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<tr>
<th>Service Description / Enhancement</th>
<th>2017 Outcomes</th>
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<tbody>
<tr>
<td><strong>LEARNING SUPPORT AND DEVELOPMENT OPPORTUNITIES</strong></td>
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<tr>
<td><strong>Academic Skills Advisers</strong></td>
<td>Throughout 2017 the Academic Skills Adviser (ASA) team continued to support the learning and academic skills development of students through various timely and flexible services, events and activities aimed at enhancing oral and written communication, information and digital literacies and navigation of the academic journey. These learning experiences took place in a range of settings and environments including face-to-face and online, both in one-to-one and group modes with engagements approaching 11,000 students. In addition, the ASA team in close partnership with HiQ, successfully transitioned their two main one-to-one tier three services; the Study Solutions service and the ASA service to operate out of and in partnership with the central student hub. The QUT ASA Team comprised 10.5 FTE staff (4.5 FTE SSAF funded) in 2017. The team delivers a range of support services. <a href="https://www.library.qut.edu.au/about/contact/academicskillsadvisers.jsp">https://www.library.qut.edu.au/about/contact/academicskillsadvisers.jsp</a></td>
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<tr>
<td><strong>Study Solutions</strong></td>
<td>Due to staffing changes, the service moved from bookable appointments to drop-in appointments and concentrated efforts to provide individualised support for specific assessment tasks contextualised within units. As a result, the ASA team were able to conduct 1,762 appointments, supporting 965 students. This is compared to 1,812 booked appointments in 2016. Student feedback included:</td>
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| This individual study appointment service was open to all students as either a booked appointment or through a drop in service. Both types of appointments were offered across the Kelvin Grove and Gardens Point campuses from 9am until 5pm, Monday to Friday, and after-hours from 5pm until 7pm, Tuesday to Thursday, during teaching weeks, and at the Caboolture campus from 9am until 5pm, Monday to Friday, during teaching weeks. Drop-in services were provided at all three campuses during both SWOTVAC and exam weeks. | - “Great service really helped me. I will be using this service again in the future.”
- “The study solution service has been so helpful. They worked with me to decipher what the task sheets were asking!”
- “This is an excellent student service, I have achieved 6/7 and 7/7 for two assignments this semester thanks to study solution. I could not be more happy than that and I will continue to attend this service.” |
| **ASA Specialist Consultations for at risk/high need students** | Due to staffing changes, the ASA specialist consultation service reduced in 2017. In total, 1,385 hours of consultations with high risk/high needs students were provided, compared to the 1,650 hours in 2016. However, the number of students that used the ASA service was relatively steady, with a small decrease of 4% (409 unique student consultations compared to 427 in 2016). Student feedback included: |
| This service provided intensive and continued support for students experiencing significant academic challenges (including learning disabilities). The service assures immediate access to specialist academic literacy and general study support services for high needs students and those at risk of disengaging. | - “Thank you, thank you, thank you for the Academic Skills Advisor service! My advisor was so warm-hearted, supportive and full of great advice and learning skills to teach me. It was so soothing to be able to learn how to tackle studying and exams in a manageable way.”
- “This service was invaluable as I am not an academic and really benefited from the guidance I received in planning and refining my assignment.” |
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<td>Students’ use of the ASA specialist consultation service is managed on a case by case basis, and some students may only see an ASA once, while others may see an ASA on a weekly basis.</td>
<td>• “The academic skills adviser increased my overall focus on how to approach and address the key points and issues for assignment writing. This enhanced my learning and ability to write an assignment. The person to person collaboration with the Advisers was always a pleasant experience.”</td>
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<tr>
<td>Workshops</td>
<td>In 2017, student attendance at workshops delivered by ASA staff (in-class and online) was 7,680 (workshops co-delivered in 2016 with QUT Library staff had higher attendance, 32,754). The development of a streamlined university-wide program reduced the need for attendance, including a greater focus on increased engagement with academic staff throughout the year to design in-class activities for lecturers and tutors to deliver, increased engagement in units with targeted cohorts in the form of creating embedded support material and the co-redesign of assessment tasks and rubrics.</td>
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<tr>
<td>Language and Learning Support: faculty embedded and discipline specific language and learning programs for international and domestic CALD students</td>
<td>Throughout 2017 Academic Language and Learning Services (ALLS) provided specialist educational support and development programs for local and international Culturally and Linguistically Diverse (CALD) students which focused on developing core graduate skills and capabilities in academic writing, academic and professional communication, intercultural competencies, and English language development throughout the student journey.</td>
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<td>Language and Learning Educators (LLE) were assigned to specific faculties to ensure a focus on faculty-embedded and discipline-specific language and learning support for students. In 2017, online and ‘flexible delivery’ options were available outside of normal office hours.</td>
<td>In 2017, 7,028 students participated in ALLS programs (compared to 10,592 in 2016). Programs targeted student need in faculties at every degree level. Survey results consistently demonstrated positive impact on student learning and very strong levels of student satisfaction. Support included:</td>
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<td>• Orientation programs: Navigating Speaking &amp; Presenting at Uni; KickStart program (academic skills); Building Confidence in Speaking and presenting (Law Faculty);</td>
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<td>• Project work to embed learning support within coursework curriculum and teaching practice in SEF;</td>
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<td>• Assisting students in the Faculty of Education to prepare for the mandatory Literacy and Numeracy tests which commenced in 2017;</td>
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<td>• Practicum support workshops (Faculty of Education);</td>
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<td>• 'Pop-up' workshops for specific units in Creative Industries and Science and Engineering;</td>
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<td>• The Writing Clinic for all coursework (undergraduate and postgraduate) students in the Faculty of Health;</td>
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<td>• Formation of a peer-led writing group for Masters of Nursing students;</td>
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<td>• Communication skills 'masterclass’ for QUT students and family members;</td>
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<td>• Skype sessions to build communication skills;</td>
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<td></td>
<td>• Online writing support (ALLSONline) for students extended by 2 days per week;</td>
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<td></td>
<td>• Workshops designed to assist International and CALD students with practicing speaking and communication skills;</td>
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<td><strong>Service Description / Enhancement</strong></td>
<td><strong>2017 Outcomes</strong></td>
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| • The Academic Cafe in the Creative Industries and Education Faculties between weeks 4-13;  
  • Global Networking Capabilities workshops to increase networking among postgraduate international and domestic students (attended by c.150 students);  
  • Global Networking Intercultural Capabilities collaboration aimed at pre and post departure exchange (attended by over 400 students in Semester 1 and 300 students in Semester 2).  
  • LANTITE – workshop and online student support for compulsory literacy test for graduates of education for between 20-30 students.  
  • Referred at risk student program (Impact on learning) (in Semester 2, 65% of students engaged after an offer of support was made. 90% of the students who engaged passed their units compared with 45% of the referred students who did not engage).  
  • Support for Peer Program SWAHPS (Continued support in training and supervising peer mentors for Bachelor of Social Work and Bachelor of Human Services. Training was facilitated for 12-15 peer mentors each semester in addition to supervision throughout the semester).  
| Student feedback included:  
**Academic Skills for Writing Health Assignments**  
• “And thank you, I have learned a lot! / These were an eye opener to me and made me realise for me to get to the level of attaining academic writing I real need more help as English is my second language”  
There were 207 attendances at workshops in Semester 1, 50% undergraduate / 50% Masters by Coursework. Over 80% of students agreed or strongly agreed that the workshops increased knowledge that students could apply to their studies and would recommend the workshops to others.  
**Writing for Coursework Masters**  
• “The writing workshop is particularly helpful for students who are new to faculty. Skills that I have learned really helped me with my assessments and confidence building in academic writing. These workshops are awesome. I suggest to continuously keep these workshops every semester. These are very helpful.”  
There were 130 attendances at workshops in Semester 1. Over 70% of students agreed or strongly agreed that the workshops increased knowledge that students could apply to their studies and would recommend the workshops to others.  
**Drop-in Writing Clinic**  
• “I did recommend the writing clinics to my other friends. It's very helpful. many thanks!”  
• “Highly appreciated for this service especially for international students. Good explanation in writing good essay, I have achieved 6/7 and 7/7 for two assignments thanks to the workshops, advices and discussions with the team. GREAT THANKS!”  
• “The writing clinic is extremely helpful for me for my first year as an undergraduate student”  
Drop-ins were held twice weekly in weeks 5-13. There were 99 attendances in Semester 1, on average 70% undergraduate / 30% Masters by Coursework. Over 70% of students agreed or strongly agreed that the workshops increased knowledge that students could apply to their studies and would recommend the workshops to others. |
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<tr>
<td>Professional communication skills workshops for students undertaking Work Integrated Learning (WIL)</td>
<td><strong>Outcomes</strong></td>
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<tr>
<td>- “Your workshop was very helpful and I felt that I learned a lot that day. I am more confident to go to my next work placement.” These workshops were based on co-designed roleplays and were delivered in timetabled classes with teaching staff and volunteer peers (in Bachelor of Podiatry, Bachelor of Pharmacy, Bachelor of Medical Imaging, Master of Social Work) or as adjunct workshops open to all students who undertook a WIL placement.</td>
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<th>Maths, Science and IT Learning Support (STIMulate)</th>
<th>2017: $731,581 (all salary)</th>
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<tr>
<td>The STIMulate program facilitated support for learning in maths, science and information technology across all faculties within QUT throughout 2017.</td>
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<td>During 2017, the program had 9 academic appointments, a Coordinator, a Student Support Officer and 162 student volunteers (Peer Learning Facilitators). Services included drop-in sessions provided by Peer Learning Facilitators and academic staff, and unit-related workshops provided by discipline-based academic staff. A number of projects were undertaken to support specific groups of students, which included Education students in numeracy, Nursing students in anatomy and drug calculations, and IT and Science students in their capstone units (final year units that draw together a student's learning from their entire degree program).</td>
<td>A total of 162 Peer Learning Facilitators (PLFs) recorded 3,761 hours of support for their peers during 2017. During the year there were 3,908 drop-in visits, an increase of 7% on 2016 (3,651) and 2,562 visits to group support sessions, a decrease of 13.7% on 2016 (2,970). Students who utilised the STIMulate program used the drop-in service on average 3.2 times over the course of the year (2.8 times in 2016). Science and Engineering students are the main users, with significant numbers from the Health and Education Faculties. The STIMulate Room (O304) at Gardens Point continued to be the most utilized drop-in space with 3,908 visits. 1,222 students accessed drop-in support over the course of the year. Activities and achievements included:</td>
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<tr>
<td>- Additional development of a series of student-designed videos (funded by a Science and Engineering Faculty grant);</td>
<td>- Further development and implementation of the STIMulate roster application;</td>
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<tr>
<td>- Further development and implementation of the STIMulate roster application;</td>
<td>- Organising and hosting the inaugural South-East Queensland STEM Learning Development Symposium at QUT and assisting University of the Sunshine Coast to run the second;</td>
</tr>
<tr>
<td>- Organising and hosting the inaugural South-East Queensland STEM Learning Development Symposium at QUT and assisting University of the Sunshine Coast to run the second;</td>
<td>- Attendance of two QUT students to the PASS &amp; Peer Learning Conference to present a workshop</td>
</tr>
<tr>
<td>- Attendance of two QUT students to the PASS &amp; Peer Learning Conference to present a workshop</td>
<td>Student feedback included:</td>
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<tr>
<td>- “Super helpful discovering the issue in the code, without giving away answer. Thanks!”</td>
<td>- “Very good, explained things clearly without just doing it for me”</td>
</tr>
<tr>
<td>- “Very good, explained things clearly without just doing it for me”</td>
<td>- “so amazingly helpful!! thank you!!”</td>
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<tr>
<th>Volunteer Development and Management</th>
<th>2017: $86,495 ($81,370 salary; $5,125 non-salary)</th>
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<tr>
<td>The Coordinator worked in partnership with Student Engagement, eLearning Services, program coordinators and student leaders to:</td>
<td><strong>Student Leader Training and Development Model:</strong></td>
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<td>In 2017, the student leader training course for commencing and continuing leaders was matured. Attention was given to developing the program for continuing students; to include a suite of professional learning workshops - Inclusive Practices and Coaching for Mentors has become mandatory for continuing peer leaders. A further Workshop -</td>
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<tr>
<td>• Mature a QUT Student Leader Training and Development Model;</td>
<td>'Managing and Leading your Peer program' - was developed and delivered to support and encourage student program coordinators and leaders in their roles.</td>
</tr>
<tr>
<td>• Develop content and resources for the Student Peer Trainer Program;</td>
<td>Student feedback included:</td>
</tr>
<tr>
<td>• Implement and mature the Student Leader Rewards and Recognition Framework</td>
<td>• &quot;I hadn’t thought about my role in this way. It has been really useful for me”</td>
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**Integrated Training model: 1,147 peer leaders trained in 2017**

