Responses to Questions on Notice

University of Tasmania Annual Report 2025

As a result of the examination of the University of Tasmania Annual Report 2025 at the public hearing, the Committee requested that additional information be provided.

The witness has requested that the following explanatory note accompany the responses:

Note Regarding Data Sources and Methodology

'It is important to note that there may be some minor differences between the data included in the responses and other publicly available data sets.

Except where otherwise noted (primarily Questions 10 and 11, which rely on publicly available national datasets), the student load and enrolment data reported throughout the responses is based on the University's internal course and unit enrolment reporting datasets. These datasets are used extensively for institutional monitoring and reporting and are some of the University's core curated reporting datasets, balancing current-year information, historical consistency and enhanced reporting classifications.

Many of the definitions and reporting concepts used within these datasets are informed by, or broadly consistent with, Australian Government Department of Education Tertiary Collection of Student Information (TCSI) reporting standards, supplemented with additional internal classifications and derived fields to support planning, strategic and some operational reporting. Accordingly, they provide a level of detail and timeliness not typically available in publicly reported data.

As a result, minor differences may occur between figures presented here and those reported elsewhere due to differences in data sources, reporting scope, classifications and methodology.'

UNIVERSITY of TASMANIA

QON	Response
1. With respect to the University of Tasmania's performance framework, please provide the 12 institution-wide KPIs across People, Teaching, Research and Financial Performance, including details of any cascading KPIs that support and align with those institution-wide measures?	The 12 Institutional KPIs within the Accountability Framework were developed in response to the Expert Council on University Governance Report and consider the priorities of the ATEC and those of the University itself. These KPIs sit across 4 core pillars, each with 3 key indicators: • People: Staff engagement; Management response times; Lost time injury frequency rate. • Teaching: Teaching quality; Retention; Workload Balance. • Research: Research quality; Research funding; Commercialisation. • Financial: Expenditure; Student Load; EBITDA Further detail of these measures is appended in the table below. These 12 institutional KPIs and the targets against each are set on an annual basis with a twice-yearly review and these targets comprise an Institutional performance charter for the year. Each Academic Unit and Division also has performance charters, which use a selection of the KPIs in the Institutional charter as explained below, with targets against each KPI determined based on the individual unit-level performance needed from each Academic Unit or Division to meet whole of Institution goals. These charters are therefore refreshed annually with the Institutional charter. The specific KPIs from the Institutional charter that cascade down to Academic Units and Divisions are based on the respective accountabilities of those units based on the principle of subsidiarity. For example, all KPIs of the teaching pillar feature in Academic Unit performance charters as all Academic Units are directly responsible for teaching students; only some Divisions have clear influence over teaching, and KPIs from the teaching pillar therefore feature in only a select few Divisional performance charters. The type of measure used for all 12 KPIs is consistent at an institutional level compared to a unit level, except for the Retention and Safety-lag measures, as detailed in the table below.

These performance charters sit within a broader performance reporting framework, including a monthly operating performance report (provided to the Executive team) detailing the performance of all Academic Units and Divisions against “organisational health” measures (such as staff leave, incident reporting and responses, expenditure against salary and operating budgets and research grant funding success), as well as a quarterly operating performance report with institutional-level summary results provided to University Council. These operational performance reports provide university leaders with timely information on operational matters, enabling responses or interventions to be put in place during the year to enable annual targets to be met and to provide the foundation for institutional KPIs within the Accountability Framework to be achieved.

The performance charters themselves lay out the core areas of performance needed in the short- to medium-term for UTAS to successfully deliver on the long-term targets set against each of the 8 Strategic Themes in the University’s 2025 Strategic Plan, the KPIs of which are tracked and reported to University Council on an annual basis.

Institutional performance charter components

Pillar	**KPI**	**Measure**
People	Staff engagement	Engagement factor score improves year on year
People	Management response times	Management response time to incident reports 5 days or less (12-month average)
People	Lost time injury frequency rate	LTIFR 12-month rolling average is zero. At a unit level, a reduction in the absolute number of lost time injuries (LITs) reported within the previous 12 months is used.
Teaching	Teaching quality	Satisfaction with Teaching Quality is 90% as per national student experience survey

Teaching	Retention	Retention rate greater than 80% as per the Australian Government's TSCI methodology. At a unit level, retention is determined by measuring retention of commencing students between study periods, to allow for retention to be measured within the year. Targets for study-period retention been set for each unit to achieve the needed uplift in the standard (TSCI) retention rates at an institutional level.
Teaching	Workload Balance	Teaching workload capacity exceeds teaching need (% of total hours)
Research	Research quality	80% of publications in top journals
Research	Research funding	Contracted funding secured exceeds prior year (12-month rolling average)
Research	Commercialisation	Invention Disclosures per year >10
Financial	Expenditure	Salaries + Other expenditure is within budget
Financial	Student Load	Domestic and international EFTSL at or above budget
Financial	EBITDA	EBITDA at or above budget

The annual report states (page 11) that "the vast majority of Tasmanian students studying	Students at the University of Tasmania come from a range of locations, ages and backgrounds and are seeking a range of different offerings, outcomes and study locations. We have developed a simple categorisation of all our students into four cohorts based around our mission for Tasmania, with each cohort contributing distinctively to our mission and with the students in each having significantly different characteristics. This can help us understand

a bachelor's degree on campus: 75% are enrolled in at least one on-campus unit in 2025, which is higher than pre-COVID rates of 73% in 2019". 2. How are Tasmanian students defined?	the nature of our various student cohorts, their needs and expectations, potential future student pipelines, and the economics that are driving our delivery and implications for our financial sustainability. These four categories are: **Tasmanian-mission focused:** domestic students studying on-campus in Tasmania, plus Tasmanians studying bachelors, pathways and postgraduate coursework online (excluding health programs) (approximately 8000 EFTSL in 2026, 50% of total). These students are core to what the University of Tasmania is here for- delivering the learning, ways of knowing and the skills that Tasmania and Tasmanians need. These students are predominantly studying some or all of their subjects on campus in Tasmania, are studying bachelor degrees across a wide range of disciplines and professions and majority are full time. **National-focused health**: our significant health partnership programs delivered in Sydney and other online health offerings (approximately 4000 ETFSL, 25% of total). These offerings are meeting national health workforce objectives, as well as benefiting Tasmania's health workforce, weighted toward older students studying part time postgraduate offerings that are delivered online for those already working in the health workforce (particularly for our partners). **Other nationally-focussed**: programs aimed at national markets using online delivery, predominantly shorter offerings as well as some bachelor programs for non-Tasmanian students studying online (approximately 1800 EFTSL, 11% of total). These cohort also consists predominantly of older students, many who are already in the workforce, with part time a more common mode of study. A number of the programs offered are less about workforce preparation and more about individual interest, with a much higher level of interest in shorter offerings. These enrolments from outside the state in both of these nationally-focussed categories contribute to educational outcomes nationally, while also providing the scale needed to sustain a diverse range of courses, expertise and learning opportunities. This strengthens the educational offerings and outcomes available to Tasmanian students and communities, while enabling the University to extend its reach and impact across Australia. **International**: on-shore international students taught through the University (excluding those taught by on-shore partners) (approximately 2100 EFTSL, 13% of total). International students study across a wide range of

	disciplines with a mix of ages and come from a large number of different home countries. They are weighted much more toward on-campus full-time study loads, partly due to visa requirements. While these are not standard categories used in national reporting, we have developed these as they reflect our specific Tasmanian circumstances and mission. We have used these classifications where appropriate in providing the responses to the questions below. It should be noted that, because there are not standard definitions and cut across both course and student characteristics, we are continuing to work through some of the complexities that arise from a small number of “edge cases” in defining and building up each of these categories (some of these complexities are reflected in notes to the data tables below). In response to the specific question regarding Tasmanian student enrolments quoted in the Annual Report, the University maintains an internal student origin classification that seeks to identify a student's State of origin prior to commencing study, rather than their location while studying. The classification draws on available student record information such as schooling and address information to determine whether a student is considered to be from Tasmania or another Australian state or territory. A Tasmanian student is therefore a domestic student who, based on the University's internal student origin classification, is considered to be from Tasmania rather than elsewhere in Australia. For the purposes of this measure, only domestic students were included, with domestic status determined by the student's fee/funding source. This approach aligns with the reporting intent of the measure, as domestic and international students are often analysed separately due to differences in student circumstances, study patterns and policy settings. See response to Question 3 below for further detail on definition of domestic and international students. Except where otherwise noted, the student load and enrolment data reported throughout here is based on the University's internal course and unit enrolment reporting datasets. These datasets are used extensively for institutional monitoring and reporting and are some of the University's core curated reporting datasets, balancing current-year information, historical consistency and enhanced reporting classifications.

