



Australian Centre for Student Equity and Success

Annual Report 2024

Universities For All



Acknowledgement of Country

The Australian Centre for Student Equity and Success acknowledges Indigenous peoples across Australia as the Traditional Owners of the lands on which the nation's campuses are situated. With a history spanning more than 60,000 years as the original educators, Indigenous peoples hold a unique place in our nation. We recognise the importance of their knowledge and culture, and reflect the principles of participation, equity, and cultural respect in our work. We pay our respects to Elders past, present, and future, and consider it an honour to learn from our Indigenous colleagues, partners, and friends.



Contents

Message from the Executive Director	02
Message from the Advisory Board Chair	03
About ACSES	04
Mission statement	05
Values statement	06
Key principles	07
Re-launch as a What Works Centre (mid-late 2023).....	08
2024: A year of growth, innovation, and impact.....	10
Financial management and funding sources	18
Governance	19
2025 and beyond	20
Our people	21
Our publications	24
Our events	25



Message from the Executive Director

The past two years have marked a significant period of renewal for the Australian Centre for Student Equity and Success (ACSES). In 2023, we welcomed a new leadership team and introduced a new operational model, laying the groundwork for a more impact-driven approach to student equity. These changes culminated in 2024, with our transition from the National Centre for Student Equity in Higher Education (NCSEHE) to ACSES, reflecting a broader and more ambitious commitment to research, policy, and practice in the equity space.

Our mission remains clear—to equip universities and policymakers with evidence-based solutions that improve access, retention, and success for underrepresented students. Over the past year, ACSES has expanded its research programs, deepened sector engagement, and launched initiatives that drive meaningful change on the ground. The Centre has also played a pivotal role in national discussions on equity, particularly in shaping responses to the Universities Accord.

As we look ahead, our focus is on sustained impact. Equity in higher education is not just a policy goal—it is essential to Australia's future prosperity and social cohesion. Through rigorous research, strategic partnerships, and practical innovation, we will continue to bring to fruition what works to ensure student success.

I am deeply grateful to our partners, stakeholders, and the entire ACSES team for their dedication. I look forward to the next phase of our work as we build a fairer higher education system.



Professor Shamit Saggar CBE FAcSS

Executive Director

Australian Centre for Student Equity and Success



Message from the Advisory Board Chair

Higher education should be a gateway to opportunity—but only if it is truly accessible to all. At Curtin University, we have long recognised that equity and excellence go hand in hand. Since 2013, we have proudly hosted what is now the Australian Centre for Student Equity and Success (ACSES), ensuring that research and policy in this space remain deeply connected to the real experiences of students and institutions.

My own commitment to educational equity is both personal and professional. As an academic and university leader, I have seen first-hand how support and opportunity can transform lives. When students from all backgrounds are given the chance to succeed, the benefits extend far beyond individuals—to communities, industries, and the broader economy.

ACSES plays a critical national role in helping universities and policymakers remove barriers to student success. By delivering independent research, actionable insights, and practical solutions, the Centre ensures that equity is not just a vision, but a measurable reality.

As we navigate the challenges and opportunities ahead, ACSES's work has never been more important. The Centre and its expertise will play a crucial ongoing role in the Australian higher education landscape. I commend Professor Shamit Saggar and his team for their leadership and dedication, and I look forward to seeing their continued impact in shaping a more inclusive and successful higher education system for all Australians.



Professor Harlene Hayne CNZM

Vice-Chancellor

Curtin University

Advisory Board Chair

Australian Centre for Student Equity and Success

About ACSES

The Australian Centre for Student Equity and Success (ACSES) is a national research and policy centre funded by the Australian Government Department of Education and based at Curtin University.

Leading a new era for student equity in Australia, ACSES partners with universities to close equity gaps in higher education by identifying and promoting evidence-based policies, practices, and programs that improve student success.

As a What Works Centre, ACSES provides tangible, research-backed guidance on what works to support equity students—particularly First Nations Australians, students with disability, those from low socioeconomic backgrounds, and students in regional and remote areas.

Through collaboration, innovation, and a focus on real-world outcomes, ACSES is shaping a fairer higher education system.

> The ACSES Team in October 2024



Mission statement

ACSES's mission is to work with universities to close the gap for equity groups, by using the latest data collected through trials, evaluations, and research to inform better practice.

ACSES is a collective endeavour, where practitioners, educators, researchers, and policymakers come together with a shared passion for equity in education. It uses the power of research to harness the practical insights that drive real change, working towards a vision of Australia where no student is left behind.



> Shamit Saggat speaking at ACSES Launch

ACSES Mission

To work with universities to close the gap for equity groups.



ACSES Vision

A nation where no student is left behind.



Tagline

Universities For All



Values statement

At ACSES, our work is driven by a shared commitment to five core values that resonate deeply with our team. These values guide us in our mission to promote equity and excellence across higher education:

- > **Integrity:** We uphold the highest standards of honesty and transparency in all that we do, ensuring trust and accountability in our work.
- > **Fairness:** We are dedicated to creating a level playing field for all students, advocating for equitable access and opportunities.
- > **Collaboration:** We believe that working together—within our team, with our stakeholders, and across the sector—is essential to achieving meaningful impact.
- > **Innovation:** We seek out and embrace new ideas and approaches to solve challenges, always striving to stay at the forefront of research and practice.
- > **Impact:** We are focused on delivering real, measurable outcomes that make a difference in the lives of students and contribute to a more inclusive education system.

