

CATEGORY 2.2 COLLABORATIVE EDUCATIONAL PARTNERSHIPS IN LEARNING AND TEACHING.

SYNOPSIS

Pathway programs contribute a vital role in enabling students to access higher education by providing preparation and access to university for students who have faced educational disadvantage or disruption. The 2024 Australian Universities Accord Final Report identifies the need for greater participation in higher education by 2030, noting the criticality of “supportive pathway programs”. The report argues that this requires the provision of academic and social support, particularly for underrepresented and disadvantaged students. ECU is the leading university nationally for the number of domestic undergraduate students who have entered via a pathway program and has the highest success rates among domestic undergraduates from pathway programs (based on universities of a similar scale), making ECU the most successful enabling program of its kind in Australia. This is achieved through deeply coordinated **internal partnerships** that support the students’ learning experience, underpinned by an outstanding enabling curriculum and course support ecosystem. The UniPrep team has also developed sustained **external partnerships** with other Australian universities and over 37 secondary schools in Western Australia to promote underrepresented students’ aspirations and provide embedded educational opportunities in these schools. Through these **internal and external collaborations** UniPrep is nationally recognised as an example of best practice.

OVERVIEW

UniPrep has prioritised academic and pastoral initiatives to support diverse learners in a successful transition into university, underpinned by a decade of systematic formal and informal reviews. The UniPrep team consists of 6 academic Unit Coordinators (UCs) (4.6 FTE), 2 Student Success Officers (SSOs) (1 FTE), a UniPrep Schools Coordinator (0.6 FTE) and a Course Coordinator (1 FTE). The team has created an ecosystem of support for students, and strong collaborations with internal and external partners to produce Australia’s largest and most successful enabling program. In the past 10 years (2014-2024), 8,907 students have successfully completed UniPrep, with approximately 1,300 students commencing the program each year. Since 2019, almost 5,000 UniPrep completers have begun an ECU undergraduate (UG) course. To support the needs of diverse students, the program is offered across multiple study modes (face-to-face, online or combination; full semester, part-time and intensive) and across three campuses (two metropolitan – Joondalup and Mount Lawley, and one regional in Bunbury in South Western Australia) as well as across more than 20 Western Australian low SES and regional secondary schools since 2019. This impressive outcome has been achieved through UniPrep’s **sustained collaboration with internal partners** including: eight academic Schools, the library, Academic Skills Centre, ECU’s Aboriginal Centre Kurongkurl Katitjin, the Student Hub, the Centre for Learning and Teaching, Access and Inclusion, and the ECU Inclusive Education Learning Community. UniPrep is an inclusive community of practice that embraces diversity and normalises support seeking. By prioritising internal collaborations, the UniPrep team has created a thriving ecosystem of reciprocal participation that connects educators, students, and support services enabling students’ successful preparation for university admission and ongoing study. This ecosystem approach has enabled thousands of students to succeed in UniPrep and their UG degrees. The success of the UniPrep program is also testament to UniPrep’s connections and contributions to the wider Australian and New Zealand educational enabling sectors. UniPrep is committed to **robust external partnerships** through Western Australian secondary high schools, the National Association of Enabling Educators Australia (NAEEA), the Foundation and Bridging Educators New Zealand (FABENZ) and research collaborations with Australian universities. Such external partnerships highlight the team’s commitment to best collaborative practice in curriculum design, pedagogy, and policy, to the standardisation of quality enabling programs across Australia, and to sector-wide increases in the provision of inclusive pathways to university for students from underrepresented groups. The UniPrep program has been recognised for its quality and success with two ECU Vice Chancellor’s citations for Outstanding Contributions to Student Learning (2016, 2023).

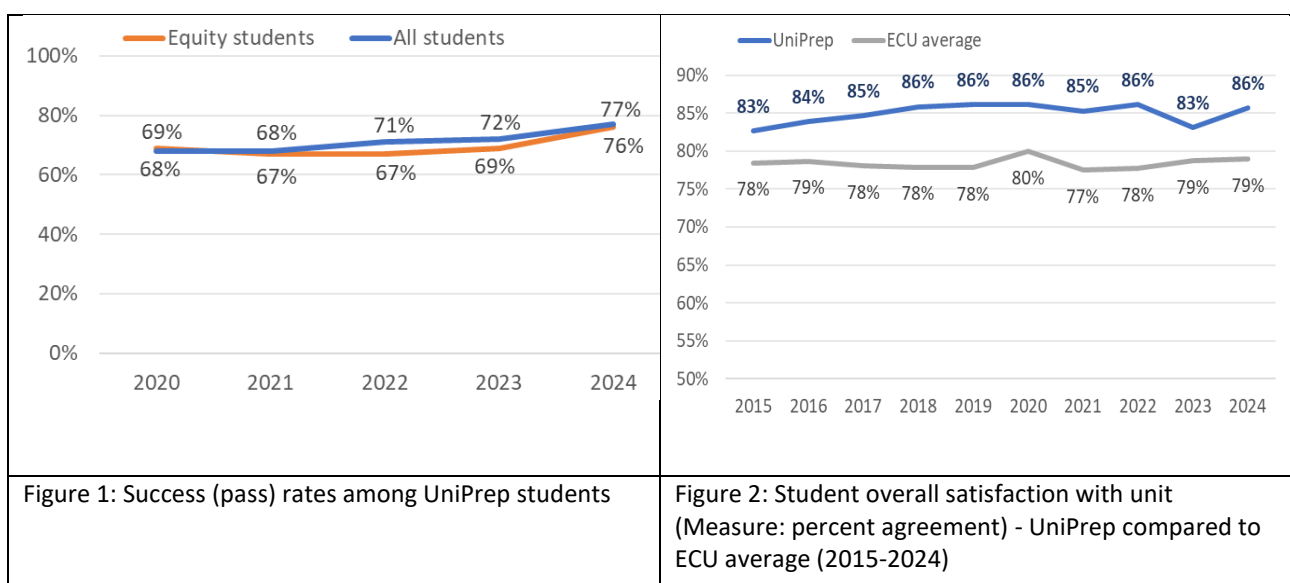
CRITERION A: Positively impacted on student learning, student engagement or the overall student experience.

UniPrep, an enabling or pathway program, is an important point of entry for students from equity cohorts, underrepresented and educationally disadvantaged backgrounds. Without it, many would not pursue higher education (Jones, Olds & Lisciandro, 2019). UniPrep prepares students for successful transition to, and participation in, UG study. The current prominence of access and equity within the 2024 Australian

Universities Accord Final Report, the tight correlation in WA between the socio-economic status of a school and ATAR attainment, and declining ATAR participation provide a clear rationale for the UniPrep program, particularly for equity groups (Australian Government 2023; Davis et al. 2023; Olds et al. 2022). It is therefore critical to facilitate and support students’ pathways into higher education so that they can commence and successfully continue in university study. UniPrep does this through (1) Internal partnerships within ECU and (2) External partnerships with Western Australian schools, Australian and NZ universities and professional associations.

Internal Collaborations and Partnerships. UniPrep has consistently attracted a highly diverse cohort of students. Appendix A highlights that 60% of UniPrep students in 2024 are from equity groups as defined by the Australian government (Aboriginal and Torres Strait Islander, students with a disability, regional, remote, rural (RRR) students and low SES). Data also highlights that among UniPrep commencing students from an equity group, 16% belong to two or more groups, indicating intersectional disadvantage. Other underrepresented groups with barriers to reaching educational potential are also utilising UniPrep as a pathway to university, such as students who are first in their immediate family to attain higher education, comprising 45% of the UniPrep commencing cohort each year. First-in-family students have long been a target cohort for ECU in widening participation, which aligns with the 2024 Australian Universities Accord Final Report’s call for greater access to university for first-in-family students. With a focus on regional students, UniPrep is offered at ECU’s South West campus, the only regional university campus in WA. From 2019 to 2024, the UniPrep program has successfully completed 419 students in the South West, with 61% transitioning to a Bachelor degree at ECU.

The UniPrep team has developed an ecosystem of support (illustrated in Appendix B) to positively impact students’ learning, engagement and transition for this diverse cohort. Foundational to the UniPrep ecosystem is the adoption of an **evidence-based and structurally enabling model of student learning and support** which recognises that it is the responsibility of the University to be responsive to all students. Working in partnership with ECU analytics and administration teams, the UniPrep team has developed four systemic initiatives to create the conditions for success. The first is the closing enrolments before day 1 of semester thereby preventing late enrolment (correlated with higher risk of failure – see Appendix C, Example 1). The second initiative is proactively identifying, and withdrawing non-participating students prior to census date (preventing students receiving academic penalties for unattempted units). Thirdly, a bespoke academic analytics report was created to guide SSO outreach to students during semester. The final inclusion is nuanced appreciative advising (Bloom, Hutson & He, 2008) for students who fail unit/s at the end of semester (Appendix C, Example 5).



Within this ecosystem, the outstanding UniPrep curriculum has positively impacted student learning, and engagement demonstrated through the success (pass) rates within the UniPrep program. Figure 1 indicates an increasing pass rate over time, including for the subset of students from recognised equity groups. A significant part of this achievement and high student satisfaction (Figure 2) is a result of UniPrep’s **sustained collaboration with internal partners**: Schools, Library, Academic Skills Centre, Kurongkurl Katitjin, Student Hub, the Centre for Learning and Teaching (including PASS), Access and Inclusion, and the Inclusive Education Learning Community. The immersive journey of support commences on day one of orientation where the students are introduced to their new ecosystem of academics, SSOs and ECU supports by way of presentations, handouts, link with student mentors and participating in their first university tour and peer bonding activity. The contemporary multilayered tour and bonding is The Hunter Games (Appendix D). During The Hunter Games, UniPrep alumni/mentors guide students in groups through the University campus as they hunt for support areas that they will utilise through their UniPrep and UG journeys. In this activity, students engage and connect with their peers, mentors, and academics, as they locate and record contacts for a range of partnership support services. Bringing the services into the curriculum normalises the uptake of supports and provides students with PASS, tailored resources and program-specific academic skills, research and referencing support (see Appendix E). Importantly, there is a high and increasing uptake of ECU’s learning support services by enabling students, with 34% of the cohort accessing support in 2023 – compared to an ECU average of 16% for all domestic students. This collaborative culture was recognised in the *Toward 2020* external review – a partnership between ECU, James Cook University and University of Newcastle – where the panel noted a *“very strong culture of collaboration and collegiality around teaching and learning internally.”* It is this culture of drawing on collaborations internally and externally that has created such a robust, inclusive, and supportive program. As one student noted that one of the best aspects of the course was the *“Seemingly limitless support from ECU lecturers and staff”* (QILT Student Experience Survey 2022), while another commented that *“the support I received from staff and students and the way the content was set out”* (QILT Student Experience Survey 2022).

