

University of Tasmania

Student Services and Amenities Fee (SSAF)

2024 Allocation Report

Introduction

The *Higher Education Support (Student Services, Amenities, Representation and Advocacy) Guidelines 2022* (SSARA Guidelines) require higher education providers to provide a publicly available report on student services and amenities fee (SSAF) allocations and actual expenditure for the year as part of their annual reporting and in the form approved by the Minister. This *SSAF Allocation Report* is the form approved by the Minister.

The information provided in this *SSAF Allocation Report* does **not** require auditing by a financial accountant. The SSAF expenditure reporting is a separate process and remains unchanged, more information can be found in the [Financial Statements Guidelines](#) for Table A and B providers, and in the [Financial Viability Instructions: Applicants and Providers of FEE-HELP \(FVI\)](#) for all other approved providers.

SSAF Consultation and Achievements

Consultation

Students played a central role in shaping SSAF allocations for 2024. The University worked closely with the elected leadership of the Tasmanian University Students Association (TUSA) through regular meetings and collaborative processes designed to strengthen transparency and ensure that student priorities were reflected in how SSAF is spent at UTAS.

These ongoing conversations were informed by the annual SSAF student survey and occurred alongside the University's budget planning cycle. A dedicated SSAF Working Group, comprising both student and staff representatives, also met regularly to review reporting and guide how SSAF should be spent.

Throughout 2024, there was a strong emphasis on partnership, accountability, reducing inefficiencies and being more responsive to student needs.

Achievements

1. Student Engagement Team

The Student Engagement Team delivered events that are designed to enhance our students' sense of belonging and connection to their local campus environment, their peers, and the broader university community. 2024, saw a move away from the University Community Experience Model, with the retention of the principles of creating a sense of belonging and community at the heart of the activity and program design. The scheduling of events is based on the teaching calendars relevant to the campuses. For example, Rozelle is offered around NSP and HSP teaching calendars, while Hobart, Launceston, and Cradle Coast focus on the two main semester teaching periods.

The team welcomes students at their commencement of university studies by assisting the Orientation Coordinator to provide Orientation and Welcome activities on all major campuses and in the online space. The activities include New to Town, O'Days and our Welcome Dinners, and offer a great opportunity for students to meet fellow students and key university staff. Throughout semester, activities are planned around key dates of cultural significance, including International Women's Day and National Reconciliation Week, as well as the activation of specific precincts such as Hunter Street in Hobart, and the new Inveresk campus in Launceston. Our Rozelle campus activities have a College of Health and Medicine lens and include health focused events such as International Day of Paramedics or Nurses. Our online sessions bring together students from across Australia and the world, with a core group of regular attendees.

Peer to peer engagement is at the heart of the Student Engagement Team Unit activities, and to further this, the team is supported by student leaders who assist in the delivery of events and facilitate peer-to-peer engagement with attending students. In 2024, the team delivered 139 events that were attended by 4323 students, some who attended multiple events. The team also supported institutional events such as the School Leavers Expos in Hobart, Burnie, and Launceston, Open Days in Rozelle, Hobart and Launceston, and the Burnie Makers X.

Our activities have been well received, and this is evidenced not only with feedback received verbally and through surveys, but with some of our Semester 1 commencing students seeking volunteering opportunities at our Semester 2 Orientation.

Events & Participation

- Total Events: 139
- Student Registrations: 9,427
- Student Attendances: 4,323 (54.54% attrition rate)
- Unique Engaged Students: 2,941
- Repeat Student Attendees: 1,596

Across all regions, ad hoc events formed the majority of the calendar, complemented by themed activities (e.g. Reconciliation Week, Days of Volunteering). Overall, almost half of the students who registered went on to attend, suggesting good follow-through and a potentially strong alignment between event offerings and students' interest.

A majority of attendees are international students, though domestic students make up a significant minority, especially in our more regional campuses. There are also slightly more female than male participants, though exact proportions vary by event and region.

Hobart Student Engagement

In 2024, the Hobart region hosted 42 events that generated a strong initial response from students, with 6,457 registrations recorded overall. Out of these registrants, 2,431 ultimately attended, which translated to an attendance rate of about 37.7% and an attrition rate of approximately 62.3%. This indicates that while the events successfully sparks high interest, a majority of registered students do not follow through – an opportunity for more targeted email reminders, and events timed to better suit academic or personal schedules. However, it is worth noting that 1,027 different students attended multiple events, suggesting that once students do participate, they are inclined to return to future events.

The Hobart lineup combined a variety of events with special themed programs, such as Reconciliation Week, a Paint 'n Sip evening, and a Day of Volunteering. These themed events provided focused touchpoints that helped engage a broad cross-section of students, including both domestic and international cohorts. Although staff and alumni attendance were more modest, their involvement added valuable perspectives and contributed to an inclusive atmosphere.

Launceston Student Engagement

In 2024, the Launceston region hosted a total of 43 events that drew 1,469 student registrations. Of those, 817 ultimately attended, yielding a student attrition rate of 44.44% (i.e., the percentage of students who registered but did not attend). While this figure points to an opportunity to convert more registrants into active participants, the fact that 300 students attended multiple events suggests that once participants join an event, many return for additional offerings. A total of 641 unique students engaged with at least one event, highlighting a broad reach across the Launceston campus.

Similar to Hobart, Launceston's calendar of events included a variety of ad hoc events alongside themed events such as Days of Volunteering, IDAHOBIT, Paint n Sip and Reconciliation Week. Domestic students made up about 48% of attendees, reflecting strong local interest, while international students accounted for 41%.

Sydney Student Engagement

In 2024, the Sydney region hosted 18 events, attracting 1,033 different registrations. Of those registrations, 901 students attended. However, due to the nature of our spaces in Sydney, we cannot accurately report on the attrition rate. Promotion on the Rozelle campus is via local advertisement, and due to the nature of the campus and course timetabling, many registrations occur on the day or at the event, and so registrations, per se, are different in nature to other campus data.

Therefore, the focus is on the recorded engagement. Among the recorded attendees, 222 students participated in multiple sessions, and in total, 289 unique students engaged with our events. The team managed to actively engage with the average student on this campus being an undergraduate female domestic student studying a course with the College of Health and Medicine as evidenced by registration/attendance numbers of these demographics.

Cradle Coast Student Engagement

In 2024, the Cradle Coast region hosted 11 events, drawing 110 registrations from current students and resulting in 38 actual attendances. This translates to a student attrition rate of about 66%, which highlights that while the campus does spark some initial interest, a majority of registrants do not

follow through to attend. Nevertheless, 35 students came back for multiple sessions, suggesting that once students experience an event, they're more inclined to return.

With 9 Ad Hoc events, a Day of Volunteering, and a Reconciliation Week program, Burnie's calendar was comparatively modest reflecting both the smaller campus size and without a dedicated staff member to champion engagement. These constraints may also have contributed to the accuracy of data collection such as checking students into events.

