

Student Services and Amenities Funding Survey: 2019



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1 Executive Summary

1. Although the survey was administered as a census, analyses of the underlying respondent sample showed that respondent demographic features closely reflected the population proportions for most parameters with small degrees over- and under-representation for some parameters and their sub-categories (including Gender, 20-29 year olds, Faculty of Science, among others).
2. The majority of respondents were between 20-29 years of age (61%), were female (67%), and were domestic students (65%). Regarding their university enrolment, the most common program amongst respondents was Doctor of Philosophy (12%). Most respondents were from the Science faculty (21%), were undergraduates (60%), continuing (60%) their studies (i.e., subsequent to their first year of study), and studied at the St. Lucia campus (60%).
3. Respondents to the survey accorded high importance to the majority services across the board: with over 61% of importance scores above “neutral” (i.e., “important” and “most important”). This suggests students strongly endorse the value of all services provided through the SSAF fee.
4. When respondents were broken into 'Users' (who did not select “I have never used this service”) and 'Non-users' (selected “I have never used this service”) of the 18 service categories, Users most frequently selected “Good” (at 43%) then “Adequate” (at 33%) across all services. This suggests that overall students are happy with the services provided. There is some room for improvement, particularly if service areas would like to be rated as “Exceptional” (12% of ratings).
5. To provide a summary of the results at a glance, Figure 1 depicts the most and least frequent services or area of focus selected for each section in the survey.

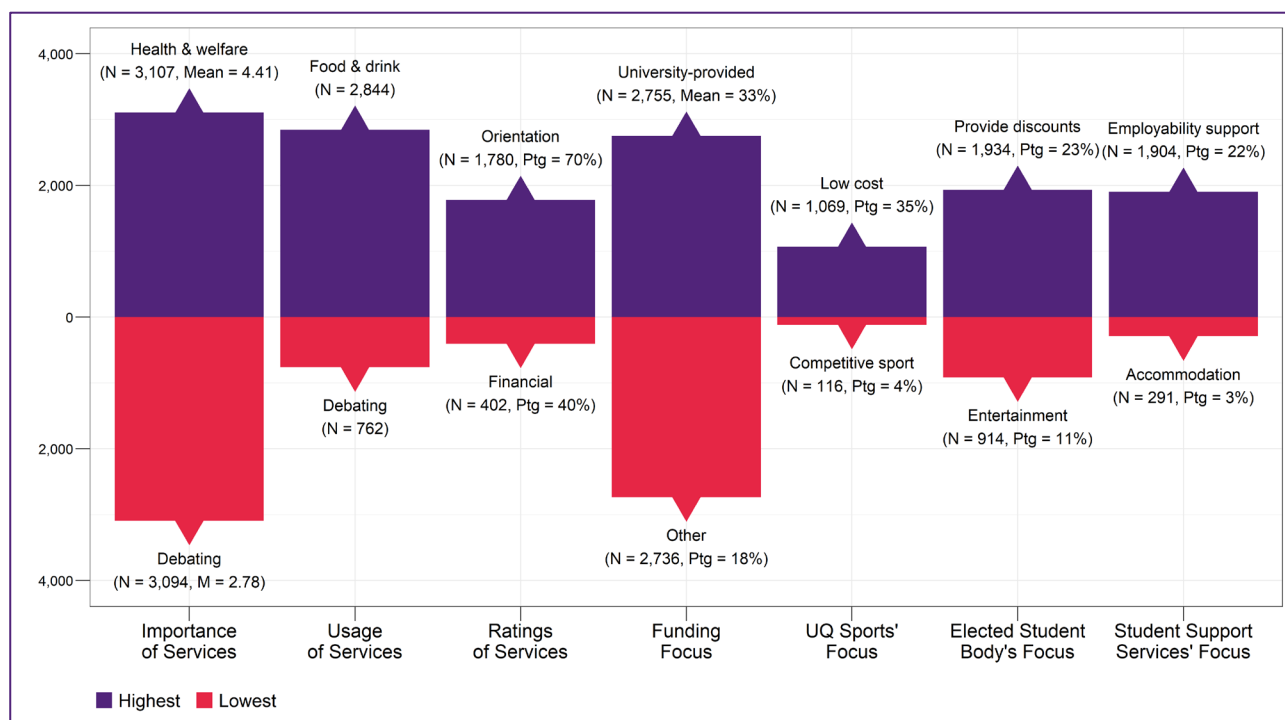


Figure 1. SSAF results at a glance (N = Number, M = Mean, and Ptg = Percentage)

The subsequent points provide further details about each Figure 1 service or area of focus (as listed on the x-axis).

- 5.1. **Importance of Services** (Question 1. *Below is a list of currently funded services for students. On a scale from Most Important (5) to Least Important (1), how important is each of the following to you personally?*): When asked to rate the importance of currently funded services, *Health & welfare* ($N = 3,107$, $M = 4.41$) services were reported as being of the highest importance. In contrast, *Debating* ($N = 3,094$, $M = 2.78$) services were rated as being of the lowest importance.
- 5.2. **Usage of Services** (Question 2. *Rate your experience of each service at UQ.*): When asked to rate their experiences of services, *Food & drink* ($N = 2,844$) was the most frequently rated service, while *Debating* ($N = 762$) was the least used service. **Usage of Services** in Figure 1 was determined by the total number of respondents who did not select the option “I have never used this service”.
- 5.3. **Rating of Services** (Question 2. *Rate your experience of each service at UQ.*): Respondents who rated the listed services indicated the highest levels of satisfaction for *Orientation* ($N = 1,780$, $Ptg = 70\%$) activities (indicated by the higher proportions of “Good” or “Exceptional” ratings selected), while services related *Financial* ($N = 402$, $Ptg = 40\%$) supports were given the lowest ratings (indicated by the lower proportions of “Good” or “Exceptional” ratings selected and higher proportions of “Below standard” rating selected).
- 5.4. **Funding Focus** (Question 4. *The current UQ SSAF is split into percentage amounts for the four key areas listed below. This funding distribution model is due for review. How would you distribute the funds according to the groups below?*): When asked to indicate funding preferences, funding for University-provided services were given the highest mean percentage allocation at almost 33%, while funding for *Other* services were given the lowest mean percentage allocation at almost 18%. Means (simple averages) of the percentage allocations allow us to estimate the average allocation percentages given by all respondents per allocation group. Differences between the mean allocations and actual allocations are listed below in Table 1. The differences between the mean allocations to actual allocations are further echoed in comments, which acknowledge the importance of SSAF funding for University-provided services, while calling for more funding to be provided to the UQ Union.

Table 1. Funding Allocations

| Source | University-provided | UQ Union | UQ Sport | Other |
|------------------------------|---------------------|----------|----------|-------|
| SSAF survey mean allocations | 32.8% | 30% | 20% | 17.7% |
| Actual funding allocations | 40% | 20% | 20% | 20% |

- 5.5. **UQ Sports’ Focus** (Question 5. *In relation to sports and exercise, which statement best describes you? You can only choose one.*): When asked to indicate sporting preferences, the majority of respondents reported that access to *Low cost* ($N = 1,069$, $Ptg = 35\%$) sporting memberships would best match their sporting preferences, while the lowest preference was for *Competitive sport* ($N = 116$, $Ptg = 4\%$).
- 5.6. **Elected Student Body’s Focus** (Question 6. *Which THREE statements describe what you expect from services and amenities provided by the elected student body? You can choose up to*

three options.): Most respondents indicated they would like the elected student body to help financially by *Providing discounts* ($N = 1,934$, $Ptg = 23\%$). The least endorsed option selected was *Entertainment* ($N = 914$, $Ptg = 11\%$).

5.7. **Student Support Services' Focus** (Question 7. *Which THREE statements describe what you expect related to student support services?*): Most students reported they would like more *Employability support* ($N = 1,904$, $Ptg = 22\%$), with *Accommodation* ($N = 291$, $Ptg = 3\%$) being the least selected option.

6. Valid comments (after random keystrokes, "NA", "NIL", etc. were removed) regarding suggested changes to each service (Question 3. *You previously indicated that you have used a SSAF service. What changes, if any, to each service would you like to see your SSAF spent on?*), revealed many helpful topics. Summaries of the most frequent changes suggested are listed in Table 2.

Table 2. Summary of suggested changes to services

| Service | Total valid comments | Most Frequent Topics |
|---|----------------------|---|
| Providing food or drinks. | 1,226 | <ul style="list-style-type: none"> Food options should have more variety (e.g. vegetarian, vegan, halal, culturally diverse), be healthier, be cheaper or more affordable, and free more often Gatton food options were mentioned by many respondents as needing improvement |
| Supporting sporting or other recreational activities. | 540 | <ul style="list-style-type: none"> Create social sports with reduced fees/costs for participation Sport and recreation facilities (such as gym, sport, indoor venue) should be cheaper or free Offer other free recreational activities/events beyond seasonal sports |
| Supporting the administration of clubs and societies. | 348 | <ul style="list-style-type: none"> Better funding so that joining is cheaper or free for students and so that smaller clubs have sufficient funds to operate properly Better support needed for External, Gatton and Herston clubs and societies Clubs and societies may need firmer rules around communications (web and email) with students so that students know how to sign-up and receive responses to their enquiries |
| Providing legal services. | 157 | <ul style="list-style-type: none"> Valuable service, but long wait times could be improved Improve information about the availability of the service to students |
| Promoting student health or welfare. | 514 | <ul style="list-style-type: none"> Provide students with better access to mental health (psychiatrists, psychologists or counsellors) services Improve appointment times for existing services |
| Helping students secure accommodation. | 189 | <ul style="list-style-type: none"> Offer cheaper or more affordable accommodation options through the university |

| Service | Total valid comments | Most Frequent Topics |
|---|----------------------|--|
| Helping students obtain employment or advice on careers. | 417 | <ul style="list-style-type: none"> • Provide more information about employment opportunities for current students • Hold more job/career events |
| Helping students with their financial affairs. | 153 | <ul style="list-style-type: none"> • Provide more financial support services (e.g. information, scholarships, bursaries) for international students |
| Helping students obtain insurance against personal accidents. | 55 | <ul style="list-style-type: none"> • Better communication about the services available |
| Providing libraries and reading rooms (other than those provided for academic purposes). | 713 | <ul style="list-style-type: none"> • There are insufficient library study spaces • Provide more study spaces (indoors and outdoors), which have better access to power and facilities such as microwaves • Make spaces bookable |
| Supporting students' artistic activities. | 159 | <ul style="list-style-type: none"> • Have more arts and craft activities/exhibitions |
| Supporting students to create and share media (print, audio, or video content). | 176 | <ul style="list-style-type: none"> • Printing services should be cheaper or free for students • Support for Semper Floreat should continue |
| Helping students to develop study skills, which are not offered as part of courses students are enrolled in. | 314 | <ul style="list-style-type: none"> • Offer students free study support short courses, online modules, or help sessions for practical skills development, e.g. how to actually study (note-taking, assignment help, exam preparations), English for international students, time management, other soft skills, etc. |
| Helping students to understand the University's rules and policies. | 258 | <ul style="list-style-type: none"> • University should make the information about policies and procedures clearer and easier for students to understand. • University's job and not SSAF related |
| Supporting student debating groups. | 68 | <ul style="list-style-type: none"> • More funding for UQ Debating Society |
| Advocating for and championing students' interests on matters related to the University's rules and policies. | 184 | <ul style="list-style-type: none"> • Greater advocacy regarding topical socio-political issues (e.g. Schonell Theatre, Ramsay Centre, Hong Kong) that affect students when implemented by the University |
| Providing information to help students with orientation. | 367 | <ul style="list-style-type: none"> • Provide better/clearer information about orientation activities • Create targeted orientation information for different groups of students (e.g. high school leavers, mature aged, external students, Herston/Gatton, HDR, international students). |

| Service | Total valid comments | Most Frequent Topics |
|--|----------------------|--|
| Helping to meet the specific needs of overseas students relating to their welfare, accommodation and employment. | 175 | <ul style="list-style-type: none"> Improve information about services (medical, language, accommodation, employment) and activities available for international students More cultural immersion programs and language support so that international students don't rely on domestic students for this support |

7. Finally, Question 8 asked respondents to explain how they would spend \$500,000 to enhance the student experience in 2020. Using the word stem (lemmatization), the word frequencies in Figure 2 show that comments mostly mentioned “*student*” “*study*”, “*food*”, “*event*”, and “*space*”. These were consistent with the five most frequent topics modelled from the comments.