	Many of the definitions and reporting concepts used within these datasets are informed by, or broadly consistent with, Australian Government Department of Education Tertiary Collection of Student Information (TCSI) reporting standards, supplemented with additional internal classifications and derived fields to support planning, strategic and some operational reporting. Accordingly, they provide a level of detail and timeliness not typically available in publicly reported data. The primary exceptions are Questions 10 and 11, which rely on publicly available national datasets. As a result, minor differences may occur between figures presented here and those reported elsewhere due to differences in data sources, reporting scope, classifications and methodology.
3. How are interstate and international students defined?	Definitions may vary depending on the purpose of the analysis and the data source being used. In particular, the University is generally able to apply more detailed origin classifications in its internal data collections than may be available in some external or sector-level data sources. Where a different definition has been required for a specific question, this has been noted alongside the relevant response. **International** For the purposes of these responses, international students have generally been identified using the student's funding source classification. Funding source classifications reflect the eligibility arrangements used to determine whether a student is treated as domestic or international for fee-setting, funding and reporting purposes and provide a practical means of distinguishing between the two cohorts. Funding source classifications may be reported at either the unit or student-course level, depending on the reporting context. In a small number of cases, a student may be associated with different funding classifications across units undertaken within the same year. As many of the responses in this document relate to student and course enrolment activity, the student-course funding classification has been used throughout unless otherwise noted. This may result in minor differences from other reports that utilise unit-level funding classifications; however, the impact on reported outcomes is immaterial.

	More broadly, students classified as international are those who are not classified as domestic under Australian Government Tertiary Collection of Student Information (TCSI) definitions and related University classifications. Domestic students include Australian citizens, New Zealand citizens, Australian permanent residents, holders of permanent humanitarian visas, holders of a Pacific Engagement Visa, and other students eligible for domestic fee arrangements. These categories reflect the broader Australian higher education framework used to distinguish domestic and international students for funding, fee and reporting purposes. While international student status is generally determined using funding source classification, the scope of reporting may vary depending on the purpose of the analysis. For example, when reporting using the four categories identified above, for international we exclude students studying at offshore campuses or through third-party delivery arrangements. While these students form part of the University's overall student population and contribute to our financial outcome, they are often analysed and reported separately because they participate in distinct educational models and operate within different regulatory and market contexts as well as generating significantly different financial margins. Consequently, figures used for University planning, strategic analysis or operational reporting may differ from externally published statistics where the reporting scope includes all enrolled students. Such differences reflect the purpose and scope of the reporting rather than any difference in the underlying student records. Where such exclusions have been applied in preparing responses to specific questions below, these have been noted alongside the relevant response. International student figures also exclude a small cohort of students undertaking study with the University through international partner and exchange arrangements. These students are typically reported separately from standard international enrolments and are not generally included within Australian Government higher education reporting collections in the same manner as other enrolled international students. In 2025, this cohort represented approximately 60 EFTSL

	Interstate Similarly, the most appropriate definition of interstate student depends on both the purpose of the analysis and the information available within the underlying data source. The University's internal student origin classification that is generally preferred uses equivalent methodology to that noted for Tasmanians in response to Question 2, where the intent is to identify whether a student is from Interstate based on location of schooling, original or other available address information being located outside of Tasmania but within Australia. This is the approach we use when looking at our student cohorts in the four identified categories. However, other questions may require interstate status to be determined using a student's permanent address or other information given context or availability of information in specific data sources used. Any departures from the University's student origin classification have been noted alongside the relevant response. Unless otherwise stated, figures presented in this response exclude students enrolled through Open Universities Australia (OUA) arrangements where reporting is undertaken through OUA rather than the University of Tasmania. These students are commonly reported separately due to differing enrolment and reporting arrangements and are therefore not typically included within standard Australian Government higher education reporting collections attributed to the University of Tasmania. Consequently, they are also generally excluded from standard public reporting of University of Tasmania student enrolments. We have noted this here as the cohort is primarily Interstate. In 2025, this cohort represented approximately 216 Interstate EFTSL and 10 Tasmanian EFTSL. In addition, all student enrolment and load figures reported below relate to Higher Education activity only. Consistent with standard Higher Education enrolment reporting practices, activities that fall outside the scope of Higher Education reporting collections, including VET enrolments, non-accredited short courses and other non-Higher Education offerings, are excluded.

4. What percent of Tasmanian unit enrolments are on campus?	As per the Tasmanian student definition outlined in response to Question 2, 70% of bachelor-level unit enrolments undertaken by Tasmanian students in 2025 were classified as on-campus. These students are a core part of our Tasmanian-mission focussed cohort who study predominantly on-campus in Tasmania. Note that this figure is not directly comparable to the measure reported in the Annual Report and referenced above in framing question 2. The Annual Report measure was intended to indicate what proportion of the Tasmanian bachelor student cohort would be expected to attend campus during the year, whereas the 70% figure and the breakdown in the next question relate to the mode of study across all unit enrolments (rather than across individual students). The proportion of online unit enrolments should also be interpreted in the context of student choice and study patterns. Many students elect to undertake some or all of their studies online to accommodate employment, family responsibilities, geographic distance from a campus, or other personal circumstances. This is particularly relevant for older students and those studying postgraduate offerings, who are often balancing study alongside work and other commitments and have a higher rate, as indicated by 64% of postgraduate coursework students choosing to study part-time and having higher rates of online unit enrolments (66%). There can also be perceptions that somehow online teaching is inferior to on campus teaching. However, feedback from students received through the national Student Experience Survey directly contradicts this assumption. As outlined below in response to question 13, online students are actually the most satisfied with their education, with 84% rating their overall experience positively and 86% rating teaching quality positively. As a result, these figures should be interpreted as describing how students undertake their studies, rather than as a measure of student experience or participation. Many students combine on-campus and online study throughout their degree, and the availability of flexible study options supports access and participation across a diverse student population.

5. For each year from 2022 to 2025, please detail separately what percent of interstate and international enrolments were studying on campus, with a breakdown by campus location?	The table below takes the number of interstate and international course enrolments (broken into the four identified categories) at each of our Tasmanian and Sydney campuses and indicates the proportion of the units that are studied by these students that are delivered on campus or in a mixed mode. Interstate students enrolled at our Tasmanian campuses are part of our Tasmanian-mission focussed cohort, while students studying at Rozelle are part of our National Health focussed cohort. All international students are part of our international cohort. It is important to note that student data requested for this and subsequent questions in 2022 in particular, and even 2023 to an extent, are still impacted by the effects of COVID. The significant disruption to society and workforce uncertainty caused by COVID led to an irregular increase in student numbers, reflective of the situation where more people turn to study in times of economic downturn or upheaval, both as they may have time to do so and in order to develop new skills to enhance future employment opportunities. While 2020 and 2021 are often considered as the main years of disruption (and saw a distinct spike in commencements), the long-term nature of many university offerings, including 3-year bachelor degrees, means that decisions made in 2020 and 2021 continued to impact on student numbers into 2022 and 2023. The student data for the years of 2024 and 2025 are therefore reflective of more stable and ongoing trends.