UniPrep’s ecosystem is unique to the enabling sector as it includes two dedicated SSOs embedded in the program, as distinct from within central services. Working through the six phases of appreciative advising (Bloom, Hutson & He, 2008), the team utilise positive, open-ended questions to unpack students’ strengths, assisting them to devise achievable goals and strategies to succeed in their studies. Through systematic monitoring, the SSOs provide pastoral care, learning advice to foster belonging, support retention and transition, and they connect students with internal and external partners, and ensure that the ecosystem of support functions. The importance of this support is noted in feedback *“Hi Jo, Thank you for getting me through the last few weeks of UniPrep”* (Unsolicited Student Teams message 2023) and another *“Thank you again for being so supportive to help me get the best results possible”* (Unsolicited Student Teams message 2023). Students reflect on the impact of SSOs in their Learning Skills unit reflective video journal. For example, in Semester 1 2023 one student noted that they were struggling to stay in the program when his *“emotional capability”* was being exhausted, he met with a SSO and talked through his circumstances and was able to *“receive a great amount of advice and support”* which he said, *“greatly helped me to focus back on the course work and complete assignments.”* The positive impact of UniPrep’s ecosystem of support on student experience is evident in the student evaluations. Figure 2 shows that UniPrep consistently sustains high levels of student satisfaction in ECU’s student formal evaluation surveys, with UniPrep student satisfaction (blue) consistently above the ECU average (grey) for the program, as well as for satisfaction with Lecturer and Tutor (see Appendix F). The ecosystem positively influencing student learning and transition to university is observed within students’ retention, success and completion rates within UG study at ECU. Figures 3, 4, 5 and 6 demonstrate the high level of preparation and commitment of UniPrep students relative to their peers who entered via non-ATAR pathways. While UniPrep students, in line with enabling education literature (Jones, Olds & Lisciandro, 2019) take a longer duration to complete undergraduate studies, UniPrep completers have lower drop-out rates, higher retention and comparable success (pass) rates to their non-ATAR peers. This includes students from equity groups (see Appendix G, Examples 1 and 2).

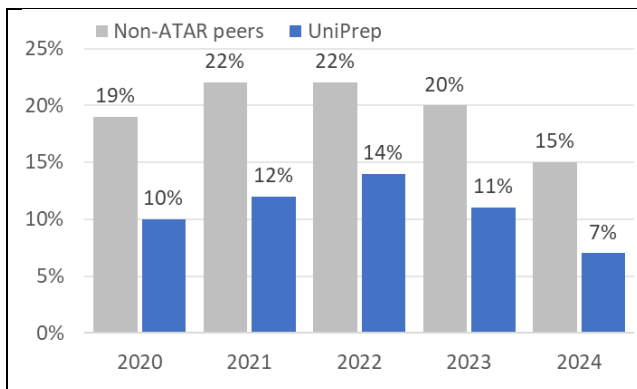


Figure 3: Rates of student drop-out prior to first Census, among commencing domestic undergraduate students

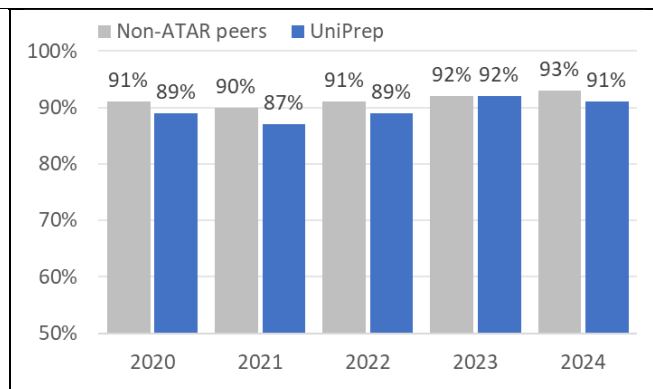


Figure 4: Success (pass) rates among domestic undergraduate students

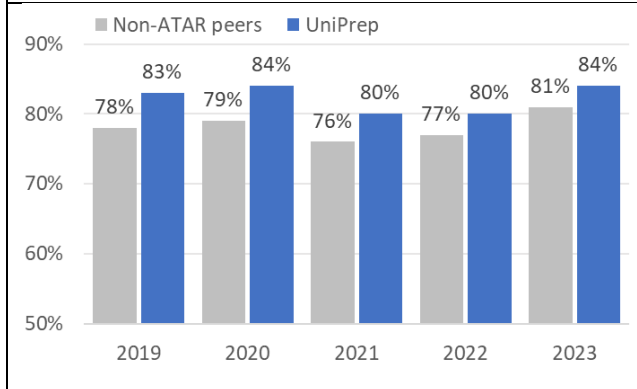


Figure 5: Retention rates among domestic undergraduate students
Data sourced from ECU internal reporting.

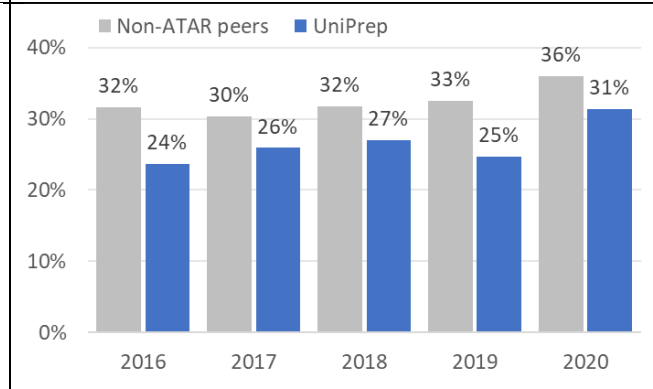


Figure 6: 4-year course completion rates among domestic undergraduate students. Year shown is year commenced undergraduate course.

Through its ecosystem of support created through collaborative internal partnerships, and combined with the engaging and inclusive approaches to teaching and learning, the UniPrep team has transformed enabling education, with the highest success rates (84-86%) among domestic UG students who entered their course via an enabling course. Appendix G, Example 3 shows ECU (Figure A, highlighted in grey) compared to other Australian universities of similar scale pathways (250+ EFTSL enrolled via Enabling/bridging pathways, per annum across each of 2021 and 2022).

External Collaborations and Partnerships. UniPrep, has been operating at ECU since the late 1990s, demonstrating a deep commitment to providing pathways to university for over 30 years. The UniPrep team recognised an important element of creating successful pathways for students was developing sustained partnerships with secondary high schools in Western Australia, particularly those identified as low SES and RRR high schools. The UniPrep team has worked extensively with secondary schools to build awareness and aspirations to participating in higher education, and where needed, engaging in enabling programs. Initially the *Aspirations program* – utilising UniPrep curriculum – commenced with 2 regional low-SES schools in 2002. The success of this work resulted in the creation of the bespoke “UniPrep Schools” program in 2019 to offer the complete UniPrep program in low SES schools to meet the needs of a growing enabling high school cohort in Western Australia who were not taking ATAR. Since 2019 UniPrep Schools has enabled 1477 students to achieve university entry. In 2024, ECU has agreements with 38 schools and 37 active partner schools (those schools with currently enrolled cohorts). Appendix H, Figure A shows the growth in UniPrep partnership schools since 2020 including regional breakdown. These collaborative curriculum endeavours have provided greater awareness by secondary school students (including those not enrolled in the UniPrep Schools program) of pathway options, resulting in an increase in school leavers enrolling in UniPrep after completing Year 12. The strong partnerships have created a safety net for General and ATAR students attending these schools maintaining both aspiration for, and access to higher education (Appendix H). Since 2021, 966 students from UniPrep Schools partner schools enrolled in the UniPrep program at ECU soon after leaving school – 12% of whom were from regional/remote areas of WA. These enrolments from partner schools represented 21% of all new UniPrep students in the same timeframe (see Appendix H, Figure B). Table A in

Appendix H provides further detail on current UniPrep Schools partner including the Index of Community Socio-educational Advantage (ICSEA) rating of schools. The highest ICSEA-quartile schools complete a higher proportion of ATAR subjects than other ICSEA-quartile schools (Department of Education WA, 2023) as there is not comparability in resources. UniPrep Schools addresses educational inequity by focusing on schools in low socioeconomic areas and in regional and remote WA, where often no, or few, ATAR subjects are available to study. As part of a research project on the efficacy of the program, the Manjimup Deputy Principal wrote: *“Manjimup SHS has been working with ECU for over a decade to deliver the UniPrep Course. It enables a group of nearly 20 students each year access university who traditionally would not have entered directly from school. The program was initially established to increase access to university for our Aboriginal and Torres Strait Islander students, economically disadvantaged students and those students who would be the first to attend university from their families. The students who choose this pathway have had great success in their future education at Edith Cowan University and other educational providers”* (Principal’s letter, 2023). The importance of these external collaborations is also recognised by Derby District High School when celebrating their partnership with UniPrep Schools in 2022 noting that the program will provide *“an alternative pathway for students to study at ECU providing a huge opportunity for the future of our young people”* (DDHS 2022). In 2024, the team has enhanced this external collaboration with the creation of a Course Consultative Committee which draws on the knowledge and expertise of internal and external partners (regional and remote) to ensure that UniPrep and UniPrep Schools curriculum initiatives are best serving the needs of the cohorts. In response to this collaboration, a UniPrep Schools teacher wrote *“I am enthusiastic about the possibility of contributing to the growth and impact of ECU’s Academic Pathway Programs and look forward to the opportunity to work with esteemed colleagues to create an exceptional learning environment for our students”* (Unsolicited email 2024).

CRITERION B: Gained recognition from colleagues, the institution, and/or the broader community.

