

Indigenous Student Success Program

2020 Performance Report

Organisation	Indigenous Education and Research Centre, James Cook University		
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1. Enrolments (Access)

IERC has a number of different strategies to improve access to university for Aboriginal and Torres Strait Islander students.

IERC has two flagship programs designed to increase aspiration and improve access to University study for Indigenous school students. The first is the JCU Indigenous Winter School program, and is run in collaboration with the academic colleges of the university. This is a one-week residential course for Year 10, 11 and 12 students to provide them first-hand experiences in higher education studies. The second flagship program is the JCU Indigenous Summer Program. This is a two-week program for 25 Indigenous students who have completed Year 12 QCE or HSC requirements, and is run in collaboration with the academic colleges of the university. Unfortunately due to Covid-19 restrictions neither of these programs were able to be held in 2020, IERC applied for the rollover of funds designated for these programs which was approved.

In 2020 JCU held virtual open days which IERC participated in. The open days and information distributed on the JCU web and through newsletters and brochures provided information to prospective students on entry requirements, the application process, pathway courses and support services.

In 2020 IERC continued to foster our connections to local high schools and support organisations including Stars Foundation, QATSIF, Cowboys House, Connect n Grow, to promote our outreach programs. We were planning to be involved with Queensland Education's Solid Pathways but these events were cancelled due to Covid-19. IERC has developed relationships with Traditional Owners and Indigenous community organisations to increase awareness of our programs and support services.

JCU offers 2 bridging courses for students who do not meet entry requirements into Bachelor degrees. The Tertiary Access Course (TAC) and Diploma of Higher Education (DHE) both are open access. In 2020 IERC supported 24 students in the TAC program and 71 in the DHE, academic and pastoral support was provided by IERC staff and individual tutoring offered to all students.

IERC staff contact every Indigenous applicant to JCU to explain the requirements of the course they have applied for, options should they not meet entry requirements and the support services available.

All commencing students receive a welcome pack that includes information on the services provided by both IERC and JCU more broadly. To encourage full time enrolment and reward academic achievement a scholarship of \$1300 is provided to continuing full time students with a previous semester GPA of 4 or above. Commencing students' enrolled fulltime received a scholarship of \$1000, these scholarships are funded by ISSP.

2020 IERC worked with the Townsville Hospital and Health Service (THHS) to introduce 12 scholarships of \$6000 each for Nursing and Midwifery students studying in Townsville, these scholarships are funded by the THHS. JCU has 14 scholarship programs specifically for Indigenous students with over 60 other scholarships open to Indigenous and non-Indigenous students. IERC Student Support staff assist Indigenous students to identify and apply for scholarships offered by JCU and external bodies. IERC also liaises with external support providers to identify internship and cadetships available to students.

Academic achievement is encouraged through the annual Indigenous Academic Achievement Awards, which although delayed due to Covid-19 were able to be held in October 2020. This is a significant event in the annual calendar attended by IERC staff, JCU Executive and College staff, students, Traditional Owners and community members. The awards recognise one male and one female student with the top academic results in thirteen different disciplines with an Achievement Certificate and \$1000. In addition to the academic awards two students are presented with the Spirit Award for demonstrating perseverance, persistence and commitment to their studies. The event is funded through the Student Services Amenities Fund while the award payments are funded through ISSP.

Domestic Enrolments by Domestic Indigenous	2019	2020
#	832	764
%	5.817%	5.492%

Enrolment numbers in 2020 were expected to be lower across the State due to Queensland's introduction of the prep-year in 2007 reducing school enrolments in that year by as much as 50%, this reduced intake flowed through to the 2019 year 12 students and consequently the 2020 university entry cohort. Numbers were further affected by Covid-19 disruptions, due to uncertainty, increased family commitments and changes to course delivery modes some students choose to defer their studies.

Table 1 Scholarships - breakdown of 2020 payments^{[i] [ii] [iii]}

	Education Costs		Accommodation		Reward		Total ^{[iv] [v]}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ^[vi]								
Undergraduate ^[vii]	26571.50	13	14856	4	347500	296	389927.50	313
Post-graduate ^[viii]								
Other								
Total	26571.50	13	14856	4	347500	296	389927.50	313

2. Progression (access and outcomes)

IERC has a comprehensive approach to improving retention and progression rates of Aboriginal and Torres Strait Islander students.