Percentage of Unit Enrolments on Campus

			% of units on-campus			
Cohort	**Mission Cohort**	**Course Campus**	**2022***	**2023**	**2024**	**2025**
Interstate	Tas Mission	Cradle Coast	87%	84%	71%	87%
		Hobart	86%	89%	88%	88%
		Launceston	86%	88%	87%	87%
		Rozelle	41%	Low n	Low n	Low n
	National Health	Hobart	5%	13%	7%	11%
		Launceston	Low n	10%	Low n	Low n
		Rozelle	79%	71%	63%	55%
	Other National	Hobart	0%	6%	6%	8%
		Launceston	6%	6%	5%	8%
		Rozelle	0%	34%	34%	36%
International	International	Cradle Coast	Low n	Low n	92%	99%
		Hobart	88%	88%	89%	89%
		Launceston	87%	85%	86%	88%
		Rozelle	92%	94%	93%	99%

Note: Excludes campus locations that are no longer in operation (less than 0.1% of enrolments across years shown). Cells with less than 40 unit enrolments in that cohort/campus are not shown as percentage values may not be reliable. The cutoff of 40 unit enrolments would typically represent 5 students studying a 1 equivalent full-time student load (EFTSL). Campus and cohort combinations with only Low n in all years shown are excluded. Online/Distance campus and Off-shore and third-party campus locations not shown.
* 2022 reflects the latter stages of the COVID-19 pandemic period. Student enrolment and study patterns during this year may not be fully representative of standard or ongoing operating conditions.

As can be seen, our Tasmanian-mission focussed cohort is predominantly on-campus.

Our Nationally-focused programs are predominantly online (with health enrolments at Rozelle being the exception), reflecting the composition of the University's interstate cohort, many of whom are part-time and choose to study remotely from outside of Tasmania. Online delivery enables these students to access University courses while

	remaining and working in their home state or territory, with the University of Tasmania being one of the largest providers of online offerings in Australia and the leading provider of post-graduate nursing offerings. Our international cohort is also predominantly on-campus, which is consistent with visa requirements, where registered providers may only offer overseas students up to a third of their course online, and at least one unit per teaching period must be face-to-face (with exceptions where students are completing final units of a course that are only offered online). Data notes: • Interstate is as per the definition outlined in response to Question 3, using the internally derived Interstate classification. • There are a number of valid approaches to classifying campus. For the purposes of this table, campus has been determined using the student's enrolled (or administering) campus. This reflects the campus associated with the student's course enrolment and is generally aligned to the campus at which the course is offered. The actual location or mode of study undertaken may differ, particularly where students undertake units across multiple campuses or online. For example, a student enrolled in a Hobart-based course may undertake some or all of their study online, while students enrolled in online courses may also undertake selected on-campus units where available. This differs from the campus definition used in responses to Questions 8 and 9, where campus was determined based on the location at which study was primarily undertaken during the year. • As per response to Question 3, International/Domestic here is based on funding type at the unit enrolment level. • International student EFTSL excludes offshore delivery and EFTSL delivered through the third-party providers ECA and UP Education. These cohorts are included in published Higher Education Statistics, and therefore figures presented here are not directly comparable to publicly reported EFTSL totals. • Postgraduate research students have been excluded, as their mode of study and unit enrolments and funding arrangements are not directly comparable to coursework-based study. • Includes enrolments for commencing and continuing students

6. To what extent does on-campus enrolment mean on-campus participation, given that students are enrolling for on-campus units can still presumably participate through streaming or recordings of lectures & tutorials?	Our on-campus definition aligns to the Australian Government Tertiary Collection of Student Information (TCSI) definitions for internal unit *Mode of Attendance*. As per definition, internal mode of attendance is where: • the study is undertaken through attendance at the higher education provider on a regular basis; or • for higher degree unit enrolments, where regular attendance is not required, but the student attends the higher education provider on an agreed schedule for the purposes of supervision and/or instruction. While some content may be accessible or undertaken online, an on-campus unit study would require regular attendance at the campus. Note that students can have a Mode of Attendance recorded for them at both the unit level and the course level. Each unit enrolment will be classified as On-campus or Distance. We also classify a student's course enrolment as On-campus, Distance or Mixed, based on whether all of their units for that course in a given year are On-campus, are all Distance or a mixture of On-campus and Distance. In considering on-campus enrolment and on-campus participation, there are two elements to this. On-campus enrolments can involve: 1. A mix of on-campus and online *units*. Some units are offered both on campus and fully online, so students can choose how they study to meet their learning needs. Students enrolled on campus may therefore take some of their units online. The 2025 Student Experience Survey asked students how they actually took their classes. Of 2,146 respondents enrolled internally (on campus), 1,129 (53%) reported a mix of online and on-campus classes. The other 47% took all their classes on campus. Mixed participation is now the most common pattern for undergraduates. 2. A mix of on-campus and online *activities within a unit*. All on-campus units combine in-person activities with online material in the learning management system (MyLO), such as pre-recorded mini-lectures, readings and interactive activities. Our guidance on minimum requirements is as follows: • Every on-campus unit must provide an average of at least two hours a week of in-person scheduled teaching.

	• Pre-recorded and other online material counts as self-directed study, not as teaching time. Timetable data shows on-campus units are actually timetabled for a median of three hours of in-person teaching a week.
7. Please provide the University's total Equivalent Full-Time Student Load (EFTSLs) for both domestic and international students for each year from 2022-2026?	**Equivalent full-time student load (EFTSL)**

Domestic /International	Mission Cohort	Course Commencing/Continuing	2022*	2023	2024	2025	2026
Domestic	Tasmanian-Mission	Commencing	3482	3174	3378	3499	3467
		Continuing	4977	4553	4415	4347	4445
	Total Tasmanian Mission		***8459***	***7727***	***7793***	***7846***	***7912***
	National Health	Commencing	2194	2418	2829	2653	2536
		Continuing	1424	1273	1463	1516	1463
	Total National Health		***3618***	***3690***	***4292***	***4169***	***3999***
	Other National	Commencing	1296	1022	1146	978	1066
		Continuing	901	708	730	683	704
	Total Other National		***2197***	***1730***	***1876***	***1661***	***1770***
International	International	Commencing	946	1308	1104	691	1023
		Continuing	1497	1170	1357	1353	1084
	Total International		***2443***	***2479***	***2461***	***2044***	***2106***

* 2022 reflects the latter stages of the COVID-19 pandemic period. Student enrolment and study patterns during this year may not be fully representative of standard or ongoing operating conditions.

Data notes:

- Data sourced from the University's internal unit load reporting dataset, which contains current-year and historical information prepared on a consistent basis. Data for 2026 are preliminary and reflect 2026 enrolments as at ISO Week 43, 2026.
- International student EFTSL excludes offshore delivery and EFTSL delivered through the third-party providers ECA and UP Education. These cohorts are included in published Higher Education Statistics, and therefore figures presented here are not directly comparable to publicly reported EFTSL totals.

	• Commencing students have been identified using the University's standard internal reporting definition, based on the calendar year in which a student first commenced the relevant course. This definition has been used for simplicity and consistency across the analysis. Australian Government TCSI reporting can apply a more complex definition of commencing student status, including the treatment of certain course transfers and prior study arrangements, and may therefore produce slightly different results to those shown in the table above. • Other minor differences may occur when compared with published EFTSL figures, reflecting normal variation arising from the use of different data sources and reporting extracts or minor definitional differences. • Postgraduate research students have been excluded, as their mode of study and unit enrolments and funding arrangements are not directly comparable to coursework-based study. Noting in 2025 there was 376 domestic postgraduate research EFTSL and 429 international.

8. Please provide, for each year from 2022 to 2025, the number of commencing students with permanent home residence in Tasmania, by course level, age group, mode of attendance and campus location.

The following tables relate to course characteristics and provide a count of course enrolments rather than unique students, so that students enrolled in multiple courses in a single year will be counted for each course enrolment. This approach gives a better account for the different course characteristics, for example by identifying how many students are undertaking a bachelor degree (whether or not some of the students may also undertake another offering at the same time).

We have used the University's internal Tasmanian classification for this analysis. As outlined above, this classification draws on Year 12 location and address information and is intended to identify where a student is from in an attempt to provide a more complete measure of Tasmanian origin than permanent address alone.

