Summary of Compliance with the Tertiary and International Code of Practice 2021 (the Code) Reported by Universities for the 2022 Attestation Reporting Period

Prepared for review by the Committee on University Student Pastoral Care (CUSPaC)

Introduction

This report finalises the annual attestation process approved by the Committee for University Student Pastoral Care (CUSPaC) in June 2022. As per the agreed 2022 attestation process requirements, this report summarises university attestation reporting on progressing Code (the Code) compliance and enhancement activities for the 2022 Code monitoring cycle (January to December), and verifies that all universities:

- Applied the agreed 2022 attestation process to final quarterly reports submitted to CUSPaC in March 2023.
- Signed-off attestations via university councils and/or risk and audit committees, and evidenced student input via consultation with students' associations and their affiliated bodies.
- Included in their attestations a summary of progress in closing out compliance gaps using the gaps tables included in prior quarterly progress reports submitted to CUSPaC.
- Included summaries of pastoral care improvements, enhancements, and other good practice initiatives embedded following, or in addition to, work undertaken to address Code compliance gaps in 2022.

This report is subject to review and amendment by CUSPaC and approval by the New Zealand Vice Chancellors Committee (NZVCC). Once approved, the final report will be submitted to the Code Administrator (NZQA) for publication in August 2023.

Key findings and recommendations are organised under the following four headings to reflect verification of agreed attestation processes and reporting requirements:

A. **Key points** – key lessons and outcomes from the 2022 attestation process.
B. **Attestation and compliance assessment processes** – summaries of Code compliance assessment and stakeholder consultation processes used by universities to progress compliance actions, which evidence (a) that students (or their affiliated bodies or representatives) were engaged and reviewed attestation statements and (b) confirm that attestations were reviewed and signed out at an appropriate level in each university.
C. **Improvements and enhancements to pastoral care systems** – summaries of compliance and enhancement programmes reported by universities demonstrating whole-of-provider approaches to maintaining strategic and transparent learner wellbeing and safety systems (Code outcome one) and understanding and responding to diverse learner voices and wellbeing and safety needs (Code outcome two).
D. **Summary** – recommendations to inform and improve future Code monitoring and verification processes, and reporting objectives.

A. Key Points

1. Universities carried out a gap analysis at the start of 2022 to self-identify areas where they thought work was required to be done before the university would be fully compliant with the revised Code.
2. All universities produce an annual attestation report on Code compliance - including progress closing out gaps. Attestation reports were formally signed out by university councils following review and optional comment by relevant student representatives. Reports for the 2022 calendar year were submitted by all eight universities by April 2023. All eight universities followed the expected sign out process.
3. This report provides information on what was seen in the reports and details findings for each university. For the sector as a whole, the findings include the following:

   - All university attestations evidenced significant, institution-wide progress in closing compliance gaps and successfully initiating multiple pastoral care enhancement projects, which are at various stages of maturity (see appendix A for progress summaries).
   - Compliance and/or enhancement actions reported by all universities as 'in progress' are predominantly clustered under Code outcome one (whole of provider approaches to learner wellbeing and safety), and Code outcome two (learner voice). This reflected the scale and complexity of compliance work programmes addressing 'gaps in practice' and 'gaps in evidence' reported in 2021 Gap Analyses.

4. Commentary from each university's students' associations on their university's gap analysis is included in Appendix D. All of the feedback from students' associations confirm that their university's gap analysis is a fair summary of each university's Code compliance. Many students' associations provided additional feedback on specific concerns or potential areas for further focus at each university. Among the feedback were some common messages that will be used to inform sector policies and processes around future attestation reporting. The messages include:

   - Challenges in providing feedback at the start of a calendar year. Often it is completely new group of student representatives at that time of year and they lack the experience and knowledge to properly assess the information provided.
   - The turnover of student representatives from one year to the next creates a challenge for students in understanding context and why effort is being focussed where it is.
   - More could be done to get a wider range of student perspectives on the attestation reporting - particularly from Māori and Pacific students.