These values were collectively identified by our staff and are embedded in every aspect of our work at the Centre, shaping the way we engage with the community, conduct research, and drive change.

> Ian Li addressing the ACSES Symposium 2024



Key principles

There are five main principles that underpin the work of ACSES:

1

New focus on What Works: ACSES focuses on evidence-based interventions, emphasising the Trials and Evaluation Program.

2

Rigour in collecting and curating research: Despite the broadened scope, ACSES maintains a commitment to research excellence.

3

Focus on larger systemic programs: ACSES prioritises initiatives with systemic impact, contributing to broader changes in the higher education landscape.

4

Governance by sector leaders: The Centre's governance includes sector leaders, such as Vice-Chancellors, ensuring strategic alignment.

5

Here to serve the sector: ACSES is providing support and capacity-building services to the sector to help Australia's Table A and B (university) providers to improve student equity.

Re-launch as a What Works Centre (mid-late 2023)

This Annual Report covers the calendar year 2024 and provides an overview of ACSES's activities, impact, and strategic direction. It highlights progress across our programs in data, research and policy, and trials and evaluation. It also captures the communications, stakeholder engagement, publications, and events delivered throughout the year to strengthen sector relationships and amplify the Centre's impact, as well as funding, operations, compliance, and governance details.

ACSES entered 2024 as the National Centre for Student Equity in Higher Education (NCSEHE), a nationally funded research and policy centre hosted at Curtin University since 2013.

Over its 16-year history, the Centre played a pivotal role in advancing student equity through evidence-based research, practitioner engagement, and sector-wide policy influence. During this period, it funded 79 research projects, supported 12 equity fellows, and helped shape institutional practice and national policy—including during the critical COVID-19 response.

From the middle of 2022, the Australian Government Department of Education and NCSEHE collaborated on a review of the Centre's operations and forward strategy. This culminated in a pivot for NCSEHE towards a greater focus on "what works" in student equity programs. This led to increased investment from government and Curtin University and a new structure for the Centre that now has three supporting programs: Data, Research and Policy, and Trials and Evaluation.

Consequently, 2022-2023 became a year of transition for NCSEHE, with important projects being completed on careers information and support for equity students, as well as the initiation of two important projects: the updating of the Critical Interventions Framework (CiF) by a team from the University of Newcastle and a report on the Implementation of the Student Equity in Higher Education Evaluation Framework (SEHEEF) by the Institute for Social Sciences Research at The University of Queensland.

This was accompanied by the restructuring of the Centre, and its re-launch under the leadership of Professor Shamit Saggarr from July 2023, as well as appointments to the three new program areas. The Centre continued to engage with national policy through its work for the Australian Universities Accord Review, including leading the Centring the Voices of Harder to Reach Under-Represented and Disadvantaged Cohorts, and its work on parity targets for equity groups.

As part of its operations, ACSES also manages the Regional University Study Hubs (RUSH) Network and this has led to work across its programs that focuses on regional issues, including projects specifically examining the evaluation and impact of the study hubs.

What is RUSH?

Regional University Study Hubs (RUSH) provide services to rural, regional, and remote Australia to enable students to access, participate, and succeed in tertiary education without having to leave their communities.

Our core programs at a glance

Data Program

Aims to increase access to and the quality of higher education student equity data and reporting in Australia by consolidating student equity data sources nationwide and leveraging this data to generate valuable insights into student equity.



Research and Policy Program

Aims to deliver a nation-leading capability that informs policies and interventions designed to improve student enrolments, experience, and completions among equity group students.



Trials and Evaluation Program

Pioneering innovation in higher education, promising tangible outcomes in the pursuit of student equity.



What is the RUSH Network?

■ ■ *In 2021, the RUSH Network was established by ACSES (then NCSEHE) to provide support to staff in a growing number of study centres and hubs across the country, fostering collaboration through a community-of-practice approach. Since then, the RUSH Network has continued to develop and grow with the support and guidance of the Country Universities Centre and Geraldton University Centre. The activities of the Network are guided by the Network Advisory Committee, comprising RUSH Managers from each State/Territory, Network Leads, and the Department of Education Regional team representatives.* ■ ■

2024: A year of growth, innovation, and impact

In its first full year as the Australian Centre for Student Equity and Success (ACSES), 2024 marked a transformative chapter for the Centre. From data innovations and pioneering trials to national events and collaborative communities, the Centre moved beyond its reestablishment phase to become a driving force for equity in Australian higher education. With a focus on tangible outcomes, ACSES delivered programs and insights that are shaping practice and policy across the sector.

