

Indigenous Student Success Program

2023 Performance Report

Organisation	AUSTRALIAN CATHOLIC UNIVERSITY		
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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)

Acknowledgement of Country

In recognising Aboriginal and Torres Strait Islander people's spiritual and cultural connection to Country, and in continuing Australian Catholic University's (ACU) commitment to Reconciliation, we acknowledge the First Peoples and Traditional Owners and custodians of the Country where ACU campuses are located:

- Ngunnawal – Signadou Canberra Campus
- Wadawurrung Peoples from the Kulin Nation – Aquinas Ballarat Campus
- Wurundjeri Peoples from the Kulin Nation – St Patricks Melbourne Campus
- Turrabul and Jaggera Peoples – McAuley Brisbane Campus
- Cammerraygal Clan – MacKillop North Sydney Campus
- Wangal Clan – Mount Saint Mary Strathfield Campus
- Durag/Dharug Nation – Blacktown Campus

We respectfully acknowledge our Elders, past and present, and thank them for their guidance as we walk in their footsteps.

Australian Catholic University (ACU) implements a suite of university strategies and programs to improve access and participation for First Nations students which are complemented by targeted ISSP strategies and initiatives. In addition, to the alternative pathways programs, ACU offers Direct Entry through specific Alternate Entry Admissions pathways and Away from Base (AFB) options for First Nations applicants.

ACU experienced a slight increase in participation (Unique Headcount) for First Nations students from 1.86% in 2022 to 1.92% in 2023 and a decline in EFTSL. The decline in student load is a university-wide trend impacting ACU Equity group categories and domestic undergraduate enrolments. The reduced student study load reflects the changes in student enrolment patterns post- pandemic, and influenced by increased cost of living pressures, changing market factors and improved employment options. In addition, contextual considerations of First Nations students undertaking full-time study load include family responsibilities, cultural obligations, significant personal and family health crisis, and work and community commitments.

Indigenous Student Success Program (ISSP) strategies, activities and programs implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2023?

- Partnership with Peter Faber Business School
In Semester 2 2023, the Bachelor of Business Administration (BBA AFB) was added to the suite of ACU AFB programs of Bachelor of Midwifery (Indigenous), Bachelor of Education (Primary) and the Diploma in Educational Studies (Tertiary Preparation). AFB is a flexible study option for Regional and Remote (R&R) students, as it enables students to live at home or in community, study online and attend intensive residential blocks twice a semester on campus. Although the BBA AFB commencing numbers are low, First Peoples Directorate (FPD) continues to widely promote the BBA AFB to First Nations communities.
- Collaborations with National School of Education promoted ACU opportunities to Qld and NSW Education sector forums to First Nation teaching and schooling staff.
- Accessed multiple media platforms to promote culturally inclusive promotional materials to First Nations communities including:
 - Designed the River to Reef Podcasts: Hosted by Sam Thaiday, league legend and proud Kulkalgau man, the podcasts feature First Nations students, staff and alumni and promote Aboriginal and Torres Strait Islander education at ACU.
 - YouTube videos promoting pathways to ACU.
 - Instagram – Continuous promotion of Insta Stories, Reels and Posts.
 - First Nations Media platforms – Student and staff interviews on Cherbourg Radio, 4RR Charleville and Cunnamulla, 4K1G Townsville, BLACK STAR RADIO – Remote FNQ, BUMMA BIPPERA MEDIA – Cairns and The Star Townsville, Koori Mail and and Torres Strait News
 - Reviewed communications including online promotions and printed materials to increase brand recognition for target audiences - *Your Community Our Community* and *On Country On Campus*
 - Photo Shoots with First Nations students

New ACU strategies, activities and programs implemented to support and improve access for First Nation students in 2023?

ACU's Widening Participation Plan 2023-2026

ACU's inaugural university-wide Widening Participation (WP) Plan was developed in late 2022 and successfully socialised in 2023. The WP Plan articulates ACU's genuine commitment to improving access, retention and experience for Aboriginal and Torres Strait Islander students and Equity category students.

