

Indigenous Student Success Program 2023 Financial Acquittal

Organisation

University of New South Wales

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2023 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2023 ²	\$2,019,716.42
B. Other ISSP Related Income	Nil
Interest earned/royalties from ISSP funding ³	Nil
<i>If no interest has been earned briefly state why</i> The grant is not allocated to an account that accumulates interest.	
Sale of ISSP assets	Nil
2023 ISSP Grant Income (excluding rollovers)	\$2,019,716.42

Table 1b Other funding used to support Indigenous students in 2023 (excluding GST)⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	
Other Commonwealth Government funding	
Funds derived from external sources ⁷	
UNSW funds	\$1,783,737.16
Total of other non-ISSP funds for 2023	\$1,783,737.16

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2023 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	\$52,895.79
Salaries for staff working on ISSP activities ¹¹	\$930,850.32
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	\$116,788.41
Travel – domestic (airfares, accommodation & meals)	\$52,183.46
Travel – international (airfares)	Nil
Travel – international (accommodation and meals)	Nil
Conference fees and related costs ¹²	Nil
ISSP Asset purchases made during 2023 ¹³	Nil
A. Total Expenditure of ISSP 2023 Grant (excluding expenditure from all rollovers into 2023)	\$1,152,717.98
B. Unexpended 2023 ISSP funds approved for rollover into 2024 grant year¹⁴	\$866,998.44
C. Unexpended 2023 ISSP funding to be returned to the NIAA	Nil
2023 ISSP funding committed (A + B + C) ¹⁵	\$ 1,152,717.98

2. Rollovers

Table 2 Rollovers ¹⁶

			<i>The two options below should total unspent funds for that line</i>	
	Project Funds Rollover (\$)	Project Funds Expended/committed ¹⁷ (\$)	Excess Option 1: Unspent funds to be rolled into 2024 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$)
2021 funds rolled over into 2023 - please complete column for Option 1 or 2 for any unspent funds				
2022 funds rolled over into 2023 - please complete column for Option 1 or 2 for any unspent funds	\$459,367.06	\$459,367.06	Nil	Nil
Unexpended 2023 Funds (From Table 1c, Rows B and C)			\$866,998.44	Nil
Total funds approved for rollover into 2024 or to be returned ²⁰			\$866,998.44	Nil

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2023²¹

1. GST received by you in 2023 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²		\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2023²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2023

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁷	ISSP component ²⁸	Disposals Age ²⁹

5. Endorsement of the Financial Acquittal³⁰

As an Authorised Officer, I understand that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2023 Financial Acquittal supported and initialled by Authorised Officer:

Name:

Title:

Phone:

Email:

Signed:

Date:

INDIGENOUS STUDENT SUCCESS PROGRAM 2023 CERTIFICATION

Complete this certification after reading the completed 2023 Performance Report and 2023 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2023 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2023 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2023 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) the information contain in this report may be shared with Universities Australia; and
- (iii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by the university's Indigenous Governance Mechanism:

Name:

Title:

Signed:

Date:

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name:

Title:

Signed:

Date:

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2023, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional “item” lines as required.
- ² Do not include rollovers in ISSP 2023 Grant amount. Prior year’s rollover figures to be included in Table 2.
- ³ Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ⁴ Please estimate the funds available if exact amounts are not known.
- ⁵ Please insert additional lines if the listing below do not suit your university’s arrangements.
- ⁶ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁷ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁸ Where applicable, figures provided in this table must be consistent with the figures provided in the institution’s 2023 Performance Report.
- ⁹ Please insert additional lines if the listing below do not suit your university’s arrangements.
- ¹⁰ List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- ¹¹ If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹² Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹³ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁴ This should match the figure in Table 2.
- ¹⁵ This figure should equal the Grand total in Table 1a
- ¹⁶ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.
- ¹⁷ For 2021 and 2022 funds rolled into 2023, the amount included here should be the amount expended in 2023.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2024.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2024. NIAA will issue an invoice for any amounts listed in this column.
- ²⁰ Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2023.
- ²¹ If GST is not paid to you, do not complete Table 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- ²² This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²³ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁴ Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2023.
- ²⁵ The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- ²⁶ Include any assets purchased during 2023 using ISSP funding that are valued over \$5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- ²⁷ Where an item has been stolen or destroyed, the words ‘stolen’ or ‘destroyed’ should be listed in the sale price column.
- ²⁸ The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- ²⁹ Where groups of assets are disposed of, an average age can be provided.
- ³⁰ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2024 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation’s internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation’s auditor should sign this authorisation.

³¹ For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.

Indigenous Student Success Program

2023 Performance Report

Organisation	University of New South Wales		
Contact Person	Scott Parlett		
Phone	02 9065 2199	E-mail	s.parlett@unsw.edu.au

1. Declaration

In providing this Performance Report, it is acknowledged that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2. Enrolments (Access)

- *What embedded Indigenous Student Success Program (ISSP) strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2023? [if these strategies have been reported in previous years, please just note in summary]*

As reported in the 2022 ISSP performance report, the programs to improve access for Aboriginal and Torres Strait Islander students are:

- Indigenous Preparatory Program (Pre-Programs). This program is offered as an almost three-week residential program and is available for the following fields of education: Law, Business, Medicine, Education, Social Work, and Science and Education. This intensive pre-program prepares candidates for their specific degree and help students navigate university life whilst in a culturally supportive and nurturing environment. In 2023 the program was held between 20 November and 8 December and attracted a total of 28 participants.
- Indigenous Admission Scheme (IAS). The Indigenous Admission Scheme which is administered by Nura Gili in conjunction with faculties. Candidates are assessed for their suitability for an undergraduate degree program by members of Nura Gili staff as well as representatives from the respective faculty. Consideration is given to an applicant's relevant life, work, educational and training experience. This pathway is available for the fields of education which do not have a pre-program. In 2023, there were two intakes of students - one in June and one in November. Nura Gili received a total of 17 IAS applications and 12 of them enrolled as commencing students in 2024.
- Youth Leaders program. This is a one-week program for high school students in years 10, 11 and 12. The program offers a cross-faculty experience whilst engaging in real world problem-solving activities. There is a strong cultural component embedded and the aim is for students to envision how education, cultural leadership and problem-solving can shape their future. The 2023 Youth Leaders program was held between 10 and 14 July and attracted 34 participants.

Outreach activities which occurred in 2023 included Nura Gili staff and Ambassadors managing a stall at the Yabun Festival (January 26th) as well as at the Koori knockout (NSW rugby league tournament) held over 4 days between September 29th and October 1st 2023.

The staff of the Nura Gili Future Students team also held a stall at UNSW's annual Open Day on 2 September and provided information to prospective students and their families on UNSW's pathway programs, scholarships, support offered by Nura Gili etc.