IERC employs 15 fulltime student support staff, they are supported by 4 administrative staff, and an Indigenous Programs Coordinator who is responsible for Recruitment activities and on campus events. The Student Support team work closely with the Academic and Research staff of IERC to promote Indigenous subjects to Indigenous and non-Indigenous students.

The Centre employs casual tutors to deliver one on one tutoring to students and currently have 403 tutors registered. During Covid-19 lockdown tutoring was maintained by moving to online. The Student Support staff case manage each student individually using a specially designed case management database. This database was particularly helpful during the Covid-19 lockdown as staff had full access to the student's notes while working from home. Regular 3 weekly contacts with students were maintained and there was no disruption to the development of individual learning plans and monitoring of academic results whilst working from home arrangements were in place.

The Academic Support Advisors employed at IERC develop and implement effective learning support strategies for Indigenous students to ensure they progress and complete their degree programs. The Academic Advisors work within a coordinated academic learning support team that utilises data analytics to track and monitor student's academic progress. Individual learning support plans are developed for each student and the effectiveness of early intervention strategies are evaluated and refined at cross campus staff planning sessions following each major study period.

IERC employs Student Support Advisors, these roles were vital during the Covid-19 lockdown keeping students informed of changing circumstances, providing pastoral care and identifying students who were having difficulty with the online delivery of subjects. IERC arranged for 25 students to receive IT equipment including laptops and wifi dongles as part of the JCU Covid-19 assistance.

This support was additionally important for students transitioning to university, the majority of whom are first in family to attend a university. For students at all year levels the Indigenous Student Support Advisors assist students to resolve and overcome personal challenges and to persist with their course of studies. They are the key point of contact for all Indigenous students for the duration of their course, and provide ongoing mentoring, advice, advocacy, and referrals to other support services where required, including but not limited to advice on;

- Preparing for exams
- Living away from home
- Dealing with stress and anxiety
- Accessing scholarships
- Accessing Abstudy
- Prioritising study load
- Maintaining health and wellbeing
- Keeping focused on their passion and direction

IERC provides a welcoming and culturally safe environment for students. The Centres on both campuses are well equipped and Staff are available to assist students throughout the day. The facilities include study areas, computers, printers, textbooks and kitchen facilities. Healthy snacks such as Fruit & Nuts, Tea, Coffee and milk are available every day. Due to Covid-19 restriction the Centres on campus were closed to students from March to July. Once re-opened the Centre's remained closed after hours for the remainder of the year. During this time staff made additional contacts with students to ensure their health and wellbeing and assist with access to resources.

To encourage the family atmosphere of the centres IERC holds several events throughout the semesters to provide opportunity for students to connect with Centre staff and the support services. Events allow commencing students to connect with other students and develop friendships and support networks. The Indigenous Student Ambassadors employed by IERC play an important role in fostering these support networks across year levels and study areas. In 2020 we held Orientation and welcome events in February but due to Covid-19 were not able to hold the same type of events over the rest of the year.

IERC Student Support Staff strongly encourage the uptake of tutoring for all Indigenous students, whether a high achieving or struggling student staff explain the benefits of tutoring. The introduction of a case management system that also manages the tutor interactions has allowed for much closer evaluation of the impact of individual tutoring on student success.

Table 2a Tutorial assistance provided in 2020

Level of study	Number of students assisted	Total hours of assistance ¹	Expenditure ² (\$)
Enabling	163	275	
Undergraduate	405	6546	
Post graduate	18	234	
Other			
Total	586	7055	\$370,301.00

Table 2b Indigenous Support Activities provided in 2020³

Activity ^{4 5}	Number of student participants	Expenditure (\$)
Welcome Packs–ISSP funded	269	6,201.50
Pastoral Support Staff –ISSP funded	764	
Academic Support Staff–ISSP funded	764	
Healthy Snacks- JCU Student Amenities Fund	Approx. 500	5,446
Student Lunches- JCU Student Amenities Fund	Approx. 500	1,671
Personal Hygiene Packs- JCU Student Amenities Fund	Approx. 250	1,698.60

Indigenous Student Awards Night - Student Amenities Fund	129	22,639
Student Ambassadors- JCU Student Amenities Fund	8	2,804

3. Completions (outcomes)

IERC has a comprehensive approach to improving completion rates of Aboriginal and Torres Strait Islander students which has proven successful in raising completion rates over the last 4 years. The case management program provides the support and encouragement required for students to remain focussed on their studies, the academic support provided by the IERC staff and individual tutors enables students to progress through their courses to graduation and professional careers.

