

University of Tasmania

Student Services and Amenities Fee (SSAF)

2022 Allocation Report

The *Higher Education Support (Student Services, Amenities, SSAF Allocation summary updated as discussed Representation and Advocacy) Guidelines 2022* 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.

Additional reporting was introduced to allow for greater transparency and consistency in SSAF allocations and expenditure.

Please note, the information provided in this *SSAF Allocation Report* does **not** require auditing by a financial accountant. The SSAF expenditure reporting 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 process

In 2022, students were provided with various opportunities to contribute to the dialogue informing SSAF allocations, both reviewing the 2022 allocations as the year progressed and the decision-making process for 2023 allocations. Representation and advocacy in the interests of students was achieved via three key modes of consultative communication.

1. Student Portal feedback

The University of Tasmania student portal offers all enrolled students the opportunity to provide feedback on SSAF allocations via an online form throughout the year. The majority of responses were received in the days following the announcement of SSAF allocations for 2022, and a total of 139 student responses were shared over the course of the 2022.

2. SSAF Working Group

As per the *University Student Services and Amenities Fees Procedure*, a SSAF Working Group combining senior University executives and elected student representatives met on three occasions, with the aim to:

- Draw on student feedback and surveys, relevant sources of data and other available evidence to inform the University's decision-making regarding student services and amenities priorities.

- Review the impact of specific initiatives designed to respond to the priority themes in the context of the evidence base available, considering and differentiating student preferences, analysis of behaviours (uptake) and impact.
- Use the Working Group forum as a mechanism for discussing emerging issues, gaps and changes in the local, national or global landscape which may impact on priorities and inform recommendations for re-direction of effort and resourcing.

University representation of the Working Group comprises:

- One University staff member with responsibility on the TUSA board
- One senior representative of the Office of the Chancellor and Vice Chancellor
- 2 x representatives of the Academic Division with executive level responsibility for curricular and co-curricular student experience

The Working Group meets at key points in the annual cycle:

- Following Semester 1 census date for the purpose of cross-checking priorities recommended in the previous year in context of emerging internal or external intelligence or landscape changes.
- Following Semester 2 census date to review current projects against intended outcomes and make recommendations for any amendments or reallocation of resourcing.
- In the final quarter of year for the purpose of reviewing current priorities and inform priorities for the following year

3. Student SSAF Survey

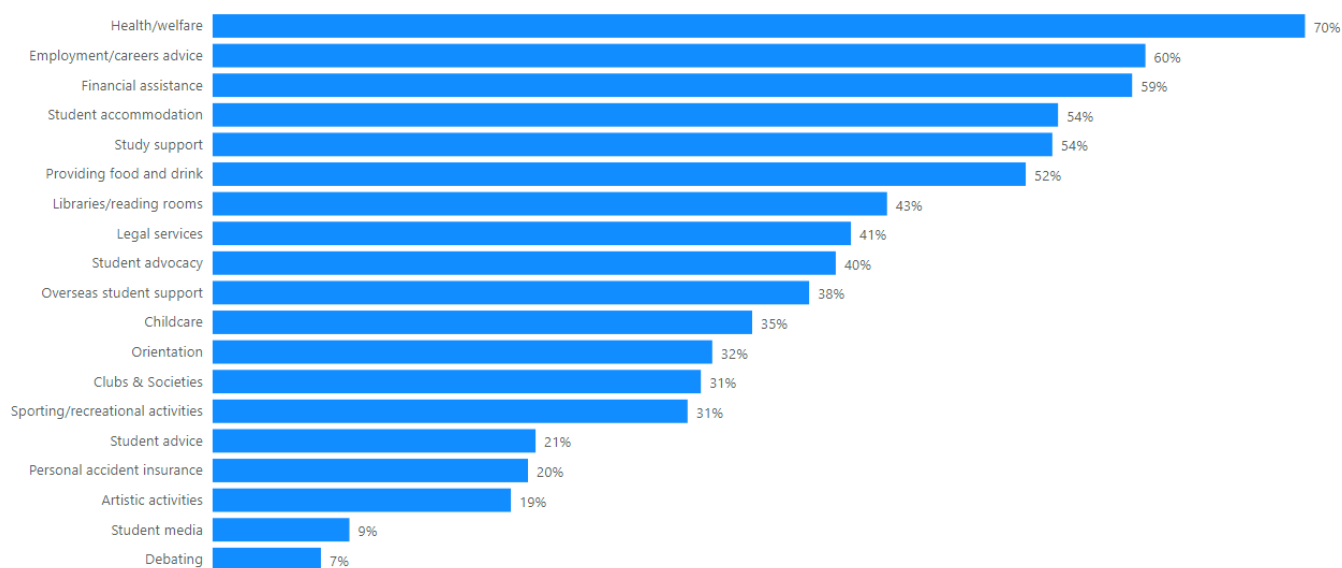
The SSAF survey was released following consultation on the content and format with elected student representatives via the President of the Tasmanian University Student Association.