Internal Collaborations and Partnerships. The impact of UniPrep program’s internal partnerships has been recognised at school, institutional and community levels. Widespread recognition of the value and benefits of UniPrep have been reflected in institutional reviews and feedback. The *Towards 2020 Review* noted *“strong support coming from the Vice Chancellor and the Deputy Vice Chancellor (Education)”* and other senior staff: *“I’ve worked at other institutions where enabling students are seen as ‘problem’ students. It appears to not be the case here. I mean, I’m sure there are spots where enabling students may struggle, but broadly speaking people respect the work that the [UniPrep] team does”* (Associate Dean, Teaching and Learning, Focus Group, 2019). UniPrep’s approach has directly impacted student success within UG degrees (as evidenced by data presented in Criterion A), providing benefit to ECU internal partners, which was acknowledged by various Associate Deans, Teaching and Learning (ADTLs) in a focus group as part of the *Towards 2020 Review*. The feedback from these senior staff recognises the diversity of the cohort, *“It’s great at preparing students who may have fallen through the cracks to succeed at university”*, and their subsequent success, *“UniPrep students are very high performing in our courses”* and *“Behind our ATAR intake, UniPrep completers are the most successful. This is a testament to the good work that the program does in readying students for study at ECU”* (Focus Group, 2019). ECU Schools have embraced and are invested in the program with school representatives participating in UniPrep Course Experience Days embedding early career development through analysis of career options in each UG course. In partnership with UniPrep and ECU’s Schools, Executive Deans and disciplinary experts provide introductory lectures to ECU’s range of disciplines. This experience is celebrated as noted by the ECU Executive Dean of Arts and Humanities Matthew Allen after attending the Expo, *“I was thrilled to meet students who have such confidence and knowledge already – a testament to their teachers in Uniprep! It is easy to be inspired in their company”* (Unsolicited Email, 2023). Recognition of the quality of the program for preparing students for their degree is highlighted at an institutional level in Formal Student Evaluations but also demonstrated in the QILT Student Experience Survey in 2022 where students completing UniPrep as an UG certificate rated satisfaction with teaching quality at 95.5%: *“All units prepare you and foster confidence in participating in an undergraduate program”* (QILT Student Experience Survey 2022).

UniPrep academics have shared inclusive curriculum design strategies with their colleagues in the wider ECU community. Staff from UniPrep have been invited to contribute to ECU’s Inclusive Education Learning Community, sharing professional expertise across the University. Presentations have included a focus on

digital accessibility, assistive technology for all learners, neurodiversity in the classroom, Indigenous pedagogies, and regional inclusion (see examples in Appendix I). Two of these presentations were delivered in partnership with internal partners (Learning Advisers and Assistive Technology Officer) with “lived experience” and insights from Access and Inclusion. Unsolicited feedback from colleagues in academic and professional roles indicate the quality and practicality of attending these sessions: *“Thanks for this presentation. Lots to consider and apply”* (Academic, School of Education, 2023), including **impact across the institution**, *“Thank you so much for not just this brilliant presentation, but obviously all of the amazing efforts you go to for the students you care for. What you do changes lives and is very empowering!”* (ECU Legal Counsel, 2023) and *“I’m not a teacher, but it’s been really interesting listening to this topic. It’s applicable to the general workplace too. Thank you!”* (Manager of ECU Professional Service, 2023). UniPrep academics were also invited to provide school specific professional development on neurodiversity in the classroom: *“Thank you for your time and wisdom. Would love to know what I’m doing right and what needs improving from an inclusivity standpoint...Thank you again for the important work you are doing for the school”* (Unsolicited Email 2023). This impact on changes in institutional staff practice is also recognised in the feedback from the Assistive Technology Session, *“After watching this fantastic presentation ... I am setting myself ‘one small goal’ and wanting to create tabs on a page to keep everything tidy and accessible”* (Unsolicited Teams Message, 2023).

External collaboration and partnerships. The UniPrep team has sustained collaborations with Australian universities to maintain and showcase best practice in curriculum design and student experience. UniPrep’s first sector changing collaboration was in 2017, for the *Lighting the Path(way)* project. This partnership between ECU, University of Newcastle, and University of Tasmania aimed to develop “a strategic discussion on good practice in enabling curriculum design at a national level” (Relf et al., 2017, p. iii). *Lighting the Path(way)* paved the way for the first comprehensive benchmarking study of enabling programs across Australia in 2019. Over a year-long process, staff from the partner institutions took part in weekly collaborations comparing unit learning outcomes, assessment criteria, feedback forms and overall structure of and enrolment in programs. Eight institutions participated alongside ECU and, collectively, the programs selected account for approximately 50% of student enrolments in enabling programs nationally (Department of Education 2022). This ongoing benchmarking partnership highlighted ECU’s leadership in curriculum design, with UniPrep’s curriculum already aligned with entry, content, and assessments and most notably NAEAA’s program learning outcomes, which was the project’s first recommendation: “adopt the NAEAA program learning outcomes as the national standard for enabling programs across Australia” (Davis et.al 2023). These learning outcomes have underpinned the UniPrep curriculum for a decade. Additionally, to further embed best practice, a robust “Toward 2020” review of UniPrep was undertaken in 2019, in partnership with James Cook University and University of Newcastle. The objective was to: “review the efficacy of current access pathways in preparing and supporting students from all backgrounds to succeed at university. The intention of the Review was to strengthen the current programs offered and highlight areas of opportunity to pursue over the next 3-5 year period” (2019, p.3). In this review the UniPrep program was commended for its *“cross-institutional support”*, as well its *“innovative approaches to enabling”* and strong enabling philosophy/pedagogy (see Appendix J).

Recognition at the broader community level is evident by the multiple collaborations with Australian and New Zealand enabling educators within the NAEAA, as well as sharing research beyond the enabling space at Higher Education conferences (see Appendices K, L & M). These partnerships include positions on the NAEAA Executive committee as well as Special Interest Groups (SIGs) such as the Assessment Group, Online Learning, Mental Health, Student Self-Efficacy and the co-leading the High School enabling programs. Additionally, the UniPrep team’s collaborations between Murdoch University and Western Australian high schools have produced research projects across multiple institutions with several publications in Q1 journals (see Appendix M). These collaborations focus on addressing shared challenges, such as supporting students with diverse needs including external students, first-in-family, those facing mental health challenges, and new Accelerated and High School models of enabling programs. The UniPrep’s Course Coordinator is a founding member of the NAEAA Mental Health SIG whose collaborations have been shared on the national stage e.g. at HERDSA 2023. In an email to SIG members, Chair Professor Susan Hopkins wrote: *“I wanted to take the opportunity to thank Dr Angela Jones for her outstanding, productive, and valued contributions to the Mental Health and Wellbeing Special Interest Group (SIG) of the National Association for Enabling Educators in Australia*

(NAEEA). *Dr Angela Jones has fostered and enhanced our cross-institutional collaborations, research networks and team collegiality as well as sharing her unique academic expertise, in a consistently reliable, generous, and effective way (Unsolicited Email, 2023).* These co-created conference presentations and peer-reviewed journal articles provide important research into enabling high-needs cohorts, looking at approaches to support the mental health needs of students and the impacts of burnout and change fatigues on enabling practitioners.

CRITERION C: *Shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.*

Internal Collaborations and Partnerships. The UniPrep ecosystem demonstrates innovation through the curriculum design, inclusive pedagogies and technology, complemented by embedded pastoral support and partnering with ECU internal support services and external experts. With a growing equity cohort and disclosure of disability, the UniPrep ecosystem creates diverse ways to foster inclusion using traditional and online spaces. UniPrep connects students to Access and Inclusion’s tiered support through on-campus and online neurodivergent mentoring sessions, learning access plans, ADHD online body doubling sessions and workshops; a face-to-face sensory space; The Living Room, Academic Skills Centre and counselling services. As noted in Criterion A, UniPrep’s inclusion of dedicated SSOs is an advanced way of providing pastoral care tailored to the intersectional needs of enabling cohort. One student noted *“The teachers were very supportive too. As a disabled person I’ve had a lot of issues in the past when it comes to education, but ECU in general has made things much easier. I feel normal here, and while that’s not part of my education, I feel it is just as valuable” (Formal Student Evaluation, 2023).* UniPrep’s approach to internal collaborations have focussed on diversifying curriculum to make sure that it is accessible and inclusive. One innovative collaboration between Kurungkurl Katitjin and UniPrep is ‘BlaK Futurism: Indigenous Pop Culture for Tomorrow’, an elective unit which engages Indigenous pedagogies and a yarning approach to unpack Aboriginal and Torres Strait Islander pop culture, knowledge and perspectives to decolonise the enabling curriculum. The design, curriculum and resources are all authored/created by Aboriginal and Torres Strait Islander scholars and artists. Kurungkurl Katitjin collaborator and UC stated: *“units such as BlaK Futurism affirm Indigenous ways of knowing, being and doing, with the added benefit of introducing non-Indigenous people to perspectives that are 100% strengths-based” (Unsolicited Email, 2023).* To further drive inclusive practice within UniPrep, the Course Coordinator and team innovated three inclusive practice audits: Universal Design for Learning, Aboriginal and Torres Strait Islander Representation, and Diverse Representation (see Appendix K). The audits were created as form-based tools to identify areas of strength and development in a unit’s curriculum, resources and delivery, and develop a nuanced understanding of inclusion in practice. Through UDL design, strength-based questions, examples and resources, academics are asked to reflect on their curriculum and make a plus one pledge for each area of inclusion (see Appendix K). Led by research-informed practice and cultural responsiveness (see Criterion D) the audit process included consultation with, and application of feedback from internal partners in Kurungkurl Katitjin and the Equity Projects team. The audits were tested with the UniPrep UCs who remarked *“It was a valuable exercise in that it provided me with an insight into the importance of inclusivity in an educational sense, not only UniPrep”* and *“It was a reflective process that enabled me to look through different ‘lenses’ at the content. I was able to further consider ways that the unit content could be made more accessible and inclusive. I was also able to think about other units that I teach into - and what perhaps needs to be improved there.”* Commendations regarding UniPrep’s focus on inclusion were provided by an ADTL *“I commend you on the focus on inclusivity, accessibility, and cultural responsiveness. Thanks for submitting a great MCR. The program is very important to many students, and it is very satisfying to see it is doing such a good service” (Unsolicited Email, 2023).*