The WP Plan introduced two targets to measure and report on ACU's progress:

- **Institutional performance targets:** Quantitative measures including commencing headcount, access rates, participation numbers and rates, success rates, continuing headcount, retention rates and attainment rates.
- **Institutional change targets:** These focus on transforming ACU's approach, processes and practices which are further detailed in the WP Implementation Roadmap and individual Work Area Plans.

The Uni Step Up program was expanded to deliver online programs, improving access to regional and remote students, and broadening the study areas available. Uni Step-Up provided a pathway for 25 First Nation students.

ACU Scholarships

First Nations new and continuing students are encouraged and supported to apply for the discipline specific ACU scholarships, and ACU First Nation student scholarships. The ACU Accommodation Scholarships attracted an increased number of First Nations students from R&R students.

2023 ACU Scholarships and Number of First Nation Student Recipients

- ACU Accommodation Scholarship –ACU Equity and Inclusion(*New) - 23
- ACU Elite Athlete and Performer Program (*New) - 2
- ACU Alumni and Advancement – Aunty Joan Hendriks Scholarship - 1 postgrad.
- ACU Law – Aboriginal and Torres Strait Islander Equity Scholarship -1
- Blacktown Campus Equity Scholarship – 1
- Faculty of Law and Business –School of Business Scholarships - 3
- Francis Xavier Conaci Scholarship – Undergraduate unit in Rome, Italy - 2
- Gill Family Scholarship - 1
- Jodie Mitchell Reid Scholarship – 1
- Maeve O’Collins Scholarship - 1
- Michelle Endicott for Pre-service Teachers Scholarship – 1
- Nano Nagle scholarship - 1
- St John of God Health Care – 2
- St Vincent’s Private Hospital Melbourne, Nursing – 1
- St Vincent de Paul Society Broken Bay Central Council – 3
- St Vincent Private Hospital Northside Brisbane – Nursing 2
- Ursuline Community: 1 student
- Indigenous Commonwealth Accommodation Scholarship – 2 regional and remote areas and low-socio economic status
- Commonwealth Education Costs Scholarship – 29

2023 ISSP Awards

- Master of Family and Systemic Therapy (* New program for 4 Mildura students)
- Master of Educational Leadership - 4 students
- Commencing Students Start Up Award - 69 students
- Practicum Placement Uniform Award - 21 students
- Student Professional Placement support – 4 students

Student/ Staff Leadership support

- 2023 Queensland Aboriginal and Torres Strait Islander Catholic Education Conference, Brisbane (4 students and ISSP staff)
- 3rd National Indigenous Empowerment Summit 2023 – Cairns (4 students)
- 3rd International Indigenous Health and Well-being Conference – Cairns (1 student)
- National Indigenous Learning Support Conference 2023 – Townsville (IHEU Staff)
- Australian Catholic Theological Association 2023 Conf – Sydney (1 PHD student)
- Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) – Perth (ISSP Staff)
- National Indigenous Tertiary Student Games – MLB (16 students and 2 staff)

Bridging and Enabling Support

ACU’s alternative entry pathways to Bridging and enabling courses for First Nations students (and all students) when successfully completed lead to ACU undergraduate programs. These include:

- Diploma of Business, Diploma of IT, Diploma of Biomedicine, Diploma of Nutrition Science, Diploma of Exercise Science, Foundation Studies Domestic, Diploma in Educational Studies (Tertiary Preparation), Diploma in Liberal Arts Diploma in Visual Arts and Design.
- Students from equity category backgrounds with no formal educational qualifications may study for the non-award program the Certificate in Liberal Arts as part of the Clemente program.
- Enabling programs under development in 2023: Diploma of Criminology and Foundation Studies Online Domestic.