The 2022 SSAF survey gathered insights about the relative funding importance all services offered under SSAF, as perceived by current UTAS students. An invitation and a reminder were emailed to all current UTAS students and students were alerted to the survey via social media campaign led by TUSA. The survey was available to complete online from Monday 26th September to Wednesday 5th October 2022. There were 819 participants, reflecting a response rate of 2.4%.

Consultation feedback summary

In the 2022 SSAF survey, students were asked to select up to 10 of the permitted government funding areas that they considered to be highest priority for SSAF funding in 2023. Health & welfare (70%) was by far the highest priority, followed by employment and careers (60%), financial assistance (59%), student accommodation (54%) and study support (52%).

Permitted Government Funding Area



Students were also asked to consider specific programs or services that are currently funded by SSAF so as to establish their relative importance. The chart below shows the most popular selections as weighted rankings in order from most to least important. The weighted rank combines the number of respondents who choose an option with the ranking score they gave it.

Weighted Ranks of Specific Programs and Services



The feedback is broadly consistent with the response to the question concerning permitted government funding areas. Identified priority areas include financial support and advisory services, counselling services, career services, accessibility and mental health support, study support and connecting with fellow students.

The free comments covered a broad range of suggestions, most frequently referring to topics related to financial support, although it should be noted that not all suggestions, such as HDR scholarships,

are permissible under SSAF legislation. Subsidies were suggested for accommodation, health services, food, gym memberships and parking. Although provision of increased scholarships would be out of scope for SSAF, there was a case for promoting greater advocacy on the subject of raising the value of PhD scholarships to counter increasing costs of living.

Online students voiced frustration at their perceived lack of access to SSAF-funded initiatives and services, which is in contrast to the actual availability to online students of the majority of SSAF-funded initiatives at UTAS. An area of improvement may lie in increasing awareness of SSAF-funded initiatives to the distance and online student community. Another theme related to SSAF being allocated to fund key services that students felt the University should fund, such as counselling and careers support. This is acknowledged as a valid concern despite their eligibility under the SSAF legislation, and continues to be discussed with elected student representatives.

On a broader theme, access to healthcare including GPs and dentists, preferably through bulk-billing practices, was frequently mentioned, along with greater provision of services to support students with disability, and the provision of key counselling services.

Achievements

1. Accessibility Services

- 2,077 Accessibility Adviser consultations in 2022 across 1,139 students who disclosed a disability or health condition - providing accessibility and disability support and assisting the development and implementation of Learning Access Plans (LAPs).
- 1,457 students had LAPs across the entire year - with mental health being the most frequently disclosed condition (~65% of students with LAPs), alone or in combination with other health conditions or disabilities.
- 25 students with autism spectrum disorder (ASD) were mentored by 18 specially trained student peers through the Specialist Peer Mentoring Program to provide extra support and structure for students with ASD.
- 63 students were supported with note-taking services.

2. Careers

- The Student Life and Enrichment portfolio employs 169 students in Peer Leader roles that provide services across 11 peer leader programs offered to students.
- The Career Advisors provided 454 consultations to 378 students.
- The Careers Service reviewed 240 documents that were submitted via the Document Review service offered on Career Connect.
- 49 career development workshops were delivered attracted 501 registrations.
- 403 new employers signed up to Career Connect.
- 31 students commenced the Career JumpStart program, with an additional 14 completing.
- 16 students received a Vice-Chancellor's Award across the categories of Leadership, Professional Achievement and Civic Service, and a further 41 students completed experiential learning modules or received citations on their academic transcript.