701 students completed the online training in 2017 in preparation to be an Orientation & Transition Leader or Peer Learning Leader. In semester 1, the Integrated Student Leader Training day was held - 626 student leaders (beginning & ongoing) representing 33 peer programs participated in the day. Across the year, a further 521 students participated in peer programs training.

Student feedback included:

• “The best aspect was the inspiring and enriching atmosphere and the opportunity to collaborate with staff and fellow peer leaders to create a vision for the peer program”.

• I enjoyed the fact that you went to various places to learn different skills and it wasn’t like a dry lecture, it was interactive.

Participant survey results further support the effectiveness of the model, with 95% believing they were better able to help others to have a positive university experience.

**Student Peer Trainer Program - total student engagement for 2017- 44 Students**

In semester 1, 14 experienced student leaders from 6 peer programs completed the Student Peer Trainer program delivering training for over 200 beginning peer learning leaders.

Student feedback included:

• “Having experienced peer leaders makes it so much easier to relate to what they are saying. I really hope that it is run like this in the future.”

In November 2017, a further 24 experienced students began the program and are on target to deliver workshops at LeaderCon 2018. Additionally, 2017 saw the introduction of the Student Peer Trainer program for the Virtual Peer Leader program. 6 students are training to design and deliver training at LeaderCon 2018. Student Peer Trainers reported:

• “I personally found that the PLF trainer experience was one of the best things I’ve done in my time at Uni. It really gave me ownership over my time here, and helped me to feel valued, and like I was part of something important.”

