



2024 Higher Education Participation and Partnerships Program (HEPPP) Reports

Reporting Drop-In Sessions – FAQs

Tuesday 11/2/2025, Thursday 13/2/2025, Tuesday 25/2/2025, Thursday 27/2/2025, and Monday 3/3/2025

2024 HEPPP Report

1. In the “What is the activity?” section (Tab 2, Column C), what happens if I exceed the 100-word limit?

Please do not exceed the limit where possible. Providers are encouraged to use dot points or shorthand to keep responses brief. Alternatively, providers have the option to include a minimal description of the activity in the cell and submit a link to the activity’s webpage or to a document hosted on a tertiary website in Tab 2, Column K (“Additional Comments”).

2. Do providers have to distinguish between all Commonwealth financial sources? (Refer Tab 1, Columns C, D & E)

Yes. If an activity is supported by multiple financial sources within one column (e.g. HEPPP and ISSP funds, both under column C “Commonwealth grant funds”), please outline HEPPP funds in the cell and list any other amounts and their sources in a comment in the cell.

The intent is to gauge the activities undertaken and where funding is sourced from to obtain a holistic view of all equity initiatives.

3. What other Commonwealth equity funding is available for eligible Table A Universities?

In 2025, Table A providers may be receiving or be eligible for other equity funding as listed below. Please note, eligibility may vary between institutions and the department encourages equity practitioners to liaise internally within their institution to find out what funding is available.

- Indigenous Student Success Program (ISSP) – [Indigenous Student Success Program | NIAA](#)
- Higher Education Continuity Guarantee (HECG) – [Higher Education Continuity Guarantee](#)
- Disability Support Fund (DSF) – [Higher Education Disability Support Program](#)

4. What is the difference between primary and secondary activity/student lifecycle stage categories? (refer Tab 1, columns I, J, K & L)

The department acknowledges that some activities may cover multiple stages of the student lifecycle or activity categories, which is why there is an option to specify a primary and secondary purpose for an activity.

- **Primary stage and category** (Columns I & J) is where the highest portion of resources (funding or staff) sits or where the *majority* of engagement or delivery occurs.
- **Secondary stage and category** (Columns K & L) identifies the secondary purpose of the activity. If an activity can't be categorised into one lifecycle stage or activity category, providers have the option to record a secondary stage and activity category.

The preference is for activities to be reported at an individual and discrete level. Therefore, if an activity has a clear primary purpose, you do not need to record a secondary stage and activity category.

5. How can providers best represent a staff member who works across multiple activities or programs in this report?

If an individual staff member works across multiple programs or activities, there are two possible approaches. Providers may:

- a) incorporate the relevant portions of the staff member's salary and work into funding and FTE reporting for each activity, or
- b) include the staff member as a separate activity under each program that they work on, outlining the relevant portion of their pay in Tab 1, Columns C-E, and the portion of their work as an FTE in Tab 1, Column H.

If a staff member works partially in a general or administrative role and partially on equity activities or programs, providers are encouraged to report the staff member's general or administrative work as a separate activity without a program and use either of the above methods to report on their work under programs or activities.

In all instances outlined above, there is no expectation that Continuous Quality Improvement (CQI) evaluation will be measured on individual staff, only at the activity level.

If using Option b) above, the only sections of Tab 2 to be completed are:

1. Column C ("What is the activity?"),
2. Column J ("Will this activity continue in 2025/future?"), and
3. Column K ("Further Comments").

6. How can providers effectively show that Continuous Quality Improvement (CQI) evaluation has been done on a new activity?

There is no expectation that an activity started in 2024 will be subject to a full CQI evaluation before submission of this report. Assessors are provided with information regarding how long the activity has existed in Tab 1, Column F ("Activity Maturity"). However, providers may mention that the activity is in its first year in Tab 2, Column C ("What is the activity?") to ensure that assessor is aware.

Case Studies

7. Will the department accept a 3-page case study?

If a case study is written concisely and satisfies all other criteria it may exceed the 2-page limit. The department encourages providers to submit case studies, as they provide deeper insights into HEPPP-funded activities, which are particularly important as the department continues to develop the Needs-Based Funding system.

8. Do all case studies need to be structured around the sub-headings “Purpose, Methodology, and Findings”?

These three categories are intended to be descriptive of the required content in submitted case studies. Any terms can be used to form the structure of a case study if it contains the required information.

Other Questions

9. What is the future of HEPPP?

Across the five drop-in sessions, the department received questions regarding the future of HEPPP as well as the proposed changes to the structure of Commonwealth higher education equity funding programs as outlined in the Australian Universities Accord. The department has noted all questions received and continues to communicate these to the responsible teams within the department for their consideration and decision-making.

The department is not able to share any new, additional details regarding the future of equity funding at this time. However, once further information becomes available, it will be shared as quickly as possible.

The best source of current information regarding the potential scope of equity funding moving forward can be found in the [Accord 2024-25 MYEFO Measures](#), specifically as they speak to [Demand-driven Needs-based Funding](#). HEPPP information can be found here: [Higher Education Participation and Partnerships Program \(HEPPP\)](#).

Should you have any further questions, please contact Equity@education.gov.au.