This year saw Nura Gili Future Students team go interstate!! The 2023 Murri Carnival was held over 8 days with record number of participants: 3,350 players, 50,000 in attendance and just under 400,000 live streaming the games. Nura Gili were the digital sponsors promoting UNSW and Nura Gili through all media channels and hosted a marquee at the carnival tapping into opportunities for Indigenous Peoples in QLD and Northern NSW considering further study, beyond high school. The main purpose was to educate mob that University is for everyone; not just school leavers and breaking down the stigma through a marketing slogan #No shame to educate, let's yarn!

Other strategies to broaden access included Nura Gili working with the Division of Access, Equity and Diversity who led the Gateway Admission Pathway and Program. This program is targeted to Years 10, 11 and 12 high school students who attend a Gateway partner school in NSW and all students nationally who are from a low-SES background. A Gateway school is one which is classified as being in a low SES area based on SEIFA criteria and currently there are over 350 schools in New South Wales that meet the criteria of educational disadvantage.

The Office of Pro Vice Chancellor Education and Student Experience holds the partnership with Souths Cares; the community arm of South Sydney Rabbitohs. Nura Gili attends their regional NSW High School and community engagement tours and is the education partner for their community events.

- *What new strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2023? What have been the outcomes or success?*

The staff of the Nura Gili Future Students team also held a stall at UNSW's annual Open Day on 2 September and provided information to prospective students and their families on UNSW's pathway programs, scholarships, support offered by Nura Gili etc. But this year in addition to the stall, Nura Gili opened the doors of Nura Gili Centre for Indigenous Programs and invited all Indigenous community members to cultural activities by local elders, sit in on the Indigenous Studies Lecture, an Indigenous Student panel to debunk some questions about Indigenous Student experience in Higher Education.

The Faculty of Law and Justice and Nura Gili worked collaboratively to administer the new Indigenous Entry Scheme for the Juris Doctor; 3 students entered via this scheme in 2023.

- *How does the university utilise scholarships, bridging and enabling support and outreach services to improve access? What impact did this support have in 2023?*

Approximately 120 Indigenous students were receiving scholarships in 2023. The availability of scholarship support is communicated during recruitment programs and is always discussed with prospective students during the outreach activities. The Outreach and Recruitment team also provide information about UNSW's two enabling programs – these are one-year programs: one for school leavers (aged 17-19) and the other for mature students. Both programs offer four options for study:

- Humanities (to pursue degrees in any of the Humanities undergraduate degrees)
- Business School (for Bachelor of Commerce)
- Engineering (Bachelor of Engineering)
- Science (Bachelor of Science).

If students are not successful in obtaining a place in an undergraduate degree via the IAS or Pre-Programs pathways, they are encouraged to apply for one or other of these enabling programs (depending on their circumstances).

To increase enrolments in Engineering, the Engineering Faculty offered a range of scholarships to attract Indigenous candidates e.g.

- 5 scholarships funded directly by the Faculty worth \$15,000
- Full accommodation scholarship worth \$25,000 funded by Origin
- Ausgrid - scholarship for an Indigenous student to study Electrical Engineering

There were 21 commencing Engineering students at UNSW in 2023.

- *What other broad strategies does the university implement to increase access and enrolments for Aboriginal and Torres Strait Islander students that does not rely on ISSP funding? (only one or two paragraphs are required)*

Each of the faculties at UNSW has a staff member in the faculty responsible for working closely with Nura Gili and assisting with the Indigenous outreach and recruitment programs. These staff are responsible for working with academics in the faculty to maintain the curriculum used for the pre-program in their faculty (e.g. the pre-med or pre-law program etc.). These staff also assist with assessment of applications and interviews for the Indigenous Admissions Scheme.

Other strategies to broaden access included Nura Gili working with the Gateway program; a program targeted to Years 10, 11 and 12 high school students from a Gateway school. A Gateway school is one which is classified as being in a low SES area based on [SEIFA](#) criteria and currently there are over 350 such schools in New South Wales. In 2023, six Indigenous students commenced at UNSW via the Gateway program.

The Faculty of Arts, Design and Architecture (ADA) worked with a local girls' high school and offered their Indigenous high school students in years 7 to 10 a suite of Taster programs in each of the 6 schools in the ADA Faculty.

UNSW Business school worked with NASCA and delivered a workshop and on-country tour to over 60 Indigenous High School and TAFE students. In addition an Aurora Education Outreach program saw over 60 Indigenous high school students spend the day at UNSW's AGSM for an educational enrichment program. Two professors from UNSW Business school also led a series of talks and workshops with high school students on Wiradjuri Country including St. Johns College Dubbo and Dubbo College South Campus.

The Business school continues to review and revise its content for the Pre-program in Business and in 2023 opportunities included:

- students attending the AGSM Indigenous Executive Leadership program strategic presentations,
- working on a live case study with First Nations Response and presenting their recommendations back to the client,
- meeting with the first Aboriginal Actuary and senior partners from Deloitte,
- industry visits to Gilbert & Tobin, NSW Indigenous Chambers of Commerce and Commonwealth Bank.

In 2023, Nura Gili worked with Aurora Foundation to host Indigenous high school students on campus for their University Experience days. Students that are a part of Aurora Foundation are from all over Australia and their University experience days are held during the High School term School Holidays. Since those students hosted in 2023 were in years 7-9, UNSW won't see the impact of this engagement for a few years.

Table 1 ISSP Scholarships - breakdown of 2023 payments

	Education Costs		Accommodation		Reward		Total 1	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ²								
Undergraduate ³	54,042.83	8					54,042.83	8
Post-graduate ⁴								
Other								
Total								

3. Progression (outcomes)

- *What embedded ISSP strategies, activities and programs has the university implemented to support students to complete units? [if these strategies have been reported in previous years, please just note in summary]*

UNSW has a number of strategies in place to support students when they get to UNSW and assist them successfully complete their courses and progress each year until completion. These strategies are summarised below:

- The Indigenous Tuition Program provides tutoring opportunities for students and is offered as either 1:1 or small group tutoring sessions (see separate section below on Indigenous Tuition Program ITP). In addition, table 2 provides specific detail on tutoring provided in 2023.
- Ngarra Orientation Program. in 2023 this was run as a 3-day residential program during the week immediately prior to O-week in Term 1. It attracted ~30 participants. Students received information to assist with transitioning into university studies including information on personal, wellbeing and academic services on campus.
- The PATS program: Pastoral Academic Transitional Support. This involves reaching out by phone to each Indigenous student between week 2 and week 3 of Term 1 and 3 to see how they are going and to identify additional support that might be needed. The highest priority cohort for the calls are the 'students not at good (academic) standing' SNAGS. Subsequent to the call, follow up emails and appointments are scheduled as required to provide assistance to the student allowing for successful progression.
- The Nura Gili centre itself is a culturally affirming study space. The centre is open from 8am to 10pm 7 days per week. The centre has several consult rooms which can be booked to organise small group sessions. These rooms are fitted with computers, large screens and whiteboards. A vast amount of free software is available to all students. In addition, the Nura Gili kitchen is well stocked with food staples.
- During exam weeks each term, extra opportunities were provided e.g. lunchtime activities and food to bring students together socially and assist with de-stressing. Nura Gili organised therapy dogs (PAWS the Pressure) and their handlers to come and visit the centre; they have proved very effective for highly stressed students!