Online Student Engagement

In 2024, the team hosted 25 events virtually for our online and distance students drawing a total of 365 student registrations from 180 unique students. Of those who registered, 136 students attended, resulting in a student attrition rate of about 63.78% (or a 36.22% attendance rate). It is also worth noting that 124 of the 180 unique engaged students returned for multiple sessions.

2. Welcome and Orientation

The Welcome and Orientation program is a critical component of students' transition to the University, immersing new students in positive and memorable early moments as they transition to university life and helping students build capacity to successfully navigate their new learning environment. The program is also critical to ensuring all commencing students develop an early sense of belonging and connection to the university community.

The program was led by Student Equity and Success (SES), with the Tasmanian University Students Association (TUSA) as a key partner for planning and delivery. This was facilitated by the SES/TUSA Event Operational Group. Other key partners for development and delivery of the program included Colleges, Safety and Wellbeing, Future Students and IT Services. The program was delivered in blended mode, combining on-campus and community events with fully online options for distance students. Online options included a suite of recorded, web-based, and live sessions and self-paced learning.

Core components of the program included:

- The continual improvement of UniStart into a fully online program delivered via tailored, cohort-specific, self-paced modules that address key processes and systems, together with academic study skills modules, live webinars and monitored discussion boards. A significant advantage of the UniStart program is its accessibility by all students across the range of Orientation and study periods, not just Semesters 1 and 2.
- Peer-led welcome conversations, campus tours and meet-ups integrated with College welcome sessions under the guidance of the Student Engagement Team.
- Regional, College, and cohort-based on-campus welcome events and activities purposefully designed to provide key transition information and opportunities for peer connection and introductions to staff.
- Whole of institution events and workshop sessions to complement and flow in and out of college sessions and create a seamless end to end program of activity for commencing students.
- New to Town Welcome / Information sessions in Hobart and Launceston to engage and support commencing international, interstate, and intrastate students, specifically addressing any challenges for international students prior to College sessions.

- New to Online - an online Orientation session facilitated by the Learning team and conducted at the beginning of Orientation Week. The session introduces students to the UTAS online learning environment and provides opportunities for students to connect with the University community.
- Large scale community events, including 'O-Days' across each main study site, Campus Accommodation BBQs, Community Welcome events, Community Volunteer Day and TUSA clubs and societies carnival days, and a variety of entertainment, interest and sporting events will be delivered to engage students on-campus.
- Opportunities to engage in cultural experiences on-campus or online, including an introduction to place, and cultural sharing experiences through Aboriginal music, cultural yarning, fire pit and twining.

Student engagement with our Welcome and Orientation programs has increased progressively each year since re-emerging from COVID lockdowns and the Orientation team and our partners were thrilled to see so many students returning to campus, engaging online, and getting involved in the full range of sessions and activities:

- In the first half of 2024 we saw a 31% increase in students who registered for Welcome and Orientation events and a 42% increase (from 5454) in students who accessed UniStart compared to the same period in 2023;
- This corresponds to 58% of all 2024 commencing students (total commencers = 15,339) registering for or accessing one or more Welcome and Orientation events and sessions.

A summary of main events and attendance:

• College / Cohort orientation sessions	6,129+ students
• Online information and study support webinars	3,195 students
• O-Day	2380 students
• New to Town and New to Online	1,697 students
• Other orientation events (e.g. Amazing races, Eats & Beats)	395+ students
• UniStart module	7,735 students

SSAF-funded orientation is complemented by a whole of transition approach; that incorporates outreach communications (49,020) facilitated by Marketing; and welcome calls by the Student Success team (5199); and the transition UniStart program (7735) that provides all commencing students with the resources and information to make their transition as smooth as possible and is available from December of the previous year annually. The UTAS app also provides access to students regarding orientation events and programming (Downloaded 15,896 times).

The orientation experience was also well received by our students. Students were invited to respond to a short survey about their orientation experiences. 205 students responded to the survey and the results are summarized below. Note, not all events and activities were able to gain student feedback.

Across all Welcome and Orientation events and celebrations in 2024:

- 93% of survey respondents said they enjoyed the event
- 91% said the information they received at the event helped to prepare them for study
- 85% said the event helped connect them to the Uni community
- 92% said they would likely recommend the Orientation event to other students

3. Student Development

The Student Development team delivers extension programs that focus on employability and self-development. They complement the in-curricular employability initiatives and value-add to our students experience through providing extra-curricular opportunities. The introduction of new laws around recruitment, onboarding, and rostering of casual employees, saw the team liaise with People and Wellbeing, engage in additional training, and lead the Student Equity and Success portfolio in the implications of this for Program Coordinators.

In 2024, the Student Development team delivered the following programs and services.

Jobs on Campus

Jobs on Campus is a collaboration between the Student Jobs and Employability Team and institutional employers, to facilitate the recruitment of students for on-campus employment. This includes development and maintenance of position descriptions, delivery of jobs on campus information sessions, resume review sessions, coordination of end-to-end recruitment, onboarding new student employees and conducting induction sessions for new peer leader employees. The team also supported other initiatives in 2024, including the Pilot International Student Water Safety Program in Semester 2.

The Student Jobs team supported five peer programs and SIPS Interns in end-to-end recruitment in 2024. They delivered a number of information sessions to support students seeking to apply for a peer leader role and assessed 401 applications for the 80 positions identified to be filled in 6 specific roles. Of the 401 applications, 186 students were interviewed, with the average interview lasting 45 minutes. This process resulted in 70 students commencing in Peer Leader roles, and 10 SIPS interns. These students were onboarded by the team, and this included the delivery of five induction sessions, which introduce the students to the University as an employee, share the services that will support them and their peers, as well as outlining their roles and responsibilities as a peer leader.

Career Connect Jobs Portal

The Student Jobs team manage the University's jobs portal Career Connect, vetting employment opportunities lodged on Career Connect from employers located intrastate, interstate and internationally. The employers use Career Connect to advertise their opportunity's directly to University of Tasmania Students.

Career Connect offers students access to employability resources including Resume Builder, and job application information guides. In 2024, over 400 students created resumes with Resume Builder. The platform also is a jobs portal, and the Student Jobs team approved 1305 external jobs that were advertised to students through Career Connect, with students viewing the roles advertised on Career Connect 24,361 times. An additional 364 new employers created accounts in Career Connect, with the majority being Australian with 78.5%, from interstate, followed by 13.19% specifically Tasmanian employers, and 7.14% who were international recruiters.

Employability Programs

This team develop and deliver a range of co-curricular employability preparation programs offered to prepare students for the workplace and for graduation. They also coordinate National Careers Week celebrations, and support on-campus activities such as the Advancement Office networking sessions, and careers events organised by external organisations, and our Colleges and Schools.

To supplement the employability resources on Career Connect, the Student Jobs and Employability teams delivered fourteen Resume Review sessions on the southern and northern campuses and in the online space. These sessions were well received by students, with 230 students registering interest across all offerings.

National Careers Week was celebrated with 6 events focusing on job application development, including resume review and feedback sessions, and being competitive in the job market by identifying and articulating employability skills. To enable greater student involvement, two online sessions were facilitated. A panel discussion focusing on ICT industry in Tasmania was held with industry representatives. Artificial Intelligence (AI) in job applications was a popular addition to the workshop schedule. These activities not only developed students' skills and confidence, but also promoted the services provided and 284 students registered interest in the activities offered.