Creative collaborations for diversifying delivery and supports are highlighted in the Academic Writing and Maths units. In 2022, after online students were underperforming (compared with on campus peers) the UC for Academic Writing engaged teams across the university to enhance the online experience by refining the learning management system (LMS) with a step-by-step approach to ease navigation, as well as the inclusion of live lunch time and evening learning sessions. These included guest appearances by the ecosystem internal partners. After these changes one student noted that the best aspect of the unit was that it is *“Clear and easy to understand and engage with different aspects thrown in so that it was not just reading literature but engaging about the topic. Kahoot quizzes ... make it fun and also highlighted where we may need to work on,*

also these quizzes help online students to feel less alone" (Formal Student Evaluation, 2022). The provision of live Teams workshop sessions has seen a notable shift in participation. One online student stated: *"The live team meetings and video lectures"* (Formal Student Evaluation, 2021) were the best aspect, while another enthused: *"I enjoyed the Teams meetings, as I am an online learner...The tutors supported my questions, assisted with my fears and considering I have not technically studied since Year 12 1990, I think I have achieved a fair bit"* (Formal Student Evaluation, 2022). Subsequently the mean overall student satisfaction score improved from 26 in 2021 to 70 in 2023, as well as an improved success (pass) rate from 43% to 58% for the same period. Diversifying the delivery for online students was a creative way to develop an inclusive transformative learning experience in what can be an isolating journey (Tinto, 2012). The strength and success of these internal collaborations was commended by ECU's Deputy Vice Chancellor (Education) at the completion of UniPrep's Major Course Review (MCR) in 2023. *"I commend this reflective and thorough MCR [Major Course Review], and also collaboration on the Aboriginal and Torres Strait Islander Program, the focus on accessibility in the online learning environment, and the great improvements in satisfaction for online students"* (DVC-E, Unsolicited email 2023). The quality of the UniPrep curriculum has been recognised by the wider enabling sector with requests to share academic literacy resources. Enabling academic Dr Sarah Hattam from University SA communicated *"we are conducting our own internal review of our courses at UniSA College this year and leadership are very interested in learning more about your academic writing and study skills courses – they both look very well developed pedagogically for enabling students"* (Unsolicited Email, 2022). Additionally, with an understanding of positive impact of PASS on academic performance (Bowles et. al., 2008) at a UG level, the UCs for Academic Writing and Maths joined forces with ECU's PASS program to tailor and normalise the uptake of on/off campus PASS sessions for students enrolled in the Maths and Academic Writing units. During 2023 and 2024 to date, 14% of students enrolled in these units have attended at least one session (totalling more than 500 students reached). Formal student evaluation of PASS demonstrates high levels of student satisfaction, with students reporting being more prepared for exams and assignments, and feeling more comfortable in a collaborative group environment (see Appendix L, Example 2). While PASS is not a new initiative at universities, its implementation in an enabling program is unique to the sector. The effectiveness of the initiative is highlighted in such comments as *"it gave me confidence"*, and *"I found the PASS program to be very helpful alongside the lectures and videos. Going through the topic again each week helped me process and retain the information...I definitely think attending the PASS program helped me achieve my high grades throughout the semester"* (Maths PASS Student Evaluation 2023). In 2023, in addition to PASS sessions, the UniPrep ecosystem connected hundreds of on-campus and online students with tailored support from internal collaborators: 530 students attended an enabling-specific workshop with the Academic Skills Centre, 53 students attended a UniPrep assignment and referencing drop-in session, and 124 attended an appointment with a Senior Learning Advisor.

External Collaborations and Partnerships. Findings from the inclusive practice audit were shared at the Student Success Conference 2024 (see Appendix M), and the team were subsequently invited to share the audit process at Australian Disability Clearinghouse on Education and Training (ADCET)'s Universal Design for Learning Community of Practice and NAEAA Conference. This innovative approach to developing inclusive practice across academic teams has led to external collaborations with four universities who will trial the audits at their institutions in 2024. Of the ADCET presentation one collaborator wrote *"it was wonderful to see the synergies with the amazing work you have been doing"* (unsolicited email, 2024) and others commented on the consultation process as part of the audit design *"fantastic to see co-design/consultation"* (ADCET Teams Message, 2024) and *"The first nations consultation group is a great outcome"* (ADCET Teams Message, 2024). Creative approaches to fostering inclusion for underrepresented students is at the heart of UniPrep external collaborations. As noted in Criterion A, the UniPrep bridge-model partnership not only fosters connection and creates pathways for students studying UniPrep Schools, but has created greater recognition of, and access to, UniPrep for low SES and RRR students in partnership schools. Additionally, ECU is now being recognised for leading first-of-its-kind benchmarking (for in-school enabling programs), with other Australian universities offering these pathways. In 2024, the importance of this new research and collaborations has been recognised with the award of an ACSES competitive large grant: *Increasing Access and Opportunity: Nesting enabling programs in senior schooling*. This is a national multi-institutional collaboration between ECU, Murdoch University, University Southern Queensland and Southern Cross University with approximately 130+ partnership schools. ECU's UniPrep team will lead the project that "will

examine models and academic outcomes of enabling programs embedded in secondary schools, to provide guidelines for the establishment of effective, portable and scalable university-school partnerships” (ACSES, 2024). Murdoch’s Head of University Preparation Pathways remarked *“By leveraging research and fostering collaboration between Murdoch University and ECU enabling academics, enabling programs can effectively address specific needs, measure impact, and ensure sustainable, community-driven success to ensure best practice within the sector”* (Unsolicited email 2023).

CRITERION D: Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

The nexus between enabling pedagogies and pastoral support was recognised by the *Towards 2020* external review panel which stated: *“The staff’s empathy with their learners’ needs shows through in the ways they conceptualise and perform their roles, regularly crossing traditional role boundaries to ensure students feel welcome and have a positive and productive education experience. The overarching enabling philosophy of the Program is reflected in the behaviour of staff and in the pedagogical and pastoral approaches they enact.”* UniPrep was initially designed to *“develop and deliver a cohesive, coherent and connected program to support student transition to tertiary study”* (Sharp et. al., 2013). The contemporary UniPrep program is informed by Lizzio’s (2006) *5 Senses of Success model: Capability, Purpose, Resourcefulness, Connection, and Identity*, and aligned to the second-generation enabling transition pedagogy (ETP) (Jones, Olds, & Lisciandro, 2022), a cross-institutional collaboration by ECU and Murdoch University academics. The ETP was an adaptation of Kift, Nelson & Clarke’s (2010) first year Transition Pedagogy: Third Generation FYE Policy and Practice, with an enabling-specific focus that guides the building of aspiration, scaffolded curriculum, diversified modes of study, inclusive curriculum and embedded just-in-time student supports. Pedagogically rich social justice literature strengthens the core of the UniPrep ecosystem scaffolding an inclusive curriculum, driven by enabling-focused pedagogies that engage diverse cohorts.

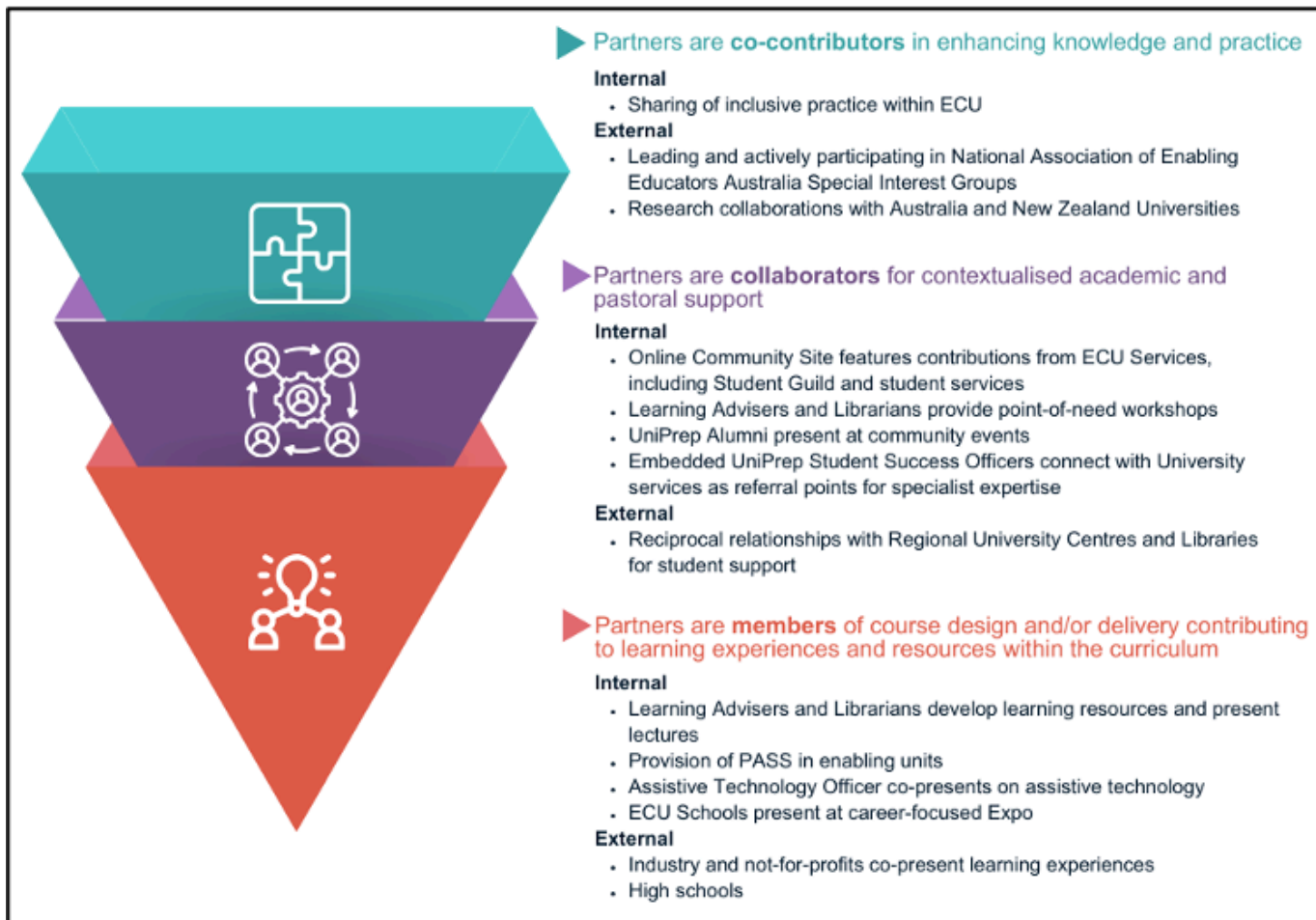
Internal collaborations and partnerships. Creative and innovative initiatives in the program outlined in Criterion C are underpinned by scholarly literature. For example the inclusive audit initiative is underpinned by UDL guidelines (CAST, 2023), decolonisation literature (Australian Institute of Aboriginal and Torres Strait Islander Studies, 2022; Fogarty, Lovell, et al. 2018), emerging literature supporting diverse neurodivergent students (Tan, Rabuka and Pellicano, 2023; Bailey, 2023), as well as LGBTIQ+ and diverse representation on campus research (Ferfolja et.al 2020; Waling & Roffee 2018). The intersection between scholarly literature informing developments and internal partnerships is also recognised in the collaboration between the Academic Writing unit and the Assistive Technology Officer, an initiative celebrated by the ECU community (Criterion B). Additionally, the Humanities unit combines disciplinary literacy with real world context by bringing in internal partners, such as ECU disciplinary academics, and external partners from industry, or not-for-profits, such as Amnesty International, WA Refugee Rights Action Network, Red Cross, the UWA Muslim Students' Association. [Edwards and Ritchie](#) (2022) aptly state that blending disciplinary concepts with critical thinking fosters *“this kind of transformative development within students which is considered as an essential aspect of enabling pedagogy”* (p.11). UniPrep academics, continually reflect on scholarly literature of teaching and learning, to understand the impact of curriculum initiative, improve practice and share transformative learning with the enabling community (See Appendix M).