Rows are not shown in tables below where there are no course enrolments for a given cohort.

Course Level – Commencing Course Enrolments

Mission Cohort	Course Level	2022*	2023	2024	2025
Tas Mission	UG Bachelor	2577	2397	2503	2522
	UG Predegree	1600	1760	1808	1812
	PG Coursework	538	435	502	460
	PG Research	73	72	65	67
	Other**	15	17	13	53
Total Tas Mission		***4803***	***4681***	***4891***	***4914***
National Health	UG Predegree	137	270	353	240
	PG Coursework	454	451	480	568
Total National Health		***591***	***721***	***833***	***808***
Other National	UG Predegree***	297	334	413	391
	Other**	12	16	51	63
Total Other National		***309***	***350***	***464***	***454***
Total		**5703**	**5752**	**6188**	**6176**

Note: Count is of course enrolments. Students enrolled in multiple courses in a single year will be counted for each course enrolment.

Abbreviations: UG = under graduate; PG = post graduate

* 2022 reflects the latter stages of the COVID-19 pandemic period. Student enrolment and study patterns during this year may not be fully representative of standard or ongoing operating conditions.

** Other includes cross-institutional programs, non-award enrolments and micro credential pilot program enrolments

*** Consistent with Australian Higher Education Statistics reporting practices, individual values fewer than five students have not been separately reported. The approach taken here is where a category represented only a very small cohort across the years presented, it has been combined with a related category to improve readability and reduce the potential for individual values to be inferred. In this table, Other National postgraduate research students have been incorporated into the undergraduate pre-degree category, noting that postgraduate research enrolments remain fewer than 20 students in each year presented.

Mode of Attendance – Commencing Course Enrolments

Mission Cohort	Course Mode of Attendance	2022*	2023	2024	2025
Tas Mission	On-Campus	1782	1676	1681	1835
	Mixed	1261	1153	1258	1139
	Distance	1760	1852	1952	1940
Total Tas Mission		***4803***	***4681***	***4891***	***4914***
National Health	Mixed	0	5	13	7
	Distance	591	716	820	801
Total National Health		***591***	***721***	***833***	***808***
Other National	Mixed	0	9	5	< 5
	Distance**	309	341	459	454
Total Other National		***309***	***350***	***464***	***454***
Total		**5703**	**5752**	**6188**	**6176**

Note: Count is of course enrolments. Students enrolled in multiple courses in a single year will be counted for each course enrolment.

Note: On-Campus, Mixed and Distance align with terms Internal, Multi-modal and External respectively, as used in other government reporting. On-Campus includes students only enrolled in on-campus units for a course in the given year, Distance includes students only enrolled in distance units for the course in the given year, Mixed includes students enrolled in a mix of on-campus and distance units in their course in the given year.

* 2022 reflects the latter stages of the COVID-19 pandemic period. Student enrolment and study patterns during this year may not be fully representative of standard or ongoing operating conditions.

** Consistent with Australian Higher Education Statistics reporting practices, individual values fewer than five students have not been separately reported. The approach taken here is where a category represented only a very small cohort across the years presented, it has been combined with a related category to improve readability and reduce the potential for individual values to be inferred. In this table, mixed students have been incorporated into respective distance categories where relevant.

The majority of students within the Tasmanian Mission cohort study either fully on-campus or through a combination of on-campus and distance study. However, distance study also represents an important pathway for participation. The largest component of the distance cohort in 2025 was Year 11 and 12 students participating in the University Connections Program, which accounted for 34% of Tasmanian-mission focussed students studying by distance. Among the remaining distance students, many may choose this mode for the flexibility it provides alongside employment, family and other commitments. This is reflected in the comparatively high rate of part-time study within the distance cohort (55%), compared with 27% and 13% of students studying fully on-campus or mixed respectively.

Campus (including Online) – Commencing Course Enrolments

Mission Cohort	**Course Campus***	**2022****	**2023**	**2024**	**2025**
Tas Mission	Hobart***	2022	1709	1765	1811
	Launceston	836	736	812	838
	Cradle Coast	185	187	162	172
	Rozelle	< 5	8	< 5	< 5
	Online^	1760	2041	2152	2093
Total Tas Mission		***4803***	***4681***	***4891***	***4914***
National Health	Mixed				
	Online^	591	721	833	808
Total National Health		***591***	***721***	***833***	***808***
Other National	Online^	309	350	464	454
Total Other National		***309***	***350***	***464***	***454***
Total		**5703**	**5752**	**6188**	**6176**

Note: Count is of course enrolments. Students enrolled in multiple courses in a single year will be counted for each course enrolment.

Note: Campus can be defined in different ways depending on university system and enrolment context.. For example, a cohort of students studying our primary medicine degree (Bachelor of Medical Science and Doctor of Medicine) may be enrolled in Hobart for the start of their course, but many of them will study a component of their degree at the Rural Clinical School in Burnie. As such, during that year they can be considered both a Hobart campus student for course administrative purpose, but are studying in Burnie during period. For the purposes of this response, students have been allocated to the campus at which they undertook the majority of their enrolled units during the relevant year for the given course. This approach was selected as it is considered the appropriate measure to reflect where study was primarily being undertaken and may differ from the campus responsible for administering the course.

	Note: Rows not shown have no course enrolments. * Includes all campus locations within given region (e.g., Hobart will include all Hobart-based campus enrolments across different sites). ** 2022 reflects the latter stages of the COVID-19 pandemic period. Student enrolment and study patterns during this year may not be fully representative of standard or ongoing operating conditions. *** Consistent with Australian Higher Education Statistics reporting practices, individual values fewer than five students have not been separately reported. The approach taken here is where a category represented only a very small cohort across the years presented, it has been combined with a related category to improve readability and reduce the potential for individual values to be inferred. In this table, small cohort Tas Mission Rozelle students have been incorporated into respective Hobart category relevant. ^ Online includes students with Online campus and those with Distance mode of attendance (i.e., External). Online campus will include students who have the majority of their units enrolments at the Online campus for the given course within the given year. Students with course mode of attendance distance will be those who are only enrolled in units with Distance mode of attendance for that course within the given year. This number will be higher than the number of students studying by Distance in earlier table, as some students with Online campus can have some units On-campus and so show up as Mixed mode of Attendance for their course rather than Distance.

Age Group – Commencing Course Enrolments

Mission Cohort	Age Group	2022**	2023	2024	2025
Tas Mission	16 or under	290	282	275	328
	17 - 19	1912	1831	2046	1937
	20 - 24	1061	1009	991	1033
	25 - 29	470	463	494	480
	30 - 39	547	579	577	576
	40 - 49	312	305	308	328
	50 - 59	161	150	153	157
	60 and over	50	62	47	75
Total Tas Mission		***4803***	***4681***	***4891***	***4914***
National Health	17 - 19	18	36	58	40
	20 - 24	113	135	151	122
	25 - 29	140	155	180	175
	30 - 39	178	195	243	278
	40 - 49	89	122	127	124
	50 - 59	42	69	62	53
	60 and over	11	9	12	16
Total National Health		***591***	***721***	***833***	***808***
Other National	16 and under	0	0	< 5	0
	17 - 19*	7	17	18	35
	20 - 24	35	46	43	44
	25 - 29	30	46	54	41
	30 - 39	71	92	132	99
	40 - 49	87	64	101	91
	50 - 59	49	50	76	67
	60 and over	30	35	40	77
Total Other National		***309***	***350***	***464***	***454***
Total		**5703**	**5752**	**6188**	**6176**

Note: Count is of course enrolments. Students enrolled in multiple courses in a single year will be counted for each course enrolment.

Note: Students 16 and under are primarily (> 90%) those enrolled in Diploma of General Studies or University Connections Program, programs for Year 11 and 12 students to undertake introductory university units.