5. Recommendations for improving future Code monitoring and verification activities for CUSPaC to consider are as follows:

   - Determine whether there are opportunities to collectively share and analyse data captured by common university applications and survey instruments to help inform future thematic review activities and develop good practice guidance.
   - Review the University of Auckland and Victoria University of Wellington's experience of completing Cycle Six of the Academic Quality Agency's (AQA) audit process in relation to guidelines statements under Section B, Student Lifecycle, Support and Wellbeing, and identify key learnings and outcomes supporting CUSPaC's design of future self-review processes.

- Establish a UNZ Code quality assurance subject expert working group, to facilitate a sector-wide approach to understanding and responding to ambiguous areas of the Code and align future reporting on 'good practice' with the objectives of the Code delegation.

B. Attestation and Compliance Assessment Processes

Attestation reporting described the institution-wide processes used by universities to progress Code compliance activities addressing gaps in pastoral care systems, and to collate and verify attestation findings prior to sign-off. This included evidencing processes used to engage and consult with student associations, and student groups. Some student associations electing to provide written feedback on attestation findings, which universities included in their final attestation reports (Massey University, University of Canterbury, Lincoln University and University of Otago).[1] The components of these processes varied by institution given differences in governance and leadership structures, the delegation of Code compliance and quality assurance responsibilities, and differences in the size, composition, and geographical location of their student populations. They are summarised as follows:

The University of Auckland

The University of Auckland's (UoA) pastoral care working group provided oversight of its 2021 self-review against the Code. The review initiated 14 projects targeting both gaps in practice and opportunities to further enhance the overall student experience. Advice, guidance, and subject matter expertise is provided by the Student Engagement and Support Community of Practice (CoP). Comprised of representatives from Faculties and Service Divisions who have roles in student support and engagement, the CoP incorporates student voice into compliance and enhancement activities by utilising established student representation and consultation mechanisms.

These mechanisms included 67 students participating in workshops and interviews as part of the university's review of its pastoral care systems and practices. The students involved included "representatives of Māori and Pasifika student groups, students with disabilities, students from equity groups, international students, and postgraduate students (UoA:2022:3)." In addition to this, 21 student leaders representing 15 student associations who comprise UoA's Student Consultative Group were invited to review and provide feedback on their attestation report. The Student Consultative Group made no material changes to their attestation report following this review[2].

Auckland University of Technology

Auckland University of Technology (AUT) established a Code Governance Group (2020) to provide formal oversite of Code obligations and quality assurance activities, its membership comprising of AUT Student Association representatives, representatives from Faculties, Estates, the Office of Māori Advancement, Student Services and Administration representatives, and other AUT nominated representatives. Assignment of responsibility for each Code outcome typically sits with members of the Code Governance Group. Assessments and evaluations of Code outcomes for 2022 attestation reporting was prepared by AUT's Assurance Manager, who works in consultation with the AUT Internal Audit Manager. Preparation included an additional gap analysis evaluation completed by AUT's contracted accommodation provider, Uni-Lodge. The final draft attestation was also reviewed and

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[1] See appendix B - Written feedback provided by Student Associations included in University Attestations
[2] Student Consultative Group (SCG) - The University of Auckland

endorsed by AUT's Student Association prior to approval by the Group Director, Student Services and Administration, AUT Executive, AUT Council.

The University of Waikato

The University of Waikato (UW) established a formal Code working group as part of its strategic approach to reviewing its pastoral care systems and their alignment with the Code's outcomes. Gaps identified by the group were summarised in UW's 2021 Gap Analysis summary, which also informed a programme of improvements articulated in an overarching Learner Wellbeing and Safety Plan. Membership of the Code working group is comprised of representatives from academic, HR, student services, accommodation, health and safety, and senior leadership divisions, including the Office of the Deputy Vice Chancellor Māori, the Office of the Assistant Vice Chancellor Pacific, and Waikato Students Union.

