

**National Association of Enabling Educators Australia (NAEEA)**  
**Annual General Meeting**  
**President's Report for 2022**  
**Friday 10 March 2023**

In 2022, NAEEA comprised of:

- 97 members from 17 Universities  
UoN, UniSQ, CQU, ECU, UNE, CDU, ND, USC, JCU, Murdoch, Federation, Flinders, UoW, Curtin, Deakin, UniSA and UTAS
- 12 Executive members representing 9 institutions – 8 Australian and 1 New Zealand  
CQUniversity (Karen Seary), University of Southern Queensland (Charmaine Davis & Dr Jonathan Green), University of Newcastle (Associate Professor Anna Bennett and Dr Bronwyn Relf), University of South Australia (Dr Sarah Hattam and Dr Anthea Fudge), Charles Darwin University (George Lambrinidis), Southern Cross University (Associate Professor Suzi Syme), Queensland University of Technology (Dr Pranit Anand), Edith Cowan University (Fiona Navin), Murdoch University (Dr Joanne Lisciandro), Unitec Institute of Technology New Zealand (FABENZ Co-Chairs – Maria Meredith and Dr Sonia Fonua)
- 9 Special Interest Groups (SIGS)
  - Enabling Assessment – Dr Pranit Anand (QUT), Dr James Valentine (CDU) and Dr Liz Goode (SCU)
  - Enabling Curriculum – Dr Bronwyn Relf
  - Mental Health and Wellbeing – Dr Helen Scobie (UoN)
  - Research – Associate Professor Anna Bennett/Dr Jo Hanley (UoN)
  - Science, Technology, Engineering and Maths (STEM), Dr Anthea Fudge
  - Culturally and Linguistically Diverse Students – Dr Carole Carter (Vacant)
  - Online Learning – Associate Professor Suzi Syme (SCU), Anne Braund (CQUni)
  - Indigenous Students – Daniel Collins (UoN)
  - Self-efficacy (newly formed in December) – Ana Larsen (CQUni)

**Principal Activities**

- Conducted the election of executive members  
5 positions – all 5 existing members (Karen Seary, Charmaine Davis, Anna Bennett, George Lambrinidis) were re-elected for a two-year term 2022-2023. Additionally, Fiona Navin (Edith Cowan) and Jo Lisciandro (Murdoch) were co-opted to the executive to widen the institutional representation on NAEEA.

Bronwyn Relf, Anthea Fudge, Sarah Hattam, Jonathan Green and Suzi Syme completed the complement of NAEAA Executive members.

- Presented 2022 Webinar series
  - May 27*: Challenges and Opportunities for Inclusive Assessment Post-Pandemic - presented through HERDSA's Assessment Quality SIG
  - June 3*: Interactive orals – an alternative assessment approach to assessing student learning and enhancing academic integrity
  - July 30*: How might a 6-week model of teaching and learning assist with student engagement and retention in Enabling Programs
  - August 12*: What is Enabling Curriculum, why it matters and how it differs from pedagogy.
- Continued circulation of the NAEAA Newsletter to members
  - Edition 13 distributed in December, 2021 with contributions by institutions: UniSQ, CQU, CU, FUA, SCU, UTAS, and ECU.
  - Edition 14 distributed in July 2022, with contributions by CQU, UniSA, UniSQ, ECU, UoN, and MU.
- Supported the Partnership of Australia and South Sudan Project (PASS project)  
NAEAA provides a small monthly donation to support the project. Commitment from 14 April, 2022 of \$600 - 12 x \$50 payments to conclude on 14 April 2023. Provided wages for 6 teachers at the Pass New Nation Secondary school in Kangi district.
- Distributed RHD research survey requests to institutions to support participation
- Established process for awarding small NAEAA Grants. The NAEAA Executive recognised the need to support members working in Enabling and Pathways education to undertake research that contributes to evidenced-based practice so awarded 3 competitive grants  
The initial recipients include: Trixie James (CQUniversity) for The Be Positive Program: Helping students develop psychological well-being and resilience through implementing positive psychology strategies \$700; Ana Larsen (CQUniversity) for Enabling educators engaging with social equity discourses \$500 and Shaz Atree and Selena Tenakov (ECU) for UniPrep Schools – Transition and Preparedness in tertiary studies \$800
- Conducted the biennial NAEAA Conference in a face-to-face mode
- Presented a case to Minister Jasen Clare to request Enabling programs be exempt from the 50% Fail JRG requirement
- Submission to the University Accord noting our priorities
- Established the Self-Efficacy Special Interest Group (SIG)
- Continued the Benchmarking of Enabling Programs across Australia Project – The report, authored by Charmaine Davis (UniSQ), Associate Professor Suzi Syme (SCU), Chris Cook (CQU), Dr Sarah Dempster (UTAS), Lisa Duffy (ECU), Dr Sarah Hattam (UniSA), George Lambrinidis (CDU), Kathy Lawson (Curtin) and Dr Stuart Levy (Fed Uni) has been uploaded to the NAEAA website. Nine enabling programs across Australia worked together from 2021-2022 to produce this report investigating the comparability of learning outcomes, curriculum and assessment practices across their enabling programs. This is the first comprehensive, cross institutional study of

enabling programs in Australia and, in the absence of national standards or inclusion in the AQF, will make a significant contribution to the standardisation of programs, providing quality assurance, transparency, and potentially portability of qualifications for students. The report provides NAEAA with a recommendation on an approach for a national framework.

**Recommendations:**

1. Adopt the NAEAA program learning outcomes as the national standard for enabling programs across Australia.
2. Continue to engage with the AQF review process, informed by the outcomes of this benchmarking report, to embed enabling education in a revised AQF.
3. Maintain a Community of Practice through NAEAA to support ongoing development and refinement of enabling education nationally.
4. Promote and support a culture of ongoing peer review amongst enabling programs using the benchmarking framework and templates developed for this project.
5. Support enabling educators to build cross institutional, collaborative scholarly projects and to publish findings in scholarly journals.
6. Increase advocacy of enabling programs in scholarly and other publications to make visible the critical role they play in Australian higher education to governments, institutions and communities to ensure the ongoing provision of enabling education for future generations of students.
7. Undertake a sector level study of enabling education student outcomes to determine the correlation between success in enabling study and success in further undergraduate study

**Going forward – 2023 will see the:**

- Expanded Executive Committee - Trixie James (CQUniversity), Stuart Levy (Fed Uni) and Angela Jones (ECU)
- Continued drive to increase the association membership
- Continuation of the Benchmarking Project
- Continued commitment to advocating for Enabling at the Federal government level
- Continued enhancement of the NAEAA website
- Construct the NAEAA submission to the University Accord
- Provision of a Webinar series
- Establishment of an additional SIG – Diploma Studies – Dr Johanna Nieuwoudt and Dr Rikki Quinn (SCU)
- Planning for 2024 NAEAA Conference - call for Expression of Interest to host the Conference
- Support for the partnership with FABENZ through reciprocal executive membership, FABENZ 2023 conference attendance and paper presentations
- Strengthening of the partnership agreement with FACE (Forum for Access and Continuing Education) Professor Ross Renton and Deirdre Lynskey- Co-Chairs of FACE