I-PREP

I-PREP is a Work Ready educational program for international students that enables them to gain a broad understanding of the Australian workplace culture and of the job application and interview processes, through education workshops on business communication skills, workplace culture and networking opportunities.

The Employability Team coordinated and delivered 16 seminars throughout 2024: six in Hobart, six in Launceston, and four held virtually. I-PREP aims to introduce international students to Australian workplace culture and our labour market, share the nuances of the application processes in Australia, including the importance of networking, and what to expect and how to perform in interviews, so they can be competitive in the job market. Additional networking events were held post workshops, with an end of year celebration event with industry and community representatives present specifically for students who participated in the I-PREP program. There were 193 students who participated in the program.

Volunteering and Leadership

The focus in 2024 was on the development of the University Volunteer Network, and sourcing and promoting volunteer opportunities for students, including the Day of Service during Orientation sessions. Leading activities to promote and celebrate dates of significance such as National Student Volunteer Week. While Leadership offerings were not delivered by the team in 2024, opportunities were shared with students, and the team contributed to the cross-institutional Co-Curricular Recognition Network.

The launch of the University Volunteer Network (UVN) was promoted in Semester 1, 2024, with 99 students completing the induction. Workshops were held online to introduce the activities of the UVN, and a channel in the UniApp was created for distribution of volunteering opportunities with host organisations.

Days of Service were held in Hobart and Launceston during Orientation in Semesters 1 and 2, with 43 students experiencing volunteering with the Migrant Resource Centre and an aged care facility in Launceston, and Source Eco Hub and Bonorong Wildlife Park. The team also led the International Women's Day activities on Cradle Coast, Hobart, Launceston and Rozelle campuses. Students and staff were invited to assemble 100 birthing kits on each campus, with a total of 400 being sent to disadvantaged communities across the world.

To celebrate National Student Volunteer Week, expos were held on the Cradle Coast, Hobart and Launceston campuses, with four host organisations attending Cradle Coast, 11 in Hobart and five in Launceston.

International Student Water Safety Program

In Semester 2 the International Student Water Safety Program pilot was launched in Hobart. The purpose of the program is to create awareness among international students on the importance of water safety, survival techniques and basic rescue skills, emphasising the importance of knowing how to swim. The program also looked to build connections for the students with their local community and enhance their sense of belonging.

In the mid-semester break of semester two, 40 international students took part in five by one hour water safety sessions over 5 consecutive days. The funding of the program was capped at 40 students, but interest was high with 60 students listed on a waitlist in the event of cancellations. Feedback from participants was overwhelmingly positive. 89% of the respondents reported new friendships and connections formed. All the participants (100%) reported feeling a stronger sense of belonging to the University of Tasmania community. Additionally, 95% of respondents said they would recommend the program to fellow students. This highlights significant improvements in confidence around water, swimming proficiency and survival skills, along with appreciation for the training provided through the program.

4. Safety & Wellbeing

The University Counselling and Wellbeing service provides comprehensive mental health services to support students during their academic journey. The service comprises counselling, case management and mental health prevention. Psychologists and Social Workers provide free and confidential counselling across all campuses to assist students manage their mental health and wellbeing. Students who require greater support can be provided with detailed evaluations and care plans through Case Managers to increase their success at university. Finally, a healthier community approach is taken through the wellbeing initiatives which focus on awareness raising and the development of resources help students and staff recognise signs of needing support and how to seek help.

Counselling Services

The counselling program offers confidential mental health support with psychologists and social workers who work with students on a range of personal and mental health issues. Appointments continue to be available face to face at each site and via zoom or phone. The University of Tasmania provides an After-Hours Crisis phone-based counselling to UTAS students from 5pm to 9am during the week and 24/7 on weekends. The service is offered to all UTAS students and is delivered through Lifeline's University Crisis Line (UCL). Each morning the UCL communicates any afterhours student contact with the Counselling Service, who determine if follow up is required. In addition, the hours service offers wellbeing checks on students during weekends and holiday periods.

In 2024 there were a total of 3459 counselling appointments delivered by the counselling service. Face to face sessions continue to be the most booked appointments, however there is a continued increase in the popularity of online sessions (delivered via zoom). This is consistent with the University increase in online student enrolments.

The greatest number of sessions were delivered from the Hobart campus. This occurs as most students are enrolled in Hobart and most staff are based there.

The presenting issues are the primary and secondary reasons identified for assistance. This data has remained relatively static over the last five years. Mental health concerns and academic support remain the most frequent reasons for seeking support. However, there are several other issues such as trauma, social isolation and loneliness as well as family violence and sexual assault which remain a consistent presentation. The main increase in presentation is in the number of neurodivergent students seeking assistance. To respond to this, specialised professional development will be available for staff during 2025.

The counselling team continued to experience two periods of the year with increased wait times. These times were weeks 4-7 of semester one and semester two. The wait time during these peak period increases from same day availability to two weeks across all appointments.

During the 2024, the after-hours Crisis Line was accessed 230 times. This service is available to all enrolled students after 5pm – 9am and on weekends and public holidays.

Case Management

2024 saw the first entire year of the Case Management role activity. In total, the one Case Manager supported 177 students from Utas, with 42% being international students. Students were referred from the University Counselling service, Student Accommodation, Safe and Fair Community, Accessibility Services as well as individual contacts within Colleges. As anticipated, all student referrals presented with complex and multiple issues. The Case Manager provides a high level of assessment and support to students which have resulted in positive student outcomes which vary from academic retention, achieving stable housing and ongoing mental health support.

Wellbeing Projects

During 2024 the Student Safety and Wellbeing (SS&W) service extended beyond the previous year contributions and actively contributed to university wide projects. This included the development of the Supporting Students in Distress Guide which is a comprehensive online guide for university staff designed to help them support students, respond in compassionate and trauma informed ways, and understand referral services and escalation procedures. The resource is continually updated and has received over 1000 visits in a few months.

Further, SSW developed and rolled out the Trauma Informed Practice training which taught the basic principles in providing a trauma informed approach to staff working with students. Over 250 staff attended this online training session. Finally, as part of the commitment to Gender Based Violence prevention, SS&W have supported the roll out of the Consent Education Module in Student Accommodation, coordinate the Partners in Prevention Consent project in partnership with Sexual Assault Services and Student Accommodation and contributed to the development of the Gender Based Violence Action plan.

Other programs delivered included:

- Get Up and Go. A program that connected students wanting to meet a fellow student walking partner and get some gentle exercise while talking (40 participants)
- Mindfulness Sessions. Face to face and online (100 participants)

- Bespoke requests. Presentations for students upon request from schools and colleges on range of wellbeing topics e.g. managing stress, accessing supports, reducing anxiety, exam distress and more (400 participants)
- Orientation events. A Student Wellbeing stall present at all available Orientation events including: O Days, New to Town, Student Living Welcome BBQ's, TUSA's Student Life Expo, SHAG week. Sharing resources, how to access support services etc.
- RU OK Day. RUOK suicide prevention awareness messaging – collaboration with communities team and International Student team. Activities included arts, therapy dogs, massages etc (300 participants)
- Mental Health Week. Sunflower Project to raise awareness across all UTAS campuses (220 participants)

Online Resources

The resources listed below are available to students via the student wellbeing web page. These resources are updated to stay relevant throughout the year. The most popular of these are converted into factsheets for students to have as handouts.