External collaborations and partnerships. *The National Regional, Rural and Remote Tertiary Education Strategy - Final Report* (Commonwealth of Australia 2019, p. 18) noted five barriers: *access, opportunity, and choice; student support; aspiration, career advice and schooling, equity groups and regional development.* To tackle this research, UniPrep’s multi-layered ecosystem has addressed barriers to higher education for underserved RRR students through external partnerships such as: the creation of UniPrep Schools (see Criterion A), the provision of resources to Pilbara university regional centre and libraries, workshops at the regional learning centre in Bunbury, aspiration building visits to partner schools and the promotion of UniPrep at events such as Kimberley’s BlaK Pride. Scholarly literature has informed the development of multiple external collaborative initiatives such as the multi-institutional post-secondary and school-based enabling benchmarking projects, NAEEA SIG research and ACSES grant outlined in Criterion C. The development of external partnerships, and new pathways for accessing higher education for underrepresented cohorts, through UniPrep Schools, is underpinned by research on the efficacy of ATAR for students who do not thrive in, or have access to, an antiquated system (Olds et. al, 2022; Russell et al., 2021).

In conclusion, UniPrep has transitioned nearly 5,000 students into UG studies at ECU since 2019 – 29% of whom were from at least one nationally-recognised equity group (and 64% if First in Family is also included). One in every five students (20%) in Australia who entered their UG course via an enabling/pathway program between 2021 and 2022 was enrolled at ECU, making ECU the top enabling pathway university. Importantly, UniPrep students achieve high success rates and demonstrate stronger retention rates than their peers in UG study. Since 2020, UniPrep graduates' success (pass) rate in their ECU UG studies ranged between 87% and 92%. This phenomenal achievement reveals the impact of the UniPrep's team's commitment to an ecosystem of support established through strong **internal partnerships** and **sustained robust external collaborations**.

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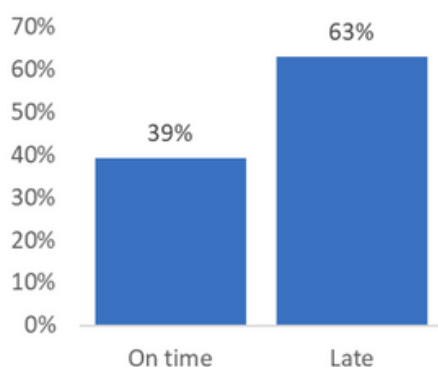
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Appendix C

ECU's Systemic Foundations for Student Success

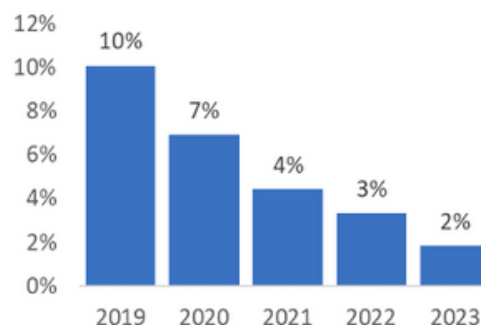
Average fail rate in UniPrep 2018-2020, by enrolment timing



Example 1: Policy Preventing late enrolment (no students commencing after day 1 of semester)

Below is the average fail rate in 2018 - 2020 (amongst commencing students who were graded). This shows the impact of late enrolment (being enrolment from day 1 of teaching onwards) on new students' fail rates in UniPrep before ECU intervention with a cut-off date for enrolment.

Percentage of non-participating enrolments in UniPrep



Example 2: Policy for identifying and withdrawing students not engaging in the program by week 5.

The process of active identification and withdrawal of students has significantly reduced non-participation in a single unit and successfully mitigated almost all non-participation across all units amongst enabling students (as measured by a Fail – Non-submission grade).

Reduction in non-participating enrolments over time

Example 3: bespoke academic analytics reports used throughout semester

Extract of Non-Participating Enrolment report

Provides an overview by student of units enrolment, assessment submission, Learning Management System Access and demographic detail.

This report is restricted to students that are non-participating. Extract provides a view of three students (one per row)

Student ID	Surname	Given Name	NPE Flag	Units Enrolled	Units Enrolled Count	Total Submitted	Total Late Submission	Total Missing Submission	Total Overdue	Total Possible Submissions	Assignment Graded Item Flag	Missing Assignment Flag	Late Submission Flag	Unit Page Last Access Date	Canvas Page Last Access Date	Disability	Home Language Description	Non English Speaking Background	Aboriginal and Torres Strait Islander	Gender
			Y	UPU0001, UPU0006	2	0	0	3	3	7	Y	Y	N			Y	PERSIAN (EXCLUDING DARI)	Y	N	X
			Y	UPU0001, UPU0002, UPU0004, UPU0006	4	0	0	5	5	15	Y	Y	N	16 Aug 23 19:36:19	16 Aug 23 19:36:19	N	SPEAKS ONLY ENGLISH AT	N	Y	F
			Y	UPU0004	1	0	0	1	1	3	Y	Y	N	14 Aug 23 16:15:26	14 Aug 23 16:15:26	N	SPEAKS ONLY	N	N	M

Extract of UniPrep Detailed Academic Analytics report

Provides an overview of each student, with information on unit enrolment, assessment extension requests, assessment submission, assessment grades, Learning Management System Access and demographic detail. Extract provides a view of one student (assessment item per unit per row). From this report, the Student Success Officer can see the student requested and was granted an extension, was late submitting a quiz but received a high score, and also whether the student has engaged in practice opportunities. Each of these data points provide a holistic view of student engagement and progress across units and inform the Student Success Officer outreach and conversations with students.

Person ID	Given Name	Surname	Unit Code	Mode of Study Code	Unit Attempt Status	Assignment Title	Assignment Type	Assignment Due Date Pre-Override	Submission Date	Assignment Due Date	Days Early or Late	Submission Status	Assignment Points Possible	Submission Score Earned	Unit Page Last Access Date	Canvas Page Last Access Date	Disability	Home Language Description	English as an Additional Language	Aboriginal and Torres Strait Islander
			Unit 1	OFF	ENROLLED	Annotated Bibliographies: Final (35%)	ASSIGNMENT	26 Sep 23 11:59:59		26 Sep 23 11:59:59		unsubmitted	35		22 Aug 23 18:08:11	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 1	OFF	ENROLLED	Annotated Bibliographies: Initial Draft (5%)	ASSIGNMENT	3 Sep 23 11:59:59		3 Sep 23 11:59:39		unsubmitted	5		22 Aug 23 18:08:11	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 1	OFF	ENROLLED	Reflective Oral Presentation (40%)	ASSIGNMENT	26 Oct 23 23:59:59		26 Oct 23 23:59:59		unsubmitted	40		22 Aug 23 18:08:11	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 1	OFF	ENROLLED	Semester Planner & Self-evaluation (15%)	ASSIGNMENT	10 Aug 23 23:59:00	17 Aug 23 14:17:09	17 Aug 23 23:59:00	0	graded	15	10.5	22 Aug 23 18:08:11	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 1	OFF	ENROLLED	SLIDE Modules and Quiz (5%)	ASSIGNMENT	3 Aug 23 23:59:00	3 Aug 23 20:38:03	3 Aug 23 23:59:00	0	graded	5	5	22 Aug 23 18:08:11	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 2	ON	ENROLLED	Assignment Rates of Reaction Part 1	ASSIGNMENT	4 Sep 23 10:00:00		4 Sep 23 10:00:00		unsubmitted	20		21 Aug 23 15:22:40	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 2	ON	ENROLLED	Assignment Rates of Reaction Part 2	ASSIGNMENT	26 Sep 23 10:00:00		26 Sep 23 10:00:00		unsubmitted	20		21 Aug 23 15:22:40	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 2	ON	ENROLLED	Examination	ASSIGNMENT					unsubmitted	40		21 Aug 23 15:22:40	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 2	ON	ENROLLED	Practice Online Quiz A	QUIZ					unsubmitted	14		21 Aug 23 15:22:40	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 2	ON	ENROLLED	Practice Online Quiz B	QUIZ					unsubmitted	10		21 Aug 23 15:22:40	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 2	ON	ENROLLED	Quiz 2 2023.2	QUIZ	30 Aug 23 17:00:00		30 Aug 23 17:00:00		unsubmitted	10		21 Aug 23 15:22:40	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 2	ON	ENROLLED	Quiz 3 2023.2	QUIZ	18 Oct 23 17:00:00		18 Oct 23 17:00:00		unsubmitted	10		21 Aug 23 15:22:40	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 2	ON	ENROLLED	UniPrep H&S Quiz	QUIZ	28 Jul 23 23:59:59	31 Jul 23 12:26:44	28 Jul 23 23:59:59	3	graded	10	9	21 Aug 23 15:22:40	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 3	OFF	ENROLLED	Online Test 1 2023.2_V1.0	QUIZ	23 Aug 23 17:00:00		23 Aug 23 17:00:00		unsubmitted	10		21 Aug 23 14:46:32	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y
			Unit 3	OFF	ENROLLED	Practice Online Test 1 - Multiple Choice 2023.2	QUIZ					unsubmitted	6		21 Aug 23 14:46:32	22 Aug 23 18:03:36	N	SPEAKS ONLY ENGLISH AT PERMANENT HOME RESIDENCE	N	Y

Appendix D

Orienting Students to Internal partnerships and supports

Example: Hunter Games - Orientation/Induction activity connecting students with internal partners and supports to enhance their learning and familiarity with each university campus

The Hunter Games...the hunt for student services and supports



- Meet outside the Cornucopia – AKA this lecture theatre
- Tributes aka UniPrep students gather in groups with a tour leader and mentor
- To complete the scavenger hunt you will need to:
 - Take a group photo at each location
 - Complete the info for each support, service or key item on the checklist
 - Have it verified at the end by a mentor
- Return to the Cornucopia -AKA this lecture theatre
- First teams back can collect their prize




May student supports be ever in your favour...

Appendix E

Embedded Supports and Connections with Internal Partners

Helpful Tips: Assistive technology to support reading & writing

Microsoft Edge: Helpful search engine



Ever find it tricky reading large amounts of text? Find it easier to take notes and comprehend when you are listening? Assistive technology can be very helpful when you are reading large amounts of text. Review the information in each of the tabs below for helpful tips and tricks. Give it a go! You may just find it complements your learning style and gives you more confidence.