ISSP Outreach Services

- Two National Outreach Officers (ISSP) promoted engagement with First Nations communities, with a focus on prospective students from regional and remote areas.
- IHEUs and Outreach Officers promote ACU courses and pathways programs at secondary schools, tertiary education expos, First Nations community events, campus specific and local, regional, and remote events. Programs included the ACU Guarantee Early Entry, AFB, Uni Step-Up, Veterans' and Family Entry, Clemente Australia, Elite Athletes and Performer program and Foundation program.
- With ACU's Equity and Inclusion and Future Students teams, the IHEU and Outreach teams support selected secondary school events, Road Shows, Expos and ACU Open Days.

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?

- Increased alignment of university processes to improve the applicant experience and streamline the Admissions process for Direct Entry applicants, domestic applications, offers and acceptance.
- The ACU Guarantee Early Entry program introduced changes to identify participation of First Nations students and Equity category students.
- Ramped up ACU's marketing and targeted social media campaigns.
- Institute of Positive Psychology and Education: Trained a First Nations Internship program for undergrad. Students to develop research capabilities and implement a Research pipeline.
- Faculty of Education and Arts and Faculty of Theology and Philosophy: Increased engagement with Education sectors - Catholic Education and State Education departments across States and ACT.
- ACU Postgraduate events were expanded to include One-On-One consultations with prospective undergrad. students, Postgraduate webinars, and Talks with Industry series.

Table 1 ISSP Scholarships - breakdown of 2023 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³	1,377.50	1					1,377.50	1
Undergraduate ⁴	73,497.50	29	229,765.00	25			303,262.50	54
Postgraduate ⁵	37,157.00	4					37,157.00	4
Other								
Total	112,032.00	34	229,765.00	25			341,797.00	59

3. Progression (outcomes)

What embedded ISSP strategies, activities and programs has the university implemented to support students to complete units?

- Faculty of Health Sciences - Embedding Aboriginal and Torres Strait Islander Perspectives in Curriculum Sub-Committee.
- University-wide Culturally Safe Teaching Practice micro credential. This accredited unit sits within the Graduate Certificate of Higher Education. The micro credential aims to support all Aboriginal and Torres Strait and non-Indigenous academic staff at ACU, regardless of discipline and curriculum focus, with the knowledge, skills, confidence, and courage to develop and maintain culturally safe learning and teaching classrooms and other learning spaces.

What new strategies, activities or programs has the university implemented to support students to complete units in 2023?

- ACU First Peoples and Equity students' data hub platform aligned with the Widening Participation Plan was developed to track access and participation.
- Student Support Services Directorate - Developed an equity-specific programs database to identify and report uptake of existing Student Support Services.

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

Increased cultural competency of First Nations students and staff is supported through:

- 'Culturally Safe Classroom Unit' for academic staff – A new discipline specific Unit in Law and Business, Education and Arts, and Theology and Philosophy faculties was developed to introduce cultural safety practices into curriculum development and teaching practices.
- University-wide Culturally Safe Teaching Practice micro credential. This accredited unit sits within the Graduate Certificate of Higher Education. The micro credential aims to support all Aboriginal and Torres Strait and non-Indigenous academic staff at ACU, regardless of discipline and curriculum focus, with the knowledge, skills, confidence, and courage to develop and maintain culturally safe learning and teaching classrooms and other learning spaces.

