from low socio-economic backgrounds.</p> <p>3. Why?</p> <ul style="list-style-type: none"> • Re-focus interventions at the higher secondary and tertiary level, so that there is an increased prevalence of multi-faceted interventions which begin to target students, their parents and communities in the early years • Incorporated strategies to improve parental and community engagement in relation to students' education aspiration as part of broader education system programs 	<p>Key achievements</p> <p>Six of the seven schools involved established successful work-based units of work with the industry partners. Data was gathered from partners of six of the seven school industry partners and pre and post survey.</p> <p>Because the project is long term it is difficult to establish the anticipated benefits at this time. The students involved in the project were year 8 and 9 students who will not be in a position of making decisions about their future career paths for some time.</p> <p>More Immediate impacts of the program will be ascertained once the data from the students and the stakeholders is fully analysed.</p> <p>A paper on current and interim findings has been peer reviewed and will be presented at the Rural SIG at the AERA conference in Chicago in April, 2015.</p>

	<ul style="list-style-type: none"> • Collect of data on the magnitude and reach of programs in order to better assess whether there is an appropriate mix of interventions across Victoria. • Because the program was in its first year it is difficult to determine the impact with respect to success for participation, retention and success of low SES students. • Anecdotal evidence and first view of the data suggests very positive outcomes for all stakeholders. <p>4. Where?</p> <p>Gippsland</p>	
Title	Description and objectives	Progress achieved
<p>Activity 17</p> <p>Title: Create Online Learning Resources for the Student Leadership Program</p> <p><input checked="" type="checkbox"/> Transition programs</p>	<p>1. What was done?</p> <p>The Student Leadership Program and Student Careers and Employment Service worked with CLIPP staff to create and develop a minimum of six engaging, online learning resources and workshops.</p> <p>Workshops were run on campus enabling a variety of campus based students to attend; a leadership conference planned for October allowed other distance students to attend and access the program.</p>	<p>Key Achievements</p> <p>The following online resources have been created:</p> <p>Leadership Program Workshops Building Sustainable Workplaces Personality and Leadership styles Cultural differences in Business Social Media for Social Change Student Leadership Program Moodle Shell Aboriginal Education Centre Workshop Career Options Moodle Shell</p>

	<p>The learning resources included, but were not limited to, the following leadership, careers and professional development themes:</p> <ul style="list-style-type: none"> • Student Careers and Employment - Career Development theories and their impact on career decision making, Resume writing, Personal Branding • Student Leadership Program - Personality Types, Sustainable Workplaces, Social Media. • The funding also supported staff learning, in how to create online workshops and will give us a platform to build on in the future. <p>2. For which groups?</p> <p>This project will target all Low SES distance education, online learning, partner provider and time-poor campus based students.</p> <p>The Student Leadership Program, currently delivers workshops on all of our campuses, as part of the requirement to gain an award in leadership or volunteering is that students must attend between 1 and 3 workshops.</p> <p>3. Why?</p> <p>The main objective will be for Student Connect to create online learning resources, to enable all FedUni students to access the Leadership Program and the Careers and Employment Service wherever they are in the world.</p> <p>Both services work to increase student engagement and retention, as well as supporting FedUni students to become inspired and successful graduates.</p>	<p>A Team User Guide to provide better more specific understanding of Moodle and specifically how to create and edit workshops.</p> <p>Creation of a database for Leadership Program with user guide to more easily track all students and their activities within the program and will importantly assist with reporting and evaluation and tracking of student progress.</p> <p>The Personality and Leadership Styles Workshop was piloted with 9 students and 4 staff members reviewing and completing and evaluating the workshop.</p> <p>75% reported the course was relevant to Leadership and Development and was informative.</p> <p>Organisers discovered that the majority of participants felt they could have been more challenged by the program and offered feedback for future online workshops. This feedback has subsequently provided valuable input into creating a further suite on online resources.</p>
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These workshops will be used as a tool to engage students in both programs and to assist them in building professional skills ready for entering employment.

The Careers and Employment Service also offers a variety of services on all campuses. The use of CareerHub as an online medium to disseminate information to students exists at the moment containing handouts links to resources etc.