Online resource	Viewing count	Online resource	Viewing count
Mindfulness	244	Resilience	160
Procrastination	784	LGBTQIA+	94
External Services	331	Making change	52
ADHD	204	Sudden loss & grief	36
Self-compassion	257	Self-Care	99
Breath & relax	221	5 ways to be well	73
Stress	198	Depression	41
Anxiety	121	Climate Change	48
Sleep	125	Loneliness	28
Perfectionism	140	Self Esteem	35
Meeting people	57	Alcohol Drug Use	10

Financial Hardship

A SSAF-funded financial hardship scheme is managed through the Safe and Fair Community Unit. In 2024 the most common student assistance was the provision of vouchers to supermarkets - Coles and Woolworths. Financial support is also available in the form of a cash grant or service payment and is assessed and approved on a case-by-case basis by PVC Student Equity & Success. During January- December 2024, \$3924 was provided to students to assist students pay for services including psychological assessments and appointments. Additionally, funds were made available for students to attend urgent medical appointments and assist with the purchase of medicines. Students who were deemed ineligible were those who were unable to demonstrate genuine need.

115 of 161 applications were approved for a total of \$25,424 allocated to students experiencing financial hardship.

5. Sport

Sport and Recreation play a vital role in enhancing the Student Experience portfolio at the University of Tasmania. Our comprehensive programs not only promote wellness strategies but also cultivate active and healthy living habits among our students. Beyond physical well-being, our initiatives contribute to social benefits, allowing students to forge new connections, develop a sense of belonging, and refine their social skills. Engagement in campus recreation programs and utilisation of our facilities enable students' integration into the university's social fabric, thereby adding vibrancy to our campuses. This integration significantly influences student persistence, as those who feel a sense of belonging are more likely to remain committed to their educational journey.

Community Sports Model: Campus Sport

The Campus Sport program at the University of Tasmania plays a vital role in creating a dynamic and inclusive university experience for both students and staff. By offering free social sports, the program encourages physical activity while fostering community, connection, and wellbeing across our campuses.

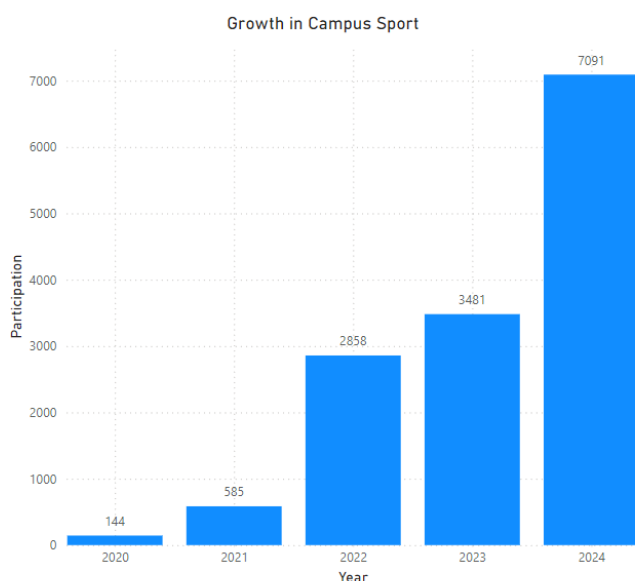
With a flexible structure that includes *Come and Try* sessions, casual *Social Sessions*, and more structured *Social Rosters*, Campus Sport accommodates a wide range of interests, abilities, and commitment levels. Participants can get involved in a variety of sports such as futsal, netball, basketball, table tennis, squash, badminton, swimming, tennis, pickleball, water polo, and lawn bowls; ensuring there's something for everyone.

The importance of sport and physical activity in student life extends far beyond fitness. It develops essential life skills such as teamwork, communication, time management, and resilience. By offering diverse opportunities to participate, Campus Sport allows students to step beyond academic pressures and engage in meaningful experiences that promote both personal growth and social connection.

More than just a recreational outlet, Campus Sport is a cornerstone of campus life, enriching the student journey, enhancing wellbeing, and contributing to a sense of belonging.

The 2024 review of campus sport showcases a dynamic and engaging year across both rostered and social sports. Rostered sports featured 19 competitions and 129 teams, drawing strong participation with a total attendance of 2,181 in Semester 1 and 2,556 in Semester 2, culminating in a total of 4,737 attendees for the year. Social sports also saw high levels of involvement, with 9 different sports or programs delivered across 126 sessions. These sessions attracted a combined total attendance of 2,354 in 2024, highlighting the continued popularity and inclusiveness of recreational sport on campus.

In 2024, campus sport experienced a significant 203% growth, continuing the consistent year-on-year upward trend in participation and engagement.



Campus sport also serves as a valuable platform for student employment, with all programs led and operated by students. A total of 22 students are currently employed in roles such as campus sport leaders and referees/umpires. These positions not only offer meaningful employment opportunities but also enable students to develop key transferable skills including leadership, communication, teamwork, and decision-making. By fostering personal and professional growth, these roles help shape well-rounded individuals, better preparing them for success in their careers and lives beyond graduation.

HYPE - Health and Wellbeing Program

The Health and Wellbeing Program (HYPE) has been a foundation of our student engagement strategy, initially designed exclusively for residents of our Student Accommodation. However, recognising the value it brings to student life, we expanded the program in Semester 1 of 2024 to include the broader student population. This strategic expansion aimed to enhance the overall student experience, improve mental and physical wellbeing, and foster a sense of community across the entire university.

The 2024 HYPE program offered students access to 9 diverse on-campus and off-campus experiences, ranging from activities such as surfing, paintball, hiking, self-defence, ten-pin bowling, and rock climbing to more relaxing and social events designed to cater to a wide range of interests and fitness levels.

The impact of this expansion has been significant. During Semester 1 of 2024, the program successfully engaged 398 participants, marking a remarkable increase of 264% compared to the previous year. This surge in participation reflects the program's appeal beyond the residential community and underscores the importance of accessible health and wellbeing initiatives for all students.

International participants in this program came from 22 different countries, highlighting the program's role in promoting cultural diversity and inclusivity within the university community.

Beyond the physical benefits, HYPE has been instrumental in fostering connections among students, enhancing their sense of belonging, and contributing to a supportive and vibrant campus culture.

In addition to its social and physical benefits, the expansion of HYPE aligns with our broader commitment to student success and retention. By providing students with opportunities to engage in activities that promote health, wellness, and social interaction, we are directly contributing to their academic success and overall university experience.