- *ACU Cultural Awareness Workshop* as part of ACU Onboarding Program - Completion is mandatory for all fulltime and fractional appointments holders across professional and academic streams. It aims to broader awareness on the impact of colonisation on First Nations people and informs an ACU strategic approach and priorities for Indigenous Australians.
- The ACU Aboriginal and Torres Strait Islander Cultural Safety Statement was approved in 2023 as part of the response to Cultural Capability Framework.
- Faculty of Health Sciences - Embedding Aboriginal and Torres Strait Islander Perspectives in Curriculum Sub-Committee
- ACU's Thomas More Law School (TMLS)
 - Guided by First Nations academics TMLS co-created and drafted the university's Blueprint for Decolonising and Indigenising ACU's Law curriculum.
 - Planning commenced for a First Nations Pre-Law program.
- *Vice-Chancellor's Staff Excellence Award for the Spirit of Reconciliation* - Awarded to the First Nations Cultural Mentors in Occupational Therapy Curricula Development team, in recognition of First Nations mentors working to build capacity of ACU staff and enable better understanding between Indigenous and non-Indigenous ways of Knowing and Learning.
- ACU is a member of Supply Nation and is committed to building relationships with Supply Nation providers. Supply Nation expenditure is tracked by ACU Finance Department.
- ACU Directorates and Portfolios sponsored First Nations staff and students' engagement on the Voice Referendum staff through webinars and on-campus yarning with community, staff and students.
- ACU introduced a new Cultural Leave provision for Referendum Leave to support the health and well-being of First Nations staff.
- Student Leadership forums: Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS).

Table 2 Tutorial assistance provided in 2023

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	3	12	30	1,572
Undergraduate	89	1,727	3,454	226,981
Post-graduate	0	0	0	0
Other	0	0	0	0
Total	92	1,739	3,484	\$228,553

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?

ISSP Strategies

- [ACU Reconciliation Action Plan \(Innovate\)](#)
- [ACU Aboriginal and Torres Strait Islander Success Belonging Strategy](#)

Other activities and programs

- Postgraduate Pathways Alumni Dinners: Networking opportunity for First Nations alumni to:
 - Provide Alumni with research, post graduate study and employment opportunities.
 - Foster connections between students and ACU graduates
- Graduation Celebrations – Events to acknowledge and celebrate students’ course completions, achievements and the resilience and success of continuing students and their families.
- Online Initiatives for Students - Developed to deliver wholistic student support including Study Assistance, IHEU student newsletters, cultural engagement activities and health and well-being support.
- Graduation packs: Mail out includes First Nations graduation stoles and celebratory gifts.

What new strategies has the university implemented in 2023 to support students to complete qualifications?

ACU Thrive: ACU introduced a unique approach in targeting all first-year students with a focus on:

- Transition support into higher education.
- Academic success:
 - Ongoing ‘check ins’ that allows students to assess their progress and seek support as needed.
 - Online content is delivered in an easy-to-navigate and engaging way.
 - Collaborative and interactive in-class activities on campus.
 - Guidance from teaching staff on the new academic requirements of first year at university.
- Thrive Personally
 - A mix of online and on-campus learning for students to manage studies around other commitments.
 - Access to a range of student support services including counselling and career services.
- Thrive Socially
 - Promotes a vibrant campus community through clubs, societies and events.
 - Interactive on-campus classes to meet fellow students and promote opportunities to exchange ideas and network.
 - Connection with the wider ACU community to engage and support during your time at university.

Other Initiatives

- Career development and employability services: ACU students can access a range of career development programs, events and support services to enhance employability.
- ACU Career Hub - An online portal which provides students job opportunities, appointment bookings and event information.
- ACU Career Directory – Access to graduate jobs, internships, career advice and reviews.
- Application Assist – Offers a step-by-step process to enable students to build professional and competitive job application documents.

Student Advocacy Service: The Student Advocacy Service is an information, advice and referral service that supports students to navigate ACU policies and procedures.

Campus Ministry

Grounded in the university's Catholic identity and the charisms of our foundation religious communities, Campus Ministry's outreach embraces people of all faith traditions to support the faith journey of students. Social justice and community engagement. This included The Voice Referendum forums in 2023.

ACU Living and Learning Communities

Residential Life Program focuses on five key attribute areas – academic, social, cultural & community, health & wellbeing, and spiritual.

What was the impact?

Increase in Course Completions: Overall increase from 73 (H/count) in 2022 to 80 (Preliminary H/count) in 2023.