**Blended and Flipped Classroom Pedagogy:**

In 2017, a further online module (4A Peer Learning facilitation) was developed in preparation for the integrated student leader training day (February 2018). 24 Student Peer Trainers began work in November 2017 to integrate the module into the training program.
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<td><strong>Capacity building:</strong> In supporting staff to manage student volunteers, a number of resources were developed and/or revised: ‘Guide for Program Coordinators’ - designed to assist coordinators design their LeaderCon individual sessions to prepare students to get the most out of their training experience and in preparing students for role-readiness; ‘Managing Volunteer Peer Leaders-Checklist’; ‘Five Steps to Effective Volunteer Management and Development’.</td>
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<tr>
<td><strong>Reward &amp; Recognition Framework</strong></td>
<td>625 student leaders, across 28 programs, were recognised in 2017 for their peer leader service through e-certificates. Recognised learning outcomes from peer program participation were aligned with the Employability Framework and capabilities recorded on certificates.</td>
</tr>
<tr>
<td><strong>RWPP - Volunteering / Real World Learning</strong></td>
<td>2017: $626,814 ($450,204 salary; $176,610 non-salary)</td>
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<tr>
<td>2017: $626,814 ($450,204 salary; $176,610 non-salary)</td>
<td>The Real World Placement Program (RWPP) aims to expand career development opportunities available to QUT students through increasing the number of co-curricular work experience placements, on-campus employment and voluntary opportunities.</td>
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<tr>
<td>New placement opportunities continued to be generated and advertised to students (a mixture of volunteering, work experience and paid employment). RWPP further developed the International Student Volunteering initiative and annual volunteering expo with a focus on team based volunteering projects. The program provided orientation sessions for registered students which covered preparation for placements and career development, rights and responsibilities, employability skills development and how to close the loop of experiential learning through personal reflection.</td>
<td>In 2017, 1,599 students actively participated in the program, having completed a compulsory orientation session. 51 Orientation sessions were delivered in 2017 across the Gardens Point and Kelvin Grove campuses, attended by 988 students. 46 students attended a placement planning appointment (PPA) in 2017. Based on Student Feedback, networking and career development appear to be the main drivers for students seeking placements. In 2017, 775 student placements were recorded through the Real World Placement Program. 20 students have been able to seek course credit for sourced placements. Fully facilitated Service Learning Projects, run in conjunction with the Leadership, Development and Innovation (LDI) program, provided 19 students with an opportunity to develop their transferable skills and to make a strong contribution to various communities. The Program successfully partnered with the Brisbane City Council’s Tertiary Youth Work Experience program to offer over 100 different opportunities to QUT students. In competition with all other Queensland Universities, the partnership resulted in 85 placements. 92.5% of students indicated that they found their placement a positive overall learning experience. Student feedback included: “The placement is going really well! It has already been so beneficial to my studies, and hopefully future career. I am hoping at the end they might even consider giving me a cadetship at the end of the placement. Thanks so much for your assistance. This sort of program is invaluable.”</td>
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## Service Description / Enhancement

### Extending the Postgraduate Students’ Network (QUT Research Students Network)

2017: $114,476 ($97,919 salary; $16,557 non-salary)

The QUT Research Students’ Network (QRSnet) is a network support group for all international and domestic research students. It aims to build and promote self-confidence in research and personal skills while providing a supportive learning environment at QUT.

Over the course of 2017, the QRSnet team coordinated a program of workshops and activities aimed at meeting identified needs of research students.

QRSnet completed an evaluation of the workshops that were most in demand and restructured the program to include workshops where student need was identified through surveys and counselling sessions.

New initiatives in 2017 included specific support through the coordination of the International Women’s Group activities and a weekly ‘Coffee Break’ facilitated by a HDR Scholar.

A Forum was held in July on tips for research students. These were recorded and will be available in 2018.

There were a total of 98 workshops conducted in 2017. Student attendees numbered 2,028, which was an increase from 2016. 30% of participants were Masters by Coursework students who had a research component in their program of study.

99% of participants either strongly agreed or agreed to some extent that they were satisfied with the workshops and indicated that they could apply what they had learnt.

Student feedback included:

- “Excellent presentation I have ever attended. It makes me confident about thinking in the right way.” (Academic writing: from an academic’s perspective)
- “Concise, very clear presentation of topic. well done! should do this often-.” (Research methodology from an academic's perspective)
- “This workshop way highly relevant and helpful and I could relate to a lot of what was said + discussed and I feel more confident about doing a PhD now.” (PhD Pitfalls from an academic’s perspective)
- “Great lessons! “I've increased pronunciation of most difficult sounds and received new knowledge about the Australian English Language.” (Pronunciation workshop)
- “I enjoy this workshop very much. It helps me to forget the research stress for three hours and making thoughts colorful again. Thanks.” (Painting for the Planet: home is where the heart is)
- “I'm glad I learned a different way of approaching a portfolio design process; I'll surely integrate what I've learned today with the expertise I already had.” (ePortfolio)

### Library Chat Online and HiQ Concierge

2017: $75,998 (all salary)

The Library’s Chat service enables all students, particularly off-campus students, to interact with a Library staff member to receive immediate answers to their learning and study queries. [https://www.library.qut.edu.au/help/](https://www.library.qut.edu.au/help/)

HiQ Concierge are the first port of call at QUT’s student information centre, HiQ.

The 2017 SSAF-funded chat hours covered the following service periods:

**Semester Teaching Weeks**

- 6pm-10pm weekdays (Semester 1 until 28 April)
- 10am-5pm weekends (Semester 1 until 28 April)

For the period 1 January to 28 April 2017, the Library Chat service was available for 684 hours, of which 378 hours were SSAF funded (55% of total service hours for this period). The coverage for the comparable period in 2016, was 45% SSAF funded hours (286 SSAF funded hours, 639 total hours). From May, SSAF funding was directed towards HiQ Concierge.

Each student who engages with the Chat service is sent a feedback form. 93% of respondents indicated a high level of satisfaction with both the knowledge exhibited by the Chat agent (Library Adviser) and the quality of service received.
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<td><strong>Student Feedback included:</strong></td>
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<td>• “This is amazing, I can ask the librarian and she replied to me immediately, gave me the solution for how to get the book and how to find similar books.”</td>
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<td>• “It was so helpful to have someone help me from home on a Sunday arvo (study time) with my assignment without having to travel.”</td>
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<td>• “The service was accessible today although it was Sunday so that it saved me a working day.”</td>
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### Outbound Student Mobility
2017: $328,452 (all non-salary)

QUT has a target in Blueprint 5 that, by 2019, 20% of the graduating student population will have an international study experience. The QUT International Student Mobility (outbound) programs support the Blueprint target by providing opportunities to QUT students for international experiences, ranging from intensive short term programs to semester or year-long exchange programs. These immersive international experiences enhance a student's graduate capabilities by developing international industry networks, cross-cultural competencies, and the ability to operate in culturally diverse environments.


International Student Mobility programs have been made available to more QUT students, especially those students whose course requirements do not include a study abroad or exchange element. Faculty-specific study programs have taken place overseas, including internships and study tours, to provide international real world experiences complementary to the curriculum. This expansion in short term programs has provided more students a breadth of study options to participate in the summer and winter breaks, in addition to the semester and year-long exchange option.