- ▶ Microsoft Edge - Screen Reader
- ▶ Microsoft PDF Mark Up & Read Aloud
- ▶ Microsoft Word - Speech-to-text

Example 1: Partnership with Access and Inclusion to Normalise Assistive Technology use by embedding in the Canvas (Learning Management system)

Example 2: Partnership with Centre for University Learning and Teaching to embed PASS leaders (one a UniPrep alumni) and workshops in the program to support and enhance learning

PASS Leaders

Cieesca (JO) Elena (ML & online) and Lauren (SW)



Bio

Hi, I'm Cieesca! I am a second year student studying a Bachelor of Health Science, majoring in health promotion and minoring in youth work. I am very passionate about health and found that the skills I developed in HST1111 were extremely helpful in my other units. I look forward to hosting PASS sessions this semester and assisting my peers in gaining these skills too!

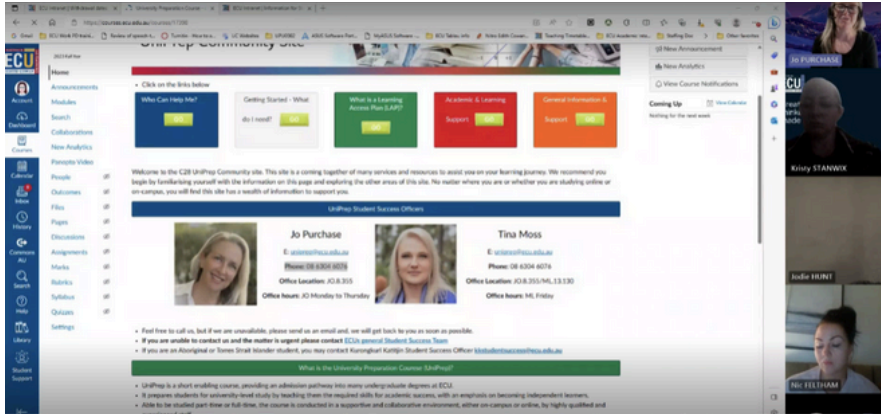
Hi, I am Elena. I am a third-year Bachelor of Laws student, a parent, a wife, a passionate mentor, and the ECU Law Society President.

Let me start with a 'fun fact' about me - English is not my first language, so I successfully failed the ECU admission test and was offered the UniPrep course as a pathway to my current degree. I understand all the different feelings and emotions you might have as a commencing UniPrep student, but more importantly, I totally understand that Academic Writing can be challenging.

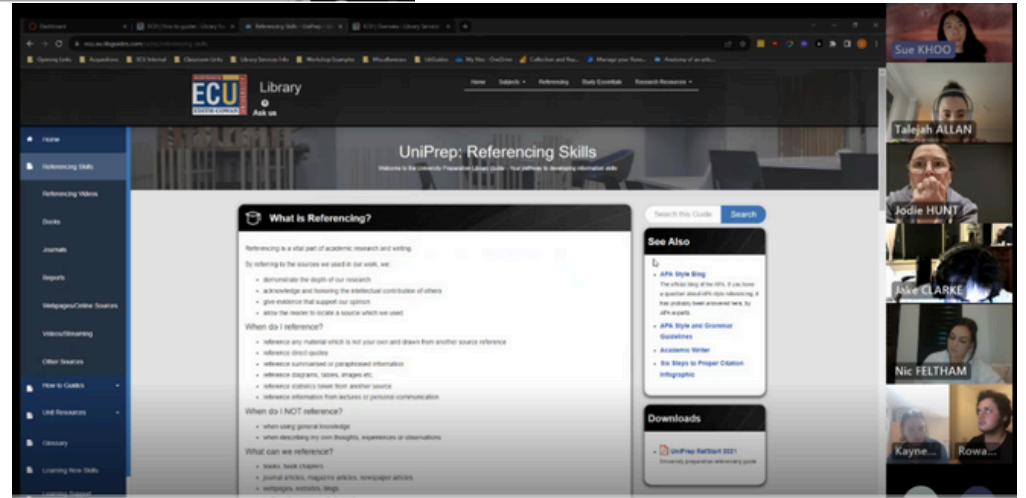
I am here to support you on your learning journey, and I hope our PASS sessions will:

- help you gain a deeper understanding of this Uni's concepts;
 - assist you with developing research, writing, and referencing skills;
 - help you get familiar with the ECU learning platforms and support resources available to all students;
 - equip you with problem solving skills that are valuable and necessary for any unit;
 - allow you an opportunity to start developing a network of peers; and
 - help you transition smoothly into your chosen degree.
- So, come along and join PASS sessions to learn in a friendly and supportive environment.

Appendix E



Example 3: Connecting external students with UniPrep partners by including: Student Success Officers, Librarians and Learning Advisors the live sessions to enhance their learning and supports



Appendix F

Student Satisfaction for Lecturers and Tutors

Figure A: Student satisfaction with lecturer (Measure: percent agreement) - UniPrep compared to ECU average (2015-2024)

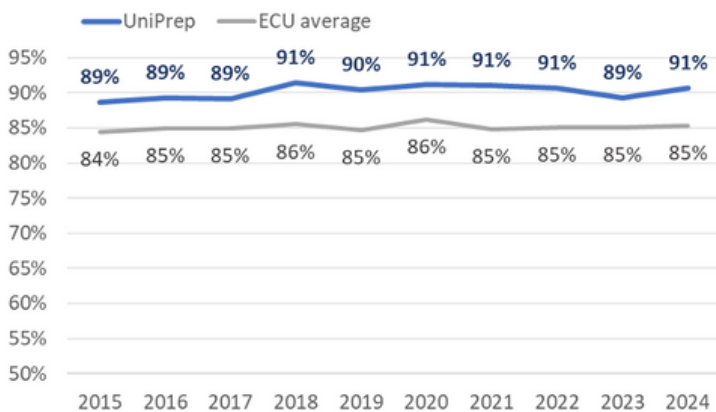
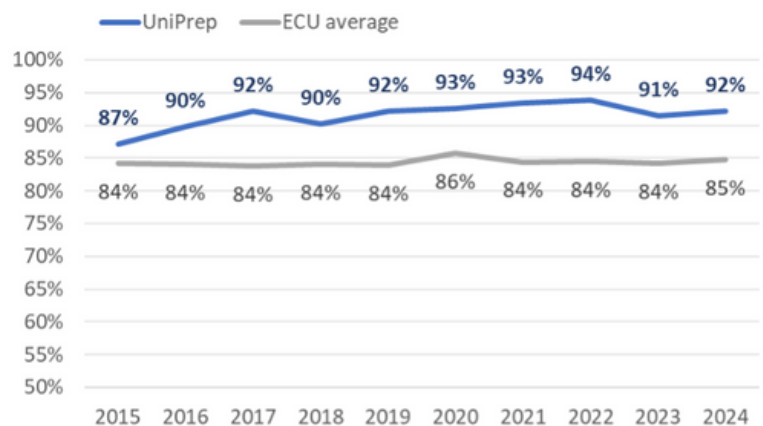
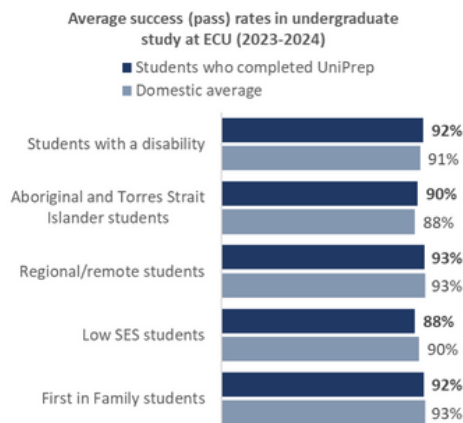


Figure B: Student satisfaction with tutor (Measure: percent agreement) - UniPrep compared to ECU average (2015-2024)

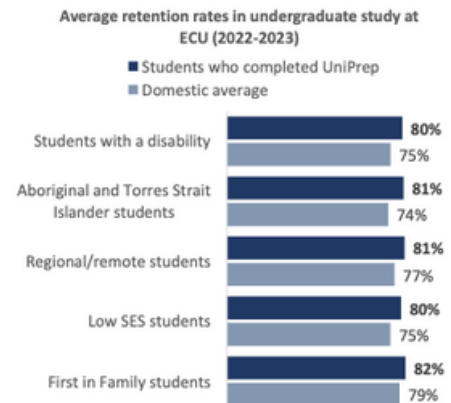


Appendix G

Example 1: Success Rates among domestic undergraduate students belonging to equity groups:



Example 2: Retention Rates among domestic undergraduate students belonging to equity groups



Example 3

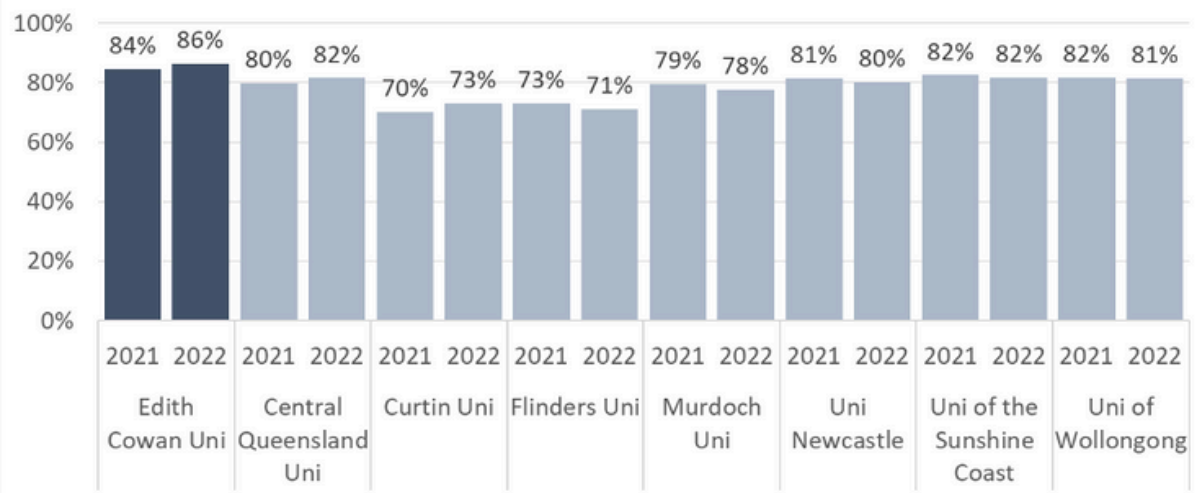


Figure A: Success (pass) rates among domestic undergraduate students who entered their course via an Enabling/bridging course – ECU (highlighted) compared to other Australian universities of similar scale pathways (250+ EFTSL enrolled via Enabling/bridging pathways, per annum across each of 2021 and 2022). Source: TCSI (formerly HEIMS) via Universities Australia data sharing agreement.