3. Learning support

- There were 430 student drop-ins at the Learning Lounge, a peer-led learning support service that provides all students at the University with the opportunity to develop their academic and study skills.
- The 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 that provides a range of benefits to students:
 - It supported 58 unique units in a combination of on-campus and online offerings.
 - Almost 1400 unique students attending one or more synchronous sessions.
 - 13,700 student views of asynchronous study materials across 36 units.
 - Data shows that engagement with PASS improved both academic performance and retention at census in semester 2.
- *Studiosity*, an online study support service available 24/7, was provided to students. This service 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.
 - There were 16,041 student interactions with writing feedback, from 3,536 unique students.
 - There were also 768 student interactions with Connect Live, from 443 unique students.
 - 95.7% of students were satisfied /extremely satisfied with the Writing Feedback service.

4. Safety & Wellbeing

- There were 3,202 counselling sessions, comprising 1,362 which were conducted face-to-face, 1,267 online and 573 by phone.
- The after-hours emergency service received 179 calls.
- Online webinars and self-help resources provided information on a wide range of subjects:
 - 185 students attended wellbeing webinars, covering topics including mindfulness, stress management, motivation and self-esteem.
 - 3,335 clicks were recorded on the available online resources, including information on mindfulness, procrastination, ADHD and relaxation techniques.
- The financial hardship scheme awarded a total of \$14,000, comprising direct payments and vouchers, to 87 students.

5. Welcome and Orientation

- 24,581 student engagements were recorded across College welcome events, UniStart modules, online information sessions, residential BBQs and excursions, community and cultural experiences, campus tours, sporting activities and service days.
- There was strong demand from on-campus students for both face-to-face engagement and online content.
- There were 80,104 welcome and transition communications with students.

6. Sport

- 2,858 students participated in community and campus sports, combining 'come and try' sessions, social sessions for informal participation, and social rosters for friendly structured competition.
- 438 students participated in the Hype health and wellbeing program offered to residents in student accommodation, which provides opportunities to access a range of experiences including, surfing, ski-ing, pilates, yoga and self-defence workshops.
- 109 students represented the University in national competition, including the Indigenous Games, T20 Cricket Championships and the UniSport Multi-sport Nationals.
- 64 students were awarded a combination of bursary support and advice on balancing their sporting commitments with academic responsibilities, by the Elite Athlete program.
- The Mapali Scholarship program provided free membership of UniGym to 29 Aboriginal and Torres Strait Islander students.

7. Student Communities and Enrichment

- The University Community Experience Model provided engagement experiences and activities to welcome students (commencing and continuing) into the University community. These experiences were designed around these themes: Sport, Art, Performance, Future Readiness, Leadership, Civic Service, Sustainability, Community, Place, Culture and Shared Table.
 - There were 7,161 recorded attendances at 305 events hosted by the Communities & Enrichment team.
 - 1,271 students attended multiple events.
 - 68% percent of students who participated felt that engagement in these activities has strengthened their connections to others, and 80% reported to have met new people.
 - The level of digital engagement since the launch of the UniApp in February 2022 has increased significantly. There have been 53,000 direct peer-to-peer interactions via messages, representing an increase of 152%.

8. Tasmanian University Student Association

A diverse and extensive program of events and initiatives included the following highlights (further breakdown included in SSAF Allocation Summary section):

- Engagement with clubs and societies totalled 7,174 student members (6,159 enrolled UTAS students and 1,015 associate members) across 117 TUSA-affiliated clubs & societies.
- Signature TUSA events including clubs & societies day, the student leaders conference and the clubs and societies awards night attracted a total of 2,534 students.
- Other key events organised in collaboration with clubs and societies included the Malaysian Society Night Market (1,200 attendees), the Engineering Society Laneway event (734 attendees) and Eid Festival (over 100 attendees).
- TUSA delivered over 60 events during Orientation and Welcome, some in collaboration with the University's Orientation and Communities teams, involving over 5,300 student engagements.
- 603 students received assistance from the Student Advocacy Service, and 250 students were assisted by the Student Legal Service, a free and confidential legal service for all UTAS students.