Evidence to action: Building the data knowledge base

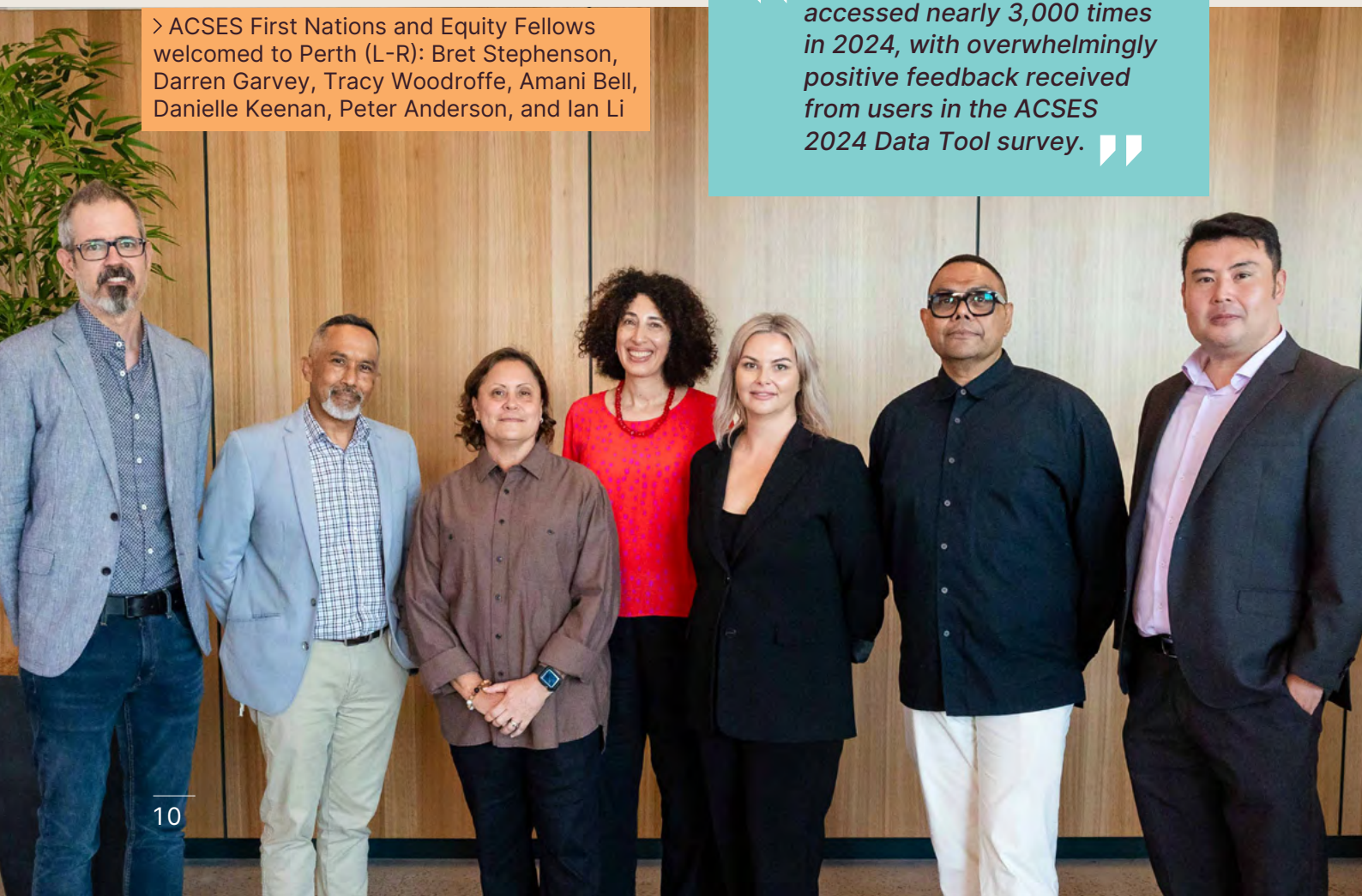
ACSES's Data Program continues to turn complex data into practical tools for the sector. The Interactive Data Tool was updated with 2022 and 2023 datasets and continues to provide visibility into long-term trends for key indicators such as access, participation, retention, and success for equity students in Australia. For the first time, first-in-family students were included as a discrete equity group.

This resource gained national and international attention, cited by the Office of the Auditor-General New Zealand and featured in The Conversation.

Snapshot:

“ The Interactive Data Tool was accessed nearly 3,000 times in 2024, with overwhelmingly positive feedback received from users in the ACSES 2024 Data Tool survey. ”

> ACSES First Nations and Equity Fellows welcomed to Perth (L-R): Bret Stephenson, Darren Garvey, Tracy Woodroffe, Amani Bell, Danielle Keenan, Peter Anderson, and Ian Li





> ACSES collaborates with EPHEA to honour early career practitioners at the EPHEA Awards 2024

To inform and engage the sector on issues relating to equity data, the team launched the Student Equity Data Guides and the Data Insights Series. The Student Equity Data Guides aim to provide the higher education sector with key information about student equity data while the Data Insights Series reports on equity student participation and outcomes in Australian higher education with a focus on trends among identified equity groups in domestic undergraduate enrolments in Australia. Combined, they amassed page visits from hundreds of unique users and over 1,800 combined document downloads.

As part of its Review of Higher Education, the Australian Universities Accord tasked ACSES with developing policy options to establish parity targets for four priority equity groups within Australian higher education. This report—*Equity Policy Options: Parity Targets*—formed the basis for the Australian Universities Accord Final Report Recommendation 10 “Participation targets”. The report was officially published in October 2024.

Research with reach: Advancing practice through inquiry

The Research and Policy Program deepened ACSES’s national leadership in 2024 by launching new rounds of the Equity Fellowships, the inaugural First Nations Fellowships, and the newly developed Visiting Scholars Scheme. These initiatives supported projects addressing topics as wide ranging as issues of equity in data and AI governance, work placement inequities, equity aspects of doctoral education and post-doctoral employment outcomes, and more.

Fellowship impact:

“The First Nations Fellowships have successfully spotlighted the importance of building experience among First Nations researchers in the broader equity research context, with projects tackling relevant topics such as the building of a senior leadership capability model for Indigenous success and planning for increasing the number of First Nations (Indigenous) secondary teachers.”