Table A below shows a comparison of success (pass) rates among domestic undergraduate students who entered their course via an Enabling/bridging course – ECU compared to other Australian universities of similar scale pathways (being those universities with 250+ EFTSL per annum undertaken at undergraduate level via Enabling/bridging pathways).

	Success (pass) rate		EFTSL undertaken	
	2021	2022	2021	2022
Edith Cowan University	84%	86%	2,007	1,982
Central Queensland University	80%	82%	387	573
Curtin University	70%	73%	694	1,158
Flinders University	73%	71%	257	378
Murdoch University	79%	78%	1,348	1,057
University of Newcastle	81%	80%	834	1,204
University of Wollongong	82%	81%	254	427
University of the Sunshine Coast	82%	82%	318	498

Source: TCSI data via Universities Australia data sharing agreement

Partnership Schools

Figure A: Shows the Growth in ECU UniPrep Schools active partner schools, with regional breakdown

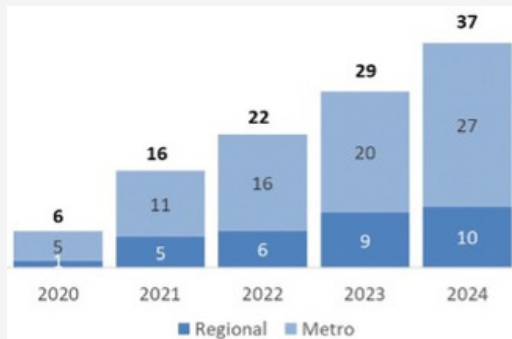
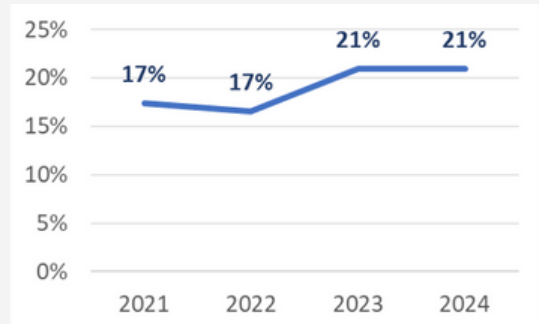


Figure B: Proportion of new UniPrep students who were recent school leavers from UniPrep Schools partner schools



ECU UniPrep School partner school	School offers ATAR?	% ATAR attainment among school's year 12 cohort	# ECU UniPrep Schools students enrolled, 2024	Regional/Remote school?	ICSEA (low ICSEA, being those below 1000, are highlighted)
Alkimos Baptist College	Y	30%	13	N	1034
Ashdale Secondary College	Y	23%	20	N	1033
Balga Senior High School	Y	0%	9	N	891
Ballajura Community College	Y	29%	14	N	972
Bullsbrook College	Y	11%	16	N	971
Bunbury Baptist College (new school - first cohort of year 12s in 2024)	Y	n.a.	4	Y	1017
Bunbury Cathedral Grammar School	Y	67%	8	Y	1105
Bunbury Senior High School	Y	44%	13	Y	1017
Carine Senior High School	Y	33%	118	N	1091
Clarkson Community High School	Y*	0%	4	N	943
Collie Senior High School	Y	13%	22	Y	924
Dale Christian School	Y	50%	16	N	1015
Derby District High School	Y*	0%	8	Y	734
Dianella Secondary College	Y	15%	17	N	943
Duncraig Senior High School	Y	40%	19	N	1077
Emmanuel Christian Community School	Y	20%	10	N	968
Girrawheen Senior High School	Y	8%	10	N	879
Harvey Senior High School	N	0%	13	Y	942
Irene McCormack Catholic College	Y	38%	13	N	1018
Kiara College	Y	18%	27	N	832
Lake Joondalup Baptist College	Y	46%	15	N	1109
Manea Senior College	Y	43%	22	Y	1033
Manjimup Senior High School	Y	23%	20	Y	984
Mater Dei College	Y	25%	42	N	1057
Mindarie Senior College	Y	19%	45	N	1038
Newton Moore Senior High School	Y	6%	4	Y	897
Northshore Christian Grammar School	Y	0%	7	N	1043
Peter Moyes Anglican Community School	Y	42%	24	N	1080
Quinns Baptist College	Y	31%	26	N	1063
SEDA College (South West)	N	0%	6	Y	1023
St Hilda's Anglican School For Girls	Y	89%	8	N	1175
St James' Anglican School	Y	21%	13	N	1060
Swan Christian College	Y	37%	7	N	1061
The Y Vocational School	N	0%	8	N	942
Wanneroo Secondary College	Y	23%	9	N	1001
Warwick Senior High School	Y	19%	24	N	985
Woodvale Secondary College	Y	39%	21	N	1065
Grand Total			675		
Total students from regional/remote schools			120		(18%)
Total students from low SES schools (based on ICSEA)			206		(31%)

Table A: ECU Current UniPrep Schools partner schools

* These schools offer a very limited selection of ATAR subjects, typically ATAR English and/or Maths, meaning students cannot actually attain an ATAR score (which requires completion of 4+ ATAR subjects).

Appendix I

Internal Collaborations and sharing of practice

Example 1: Sharing UniPrep inclusive practice pedagogies for neurodiversity in the classroom with the Inclusive Education Community at ECU.

Embrace the (r)ainbow: a UDL approach for Curriculum and Pedagogy ECU


Knowing your learners: Chekov's Gun

- Creating psychological and physical safety
- Co-creation of an inclusive classroom code (that is not ambiguous)
- Understanding the physical space
 - Return space to original specs
 - Build in quite time/space into your classroom
 - Use outside
- Teach/model dialogic conversation (turn-taking)
- Understand their currency/passions
- Plan for reasonable adjustments



Top tips for neurodiversity classroom management ECU


- Universal Design for Learning (UDL)
- Psychologically Safe Classroom
 - Adapt the classroom Code for: "not getting it"
 - Explicit instruction/multiple ways of explaining
- De-escalate Challenges
- Park and move on
- Return to challenge
 - One-on-one or small groups
 - Different ways of explaining



Embrace the (r)ainbow: a UDL approach for Curriculum and Pedagogy ECU

UDL - Explicit instruction

- Visually and Verbally articulating learning objectives for the session
- Multiple ways of explaining and presenting information
- Sense checking for understanding
- Chunk: Simple and not overwhelming
- Conscious choice of colours and contrast
- Time limits/time reminders
- Captions on videos played in class
- **Re cap:** Follow-up emails



How to De-escalate: Awareness of rejection sensitive dysphoria ECU

Validate	Validate feelings: be empathic, nonjudgmental and normalise	I hear what you are saying... I understand that must be really frustrating
Respect	Respect personal space.	Ask if they are ok with you coming over to them, or if they would like to step outside
Non-verbal cues	Use non-threatening non-verbals.	Be aware of tone, facial expressions, head nodding/shaking, arms crossed
Calm	Remain calm, rational, and professional	Try to avoid getting angry
Redirect	Concentrate on, or redirect to the issue at hand	If they start escalating beyond the current challenge eg - this whole unit sucks, you suck etc, return them to current challenge. Point to park!
Set or remind	Set or remind of clear limits.	Crisis Point: If the student continues, remind them of the classroom code - eg they can leave, sensory room Further escalation - refer to ECU policy

Example 2: Sharing UniPrep inclusive practice pedagogies, in partnership with CLT and Access and Inclusion for normalising assistive technology in the classroom with the Inclusive Education Community at ECU.

Edith Cowan University
Centre for Learning and Teaching
ECU



Making PowerPoint Slides Accessible

Make your PowerPoint presentations accessible to people with disabilities - Microsoft Support

Incorporating Padlet

S.T.A.R. Framework: Examples of UPU0001 Competencies

Review the student criteria listed on Canvas and identify some examples (activities or situations in the UPU0001 unit) that you can use to respond to each criterion. For example, the first criterion talks to the use of appropriate strategies to effectively organise and manage your time in an academic environment. An example of this is the development and use of your semester planner.

CRITERION 1: Use appropriate strategies to effectively organise and manage your time in an academic environment.	CRITERION 2: Demonstrate your understanding of and ability to apply appropriate strategies to enhance your learning (plan, monitor, evaluate).	CRITERION 3: Communicate for Work (in an academic environment).	CRITERION 4: Recognise Diverse Perspectives: Reflect on your Developing Cross-Cultural Awareness OR Ability to Work in Diverse Teams.
<ul style="list-style-type: none"> Finding ways to stay motivated and manage my procrastination. 	<ul style="list-style-type: none"> Seek help from learning advisors, ask questions in areas I'm finding difficult to understand and not be afraid to ask. Have more faith in myself. 	<ul style="list-style-type: none"> Learning how to include an email signature to develop professional communication skills. 	<ul style="list-style-type: none"> Collaborating in class to support each other and working on our team-work activity in week 9.

Appendix J

External research partner commendations

Example 1: Commendations from external partners for the Toward 2020 Review

- Overwhelming cross institutional support for the work of UniPrep Program and strong support from the Senior Executive;
- Feedback from current and former UniPrep Program students being extremely positive, affirming that all UniPrep Program staff have a strong enabling philosophy/pedagogy and that, as a result, students adapted well to their studies and were effectively prepared for undergraduate study;
- Developing innovative approaches to enabling pedagogies that have provided access to diverse and large number of students; and Providing access to the enabling programs beyond the recent funding cap applied more broadly by the Federal Government despite the current uncertain policy environment.

Inclusive Practice Audits

1. The Challenge

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

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

The challenge: Create rigorous and easy to use audits for academics to

- self-assess:
 - curriculum,
 - learning outcomes,
 - delivery, and
 - assessment
- identify areas of strengths/challenges
- guide inclusive practice goals.