* Consistent with Australian Higher Education Statistics reporting practices, individual values fewer than five students have not been separately reported. The approach taken here is where a category represented only a very small cohort across the years presented, it has been combined with a related category to improve readability and reduce the potential for individual values to be inferred. In this table, Other National 16 and under students have been incorporated into respective 17-19 category.

* 2022 reflects the latter stages of the COVID-19 pandemic period. Student enrolment and study patterns during this year may not be fully representative of standard or ongoing operating conditions.

Data notes:

- Tasmanian students have been identified using the University's standard internal student origin classification. This classification was considered the most appropriate measure for the purposes of this question, as it is designed to identify whether a student is from Tasmania or another Australian state or territory, rather than relying solely on a single address field. As outlined in Question 3, the classification draws on schooling and address information to provide a more complete indication of where a student is from. Data includes domestic students only. International students may reside in Australia while studying but are generally reported separately from domestic student populations.
- Commencing students have been identified using the University's standard internal reporting definition, based on the calendar year in which a student first commenced the relevant course. This definition has been used for simplicity and consistency across the analysis. Australian Government TCSI reporting can apply a more complex definition of commencing student status, including the treatment of certain course transfers and prior study arrangements, and may therefore produce slightly different results to those shown in the table above.
- Data include all course levels (including PG Research)
- Counts are reported at the student-course enrolment level. This approach ensures course-related characteristics such as course level, campus and mode of attendance are reported on a consistent basis, as students may be associated with different course characteristics across multiple enrolments in the same year. Consequently, totals may differ from reporting based on unique students.

9. Please provide, for each year from 2022 to 2025, the number of commencing interstate students at UTAS, by course level, age group, mode of attendance and whether they lived in Tasmania during study.

As outlined in relation to question 8, the following tables relate to course characteristics and provide a count of course enrolments rather than unique students, so that students enrolled in multiple courses in a single year will be counted for each course enrolment.

We have used the University's internal Interstate classification for this analysis. As outlined above, this classification draws on Year 12 location and address information and is intended to identify where a student is from in an attempt to provide a more complete measure of Interstate origin than permanent address alone.

Rows are not shown in table below where there are no course enrolments for a given cohort.

Course Level – Commencing Course Enrolments

Mission Cohort	Course Level	2022*	2023	2024	2025
Tas Mission	UG Bachelor	541	438	468	506
	UG Predegree	89	63	56	81
	PG Coursework	107	60	112	106
	PG Research	23	16	18	25
	Other**	17	20	9	21
Total Tas Mission		***777***	***597***	***663***	***739***
National Health	UG Bachelor	718	710	601	488
	UG Predegree***	553	914	742	676
	PG Coursework	3340	3567	4416	4404
	Other**	< 5	7	12	11
Total National Health		***4611***	***5198***	***5771***	***5579***
Other National	UG Bachelor	301	307	346	284
	UG Predegree	2161	1682	1689	1414
	PG Coursework	331	323	220	214
	PG Research	13	16	11	19
	Other**	45	111	331	219
Total Other National		***2851***	***2439***	***2597***	***2150***
Total		**8239**	**8234**	**9031**	**8468**

	Note: Count is of course enrolments. Students enrolled in multiple courses in a single year will be counted for each course enrolment. * 2022 reflects the latter stages of the COVID-19 pandemic period. Student enrolment and study patterns during this year may not be fully representative of standard or ongoing operating conditions. ** Other includes cross-institutional programs, non-award enrolments and micro-credential pilot program enrolments *** Consistent with Australian Higher Education Statistics reporting practices, categories containing fewer than 5 students have not been separately reported. Where reporting a category separately could allow suppressed values to be inferred from other totals presented, the category has been combined with a related category to protect confidentiality. In this table, National Health Other students have been incorporated into the undergraduate pre-degree category. While a substantial proportion of enrolments are associated with students whose original address or Year 12 schooling was done outside of Tasmania, this cohort is not homogeneous. It includes students who relocate to Tasmania to study, students enrolled in health and professional education programs delivered nationally, and students undertaking a range of other undergraduate and postgraduate courses. As outlined previously, these students form an important part of the University's educational mission. While the University mission is primarily to serve Tasmania and Tasmanian students, enrolments from outside the State contribute to educational outcomes nationally, while also providing the scale needed to sustain a diverse range of courses, expertise and learning opportunities. This strengthens the educational offerings and outcomes available to Tasmanian students and communities, while enabling the University to extend its reach and impact across Australia. Changes in interstate enrolment patterns between 2022 and 2025 have not been uniform across all student groups. Growth in Postgraduate Coursework enrolments has primarily been driven by a number of health-related programs delivered nationally. The largest increases were in the Graduate Certificate in Nursing (Specialisation) (up 391 enrolments), Graduate Diploma in Nursing (Specialisation) (up 329 enrolments), Graduate Diploma in Healthcare Redesign (up 202 enrolments) and Graduate Diploma in Advanced Practice (Specialisation) (up 158 enrolments). Other National Undergraduate pre-degree enrolments were lower in 2025, in part because most Undergraduate Certificate programs were not offered at their previous scale due to uncertainty regarding ongoing funding

arrangements. Commencements in these programs decreased from 654 in 2024 to 145 in 2025, but have increased from 2025 to 458 commencements in 2026 (as at ISO Week 43, 2026).

Mode of Attendance – Commencing Course Enrolments

Mission Cohort	Course Mode of Attendance	2022*	2023	2024	2025
Tas Mission	On-Campus	464	389	415	466
	Mixed	313	208	248	273
Total Tas Mission		***777***	***597***	***663***	***739***
National Health	On-Campus	195	166	145	96
	Mixed	135	369	223	243
	Distance	4281	4663	5403	5240
Total National Health		***4611***	***5198***	***5771***	***5579***
Other National	On-Campus	< 5	< 5	0	<5
	Mixed	< 5	65	64	63
	Distance**	2851	2374	2533	2087
Total Other National		***2851***	***2439***	***2597***	***2150***
Total		**8239**	**8234**	**9031**	**8468**

Note: Count is of course enrolments. Students enrolled in multiple courses in a single year will be counted for each course enrolment.

Note: On-Campus, Mixed and Distance align with terms Internal, Multi-modal and External respectively, as used in other government reporting. On-Campus includes students only enrolled in on-campus units for a course in the given year, Distance includes students only enrolled in distance units for the course in the given year, Mixed includes students enrolled in a mix of on-campus and distance units in their course the given year.

* 2022 reflects the latter stages of the COVID-19 pandemic period. Student enrolment and study patterns during this year may not be fully representative of standard or ongoing operating conditions.

** Consistent with Australian Higher Education Statistics reporting practices, categories containing fewer than 5 students have not been separately reported. Where reporting a category separately could allow suppressed values to be inferred from other totals presented, the category has been combined with a related category to protect confidentiality. In this table, Other National on-campus and mixed students have been incorporated into the undergraduate Distance category.

Location during study – Commencing Course Enrolments

For this table, student location is inferred only, as students may not always provide up to date current address details. It is assumed that students "lived in Tasmania during study" if they have a semester residential address in Tasmania or are recorded as studying on-campus or mixed mode of attendance at a Tasmanian campus during the given year. The data has been prepared based on course enrolments, similar to the table in relation to campus location in Question 8.

Mission Cohort	Location (inferred)	2022*	2023	2024	2025
Tas Mission	Tasmania Semester Address and/or On-campus Enrolments in Tasmania	777	597	663	739
Total Tas Mission		**777**	**597**	**663**	**739**
National Health	Not in Tasmania	4586	5168	5738	5549
	Tasmania Semester Address and/or On-campus Enrolments in Tasmania	25	30	33	30
Total National Health		***4611***	***5198***	***5771***	***5579***
Other National	Not in Tasmania	2804	2392	2536	2108
	Tasmania Semester Address and/or On-campus Enrolments in Tasmania	47	47	61	42
Total Other National		**2851**	**2439**	**2597**	**2150**
Total		**8239**	**8234**	**9031**	**8468**

Note: Count is of course enrolments. Students enrolled in multiple courses in a single year will be counted for each course enrolment.