- Throughout the year academic support was provided via consults or group sessions e.g. enrolment and subject selection guidance, support with program progression, guidance around special considerations, support with student appeals, navigating university systems and processes etc.
- Similarly, pastoral support was provided including providing advice on accommodation options, support with scholarships, support with Centrelink, cultural advice etc.
- Student success staff organised referrals to other agencies - internal or external – for students as required e.g. referrals to faculty, referrals to Equitable Learning Services, Health Service / Psychology and wellness referrals internal and external, liaising with the Elite Athletes program etc.
- Student success staff organised cultural workshops on and off campus for Indigenous students as well as organised events and activities for significant cultural days on the calendar such as NAIDOC week etc.
- Emergency financial support was supplied to students on a needs' basis (students were required to complete a financial hardship application) through vouchers, or one-off payments to assist with attendance at conferences, workshops etc. Printing credit was made available for students also as required.
- The student newsletter for Indigenous students was produced and distributed in weeks 2 and week 10 for each of terms 1, 2 and 3 respectively.
- Financial support was provided to enable a team of students to attend the 2023 Indigenous Nationals which were held at Monash University from 26 to 30 June 2023.
- An 'end of year' event was held at the UNSW Roundhouse on 2nd November to which ALL Indigenous students and some recent Alumni were invited. The event attracted approximately 100 attendees; the majority being Indigenous students as well as local Indigenous community members and some staff.
- The UNSW Indigenous Student Awards was held in June 2023. This event was resurrected after 3 years COVID-enforced hiatus. The awards were presented in two categories to Indigenous Students for the 2022 academic year (Academic and Spirit awards). Academic award was awarded to the top performing undergraduate student in 2022 with the Spirit award recognising qualitative characteristics such as persistence, resilience, academic growth and attitude. Awardees were chosen by the faculty.
- Customer Relations Management (CRM): The Customer Relations Management (CRM) tool enables all emails to the shared Nura Gili inbox to be routed through the CRM and actioned by the student success team until closed. The CRM enables better tracking of student enquiries and the ability to ensure that the follow-up required for each 'case' is implemented. This enables a more timely and consistent service to students.
- The student success team worked diligently to source tutors under the Indigenous Tuition Program – see table 2 on ITP for explicit breakdown.
- Other strategies/activities during the 2023 academic year included providing opportunities for the following:
 - Peer Learning: Providing space at Nura Gili to enable collaborative learning and fostering knowledge exchange among students.
 - Networking: Providing opportunities for Indigenous students to connect with experienced professionals allowing them to enhance their student networks.

The Faculty of Arts, Design and Architecture provided financial assistance to their students undertaking a Work Integrated Learning (WIL) project e.g. a student undertaking a 70-day social work placement can obtain \$7,000 per placement. Similarly, students undertaking an education placement of 45-days duration can obtain \$4,000 and a student on a 20-day placement in Arts and Media can obtain \$2,000. In addition, the ADA Student Support Fund assisted a number of ADA students who were experiencing financial difficulties to provide assistance with purchasing textbooks.

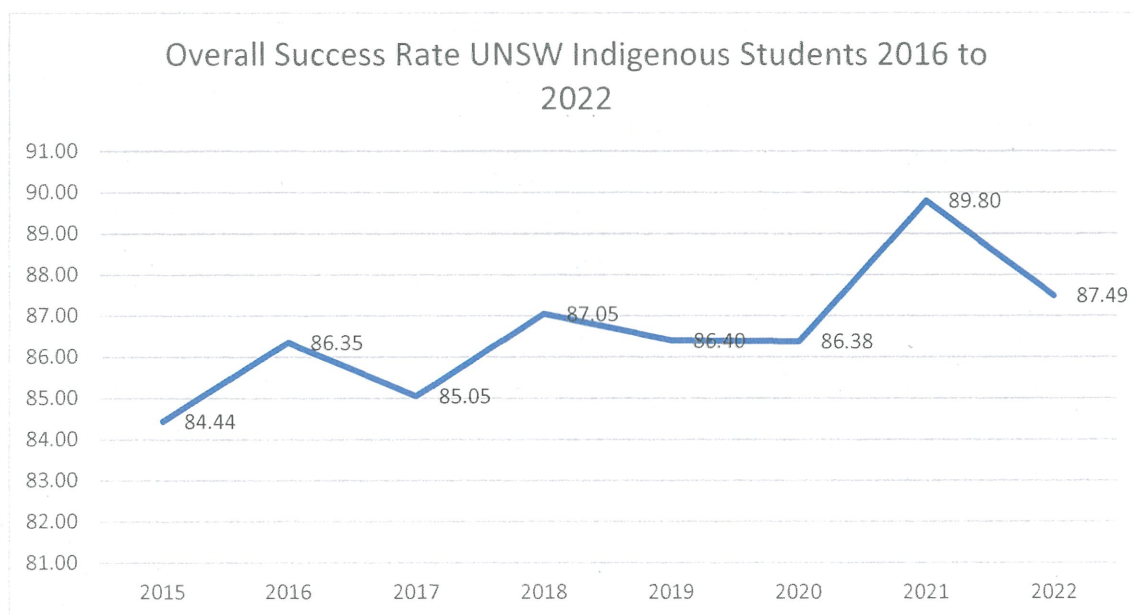
Students in the Built Environment and Art & Design degrees received a support payment of \$1,000 to assist with the additional incidental costs associated with purchasing Materials for their degree programs.

- *How does the university measure the effect these strategies have on student progression? What were the outcomes or success?*

The PATS calls made to each student in Weeks 2 and 3 of Term 1 are a useful first indicator of how students are going with their course material. Once the results are released at the end of term 1, an analysis of results is conducted. Students who have failed are contacted for a discussion and to ensure they are aware of the opportunities that are available particularly tuition.

Analysis of results for undergraduate students in 2023 show that 68% obtained a cumulative Weighted Average Mark above 60 at the end of the year and 76% remained at "Good Academic Standing".

According to the statistics on the [Higher Education Student Data](#) website the overall success rate for Indigenous students between 2016 and 2022 is as follows:



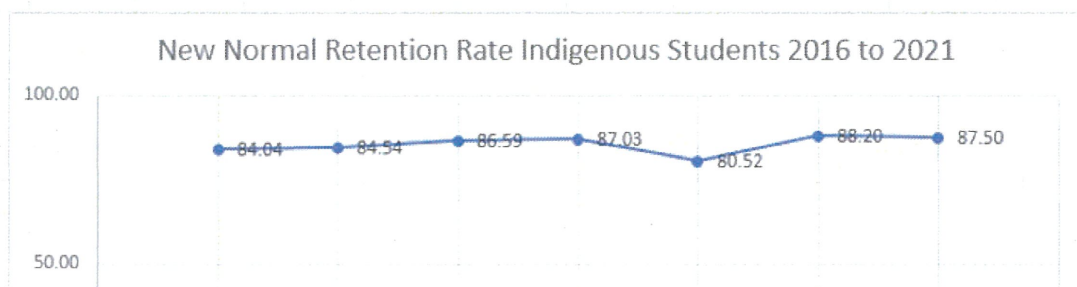
- *What was the impact of support through tutorial assistance and mentoring and other measures provided through the university?*

Students consistently provide positive feedback on the benefits of availing of 1:1 tuition and obtain higher grades in assignments and exams. The measures listed in the section above on success rates also assist improve retention rates.