Massey University

To address gaps identified in its 2021 Gap Analysis, Massey University consulted with services, colleges, and business units across its multiple campuses, progressing a comprehensive programme of Code compliance activities which are embedded and delivered on by multiple areas and committees across the institution. This has facilitated developing and refining specific enhancement initiatives and evaluation processes, and has included establishing a Code student working group, who ensure Code compliance and enhancement activities support Massey's multiple, and geographically dispersed, student populations, notably distance, mature and international learners (attestation feedback from Te Tira Ahu Pae, Massey University's Student Association is included in appendix D). Consultation with external agencies has also assisted the university to understand some of the health and wellbeing complexities intersecting identified gaps and practice. This has included engaging with Te Hiringa Hauora (Health Promotions Agency), Talk Campus, Te Whatu Ora – Manawatū (Previously the Mid-Central District Health Board), the New Zealand Police, national Rape Crisis services and HELP.

Victoria University of Wellington

The programme of compliance activities and projects actioned in 2022 in response to Victoria University of Wellington's (VUW) 2021 Gap Analysis is managed by the Pastoral Care Code (PCC) Oversight Group[3], which is co-chaired by the Director, Te Pūrengi, and the President of the Victoria University Students Association. The group provides institutional transparency and insights into planning VUWs compliance actions and progress reporting on Code enhancement workstreams. It also provides guidance on approaches to self-review and identifies other areas of work that are Code-related, or indicative of requiring additional compliance actions.

University of Canterbury

The University of Canterbury (UC) appointed a Project Manager to lead its 2021 Gap Analysis process and assess compliance against the Code. This included an extensive programme of consultation with

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[3] Pastoral Care Code (PCC) Oversight Group Membership: The Director, Te Pūrengi, Assistant Vice-Chancellor Mātauranga Māori, Associate Director Student and Campus Living, Manager Pasifika Student Success ,Director Titoko, Team Leader Planning and Management Information Unit , Associate Director International Operations, Associate Director International Student Experience , Deputy Director Te Pūrengi, Manager Student Interest and Conflict Resolution, Manager Disability Services , Associate Director Mauri Ora (health and counselling), Communications Adviser, Ngāi Tauira tumuaki, VUWSA President , Postgraduate Students Association President, Pasifika Students' Council President, V-International Students Association President, UniQ Victoria President, Disabled Students' Association President.

UC staff, University of Canterbury Students' Association (UCSA) staff, UCSA executive members, and Te Akatoki members to collate evidence and assess compliance against each Code obligation. Gaps were grouped across nine strategic categories which included content development, document development, facilities, policies, processes, reporting requirements, resourcing requirements, system changes, and training requirements. From this assessment a work programme was developed to address identified gaps. The Project Manager then met with assigned 'gap owners' to finalise compliance action requirements. Progress summarised in UC's 2022 attestation submission was reviewed by UCSA, which is included in appendix D of this report.

Lincoln University

To facilitate a shared, best practice approach to assessing Code compliance, Lincoln University also utilised UC's Project Manager to lead a review of its 2021 Code compliance status. A similar work programme informed by interviews with 29 staff and student representatives was developed to address identified gaps in practice. Oversite of the work programme was provided by a working group comprised of representatives from the Student Administration team, the Student Experience team, Accommodation staff, the Student Health Centre clinical team, and the Lincoln University Students Association (LUSA). LUSA and Te Awhioraki (the Māori Students Association at LU) were also provided the opportunity to comment on progress summarised in LU's 2022 attestation submission, which is also included in appendix D of this report.