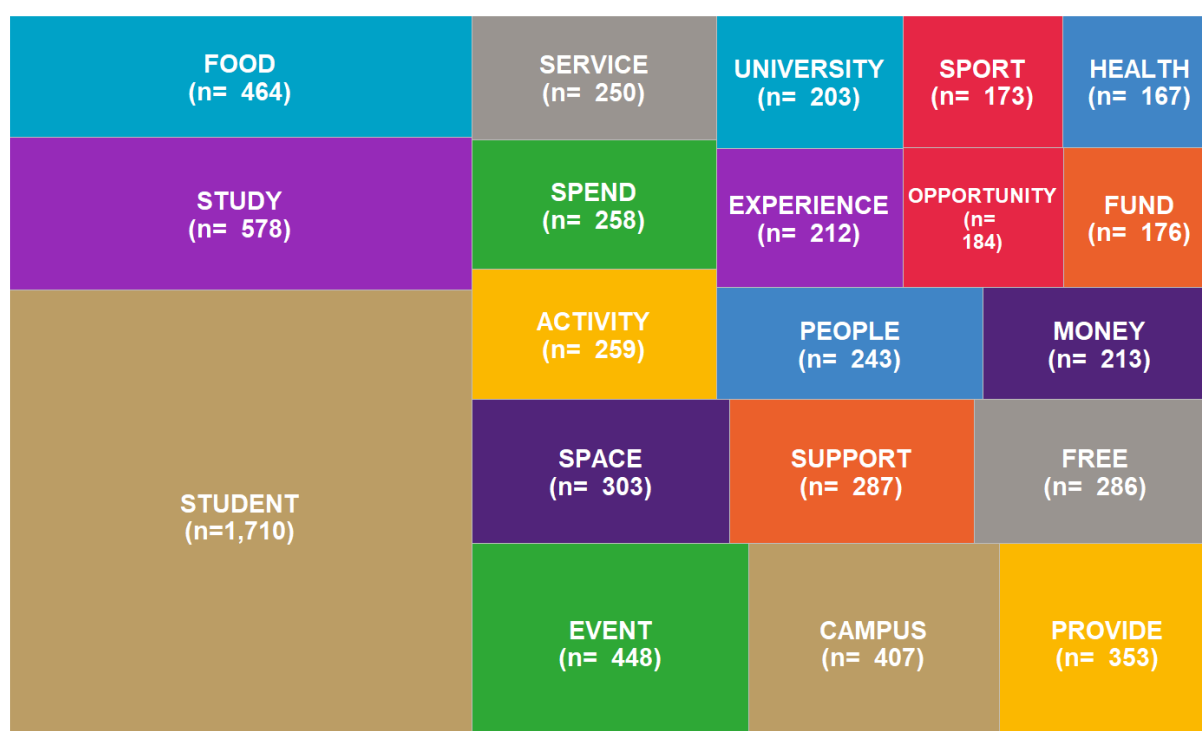


Figure 2. Q8 word frequencies overview

The five most frequent topics are listed below with five sample comments randomly selected and quoted verbatim (topics and their mentions overlap).

7.1. Creation of more free events/activities (531 mentions):

- Arrange activities relating to the development of basic research and career skills; 2. Support students with more opportunities to do research and internships with broader communities; 3. Provide better service on guiding international students; 4. Make more effort on cultural communicating activities.
- A lot more undercover seating areas. More toilets. Fun free social events, like painting sessions, build a bear, make a tote bag, plant some trees around campus, make a terrarium
- Extra-curricular activities

- Have more festivals with good food, fun activities and games and good music throughout the semester and give everyone the opportunity to let off some steam.
- Provide more events, particularly for the Gatton campus, for students to have fun at as a study break and to have a good time with friends. It doesn't have to be alcohol related

7.2. More spaces/areas for studying both indoors and out (491 mentions):

- Better study spaces and working hand-dryers in the bathroom
- Firstly, i will spend half money of the total amount on student self-study areas like library and public areas in which students can discuss and meet together. Secondly, i will spend \$100,000 on students or staffs parking areas, which will provide more spaces to support the daily parking. In the end, i will spend the remain money in developing more students sport or academic competitions, which can encourage more students to participate in campus activities.
- I would like more study spaces, more help with my studies, much better way to organise club events, be able to meet more people that have the same interest.
- Study space expansion more free services towards students, More free student products and services and expanded study spaces
- To enhance the student experience in 2020, I would invest in more study spaces across campus and create more spaces for socialising and engagement. These spaces would also likely allow a return on the investment, specifically the spaces oriented towards social interactions (like the proposed new location for the Red Room at the Staff House Road Building). Further, it would be good to see an even greater investment in sustainability (more walkability) and more affordable access to health and fitness services to suit all timetables (with lockers for hire!). Finally, the University of Queensland is one of the fastest-growing institutions in Queensland, and soon walking around campus to reach all facilities will become difficult. It would be great to see more public transport options to access the University and more dynamic modes of transport to navigate the St. Lucia campus.

7.3. More food options and variety at better/cheaper prices (407 mentions):

- Create a large food court with fair price. More student events and better facilities.
- Weekly free coffee or food events at multiple UQ sites as Med students often miss out due to being at PA/Herston etc
- Create cheaper food alternatives in the food court. The food that was available at old Physiol, as opposed to the super expensive food that there is now. Students gotta eat, and we are not rich, why must you make it cost so much more than a regular meal?
- I think I would keep the same basic pattern of expenditure but I might devote more budget to making the costs of necessities on campus (e.g. food, drinks, textbooks) more affordable by providing student discounts without the need to get a student rewards card. In other words, I think students shouldn't be paying extra money to get such discounts. I think the other point would be to provide networking events that allow academics and students from different fields of study to get to learn about other subjects and connect.
- I would allocate the resources to provide more free food and beverages, help with students' volunteering and mentoring opportunities or self-developing opportunities in general.

7.4. Better access to general health, mental health (counsellors, psychologist, psychiatrist) services (275 mentions):

- I would like the money spent on funding student initiatives and also professional help like advisors or counsellors that can provide help in university/coursework affairs and medical, administrative, and employment advice.
- Increase student support in terms of mental health, sexual assault support, food
- More mental health support
- Promoting mental health awareness and services, legal aid, disability services, making experiences for disadvantaged students the best it can be.
- Provide more access to counselors- I have to wait over a month to get an appointment! That is a little ridiculous when you are in a crisis!

7.5. **Funding clubs and societies (121 mentions):**

- Distributed amongst clubs and societies. They're the students, they create the student experience.
- I would give 100% of it to clubs and societies, specifically the faculty based clubs which are run by students for students. They run events that their students want at a fraction of the cost of the faculty or UQ. Fundraising is the biggest obstacle for clubs and societies. With that money all faculty clubs would be able to host bigger and better professional development nights, networking nights and social events etc.
- I would spend 50% of it to ensure the basic needs of student is satisfied as in breakfast and dinner, emotional support, study support etc. for 30% I will spend on support groups of students to accomplished something meaningful to the society, for instance, club funds, supporting student hobbies, providing videography equipment for clubs, organising workshops for student to take part to gain better skills especially in terms of social media, publicity and marketing. 20% to organise events that can make full use of our existing facilities like competitions that can attract public interest like paiting of UQ campus competitions, video making competition like daily life of a UQ student. With that, UQ can not only safe more money on advertising the Uni but also allowing UQ students to shine and show others that UQ is amazing!
- Really focus on clubs and societies. Encourage the student to get out there and join social sports (netball, mountain club, other UQ sports clubs) and social groups eg board games or chess or harry potter society etc. Consider supporting clubs which have a routine of events without alcohol as this is expensive and not healthy for students. Help clubs become more under 18 inclusive because as a school leaver I had trouble making friends because classes where so big and I was under 18 so couldn't get involved with clubs and societies as I turned 18 in late August.
- To enhance the student experience I would spend it on more clubs (such as sports and music) and event days/ nights, to bring the student community together. 'Morning Marmalade,' is a good community gathering experience in the morning that also helps the students converse if they wish. Opening up more opportunities like these (and others such as science event nights, or just music or social events) to help students network better is one way I'd spend money towards enhancing the student experience. I'd also spend it toward creating more open available study spaces or rooms for recreational purposes (like that of playing music), to further students access in pursuing their hobbies or studies out of there own time whilst here on campus.

1.1 Key Takeaway

Overall, students strongly endorse the importance of services provided by SSAF and generally satisfied with SSAF funded services and activities. This information provides opportunities to build on successes of the current funding scheme, but importantly to improve on some service categories that fall consistently below desirable levels.

Key areas of improvements suggested practical uses for future funding to provide students with: more services and activities that endeavour to enhance the overall student experience; better access to study spaces and health services; greater variety at cheaper prices for food services; and additional funding for clubs and societies.

2 Introduction

In 2011, the Australian Parliament passed the *Higher Education Legislation Amendment (Student Services and Amenities) Act 2011*¹ allowing higher education providers to charge a fee for student services and amenities of a non-academic nature (the Student Service and Amenities Fee, or SSAF). The SSAF may be spent on any of 19 legislated services, which span health, welfare, advocacy and career services for students, such as food services, sporting and recreational activities, employment, career and financial advice (full list in Table 1). All students at the University of Queensland, aside from a small number who are exempt, pay this fee – generating approximately \$13.4 million per year.

2.1 Survey Aims

The 2019 SSAF Survey was the mechanism by which all enrolled students were given the opportunity to provide their input about how the SSAF fee could be spent. The survey aims to assess student's perceptions regarding the importance of services in the legislated categories, their past experiences of said services, and finally canvases opinions on how to improve services and funding distribution in future.

The survey was distributed via email during Semester 2 2019 to all currently enrolled students. In total, 3,121 students completed the survey, which represents ~6% of the total student body (more details below). While a subset of the population, statistical assessment indicates those surveyed closely represent the demographic make-up of the student body at large.



¹ <https://www.legislation.gov.au/Details/C2011A00130>

Table 3. *Legislated services – full descriptions and abbreviated names*

| | Full service description | Short name | Combined |
|----|--|--------------------|-------------------------|
| 1 | Providing food or drinks | Food & drink | |
| 2 | Supporting sporting or other recreational activities | Sport & recreation | |
| 3 | Supporting the administration of clubs and societies | Clubs & societies | |
| 4 | Providing legal services | Legal | |
| 5 | Promoting student health and welfare | Health & welfare | Combined with Childcare |
| 6 | Helping students secure accommodation | Accommodation | |
| 7 | Helping students obtain employment or advice on careers | Careers | |
| 8 | Helping students with their financial affairs | Financial | |
| 9 | Helping students obtain insurance against personal accidents | Insurance | |
| 10 | Providing libraries and reading rooms (other than those provided for academic purposes) | Rooms | |
| 11 | Supporting students' artistic activities | Art | |
| 12 | Supporting students to create and share media (print, audio, or video content) | Media | |
| 13 | Helping students to develop study skills, which are not offered as part of courses students are enrolled in | Study skills | |
| 14 | Helping students to understand the University's rules and policies | Understand rules | |
| 15 | Supporting student debating groups | Debating | |
| 16 | Advocating or championing students' interests on matters related to the University's rules and policies | Advocate | |
| 17 | Providing information to help students with orientation | Orientation | |
| 18 | Helping to meet the specific needs of overseas students relating to their welfare, accommodation, and employment | International | |

3 Demographic summary

Overall, despite some differences between subgroups, the profile of the typical survey respondent was almost identical between the sample and the whole UQ student cohort (see Table 4). This allows confidence that the survey provides a representative picture of opinions and values of the study body at large. The only outstanding divergence between the sample and cohort is the common faculty; here, the Science faculty, where the most enrolled faculty is actually the BEL faculty. It may be an important question to ask why BEL students were less inclined to respond to the survey, and how their opinions might be accessed in future. And conversely, why Science students were more engaged in providing feedback.

Table 4. Sample vs. cohort – majority groups and their percentage

| | Age | Gender | Fee status | Faculty | Level | Commencement | Campus |
|--------|-------|--------|------------|---------|----------------|--------------|-----------|
| Survey | 20-29 | Female | Domestic | Science | Under-graduate | Continuing | St. Lucia |
| % | 61% | 67% | 65% | 21% | 60% | 60% | 88% |
| Cohort | " | " | " | BEL | " | " | " |
| % | 68% | 55% | 64% | 24% | 62% | 63% | 89% |

3.1 Relationship between demographics

The statistics above show that certain demographic characteristics of students tend to vary together. While some are trivial (e.g., age and study level correlate because older students in later levels of study and in postgraduate study), other relationships are important to consider in determining how demographic variables influence students' opinions and ratings of services. For instance, it might appear that students enrolled at some campuses have lower ratings of food and drink services, but this may be linked with the fact there are more young students at that campus, and those young people have given better ratings experiences with food and drink services in general.

To evaluate the correlations between variables, a 'heat map' is presented below, where reds indicate that certain demographic factors tend to have a relationship (i.e., their values vary together). Blues indicate a negative relationship (e.g. their values are divergent). Major points of note are summarised below. These major points are used later in the report to consider their influence and relationship to respondents per survey question.