Some students are unable to attend the workshops and face to face services offered due to family or work commitments, as well as distance students.

With online workshops developed, and the building of capacity of staff as a part of this joint venture, we can be inclusive of all Low SES FedUni students with a long term view.

Other objectives include:

- To provide a way to connect with other students working at distance. Feedback from our Distance Education Student Senate representative is that his university experience has been very solitary due to no contact with other students at all.
- Work in Moodle to create resources where students can interact with each other and be inspired by the learning material. Not only will this support their learning, it will also help them to feel more connected to other students.
- Students from low SES backgrounds often work to supplement their income during the evenings, at weekends, or during gaps in their study timetables. They may also have family or carers commitments.

	<p>This limits their ability to participate in, and gain the benefits from, the extra-curricular learning which the Leadership and Volunteer, and Careers and Employment services provide. Being able to access the workshops online allow equitable access to the programs on offer for all students.</p> <ul style="list-style-type: none"> • Longer term, the staff involved in the project will build capacity in online learning pedagogy which will enable resources and sessions within this project to be added to and updated over time. <p>4. Where? Ballarat and Gippsland campuses</p>	
Title	Description and objectives	Progress achieved
<p>Activity 18</p> <p>Title: Fed Uni Scholarships Review</p> <p><input checked="" type="checkbox"/> Research and monitoring</p>	<p>1. What was done?</p> <p>The review was undertaken across all Fed Uni campuses and in addition, other universities were contacted for information and benchmarking purposes. Interviews were conducted with 82 university staff and relevant individuals from external organisations, including six universities and seven secondary colleges. Information about the financial commitment of the university to various forms of scholarships was also gathered for the review.</p> <p>Review recommendations for improvements in the way scholarships are administered at the University were put forward to members of the senior team of the university.</p> <p>With their support, the recommendations were accepted and the consequent move to establish a centralised Scholarships office has been realised.</p>	<p>Key Achievements</p> <p>In the original project proposal, the following outcome measures were identified:</p> <p>Scholarships provided through HEPPP funding to low SES students are amended to fit in with the analysis undertaken.</p> <p>Analysis of the current suite of scholarships and comparison with the recommendations from the report.</p> <p>Confirmation with focus groups of students, regarding the suitability of the new suite of scholarships to meet their financial issues.</p> <p>The Review paper covers all of these outcomes and has recommendations for improvement.</p>

	<p>Review recommendations will report about the manner in which students are paid their scholarship and will be enacted for 2015 semester one recipients. This includes students being paid in stipends on a fortnightly basis, from earlier in the semester, rather than having to wait until April or May to receive their funds.</p> <p>Additionally, a suite of other scholarships focussed on getting students off to a good start will also be available, in addition to retaining the popular book bursaries.</p> <p>2. For which groups?</p> <p>To ensure that the scholarships available to students at Fed Uni were targeted effectively to support low SES students.</p> <p>As there are a range of scholarships, it was important to ensure that the entire scholarships landscape at the university was captured in the review, so that recommendations could be enacted with maximum effectiveness for low SES students.</p> <p>3. Why?</p> <p>The primary objective was to understand the shortcomings in the way that Scholarships were being administered, in particular reference to where improved processes could support the retention of students.</p> <p>Looking for best practice in other universities, where it could be demonstrated that other programs of scholarship administration were more effective for students and more likely to minimise attrition was also an important component</p> <p>4. Where? All campuses were included in the review.</p>	<p>The review has been completed and therefore not required to continue in 2015.</p> <p>Additionally an internal audit of scholarships will be conducted in 2015 by Corporate Governance, during which progress against the recommendations from this review can be checked.</p>
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Title	Description and objectives	Progress achieved
<p>Activity 19</p> <p>Title: Engaging first year students via virtual clickers in the context of lectures</p> <p><input checked="" type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p>	<p>1. What was done?</p> <p>The purpose of this project is to provide increased opportunities for students to participate in the classroom environment and interact with their peers and lecturers on content via an interactive tool, such as a virtual Audience Response System (ARS or 'clickers').</p> <p>As outlined in various studies, this method of interactivity helps to establish a valuable rapport between peers and their lecturer and promotes a safe learning environment (see review by De Gagne, 2011), representing an inclusive pedagogical approach for all students.</p> <p>The survey instrument (based on the instrument developed by Smith, Shon & Santiago, 2011) consists of close-ended and open-ended questions that focus on the frequency of BYOD use in the class, ease of BYOD use and perceived impact of the BYOD on learning and self-efficacy.</p> <p>2. For which groups?</p> <p>There is a need to promote teaching approaches and strategies that enable all students to feel that they are part of a community of learners, especially those who have entered higher education already feeling that they are lacking the skills and knowledge to be successful at university.</p> <p>3. Why?</p> <p>This notion of 'belonging' is especially pertinent to students from a low SES background, who often experience a lack of confidence and low self-esteem in the higher education context (Thomas, 2014).</p>	<p>Key achievements</p> <p>The upcoming usage of clickers will be evaluated in 2015 as planned. All staff and students involved in this project will be surveyed on their personal responses to the use of ARS/BYOD.</p> <p>This project focussed on implementing inclusive teaching tools in the lecture context that engaged learners and helped them to develop a greater sense of belonging to their academic community.</p> <p>As the project didn't run in Sem 2 2014 it is not possible to outline the effects it had on the participation, retention and success of low SES students.</p> <p>With the introduction of clickers for Sem 1 2015 it is envisaged that the above benefits will be realised and reported on.</p> <p>The survey results will be analysed and constitute an evaluation of the project. CLIPP staff will work closely with academics and students in implementing this technology and provide support throughout the semester.</p>