University of Otago

The University of Otago's (UoO) 2021 Gap Analysis was led by a fixed term appointment of a Pastoral Care Code Manager, who, in collaboration with the Campus and Collegiate Life Services Division (CaCLs) conducted a programme of thematic interviews and focus groups to assess Code compliance. This programme canvased senior leadership, professional and academic staff, students, and the university's student associations (OU Students Association, UO Pacific Island Students Association, OU International Students Association, and Te Rōpu Māori). Identified gaps in compliance were reviewed by the Director of Student Services and the Senior Strategy and Policy Advisor, Academic Division, and compliance actions agreed subject to finalising staff structures and reporting lines. Once approved, Code activity will be supported by a Pastoral Care Code Reference Group (PCCRG), who will report to the university's Quality Advancement Committee, a Senate Committee tasked with internal and external quality assurance and quality enhancement[4]. Attestation feedback was also included from the Otago University Students Association President, which is included in appendix D of this report.

C. Improvements and Enhancements to Pastoral Care Systems

All universities reported a significantly improved level of compliance, as well as a range of enhancement actions, across all Code outcomes in attestation reporting for 2022 (see appendix C). Gaps that remain are largely clustered under Code outcomes one and two. This highlighted the scale and complexity of work streams currently being progressed by universities to operationalise Code-compliant, whole-of-provider approaches to maintaining strategic and transparent learner wellbeing and safety systems (outcome one) and evidence understanding and responding effectively to diverse learner voices and wellbeing and safety needs (outcome two).

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[4] Quality Advancement Committee, Committees, University of Otago Council, University of Otago, New Zealand

Examples of institution-wide compliance and enhancement activities being progressed by universities to satisfy the extensive subclause obligations supporting these, and by extension other, related Code outcomes are summarised as follows:

University of Auckland

The University of Auckland is progressing a range of university-wide strategic enhancements to further develop its pastoral care and learning support services. These include, finalising the university's Disability Action Plan[5], which maps out five workstreams addressing barriers to success for learners, and staff, with disabilities, and developing a 'Marae Model' of wellbeing to support a Kaupapa Māori approach to student support and engagement. The model guides service delivery and informs approaches and practices that work for all students, while also helping to realise the Teo Māori principles foundational to Taumata Teitei, UoAs Strategic Plan.

The university has also responded to issues with inconsistent approaches to student voice inclusion by drafting a Student Voice Policy and guidelines. The policy and guidelines will enable the university to "shift away from 'just in time' consultation, towards student-centred approaches that favour early engagement and partnership across university activities (UoA 2023:6)." In response to this initiative the Academic Quality Agency (AQA) recently noted in its Cycle Six Academic Audit of UoA:[6]

"The Panel has no doubt that the University has undertaken considerable work designed to strengthen and value student voice, consultation and engagement with students and affirms the University's enhancement initiative…to develop a 'Student Voice Framework' with students (AQA:2023:8)."

AQA also commended UoA on their enhancement-led approach to pastoral care, and went on to state that:

"The Panel explored whether the University was approaching the Code compliance assessment from an enhancement orientation (being enhancement-led is an underlying principle of quality assurance for universities in Aotearoa New Zealand). The Panel considers the University is taking a constructive, holistic approach to the Code as a mechanism for enhancement, beyond meeting a regulatory requirement (ibid:23).

Auckland University of Technology

In its 2021 analysis of Code compliance Auckland University of Technology (AUT) reported identifying no significant gaps in practice when assessing Code compliance. Attestation reporting for 2022 sets out a comprehensive programme of strategic and operational pastoral care system enhancements which signpost the university's success in moving beyond the status of compliance. Examples include:

Working in partnership with AUTSA (Auckland University of Technology Students Association), the university is developing a 'Student Welfare Roadmap' to improve alignment of its pastoral care systems with Code outcome one. The Student Welfare Roadmap will be informed and guided by additional strategic developments; the Wellbeing and Safety Plan, Mental Health Plan, Bullying and Harassment Plan, and the AUT Student Charter.