The Higher Degree by Research (HDR) Stipend Scheme also gained traction, funding research on lived experiences of equity students, including those from refugee and low-SES backgrounds.

ACSES's national Student Equity Symposium: Access, Achievement, Accord 2024 brought over 100 sector experts, university leaders, students, and equity practitioners together in-person, with an additional 400+ participants joining the live stream of the two day event, which was held in Sydney on 20-21 May 2024. With keynote speakers including the Minister for Education, the Hon. Jason Clare and Chair of the Australian Universities Accord Panel r, Mary O'Kane, the event was an opportunity to share innovative ideas, explore best practices, and address specific sector-wide challenges related to student equity in higher education in the post-Accord era.

Snapshot:

“ Access, Achievement, Accord 2024 received overwhelmingly positive feedback from participants, with an average rating of 4.3 out of 5 to the question: “Overall, how would you rate your experience at the Symposium?” ”

The program also delivered two major research funding rounds through the Large Grants Research Program. These rounds attracted a combined 56 proposals, with six projects ultimately selected. Topics included

> Guests at the inaugural ACSES Symposium 2024 (L-R): Ian Li, Jason Clare MP, Mary O'Kane, Shamit Saggar, and Barney Glover





enabling programs in senior secondary schooling, equitable learning approaches for students with invisible disabilities, and the design and implementation of “Living Labs” for Indigenous (First Nations Australia) success in the Sciences. ACSES will continue working closely with grant recipients to ensure outputs are impactful and widely shared across the sector.

At the same time, the Small Grants Research Program progressed into its final stages. Ten projects funded under the 2023–24 round commenced in 2024, with final reports due in early 2025. Some grant recipients have already begun sharing preliminary findings at ACSES-run or co-hosted events and webinars. These early insights are informing the design of the upcoming 2025–26 round, with a focus on applied, practice-driven research.

Testing what works: Innovation through trials

In 2024, the Trials and Evaluation Program launched the Equity Frontiers Trials Program. Following extensive engagement with the sector, understanding and demand for trials funding increased markedly and resulted in seven new trials being contracted. The contracted trials will be finalised throughout 2025 and 2026 and their findings published in peer-reviewed reports.

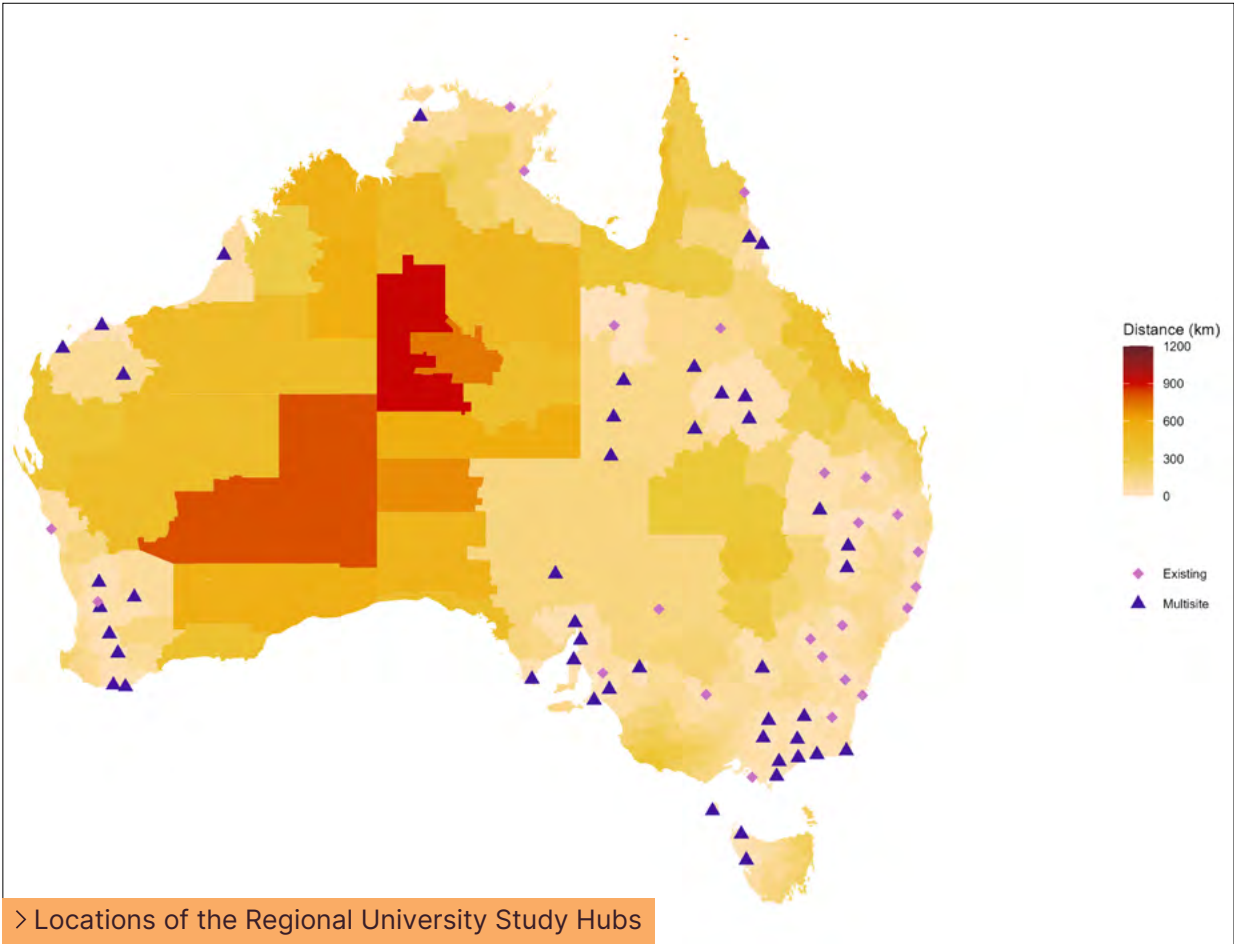
To provide universities and practitioners with open access to evidence-based initiatives that have been trialled at universities across the country, our team also developed a Trials Registry, which will be launched in early 2025. It will become a vital open-access resource for the sector, sharing protocols and results from equity-focused trials.