Some quotes provided by Students availing of tuition in 2023 included:

- "Tutoring got me through my studies I couldn't have got through without this support".
- "Tutor has helped me stay focused and unpack my assessments".
- "Absolutely amazing, Student is very thankful for ITP tutoring and says that it has been really good".

Retention rate for UNSW Indigenous students is displayed below for years between 2016 and 2021:



- *How does the university invest in the cultural competency of staff and students? How is it measured and what impact has it had?*

UNSW's recruitment and career development program for all staff is built around demonstrating 5 key behaviours: driving innovation, building collaboration, demonstrating excellence, displaying respect and embracing diversity. The latter two are inextricably linked with building and maintaining a culturally safe environment for all staff and students including Aboriginal and Torres Strait Islander students. There are no specific measurements in place to measure effectiveness but reinforcement of the 5 behaviours occurs during the annual myCareer discussions with all staff.

Tutors involved in Nura Gili ITP were offered training in cultural awareness with a good take up rate. The training was offered on and offline.

A Cultural Safety program is being developed in 2024 to be formally rolled out to staff and students in 2024/2025.

- *What other broad strategies does the university implement to support student progression that does not rely on ISSP funding? (Only one or two paragraphs are required)*

Each of the Faculties have a dedicated position assisting the respective Faculty with their Outreach program and facilitating student success for their students. Some examples of activities for 2023 included:

Engineering

- The Indigenous Program Officer in Engineering hosted regular coffee yarns and drop-in sessions during each of the three terms in 2023.
- Faculty funded-Indigenous peer social events were hosted to encourage social interaction and networking.
- Targeted financial assistance was provided e.g. \$400 reimbursement per student for textbooks or travel back to country etc.
- The First year Academic Boost program was delivered which included providing each student with a textbook voucher, running small revision classes in weeks 6 and week 11 of each term and promoting the social study hub where first years have access to more senior students.

Science

- In 2023, the Faculty of Science ran the Elevate Scheme which is designed to support current undergraduate Indigenous Science students in purchasing essential materials to maintain their academic endeavours throughout the university. In 2023, the Science EDI team awarded a total of \$700 to two undergraduate students.
- In 2023, the Faculty also launched the Indigenous Honours Awards; first recipients will be awarded in 2024.
- To encourage the pursuit of HDR studies, the Faculty has instigated an Indigenous Top-Up Award. HDR students applying for a UNSW Indigenous RTP in Round 1 2024 will be eligible to apply for the Faculty of Science Indigenous Top-Up Award. The award is an \$8,000 award in addition to the RTP rate.

Law and Justice

- The faculty provided a three-hour exam revision session with a law lecturer during the exam study period in each term.
- Free physical copies of prescribed law and criminology textbooks were provided to Indigenous students enrolled in a UNSW Law & Justice degree.
- Financial support was provided for Indigenous Law and Justice students to attend the National Indigenous Legal Conference and Ngalaya Ball.
- Separate and additional tutorial classes were provided for students entering the Bachelor of Laws through the Indigenous Pre-Law Program in Terms 1 & 2.
- Pastoral care, academic, and employment advice/opportunities were provided by the Director of Indigenous Legal Education for Law and Justice students in collaboration with the Careers Advisers and other staff within the faculty.
- Social and networking activities were hosted throughout the year for current students and alumni.

Arts, Design and Architecture (ADA)

- The dedicated student support and engagement officer for ADA Indigenous students oversees the First Year Mentoring program. In 2023, 33 commencing students in the faculty who benefitted from this program.
- In 2023 the Faculty delivered a pilot internship program for Indigenous HDR students

Medicine and Health

- The Faculty of Medicine and Health has an Indigenous Student Experience Officer who provides Aboriginal and Torres Strait Islander students with pastoral care and academic support. This role also acts as a contact and advocate for students to assist with navigating university life, including some of the systems and processes as needed.
- The Bungulidah Mentoring Program is a mentoring program that is run for students within the Medicine program that matches them with some of the Medicine alumni. This aims to provide students with a connection and expand their network, as well as providing experiences and an insight into life outside of and beyond their study. Some students in the program last year were able to shadow their alumni at work and had some amazing experiences with patients and in clinics.
- To assist with onboarding for new Medicine and Health students regular catch ups were organised with the Student Experience Officer, Indigenous. These catchups aimed to help students ensure they have everything set up and ready to go on day one, but also to help with the initial adjustment period. It helps to have a contact they can approach when they have questions or any issues with navigating the complexities of the university systems and programs. Introductory sessions are also held for HDR commencing students.
- A student catch up was also held at the beginning of the year to give students an opportunity to meet each other and connect across all courses within the faculty.

- Revision and exam preparation sessions were also held in the lead up to exams, teaming up students with academic staff to run revision sessions, or organising tutorials amongst peers and volunteers to help run some of the clinical skills-style sessions.
- Students participated in an On-Country experience through their Foundations course, giving them a connection to the local community.

UNSW Business

- Hosted Bindila, the inaugural First Nations Business Residential Exchange from 8th-13th October. Students from UWA, Queensland University of Technology, UNSW and entrepreneurs from Laynhapuy Homelands Aboriginal Corporation participated; each team accompanied by their Cultural Business Mentor who played significant role throughout the week.
- Support three UNSW student-led societies:
 - First Nations Business Student Society
 - LSBS Little Sister Big Sister
 - First Nations Engineering and Science Society
- Supported students to gain internships and graduate positions with the following firms: Google, Atlassian, NSW Public Service Commission, Commonwealth Bank, Deloitte, EY, Westpac, ABC, SBS.
- Hosted a group of UNSW Business School Indigenous students' staff and Industry partners to attend both Supply Nation Connect Tradeshow and Awards Dinner – premiere Indigenous business event. Two UNSW Indigenous business school alumni were also finalists the national awards.
- AGSM co-delivered a number of partnership Indigenous executive education programs including with NSW Department of Transport, NSW Public Service Commission and federal government agencies.
- AGSM hosted “New Tracks”; a day for all AGSM & UNSW Business School Indigenous students and alumni to come together undertake series of workshops and panels from range of Indigenous experts both here and overseas.

Nura Gili's partnerships with faculty staff are key to ensuring the right type of opportunities can be provided to our students at the right time. Keeping a close eye on performance and having ready access to performance reports for each student assists in providing targeted support in a timely fashion.