IERC staff are committing to making a difference in the lives of Indigenous Students and we are proud to report that even with the Covid-19 disruptions in 2020 IERC continued to increase completion rates amongst Indigenous students.

Completed in Last 6 Years	2016	2017	2018	2019	2020
Completed	74	75	106	142	147

IERC and JCU have a number of initiatives designed to assist graduates.

IERC endeavours to keep contact with the all Indigenous Alumni by inviting them to IERC events, featuring past students in our monthly newsletter and encouraging the Alumni to become tutors to current Students.

IERC Student Support Advisors provide assistance with job applications, addressing selection criteria and interview tips to current students and alumni. Staff at JCU Career and Counselling are also available to provide assistance to students with job applications for up to one year after graduation. Students can also utilise the University Specialist Employment Partnership (USEP). USEP is a free, on-campus employment service that supports graduating or graduated students with a disability who are seeking a final year placement or graduate employment.

JCU monitors graduates through its participation in the Graduate Outcomes Survey. This survey has consistently showed higher than sector average results in the areas of Student Support and a five star rating on graduate employment for the past nine years.

IERC encourage Alumni to recognise that their professional development will continue after graduation, IERC staff provide advice on post-graduate study and encourage Alumni to take advantage of their entitlement to continue to use the resources of the library to support their career progression and life-long learning. JCU Alumni are entitled to a range of benefits and discounts encompassing travel, accommodation, car rental, entertainment, printing, photocopying, stationery, computers, finance, fitness and library services.

The activities of IERC are funded by:

IERC Scholarships and Academic Achievement Awards - ISSP.

Casual tutors and the full time student support roles in IERC- ISSP.

The hosting of the Indigenous Student Awards Night - Student Services Amenities Fee of JCU.

The Winter and Summer School programs – ISSP and the Higher Education Participation and Partnerships Program (HEPPP)

Administrative staff who provide support with the centre events and support administrative activities of the Teaching and Student support staff - JCU.

The services to Alumni are funded predominately through JCU however the support provided by the IERC Student Support staff is an ISSP initiative.

Indigenous Completions by Demographic		2016	2017	2018	2019	2020
Gender	Unspecified				1	
	Male	18	26	35	54	36
	Female	56	49	71	87	111
Age Bracket	0 TO 19	1	4	12	33	35
	20 TO 24	36	26	34	35	47
	25 TO 29	13	18	23	25	26
	30 TO 34	7	8	14	19	11
	35 TO 39	4	5	6	10	8
	>40	13	14	17	20	20
NESB	English	72	74	98	137	136
	Non-English	2	1	8	5	11
SES	Low	25	21	28	31	43
	Medium	44	47	74	105	100
	High	5	6	4	4	4
	Unknown		1		2	

Course Retention by Domestic	2016/17	2017/18	2018/19	2019/20
Non-Indigenous	76.1%	76.0%	76.5%	74.7%
Indigenous	64.6%	65.5%	63.0%	65.6%

4. Regional and remote students

As a regional University we work closely with stakeholders in our region to encourage and support students to attend university.

We work with the CECs of the schools in our region, Traditional Owners, community leaders and community organisations such as STARS Foundation, Cowboys House, QATSIF.

Our Pre –programs for high school students are designed to improve capacity for tertiary study and build aspiration. We employ current Indigenous students as Student Ambassadors to promote the services of IERC and provide positive role models to potential students.

We attend Career expos at local schools in our region including Cairns, Townsville and Thursday Island. We distribute a Centre Newsletter which highlights the achievements of past and current students. IERC provides information online through our website and YouTube videos on the services we offer including tertiary access programs and application processes.

We provide support to all JCU Indigenous students the vast majority of whom are from regional and remote areas. 99% of currently enrolled students nominate a regional or remote address as their home address.