	<p>A virtual Audience Response System (ARS or 'clickers') is a technology solution which enables students to give feedback, participate in voting and answering questions in a classroom via their own mobile devices (smartphones or tablets).</p> <p>Work towards providing a more interactive and inclusive learning environment for all students by utilising strategies for engagement and promoting feedback activities via the technology.</p> <p>Encourage the uptake of technology for staff and students to foster flexible and accessible delivery.</p> <p>Investigate the attitudes towards the BYOD (Bring Your Own Device) phenomenon within the context of this study at Fed Uni.</p> <p>Evaluate the impact of BYOD technology on students' sense of engagement with their peers, lecturer and course content.</p> <p>Promote key elements of the FedUni Charter such as accessibility, providing a supportive learning environment and practicing student-centred learning.</p> <p>This project is also aligned with the University eLearning Vision, Digital Vision and the Teaching and Learning Plan (enhancing both the first year experience and learning, and increasing the online presence).</p> <p>4. Where?</p> <p>Ballarat and Gippsland</p>	
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Title	Description and objectives	Progress achieved
<p>Activity 20</p> <p>Title: Review of FedUni Primary/ Secondary School Engagement Activity</p> <p><input checked="" type="checkbox"/> Other-Aspiration and outreach</p>	<p>1. What was done?</p> <p>The review saw consultation with a wide variety of internal stakeholders and areas of outreach activity (including in Faculties, marketing, equity outreach programs, Heads of Campus, DVCs, Library) and external outreach partners (including secondary school principals and careers teachers, and The Smith Family) – 55 consultations in all.</p> <p>The project looked at 56 programs delivered by 21 different areas within the university to 162 primary and secondary schools. There were 26,684 student interactions made by three distinct areas in the University – Outreach (RSOP and Access FedUni), Faculties and Faculty Schools, and Marketing and Student Recruitment.</p> <p>2. For which groups?</p> <p>School age children</p> <p>3. Why?</p> <p>Overall the project found that there is a significant amount of outreach and engagement program delivery with schools in both the Federation University traditional western and eastern catchment areas.</p> <p>The Outreach and Engagement programs aim to meet three outcomes:</p> <p>1. Aspiration – students aspire to higher education and acknowledge and understand that higher education opens up a wide range of opportunities for the future.</p>	<p>Key achievements</p> <p>The aim of the project was to make recommendations to the University. This was done. The recommendations aim to improve FedUni school engagement activity – and hence improved outcomes for low SES/regional school students, by:</p> <p>Developing and delivering products and programs which engage students to enhance student aspirations for higher education, inspire students to a preferred career and profession, and transition students to Federation University, as their preferred Further and Higher Education Provider.</p> <p>Maximising the engagement and outreach footprint by having Marketing and Student Recruitment, Outreach (RSOP and Access FedUni) and Faculties working together to develop products and programs and coordinate the delivery which best suits schools, students and the university.</p> <p>Aligning the current Outreach programs (RSOP and Access FedUni) with Marketing and Student Recruitment to better service the needs of Faculties and each other, as well as primary and secondary schools and students.</p> <p>The project report has been well received and seen as credible and warranting implementation.</p>