UniSport Nationals & Championship Events

In 2024, the University of Tasmania proudly celebrated a standout performance at the UniSport Australia Nationals held in Canberra, ACT. A dedicated team of 86 athletes competed at the event, highlighting the strength and spirit of our diverse student community. Across all UniSport Nationals and Championship events, a total of 105 students represented the University.

These athletes came from all four of our campuses, across Tasmania and in Sydney, and included both on-campus and online students. Their participation exemplifies the unique ability of our student body to balance academic excellence with sporting achievement.

Their collective efforts delivered an impressive medal tally and notable accomplishments across a wide range of sports, including hockey, rowing, sailing, judo, ultimate frisbee, squash, soccer, basketball, water polo, and netball. This exceptional showing reinforces the University of Tasmania's commitment to excellence and inclusivity in sport, and reflects our ongoing dedication to nurturing talent, fostering teamwork, and celebrating diversity across all levels of our sporting programs.

Indigenous Nationals 2024

The Indigenous Nationals is a week-long multi-sport competition designed specifically for Indigenous student-athletes from across Australia. This annual event provides a platform for athletes to come together and compete in a range of sports, with one university team ultimately being crowned the champion. The event celebrates the vibrant sporting culture within Indigenous communities while also honouring the heritage and history of the participating athletes. It fosters unity, pride, and recognition of the significant contributions Indigenous Australians have made to sport and their cultural legacy nationwide.

In 2024, UTAS took a team of 14 students to Wollongong, New South Wales, coming home with an overall rank of 27th place. Taking part in the UniSport Indigenous Nationals is about more than just sports; it's a celebration of unity, diversity, and the richness of Indigenous cultures. UTAS Sport's participation in this event demonstrates the university's dedication to offering opportunities that go beyond the usual, helping our students develop in all aspects and become more culturally enriched. By joining events like this, we strengthen the values of respect, inclusivity, and teamwork, which greatly enhance the vibrant cultural fabric of our university community.

Elite Athlete Program

The University of Tasmania is recognised by the Australian Institute of Sport (AIS) as an Elite Athlete endorsed university. As part of the AIS Elite Athlete Education Network, the University of Tasmania supports elite-level student-athletes within the Elite Athlete Program.

Students with Elite Athlete status have access to direct academic study support provided by the Elite Athlete Coordinator, additional scholarship and bursary opportunities, subsidies to represent UTAS at the UniSport National competitions, as well as full year access (Tier 1) or discounted access (Tier 2) to statewide UniGym facilities, including high performance centres, weights and cardio gym, sporting facilities and fitness classes.

We also provided bursaries ranging from \$250 to \$2,500 to support Elite Athletes competing at UniSport events and international FISU competitions. This financial assistance was available to all students enrolled in the Elite Athlete Program, regardless of their tier level. Through the support of this program, students have proudly represented Australia on the international stage in sports such as sailing, rowing, hockey, orienteering, ultimate frisbee, freestyle aerial skiing and netball, as well as representing Scotland in cricket.

In 2024, the Elite Athlete program consisted of 77 students across 30 sports. These numbers include 5 students representing Australia at FISU world University Sailing Championships finishing 8th overall and 1 at FISU world rowing championships.

University affiliated sport clubs including grounds and facilities access, subsidised uniforms, equipment and administrative support

Funding for UTAS affiliated sport clubs in 2024 has been vital in driving a wide range of initiatives that enhance the overall student experience at the University of Tasmania. These initiatives are designed to promote inclusion, support student wellbeing, and create meaningful opportunities for personal growth and development. These initiatives include the following:

- **Inclusive Activities and Events:** Our funding allocation is channelled towards coordinating inclusive activities and events that cater to participants of all abilities. This approach ensures that our sports and recreation offerings are accessible and engaging for every student.
- **Operational Resources:** A portion of the funding is allocated to essential resource support, enhancing the overall efficiency and delivery of our sport and recreation programs. This includes administrative, logistical, and program-specific resources that help create a seamless and enriching experience for all participants.
- **Procurement of First-Class Equipment:** We remain committed to providing access to high-standard sporting equipment across all facilities. Funding is directed toward the procurement of premium gear, ensuring students and clubs can train and compete with reliable, high-performance resources.
- **Maintaining Sporting Facilities:** Ensuring our sporting venues remain safe, functional, and welcoming is a top priority. A share of the funding is dedicated to the upkeep and enhancement of our facilities, providing students and affiliated clubs with quality environments that support both competitive and recreational activities.

6. Accessibility

Accessibility Services support students who disclose a disability or health condition and seek further assistance from the University and facilitates the process of providing accessible study environments and materials. The Service forms part of the University's specialist services team comprising Accessibility, Learning and International Student Support.

One key function of Accessibility Services Advisers (AAs) work closely with teaching staff to ensure reasonable adjustments meet the needs of the student and also enable the student to achieve the learning outcomes of the course and units.

- 2,131 Accessibility Adviser consultations in 2024 across 1,251 students who disclosed a disability or health condition - providing accessibility and disability support and assisted in the development and implementation of Learning Access Plans
- 2,168 students had LAPs across the entire year - with mental health being the most frequently disclosed condition (~59% of students with LAPs) alone or in combination with other health conditions or disabilities
- In addition, since 2020 the category of neurological disorders has been added to the list of disabilities / health conditions and appears also to be increasing in prevalence each year (12% in 2020, 28% in 2022, 35% in 2023, 41% in 2024)
- The number of students with LAPs in 2024 increased from 2023 (1,612 LAPs)

LAP Adjustments across 2024

- The main LAP adjustments listed in the table below are mostly groupings of several different adjustments as indicated by the different listed options/examples, each of which is classified as a separate adjustment.
- In addition to the listed adjustments, there were a total 94 unspecified adjustments during this period.

Total adjustments: with main accommodation types in each category

Examinations TOTAL	4,248
C01 - Extra 15 minutes per hour processing / writing time (for both on campus & online exams)	1075
D07 - Up to 15 minutes per hour resting time if utilised. Student may stretch, and move around if needed (for both on campus & online exams)	443
E02 - Exams not on consecutive days (for both on campus & online exams, not including practical exams)	419
E02 - Exams not on consecutive days (for both on campus & online exams; does not apply to practical exams)	291
D01 - Up to 15 minutes per hour resting time if utilised. Student may stretch, and move around if needed (on campus exams only)	217
H01 - Consideration towards incorrect spelling (for both on campus & online exams)	139
H02 - Consideration towards use of incorrect grammar (for both on campus & online exams)	134
G01 - Use of computer	108
A06 - Separate room	93
J02 - Access to food and / or drink	92
Students and Academic Schools TOTAL	4,921
Assignment Extensions - For reasons only related to circumstances stated on LAP, medical documentation is not required when applying for extensions on assignments. Student to negotiate extension with Unit Coordinator and follow extension request procedure as per unit outline	969