- **Level:** There is a stronger positive correlation between respondents' enrolment levels with Age, Fee Status (domestic/international), Program, and Faculty. This is consistent with the categorisations and regulatory requirements related to whether a program is undergraduate, postgraduate coursework, or postgraduate research.
- **Age:** International students tend to be older. Age is higher in Hurston and Gatton campuses, compared to St Lucia. A negative correlation (Age decreases for Commencing students) is observed between Commencing students and their age. This purely denotes that Commencing students are younger.
- **Fee status:** There are more international students in later levels of study, and in postgraduate study (and for this reason, more in particular programs and faculties – like the Graduate School)

- Campus:** There is a similar balance of student gender and fee status across campuses. There are differing programs at different campuses, which affects the age and commencement status of students there

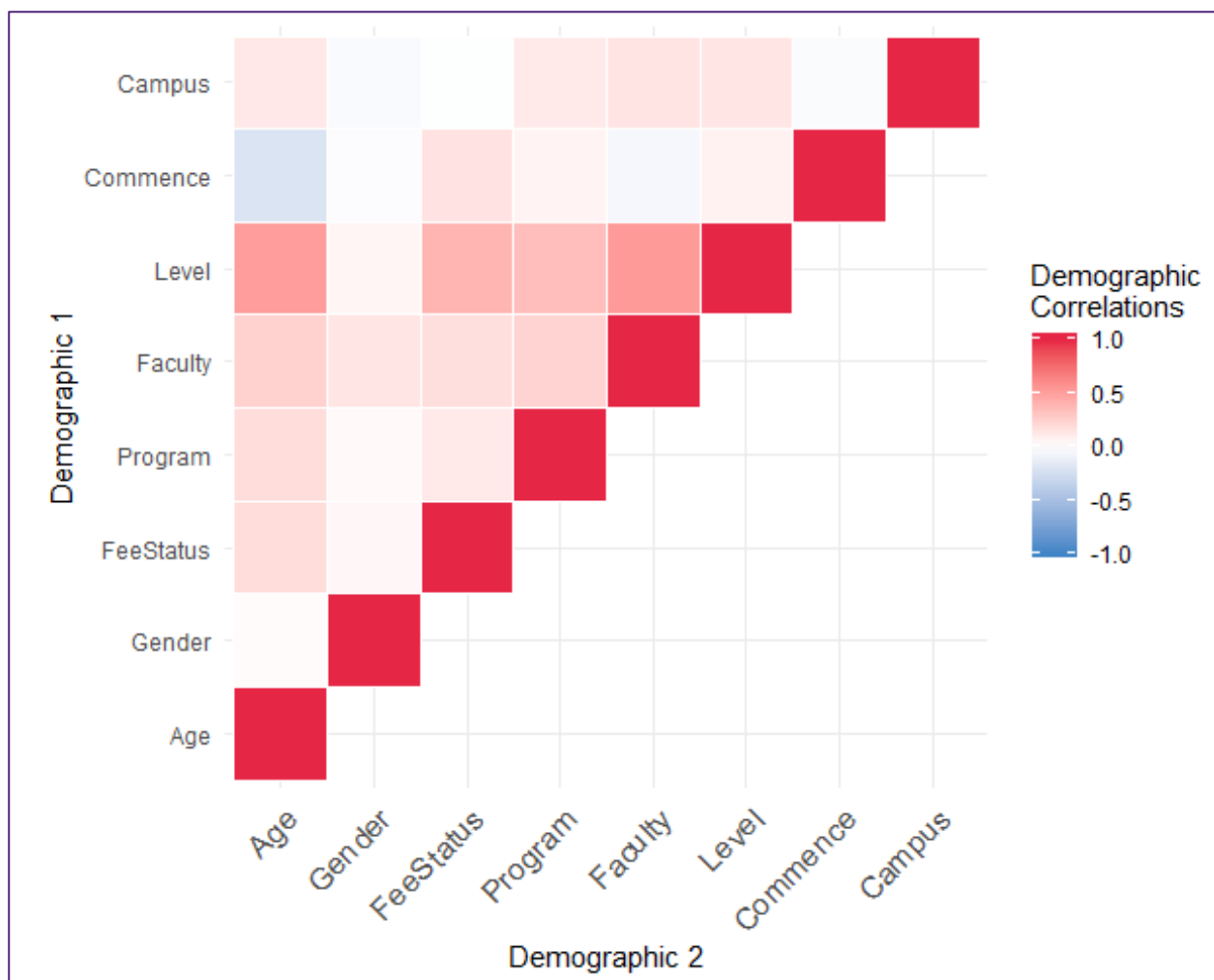


Figure 3. Correlation of different demographic variables

Correlation of different demographic variables. Darker reds indicate there is a positive relationship between variables, whereas darker blues indicate a negative relationship between variables. Only the top half of the correlation matrix is shown for simplicity.

4 Question 1 Summary

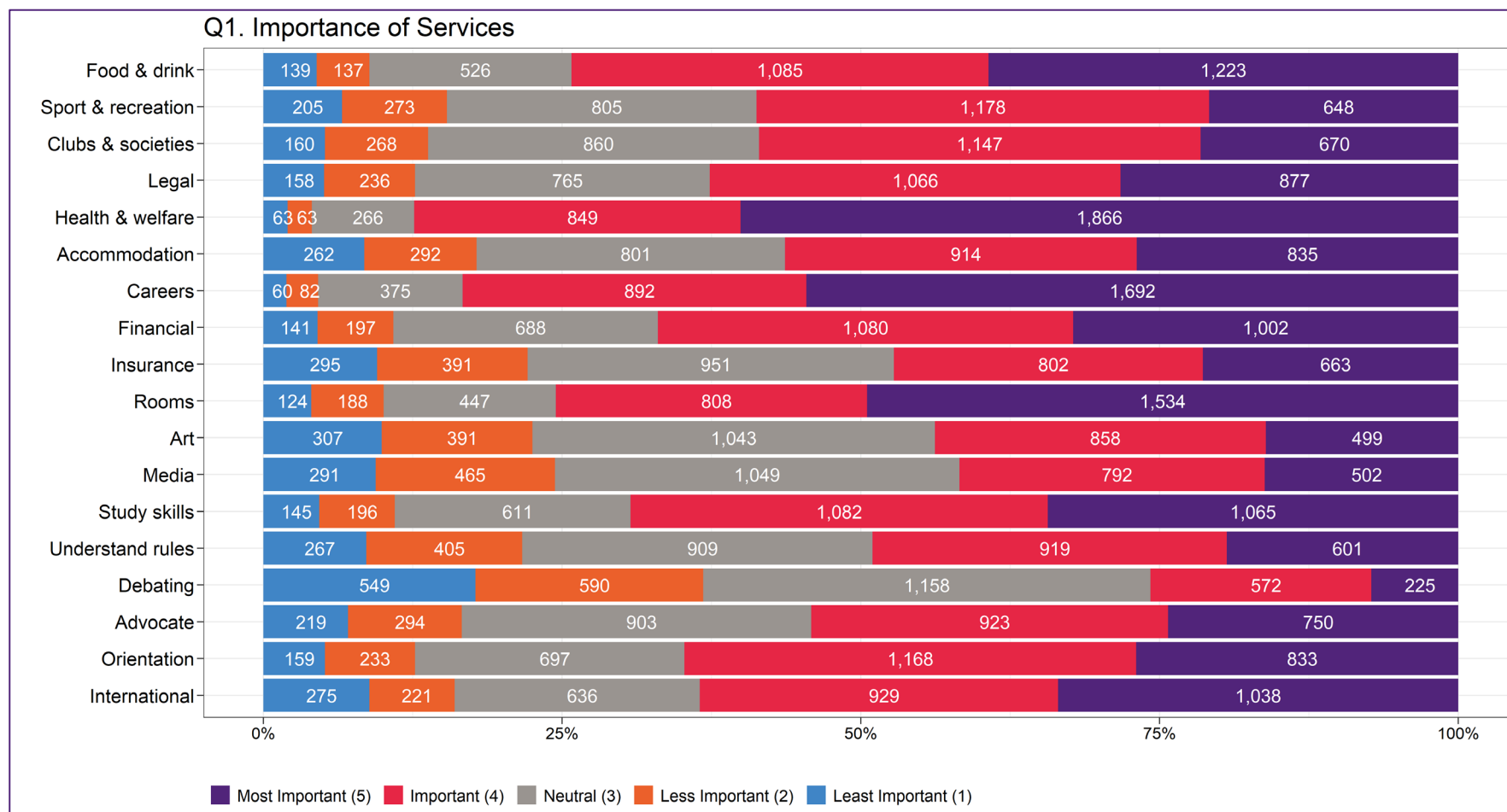


Figure 4. Question 1 distribution of all responses

5 Question 2 Summary

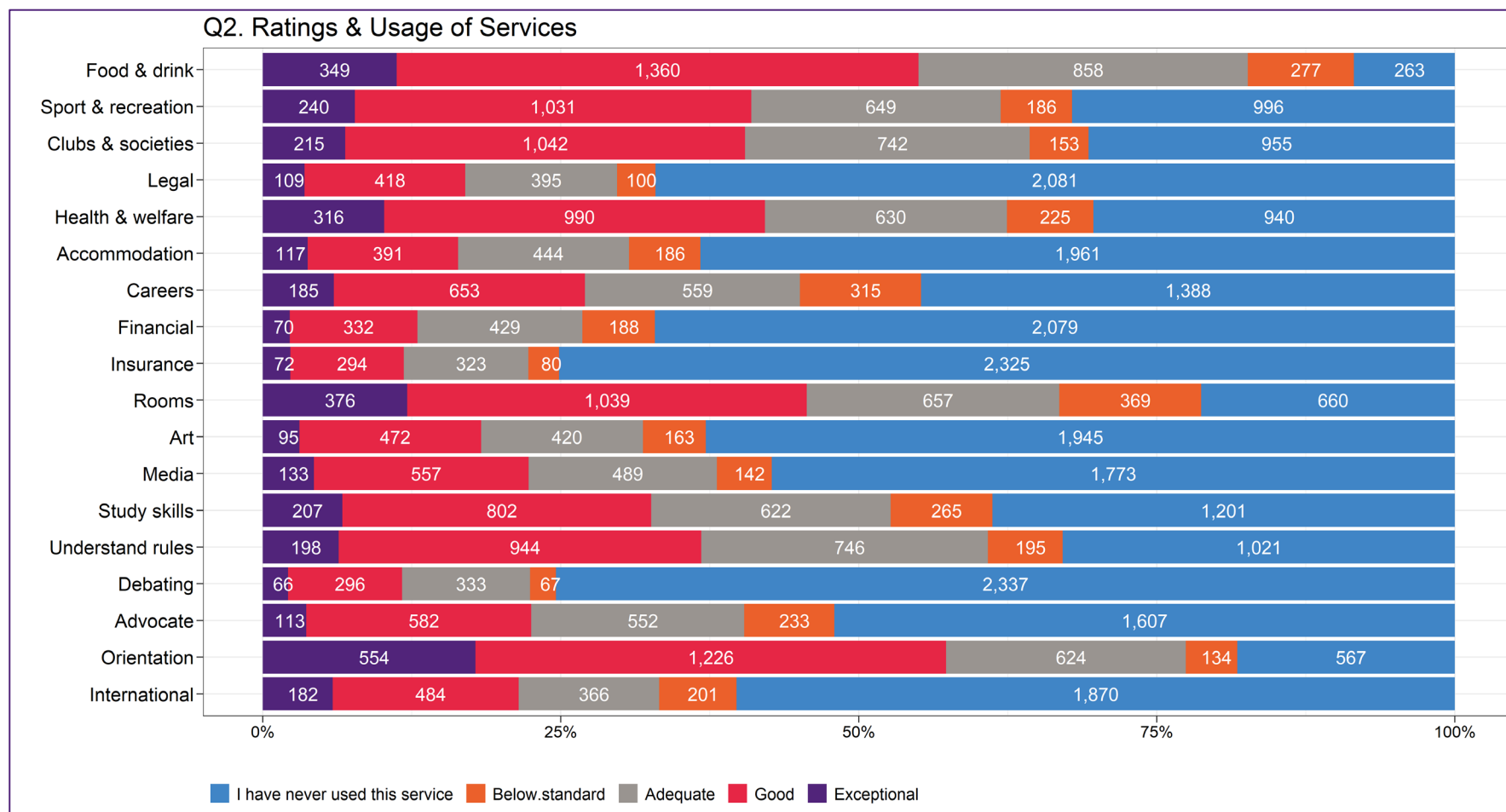


Figure 5. Question 2 distribution of all responses

6 Question 3 Summary

Providing food or drinks



Random Sample Comments (quoted verbatim)