Table 4 Scholarship data for remote and regional students^{6 7}

	Education Costs		Accommodation		Reward		Total ⁸	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	48688	36	51192	12	352400	308	452280	356
B. 2020 Offers ⁹	26571.50	13	14856	4	347500	296	389927	313
C. Percentage ¹⁰ (C=B/A*100)							86%	88%
2020 Payments	26571.50	13	14856	4	347500	296	389927.5	313

5. Working with Vulnerable People Requirement¹¹

	Yes/No
Has the university completed a risk assessment?	YES
Have staff involved in ISSP received training?	YES
Does the university have a compliance process in place?	YES

6. Eligibility requirements

6.1. Indigenous Education Strategy

JCU website provides a number of documents outlining strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students, these are;

- JCU Annual report <https://www.jcu.edu.au/about-jcu/annual-report>
- JCU's University Plan <https://www.jcu.edu.au/about-jcu/university-plan>
- JCU's Statement of Strategic Intent <https://www.jcu.edu.au/about-jcu/strategic-intent>
- JCU Reconciliation Plan <https://www.jcu.edu.au/about-jcu/reconciliation>
- Indigenous Education and Research Centre's Plan 2020-2022
<https://www.jcu.edu.au/ierc/governance>
- JCU cultural protocols <https://www.jcu.edu.au/staff/cultural-protocols-guide>

To meet the goals of the University, and to become a destination of choice for future students and staff, the Indigenous Education & Research Centre updated its operational plan to the 2020-2022

plan. The Plan has as its overarching intent to increase the number of Indigenous students participating in higher education studies, and to provide them the cultural and academic support needed to progress and complete courses that lead to a higher education award. The strategies detailed in this plan align with the ISSP requirements under section 13 of the guidelines.

IERC have set key performance indicators in the 2020-2022 Operational Plan to Achieve completion rates of Indigenous students at levels higher than the sector average for Indigenous students.

To help prepare non-Indigenous graduates of the University for Professional Work with Indigenous communities in the tropics IERC refreshed the curriculum on Indigenous studies, in 2019 IERC introduced a major and minor stream for UG Indigenous Studies and Master of Philosophy (Indigenous) enrolment numbers in these courses increased 19% in 2020 from the previous year.

IERC continues to recognise the importance of adequate student support staff and have maintained 15 full time Student Support staff across both the Townsville and Cairns campuses. The staff monitor academic performance facilitate individual tutoring and provide ongoing mentoring, advice, advocacy.

The research staff of IERC engage in high quality research, intellectual scholarship, and research training in ways that enhance the traditional knowledge of Indigenous people and sustainable living practices for the tropics. The research staff based in the Indigenous Centre are providing positive role models that inspire students to continue into post-graduate study.

In 2019 IERC implemented the use of a purpose-built Case Management platform, this platform has had further enhancements in 2020 that allows for the monitoring and tracking of students from our early outreach activities to the completion of degrees and beyond. The system has allowed us to evaluate our pastoral and learning support services and review our progress. We have imbedded the adoption of Individual Learning Support Plans and have been better able to identify the areas having the most impact on student success.

6.2. Indigenous Workforce Strategy

James Cook University has an Aboriginal and Torres Strait Islander Workforce Strategy which can be found at <https://www.jcu.edu.au/human-resources/documents/aboriginal-and-torres-strait-islander-workforce-strategy>

JCU has a target of 3% of all employees being of Aboriginal or Torres Strait Islander background. JCU currently has one Indigenous person employed at Pro-Vice Chancellor level.

JCU's Aboriginal and Torres Strait Islander Workforce Strategy is not the responsibility of IERC alone but an organisation wide commitment to increasing employment opportunities for Aboriginal and Torres Strait Islanders. The strategy has been developed in the context of James Cook University continually seeking to enhance its relationship with the Aboriginal and Torres Strait Islander community. Both the JCU Statement of Strategic Intent and University Plan express the University's commitment to achieving genuine reconciliation with Aboriginal and Torres Strait Islander peoples and, more specifically, calls for an increase in the employment, retention and development of Aboriginal and Torres Strait Islander staff. The Statement of Strategic Intent and the University Plan both affirm the organisation's commitment to creating a work environment that is culturally safe and that genuinely values diversity. This strategy is administered by the Staff Equity & Diversity unit of JCU.

During Enterprise Agreement discussions in 2017 a target of 3% of FTE Indigenous staff was set. https://www.jcu.edu.au/data/assets/pdf_file/0019/123472/James-Cook-University-Enterprise-Agreement-2016-and-Undertakings-OCR20210803_112850.pdf

The Enterprise Agreement acknowledges that where being an Australian Aboriginal and/or Torres Strait Islander is a genuine requirement of a position, the position will be filled by a suitably qualified Australian Aboriginal and/or Torres Strait Islander person who meets the selection criteria for the position. Where an Australian Aboriginal and/or Torres Strait Islander is not immediately available to fill a designated position, the position may be filled on a fixed-term basis for a maximum of 2 years for positions at HEWL6 and below and a maximum of 5 years for positions HEWL7 and above, until an Australian Aboriginal and/or Torres Strait Islander person can be recruited.