The creation of the Equity Hub, a program designed to build capacity within the higher education sector in the design, implementation, and evaluation of initiatives to support the success of Australian students, includes the development of 22 training modules. The content of these modules focuses on building evaluation skills for equity professionals within the context of the Student Equity in Higher Education Evaluation Framework (SEHEEF).

Throughout 2024, ACSES’s Trials and Evaluation team initiated extensive engagement with key stakeholders. Highlights included extensive rounds of engagement and training with the majority of Australian universities, collaborative events with Equity Practitioners in Higher Education Australasia (EPHEA), engagement with the Queensland Widening Participation Forum, and three trials-focused workshops in Sydney, Brisbane, and Perth—each directly resulting in one or more submissions for trial funding.

Highlight: Community of Practice (CoP) launch

“The inaugural CoP at University of Technology Sydney drew 89 participants from all 39 Australian universities. Subsequent events in Adelaide and Auckland cemented the importance of co-facilitating these learning and exchange opportunities with practitioners from across the sector. More CoP events—online and in-person—are planned for 2025.”



National footprint: Strengthening regional access

ACSES continues to manage and grow the Regional University Study Hubs (RUSH) Network. The Minister for Education announced in 2024 that Regional University Study Hubs program will continue to grow, and membership for the RUSH Network is expected to expand to 56 centres/hubs by 2025.

One of the key roles of the Network is to host a public-facing website, which features information about the Network, as well as a RUSH location map and hub contact details, news stories, employment opportunities, and more. The website also hosts a Members Portal, which contains resource materials such as policy and practice guides, recordings of webinars, and relevant publications.

The 2024 RUSH Student Experience Survey, the first such survey undertaken at a national level, provided a comprehensive insight into the users of the regional hubs, highlighting the vital role they play in educational opportunities for regional students.

Highlight: RUSH Symposium 2024 – Coffs Harbour

“This year’s event was held in conjunction with the National Conference for Regional, Rural and Remote Education, maximising hub participants’ learning and networking opportunities. The Symposium brought together 90 staff and stakeholders to strengthen collaboration and share insights.”

Snapshot:

“Views on the public-facing website saw a 44% increase in views in the second half of 2024 alone, and an overall 83% increase in views since July 2023.”

Shaping the narrative: Strategic communication

In 2024, ACSES significantly expanded its communications and stakeholder engagement efforts to support its mission of promoting student equity and success in higher education with a focus on increasing the visibility of the Centre’s work, strengthening relationships with key stakeholders, and elevating the voices of disadvantaged student communities.

A major achievement was the Centre’s rebrand from NCSEHE to ACSES. This new direction was supported by new branding, updated editorial and visual styles, and a redesigned digital presence.

Media engagement surged, with record-breaking growth in 2024. High-profile coverage in outlets such as the *Australian Financial Review*, *ABC News*, *The Age*, *The Conversation*, and *Times Higher Education* positioned ACSES as a national thought leader in student equity.

The team also led the planning and delivery of all ACSES events, including the flagship Access, Achievement, Accord 2024 symposium. They supported the production, publishing, and promotion of every major report and publication, helping to extend ACSES’s reach across diverse audiences.

Publications, webinars, and events extended the reach of ACSES programs, while collaboration with national partners like EPHEA ensured alignment with practitioner needs. Combined with a wide-reaching newsletter and high-performing social media strategy, the Centre’s communication team has helped shape national conversations around student equity.

Quick Stat: Communications and engagement in 2024 (compared to 2023)

+251%

in media mentions in 2024
compared to 2023



15,000%
growth

in media reach



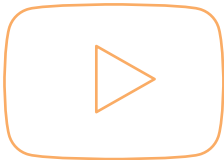
Estimated
advertising
value **tripled**

+131%

Engagement
increase



+185%
Followers



+555%
Watch time

Enabling growth: Operational foundations for impact

Behind the scenes, ACSES's Business and Operations team ensured the Centre's growing ambition was supported by sound systems, effective governance, and sustainable funding. Guided by a commitment to accountability, efficiency, and long-term sustainability, the Business and Operations team worked to ensure the Centre's resourcing and internal systems could support its expanding research and engagement agenda.

In 2024, the team:

- delivered on all financial obligations within budget, while managing a national funding portfolio totalling over \$20 million
- streamlined internal processes across HR, procurement, and reporting, laying the groundwork for future growth
- supported recruitment for all program areas, which included three interns to build capacity in data and communications.

The team also played a key role in implementing the Centre's rebrand, embedding the new identity across contracts, templates, and reporting systems. Their work enabled ACSES to remain accountable, responsive, and efficient at every level.