For reasons only related to condition stated on LAP - medical documentation is not required when applying for extensions on assignments; student to negotiate extension with Unit Coordinator and follow extension request procedure	571
All non-practical, timed assessments 5 hours or less (including multiple choice questions) should receive the above exam adjustments. Student to liaise with Unit Coordinator and confirm details well in advance of assessment.	347
Attendance - For reasons only related to condition stated on LAP, medical documentation is not required for missed classes. Student needs to alert relevant staff and adhere to academic attendance requirements. A medical certificate is still required for missed tests and in-class assessments	262
In-class Tests - Timed assessments 5 hours or less (including multiple choice quizzes) should receive the below exam adjustments. (If assessment is on-campus, then this needs to occur away from the main cohort). Student to liaise with Unit Coordinator and confirm details well in advance of assessment	235
In-class Tests - Timed assessments 5 hours or less (including multiple choice quizzes) should receive the below exam adjustments. If assessment is on-campus, then this needs to occur away from the main cohort. Student to liaise with Unit Coordinator and confirm details well in advance of assessment. (Resting time is not required for assessments 30 minutes or less)	193
Professional Experience Placement - Student is required to establish their capacity to safely undertake the mandatory functional requirements of their course via the College Safety in Practice Compliance and Risk Assessment Procedure. Student will submit their Safe to Practice Health Assessment Report and HPR to College for risk assessment, which includes PEP support needs assessment	189
For reasons only related to condition stated on LAP - medical documentation is not required for missed classes (not including tests or exams); student still needs to alert relevant staff and adhere to academic attendance requirements	159
Support Services TOTAL	485
Access to Student Access Study Centre (SASC)	73
Accessibility Services – Use of Student Access Study Centre (SASC)	57
Library – Course texts and readings provided in an accessible format	50
Library Transcription Service – Course texts and readings provided in an accessible format	40
Library - Contact Librarian has been identified - Service Level C	34
Note-taking Service - Professional note-taker for nominated classes	29
Furniture and Equipment TOTAL	10
Requires access to Read & Write (speech synthesis screen reader and word prediction software)	5
Requires access to Dragon Naturally Speaking (speech dictation software)	2
Total	9,758

7. Peer Assisted Study Sessions

Peer-Assisted Study Sessions (PASS), also known as Supplemental Instruction and Peer-Assisted Learning, is a student-led, student-focused approach to academic learning support. It is a non-remedial program that most commonly targets core first year units, those that may be particularly challenging and that experience high failure rates, or any unit where supplemental peer-led communities of learning are sought. PASS is available to all students enrolled in targeted units and offers regular, voluntary small group study sessions that are timetabled into the curriculum. The sessions are facilitated by senior students, PASS Leaders, who have successfully completed the unit and who undergo intensive training and ongoing professional development to equip and support them in their role.

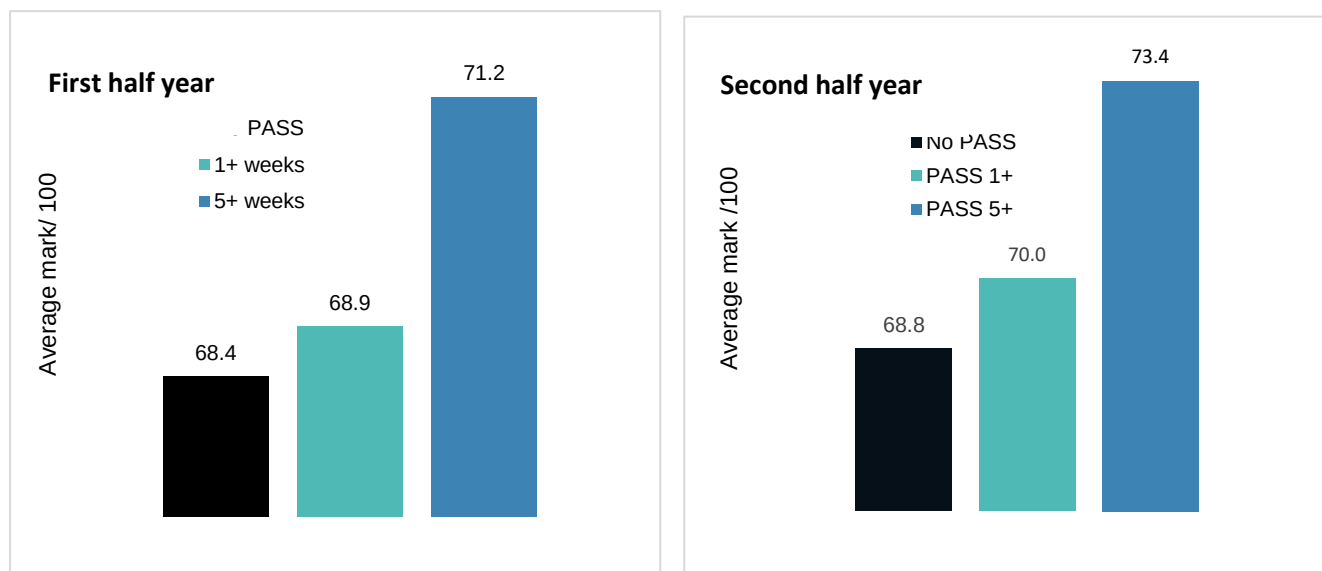
In 2024, PASS supported a total of 8,508 student enrolments across 45 individual units through live, synchronous (on-campus and online) study sessions. In addition, there were 19,195 recorded student views of the asynchronous PASS study materials.

First half of year	Second half of year
UNITS	
PASS supported a total of 28 unique units, with many units having multiple live sessions each week across different campuses and online	PASS supported 25 unique units, with many units having multiple live sessions each week across different campuses and online
27 units had on-campus PASS only, 9 units had online PASS only, 9 units had on-campus PASS with online options	24 units had on-campus PASS only, 10 units had online PASS only, 10 units had on-campus PASS with online options
In addition to the live on-campus and/or online sessions, all units had asynchronous unit-specific study materials developed by the PASS leaders for students to access online and download	
In week 1 of the study periods, a new PASS session was offered and targeted useful activities for students to prepare them for study, including: assessment planning timelines, study strategies, and familiarisation with unit resources.	
STUDENTS	
- A total of 3,696 unique students had 4,818 unit enrolments in PASS-supported units 67% by domestic students, 33% by international students	- A total of 2,853 unique students had 3,690 unit enrolments in PASS-supported units 69% by domestic students, 31% by international students
1,298 (39%) of unique students attended one or more synchronous (live campus-based or online) sessions of PASS across the study periods	527 (19%) unique students attended one or more synchronous (live campus-based or online) sessions of PASS across the study periods
72% of students who engaged with PASS attended between 1 and 4 sessions, 16% attended between 5 and 8 sessions and 12% attended 9 or more sessions across the study periods	67% of students who engaged with PASS attended between 1 and 4 sessions, 18% attended between 5 and 8 sessions and 15% attended 9 or more sessions across the semester
OTHER	
In addition, there were 11,037 recorded student views of the asynchronous study materials	In addition, there were 8,158 recorded student views of the asynchronous study materials

The number of students who engaged with the PASS program was significantly higher in 2024 compared to 2023 – attendance up 33% from the previous year; asynchronous study materials up 46% from 2023.