During 2023, the focus was on strengthening collaborative partnerships with key stakeholders to ensure Aboriginal and Torres Strait Islander students remain supported for the duration of their degree program. This work included the provision of holistic wrap around support to students by:

- Working collaboratively with faculties to develop and implement early intervention initiatives as required. This included monitoring and tracking student performance and regularly checking-in with both the faculty and students by way of follow-up.
- Participating in professional development programs to improve online service delivery. This included engaging internal and external service providers to deliver workshops and information sessions to the Nura Gili Student Success Team.
- Continually improving internal processes to provide a seamless online support service to all Aboriginal and Torres Strait Islander students.

Table 2 Tutorial assistance provided in 2023

Level of study	Number of unique students assisted ⁵	Total number of tutorial sessions attended ⁶	Total hours of assistance ⁷	Expenditure ⁸ (\$)
Enabling	0			
Undergraduate	117	2250	3253.25	179,638
Post-graduate	12	269	311.75	17,458
Other	0			
Total	129	2519	3565	197,096

4. Completions (outcomes)

- *What ISSP embedded strategies, activities and programs has the university implemented to improve award course completions of Aboriginal and Torres Strait Islander students? [if these strategies have been reported in previous years, please just note in summary]*

Final year students are encouraged to reach out for extra tuition if required to enable them to finish their degree programs.

UNSW is continuing the upward trajectory on completions with 102 students completing a program in 2022.



Showcasing the opportunities available to students once they have graduated can be highly motivating and encourage students in the final years to push through and continue. Each year, UNSW runs careers fairs through its Employability program. This is an opportunity for students to hear from industry and community leaders as they reflect on their career journeys and provide unique insights to help students in their decision making around future careers. There is also a career mentoring program which connects students from their second year of study with established industry professionals and allows students to plan for their future career development.

Nura Gili has strengthened its relationship, and meets regularly, with the Employability team and this ensures that opportunities for Aboriginal and Torres Strait Islander students are also showcased at the careers' fairs. The UNSW Connect is a jobs board which has over 600 employers advertising positions for UNSW students and alumni. These include internships, part-time roles as well as graduate positions – offering a variety of options to enable students to fit work in with their University study.

Many of our students availed of various internships via this program in 2023.

There are also opportunities for Indigenous students to gain employment within UNSW whilst continuing their studies. In 2023 many of our Indigenous students took up opportunities as student ambassadors and ITP tutors; two great opportunities in terms of offering both flexibility and income. These opportunities also fulfill the 'Give Back' pillar of the Indigenous strategy; senior Indigenous students involving themselves in opportunities where they are assisting more junior students e.g. assisting with outreach programs as a student ambassador or providing tuition on a course they themselves undertook and in which they achieved success.

5. Regional and remote students

What support was offered through ISSP to regional and remote students, how were these students prioritised?

The strategies and initiatives outlined in section 1 and 2 of this report apply equally for the recruitment and support of regional and remote students. The youth leaders program provides the opportunity for an immersive introductory experience at the University, particularly for individuals who live far from the main campus. It helps to “demystify” university and show how it can be a realistic option particularly when accommodation scholarships are included for those struggling financially.

Once enrolled, Aboriginal and Torres Strait Islander students from regional and remote areas have access to all the services outlined in section 2 of this report. The ability to avail of the dedicated study and meeting space at Nura Gili and meet fellow students from other regional and remote areas as well as the easy access to the dedicated student success team all assist these students cope with being so far away from home and community. Over 20 students from the 34 participants in 2023 Youth Leaders were from regional and remote Australia.

Table 4 ISSP Scholarship data for remote and regional students⁹

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2022 Payments	56,134.14	9					56,134.14	9
B. 2023 Offers ¹⁰	54,042.83	8					54,042.83	8
C. Percentage ¹¹ (C=B/A*100)							96%	
2023 Payments								

6. Eligibility criteria

6.1. Indigenous Education Strategy

How has the university implemented its Indigenous Education Strategy under Section 13 of the ISSP Guidelines?

UNSW has an Indigenous Strategy 2018-2025

<https://www.unsw.edu.au/content/dam/pdfs/ada/general/resources/2021-08-commitment-to-indigenous-communities/2021-08-UNSW-ADA-IndigenousStrategy.pdf>

with three main pillars including:

- Culture and Country
- Give Back
- Grow Our Own

In 2023 faculties continued to align programs and initiatives aligned to these three pillars (see example link ADA Indigenous Strategy [UNSW ADA Indigenous Strategy](#))

Strategic operational plans additionally align to the strategy including:

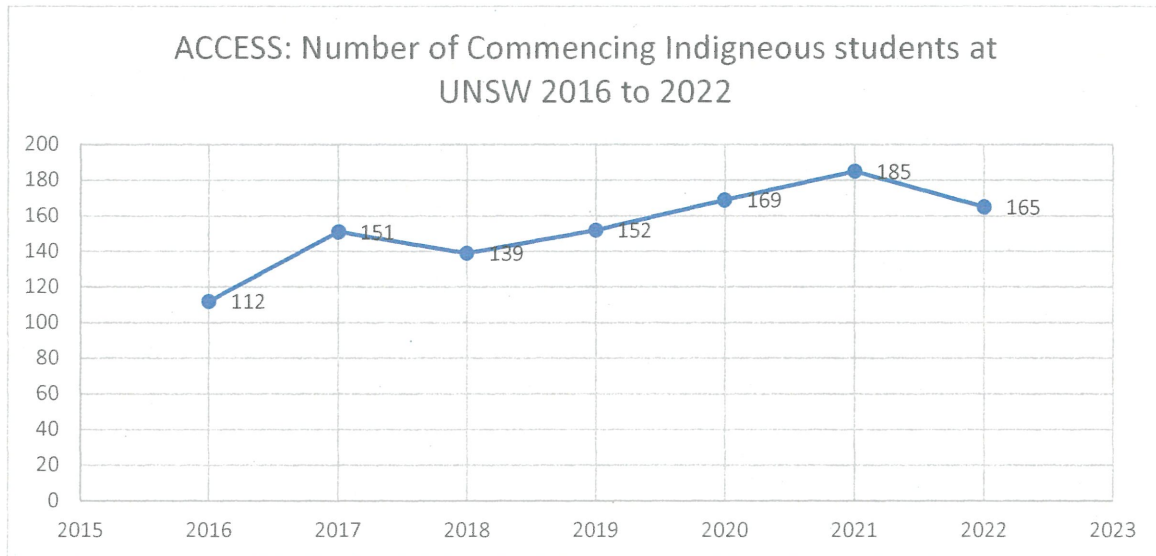
- Indigenous Education Plan 2018-2025
[High Level Indigenous Education Strategic Objectives.pdf \(unsw.edu.au\)](#)
- Indigenous Workforce Plan 2018-2025
[High Level Indigenous Workforce Strategic Objectives.pdf \(unsw.edu.au\)](#)

2023 additionally witnessed the launch of a new UNSW Enterprise Agreement – Professional and Academic. The agreement increased Cultural Leave from 5 days to 10 days and provided allowances for staff to change their public holiday on the 26 January to an alternative day to support #change the date. Cultural Load was also recognised with remuneration and acknowledgement outlined.