During 2017, a total of 211 students received SSAF funded mobility bursaries (of $1000 or $2000) to help facilitate an international experience. Awareness of outbound student mobility programs has increased and more students have been able to access these opportunities. Participants have consistently provided feedback indicating that the funding has alleviated the financial pressure to undertake such opportunities, which often acts as a barrier to participation.

Student feedback included:

- “My experience travelling abroad for one month to Monterrey, Mexico allowed me to develop both my personal and academic skills while adapting to a new culture with a different language. The mobility grant helped me fund this experience and I am extremely grateful for the opportunities I have been given thanks to the support of QUT.”
- “I'm incredibly grateful to QUT not only for their amazing support and resources that were available to me on my trip, but I am also appreciative of how understanding the mobility office is, and without their help (and advice on the grant) I wouldn't have experienced this amazing opportunity.”

### Global Networking Capabilities (GNC) project
2017: $37,201 (all non-salary)

The Global Networking Capabilities (GNC) project aims to enhance interactions between domestic and international students by developing various platforms and interactions to strengthen student engagement and provide opportunities for students to cultivate intercultural competencies.

One of the aims of the project is to embed the values associated with intercultural understanding and the need to ensure activities coordinated by staff, students, associations, service areas and faculties.

In 2017, the GNC Project focused on the Global Networking and Intercultural Capabilities Program involving pre-departure and post experience workshops for QUT students undertaking semester long and short-term mobility study abroad. In total over 150 students completed pre-departure and post-experience workshops (3 X 2 hours). As part of the program international students were actively involved in providing one on one briefings with departing students. Online modules developed in 2016 were enhanced as web based resources in 2017 to provide options for blended learning. A shorter training module of 2 hours face-to-face facilitation and one-hour intercultural experience involving
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<td>encourage domestic /international student interaction.</td>
<td>domestic outbound students and current international students at QUT has been developed and complemented by the new web-based resources designed by Creative Industries students.</td>
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<td>Student feedback included:</td>
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<td>• “This brought out lots of ideas in relation to cross-cultural adjustment that I had not considered and I am sure will be of value as I head off to Japan; I thought the presentations was excellent. However, I could not attend the second session because of work commitments; The opportunity to meet students from Germany was great as I was able to check on some of the cultural assumptions I had made.”</td>
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**Students as Partners**

2017: $86,000 ($80,000 salary: $6,000 non-salary)

In 2017 Students as Partners (SaP) implemented the institution wide strategy initiated in 2016. Two of the areas identified as a priority for staff and students to work in partnership in 2017 were Academic Integrity and Academic Governance. This was achieved through the establishment of the Institution-wide Academic Integrity Alliance of staff and students and the endorsement by the University Learning and Teaching Committee of the SHAPEQUT Proposal to enhance and deepen student engagement in academic governance.

The Academic Integrity Alliance emerged out of a need to address Academic Integrity holistically by both staff and students. With the assistance of SSAF, a student Intern and Students as Partners Coordinator participated in the Alliance, which enabled staff and students to share the responsibility of communicating the importance of academic and professional integrity to the QUT community.

The Students as Partners in Academic Governance Project involved a team of students who worked alongside University Learning and Teaching Committee to explore strategies to enable authentic engagement for student representatives and work in partnership with students as researchers exploring the different models of student engagement in deliberative structures of learning and teaching at QUT.

A number of resources were developed for the Academic Integrity Alliance, in collaboration with the QUT Student Guild (published on the Guild Website). The resources are aimed at enhancing student awareness around academic integrity.

The SaP in Academic Governance Project was a major initiative that was driven by a core team of 10 students and 7 staff, known as the Think Tank for Academic Governance. This group and process was facilitated in partnership by the SaP Coordinator and a SaP Intern employed with the assistance SSAF. The Think Tank met every six weeks to progress the Project. It regularly reported to the ULTC and was guided by their feedback. Outcomes produced by the Think Tank included the following:

- An environmental scan of student engagement in academic governance in the UK, US, Europe, New Zealand, Australia and within QUT.
- A series of forums with the wider student body were hosted by staff and students (126 student participants).
- A series of consultations with individual faculty based Learning and Teaching Committees.
- A change proposal that was successfully endorsed for implementation by the University Learning and Teaching Committee to be implemented in 2018.
## STUDENT WELFARE, SUPPORT AND ADVICE

### Expansion of Support for Students with a Disability

**2017: $202,483 (all salary)**

Disability Advisors, supported by disability administration staff, work with hundreds of students each semester to assess their learning and access needs, provide adjustments to their learning programs, and collaborate with faculties to implement the students’ service plans. These students have a range of health conditions or injuries.

Funding provided for the appointment of an additional Disability Advisor (DA) and an administration staff member, to enable more students to receive services and fewer delays in the processing of students’ service plans and learning adjustments.

Services were enhanced by:
- Extended hours at Gardens Point and Kelvin Grove campuses with all DAs available until 6pm two nights per week up until week 6.
- A DA at Caboolture campus every Tuesday.

In 2017, the number of DA consultations increased by 15% to 2,158.

The latest feedback from students accessing extended hours indicated they were satisfied with the timeliness of services and agreed/strongly agreed:
- it was important to have extended hours services;
- their studies would have been detrimentally affected without these appointments; and
- the university should continue to provide the extended hours services.

Students with a disability who accessed services had equal retention rates, and better success rates, than students who did not.

### Emergency Bursaries and Hardship Provisions

**2017: $73,544 (all non-salary)**

Equity and Student Counselling staff assist students experiencing financial hardship with a range of supports – loans, grants, bursaries and scholarships, combined with advice and support. SSAF funding enabled the provision of additional Emergency Bursaries and Hardship Provisions to meet growing student needs. Financial difficulties, present a significant challenge to retention and success for many QUT students.


Assistance was provided to students experiencing financial hardship which was likely to interfere with their studies. Staff were able to provide grants and bursaries throughout 2017 as students presented for assistance. The SSAF grant supplemented institutional resources already allocated to these purposes.

During 2017, 130 students were provided with Emergency Bursaries from the SSAF grant, up from 122 in 2016. This number was in addition to 145 bursaries from existing institutional resources. 13 students were supported with Hardship Grants, up from 8 in 2016. Financial stress is a known risk factor for students. These small grants and bursaries decrease attrition and allow students to focus on their studies. Case data and student feedback indicates appreciation for this impact.

Student feedback included:
- “This has really helped, and I can now get my assignments finished “
- “I didn’t know how I was going to pay those bills and buy food. Thank you”
### Equity WIL Bursary
**2017: $150,000 (all non-salary)**


Students undertaking a work integrated learning (WIL) placement may experience financial hardship as a result of increased costs and the loss of employment during placement. Without assistance with direct and associated costs, many students would be unable to participate and complete placements.

During 2017, 228 students received WIL Bursaries (compared to 288 in 2016). Students indicated that the grants enabled them to focus time and attention on their studies and that they were grateful for the support. Student feedback included:

- "I had to leave my job, so this took away a huge worry. I didn’t think I would be able to finish my prac and graduate”

### Welfare Programs in Counselling
**2017: $356,000 (all salary)**

The focus of this project is to expand the capacity of the Welfare team to respond to the daily living and survival needs of QUT students, particularly with respect to financial support for low-income and at-risk students.