In addition to its Student Welfare Roadmap work, AUT also developed over the course of 2022 a Te Tiriti Responsiveness Framework, which is intended to be foundational to its overarching strategic panning framework. Consultation with staff and AUSTA was initiate at the start of 2023. This work is also support by other enhancement activities, such as the establishment of the Culture, Change and

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5   About the Disability Action Plan - The University of Auckland
6   Report of the 2022 academic audit of Waipapa Taumata Rau, University of Auckland | AQA

Transition working group, who are tasked with monitoring and providing advice and guidance on issues associated with racism and discrimination[7], and a new training capability framework for all student facing staff which builds on results from a pilot training programme promoting staff awareness and application of the Code, and how staff can uphold Te Tiriti O Waitangi principles when performing in their roles.

University of Waikato

The University of Waikato reported on several enhancements intersecting its overarching pastoral care systems, notably the development of UWs Student Partnership Framework and embedding improved systems for reporting and responding to student complaints:

To promote and support student engagement and participation with university decision-making processes UW is developing a Student Partnership Framework (SPF). The framework recognises and champions the value of 'student voice' and acknowledges that students should be understood as partners in discussions about issues impacting their university experience. Foundational to the SPF are the principles of equitable opportunities for participation, culturally inclusive and safe learning environments, reflexive communication practices and shared perspectives. To progress the development of this framework the university has mapped out a work programme which includes student-led research, improving student representation on committees, consulting with students via focus groups and student forums, and developing student partnership capabilities through leadership programmes.

To improve its complaints processes[8] for students, the University of Waikato has invested in the development of 'MyWaikato', a university-wide complaints management system that replaces the previous manual, form-based system. The MyWaikato system creates a single point of entry which facilitates a more coherent, transparent, and easier to access complaints process which allows students to identify the nature of their complaint, submit any supporting documentation, and provide contact information. Once submitted, the complaint is assessed by the university's Complaints Team, who determine the appropriate complaint resolution process. This may include having to contact the student to collate additional information (to gather evidence or help determine appropriate cultural responses), investigating, or referring the complaint to the relevant faculty, school, or staff member for resolution. Updates on the status of complaints is also communicated to students through MyWaikato. This improved system will feed into improved governance reporting and help facilitate comprehensive analyses of complaints data, aligning the university's complaints systems with Code requirements for effectively responding to, and processing complaints.

Massey University

For the 2022 attestation reporting period Massey University progressed a substantial strategic recalibration of its pastoral care systems through the development of its Student Wellbeing and Safety Framework[9]. Research led and culturally informed, the Student Wellbeing and Safety Framework and its supporting procedures have been developed in collaboration with colleges, services, and students across all of Massey's campuses, and included representation and input from distance and

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[7] [AUCKLAND UNIVERSITY OF TECHNOLOGY (aut.ac.nz)](aut.ac.nz)
[8] [Student Complaints: University of Waikato](University of Waikato)

[9]https://www.massey.ac.nz/student-life/services-and-support-for-students/student-wellbeing-framework/#Studentwellbeingservicephilosophy

international students. Input was also sought from various university committees and business units, and from academic subject experts specialising in wellbeing, hauora, and youth development.

The framework aims to be a "whole of community wellbeing, safety and inclusion approach that plays to (Massey's) strengths and unique culture (Massey University:2022:1)," and is intended to guide current and future work supporting student wellbeing and safety. Its strategic and operational imperatives include:

- Development of a wholistic strengths-based approach to supporting and responding to student wellbeing & safety needs
- Maintaining staff wellbeing and safety when supporting student wellbeing and safety
- Establishing a shared culture and sense of belonging for students in all places and spaces
- Development of a library of templates and other processes that support staff use to assist in a whole-of- Massey approach to providing proactive and, when required, wrap around care to students
- Embedding shared principles and practice orientations into every aspect of Massey's systems and structures that deliver a safe and inclusive student experience

One of the multiple components which make up the Student Wellbeing and Safety Framework is Massey's case management and conferencing systems. By embedding student wellbeing and safety representatives across all its colleges and services, students are better supported to navigate the university's wider pastoral care systems. These representatives are in turn supported by a central Student Wellbeing Team, both of whom utilise case conferencing processes to ensure best practice approaches to case managing multi-service support plans for students. Acute wellbeing and safety cases, which can also include responding to sexual harm incidents, are overseen by a specialist, Student Wellbeing and Safety Response Group, a smaller multi-disciplinary team of mangers, advisors, team leaders, and senior counsellors who sit within the wider Student Wellbeing Team.