With funding now extended through 2027, the Business and Operations team continues to focus on transparency, sustainability, and positioning the Centre for long-term national leadership.

Quick stat:

■ ■ In 2024, 37% of ACSES funding supported the Trials and Evaluation Program, with 31% allocated to Research and Policy, and 9% to the Data Program. ■ ■



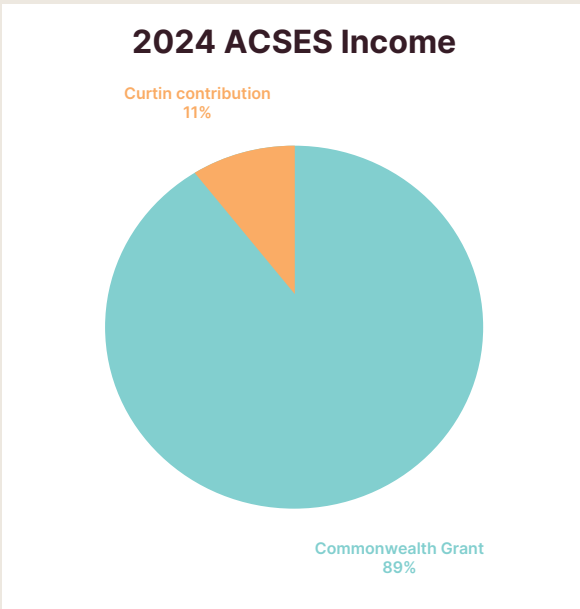
➤ Student representatives attending the ACSES Symposium 2024

Financial management and funding sources

ACSES has maintained strong financial management, ensuring all activities were delivered within budget and aligned with funding agreements and institutional requirements.

The Centre is hosted by Curtin University and primarily funded through a Commonwealth grant of \$20.5 million, committed by the Australian Government in October 2022 to support the expansion of the Centre through to June 2026. In December 2024, this agreement was extended by an additional year, to June 2027.

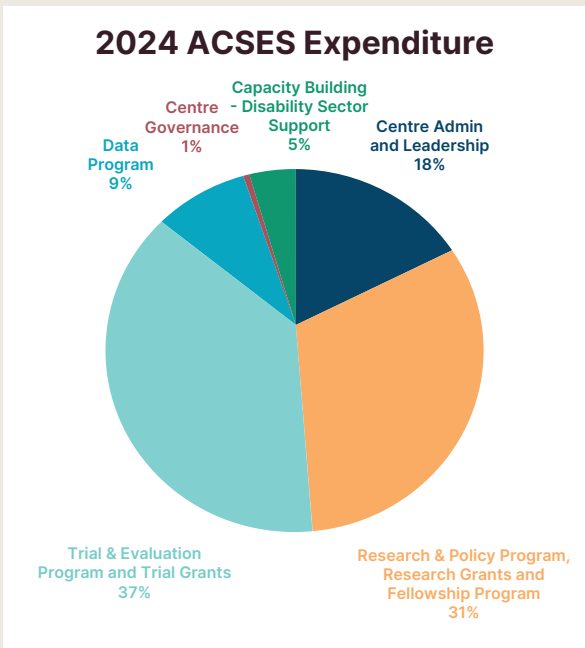
In 2024, 89% of ACSES's income was sourced from the Commonwealth grant, with the remaining 11% provided by Curtin University, reflecting its support as the Centre's institutional host.



ACSES expenditure is directed towards core functions (staffing and associated costs) and initiatives.

In 2024, ACSES allocated 18% of its expenditure to centre administration, 1% to governance, and 5% to Capacity Building – Disability Sector Support. Among the three primary programs the centre is focusing on, ACSES allocated 9% of its expenditure to the Data Program, 31% to the Research and Policy Program along with related research grants and fellowships (including competitive Equity Fellowships, First Nation Fellowships, Small Research Grants, and Large Research Grants), and 37% to the Trials and Evaluation Program, which encompasses a variety of grants for trials, scale-up projects, and impact evaluations aimed at enhancing student equity.

Robust financial systems and reporting mechanisms have been maintained to ensure transparency, efficiency, and compliance with all contractual obligations. These systems enable ACSES to steward public investment responsibly while maximising the impact of its work.



Governance

ACSES remains committed to best practice in governance and compliance, maintaining alignment with Curtin University's institutional policies and all applicable Commonwealth funding requirements. Key activities included:

- Overseeing governance, supporting the ongoing work of the ACSES Advisory Board and Grants and Fellowships Committee, and establishing the new Equity Frontiers Grants Committee in 2024.
- Ongoing monitoring of contractual deliverables and milestones across programs of work.
- Active contribution to the sustainability of the Centre by embedding cost-efficient practices and exploring long-term resourcing models beyond the current funding cycle.



➤ ACSES Executive Director Shamit Saggar and ACSES Advisory Board Chair Harlene Hayne



➤ Guests at the ACSES Launch in February 2024

2025 and beyond

As ACSES moves into its second full year of operation, we are focused on laying long-term foundations for change. A recent extension to our core funding agreement will allow us to expand the Trials and Evaluation Program—placing greater emphasis on evidence-informed approaches to tackling historic disadvantage in higher education.