Academic performance: Across most PASS-supported units, students who engaged in live PASS attained, on average, higher marks than students who did not engage in PASS, particularly if they regularly attended sessions (5+ weeks).

Average unit mark (/100) of PASS-supported units



Retention: Retention analyses will be conducted after Semester 1 census, 2025, comparing the retention of students who attended PASS with that of students in PASS-supported units who did not engage with the program. In previous years, a consistent finding has been that students who engage with live PASS are retained at a higher rate the following semester/year compared to students who do not attend PASS.

Students who attended PASS in 2024 were invited to provide feedback at the end of the study periods via an online survey; 278 students responded across the year. When asked to rate the quality of the sessions, students gave an average of 8.9 out of 10.

Which aspects of PASS sessions do you find most beneficial?	Across all 2024
Revision of course content	99%
Study strategies and tips from PASS leader	77%
Doing activities in small groups	86%
Discussions to explore concepts	75%
The opportunity to ask questions	74%
Allowing me to work with and get to know other people in my unit	83%
Exam preparation	58%

8.

9. Studiosity

Studiosity was introduced in 2020 as an online study support service available to all students 24 hours a day, 7 days a week. It has become a key service, particularly for first year students, providing study support in light of changed learning support conditions (as a result of COVID) and the University's increased focus on online delivery to complement on-campus study.

Studiosity comprises two components, a Writing Feedback service in which students submit written work for feedback within 24 hours on how to make it better and a Connect Live service in which students can interact directly in real time with a subject specialist.

Student engagement with Studiosity in 2024 was significantly higher than in 2023 (21,438 interactions across 4,861 students; 554,200 total minutes)

Retention analyses will be conducted after Semester 1 census, 2025, examining the retention of students who accessed the Studiosity program in 2023. In previous years, a consistent finding has been that the majority of students who engage with the program are retained in the following semester/year (82% in 2021, 72% in 2022, 83% in 2023) taking into account those who completed their degree during the year and did not return to study the following year).

	Writing Feedback	Connect Live	Total interactions
Student interactions in 2024	24,145 interactions across 5,482 students	461 interactions across 285 students	24,606 interactions across 5,510 students
Commencing student interactions (unique students)	12,177 (2,849)	253 (171)	11,924 (2,834)
Domestic / International student interactions	90% / 10%	86% / 14%	90% / 10%
Total minutes accessed in 2024	634,957	9,215	625,742

Student engagement with Studiosity in 2024 was significantly higher than in 2023 (21,438 interactions across 4,861 students; 554,200 total minutes)

10. Tasmanian University Students Union

The TUSA reported a range of key services, activities and initiatives delivered in 2024.

TUSA Student Advocacy Service

It recorded 746 cases addressing a variety of student concerns, particularly financial issues, academic integrity allegations, and course-related matters. The diversity of the cohort from which the students present, and the multifaceted issues students demonstrate have required significant adaptation on the part of the Student Advocacy team. The service's reach extended further into the

online space during 2024. Website analytics showed a significant increase in website traffic seeking information regarding supports and events leading to over 2,400 individual touchpoints.

Distribution of food and hygiene relief vouchers increased from 114 in 2023 to 196 in 2024, reflecting a growing demand for support reflecting an increased national cost of living.

TUSA Legal Service

The number of services delivered by the Student Legal Service increased by 44% (279 services in 2023, compared to 403 services in 2024). Despite a fall in international student enrolments, the number of international students assisted increased by 43% from 2023 to 2024 (162 international students in 2023, compared to 232 international students in 2024). Targeted events focused on the Pathway to Permanent Residency, and a Migration Law Clinic was hosted.

More students based at campuses in Launceston, Cradle Coast, Rozelle, and online in were helped in 2024, with 53 students assisted in 2023 compared to 111 students assisted in 2024. Ten community legal information and education sessions were delivered in-person in Hobart and Launceston, as well as online.

Unique Tassie Experiences

Student attendees increased by 50% in 2024 to 661 attendees, and the quantity of experiences offered also increased by 45% from 18 events in 2023 to 29 events in 2024. 91.3% of student participants expressed a desire to attend future UTEs in post-trip surveys.

TUSA Clubs & Societies Events

Over the past three years, student engagement has seen a steady increase through C&S events, and clubs have delivered a wider variety of events, activities and programs particularly in the academic space to support students in their studies, future career planning and professional development.

TUSA Clubs & Societies Grants

The range and breadth of events being supported through SSAF-funded grants have continued to grow and diversify, meeting a greater range of needs and contributing to the social-cultural elements of the University experience.

TUSA Clubs & Societies Admin & Support

Support was provided to review and update Club constitutions, complete financial reporting and provide support materials for executives of Clubs and Societies. Collaboration with key stakeholders such as the University student leadership, volunteering and employability team, sport and student living to continue to improve service provision in the C&S events and activities space.

Consultation with industry experts to support the audit, review and continuous improvement of risk assessment and mitigation processes for all types of events, activities and programs, with Club executives involved in the process and active participation in the development of strategies, processes and procedural documentation to support the Clubs and Societies activities.

TUSA Orientation and Welcome Program

The TUSA has continued to adapt and evolve to the needs of incoming students they meet during the Orientation and Welcome program of events and activities, working with key stakeholders

across all schools and colleges to support the delivery of information about available services for commencing students. (See also section 2. Welcome and Orientation)

TUSA Events Program

The events program was a finalist in the Student Experience Network Annual Awards for the Student Life Expo (SLE), an industry recognised event that celebrates the work of Student Unions, Associations and Guilds around Australia and New Zealand.

Student Learning and Development

A wide range of programs and training were offered to student representatives, clubs and societies and TUSA student staff. These covered leadership, interpersonal communications, campaigning, manual handling and project management. A strong focus on safety and wellbeing offered training on alcohol and drug education, bystander violence prevention, sexual assault first aid, suicide intervention skills training and responding to distress.

Student Representation

Among student-led campaigns and lobbying, student reps also delivered the Equity and Diversity Program, including supporting the TUSA Equity Committee, delivery of the annual TUSA State Council elections and support the honoraria and operating expenses of State Council.

The number of representatives in the student body increased from 8 to 17, with a 7% increase in meeting and committee attendance by student representatives. There was also a 44% increase in event participation and attendance by student representatives, with a 27% turnout increase in student representative elections.

Togatus & Student Media

The student publication, Togatus, is fully managed by students who published multiple print editions showcasing student voices, creativity, and achievements. Student media supported 54 projects in 2024, significantly contributing to campus culture and event promotion.

SSAF Revenue Summary

	2024 Allocation \$ ¹	2024 Actual \$
SSAF Revenue	\$5,445,702	\$6,011,593
SSAF revenue carried forward from 2023	\$437,168	\$437,168
Total SSAF funds available for 2024	\$5,445,702	\$6,448,761
SSAF revenue carried over into 2025	\$437,168	\$1,061,661

¹ Allocation refers to the SSAF funds expected to be received in the reported year (i.e., budgeted SSAF revenue).