The Welfare Team provides a wide range of services including:
- Financial Helpline
- Support with Centrelink and finances
- Tenancy support
- Advice and assessment for QUT financial assistance products
- Referral to community agencies
- Support and case management

During 2017 there were additional staff for the Kelvin Grove and Gardens Point campuses (1.8 FTE—three part time Welfare Officers), ensuring continuity of service, and prompt attention to clients. 1,769 individual services were recorded, on issues ranging from homelessness to debt management (2016: 1,702). In addition, a number of workshops and information sessions were presented, and pop-up query sessions were trialed in partnership with HiQ. The Welfare Team also takes a leading role in QUT Anti-Poverty Week activities, and provides a liaison and support role to the Low Income Support Officer Network (LISCO) in faculties.

Data analysis shows that in 2016, clients of the Welfare service had a retention rate slightly higher that of other students.

### Student Success Program
**2017: $317,174 ($175,746 salary; $141,428 non-salary)**

The Student Success Program (SSP) is QUT’s early intervention and outreach program. The Program supports student success and retention through a series of interventions with students at various stages of their study.

SSAF, HEPPP and the LTU fund this initiative. Student Success Advisers (SSA), Shift Supervisors and the SSP Coordinator have been implementing new...
communication and business procedures, developing digital training resources and new quality assurance and reporting processes.

Commencing in semester one, the team expanded targets for welcome calls aimed at supporting the transition and success of equity cohorts. This included students from Refugee backgrounds (Humanitarian visas) and students from Pathways (TAFE) backgrounds.

<table>
<thead>
<tr>
<th>Student feedback included:</th>
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<tbody>
<tr>
<td>• “I appreciate your call. Good to see the university taking proactive steps to help at risk students.”</td>
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<tr>
<td>• “It was nice talking to you too! I am so glad QUT has such a wonderful program for students!”</td>
</tr>
<tr>
<td>• “I really appreciate your help and for your great information. Actually I was really overwhelmed but when you gave me a chance to talk with you I am getting more calm. I am really grateful and happy that I have an opportunity to study at QUT and being part of this community.”</td>
</tr>
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Career and Course Advising
2017: $171,335 ($127,182 salary; $44,153 non-salary)

This service provides support to students in their first year of study around course and career options, as well as advice to prospective students, thereby ensuring a close match between students’ career aspirations and course choices. The service focuses on students who have been identified as being at risk of disengaging due to course dissatisfaction or a lack of goal orientation and motivation, including career-related concerns.

The Course and Career Advisor has developed strong relationships with faculties and other support services to promote the support offered to first year students with careers-related issues/concerns.

The Advisor is the primary contact for the QUT Student Success Program and played an active role in supporting the QUT Business School Orientation and Transition Program. The Course and Career Advisor worked with staff in Engineering, Justice, Biomedical Science and Peer Programs to provide 1st year students with assistance for their career exploration and critical decisions regarding course majors and minors.

A webpage specifically for 1st year students was developed on the Careers and Employment website.

<table>
<thead>
<tr>
<th>Career Development Workshops</th>
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<tr>
<td>During Semester 1 2017, the Course and Career Advisor delivered the following activities:</td>
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<tr>
<td>• Pre-O Week Kick-start Sessions: 170 students</td>
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<td>• O Week Achieving Your Dream Career: 145 students</td>
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<tr>
<td>• Week 2 Achieving Your Dream Career: 19 students</td>
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<tr>
<td>• Career Referral Training for new Student Success Advisors: 7 students</td>
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<tr>
<td>• Careers content to Student Ambassadors to deliver at Explore Uni session: 250 students</td>
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<tr>
<td>• Careers Session for 1st year Med Lab Science students: 100 students</td>
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<tr>
<td>• KKB101 Creative Industries Resume support session: 4 students</td>
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<tr>
<td>• Interview Skills + Practice: 13 students</td>
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<tr>
<td>• Job Search Techniques: 5 students</td>
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The Course and Career Advisor also attended and briefly presented at the 'Experiences in Human Rights & International Humanitarian Law' event (30 students) and provided training for new Student Success Program advisors.

During Semester 2 2017, the Course and Career Advisor delivered the following activities:
• Achieving Your Dream Career: 80 attendees
• Finding Part-time Work: 100 attendees
• Presented at STIMulate Peer Leader Semester 1 Awards Event – ‘Improving Your Digital Identity’, with PCA: 30 attendees
• Job Search Techniques: 10 attendees
• Networking: 10 students
• Resume Writing + Job Club (HiQ): 17 students
Career Strategies session at IFB103 Information Technology 1st year lecture: 10 attendees

The average score for overall student satisfaction was 4.3/5.

Student feedback included:
- “[...] was really helpful and gave tips that could make our journey towards successful career planning successful.”
- “In my opinion the workshop was great, very informative and helpful. There is nothing I could suggest to improve it.”

Throughout 2017 the Course & Career Adviser supported 546 individual career counselling sessions with students (compared to 372 in 2016) and undertook 48 phone/Skype/email consultations (compared to 32 in 2016). 89 students were referred through the Student Success Program (compared to 28 in 2016), all but 16 of whom are included in the above figures for face-to-face or phone consultations.

Peer Career Ambassador (PCA) Program

The PCAs have assisted students with general enquiries and referral to various QUT Support Services such as Careers & Employment, Counselling Services, Library Study Assistance and International Student Services. The PCAs have also been trained in assisting students through peer-to-peer support and sharing experiences regarding their course and career decisions.

Peer Career Ambassador Program outcomes

Over Semester 1, 2017, the Course and Career Adviser met with and provided beginner training for 11 students to prepare them for their involvement in the Peer Career Ambassador Program. 23 PCAs continued their involvement from Semester 2, 2016 (6 of these students attending the ongoing training sessions). 13 PCAs participated over 2 days of Semester 1, 2017 O Week, running a stall promoting the PCA program and the support it offers students. 24 drop-ins sessions were run by the PCAs over the Semester, with approximately 526 students stopping to engage with the PCAs, and/or collect a brochure about Careers and Employment services, over the semester. In addition, 4 x First Year Events were run, with 220 first year Business or Engineering students attending in total. Feedback was positive for each of these events, including that the 1st year students enjoyed finding out more about Careers and Employment support, and enjoyed speaking to both their fellow students and students in later years of their course (i.e. PCAs).

In Semester 2, 2017, the CCA provided beginner training for 8 students to prepare them for involvement in the Peer Career Ambassador (PCA) Program. 19 PCAs continued their participation in the program from Semester 1. 13 PCAs ran booths over 2 days of Semester 2, 2017 O Week, promoting the PCA program and the support it offers students. 14 drop-ins sessions were run by the PCAs over Semester 2, with approximately 373 students engaging with the PCAs, and/or collecting a brochure about Careers and Employment services, over the semester. In addition, 4 x First Year Events were run, with 140 first year students attending. In August, a Professional Development session was provided for all participating PCAs, including a session on developing their LinkedIn Profiles, and presentations / networking with 7 industry professionals. 28 PCAs attended the event, which received very positive feedback from both the students and the industry professionals.