- Wider range of food available, different shops etc
- University should promote more vegan food and restaurants. I personally would love to see a dedicated vegan restaurant at the University.
- Providing free meals by UQU is quite helpful for budgeted students, but if the taste can be improved a little, then it would be wonderful.
- More variety at GATTON campus
- More sustainable packaging - e.g., returnable / reusable containers and minimising plastic.
- More healthy options, like a salad bar that isn't super expensive
- More funding for UQ Union outlets and supporting the Union in delivering cheap and accessible food and beverage offerings that are of a high quality.
- more food services, breakfasts and evening meal services once or twice a week. Being a uni student is expensive and is hard to maintain a balanced diet and afford to eat three meals a day. UQ can help that.
- More environmentally friendly foods/drinks and packaging
- More diverse, healthy and affordable vegetarian / vegan options would be great. The Hare Krishna co-op at Griffith was LEGENDARY. \$5 plates, BYO crockery and cutlery. Ethical. Delicious. Subsidised food trucks at exams are not enough, it seems really gimmicky and there's only so much crepes and popcorn you can eat.
- More affordable food
- Making drinks more affordable that aren't coffee. Providing healthy exam snacks rather than pancakes.
- longer UQ own and operated food and drink service hours, including weekends
- Less shared platters, more individual serves - often dinner/catering is said to be provided but it's just snacks like crackers and meat etc
- Keeping late night food options open outside of semester time for post-graduate students

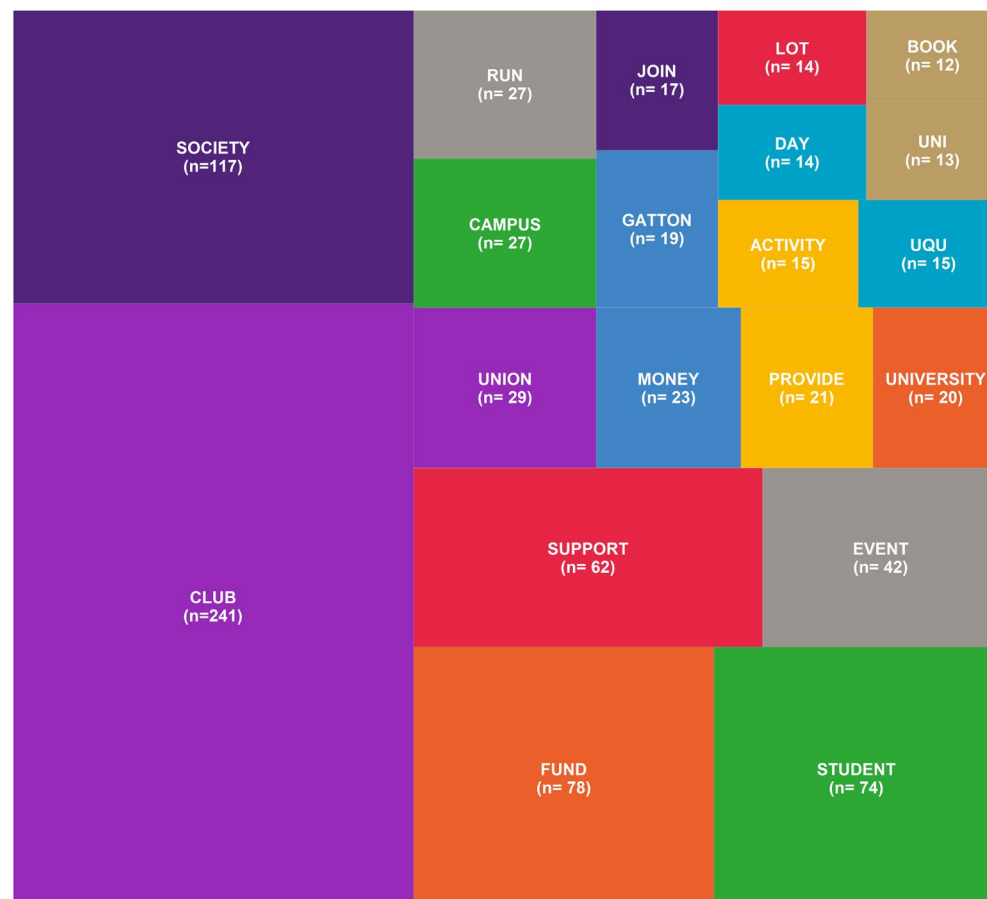
Supporting sporting or other recreational activities



Random Sample Comments (quoted verbatim)

- I have been involved with the St Lucia fencing club as it has tried to gain UQ Union affiliation. This process has dragged on unnecessarily, causing unnecessary difficulties for the club.
- Has areas for sport and some sport teams (uncertain which) at Gatton.
- Again, not much of a sporting culture in Gatton, would be good to have more events to create a better community
- Discounts for students to use the great uni sporting facilities
- Providing more sporting opportunities throughout the semester we dont have to pay for
- Social Sports and enrolling in gym should be free for students. It's too expensive for students.
- sports activities are charged, I am an international student paying so much the amount of fee each semester and then again I have to pay for the sports fee i.e. tennis courts booking, badminton etc. due to this reason i quit playing and now this thing of paying fee every-time I have to play is ruining the sports person inside me.
- More encouragement and support for students to participate in sports. Maybe more options or different options? Maybe small tournaments or sports games for free?
- More awareness of how students can participate in sporting activities and more free events
- Lower the cost of hiring equipment and spaces.
- Cheaper social sport - match QUT's prices
- Less expensive for gym membership etc

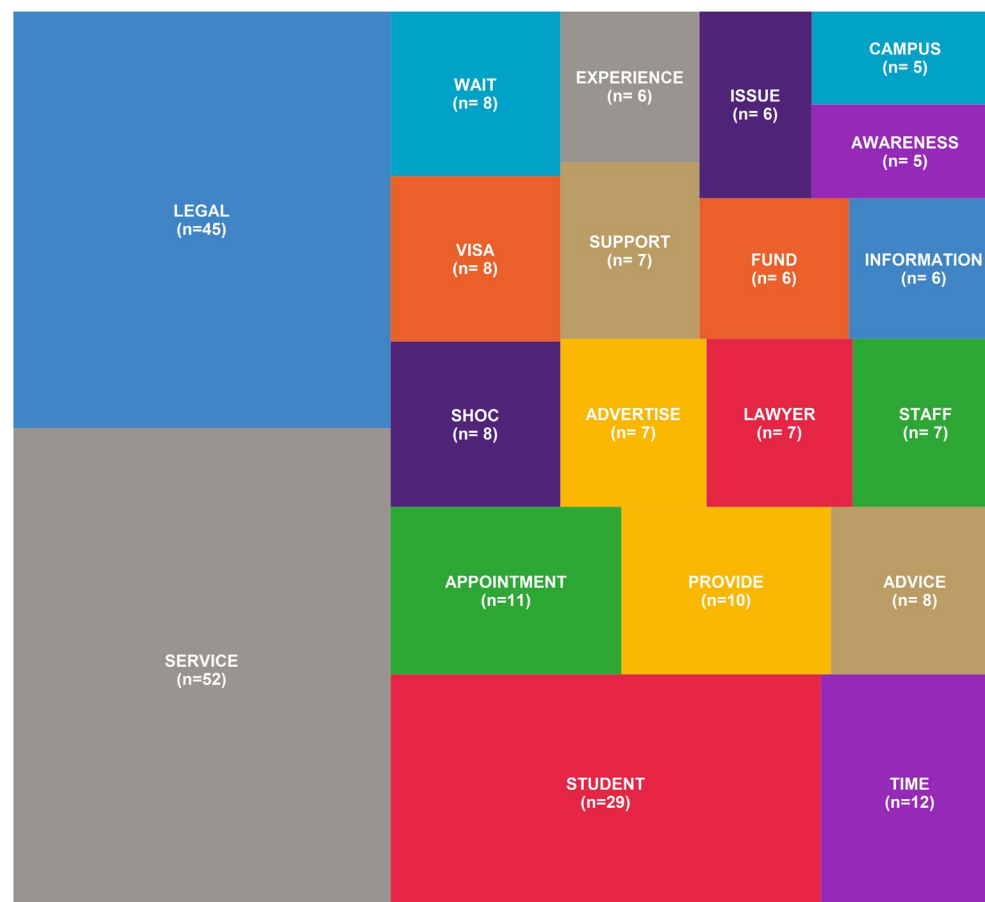
Supporting the administration of clubs and societies



Random Sample Comments (quoted verbatim)

- Too much considerations are given. Freedom of speech should be situated in a win-win condition. The fighting that I heard that happened in campus is senseless. International groups should learn how to adapt in an Australian environment. They cannot bring their attitude here and act like as if they are in their own countries. Expulsion should be given for non-law-abiding students and thorough investigation should be considered. Before establishing clubs/ organizations, they should be able to know their limitations in a foreign country and they should agree what and what-not to do. This is common sense as well.
- Reducing barriers that make it difficult for club and socs to provide events/activities
- Supporting student-run sporting clubs in particular UQ Interfaculty Competitions.
- Need to financially support the clubs for hosting general events
- More support of casual activities like lunches, move nights etc.
- Provide cheaper fees to clubs and societies (e.g. badminton)
- A bit disorganised when we had to set up for clubs fair to be honest.
- I spent 3 years on the Gatton Halls of Residence Resident's Club. As far as I know most of the funding we received was from students accommodation fees as opposed to UQ though I could be incorrect there. I also spend a year on the UQ Cattleman's Club Committee and a year on the GSA (Gatton Student Association) committee though to my knowledge any addition funding that we received ontop of our membership fees was from UQ Union. Do you support UQ union to issue out money to provide us funding or how is your support actually distributed?
- UQ Union's programs are making clubs and societies more and more redundant.
- Not making students pay for these activities.
- Some clubs are underfunded while others are overfunded given their size and their sponsors. This creates an uneven playing field.

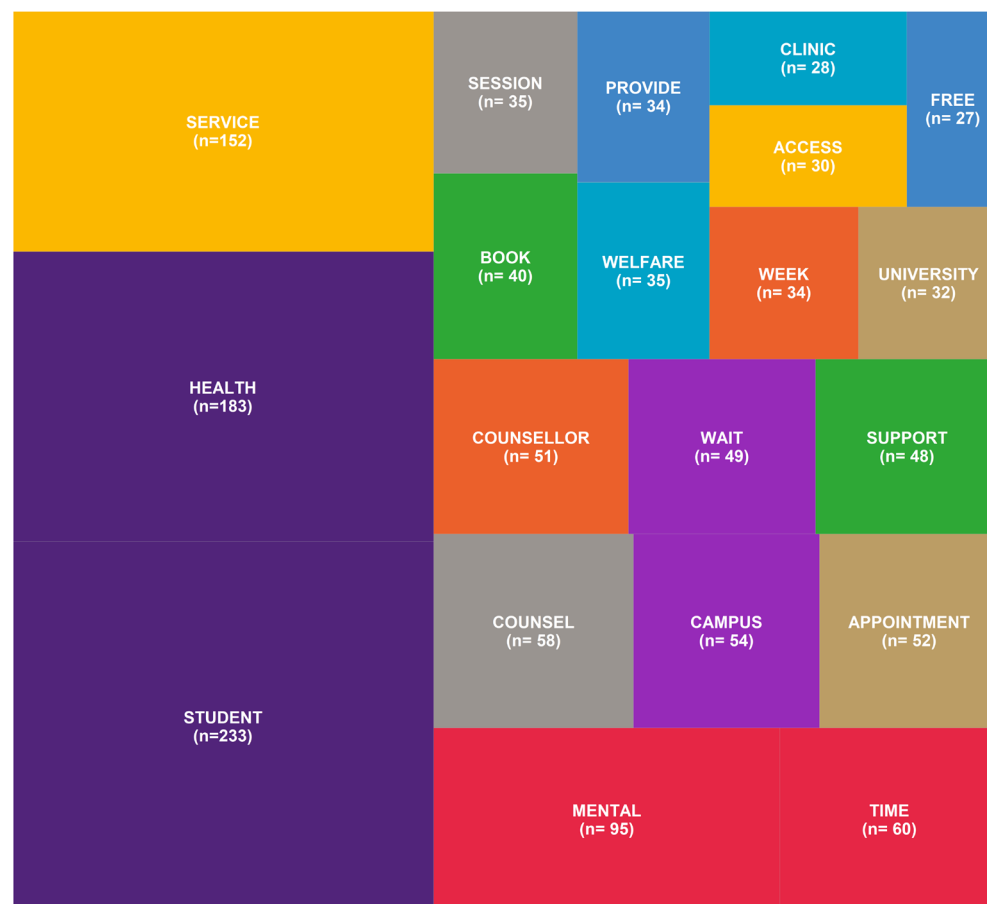
Providing legal services



Random Sample Comments (quoted verbatim)

- the information in the university is not well communicated
- UQ itself doesn't seem to provide any legal services. The only legal service I know that is accessible for students is that there is legal person at UQU's SHOC, but they are very in demand and can only help with basic issues. In my course I have been told to talk to a legal person about IP for group coursework, and we were directed to the person at SHOC, who knows very little about IP law.
- Have JP rather than Com Dec as the people you have do not fully understand the tasks of their position
- Long wait to access the services.
- AWFUL. Hard to get appointments and limited help when appointments are successful.
- More legal services for full-time students should be available, including referral and discount legal fees for matters including tenancy tribunal, etc.
- I consulted with a member of staff about rental issues I was having and they were quite helpful. I don't know who I would have turned to otherwise.
- Much appreciated. Even better if they could help with the visa application instead of advice only
- Better explanation on the UQ Union Legal website of the specific matters legal services can help with.
- Ensure adequate funding is set aside to continue this service
- More awareness, easier appointment times
- Should be more active support rather than just being in just an advisory role
- Pretty bad, not enough information out there on your rights.
- They are neither promoted not very accessible

Promoting student health and welfare



Random Sample Comments (quoted verbatim)

- the health clinics are good but it would be good to have a doctor more than twice at week at gatton.
- Actually having the infrastructure and resources on hand to handle these matters, as they are currently very inefficient and ineffective.
- Appointments to see a counsellor or psychologist are often stigmatised, as well it would be beneficial to advertise more about doctors and physics etc.
- Better availability/services for students mental health
- More emphasis on mental health and disorders.
- It is very difficult to make an appointment to see a student counsellor due to low availability. Bookings have to be made on average a month in advance which is too long.
- Getting appointments is very difficult. More resources, more availability, and more public addressing of issues to the classes overall would be nice
- Why does being a student in counselling/psychology mean that i will give up an opportunity to have my placement with the university if i utilise their counselling services? does not seem fair- also need more counsellors and more appointments available with shorter wait time
- Have more counsellors on the offer so it is easier to book a session when someone needs help. If it takes two weeks for someone to see a counsellor when they are going through a hard time, it can often put them in a dangerous and vulnerable place.
- Students going for placement should get free or discounted flu shots.
- More counselling services available so that there is a faster turnaround time between trying to book an appointment and actually seeing a counsellor. The delay is awful and can make already bad mental health situations worse.