UNSW made a strong commitment in 2023 to support the Uluru Statement which included unwavering advocacy for 'the Voice' referendum. After the unsuccessful referendum outcome UNSW ensured that opportunities were provided to staff and students in consideration of ongoing health and wellbeing. UNSW will continue to support the objectives and visions of the Uluru Statement.

- *How has the strategy increased the number of Aboriginal and Torres Strait Islander students enrolling, progressing and completing courses leading to higher education awards?*

The number of Commencing students dropped in 2022 compared to those commencing in 2021:



The sector has witnessed a decline in enrolments contributed by a strong labour market resulting in prospective students taking up employment opportunities instead of studying. This is also a result of current economic conditions with a significant increase in the cost of living creating the need to earn an income rather than invest in further education.

The Job Ready Graduates package had negative impacts on Indigenous enrolments, with student contributions increasing in traditional fields of study for Indigenous peoples. Further to this the increased indexation on HECS debts are resulting in university study being unattractive for a population of people that are the most economically disadvantaged in the Country.

Although, overall Indigenous student numbers have declined there has been increases in certain discipline areas, and the retention and success of students remains strong at UNSW.

Internally at UNSW, there has been a number of factors that have created disruption during 2022 and 2023. These have been responded to in 2023 with a refreshed Indigenous student attraction, retention and success strategy being adopted in 2024. This will consider both internal and external factors including consideration for the recommendations made in the Australian Universities Accord.

- *How has the strategy promoted (facilitate, monitor and improve) the inclusion of Indigenous knowledges in curricula, graduate attributes, and teaching practices?*

Associate Deans Indigenous are appointed in the Faculty of Arts, Design and Architecture (ADA) and the Faculty of Medicine and Health Sciences, as well as Faculty of Law has a Director, Indigenous Programs. All of these positions contribute to the inclusion of Indigenous knowledges in the curriculum. Additionally, ADA has an Indigenous position that's primary focus is Indigenous curriculum development.

UNSW's MBA Executive Leadership Immersion is a co-curated, guided program and in 2023 was delivered in partnership with a wealth of Indigenous leaders from across a range of industries, communities and expertise. It is a 12-week transformational course where students engage and learn about supplier diversity, Indigenous ways of being, doing and seeing.

Dr Terri Janke and Company, a Business alum of UNSW, together with other UNSW Indigenous business alumni ran a series of workshops with UNSW Business School academic and professional staff on Embedding Indigenous perspectives in the curriculum.

In 2024, a Pro Vice-Chancellor Indigenous Education is being appointed to lead a whole of university framework in collaboration with faculties towards the inclusion of Indigenous curriculum, professional development and cultural safety.

- *How has the strategy included other activities for students and staff that promote cultural competency in Indigenous cultures (and diversity across cultures). This can include how it is improving the cultural competency of all students and staff.*

There have been programs adopted by individual faculties, for example Dadirri workshops and revitalisation dialogues. In 2024, a structured whole of university approach will be adopted towards Cultural Safety and Capability for students and staff.

The strong advocacy for the Uluru Statement in 2022, 2023 and beyond is a whole of university initiative and promotes to all staff and students the importance of a positive environment conducive to Aboriginal and Torres Strait Islander success based on self-determination. In 2023, this was impactful with a heightened sense of awareness and social justice.

In 2023, UNSW launched an initiative to name buildings celebrating woman at the Kensington Campus. One of the law buildings was named the Pat O'Shane building recognising her achievements as the first barrister in Australia and the first law student to graduate from UNSW. This is an addition to the Esme Timbrey Creative Practice Lab which opened in 2019 named after the late (2023) Indigenous creative artist.

UNSW Canberra have initiated activities at their campus e.g. they held their first ever Welcome to Country and smoking ceremony for the joint UNSW Canberra and ADFA campus for National Reconciliation Week in 2023. The event included cultural dance and didgeridoo from Wiradjuri Echoes as well as provision of information in the referendum and to highlight the forthcoming plans to raise cultural competency and awareness on their campus. They also introduced some easy to follow guidelines and recommendations on delivered Acknowledgement of Country for staff on their EDI hub page. In addition they have established a dedicated space in their library building for yarning circles – more broadly referred to as the UNSW Canberra Community circle.

Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion.

In 2023, a Deputy Vice-Chancellor Indigenous was appointed and a new Indigenous division launched. This included the appointment of an Indigenous Executive Officer and assistance as well as the recruitment process for a Pro Vice-Chancellor Indigenous Engagement and Research (appointed February 2024 and a Pro Vice-Chancellor Indigenous Education (offer made April 2024). In addition to the previous Pro Vice-Chancellor Indigenous has now been appointed as Pro Vice-Chancellor Society which continues to have a strategic Indigenous focus within a broader role. The Director, Nura Gili and the Academic Lead, Nura Gili Indigenous Studies were also appointed in 2023.

In 2024, UNSW will be reviewing future opportunities in relation to Indigenous Strategy and structures related to ensuring a whole of university approach conducive to Indigenous Student success and

experience throughout their lifecycle access to alumni. We will be aiming to ensure Indigenous student don't just have an ordinary experience rather an extraordinary experience. In relation to the Indigenous Strategy UNSW will be working with communities to negotiate a micro-Treaty. It is anticipated that this will be completed by December 2024. Operational Plans will also be refreshed or developed which will include KPIs.

In 2024 the Pro Vice-Chancellor Indigenous Education team will be responsible for leading the development and implementation of our Indigenous curriculum framework and the Cultural Safety (or equivalent) training.

Indigenous Workforce Strategy

How has the university implemented its Indigenous Workforce Strategy under Section 12 of the ISSP Guidelines?

Section 12 of the ISSP Guidelines requires UNSW to have a workforce strategy which incorporates:

- Setting an aspirational target for 3% Indigenous workforce participation
- Prioritising the employment of Indigenous academics
- Prioritising career advancement of Indigenous academics
- Ensuring an Indigenous Member on the University's Executive team

In 2024 UNSW is refreshing the Indigenous Workforce Plan along with KPIs, after the appointment of an Indigenous Employment Manager.

The target of 3% is not realistic and calls for a review to identify more appropriate measurements of success. There are many considerations to the inadequate measurement including competing universities creating unbalanced supply and demand, as well as the risk of removing skilled and experienced workforce from Indigenous community organisations making them vulnerable. UNSW will move forward in putting in an exceptional effort to attract, develop, retain and celebrate our staff however as outlined above 3% target is not realistic and requires review.

The Enterprise Agreement launched in 2023 commits to a minimum of \$2 million towards Indigenous employment. In addition to this the Vice-Chancellor has made a commitment to fund skilled and qualified Indigenous academic and professional staff.