* 2022 reflects the latter stages of the COVID-19 pandemic period. Student enrolment and study patterns during this year may not be fully representative of standard or ongoing operating conditions.

Age Group – Commencing Course Enrolments

Mission Cohort	Age Group	2022*	2023	2024	2025
Tas Mission	16 or under	< 5	6	< 5	8
	17 – 19**	289	231	254	280
	20 - 24	245	164	199	209
	25 - 29	91	82	99	83
	30 - 39	91	67	75	101
	40 - 49	38	34	20	32
	50 – 59**	17	13	16	21
	60 and over	6	< 5	<5	5
Total Tas Mission		***777***	***597***	***663***	***739***
National Health	16 or under	0	0	0	< 5
	17 – 19**	96	94	105	93
	20 - 24	497	582	705	658
	25 - 29	873	1013	1149	1072
	30 - 39	1517	1703	1968	1944
	40 - 49	1006	1099	1197	1134
	50 - 59	512	554	512	585
	60 and over	110	153	135	93
Total National Health		***4611***	***5198***	***5771***	***5579***
Other National	16 or under	9	10	19	61
	17 - 19	73	103	162	181
	20 - 24	259	284	305	270
	25 - 29	478	335	340	274
	30 - 39	914	715	692	525
	40 - 49	617	494	538	407
	50 - 59	304	322	353	260
	60 and over	197	176	188	172
Total Other National		***2851***	***2439***	***2597***	***2150***
Total		**8239**	**8234**	**9031**	**8468**

Note: Count is of course enrolments. Students enrolled in multiple courses in a single year will be counted for each course enrolment.

	Note: Students 16 and under are primarily those enrolled in University Connections Program, a program for Year 11 and 12 students to undertake introductory university units (87% in 2025). * 2022 reflects the latter stages of the COVID-19 pandemic period. Student enrolment and study patterns during this year may not be fully representative of standard or ongoing operating conditions. ** Consistent with Australian Higher Education Statistics reporting practices, categories containing fewer than 5 students have not been separately reported. Where reporting a category separately could allow suppressed values to be inferred from other totals presented, the category has been combined with a related category to protect confidentiality. In this table, 16 and under are reported under respective 17-19 categories and 60 and over are reported under respective 50-59 categories. Data notes: • Interstate students have been identified using the University's standard internal student origin classification. This classification was considered the most appropriate measure for the purposes of this question, as it is designed to identify whether a student is from Tasmania or another Australian state or territory, rather than relying solely on a single address field. As outlined in Question 3, the classification draws on schooling and address information to provide a more complete indication of where a student is from. Data includes domestic students only. International students may reside in Australia while studying but are generally reported separately from domestic student populations. • Commencing students have been identified using the University's standard internal reporting definition, based on the calendar year in which a student first commenced the relevant course. This definition has been used for simplicity and consistency across the analysis. Australian Government TCSI reporting can apply a more complex definition of commencing student status, including the treatment of certain course transfers and prior study arrangements, and may therefore produce slightly different results to those shown in the table above. • Data include all course levels (including PG Research) • Counts are reported at the student-course enrolment level. This approach ensures course-related characteristics such as course level, campus and mode of attendance are reported on a consistent basis, as students may be associated with different course characteristics across multiple enrolments in the same year. Consequently, totals may differ from reporting based on unique students.

10. How was the figure of “5,660 more interstate students commencing with us than Tasmanians commencing elsewhere” calculated (Annual Report, p. 8)? Please provide the calculation and source table.	The figure was derived from publicly available data published by the Department of Education in *Higher Education Statistics 2024, Section 1: Commencing Students, Table 1.4: Commencing Students by State of Permanent Home Residence and State of Higher Education Institution*. As at 1 November 2026, the 2024 publication remained the latest publicly available national data source. The figure compares the number of commencing students with a permanent home address outside Tasmania enrolled at Tasmanian higher education institutions, with the number of commencing students with a permanent home address in Tasmania enrolled at higher education institutions based outside Tasmania. Under this approach, 8,011 commencing students with a permanent home residence outside Tasmania enrolled at Tasmanian higher education institutions, compared with 2,351 commencing students with a permanent home residence in Tasmania who enrolled at higher education institutions that are located outside Tasmania. The reported figure of **5,660 students** represents the difference between these two values. These figures are based on students' permanent home residence and institution of enrolment and therefore reflect patterns of higher education participation rather than physical relocation. We are also aware of broader interest in the number of young Tasmanians undertaking higher education outside Tasmania. Publicly available data indicate that the gap between commencing domestic Tasmanian students under 20 enrolling with interstate higher education institutions and interstate students under 20 enrolling at Tasmanian higher education institutions has narrowed considerably over time. In 2015, there were 180 more Tasmanian students under 20 studying with interstate institutions than interstate students under 20 studying with Tasmanian institutions. By 2024, the latest available data (as at 1 November 2026), this difference had reduced to 29 students. This reflects both a modest decline in the number of Tasmanian students under 20 enrolling with interstate higher education institutions (from 466 in 2015 to 444 in 2024) and growth in the number of interstate students under 20 enrolling with University of Tasmania (from 286 in 2015 to 415 in 2024).

	Note: Interstate student counts in this response (8011) are not directly comparable to those reported in Question 9 (9031). This response is based on Department of Education Higher Education Statistics, whereas Question 9 is drawn from internal University data sets. While the numbers are similar, differences may occur due to differences in data sources, the treatment of commencing students, counting of students compared with student course enrolments, timing of address information used, use of internal interstate classification compared to permanent home address and other reporting methodology differences.
11. Of the interstate students counted in that figure, how many studied wholly online and did not live in Tasmania?	The majority of commencing interstate students (89.9%) were enrolled in courses with an external mode of attendance, indicating that they were primarily undertaking their studies through online delivery. A smaller proportion were enrolled in on-campus or mixed-mode courses at Tasmanian campuses (6.6%) or at the University's Rozelle campus (3.5%). While these figures are not directly reported using the University's mission cohort framework, they broadly reflect the range of student cohorts that support the University's educational mission. Interstate students undertaking on-campus study in Tasmania effectively form part of our Tasmanian-mission focused cohort, contributing directly to the educational outcomes for the state. Students studying through the Rozelle campus form part of the University's National Health focused offering, addressing national workforce needs. As per response to Question 8, 71% of our Interstate Distance commencing course enrolments formed part of the National Health mission cohort, particularly postgraduate nursing qualifications, supporting the delivery of nationally significant health training across Australia. More broadly, interstate students studying online enable the University to extend educational opportunities and access beyond Tasmania while supporting the scale and sustainability required to continue delivering for Tasmanians. Data notes: • The public data source used in Question 10 does not contain mode of attendance information. To maintain consistency with the Department of Education data used in that response, this analysis has been derived from sector datasets available internally to universities that are based on Department of Education collections.

	• The definition of interstate used in this analysis differs slightly from earlier responses due to data availability. To maintain alignment with the published Department of Education data referred to in response to Question 10, this definition is based on permanent home address alone. In contrast, responses to earlier questions have used University of Tasmania internal interstate definition which considers other factors available in student records, such as location of Year 12 study, original address on record. • Current residential location is not available within this dataset. Accordingly, students have been inferred to be studying in Tasmania where they are enrolled in an on-campus or mixed-mode course at a Tasmanian campus. • Results in this question are not directly comparable with those presented in Question 5, as the two questions use different measures and classification methodologies. In particular, data in response to this question measures course enrolments compared to Question 5 which measures unit enrolments, these can produce different proportions as study load differs between student cohorts.
12. Does the university monitor qualitative student experience data? Is there a dedicated student experience team within the university?	**Does the university monitor qualitative student experience data?** Yes. Students give feedback on every unit through the eVALUate survey each teaching period. Their comments are analysed by theme and used to improve units. The Learning and Teaching Performance Team analyses the national Student Experience Survey each year (which all universities participate in) and reports to the University Executive Team, the Academic Risk and Quality Assurance Committee and University Council. The results inform each course's Course Quality Action Plan. Student forums are also used to gather student feedback. Student feedback has led directly to the development of the University's Teaching Principles and Standards. **Is there a dedicated student experience team within the university?** Yes. The Pro Vice-Chancellor (Student Equity and Success) leads student experience across the university. This team provides support services and early outreach to students, and student advisors give students direct, personal support through their studies. The Learning and Teaching Performance Team analyses student experience data and works with Academic Units on improvement.