An experienced PCA created 7 videos of PCAs sharing their university tips and experiences, which have been posted to the QUT Careers and Employment (each have had around 800 views) and Peer Career Network (around 50 view each) Facebook groups.

Student feedback included:
- “I have been privileged enough to network with a diverse range of students, learn about QUT Careers and Employment career resources and had the opportunity to join a program which enables me to give back to my student community and faculty. The program has helped me personally navigate university life and job hunting a lot easier.”
**Realise – Industry and Employment Targeted Liaison**  
2017: $253,663 ($226,741 salary; $26,922 non-salary)

The Realise program supports areas of the University which have graduate employment outcomes that are dropping and students who upon graduation are still seeking employment.

The program continued to focus on the Justice, Nursing and Business cohorts, which were initially selected due to significantly low or slowing employment rates. The QUT Realise industry liaison officers have been working closely with course coordinators and faculty representatives.

The program continues to successfully offer exclusive job opportunities to candidates in addition to targeted workshops and support for candidates applying for opportunities outside of the program offerings.

451 candidates attended the program in 2017. This comprised 188 from Business (Accounting, Economics and Finance), 82 from Justice and 181 from Nursing. Candidate development in the area of employability saw 266 candidates attend intensive employability skills workshops during the year. A further 300 Nursing students attended a Queensland Health graduate application workshop facilitated by the Realise Program. Student satisfaction levels are high, with 98% of respondents expressing satisfaction with the program, along with extensive positive feedback. Business development activities during the year involved conversations with several hundred organisations, resulting in 420 job vacancies being advertised to Realise members in 2017. Employers working with the program indicated high levels of satisfaction with the service provided by the program team.

**Student feedback included:**
- "The REALise program was a great support to me in finding a suitable role. Whether it be resume help, interview preparation or personal advice; they were there every step of the way. The Industry Liaison Officers exceeded my expectations and I would highly recommend the REALise program to all final year students/graduates of QUT."
- "Thank you so much. Thanks to the Realise Program I was not only privileged with a foot in the door to the industry in which I studied, but was offered a dream job within a couple of weeks of graduating from my degree."

**Employability modules (REAL Employability Project)**  
2017: $150,000 (all salary)

The REAL Employability project was established to re-imagine QUT’s approach to developing employability skills in students as they transition into, through and out of their QUT university experience.

The REAL Employability Project was established as a partnership between the Student Success and Retention team and Careers & Employment. The project commenced in May 2016 with three key deliverables:

1. Underpinning framework for employability at QUT  
2. A MOOC to support students transitioning into university  
3. A learning site for current QUT students and staff to enable

Key highlights in the initiation, planning and implementation phases of the project included the following:
- Engaging with all faculties in a consultative process to test usability and applicability of the framework.
- Engaging with eLearning services to plan and develop content and create the MOOC: Kickstart your career: getting ahead at university. The MOOC has been offered on three occasions in 2017 on the FutureLearn platform: https://www.futurelearn.com/courses/kickstart-your-career. In total, 5,522 students enrolled in the MOOC, with 3001 of these students accessing the course and 1,854 actively participating in the MOOC.
- Planning and development of the early stage of the Employ Your Ability learning site (internal students) to be launched in semester one 2018.

Feedback from students in the advisory group included:
effective self-assessment and learning of employability skills

“the career development learning framework will allow me to take control of my own development of skills that will help make positive change in the world, or more employable” and “I wish I had this when I started my first year – everyone should know their own strengths and weaknesses and how this impacts their career choices.”

Extended and Enhanced Student Support Services
2017: $414,267 (all salary)

The primary focus of this project is on extending the availability and accessibility of personal and careers counselling as well as medical appointments.

Services were enhanced by providing evening personal counselling appointments (four evenings per week), 8am appointments (three mornings per week), telephone “callbacks”, and telephone appointments for remote students.

The Medical Centre at Kelvin Grove extended their opening hours from 5pm to 8pm on Mondays and Thursdays and these hours were offered at Gardens Point on Tuesdays and Wednesdays.

Career counselling was extended by 16 hours per week; and additional Disability Advisor appointments were available for 6 weeks at the beginning of semester when there is a high demand.

Support was also provided to the Leadership, Development and Innovation (LDI) Program.

During 2017, 203 personal counselling evening appointments were provided (up from 191 in 2016), a further 217 services were provided by phone or other contacts, and a further 298 sessions supplemented availability of counsellors. In addition, wait times for students were reduced. Medical appointments are prioritised for students who would otherwise have trouble accessing appointments during standard business hours, and were filled for some services up to 2 weeks in advance. During 2017 there were 2,445 consultations by GPs or Clinical Psychologists across the Kelvin Grove and Garden’s Point campuses. A further 548 nurses visits were completed in the same period. 230 after hours appointments were booked with the Careers Services.

Student Feedback included:

- “The service is excellent and fitted in with my work schedule.”
- “Relatively quick to get an appointment and good service.”

LDI Session Feedback:

- “I enjoyed opportunities to think about my own life and experiences”
- “I valued the conversations”
- “The speaker brought real life examples to connect to the topic being discussed.”

Caboolture
2017: $95,270 ($73,053 salary; $22,217 non-salary)

A range of student support services were provided at the Caboolture campus, owing to SSAF funding.

Student Engagement Officer
This position was the primary contact for all student engagement and support activities at the Caboolture campus.

Activities supervised by this position included:

- Social engagement activities such as a Student Life stall at Orientation, University Mental Health Day, Reconciliation Event (fundraiser for Indigenous Literacy Foundation), Creative Industries end of year break up, provision of assistance to the Student Guild with the Caboolture Ball and a range of events coordinated by Campus Life Leaders such as fundraising BBQs.
- Introduction of two new initiatives: 1) Food for Thought – students showcased their hobbies/interests and provided food to match (e.g. henna with Indian food, crocheting workshop with scones and jam, vintage hair
and make-up with a high tea); and 2) Plug In – a Peer Leader café offering support and advice to any students with questions regarding their university journey.
- Coordination of over 520 hours of volunteering.
- Collection and distribution of 2,370 kilos of food donated from Coles Morayfield, three times per week during semester (‘Secondbite’ program).
- Free fitness and yoga classes for students to improve wellness.
- Recruitment and training of Peers at Caboolture (PAC) Peer Program volunteers.
- Supervision of Campus Life Leaders to increase volunteering and engagement on campus.
- Inclusion in a Co-curricular Record pilot for reward and recognition of volunteers.

<table>
<thead>
<tr>
<th>Student Assistance Scheme (CCSAS)</th>
<th>The Caboolture Campus Student Assistance Scheme provided assistance to students in financial hardship. Students applied for support each semester and were assessed based on financial hardship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foodbank</td>
<td>In 2017, there were approximately 150 visits to the Foodbank.</td>
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<tr>
<td>Breakfast Club</td>
<td>During 2017, “Food for Thought” was introduced on campus to replace the Breakfast Club (due to dwindling interest from QUT students). This new initiative was led by student volunteers and showcased their skills/hobbies, matching an activity to a food (e.g. teaching origami matched with making rice paper rolls, henna tattooing workshop with an Indian feast). This enabled better engagement of students and allowed them to sample new skills/hobbies and explore different foods.</td>
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</table>
| Leadership Development and Innovation (LDI) Program at Caboolture campus | 2017 LDI workshops held at the Caboolture Campus included:
- Tackling Difficult Conversations
- Diversity and Intercultural Competence
- Listening Deeply
- A Creatures of Habit: How to Build Better Habits for a Better 2017 |

**Campus Life**

**Student Leadership, Development and Innovation Program**

2017: $308,189 ($184,458 salary; $124,731 non-salary)

The Leadership, Development and Innovation (LDI) program provides a curriculum for student development and leadership within a recognition framework for co-curricular experience across the University.