(Source: ACU Datahub Student Load reporting)

What other broad strategies does the university implement that supports Aboriginal and Torres Strait Islander students complete their qualification that does not rely on ISSP funding?

- ACU Education Strategy
- Widening Participation Strategy
- ACU Enrolment Plan 2021-2026 Strategy
- Advancement and Alumni Strategy 2020-24
- ACU Student Retention Strategy
- Aboriginal and Torres Strait Islander Peoples Employment Strategy
- ACU Cultural Capability Plan

5. First Nations Regional and Remote students

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

- *What strategies were implemented to improve access to university study?*
- *What activities were provided?*
- *What has been the impact of these strategies and activities*
- ACU Accommodation Scholarship was offered to all First Nations R&R applicants. Future students were interviewed and informed of ACU IHEU services and ACU Student Services.

- Transition support programs were offered to all students in ACU accommodation.
- Study Assistance support to all commencing students.
- Meet and greet morning get together: For students to meet faculty members and campus support services staff.
- Support available for student placements.

Table 4 ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2022 Payments	16,410	12	213,000	29			229,410	41
B. 2023 Offers ¹¹	39,815	17	191,179	21			230,994	38
C. Percentage ¹² (C=B/A*100)							100.69%	
2023 Payments	39,815	17	191,179	21			\$230,994	38

(Source: ACU Scholarships)

6. Eligibility criteria

6.1. Indigenous Education Strategy

ACU has met the requirements under Section 13 of the ISSP Guidelines through:

- ACU Widening Participation Plan
- ACU Education Strategy
- Aboriginal and Torres Strait Islander Belonging Strategy (To be reviewed in 2024)
- ACU Innovate RAP
- Aboriginal and Torres Strait Islander Peoples Strategy
- ACU Cultural Capability Framework and
- ACU Staff Enterprise Agreement

The ACU Strategic Plan 2020 – 2023 underpinned by enabling frameworks, guides the performance across the university’s operations. Aboriginal and Torres Strait Islander student targets are monitored and reported quarterly within Portfolio programs and Organisational Unit Plans. Student Targets are monitored and performance against targets are reported quarterly and include: Participation (Headcount and EFTSL), Retention and Course Completions.

ACU is committed to an enabling environment that facilitates and sustains a culture of inclusiveness to increase cultural capability. The university promotes the elevated the inclusion of First Nation’s Knowledges in curricula. Initiatives included:

- Recruitment to an Identified role within ACU’s Centre for Education and Innovation (CEI). The Academic Development for First Peoples Curriculum role was appointed at Senior Lecturer level.

- A workshop developed by CEI was convened with First Nations academic staff to foster culturally safe and culturally appropriate learning spaces for teaching staff, connect First Nations and ally staff across faculties and disciplines, and develop First Nations led strategic vision for First Peoples curriculum.

6.2. Indigenous Workforce Strategy

Detailed responses to questions 1 to 3, 4 and 6 are provided in *ACU 2023 Workforce Action Plan* submitted to the National Indigenous Australian Agency. ACU’s workforce report was submitted to NIAA on 6th March 2024 and a detailed response to question 5 is provided.

ACU’s 2023-2026 Aboriginal and Torres Strait Islander Peoples Employment Plan was launched August 2023 and is current.

[ACU People Plan \(2022-2025\)](#)

ACU is committed to supporting and developing staff – both academic and professional. In 2022, ACU launched its People Plan that identifies six critical pillars each with actionable steps to guide ACU intent to make a positive and measurable difference to staff.

Under the pillar of *Employing the best people for our future success*, a specific action for Indigenous employment is included in the People Plan. This commitment supported the development and launch in 2023 of ACU Indigenous Employment Plan.

Online access to ACU’s Employment Plan can be viewed at the following location: [2023-2026 Aboriginal and Torres Strait Islander Peoples Employment Plan](#)

6.3. Indigenous Governance Mechanism

ACU has met the requirements of the *Indigenous Governance Mechanism under Section 11 of the ISSP Guidelines* through the establishment of the Aboriginal and Torres Strait Islander Education Committee (ATSIEC).