13. What sort of feedback has the university received relating to student experience both for on-campus learning experiences and online/distance education?	**What sort of feedback has the university received relating to student experience, both for on-campus learning and online/distance education?** The national Student Experience Survey (2025, more than 7,000 UTAS respondents) shows a positive and improving picture across both modes of study. The University's national position has risen strongly. Among the 37 public universities, UTAS now ranks 3rd for teaching quality and 7th for overall educational experience, up from 22nd and 23rd in 2023. These are our highest positions since the series began in 2017. The improvement holds at both levels of study: • **Undergraduate:** teaching quality has risen from equal 20th in 2023 to equal 2nd in 2025. Overall experience has risen from 22nd to 10th. • **Postgraduate coursework:** overall experience has risen from 31st in 2023 to 6th in 2025. Teaching quality has risen from 22nd to equal 16th. By mode of study: • **Online students** are the most satisfied with their education: 84% rate their overall experience positively and 86% rate teaching quality positively. While they report fewer chances to connect with other students, the University is working to build peer learning into online courses. • **On-campus students** report the strongest connection with other students (72%) and the strongest sense of belonging (58%). Their overall experience has improved by more than 5 points since 2023. • **Students who combine online and on-campus study** are now the largest undergraduate group. They report a less consistent experience than students in either single mode. The University is focusing on course coherence, workload and support for this group.

	In all modes, students rate course structure and the relevance of their studies highly, and both have improved strongly since 2021.
14. Could the University provide the number of students studying nursing in New South Wales?	Our Rozelle campus forms a key part of our National Health program. For 2026, there have been 389 students enrolled On-campus in the Bachelor of Nursing at the University's Rozelle campus in New South Wales, together with a further 13 enrolments in Nursing Foundation Studies through the Diploma of University Studies pathway (as at ISO Week 43, 2026).
15. Of those nursing students in New South Wales, how many are enrolled in: the three-year full-time nursing course; and the accelerated two-year nursing course?	Of the students enrolled in Bachelor of Nursing at Rozelle in 2026, 42% are enrolled in the accelerated program (as at ISO Week 43, 2026).

16. Could the University provide a breakdown of students enrolled in the New South Wales nursing courses by: Australian students from each state and territory; and overseas students?	Of the domestic Bachelor of Nursing at the Rozelle campus in 2026 (as at ISO Week 43 of 2026), 249 are from NSW, 9 are from Tasmania. The remaining 131 are either international students or domestic students with an original address at an international location. Address information is based on the student's original address recorded by the University. This approach has been used to provide a consistent state-based breakdown and should not be interpreted as the student's current place of residence.
17. If PBSA/GORTO were included in debt and Statutory Funds excluded for the purpose of assessing deployable capital, what would UTAS's gearing ratio be?	The University's reported gearing ratio (debt/equity) of 26% currently excludes the GORTO liability from the calculation as the absence of an accommodation guarantee results in the financing and occupancy risk associated with our purpose-built student accommodation sitting with the counterparty. If the GORTO were to be included in the debt calculation and Statutory Funds excluded from equity, a bespoke calculation that is not immediately comparable, then the figure would increase to 44.7%. This figure remains within the range of universities with published credit ratings.

<table>
<tr>
<td>18. For each year from 2022 to 2025, how many senior executives were employed by the University of Tasmania on terms and conditions outside the General Staff Agreement? Please provide a breakdown by band-level.</td>
<td>The University engages senior and executive staff on individual employment arrangements outside the University’s Staff Agreement. These roles are classified within the University's Senior and Executive Positions Remuneration framework which was adopted in 2023. A breakdown of senior and executive staff employed on terms and conditions outside the Staff Agreement, by job level and year, is provided below.

<table>
<tr><th>Job Level</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></tr>
<tr><td>VC</td><td>1</td><td>1</td><td>1</td><td>1</td></tr>
<tr><td>E2</td><td>20</td><td>18</td><td>10</td><td>10</td></tr>
<tr><td>E1</td><td>17</td><td>15</td><td>24</td><td>20</td></tr>
<tr><td>M5</td><td>11</td><td>12</td><td>11</td><td>15</td></tr>
<tr><td>M4/P6</td><td>33</td><td>32</td><td>29</td><td>28</td></tr>
<tr><td>M3/P5</td><td>50</td><td>32</td><td>34</td><td>27</td></tr>
<tr><td>Total</td><td>132</td><td>110</td><td>109</td><td>101</td></tr>
</table>
Note: Data extracted from internal data sources using year-end snapshots (as at 31 December each year).</td>
</tr>
<tr>
<td>19. For each year from 2022 to 2025, please provide the total amount of end-of-role payments</td>
<td>The table below provides the total separation payment amounts by job level per year for departing senior and executive staff who received a redundancy payment, payment in lieu of notice, and/or an ex-gratia payment when departing the university during each year from 2022 to 2025. The University administers Senior Manager redundancy payouts in accordance with the Fair Work Act 2009 (Cth).</td>
</tr>
</table>

or payouts made to departing senior executives. Please provide a breakdown by band and year.	While a redundancy payment means a payment paid at the Senior Manager's base rate of pay based on their length of continuous service to the University, a payment in lieu of notice means a payment made for the Senior Manager's notice period where they are not required to work for the full period at the University. This may occur for wellbeing purposes or as part of a redundancy arrangement where the University elects not to require the notice period to be worked, for example. While this amount is paid as part of the Senior Manager's end-of-role payout it is an operational cost that would be incurred regardless. **Value of Senior and Executive end-of-role payments**: Note: Some job level allocations are indicative. Where required, positions have been assigned the job level aligned with salary band midpoint.

Job Level	2022	2023	2024	2025
E2	$ 724,391	$ 751,089	$ 160,813	$ 517,975
E1	$ 484,560	$ 1,051,128	$ 264,041	$ 477,582
M5	$ 282,009	$ 468,618	-	$ 503,751
M4/P6	$ 247,466	$ 787,242	-	$ 346,516
M3/P5	$ 201,428	$ 1,714,159	$ 836,376	$ 543,585
Total	**$ 1,939,854**	**$ 4,772,236**	**$ 1,261,230**	**$ 2,389,409**
No. of staff	**10**	**33**	**12**	**13**

	The higher number and value of payments in 2023 largely reflects the significant Senior Management restructure that occurred during that year, as reflected in the material reduction in Senior Management roles shown in response to question 18.
20. In respect to the proposed new hybrid model of election for student representatives on the University Council, please provide details of how the election process will be conducted, including how candidates will be presented to the student community, and what information is provided to enable students to make an informed choice?	At its meeting in August 2026, University Council approved amendments to the University Membership Procedure to accommodate the new process for the selection of the student member. The process is as follows: 8. Appointed Student Member/s 8.1 As outlined in the *Act,* a student member's term of office is one year. Council may choose to extend the term of office for a maximum of one additional year (two years in total) after consultation with the relevant student associations. 8.2 After consultation with the relevant student associations, the University Secretary will advertise and manage the application process to appoint a student member no less than two months ahead of the role on Council becoming vacant, noting that the advertisements must refer to the specific skills from the Skills Matrix that are required to ensure an appropriate and ongoing balance of skills among members of Council. 8.3 The University Secretary will convene a Student Council Member Selection Panel, whose membership will be approved by the Chancellor. The Panel will comprise members selected to provide expertise in university governance, student affairs and student representation and must include at least two independent members (being members who are not members of Council). 8.4 Applications that are deemed to adhere to the stated requirements will be provided to the Student Council Member Selection Panel, noting that each applicant put forward to the Panel must be a current student at the University as required by the *Act*.