Throughout 2017 the LDI Program provided opportunities for students to gain...
additional knowledge and employability skills not covered in the curriculum. The Program provided the foundation for developing QUT’s Co-Curricular Record to formally recognise the rich learning that students experience outside of the formal curriculum.

The program’s foci included: Peak Performance and Personal Excellence; (Self Leadership); Organisational and Community leadership (Leading with Others); and Social Justice & Global Change (Leadership for a Better World). The LDI team - in close partnership with 104 students - delivered a total of 189 workshops and experiences with 2,744 student participants. In December 2017, 3,061 students were members of the LDI OrgSync online portal. Within this engaged group of student leaders, approximately 235 students identified as having a disability (7.7%) and 160 students had English as an additional language (5.2%). The proportions of these Equity groups that are engaged with LDI exceed the university average for these groups.

Projects facilitated through LDI and the Real World Placement Program included supporting the student club QUT Big Lift and working with Somerset Hills State School and Woodford Folk Federation (now Woodfordia. Inc). Through a ‘Students as Partners’ approach LDI delivered: the 2-day student leadership conference; Training Institute (a 5-day intensive retreat); No-Frills conference; the Innovator’s Lab (3-day intensive incubator for innovators); and the LDI Sessioneers program involving 12 students engaging in a year-long advanced facilitator training program. 94% of participants in the Training Institute felt more connected to the QUT community and 92% of general workshop participants were satisfied/very satisfied with their experience.

Student feedback included:
- “The Training Institute was an unbelievably amazing atmosphere to be in and such a safe space to contribute, interact and be involved in and this was because of the supportive space created by the participants and staff.”
- “The Training Institute has been a life changing experience. I think on a personal level I can now appreciate diversity of thoughts, culture and personality more than ever before. I can also better acknowledge difference of opinion.”
- “Well organised, friendly workshop facilitators and getting to meet fellow students who were mutually interested in deep discussions and community change. (student leadership conference participant)”

Orientation and Transition Program Extensions
2017: $392,380 ($193,571 salary; $198,809 non-salary)

The Orientation and Transition Program aims to instill a culture of connectedness and a sense of belonging for new students, through a university-wide approach to orientation and the provision of a welcoming campus culture driven by QUT Connectors.


QUT’s Orientation periods included an Official Welcome event supported by QUT Connectors (student mentors), who played an important role in Orientation, and in the design and initiatives of the Connect program.

The Connectors were involved in the early engagement campaign as part of the early offer rounds and training of HiQ peer concierge utilising resources and practices from the Connect program.

The management of the Connect program and promotion of volunteerism as civil responsibility and an employability attribute is a major focus of this initiative. Developing skills and a sense of community through volunteering provides the foundation for peer engagement, student leadership and major events on campus (i.e. orientation, TEDxQUT, QUT Classic).

The Orientation survey conducted in 2017 showed positive results in terms of communication, support, connectedness, usefulness, and preparedness for study at QUT. 4.24/5 respondents agreed that attending orientation week made them feel welcome at QUT.

Student feedback included:
“The best aspect was being able to meet other new students. The friends that I met in O-Week are now some of my best friends and I’m so happy I went along.”

KickSTART 2017 was delivered in 2017 as a two-day pre-orientation event which included: a lecture and workshops on Neuroplasticity and a Growth Mindset by Professor Selena Bartlett; learning, life, career and uni pathways skills sessions; sort out your stuff options; and evening social activities. Students from target cohorts (mature aged, first in family, culturally and linguistically diverse, rural/remote students) are well represented in the 230 commencing students who participated. The retention rate for participating students at the end of semester one was 97%. 93% of participants surveyed agreed or strongly agreed that they would recommend KickSTART to other QUT students. The program was a partnership between 48 student volunteers and 12 staff from across the service areas. 100% of the volunteers who were student partners who were surveyed indicated that they agreed or strongly agreed that they developed transferable skills that contributed to their employability.

Student feedback included:

- “I made some friends who were students and Connectors. In doing so I feel my network has already begun to grow and will only increase further.”

Support for Student Clubs, Sport and Projects

2017: $1,388,210 ($390,310 salary; $997,900 non-salary)

Funding supports a wide-range of student club and sporting activities at QUT.

The Student Clubs and Projects (SCAP) scheme provides grants to students for club and student projects that contribute to QUT student life and campus culture.

The links between curriculum and ‘out of the classroom’ learning experiences are strengthened through providing support and funding to student-led initiatives and aligning their activities with the relevant disciplines or faculty.


($196,964 salary; $397,373 non-salary)

Key changes to grants application processes were introduced streamlining the process through close alignment between sport and general grants into two major rounds; increasing accessibility through monthly grant rounds for smaller-scale initiatives. Stricter enforcement of requirements and assessment, coupled with ongoing training and consultation, has resulted in fewer, but more well-prepared grant applications.

A total of 233 general applications were received in 2017, with grants to clubs and projects totaling $261,174. A total of 141 clubs and projects were active in 2017 with a combined membership of 7,880 individual QUT students.

In addition to grants, funds are available to develop ‘agency’ among students, enabling them to shape their university experiences through events, competitions and developmental opportunities. Larger on-campus events include, the Queer Market Day, the second annual QUT Droid Racing Challenge, the CODE Network Winter Hackathon, and the Dub D/zine. Networking events facilitated by student clubs continue to be well-received, with 34 industry nights funded in 2017 (e.g. the Inside Out Showcase and Awards Night attracted approximately 40 sponsors and 200 participants). Funding continues to be available for students to attend training (e.g. first aid, mental health first aid), conferences (e.g. The Future of Leadership Conference), and represent QUT in competitions (e.g. Australian A Capella Awards, where the QUT Academics won prizes for Best Comedy song, Best Contemporary song, Fan Favourite and the overall Open Division – Ensemble Champion).

SCAP funds enabled students to influence the physical campus environment with the project ‘Eco QUT’ collaborating with Facilities Management to deliver a Tree Planting day at Kelvin Grove, as well as conducting ‘waste audits’ identifying issues and possible solutions with QUT’s waste management processes.

Student Engagement and Sport (SES) has taken a ‘students as partners’ approach to initiate a student-led response to address issues raised in ‘Change the Course’: a national report on sexual assault and sexual harassment at Australian universities. SES engaged Griffith University MATE program to deliver bystander training to over 40
Support for sporting activities (‘QUT sport’).

In addition to funding sporting activities, a Sports Coordinator and Sports Officer are engaged to run these activities and provide advice to students.

The Strategic Framework and Action Plan for QUT Sport guides work in this area, which includes Four pillars of: Participation, Performance, Partnerships, and Promotion of Health and Wellbeing.

($193,345 salary; $545,337 non-salary)

In 2017, QUT Sport priorities were the integration of the Elite Athlete program, renewal of community partnerships and increase of participation through intervarsity events and club membership.