	<p>2. Inspiration – students are inspired towards a future career and understand what they need to do to achieve that career choice.</p> <p>3. Transition – students see Federation University as their preferred education provider to achieve their career choice.</p> <p>4. Where? All campuses</p>	<p>The Review found that schools have generally noticed a lack of coordination in Federation University delivery and some offerings are clearly not as school or student friendly as they could be with issues of timing and presentation / engagement with school students highlighted as issues.</p> <p>Comments included that there is a lack of understanding of how schools operate, the constraints and complexities in timetabling in a school, the need for teacher replacement, and disruption to mandatory curriculum delivery, has led to schools not taking up offers, or disengaging with Federation University</p> <p>The review found there to be limited collaboration and integration between most programs and between campuses with programs designed, developed, and implemented in isolation of each other, yet delivered in many of the same schools and to the same students.</p>
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Title	Description and objectives	Progress achieved
<p>Activity 21</p> <p>Title: Concurrent Literacy Support (CLS) Pilot Program</p> <p><input checked="" type="checkbox"/> Monitoring student progress</p>	<p>1. What was done?</p> <p>Program materials were aligned to course assessment tasks the students were struggling with and the hands-on sessions were used to address questions and issues arising from the assessment tasks in their courses.</p> <p>These sessions ultimately assisted students to successfully complete their courses. 3 of the 4 students (75%) participated throughout the pilot were retained throughout the semester and successfully completed their studies.</p> <p>72 students were sent an email invitation to undertake an online test to evaluate their HE functional literacy using the Australian Core Skills Framework (ACSF) indicators in Reading and Writing. 33 students accepted.</p> <p>Their test scores ranged between 40% and 82%. Subsequently, 27 students were invited to enrol in the CLS program.</p> <p>3 students scored below 50% and sent an email explaining their test score: "indicates that you will benefit from some additional assistance in developing your literacy skills to a higher standard"</p> <p>25 students scored between 50% and 74% and sent an email explaining their test score: "indicates that you may benefit from some additional assistance in developing your literacy skills to a higher standard."</p>	<p>Key achievements</p> <p>3 FAST students subsequently approached the College and requested enrolment in the CLS program and a Concurrent Numeracy Support (CNS) variant to support them through their pathway studies.</p>

5 students scored 75% or above and sent an email explaining their test score: "indicates your literacy skills are appropriate for commencing university and you can confidently undertake the academic challenges faced by all commencing students."

Should you feel that there are aspects of your writing skills that you would like to strengthen then Federation College is able to provide support to you."

3 FAST students subsequently approached the College and requested enrolment in the CLS program and a Concurrent Numeracy Support (CNS) variant to support them through their pathway studies.

2. For which groups?

On campus and Online Learning (OL) students entering Semester 2, 2014 BA programs in FEA, School of Arts, Humanities and Social Sciences (SAHSS), Gippsland Campus.

3. Why?

The objective was to deliver a concurrent program of functional literacy development to support on campus and OL students in their first semester of study.