Helping students secure accommodation

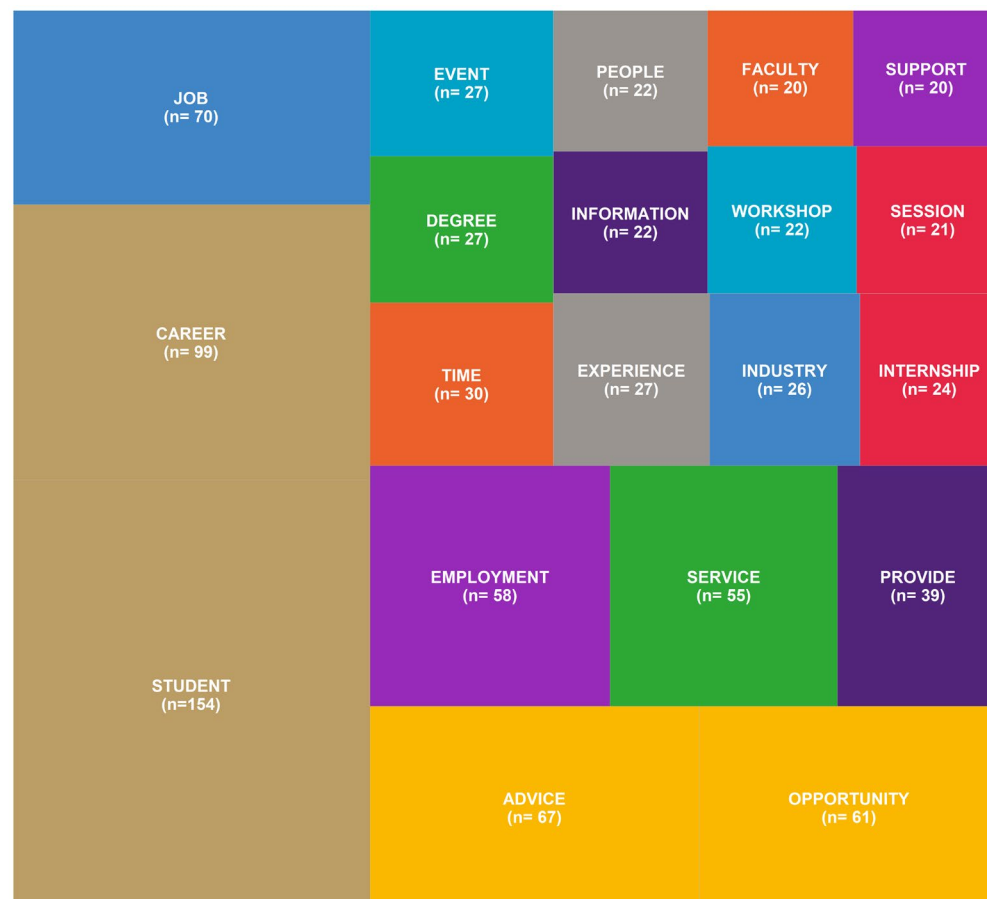


Random Sample Comments (quoted verbatim)

- very expensive student accommodation, and to be honest, I don't think UQ has a 'secure accommodation service for students' at all, especially to international students
- Some vetting system eg. landlord/accommodation rating provided by the last tenant on the UQ accommodation adds.
- For new students specially international students. there should be a support group for natural inquiries. This will help 'no-idea' people how to survive there transfer in Australian environment.
- A more trusted and honest accommodation provider suggested by UQ would help international students and prevent the issues they have to go through regarding accommodation.
- This is definitely helped me over the years. I am living in a granny flat found on the uq site at the moment. People should have a way of getting feedback as I have found problems in the accommodations found under these systems. Like at the moment I am living under two children and a family that make alot of noise and banging on my roof, but no where to report these incidents. Feedback and rating system would be great
- The accommodation is very expensive for people who live on AUSTUDY> Do you even realise how difficult it is to study 4 courses and live on 450 per fortnight? Improve your service
- Cheap accomodation
- what help? all uni stuff can give you is way too expensive for anyone on
- Needed this before, to my knowledge the most that if offered is a list of places that offer accommodation. Inadequate for those struggling without the life skills to easily adapt.

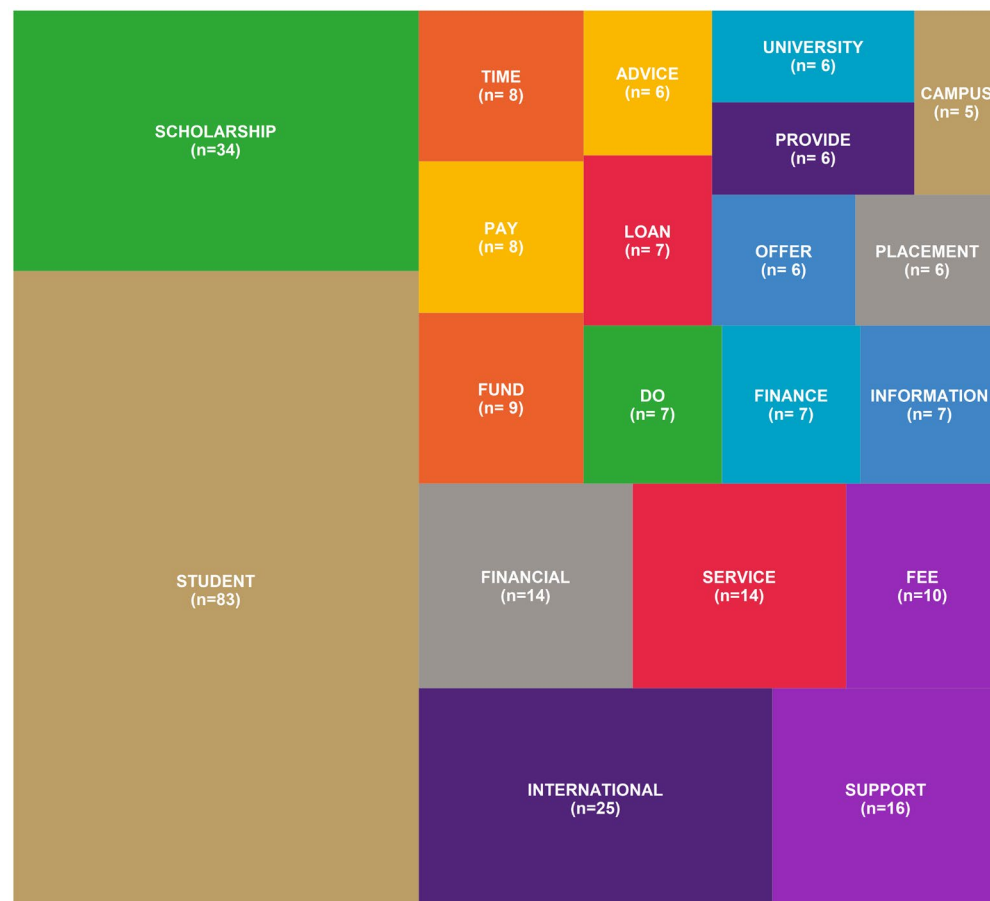
Helping students obtain employment or advice on careers

Random Sample Comments (quoted verbatim)



- Career growth/ development should be a service that can be provided. This is because, we are embodying the name of University of Queensland (UQ) wherever we go. In return, students should also act like they are ambassadors of UQ and the name of UQ shouldnt be tainted.
- Went to the employability team for advise on my job offer. I am in the EAIT faculty. They didn't even attempt to listen, just said there is nothing we can help you with, its entirely on you. I just wanted someone to listen and tell me whether I'd be able to get something like that after uni, how good is it, are they trying to rip me off? So gave up on getting advise, and just asked if it'd be counted as type A or type B placement, and how I would have to enter the hours. Their response was that everything is on their website, just go away and read it. That was the lady at the front desk of level 3 of the Hawken engineering building.
- A separate department within SAFS should be made which helps students with employment and career service.
- This service is very hit and miss. When enquiring about it there wasn't much information provided which stopped me from accessing the support.
- For international students, more support and advices are needed.
- have some lecture at the beginning of the semester (within the orientation week)
- More employment advice for international students
- Advice on getting casual jobs for international students. As i undertsand, right now most of the advice is geared towards getting a job after university.
- Giving more direct funding or consultation powers to the UQ Union
- There should provide more internship opportunities to each specific major and for international students. The advice should be more clear rather the vague and broad common sense suggestions.

Helping students with their financial affairs



Random Sample Comments (quoted verbatim)

- give international students to a more scholarship choices instead of just domestic students since international students had paid so much more than domestic students.
- More scholarships (they are too competitive right now).
- Not equal financial help
- It's alright, not the best. Not clear on how to use it and not sure where to apply. Overall just difficult.
- You should find a way to offer loans to international students, fund scholarships for academic excellence during the semester, not charge international student more than domestics, which is not only a violation of the WTO law but it is very greedy.
- I am based Herston campus and we have literally no facilities here
- Advertise consultation for students who require assistance (not well-known currently).
- I had never heard of financial aid from Uq union, I will try to get it!
- The school is not giving me any financial support or help, and I think I'm making a big financial contribution to the school.
- there is no option at all for international students promoted or given by the university! to much to do in this regards too
- Funding for placement and attachments e.g. Uniforms
- More merit based scholarships for undergraduate would promote better performance among the students I believe
- Something more interactive (like a person to talk to) would help to increase the understand and amount of information about things like HECS, etc.
- Making scholarships easier to obtain.

Helping students obtain insurance against personal accidents



Random Sample Comments (quoted verbatim)

- A more in-depth/ specific self-assisting flyer/program brochure/magazine should be given to each students availing insurance.
- It seems that there is only one type of insurance company working in Uni, I have little known about how to deal with the accidents regarding other insurance services.
- I was told by BEL SET that insurance policy is up to 30 calendar days, but someone else said it is 30 calendar days for one entity and another person said, there is no such restriction and so on. There is definitely inconsistency around that and would like if it were clear.
- Giving more options for insurance rather than just having one option
- OSHC assistant could be made available post the o-week.
- More types of accidents under covered and more funds
- I had an accident and I received no help. Invest in new people or capacitation for the current ones.
- Global Allianz insurance helps international students strongly when having sickness or injuries. Good but the wait time to get an appointment may be long
- Should be student's own initiative and again only provides very generic advice that are most suited for international students and or students that are likely to not end up in careers related to their current education See champions
- This was really easy and good for international students to receive OHSC
- the information in the university is not well communicated
- Better cover for sport accidents
- A more in-depth/ specific self-assisting flyer/program brochure/magazine should be given to each students availing insurance.