The promotions policy reviewed in 2023 includes guidelines for Indigenous academic promotion that includes:

UNSW strives to be an employer of choice for Indigenous peoples. We therefore recognise the unique contributions that Indigenous staff bring to the workplace and the additional cultural workload that is common for Indigenous staff, such as providing input into University business, protocols or matters with an Indigenous context or assisting to build Indigenous community relationships. Often these additional responsibilities are largely invisible. The Universities Australia Indigenous Strategy 2022-2025 sets out to:

Ensure that additional workload expected of Aboriginal and Torres Strait Islander staff is recognised in workload planning and in performance assessments and promotions processes.

We therefore provide the following guidelines for considering the Promotions applications of First Nations academics:

- Indigenous staff may well be experiencing academic and cultural isolation.
- The career trajectory of First Nations academics may be longer as they navigate a dominant environment misaligned to their Indigenous identity and generational experiences.

- Indigenous staff often take on additional responsibility to provide ongoing mentorship and support to other First Nations staff and/or students.
- Indigenous staff are likely to be contributing to and be members of community boards and committees.
- Indigenous staff are often asked to contribute to and be members of internal boards and committees that require First Nations perspectives and experiences and progressing the Indigenous Strategy of the University.
- Indigenous academics are often specifically asked to contribute to discipline, school or faculty wide Indigenous curriculum and pedagogies.
- Indigenous academics often play a significant role in building relationships and partnerships with Indigenous communities and the University.
- Indigenous academics teaching Indigenous Studies may experience heightened racism within the learning and teaching environment which can sometimes be personally targeted.
- Indigenous cultures may not encourage self-promotion or promotion seeking in the same way as is expected in some traditional academic environments.

Therefore, the Promotions Board should reflect on:

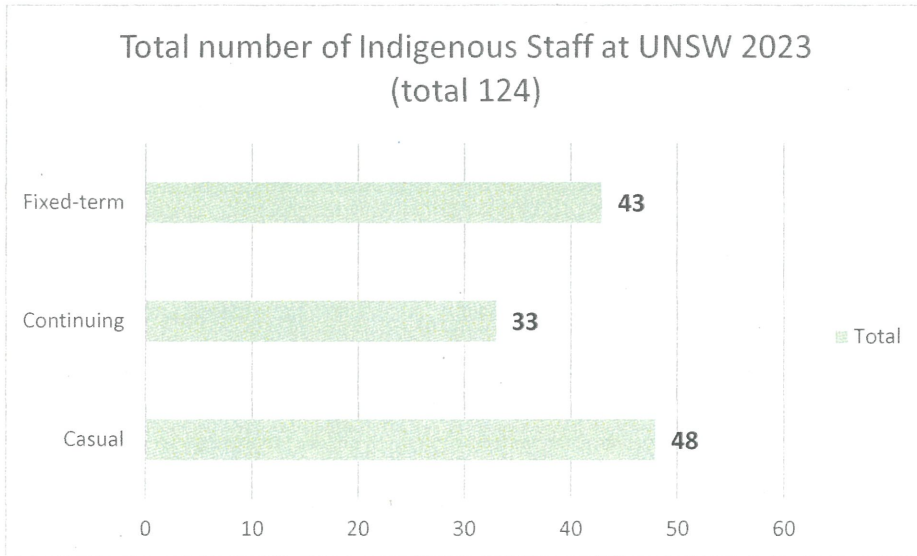
- What impact has being an Indigenous academic had on their roles and responsibilities, workload balance and professional outcomes?
- How have they contributed to the provision of Indigenous expertise within their discipline, School or Faculty?
- How have they contributed to developing and maintaining successful relationships with Indigenous communities - locally, nationally and internationally?
- How has additional cultural workload impacted their professional outputs or opportunities?
- What have been the additional expectations or requests placed on them as a First Nations person, expert or representative?
- Are they collectively contributing to a community of academics supporting First Nations Strategy across the University?
- Are they being recognised for their Indigenous learning and teaching, research and engagement as an influencer of societal impact?

There are currently two Indigenous members on the University Leadership (Executive) Team Professors Leanne Holt and Megan Davis.

[UNSW - University Leadership Team - December 2023](#)

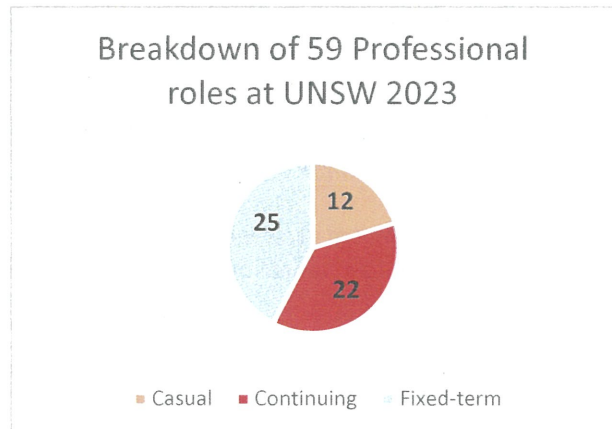
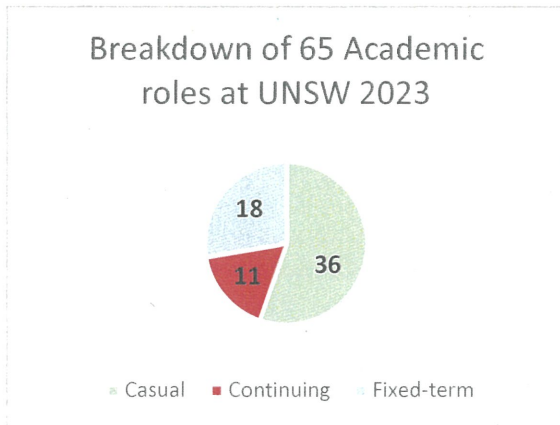
- *Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers.*

There were a total of 124 Aboriginal and Torres Strait Islanders employed at UNSW in 2023; 65 Academic positions and 59 Professional.



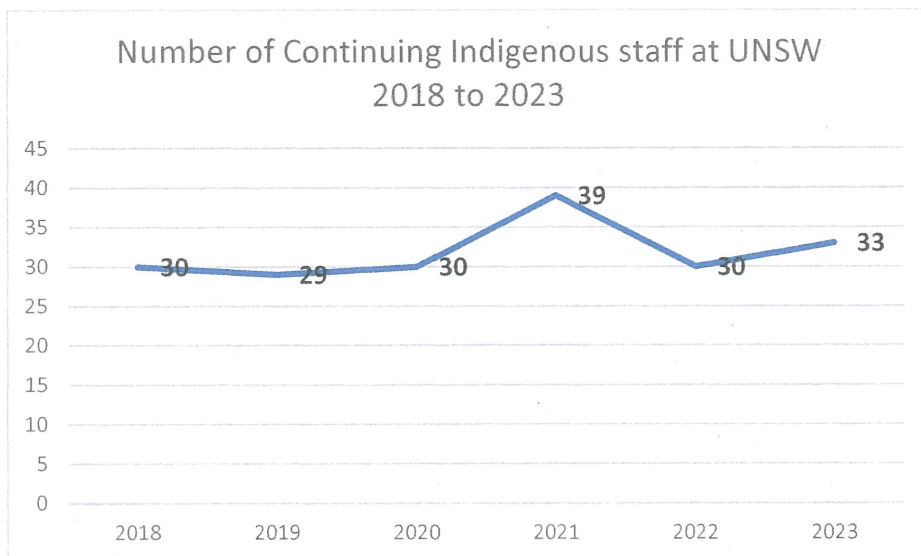
45% of the Academic roles in 2023 were occupied by staff on either Fixed term or continuing contracts (29/65).