4. Where?

Gippsland

Title	Description and objectives	Progress achieved
<p>Activity 22</p> <p>Title: C2 Connect2gether</p> <p><input checked="" type="checkbox"/> Outreach</p>	<p>1. What was done?</p> <p>75 Year 11 students from low SES schools were brought together at FedUni with Business faculty members, FedUni staff and business students and Business leaders from ASIC, Latrobe City, Baw Baw Shire, East Gippsland Water, Loy Yang, Gippsland Water, AFL for a day of activities designed to introduce students to the notion of 'business and the study options and opportunities for students'</p> <p>Low SES Students, business leaders and business staff workshop real work problems – presented solutions, heard from business and uni student panellist.</p> <p>2. For which groups?</p> <p>Year 11 students from Low SES schools across Gippsland</p> <p>3. Why?</p> <p>To raise student aspirations, to demystify university.</p> <p>To help low SES students understand what it is like to study business at uni.</p> <p>To raise confidence, aspirations and knowledge as a result of participating in C2.</p> <p>To inspire Year 11 students to study business at Uni.</p> <p>4. Where? Gippsland campus.</p>	<p>Key achievements</p> <p>Excellent feedback from student and teacher surveys – students enjoyed the day of activities and the opportunity to better understand</p> <p>Outcomes were evaluated through individual Year 11 student survey /questionnaire post C2 activity day.</p> <p>Results: sample size 71 students (from 75) responded to the individual survey (95% response rate)</p> <p>1. As a result of C2 day (activities, workshops, panel speakers) are you more confident about your knowledge of studying Business at Uni? Why? Why Not?</p> <p>99% stated they were more confident and had greater knowledge</p> <p>2. Has the C2 activity day changed or confirmed your perceptions about Uni? How?</p> <p>97% confirmed or changed attitude towards a positive perception about uni, with only 3% of students stating 'maybe, not sure'</p> <p>3. Did the C2 Activities involving student mentors and university teachers help you to understand what it is like to study Business at Uni?</p> <p>99% respondents stated that the C2 activities with uni students and teachers helped them to understand what it is like to study Business at Uni.</p>

Title	Description and Objectives	Progress achieved
<p>Activity 23</p> <p>Title: Improving Access to Critical Technology</p> <p><input checked="" type="checkbox"/> Other</p>	<p>1. What was done?</p> <p>Purchased and made accessible to Low SES students critical electronic equipment across our campus libraries.</p> <ul style="list-style-type: none"> - Laptops will be available for a loan period of 1 week. - Laptop usage will be monitored for usage but also campus-based demand. <p>2. Why?</p> <p>The main outcome of this project will be that the laptops are fully utilised by our students and that they are able to participate in their learning fully.</p> <p>3. For which groups?</p> <p>Improve access for students from lower SES backgrounds to critical technology that enables them to engage in online learning. This is particularly important given the focus on developing and growing FedUni's online offerings. While the University provides for our students when they are on campus through the many computer labs and library learning commons areas, the real crunch for many students from lower SES backgrounds comes when they are at home where technology is either not available, of poor standard, thus limiting their access.</p> <p>4. Where?</p> <p>Installed at both Ballarat and Gippsland</p>	<p>Key Achievements</p> <p>The provision of access to 20 additional laptops to those identified Low SES students who do not have access to the technology required to participate in the online environment.</p> <p>The objective of this project will enable access for Low SES students to high standard technology that otherwise is not available to them and to allow them to continue their studies outside of on campus times, giving them greater flexibility in when and where they can study.</p>

Title	Description and objectives	Progress achieved
<p>Activity 24</p> <p>Application 15 Round 2</p> <p>Title: Purchase of Education in Video</p> <p><input checked="" type="checkbox"/> Other</p>	<p>1. What was done?</p> <p>The funds were used to assist in the purchase of the Alexander Street Press Databases Education in Video 1 & 2.</p> <p>2. For which groups?</p> <p>Students studying Education and Early Childhood subjects.</p> <p>3. Why?</p> <p>The Library is building its collection of database material to allow remote access to learning materials, enabling equitable access to material from our geographically wide spread cohort of students.</p> <p>High quality video databases such as Education in Video, which are fully searchable, and allow teaching staff to create clips, etc, to share on the University's LMS, allow students to access learning materials that are familiar to them.</p> <p>4. Where?</p> <p>Gippsland and Ballarat campuses</p>	<p>Key Achievements</p> <p>Education in Video parts 1 & 2 have been purchased which equates to over 3600 video programs being loaded into the Library catalogue.</p> <p>As this stage of the project, the purchase and loading of the database has only just been completed in the third quarter of 2014. It is too early to provide direct evidence of the usefulness of this resource.</p> <p>Evaluation will be based on the usage statistics of the database feedback from staff and students as to the useability of the database, and attitudinal surveys as to the Library's performance.</p>

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