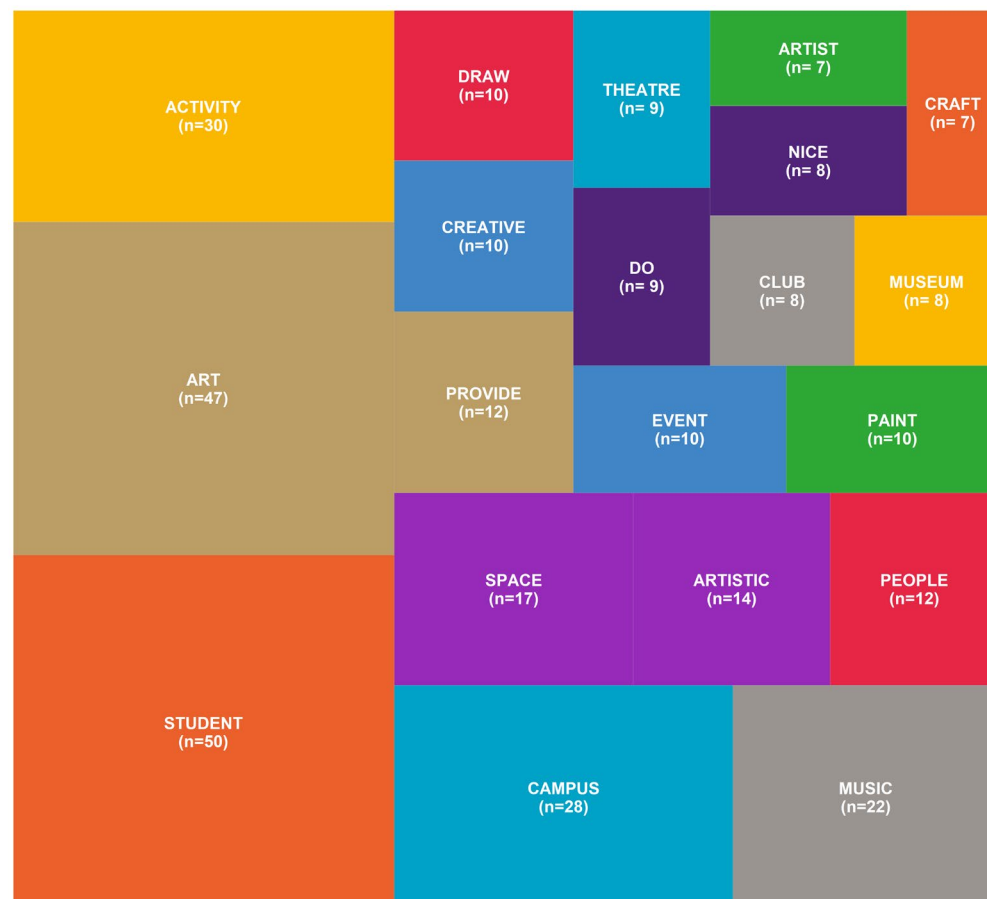
Providing libraries and reading rooms (other than those provided for academic purposes)



Random Sample Comments (quoted verbatim)

- I am based Herston campus and we have literally no facilities here
- The are always full and it is too hard to find a meeting room. There are always booked and sometimes people book and then dont go
- - I love the new additions to central library, however, most of the upgrades only include tables for 2-4 people, I think the most popular desks are the stalls for one person, as that is often necessary for study, so more of those would be amazing
- During study week all of the libraries are full, you can't get a computer or a quiet place to study. Private rooms are booked weeks ahead the entire semester.
- General-purpose open plan study rooms (such as the Don Nicklin or Mansergh Shaw common rooms) are the best thing for study and groupwork. Not nearly enough of these spaces exist and more should be provided instead of classrooms that are only occupied 75% of the time.
- considering for other students that so busy on works and studies, can be set up more resting space in each libraries.
- At certain times, its impossible to find a spot to study. People using a computer space when they bought their own laptops
- There are not enough study spaces, the engineering library is constantly full and is impossible to find a spot during the day, there aren't even enough collaborative study areas with big tables. Advanced engineering does not have any study spaces as all rooms are constantly used for classes. Creating enough study spaces should be the biggest priority of the uni, as we don't just come to uni to go to a lecture then go home, we need both quiet and collaborative places. For such a large campus, the lack of libraries and reading rooms is extremely disappointing.

Supporting students' artistic activities



Random Sample Comments (quoted verbatim)

- More free artistic activities would be great that everyone can have creative time together. Definitely society does not foster this
- Personally, it took me a couple of years to discover that the magazine Semper Floreat existed. I had to seek it out, walk into a dingy office, and volunteer to make art for the publication. It is the most positive thing I have done as a student here. I draw, paint, and design, and play with expressing complex ideas visually instead of through academic writing. But unless you are lucky to stumble upon something like Semper, you aren't going to have that opportunity as a UQ student.
- Provide funding to the student union to expand their efforts in this field
- Events with talent showcases, dance, music(instruments /DJ) , art, singing, magic, etc. Like a talent festival.
- would like to see more mural art around campus, or public spaces for people to create whatever they like
- More art facilities for students not necessarily in an arts' degree can help relieve stress and serve as a creative outlet.
- I think we need more to support students artistic activities outside of the art museum (ie stalls where people can do crafts etc)
- It's sometimes hard when all the artistic activities are run by students through the societies (mainly theatre).
- Host biannual art exhibitions with multiple guest artists (maybe a few graduates who have made a name for themselves), for a moderate entry fee or for free. Give those who had to give up fine arts by choosing UQ a chance to exercise their passion

Supporting students to create and share media (print, audio, or video content) Random Sample Comments (quoted verbatim)



- More equipment. Prints are too expensive in relation to the cost per print.
- - I understand having to pay for printing but it would be in the interests of the students to reduce the COST of printing as some courses require you to print up to 10 different pages per week
- Investment in on campus video productions, such as filming short films around the area and uploading to a central YouTube channel.
- Semper and the clubs are amazing for this, give them more money
- UQU funds Semper Floreat and other media, and UQU gets funding to do that from SSFAF.
- Feature on your social media work done by students
- Software program support isn't great - especially when its software we're expected to use for
- the price of print is much more expensive than I expect
- printing is soooo expensive. printing in honours should be free. luckily, my supervisor did a lot of the printing for me. but if i used the printing available in the printers available to students it would have cost me i had to spent \$613.80 on printing just for the papers required for testing. alternatively - it would be useful to have research laptops available for hire. the \$613.80 was purely for questionnaires. i couldn't use the computers for digital testing as my participants also had to complete activites which couldn't be done on a computer - and this meant i wasn't allowed to book the computer labs for testing. this meant my questionnaires had to be physically printed - a waste of money, a waste of paper, and a waste of time as i had to manually enter all the data.
- Better audio, video software available and accessible to all students to create and share media. This definitely could be improved on.
- Should be cheaper. Guide online on how to use the systems
- Free video editing software to download/ use on private computers.

Helping students to develop study skills, which are not offered as part of courses students are enrolled in



Random Sample Comments (quoted verbatim)

- There is a good program here but it might be beneficial if such opportunities were more widely promoted.
- More workshops focusing on essential skillsets (coding classes etc)
- Should be more free services centred around this. Might even be nice to have it as an introductory day when first starting at university. Create a bit of a all-rounded understanding of expectations for studying in each faculty. Right now it seems very scattered.
- Time-management skills and study support could be offered. Maybe more study spaces or trying to find a way to kick people out of areas when they just "reserve" space by leaving books there for hours. It makes it hard to study because most of the time is spent trying to find a study spot. I have resorted to going to quieter building on campus and sometimes sit in areas designed for waiting for your next class.
- Alright. I've heard everything again, again - they never go through other things, such as where's the best study spots, watching lectures is fine and attendance isn't compulsory - study how best fits us. Coming from high school - they should've kept saying we have much more time.
- The EAC week is really useful. But the content of the course need to go further. The current content are too basic.
- workshops/seminars/help with study/courses going further than just 'make sure you do your readings'
- This was offered briefly during orientation week, don't there is no on-going stills building exercises I've come across as an external student. You can only attend things at the library and that's not feasible when campus is over 2 hours away and I work full-time.

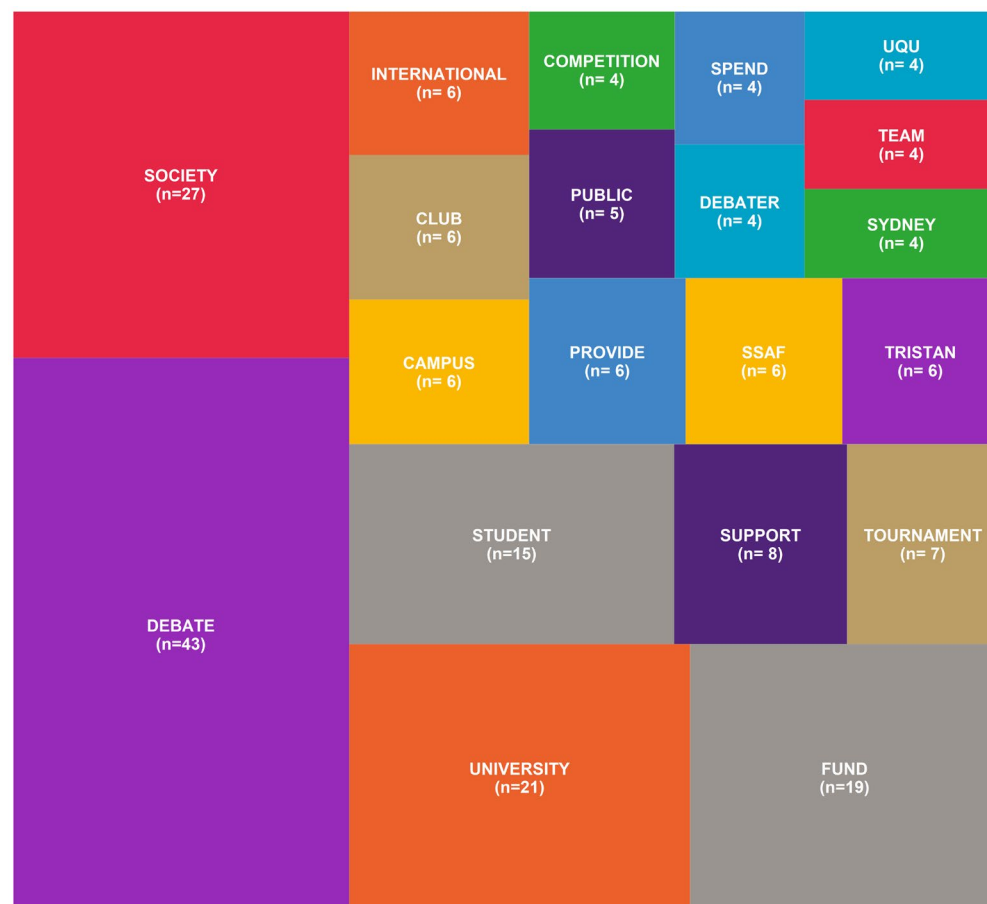
Helping students to understand the University's rules and policies



Random Sample Comments (quoted verbatim)

- It's all a bit much to concentrate on when you are living life and studying and working. Maybe dot-point it?
- Before enrolling, there is enough information and videos to inform students about the rules and policies.
- Absolutely horrendous, there was one OH&S module that was well done using Thinkific but other than that, most student's don't even know any of these rule/policies. Introduce them as necessary, make them discipline specific
- IT IS IMPOSSIBLE TO FIND THE POLICY AND PEOCEDURES, THE SITE IS SO DIFFICULT TO NAVIGATE, FIX THIS!!!
- Making website information more accessible and easy to follow. It can be hard to find the information you're looking for on the websites currently.
- Make international students pay more to learn the rules because they seem to be the ones who don't understand UQ's rules.
- A large part of the rules are very vague with terminology that can be difficult to understand and interpret
- the rules are always long winded and upsetting to read, making things shorter and straight to the point would be helpful.
- More consistency and clarity in PPL documents and for staff who are meant to advise on these matters. For example, I am on APA scholarship and read the PPL document on rules for earning money outside of this. The way this is written leaves some things up for interpretation, so I sought clarification from both the Graduate School, my Supervisors, and my Post-Graduate Liaison Officer. All of these parties had different answers and could not say with certainty that their interpretation/answer was correct.
- Rules and policies were not adequately advertised to me during orientation, causing me to be unaware of various complications in my degree's rules.