Victoria University of Wellington

Victoria University of Wellington (VUW) also reported in its 2022 attestation that it had recently completed Cycle Six of the Academic Quality Agency's (AQA) audit process. As part of the self-review requirements for this process, VUW developed seven enhancement workstream priorities to improve its teaching, learning, research, wellbeing, and safety systems[10]. These included developing and implementing a Wellbeing Outcomes Framework which draws on the requirements of the Code to support a whole of provider approach to student wellbeing and safety, and, developing and implementing evaluation processes to determine the effectiveness of their Ngā Kīwai o te Kete - Student Engagement Framework, which is intended to clarify student partnership expectations, established principles of engagement, and put in place co-designed annual student agreements.

In response to these enhancement initiatives, AQA's 2023 academic audit report affirmed Victoria University of Wellington's intention to "develop and implement their Wellbeing Outcomes Framework and noted that the framework should be developed in partnership with students and be explicit about cultural wellbeing and safety. Consultation with staff and students, and analysis of qualitative and quantitative data collated through student focus groups and university-wide survey instruments has since been completed. A draft framework proposal with go out for formal consultation with staff and

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[10] Reported workstreams were categorised as planning and reporting, student voice, enhancement theme initiatives for Māori, enhancement theme initiatives for Pasifika, safety and wellbeing, and postgraduate research student progress.

students in the first quarter of 2023 and will include engagement with, and input from, the Office of AVC Pasifika and the Office of DVC Māori.

Affirmation of VUWs Student Engagement Framework (SEF) and supporting student agreements, was also noted in AQA's 2023 audit report. The SEF was formally launched in 2022 by the university and Student Assembly. A Student Engagement Framework Steering Group has been established to oversee the programme of initiatives set out in the student agreement and report progress to SLT. Of note during the 2022 agreement evaluation process were meetings between the VUWSA and People and Capability team to determine the role of students in student-facing staff appointment processes. These meetings resulted in an agreed set of recommendations giving effect to capacity and capability building intended to support student involvement. Work is also being progressed on co-designing the 2023 student agreement which is being co-led by the Provost and VUWSA President.

University of Canterbury

The University of Canterbury (UC) reported on a broad range of Code compliance and enhancement activities, and like other universities, these have been informed by revised strategic goals and plans. For example, UC's Mahere Oranga Wellbeing Implementation Plan (2020 to 2024) is being updated to ensure it aligns with all Code obligations, and this has required the university to revise all its supporting policies and processes. This has included the development of a new policy and process to ensure a trauma-informed practice model underpins the university's response to sexual harm. The policy is scheduled to undergo formal consultation with staff and students in the second quarter of 2023.

Other enhancement initiatives have been progressed to responded to the cultural needs of the university's student population. These have included the Ngāi Tahu Centre's review of the university's te Tiriti o Waitangi obligations and responsibilities and consolidating a comprehensive and responsive structure supporting the academic journey of Ākonga Māori. Additionally, enhancements to pastoral care systems supporting Māori, Pasifika, first in Whānau, and students enrolled from low-decile schools are being informed by the commissioning of research which aims to identify barriers to tertiary study experienced by these often-vulnerable student groups. It is envisaged the completed research project will inform a roadmap of actions to address and remove system barriers and improve the student experience for these student groups.