In 2025, we will continue to support national reforms that aim to ensure all students—especially those from historically underrepresented backgrounds—can access and thrive in higher education. This includes contributing to government-led initiatives

such as expanded Regional and Suburban University Study Hubs, the establishment of the Australian Tertiary Education Commission (ATEC) in its interim phase from 1 July 2025, the establishment of a National Student Ombudsman, and targeted support for First Nations students and students with disability.

Building on the momentum of our first year, ACSES will deliver its first round of trial results, research reports, and fellowship outcomes. We will also roll out training and capacity-building projects across the sector to equip institutions with the tools and knowledge needed to improve equity outcomes.

Above all, our work in 2025 will aim to align with and strengthen national efforts to build a fairer, more inclusive higher education system—one where every student has the opportunity to succeed.



> Students working together

Our people

ACSES Advisory Board



Professor Harlene Hayne
CNZM
ACSES Advisory Board Chair



Professor Scott Bowman AO
ACSES Advisory Board Deputy
Chair



Dr Kylie Austin
ACSES Advisory Board Member



Dr Elizabeth Cook
ACSES Advisory Board Member



Professor Paul Harpur OAM
ACSES Advisory Board Member



Suzi Hewlett
ACSES Advisory Board Member



Professor Leanne Holt
ACSES Advisory Board Member



Kathleen Nelly
ACSES Advisory Board Member



Professor Deborah Terry AO
ACSES Advisory Board Member

ACSES Grants and Fellowships Committee



Professor Sally Kift
Committee Chair



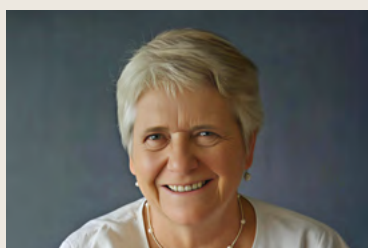
Professor Andrew Harvey
Committee Member



Professor Maria Raciti
Committee Member



Sonal Singh
Committee Member

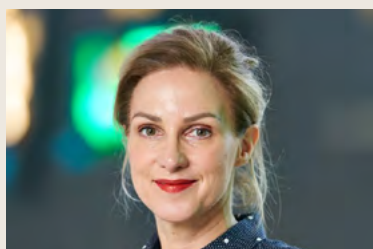


Dr Cathy Stone
Committee Member



Professor Gary Thomas
Committee Member

ACSES Equity Frontiers Grants Committee



**Clinical Professor
Michaela Lucas**
Committee Chair



**Associate Professor
Tuguy Esgin**
Committee Member



**Professor Jolanda Jetten
FASSA**
Committee Member



Dr Cassy King
Committee Member



Dr Mark Robinson
Committee Member

ACSES staff

Professor Shamit Saggar CBE FAcSS

Executive Director

Professor John Phillimore

Deputy Director

Professor Ian Li SFHEA

Research and Policy Program Director

Associate Professor Gemma Cadby

Data Program Director

Associate Professor Tim Pitman

Trials and Evaluation Program Director

Miriam Fisher

Communications and Stakeholder
Engagement Manager

Canki Yuan

Business Manager

Dr Patricia Vermillion Peirce, CE

Trials Lead

Dr Patrick Broman

Manager, National Student Equity Evaluation

Dr Paul Koshy

Research Fellow

Novia Minaee

Research Officer

Anna Will

Research Communications and Events
Coordinator

Gobinath Subramani

Senior Data Scientist

Indu Rani

Administrative Officer

Varun Mehta

Research Assistant

Daniel Doss

Data Analyst

Avishi Milentis

Research Assistant

Fardowsa Samatar

Communications Officer

Tori Bonhomme

Communications Officer

RUSH Network

Amma Buckley

Project Manager | Regional University Study
Hubs Network

Anne Whitehouse

Administrative Officer | Regional University
Study Hubs Network

Tamara Barron

Communications Officer | Regional University
Study Hubs Network

Our publications

ACSES publications

- Students With Disability in Australian Higher Education: An Overview
- Equity Policy Options: Parity Targets
- Student Equity Guides:
 - Higher Education Institutions in Australia
 - Defining Equity Groups
 - Equity Performance Measures
 - Selecting and Using Equity Reference Values
 - HEPPP Allocations Explainer.

Academic articles

Brownie, S., Broman, P., Comer, L., Cooney, C., & de Wet Fourie, L. (2024). Towards a Regionally Responsive Network: Implementation challenges in New Zealand's reforms to vocational education. *Policy Quarterly*, 20(2), 17-28. <https://ojs.victoria.ac.nz/pq/article/view/9479/8388>

Brownie, S., Broman, P., Cooney, C., & Comer, L. (2024). Equity of access and participation in tertiary education in Aotearoa New Zealand: the tale of three regions. *Kōtuitui: New Zealand Journal of Social Sciences Online*, 1–24. <https://doi.org/10.1080/1177083X.2024.2319118>

Brownie, S., Yap, J. R., Blanchard, D., Amankwaa, I., Pearce, A., Sampath, K. K., Yan, A. R., Andersen, P., & Broman, P. (2024). Tools for self- or peer-assessment of interprofessional competencies of healthcare students: a scoping review. *Frontiers in Medicine*, 11, 1449715.

Collis, J. M., Barradell, S., Broman, P., & Brownie, S. (2024). University Staff Insights on Interprofessional Education and Student-Led Clinic Opportunities at an Australian University. *Journal of Multidisciplinary Healthcare*, 17, 305–315.