QUT Tigers ranked third in Northern University Games (NUG) maintaining our 8th position for Australian University Games (AUG) for the second year, out of the 42 universities that competed. Our ranking on a per capita basis improved from 10th to 2nd place for AUG, with an increased medal tally from 2016, winning 4 gold, 4 silver, and 4 bronze.

QUT Sport subsidised 485 students to compete in 27 different sports at Australian University Games (AUG), the largest team to compete for QUT. More important was the inclusion of 83 elite athletes representing QUT for the first time, an increase from the 6 Elite Athletes who competed for QUT in 2016. As well as improving the standard of a team’s performance, our elite athletes enabled us to compete in sports which we have previously not entered, i.e. Men’s and women’s rowing, men’s badminton, a golf and sailing team.

New community partnership arrangements were made with Brothers Rugby Club, Wynnum Manly District Cricket Club, and renewed agreements with North Brisbane Football (soccer), and Norths Devils Rugby League FC. All agreements include opportunities for working integrated learning (WIL) placement, mentoring of student clubs, co-curricular experiences, and access to facilities and coaches for students.

A total of 46 sport applications were received in 2017 with grants to clubs and projects totaling $184,269. A total of 22 sport and recreational clubs and projects were active in 2017 with a combined membership of 2,354 individual QUT students, over 50% increase from 2016 (1,125). A joint QUT & ACU initiative, Kicking Goals Together was awarded the 2017 Australian University Sport (AUS) Community Leadership award, acknowledging the efforts of QUT’s Sport Officer. The project developed the employment and life skills of youth from refugee and migrant background, while providing opportunities to engage with international and local students from the two universities through a social football competition.

Other achievement include:

- Clubs Clash event with UQ which involved 150 QUT students over 10 different sports in the two separate events in 2017. Boxing was featured in the Club Clash and became the first amateur boxing public showcase between two Australian Universities for the past 50 years.
| 2017: $216,276 ($131,599 salary; $84,677 non-salary) | The Elite Athlete Program provided a flexible and responsive approach to the needs of elite sporting students. Many professional associations, such as Queensland Reds, Lions, Queensland Academy of Sport, Broncos, and the high performance swimming coaches now actively encourage their athletes to study at QUT, owing to the Elite Athlete Program. ($55,191 all non-salary) 
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<tr>
<td>The Elite Athlete Program registered over 410 students in 2017, including over 140 ‘active’ international competitors and Olympians. The majority of student athletes are not funded by their national sporting organisations. All of the funds from this initiative are distributed to elite athletes to assist with the out-of-pocket expenses, incurred through national and international competition. In 2017, funding supported 92 elite athlete through partial reimbursements of their expenses, typically related to travel costs. In semester 2, the application and disbursement process was improved and simplified, allowing athletes to apply prior to their events, which is when the support is most needed. Bursary amounts are now fixed in the amounts of $500 and $1000, as opposed to a percentage basis.</td>
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<tr>
<td>Cultural Events and Activities</td>
<td>Cross-institutional collaboration has continued in 2017 with many cultural student clubs inviting students from other Brisbane and Gold Coast university clubs to participate in QUT events as audience members or performers. Griffith Gold Coast Pasifika students attended Pasifika Night, along with many other community members. Pasifika Night 2017 was again delivered in partnership with the QUT Student Guild. The Dragon Boat Regatta continued to engage students and staff with a total of 20 teams and 377 paddlers involved, with a good mix of domestic and international students. Held at the Southbank forecourt the event attracted many spectators and profiled QUT’s diverse community through the involvement of sport and recreational, and performing arts student clubs. The Ramadan dinner, East West Fest and the Mid-Autumn Moon Festival all celebrated our cultural diversity and continued to enjoy good attendance, developing university-wide collaborations. Cultural events and activities in 2017 included: Harmony Day, New Year Water Festival, IndoFair, Murri Ailan Way, Ramadan Break Fast Dinner, East West Fest, Dragon Boat Regatta, Pasifika Night, and Mid-Autumn Moon Festival.</td>
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<td>9 Elite Athletes represented Australian universities at the World Uni Games in Taipei and one elite athlete competed in World Uni Rugby Championships. An emerging club development framework was established, with initial progress streamlining SCAP processes for sport and non-sport clubs as well as the formation of a Club Development Handbook. 7 students where engaged in volunteer roles on formal sport and recreation committees, including SCAP Sport committee and Sports Advisory Committee. McLeod Country Golf Club offered two free 14 week learn to play golf programs to 40 students with strong participation from international students.</td>
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Support and funding through the SCAP grants continues to be provided to our student clubs for their involvement in off-campus community events (e.g. UQ, BCC). These include Eid Festival, Singapore National Day, Citra Malaysia, Saudi Women Cultural Exhibition, Sri Lankan Lantern festival, International Mother Language Day Celebrations.

Student feedback included:
- "Thank you all for the wonderful experience. I thoroughly enjoyed it, and it was great to get to know and experience some genuine Australian warmth and hospitality so close to my arrival in Australia! It was a pleasure to get to know so many of you". (Dragon Boat)

### HiQ Concierge

**2017: $311,000 (all salary)**

HiQ Concierges are roles filled by students to deliver peer to peer interactions as the first point of contact at HiQ. Concierges were introduced as part of a new tiered service model for QUT with the commencement of HiQ on 29 April 2017, and represent Tier 1 of the model.

Concierges respond to directional and general enquiries, assist students and clients to use on-line self-help services, issue ID cards, assist with book and equipment loans, present to student groups and classes regarding HiQ services, conduct enrolment assistance sessions, and coordinate clients to see a HiQ Adviser or Tier 3 service provider if needed.

HiQ Concierges also play a role in major QUT events such as Open Day, Robotronica and orientation week, by conducting campus and library tours, fielding enquiries at enquiry tents, and distributing food to students at Breakfast Club.

HiQ Concierges provide services to students and clients across a wide range of hours:
- 7.00am to 10.00pm Monday to Friday and 9.00am to 5.00pm weekends during Semester
- 8.00am to 6.00pm Monday to Friday; 9.00am to 5.00pm weekends at Gardens Point; and 1.00pm to 5.00pm weekends at Kelvin Grove during Semester breaks.

During 2017, 65 HiQ Concierges worked a total of 5,059 SSAF funded hours (51% of total hours). Concierges responded to 51,597 enquiries, representing 53% of total face-to-face enquiries fielded at HiQ Service Points. Students and clients are able to voluntarily provide feedback regarding their HiQ service experience using iPads located at HiQ exits. The average score for service is 4.5/5.

Students comments included:
- “As a new student, it was amazing to be helped by such helpful staff. Thanks for making it such a good start to my studies here.”
- “Provided an excellent greeting experience and made me feel real comfortable.”
- “All the concierges are fantastic!”
- “Love the concierges!”
- “All staff are very nice and very approachable.”

QUT received an Australian Service Excellence Award for HiQ at the Customer Service Institute of Australia’s (CSIA) annual awards ceremony in October. QUT was presented with the Customer Service Project of the Year - Customer Impact award. This award was presented to the organisation that: supported a culture of customer service; ensured consistency of service delivery; delivered high quality customer service; and demonstrated customer impact.