Audit Beta Testing 1: Visual Representation

Provide Multiple Means of Engagement (44 Points)

	Not yet	Sometimes	Half the time	Frequently	Always
I include a personal welcome video and tour of critical features (ie supports, communication and assessments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I clearly display tutorial, weekly objectives or "relevance statements"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I highlight key vocabulary (ie, list new or important vocabulary at the top of the Canvas page, hyperlinks to definitions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide tips and tricks for students (ie, recommend time to spend on activities, lecture viewing time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2. The Process

Steps	Process
Step 1	Use Microsoft Excel design a UDL audit.
Step 2	UDL alone did not include all elements.
Step 3	Create three audits in Microsoft Forms – UDL, Aboriginal & Torres Strait Islander, Diverse Representation
Step 4	Consult: Kurungkul Katjin academics – Aboriginal and Torres Strait Islander Representation & Equity Projects – Diverse Representation
Step 5	Apply the feedback to improve inclusive language & part sections that require further cultural consultation.
Step 6	Beta Testing
Step 7	Reflection and Refinement



3. UDL Audit Examples

Provide Multiple Means of Engagement (44 Points)

	Not yet	Sometimes	Half the time	Frequently	Always
I include a personal welcome video and tour of critical features (ie supports, communication and assessments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I clearly display tutorial, weekly objectives or "relevance statements"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I highlight key vocabulary (ie, list new or important vocabulary at the top of the Canvas page, hyperlink...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The Audits: Aboriginal & Torres Strait Islander Representation

- Aim**
- Reflecting on current practice and identify areas in your unit where Aboriginal and Torres Strait Islander representation, visibility and voice have been included, and areas to focus further development serves as the purpose for this audit.
 - The aim is to move away from resources and inclusions that present a limited or deficit-based understanding of Aboriginal and Torres Strait Islander representation.

Move away from a deficit discourse

Why strengths-based?

"Strengths-based approaches are necessary to correct or counterbalance existing negative stereotypes" (Fogarty et al., 2018, p.vii).

Decolonise curriculum



3. Aboriginal & Torres Strait Islander Representation Example

Aboriginal and Torres Strait Islander voices are included in my assessments. * (5 Points)

When assessments are included that focus on Aboriginal and Torres Strait Islander peoples, the assessment is created in consultation with or includes the voice of Aboriginal and Torres Strait Islander peoples.

0 1 2 3 4 5 6 7 8 9 10

Not Yet Every Time

17. Personal Reflection Overall Aboriginal and Torres Strait Islander representation in my unit (0 points)

2.29 Average Rating

3. The Audits: Diverse Representation

Purpose of Diverse Representation Audit:

The purpose of this audit is to review a unit for diverse representation

This includes voice, visibility and perspectives - to break down barriers and foster a culture of understanding and inclusion for all students.

- Aim:**
- Removing ableist and non-inclusive language
 - Moving beyond imagery
 - Align with ECU Strategic Goals and Priorities



3. Diverse Representation Audit Example

Visibility of LGBTQIA+ peoples is present in my curriculum * (5 Points)

I provide visibility of LGBTQIA+ people - academics, students and unit specific content, LGBTQIA+ people or related topics, communications, presentations, lectures, research, events and other discussions are included.

0 1 2 3 4 5 6 7 8 9

Not Yet

Visibility of people with disability exists in my curriculum. * (5 Points)

I provide visibility of people with disability - academics, students and unit specific content, people with disability or related in communications, presentations, lectures, research, events and other discussions are included.

0 1 2 3 4 5 6 7 8 9

Not Yet

The Outcomes: Plus One Pledges

"Using more videos of explanation with subtitles".

"Increase self-reflection, self-assessment and goal setting tasks".

"Encourage students to relate 'their' individual learning of basic numeracy/mathematics to 'real world' situations and applications. The 'why' and 'how'

"Incorporate inclusive language, imagery, and develop curriculum that fosters cultural inclusivity".

"This area needs to be improved in the unit. I would like to meet with the Equity Team to discuss how this can be improved and also to complete some PD so I can improve my understanding in this area".

"To provide more resources and specific examples to better acknowledge Aboriginal perspectives and cultural uses of mathematics".

"Engage Aboriginal Torres Strait Islander pedagogies in teaching such as yarning, the spiral, Aboriginal 8 Ways of Knowing".



The Outcomes: Audit Feedback

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

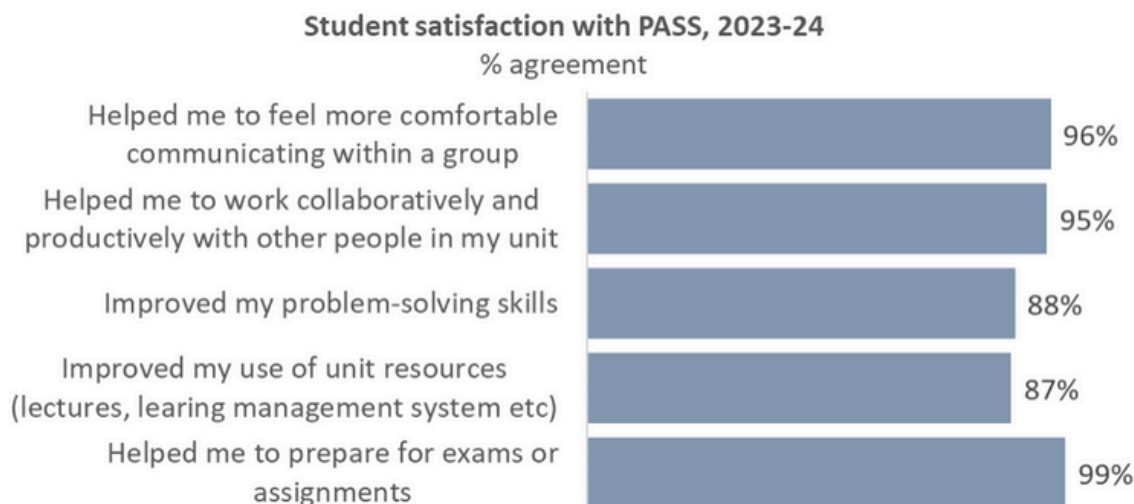
"It was a reflective process that enabled me to look through different 'lenses' at the content. I was able to further consider ways that the unit content could be made more accessible and inclusive. I was also able to think about other units that I teach into - and what perhaps needs to be improved there."

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

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

Appendix L

PASS use among UPU0002 and UPU0006 students:



Source: ECU internal survey of PASS attendees. n = 134 students.

Appendix M

Criterion D Selection of UniPrep Collaborations, Publications and Presentations

- Davis, C., Cook, C., Syme, S., Dempster, S., Duffy, L., Hattam, S., Lambrinidis, G., Lawson, K., & Levy, S. (2023). Benchmarking Australian Enabling Programs for a National Framework of Standards. *Student Success, Journal* 14(2), 41-49. <https://doi.org/10.5204/ssj.2841>
- Davis, C., Cook, C., Syme, S., Dempster, S., Duffy, L., Hattam, S., Lambrinidis, G., Lawson, K., & Levy, S. (2023). *Report on Benchmarking of Enabling Programs across Australia to the National Association of Enabling Educators of Australia (NAEEA)*. NAEEA.
- Duffy, L. & Gough, S. (2021). *Enabling student success: One assessment at a time*. Webinar presented for the National Association of Enabling Educators of Australia.
- Edwards, L. & Ritchie, B. (2022). Challenging and Confronting: The role of Humanities in fostering critical thinking, cultural competency and an evolution of worldview in enabling education. *Student Success, 13*(1), 10-20. <https://doi.org/10.5204/ssj.2011>
- Jones, A. & Navin, N. (2024). Students in Transition: An Ecosystem of Support. Emerging Initiative Presentation. *Student Success Conference*. July 1-3 2023, Melbourne.
- Jones, A., Stanwix, K. & Howie, M. (2024). Strategies for Inclusive Practice. Poster Presentation. *Student Success Conference*. July 1-3 2023, Melbourne.
- Jones, A. (2024). Unmasking Literacies: A model of developing literacy in the neurodiverse classroom. Poster Presentation. *Student Success Conference*. July 1-3 2023, Melbourne.
- Jones, A., Hopkins, S., Larsen, A., Lisciandro, J., Olds, A., Westacott, M., Sturniolo-Baker, R., & Subramaniam, J. (2023). Looking into the "Dark Mirror": Autoethnographic Reflections on the Impact of COVID-19 and Change Fatigue on the Wellbeing of Enabling Practitioners. *Student Success, 14*(3), 41-52. <https://doi.org/10.5204/ssj.2779>
- Jones, A., Olds, A., & Lisciandro (2023) Poster: The dark mirror: Emotional labour, change fatigue and the impact of Covid-19 on enabling educators. *HERDSA 2023*. Brisbane July 4-7
- Jones, A., Olds, A and D. Monteith (2023). Modelling the future: Pioneering practices and efficacy of school based enabling programs *HERDSA 2023*. Brisbane July 4-7
- Lisciandro, J., Jones, A., Monteith, D., Geerlings, P., Briggs, B. & Bateman, B. (2023). It's the Principle that Counts: Designing Curriculum for Diverse Enabling Student Cohorts. In *Widening Participation in Higher Education, University Development and Administration*, Bull, D., Green, J. & Padró, F. (eds), Singapore: Springer. https://doi.org/10.1007/978-981-19-9553-8_10-1
- Lisciandro, J., Jones, A., Monteith, D. (2023) *It's the Principle that Counts: Designing Curriculum for Diverse Enabling Student Cohorts*. Springer
- Lisciandro, J and Jones, A (2023) Rates of poor mental health amongst students enrolled in enabling education and implications for teaching and learning, *HERDSA 2023*. Brisbane July 4-7 2022
- Navin, N. (2024). Expanding institutional visibility of contemporary cohorts. Emerging Initiative Presentation. *Student Success Conference*. July 1-3 2023, Melbourne.
- Olds, A, Hopkins, S., Lisciandro, J., Jones, A., Subramaniam, J., Westacott, M., Larsen, A., Sturniolo-Baker, R. and H. Scobie (2023) "Stop the clocks: Enabling practitioners and precarity in pandemic time(s)" *Access: Critical Explorations of Equity in Higher Education*. Vol.11(1). pp.12-27
- Olds, A., Hopkins, S., Lisciandro, J., Jones, A., Subramaniam, J., Westacott, M., Larsen, A., Sturniolo-Baker, R., Scobie, H. (2023). Stop the Clocks: Enabling Practitioners and Precarity in Pandemic Time(s). *ACCESS: Critical explorations of Equity in Higher Education* 11(1), 12-27. <https://novaais.newcastle.edu.au/ceehe/index.php/isswp/article/view/193>
- Olds, A., Jones, A et.al (2022) School-Based Enabling Programs: Creating Opportunity and Connection. A Practice Report *Student Success Journal*. 13(3), 1-10. <https://doi.org/10.5204/ssj.2436>
- O'Rourke, J., Relf, B., Crawford, N., & Sharp, S. (2019). Are we all in course? A curriculum mapping comparison of three Australian university open-access enabling programs. *Australian Journal of Adult Learning, 59*(1), 7-26.
- Wajrak, M., Berry, J., Phillips, R. & Gough, S. (2022). Transitional approaches to teaching in the superlab environment. *The Australian Conference on Science and Mathematics Education*.

Link to the video: <https://youtu.be/eodHG0P17eI>



UniPrep: success through collaboration and partnerships