Cumming, C., S. A. Kinner, R. McKetin, J. T. Young, I. Li, and D. B. Preen. 2024. "Using the Alcohol, Smoking and Substance Involvement Screening Test to predict substance-related hospitalisation after release from prison: A cohort study." *Addiction* 119 (2): 236-247.

Doleman, G., C. Duffield, and I. W. Li. 2024. "The gender pay gap in the Australian nursing workforce: A retrospective observational study." *Collegian* 31 (6): 375-381.

Feng, Y. R., I. Li, I. Kristoffersen, B. K. Armstrong, and D. B. Preen. 2024. "Effect of COVID-19 lockdowns on quality-of-life and health services access by socio-economic status in Australia." *Health Promotion International* 39 (4).

Herrmann, S., R. Kulkarni, M. Trevenen, H. Karuppasamy, C. Willis, R. Berry, B. Von Ungern-Sternberg, N. Warriar, I. Li, K. Murray, and 1 more contributors. 2024. "Patient-related factors impact the implementation of inpatient antibiotic allergy delabeling." *Journal of Allergy and Clinical Immunology Global* 3 (4).

Jackson, D., and I. Li. 2024. "Perceived skill outcomes among coursework and research graduates and evolution over time." *Journal of Further and Higher Education* 48 (4): 449-466.

Kristoffersen, I., D. Hoang, and I. W. Li. 2024. "Understanding the mental health-based poverty trap: Dynamics in psychological distress and financial precariousness, and the role of self-efficacy." *Journal of Behavioral and Experimental Economics* 111.

Li, I. W., and D. Jackson. 2024. "Influence of entry pathway and equity group status on retention and the student experience in higher education." *Higher Education* 87 (5): 1411-1431.

Nejatian, M. M., A. Sincari, K. Alam, I. Li, and H. Razavi. 2024. "Economic evaluations of eye care services for Indigenous populations in high-income countries: a scoping review." *International Journal for Equity in Health* 23 (1).

Webb, S. C., Knight, E., Lahiri-Roy, R., & Koshy, P. (2024). The Intersection of Geography, Topography and Mindset: A Nuanced Understanding of Regional, Rural and Remote Students' Tertiary Education Participation in Australia. *Australian and International Journal of Rural Education*. 34(3), 1–18. <https://journal.spera.asn.au/index.php/AIJRE/article/view/727>

Weber, C., J. Hung, E. R. Atkins, S. Hickling, T. Briffa, and I. Li. 2024. "Long-Term Pattern and Associated Costs of Re-hospitalisations in Patients After Index Atrial Fibrillation Admission in Western Australia, 2011–2017." *Heart Lung and Circulation* 33 (1): 55-64.

Our events

ACSES Events

- > 20–21 February: 2024 Fellowship Commencement
- > 21 February: Sunset Social: Shaping Australia's Student Equity and Success
- > 14 March: ACSES and EPHEA: Working Together for Student Success Webinar
- > 26 March: Launch of ACSES Community of Practice
- > 21–22 May: Access, Achievement, Accord Symposium
- > 12–13 August: RUSH Symposium
- > 21 August: How ACSES Can Support Universities in Finding Out What Works in Equity
- > September and October: Four Trials for Equity Workshops in WA, VIC, QLD, and NSW
- > 3 September: Exploring Post-Doctoral Employment Patterns for Equity Doctoral Graduates in Australia
- > 17 October: ACSES and EPHEA: Towards a Better Evaluation of What Works in Higher Education Equity
- > 13 November: Socioeconomic Disadvantages, Choice of Disciplines, and Post-University Labour Market Performance
- > 18 November: Equity Hub: A Community of Practice for Student Equity Evaluation
- > 26 November: Learners' Location, School Socio-Economic Status and School - Laurence Lasselle seminar



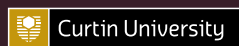
> RUSH Symposium (L-R): Shamit Saggar, Gemma Cadby, Harlene Hayne, and Ian Li



> Gemma Cadby addressing the ACSES-EPHEA event in Perth



> A project team presenting at the Community of Practice in November 2024



Australian Centre for Student Equity and Success

Curtin University
GPO Box U1987
Perth WA 6845
Australia

Email: acses@curtin.edu.au
Tel: +61 8 9266 1743

Join the conversation



[@acsesedu](https://twitter.com/acsesedu)



[linkedin.com](https://www.linkedin.com/company/acsesedu)



facebook.com/acsesedu



acses.edu.au



instagram.com/acsesedu



youtube.com/@acsesedu

Disclaimer

Information in this publication is correct at the time of printing but may be subject to change. This material does not purport to constitute legal or professional advice. Curtin accepts no responsibility for and makes no representations, whether express or implied, as to the accuracy or reliability in any respect of any material in this publication. Except to the extent mandated otherwise by legislation, Curtin University does not accept responsibility for the consequences of any reliance which may be placed on this material by any person. Curtin will not be liable to you or to any other person for any loss or damage (including direct, consequential or economic loss or damage) however caused and whether by negligence or otherwise which may result directly or indirectly from the use of this publication.

Copyright

Except as permitted by the Copyright Act 1968, this material may not be reproduced, stored or transmitted without the permission of the copyright owner. Please direct enquiries in relation to this report to the Australian Centre for Student Equity and Success to acses@curtin.edu.au.

© Copyright Curtin University 2025. ISBN Digital 978-1-7642138-3-7. ISBN Print 978-1-7642138-4-4.

Published in December 2025. CRICOS Provider Code 00301J. ADV2299

acses.edu.au