Almost 80% of the Professional roles were occupied by staff in fixed term or continuing contracts.



Of the 65 Academic roles, 5 were at Level D and 3 were at Level E. Amongst the Professional staff, 5 roles were at level 10, 3 at level 9 and 10 at Level 8 (30% roles at level 8 and above).

UNSW had previously committed to employing a minimum of 1 Continuing new position each year; in 2023 the total number of Aboriginal and Torres Strait Islander staff on a continuing contract was 33. In 2022 the number was 30.



- *Outline how the strategy has increased the number of Aboriginal and Torres Strait Islander people working at the university and progressed towards an Indigenous Workforce Target of 3 per cent?*

Recruitment of Indigenous staff has long been regarded as an area of improvement for UNSW. In recognition of the strategic importance in increasing the numbers of Aboriginal and Torres Strait Islander staff, UNSW in late 2023 committed funds for a new role; Manager of Indigenous employment. The successful applicant commenced in March 2024.

- *Outline how the strategy has increased the number of Aboriginal and Torres Strait Islander academics and supported their professional development and career advancement?*

There are a number of strategies for increasing Aboriginal and Torres Strait Islander academics. In addition to the Vice-Chancellors and the EA funding the University has a well-established Scientia Program.

The Scientia program provides scholarships and funding for Scientia Scholars (students) and Fellows (staff).

The Indigenous Scientia Scholars are provided with a scholarship to complete their PhD studies. The Scientia Scholarship provides \$40,000 stipend per year, \$10,000 per year for development, collaboration and career building opportunities, work on high quality research projects with world class supervisors and provision of a mentoring and development program. The scholarships are 4 years in duration. A formal program is currently being established by the PVC Research and the PVC Indigenous Engagement and Research.

The Indigenous Scientia Fellows program aims to attract and support exceptional academics with outstanding track records. On appointment they are supported financially and academically to become leaders and mentors in the field. This is achieved through access to a range of development opportunities tailored to their level of experience across research, teaching and leadership. The positions are 4 years with opportunity for tenure at the conclusion of the contract. UNSW currently has 11 Indigenous Scientia Fellows from Level B to Associate Professor Level.

Scientia Professors are a special category of Professor that recognises outstanding research performance. The number of Scientia Professors are limited to preserve the distinction and ensure international eminence. UNSW has one Indigenous Scientia Professor who also holds the role of Pro Vice Chancellor Society.

UNSW has additionally launched Professor of Practice positions recognising non-traditional pathways and exceptional work experience and qualification. UNSW currently has employed three Indigenous Professor of Practice.

- *Does the university employ one or more Indigenous senior academics, if so what is their position or positions, if not what is the strategy to fill this position and the expected timeframe?*

Defining Indigenous Senior Academics as Professor or Associate Professor level – the following are all members of the Indigenous Senior Leadership Committee:

Deputy Vice-Chancellor Indigenous – Professor
Pro Vice Chancellor Society – Scientia Professor
Pro Vice Chancellor Indigenous Engagement and Research – Professor
Pro Vice Chancellor Indigenous Education – Professor
Associate Dean Indigenous – Faculty Medicine and Health – Professor
Associate Dean Indigenous – Faculty ADA – Associate Professors (x 2 job share to provide for research workload)
Indigenous Studies Lead – Associate Professor
Director Indigenous Programs – Faculty Medicine and Health – Associate Professor
ADA – Professor
Faculty Science – Associate Professor
Education – Associate Professor

- *Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion?*

Current, however is being refreshed in 2024.

- *Include the current link to the university's website outlining the strategy.*

[UNSW Indigenous Strategy | Indigenous Strategy, Education & Research](#)

Currently being updated in 2024.

Indigenous Governance Mechanism

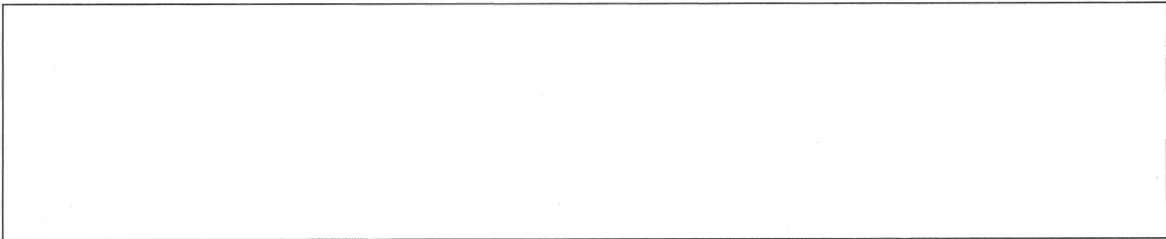
In 2023 the University appointed an Indigenous Senior Leadership Committee consisting of all Indigenous academic professoriate (listed above (11)) as well as DVC Indigenous Executive Officer (HEW 9), Indigenous Employment Manager (HEW 9) and Director, Nura Gili (HEW 10+). The committee meets quarterly and is chaired by the DVC Indigenous. The committee is responsible for advising on all strategic priorities of the University including student success and experience. Operationally the DVC Indigenous and Director Nura Gili (reporting to the Provost) monitors the expenditure of the ISSP funding.

In 2024 an Indigenous Representative Council (IRC) will be implemented aligned to the negotiations of the Micro-Treaty. The IRC will be pivotal in both the development of the Micro-Treaty as well as monitoring ongoing responsibilities.

6.1.1. Statement by the Indigenous Governance Mechanism

I declare that this report is an accurate reflection of the activities undertaken by UNSW in 2023. My position as Deputy Vice-Chancellor Indigenous fulfills the governance requirements outlined in section 11 of the ISSP Guidelines. I am confident that the goals and vision for Indigenous Strategy at UNSW will result in increasing Indigenous education outcomes for Indigenous staff and students. In addition, I declare that to the best of my knowledge the information in the attached acquittal is accurate and correct.

□



Additional information for completing the template

¹ These figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

² Include payments to all enabling students, including remote and regional students.

³ Include payments to all undergraduate students, including remote and regional students.

⁴ Include payments to all postgraduate students, including remote and regional students.

⁵ Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

⁶ Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

⁷ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁸ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

⁹ Only record amounts which required payment during the 2023 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

¹⁰ Record all verbal and written scholarship offers for the 2023 calendar year, including those offers that were not accepted by the student. Record the 2023 component of new scholarship offers and the planned 2022 value of previously awarded scholarships (including continuing scholarships).

¹¹ This data confirms the university's compliance with Section 21(3) of the Guidelines.