Supporting student debating groups

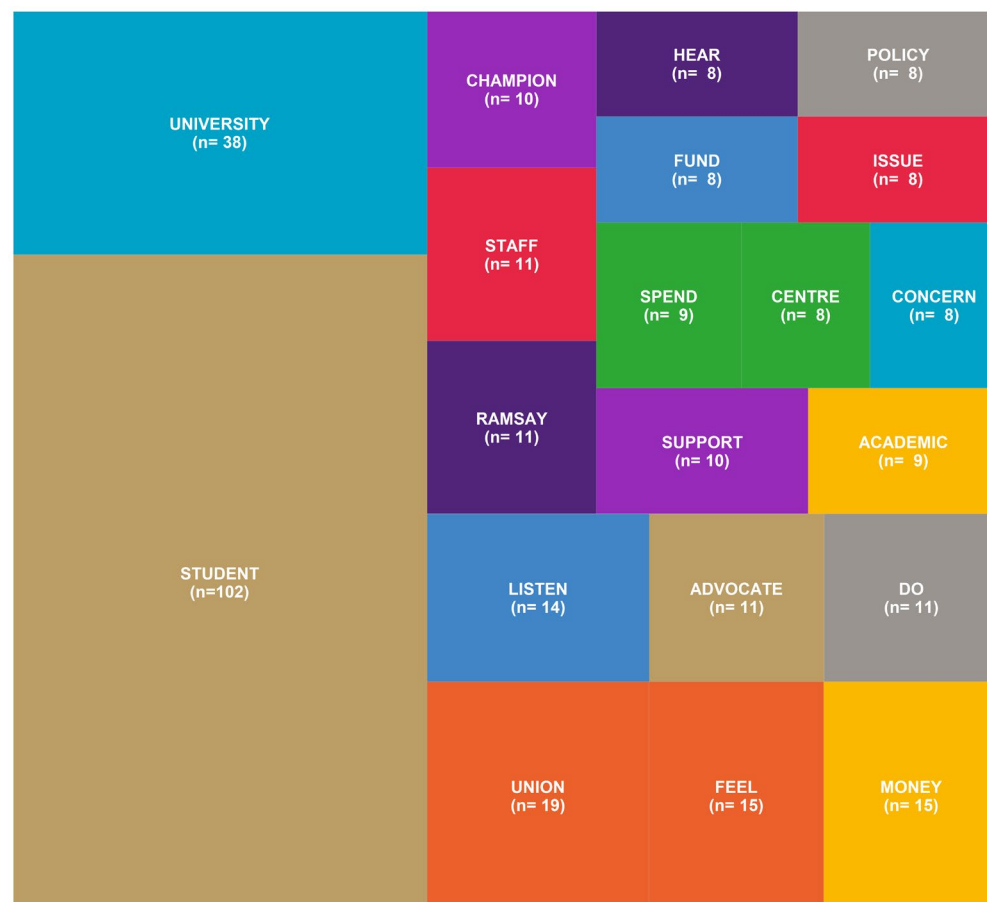


Random Sample Comments (quoted verbatim)

- Similar to other clubs & societies, this is apparent but I think would be better handled by UQU, where student rather than administration interests are in focus
- Need a platform to voice issues and debate about them. Currently we have none.
- Student debating groups operate very functionally within the UQU C&S structure, however UQ has slipped in international debating rankings from 'A bracket' (in which we were among only half-a-dozen universities, including Oxford, Cambridge, Harvard and the Uni of Sydney) since the introduction of VSU and their subsequent loss of funding. If UQ cares about discourse and debate, they should allocate more of SSAF to UQU and C&S rather than concocting ineffective and out of touch events on which to waste student fees.
- Have the Chinese debating society do actual debates. The UQ debating society is quite well organised.
- With recent tensions between "pro Hong Kong" and "pro China" groups, in particular to destruction of informative posters around campus, I think greater steps should be taken to ensure the security of open debate. This could be through an increased physical presence of security at UQ, or the advocating for appropriate punishment for offending parties.
- Debating groups are incredibly important for universities. Compared to other G7 universities, the lack of support from UQ is shocking.
- Actually funding the debating society, which currently goes completely unassisted by the university even though it represents the university at both national and international intervarsity debating competitions.
- There needs to be more funding!! UQ gives far less funding to the debating society than nearly every other university in Australia (particularly other G08 universities) and UQ's reputation on the circuit is suffering as a result.

Advocating or championing students' interests on matters related to the University's rules and policies

Random Sample Comments (quoted verbatim)



- There has been some recent turmoil regarding this around UQ. Personally, I feel that there are appropriate avenues to voice my opinion and if I was very passionate about a certain issue I could easily make myself heard by the university staff. This being said, I know there are a few of my peers who feel that the university does not properly listen to their concerns and interests.
- The university needs to listen to student's opinions, which is currently not being done,
- Only a student-led union can represent students on campus, and no SSFAF allocated in this category should go to UQ bodies. This money should be spent on providing students with academic advocacy, and to challenge UQ's ongoing attempts to cost-cut course delivery.
- more bi-directional feedback
- Provide a more clear central place to ask for help for students
- The current situation with the Ramsay Centre is really disappointing, as students and staff advocated so hard against this. Despite everything, and so much discontent across stakeholders within the university, it is still going forward making it all seem like a waste and that the University values a cash injection over academic integrity and impartiality.
- UQ Union should be more active whether its about University rules and policies or social issues. It's a Union for goodness sake.
- 1 person who is available at all times just to handle enquiries /grievances, etc.
- Very poor communication and responses to complaints regarding policies.
- Independant advocacy is really important - not just UQ staff

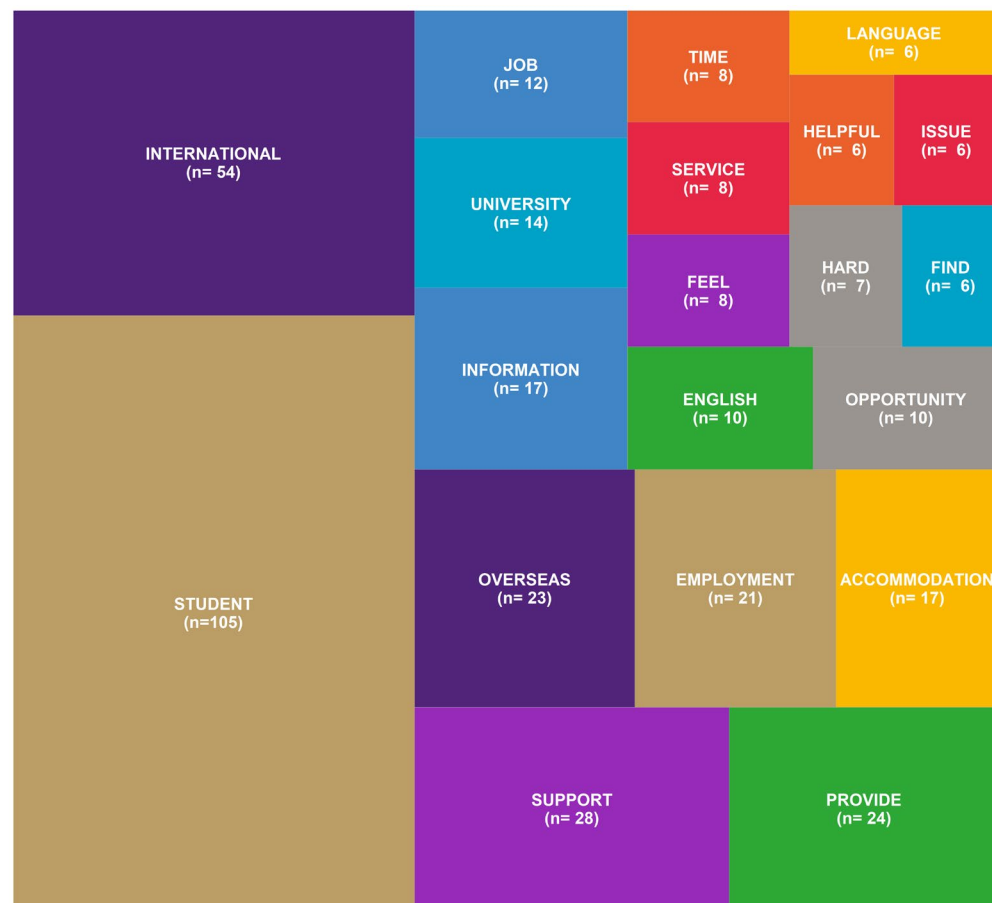
Providing information to help students with orientation



Random Sample Comments (quoted verbatim)

- When I went through orientation, I had no idea where to start. A check list provided with my offer letter would have been helpful. I ended up having to ask a friend's older brother for advice on where to go to sign on for classes, which classes I was supposed to take in the first semester, everything, and he wasn't even doing my degree. A helpful checklist and timeframes just for the first semester would be really good.
- given a booklet that has overview of orientation so we can follow the tour guide if we miss something.
- Clearer instructions and information of where, when, and how to get there.
- Make sure their familiarised with all of their classes, especially at the start of semester. I really struggle attending classes.
- I would like the "Helping students to understand the University" rules and policies & service to be incorporated in this.
- Tours for school leavers/ tours for families/ tours for people from non English-speaking backgrounds/ tours for people with special needs.
- More student-led activities rather than information dumps in lecture halls to start building a sense of community among new students.
- Provide information online like online lecture? Interactive video perhaps
- add some lecture in the orientation week
- More information could be provided for international students as my personal experience wasn't a wholesome one.
- Have more of an orientation where other students are helping you meet people. It is hard meet people when you are new.

Helping to meet the specific needs of overseas students relating to their welfare, accommodation, and employment



Random Sample Comments (quoted verbatim)

- A little bit more help on employment and insight on companies that don't employ people with visas
- If the University intends on the continued acceptance of international enrollments, they must provide adequate transitional services to these students. There is currently both a major language and cultural gap and it is the University's responsibility to help international students feel safe and comfortable whilst studying.
- Very poor, as I said the orientation is very basic in particular for PhD students. I was not aware of many things that happen in the uni or the services available and I have had to find many of them by myself or because others tell me. Same applies in this case.
- make it clear to new international students that there is an international student advisor who can meet and help with any specific concern
- A significant emphasis must be put on that. International students often find it very difficult to accommodate themselves into the new culture in the beginning, as they are not familiar with the norms and practices. A high-priority helpdesk (with 24 hours phone contact) is proposed to be created to guide & cater to the needs of newly-arrived international students. (Transportation, immediate accommodation, information about vicinity and bus routes, Use of Google Maps, and professional help to console them if they are anxious due to culture shock)
- From my experience with international students who speak are not native-English speakers, the courses do not provide enough support for their needs. I have met students who have had to drop out of courses because it demanded a high literacy and, despite knowing the content were held back by their English ability. Tutorial participation marks are also not accessible to international students who don't feel confident in their ability to contribute to class discussions in English.