Within the Indigenous Education and Research Centre, to ensure the long-term effectiveness of the Centre all Student Support positions are classified as requiring an Australian Aboriginal and/or Torres Strait Islander as a genuine requirement of a position. Appointment of non-Indigenous Australians are made only where Australian Aboriginal and/or Torres Strait Islander candidates are not available. Selection committees for positions within the IERC include at least 50% Indigenous Australian representation where suitably qualified panel members are available.

JCU considers its Indigenous staff to be its primary connections to the Indigenous community and is fortunate to have Traditional Owners on staff. This connection to community is an important aspect in increasing the Indigenous workforce of JCU, the university engages with the local community through:

- Inviting members from the Aboriginal and Torres Strait Islander community to join IERC staff and students at events of cultural significance;
- Inviting community elders to deliver Welcome to Country at IERC events;
- Inviting Aboriginal and Torres Strait Islander peoples from community to be guest speakers, to educate in their area of expertise, in order to improve students' level of cultural understanding; and
- Recognising and participating in events organised by the local Aboriginal and Torres Strait Islander communities.

Table 6.2 Indigenous workforce data (2020 breakdown)

Count of EMPLOYEE_NO	Column Labels						
	Casual/<1yr		Casual/<1yr Total	Perm/>1yr		Perm/>1yr Total	Grand Total
Row Labels	Academic	Non- Academic		Academic	Non- Academic		
Chief of Staff					1	1	1
HEWL10					1	1	1
College of Arts, Society & Education	4	1	5	1	1	2	7
AC-A	3		3				3
AC-B				1		1	1
HEWL03		1	1				1
HEWL06					1	1	1
Other	1		1				1
College of Business, Law & Governance				1	1	2	2
AC-B				1		1	1
HEWL06					1	1	1

College of Healthcare Sciences	3	1	4	1		1	5
AC-A	2		2				2
AC-B	1		1				1
AC-C				1		1	1
HEWL04		1	1				1
College of Medicine & Dentistry	3	9	12	6	3	9	21
AC-A	2		2				2
AC-B				2		2	2
AC-C				3		3	3
AC-D				1		1	1
HEWL02		4	4				4
HEWL03		1	1				1
HEWL04		2	2		2	2	4
HEWL05		1	1		1	1	2
HEWL06		1	1				1
Other	1		1				1
College of Public Health, Medical & Vet Sciences	2		2				2
AC-A	2		2				2
College of Science & Engineering	2		2				2
AC-A	1		1				1
AC-B	1		1				1
Division of Student Life	2		2				2
AC-A	2		2				2
Division of Tropical Environments & Societies		1	1				1
HEWL02		1	1				1
Division of Tropical Health & Medicine	2	9	11	4	4	8	19
AC-A				3		3	3
AC-B	1		1				1
AC-C	1		1				1
AC-D				1		1	1
HEWL01		1	1				1
HEWL03		5	5		2	2	7
HEWL05		2	2		1	1	3
HEWL06		1	1		1	1	2
Human Resources		1	1				1
HEWL04		1	1				1
Indigenous Education & Research Centre	22	12	34	2	17	19	53

AC-A	21		21			21
AC-C				1		1
AC-D				1		1
HEWL01		9	9			9
HEWL03				1		1
HEWL04		1	1	1		2
HEWL05		1	1	1		2
HEWL06				7		7
HEWL07		1	1	1		2
HEWL08				5		5
Other	1		1			1
Senior				1		1
Learning, Teaching & Student Engagement	1	2	3			3
AC-B	1		1			1
HEWL02		2	2			2
Library & Information Services				2		2
HEWL05				1		1
HEWL06				1		1
Marketing		3	3			3
HEWL01		3	3			3
Research Infrastructure				1		1
HEWL06				1		1
Student Services				2		2
HEWL05				2		2
Technology Solutions				2		2
HEWL05				1		1
HEWL06				1		1
Grand Total	41	39	80	15	34	129

6.3. Indigenous Governance Mechanism

The IERC Management Committee currently consists of 4 senior staff, 3 of who identify as Australian Aboriginal or Torres Strait Islander.