ATSIEC 2023 Membership

Deputy Vice-Chancellor Ethics (Co-Chair)	*National Manager, First Peoples Directorate
* *Two Aboriginal and Torres Strait Islander Elders/ community representatives	*Indigenous Student Success Program Project Officer
*Associate Director, First Peoples Directorate	*Coordinator Jim-Baa-Yer and Dara Daramoolen IHEU
*Manager, Aboriginal and Torres Strait Islander Employment, Human Resources Directorate	*Coordinator Weemala IHEU
Executive Dean of Education & Arts (or nominated representative)	*Coordinator Yalbalinga IHEU
Executive Dean of Theology and Philosophy (or nominated representative)	Director, Centre for Education and Innovation (or nominated representative)
Executive Dean of Law and Business (or nominated representative)	Deputy Vice-Chancellor (Research) (or nominated representative)
Executive Dean of Health Sciences (or nominated representative)	Chief Financial Officer (or nominated representative)
*External University Representative	*Director, First Peoples Directorate (Co-Chair)
**Two Aboriginal and Torres Strait Islander Student Representatives*	

*Aboriginal and Torres Strait Islander representative

Operations of ATSIEC

- Two ATSIEC meetings were convened in March and October 2023.
- 13 of 20 ATSIEC members are First Nations Australians with the relevant skills and experience to be effective members.
- ATSIEC through the Co-chairs has responsibility and authority for advising, recommending, and monitoring the use of ISSP grant funding.
- ATSIEC reports through the two Co-Chairs to ACU's key decision-making bodies including: Vice-Chancellor's Advisory Committee, Academic Board, University Learning and Teaching Committee.
- Jane Ceolin* ATSIEC Co-chair and Director First Peoples Directorate, works collaboratively with Kelly Roberts* Manager, Aboriginal and Torres Strait Islander Employment to facilitate successful outcomes of First Nations students and staff at ACU.
- The ATSIEC 2023 Charter is published on the [Strategies and government reports – ACU](#)
- ATSIEC Agenda Items include:
 - ISSP projects and budgets – Performance and update
 - Strengthening the elevating of First Nations Knowledges in Curriculum
 - Strengthening culturally safe practices
 - Implementation of the Cultural Capability Plan
 - Aboriginal and Torres Strait Islander Employment Strategy: Performance
 - The Voice Referendum – Health and well-being of First Nations students
 - Student support services

What other activities involve Aboriginal and Torres Strait Islander people in the decisions of the university?

- Vice Chancellor Executive Board
- University Consultative Committee
- Academic Board
- Student Administrative Lifecycle and Policy Committee
- Widening Participation Steering Group
- Faculty Boards: FEA, FTP, FHS and FLB
- University Research Committee
- ACU Staff Enterprise Agreement discussions

Aboriginal and Torres Strait Islander peoples' involvement on key ACU committees include:

- Courses and Academic Quality Committee
- Aboriginal and Torres Strait Islander Research Committee
- Indigenous Research Ethics Advisory Panel
- ACU Reconciliation Action Plan working group
- Digital Education Committee
- University Learning and Teaching Committee
- Student Experience and Retention Committee
- Connect2Uni - Campus based orientation working group.

- Management Advisory Committee – each Campus
- Xavier Centre Advisory Board

6.3.1. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the ISSP guidelines, Jane Ceolin Co-Chair of ACU’s Aboriginal and Torres Strait Islander Education Committee Co-Chair confirms that the ACU Performance Report and the Acquittal Report aligns with the requirements of the Indigenous Governance Mechanism.



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Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2023. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2023 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² This 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.

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

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

⁵ Include payments to all postgraduate students, including remote and regional students.

⁶Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

⁷ 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).

⁸ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁹ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹⁰ 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.

¹¹ 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).

¹² This data confirms the university's compliance with Section 21(3) of the Guidelines.