SSAF Revenue Summary

	2022 Allocation \$ ¹	2022 Actual \$
SSAF Revenue	\$5,727,158	\$5,282,563
SSAF revenue carried forward from 2021	\$300,905	\$300,905
Total SSAF funds available for 2022	\$6,028,063	\$5,583,468
SSAF revenue carried over into 2023	\$129,201	\$355,652

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

NB - The SSAF revenue in the summary table includes bad debts and variances from SA deferrals

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*. In [insert reported year] the maximum SSAF was \$[insert maximum SSAF for the reported year].

Student Status	2022 SSAF charged \$ ²	Number of students charged in 2022 ³
Full-time ¹ (> 0.75 EFTSL)	Up to \$315	6,614
Part-time ¹ (< 0.75 EFTSL)	Up to \$236.25	18,845
Total:		25,459

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	2022 SSAF charged \$ ²	Approx. number of SSAF students remote learning 2022 ⁴
Remote learning/Online only	FT – Up to \$315 PT – Up to \$236.25	FT – 670 PT – 13,342

⁴ Note: The Department 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

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	2022 Total Allocation \$	2022 Total Actual Spend \$	Are services available online?	Estimated No. of students accessing services
1. Health Services, including disability, safety & wellbeing	\$1,141,000	\$947,500	Yes	3,000
2. Clubs or other associations				
a. Sporting	\$300,000	\$218,800	No	1,200 (UTAS-affiliated sports clubs)
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. Tasmanian University Students Association	\$1,022,500	\$1,022,500	See TUSA table below	See TUSA table below
3. Employment/career services	\$1,226,000	\$1,012,400	Yes	6790*
4. Legal aid	\$0	\$0		
5. Other – Study support services	\$1,223,000	\$1,164,700	Yes	11,000*
6. Other - Sport (apart from clubs & societies)	\$300,000	\$268,800	No	3,800
7. Other – Orientation & engagement initiatives	\$657,000	\$579,800	Yes	25,000*
8. Other - Financial support	\$30,000	\$14,000	Yes	150
Total	\$5,899,500	\$5,228,500		

NB * Figures reflect total student engagement touchpoints, not unique student interactions.

TUSA report on student engagement (financial breakdown not submitted)

Programs and services	Availability of services online	No. of student touchpoints
Equity and diversity	Y	128
Mental health & wellbeing	Y	196
Community legal service	Y	250
Financial counselling	Y	72
Food insecurity – Freshie bags	N	465
Rosella St – Circular economy platform	Y	17
SDG student-led initiatives	N	48
Emergency food	Y	115
Laptop recycling scheme	Y	33
Clubs & societies	Partial	8,026
General & personal accident insurance	Y	7,174
Orientation & welcome	Partial	5,343
Clubs & societies events, programs & initiatives	N	56,342
TUSA signature events	N	2,626
Clubs & societies development program	Y	1,056
Togatus (student publication) - online clicks	Y	14,263
Student newsletter - recipients	Y	3,141

Organisations, bodies or third-party providers that received SSAF funding in 2022

Organisation Name ¹	Australian Business Number (ABN)	Supported Key Area	Total SSAF Funding Received \$	% of total SSAF Funding Received
Symplicity (Career Connect)	25 620 898 179	Employment & careers services	\$65,341	1.25%
Studiosity	41 114 279 668	Study support services	\$532,700	10.2%
Lifeline Direct Ltd	14 618 509 818	Health services	\$45,000	0.86%
Tasmanian University Students Association	36 112 122 929	(See table above)	\$1,022,500	19.56%

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

Declaration by Person of Authority

I, Martin Grimmer, Pro Vice-Chancellor (Strategic Projects) and Interim Pro Vice-Chancellor (Student Equity & Success) of the University of Tasmania, 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.

Signature of Person making Declaration



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Full name of Person making Declaration

Professor Martin Grimmer

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Position of Person making Declaration

Pro Vice-Chancellor (Strategic Projects)

Interim Pro Vice-Chancellor (Student Equity & Success)

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Date

30 June 2023