Pro-Vice Chancellor (Indigenous Education & Strategy) – Prof Martin Nakata

Head of the Centre’s Teaching Program – A/Prof Felecia Watkin-Lui

Head Indigenous Student Support – Mrs Virginia McHugh

Indigenous Education and Research Centre Manager – Mrs Manola Chong

During 2020 Pro-Vice Chancellor (Indigenous Education & Strategy) was a member of a number of committees tasked with decision making at JCU and/or providing advice to the Vice Chancellor:

- Vice Chancellor’s Advisory Committee
- Divisional Finance Committee
- JCU Academic Board

- JCU's Senior Management Group
- JCU Student Advisory Forum
- JCU Master Planning Committee
- Indigenous Reference Group, future campus master plan.
- Indigenous Education & Research Centre Management Committee
- JCU Traditional Owner Representative Group
- Indigenous Action Group – Indigenous Employment Strategy

The **Head of the Centre's Teaching Program** is responsible for the teaching and learning program, the Head of the Centre's Teaching Program was a member of the following governance committees:

- Indigenous Education & Research Centre Management Committee
- Indigenous Education & Research Centre Research Committee
- Indigenous Education & Research Centre Education Committee
- JCU Academic Board
- JCU Education Committee
- JCU Research Committee
- Division of Tropical Environments and Societies Board of Studies

The **Head Indigenous Student Support** is responsible for student support services and community engagement, and was a member of the following governance committees:

- Indigenous Education & Research Centre Management Committee
- JCU Student Advisory Forum
- College of Medicine & Dentistry Aboriginal and Torres Strait Islander Peoples Strategic Committee
- Division of Tropical Health & Medicine Board of Studies
- Indigenous Medical Student Interview Panel
- SSAF Income Allocation Working Group
- JCU Commonwealth Indigenous Scholarships Committee
- Townsville Hospital & Health Service Indigenous Scholarship Committee
- JCU Access Fund Committee
- Divisional Finance Committee

- **The Indigenous Education and Research Centre Manager** is responsible for the operational performance of the Centre coordinating initiatives and activities across the Centre and is a member of the below committees:

- Indigenous Education & Research Centre Management Committee
- JCU 50 year Celebrations Working Group
- Divisional Finance Committee

The IERC is managed through the Management Committee, this committee meets the requirements of section 11 of the ISSP guidelines as the committee has a majority Indigenous membership with both the senior academic and senior executive roles filled by Indigenous people. All members of the committee are appropriately qualified with the skills and experience necessary to fulfil their responsibilities. The committee has responsibility for making recommendation, reviewing and monitoring the use of the ISSP funds. The Committee structure is formalised through a charter that outlines the criteria for membership

6.3.1. Statement by the Indigenous Governance Mechanism

The Indigenous Governance Mechanism of the Indigenous Education and Research Centre is the IERC Management committee consisting of;

Professor Martin Nakata, Pro-Vice Chancellor Indigenous Education & Strategy

A/Prof Felecia Watkin-Lui, Head Curriculum Development & Teaching Programs

Mrs Manola Chong, Manager Centre Operations

Mrs Virginia McHugh, Head Indigenous Student Support

Vacant: Head Indigenous Research

The Management committee confirms that the information provided in this report is accurate



Prof N M Nakata

Pro-Vice Chancellor Indigenous Education
& Strategy

Additional information for completing the template

[i] Only payments made during 2020 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

[ii] Record the number of students (head count) not EFTSL.

[iii] Include both preserved and new ISSP scholarships.

[iv] This figures in this column should be the sum of the relevant row.

[v] The total may not be the sum of the previous columns as some students may receive several scholarships.

[vi] Include payments to all enabling students, including remote and regional students.

[vii] Include payments to all undergraduate students, including remote and regional students.

[viii] Include payments to all postgraduate students, including remote and regional students.

¹ Record only hours of instruction received by the students (do not include staff planning or organising time).

² Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

³ Add more rows if necessary.

⁴ Include a brief description of the activity.

⁵ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.

⁶ Only record amounts which would/did require payment during the 2020 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.

⁷ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

⁸ This figures in this column should be the sum of the relevant row.

⁹ Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

¹⁰ This data confirms the provider's compliance with Section 21(3) of the Guidelines.

¹¹ This section confirms that the provider complies with Section 35A of the Guidelines.