SSAF Charge Summary

The student services and amenities fee (SSAF) charged to students must not be above the maximum fee for a calendar year. The maximum SSAF is indexed annually as required by the *Higher Education Support Act 2003* (the Act). In [insert reported year] the maximum SSAF was \$[insert maximum SSAF for the reported year].

Student Status	[Insert reported year] SSAF charged \$ ²	Number of students charged in [Insert reported year] ³
Full-time ¹ (> 0.75 EFTSL)	Up to \$351	6,387
Part-time ¹ (< 0.75 EFTSL)	Up to \$263.25	18,190
		Total: 24,577

¹ Note: As per Part 2 of the *Higher Education Support (Administration) Guidelines 2022* (Administration Guidelines), students studying on a part-time basis must not be charged more than 75 per cent of the maximum SSAF that a higher education provider determines for students studying on a full-time basis. The term “part-time basis” means a study load of less than 75 per cent of the normal full-time student load for the period to which the fee relates. As per part 7 of the Administration Guidelines, the normal EFTSL value for a full-time student studying over a period of one year is 1.0.

² Note: As per Part 2 of the Administration Guidelines, a higher education provider may choose to determine a different SSAF for particular categories of persons, including a zero amount.

³ Note: Students are categorised as full-time or part-time students based on the total EFTSL value of the units of study they undertook in [insert reported year]. For example, a student undertook a full-time study load in Semester 1 which was equal to 0.5 EFTSL and undertook a part-time study load in Semester 2 which was equal to 0.375 EFTSL. This student would be categorised as a full-time student in [insert reported year] as the total EFTSL they undertook in [insert reported year] was equal to 0.875.

Student Status	[Insert reported year] SSAF charged \$ ²	Approx. number of SSAF students remote learning [Insert reported year] ⁴
Remote learning/Online only	FT – up to \$351 PT – up to \$265.25	FT – 4,341 PT – 17,008

⁴ Note: The Department of Education understands that not all higher education providers capture mode of study in their information systems and many students undertake a mixed mode of study such as face-to-face and remote learning. The data provided above is for students who undertook remote learning for 100% of their units of study. Please note, due to the limitations of our information systems, the above data may be approximate.

SSAF Allocation Summary

Key areas of expenditure [Insert reported year]

Subsection 19-38(4) of the *Higher Education Support Act 2003* (the Act) provides a list of 19 allowable expenditure items which higher education providers may allocate and spend SSAF revenue on.

Please note, under subsection 19-38 of the Act, SSAF revenue must not be spent to support a political party or the election of a person as a member of the legislature of the Commonwealth, State or a Territory, or a local government body.

Key Area (reporting against these are mandatory)	2024 Total Allocation \$	2024 Total Actual Spend \$	Are services available online?	Estimated No. of students accessing services
1. Health Services	\$1,025,739	\$985,291	Yes	3459 counselling appointments. 1,500-2000 student received accessibility support.
2. Clubs or other associations	\$0	\$0		
a. Sporting	\$0	\$0		
b. Internal student politics	\$0	\$0		
c. Gender, sexuality, ethnicity, race, or nationality-based	\$0	\$0		
d. Areas-of-study related e.g. law	\$0	\$0		
e. Other activities e.g. music, debate, chess	\$0	\$0		
f. Other – Tasmania University Student Association	\$1,403,957	\$1, 403,957	Yes	5,000+ student accessing services; 105,521 engagement points for clubs and societies
3. Accommodation	\$0	\$0		
4. Employment/career services	\$768,209	\$733,645	Yes	1000 unique students accessed employability and self-development programs. 10,000 Career Connect student logins per annum
5. Legal aid	\$0	\$0		
6. Support for financial affairs	\$0	\$0		

7. Other student amenities	\$	\$		
8. Other – Study support services	\$1,163,516	\$1,200,171	Yes	PASS Program: 10,000-12,000 STUDIOSITY: 5,000- 6,000
9. Other – Sport (excluding clubs/societies)	\$418,500	\$398,255	Yes	5,000+
10. Other – Engagement initiatives	\$498,172	\$498,172	Yes	3,000 unique students
11. Other Orientation Weeks	\$167,609	\$167,609	Yes, partially	Approx. 10,000 commencing; plus approx. 1000+ continuing students
Total	\$5,445,702	\$5,387,100		

Note: The 2024 Total Actual Spent \$ refers to the SSAF cost component of the activity. University or TUSA operational funds were not included.

Organisations, bodies or third-party providers that received SSAF funding in 2024

1. Allocation of SSAF revenue – non-student-led organisations

Organisation Name ¹	Australian Business Number (ABN)	Supported Key Area	Total SSAF Funding Received from provider \$	% of total SSAF revenue collected by the Provider
N/A	N/A	N/A	\$0	%
		Total SSAF provided to non student-led organisations	\$0	%

¹ Note: Only organisations, bodies or third-party providers who receive over \$1,000 in SSAF funding are expected to be disclosed.

2. Allocation of SSAF revenue to student led organisations – evidence of meeting requirement of 40 per cent

Organisation Name ²	Australian Business Number (ABN)	Supported Key Area	SSAF Funding Received from Provider \$	% of total revenue collected by the provider	If below 40 per cent, is there an agreed transition plan in place	Details of transition plan
Tasmania University Student Association (TUSA)	36 112 122 929	Key Area [2f]	\$1,403,957	23.4% of 2024 revenue	Yes, there is a transition plan in place for 2025.	40% rule was not in place in 2024, 2025 transition plan was approved on 30 May 2025.
		Total SSAF provided to student-led organisations	\$1,403,957	23.4%		

3. Attestation that student led organisations in receipt of a minimum of 40 per cent of SSAF revenue are meeting governance requirements

Organisation Name ¹	Majority student-led	Demo-cratically elected leaders	Indepen-dence	Audited accounts	Corporate Governance policies and procedures established and adhered to	If replying no on any measure, is there an agreed transition plan in place?	Details of transition plan
Tasmania University Student Association (TUSA)	No for 2024*	Yes	Yes	Yes	Yes	Yes, a transition plan is in place for 2025	40% rule was not in place in 2024, 2025 transition plan was approved on 30 May 2025.

*Noting that the Tasmania University Student Association constitution was amended on the 18 June 2025 to ensure that it satisfies the requirement for being a 'student led organisation' for the purposes of the Higher Education Support Act 2003 (HESA).

² Note: Only organisations, bodies or third-party providers who receive over \$1,000 in SSAF funding are expected to be disclosed.

Declaration by Person of Authority

I, [insert full name], [insert position title] of [insert full name of higher education provider], declare that the information provided in this Student Services and Amenities Fee (SSAF) Allocation Report is to the best of my knowledge true, complete and correct.

I further attest that the information provided in this Report meets the requirements of the *Higher Education Support Act 2003* and the Higher Education Support (Student Services, Amenities, Representation and Advocacy) Guidelines 2022 and that, where transition arrangements have either been sought or approved, information is provided on this.



.....
Signature of Person making Declaration

Dr James Brann

.....
Full name of Person making Declaration

Pro-Vice Chancellor (Student Equity and Success)

.....
Position of Person making Declaration

30/6/2025

.....
Date