7 Question 4 Summary

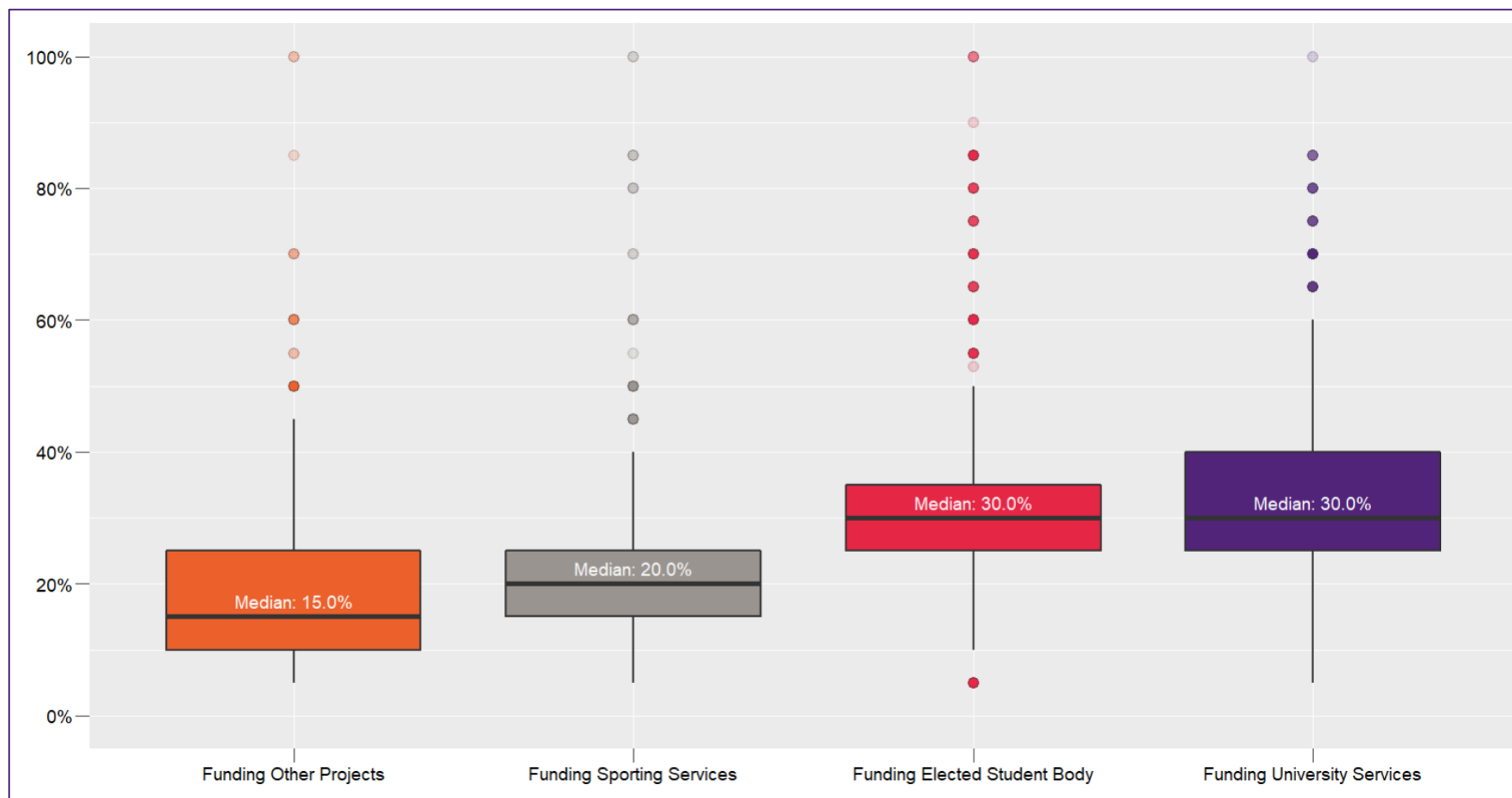


Figure 6. Question 4 distribution of all responses

8 Question 5 Summary

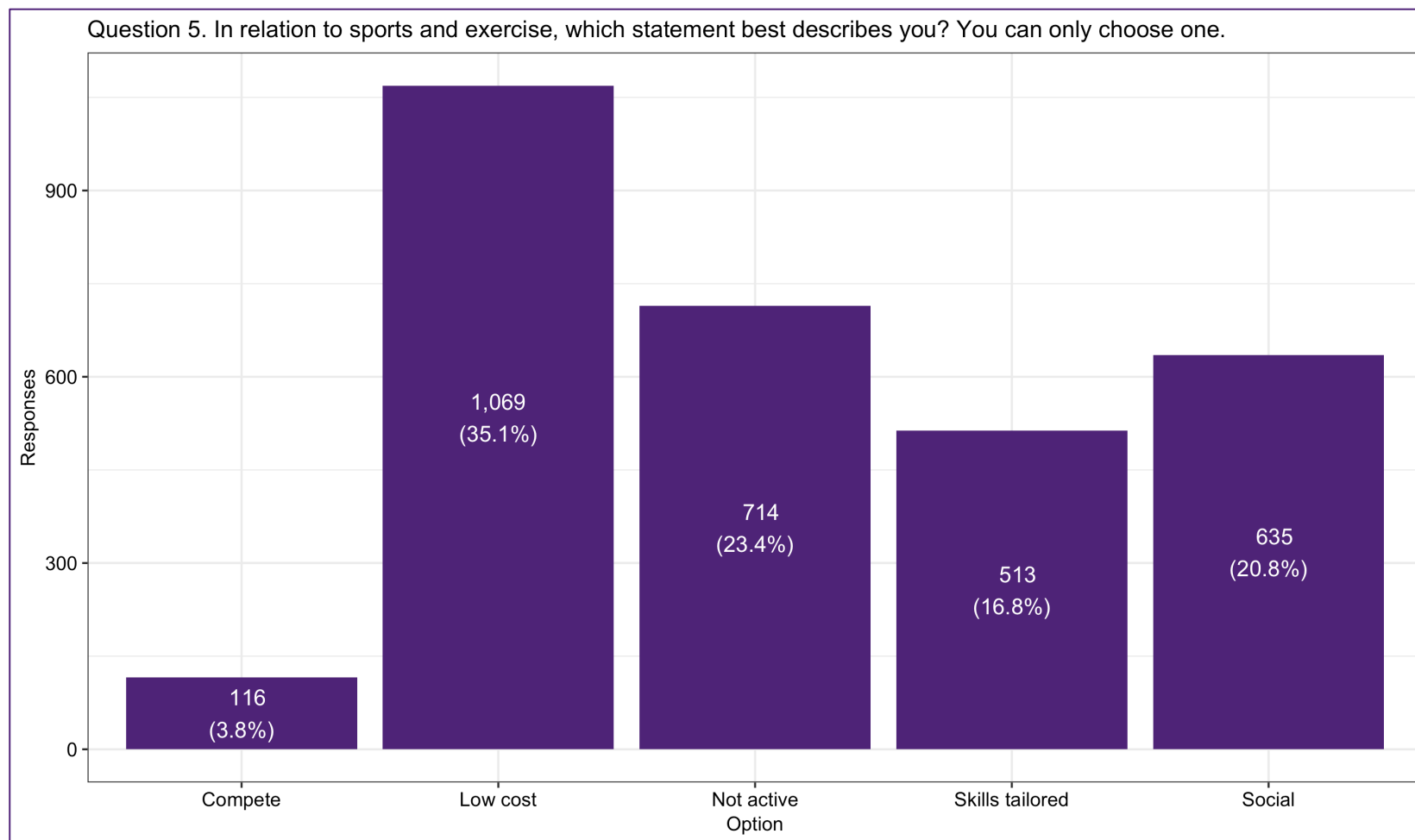


Figure 7. Question 5 distribution of all responses

9 Question 6 Summary

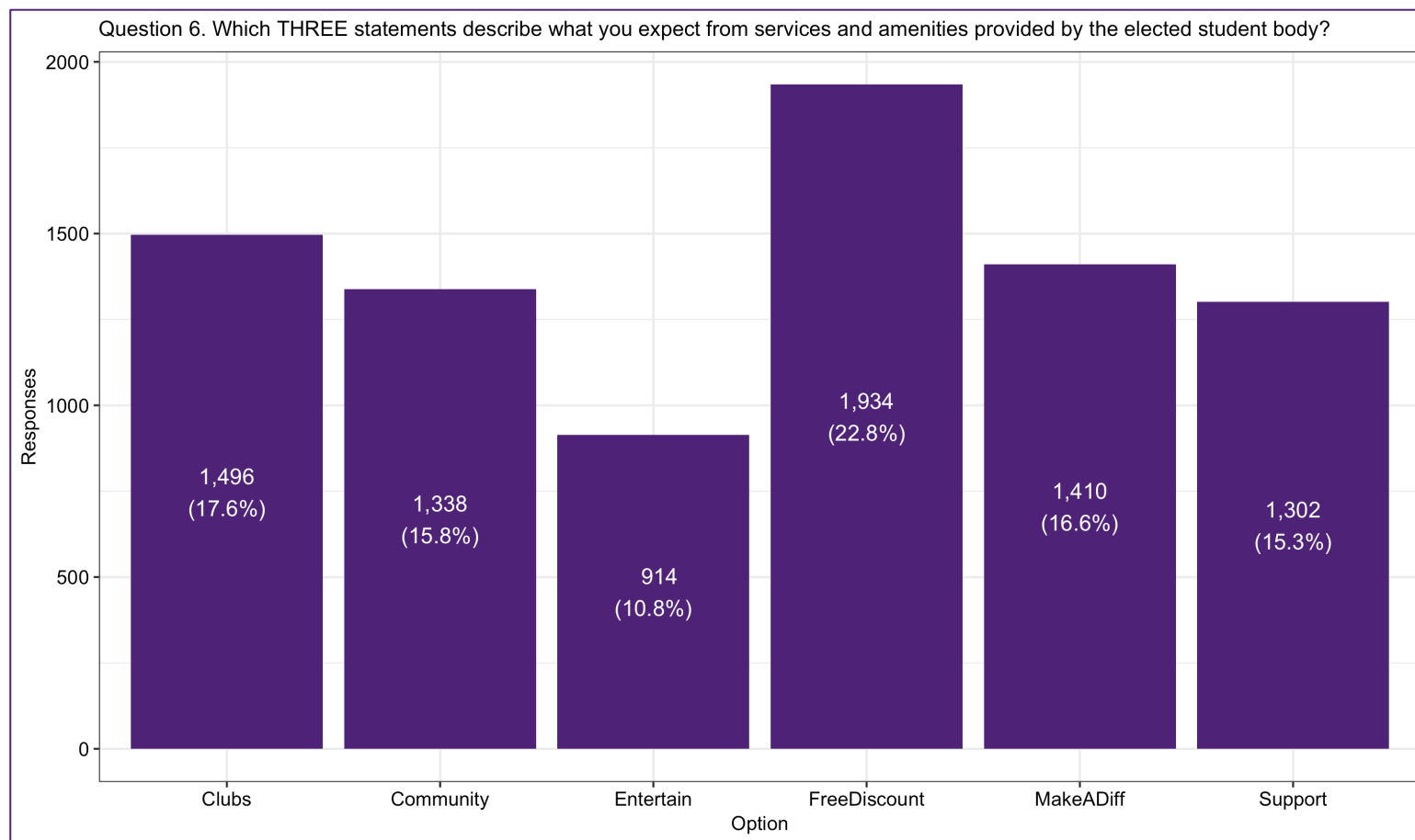


Figure 8. Question 6 distribution of all responses

10 Question 7 Summary

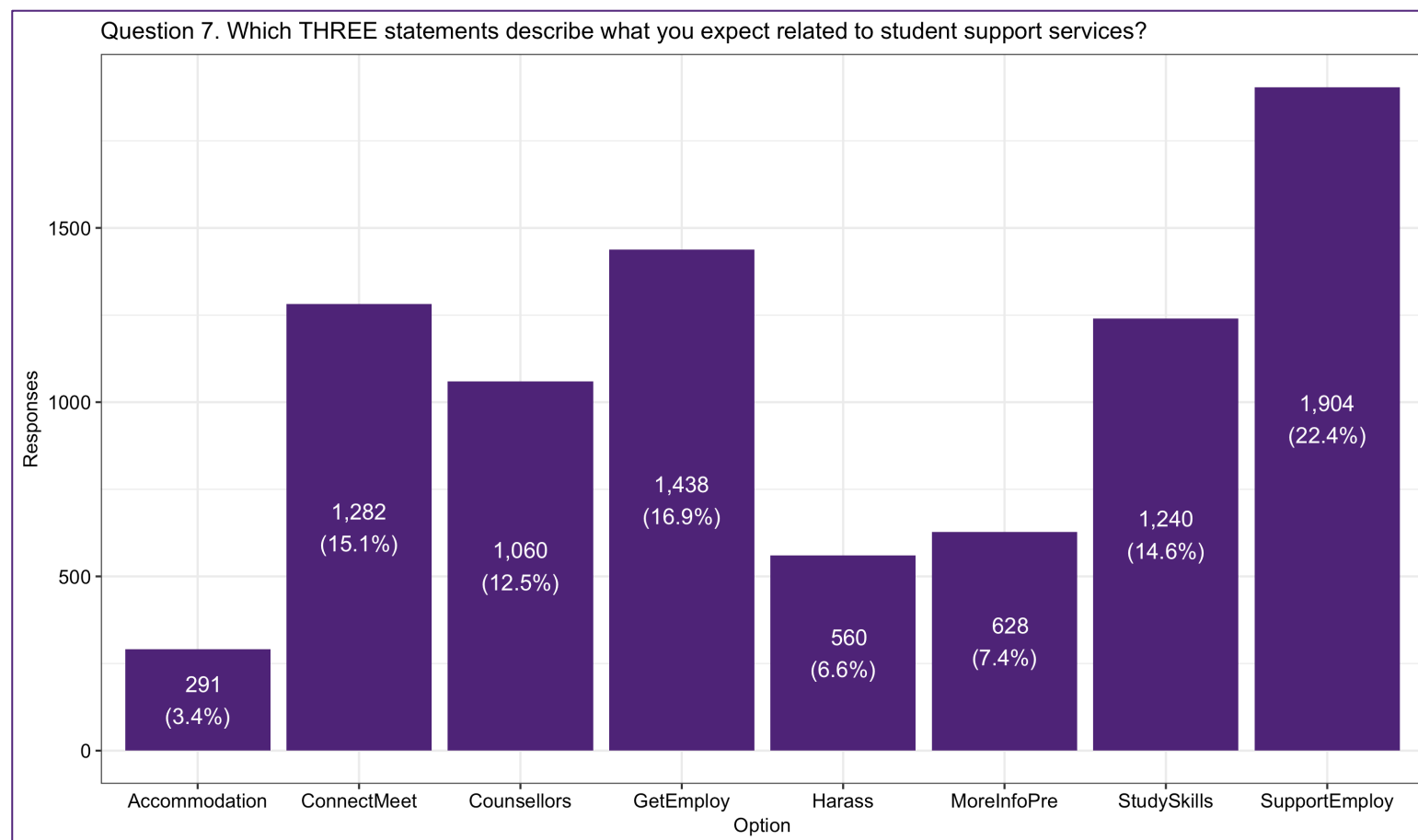


Figure 9. Question 7 distribution of all responses

11 References

- UQ-specific information about the SSAF, <https://my.uq.edu.au/information-and-services/manage-my-program/fees-payments-and-refunds/student-services-and-amenities-fee>
- SSAF - Australian Government, <https://www.education.gov.au/student-services-and-amenities-fee>

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