	8.5 The Student Council Member Selection Panel will determine a short list of eligible and appointable candidates. If the number of short-listed nominees exceeds the number required to be elected, the returning officer will set a day for an election. 8.6 The set date for the elections must be no earlier than 14 days after the Student Council Member Selection Panel has determined the short-list of eligible nominees. 8.7 The Returning Officer will use an electronic voting system to facilitate the distribution of ballot papers to all eligible voters. 8.8 Votes are to be submitted via electronic ballot papers. 8.9 Ballot papers relating to the election of a student member are to include: a. the heading “University of Tasmania – Election of Student member to Council”. b. a list of the full names of the candidates for election in the order determined randomly by the Returning Officer. 8.10 No later than 10 days before the election date, the Returning Officer will forward the documents relating to the election, via the electronic voting system, to every enrolled student. 8.11 The documents forwarded to eligible voters must include the name and expression of interest submitted by the nominee including their biographical details. 8.12 Each voter is to be issued with only one ballot paper per election. A vote will **not** be valid if: a. the voter has chosen more than one candidate; and/or b. the ballot paper was received after 5pm on the closing date set for the poll. All invalid votes will be rejected, and all valid votes will be counted.

8.13 The Returning Officer is to advise candidates of the outcome and then announce the elections results by any means of communication the Returning Officer considers appropriate and is to report the outcome of the election to the next meeting of Council.

8.14 The Chancellor may extend or abridge any prescribed time limit that applies to elections, as outlined in this Procedure.

The process for the selection of the 2027 student member has now been completed, and timeframe below has been followed:

Timeline for Council Membership - *Student Appointment*

Date	***Task***
30 August 2026	University Secretary to update University Council (via Chancellor) on process and timeline
September 2026	Chancellor and University Secretary to consult with the Tasmanian University Student Association (TUSA) President
14 September 2026	Call for applications (bulk email, Student Portal and Social media per comms ticket request)
28 September 2026	Applications Close

5 October 2026	Student Council Member Selection Panel shortlist meeting Selection panel included: Chair, Academic Senate, Pro Vice-Chancellor Student Equity and Success, TUSA General Secretary, University Secretary.
9 October 2026	Student Council Member Selection Panel to conduct interviews with shortlisted applicants
12 October 2026	Election opens (if required)
19 October 2026	Reminder email sent to students
23 October 2026	Election date (ie. Last day of elections)
26 October 2026	Candidates and TUSA advised
4 December 2026	University Council advised of election outcome

The role was advertised to all continuing onshore students and students were invited to answer the following two questions and were asked to provide a current CV.

Question 1: Interest in Governance

	Council members are expected to exercise independent judgement, contribute constructively to decision-making and act in the interests of the University as a whole. Describe an experience in which you were involved in helping a group make a decision, set priorities or address a challenge. In your response, explain: • the situation and your role • how you contributed to the decision-making process • what you learned about leadership, governance or working with others • why that experience has motivated you to apply to become a member of University Council. **Question 2: Judgement and Perspective** Council members are required to consider diverse viewpoints, exercise independent judgement and contribute to decisions that advance the interests of the University as a whole. Describe a time when your initial view on an issue changed after considering other perspectives, evidence or information. In your response, explain: • the situation and the different viewpoints involved • how you approached understanding those perspectives • whether your view changed and why • what the experience taught you about decision-making and good governance.

	The nomination process attracted a strong response from students across the University, with **26 applications received**. Following an assessment of written applications, **nine candidates were invited to interview** by the **Selection Panel** comprising the Chair of Academic Senate, the Pro Vice-Chancellor (Student Equity and Success), the University Secretary, and the TUSA Representative and General Secretary. Each candidate was asked the following three questions: **1. Preparation, diligence and contribution** Council members are expected to read substantial volumes of information, ask thoughtful questions and contribute respectfully to discussion. • Describe a situation where you had to understand a complex issue or large amount of information before making a decision. • What was your approach the task and what was the outcome? **2. Student experience and strategic thinking** Drawing on your own experience as a University of Tasmania student, can you share one aspect of the student experience that you believe will be particularly important to the University's success over the next five years? • Why is it important? • How would you go about understanding whether the University is making progress in this area? **3. Connection to the Student Body** Whilst the Student Council member is required to act in the interests of the University as a whole, it is important that the person in this role can bring a strong sense of the University's diverse student body. If successful in the role, how will you continue to connect with the student community to ensure you are aware of current issues? The Panel then shortlisted **six nominees** to proceed to the election stage.

<table>
<tr><td></td><td>To support election communications, the six nominees were asked to provide the following by return email on Monday 12 October 2026:

• A recent photograph (headshot preferred).
• A short biography (approximately 200-300 words) outlining:
  ○ why they are seeking election as a Student Member of Council;
  ○ why they believe they would make an effective Council member; and
  ○ the skills, experience, and perspectives they would bring to the role.

The election communication issued to students emphasised that the Student Member is not a representative or delegate of the student body, but rather a full member of Council who brings a student perspective to Council deliberations while exercising the same fiduciary responsibilities and obligations as all other Council members.

The strong level of interest in the role, together with the quality of applicants, has been encouraging, and the Selection Panel acknowledged the time and effort invested by all candidates throughout the process.</td></tr>
<tr><td>21. Please provide the staff FTE and headcount, by category, in each year from 2022 to 2025.</td><td>The table below provides staff headcount and full-time equivalent (FTE) by employee category for each year from 2022 to 2025 for all fixed-term and continuing staff:

<table>
<tr><th>Year</th><th>Academic Headcount</th><th>Academic FTE</th><th>Professional Headcount</th><th>Professional FTE</th><th>Total Headcount</th><th>Total FTE</th></tr>
<tr><td>2022</td><td>1327</td><td>1150</td><td>1719</td><td>1553</td><td>3046</td><td>2703</td></tr>
<tr><td>2023</td><td>1355</td><td>1171</td><td>1720</td><td>1550</td><td>3075</td><td>2720</td></tr>
<tr><td>2024</td><td>1412</td><td>1205</td><td>1695</td><td>1535</td><td>3107</td><td>2740</td></tr>
<tr><td>2025</td><td>1434</td><td>1201</td><td>1630</td><td>1471</td><td>3064</td><td>2672</td></tr>
</table>
Note: Data extracted from internal data sources using year-end snapshots (as at 31 December each year).</td></tr>
</table>

<table>
<tr><td></td><td>The increase in Academic headcount throughout the reporting period is the result of a proactive approach to the conversion of casual staff into fixed term and ongoing positions.</td></tr>
<tr><td>Additional response: Consultancy expenditure in 2025</td><td>Consultancy expenditure was a topic of conversation at the Committee hearing, and despite not being included in the Questions on Notice we thought it useful to provide the following response.
Consultancy expenditure sits within the Professional and Advisory Services line item in Note 4.6 within the Financial Statements. Reported consolidated expenditure in 2025 for this item was $19.7m. Professional and Advisory includes a wide range of activities in addition to consultants that includes legal fees, outsourced service arrangements, IT support services, research related contracts and technical services such as engineering, architects, valuers, graphic designers and lab analysis.

A breakdown by category is provided below. The University is currently considering the appropriate breakdown of Professional and Advisory Services to potentially include as additional disclosure in the Annual Report. This may mean that the category disclosures change in the 2026 Annual Report from what we have categorised in 2025 and below. We are also awaiting further sector wide guidance to ensure a level of consistency and comparability that will not currently exist.

<table>
<tr><th>Category</th><th>$’000</th></tr>
<tr><td>Outsourced services (incl. educational and international services)</td><td>5,250</td></tr>
<tr><td>Technical services</td><td>4,945</td></tr>
<tr><td>Research related services</td><td>3,442</td></tr>
<tr><td>Legal fees</td><td>1,971</td></tr>
<tr><td>Management consultants</td><td>1,090</td></tr>
<tr><td>IT related services</td><td>785</td></tr>
<tr><td>Miscellaneous</td><td>2,251</td></tr>
<tr><td>Total</td><td>19,734</td></tr>
</table>
</td></tr>
</table>