How the university supports offshore international students is also being assessed by an assigned working group to ensure the university is satisfying all related Code obligations. The assessment has included identifying the specific pastoral care needs of offshore students through survey instruments and communicating programme of relevant, available support resources, such as peer to peer mentoring. Clarifying Code obligations for students participating in UC exchange programmes was included in this assessment, and the university is now working in consultation with exchange partners to agree on and establish a first point of contact for support.

Lincoln University

Lincoln University reported progressing a suite of pastoral care system compliance and enhancement actions across its strategic functions and forward-facing student support services: The university has enhanced its engagement with rainbow student communities, and this has informed the development of a new Equity, Diversity, and Inclusion policy. Other policy and process updates have included incorporating cultural approaches and restorative justice practices into complaints and discipline regulations, which are due to be finalised in 2023 by the Student Experience Board. Assessments of complaints systems are also in progress, including identifying barriers students experience when deciding to make a complaint, and looking at more effective complaint elevation pathways to support

students. This workstream also includes developing a new single point of entry complaint log tracking system to facilitate more robust approaches to complaints data capture and analysis.

Lincoln University's attestation report also highlighted its success in responding to sexual harm on its campus by providing compulsory consent workshops for all first-year students. Each year, the 'Respectfully Lincoln' workshops are attended by approximately 20% of its student population. The workshops are co-designed with students and delivered by trained Student Experience Facilitators, who are supported by the Safer Communities Programme Advisor and the Counselling and Wellbeing team. Student Facilitators provide leadership in preventing sexual harm, racism, and discrimination, while actively promoting inclusive behaviours on campus. The university has also contributed to the development of Matapaki Ka Tahi, a regional ACC-funded consent education campaign developed in partnership with Ara-Te Pūkenga, Te Whare Wānaka o Aoraki, the University of Canterbury, and their respective student communities.

University of Otago

For the 2022 reporting cycle the University of Otago (UoO) has focussed on redeveloping its strategic frameworks while also navigating what are now well publicised fiscal challenges. With the release of its strategic vision (Vision 2040) and its recently announced institutional commitment to be te Tiriti led and immersed in its Pacific context, the University of Otago will now develop an overarching strategic plan. A newly developed Student Wellbeing Framework will sit under this plan. To prepare for this strategic recalibration, assessments of the university's pastoral care systems were undertaken alongside the establishment of the Student Wellbeing Group, a group comprised of student support services and academic staff representatives, including representatives from accommodation, health and safety, and the university's student associations; OUSA, OUISA, TRM, and OUPISA. Their remit is to foster whole of institution approaches to student wellbeing and pastoral care.

The University of Otago also improved the connections of its pastoral care systems to the residential student communities beyond its campus through the development of 'The Sophia Charter'[11]. Established in response to the death of Otago University student Sophia Crestani in 2019, the Sophia Charter affirms a community-wide commitment to enhancing student wellbeing and reducing harm to students residing in North Dunedin. The Charter leverages of university partnerships with OUSA, the Police, Fire and Emergency New Zealand, Otago Property Investors Association, the Dunedin City Council, Te Pūkenga, and 'Hold on to Your Friends', and student and alumni group. The Charter aims to address and reduce harm associated with problematic alcohol use and the impact of large-scale student events on the surrounding community.

D. Summary

The 2022 attestation reporting cycle demonstrates significant sector-wide progress in aligning, and enhancing the strategic, policy, process, and data capture instruments which underpin 'whole of provider' approaches to pastoral care. Attestation reporting also communicated significant university investment in processes supporting reflexive consultation and partnership with student communities to ensure 'learner voice' intersects the development and provision of services supporting student health, safety, and wellbeing. The sum of these efforts indicated that university approaches to improving and enhancing pastoral care systems move well beyond simply satisfying a compliance requirement.

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[11] [The Sophia Charter, University of Otago, New Zealand](#)

The scope and depth of reporting on Code-related work programmes also signposted processes and experiences that could usefully inform future Code monitoring and verification activities:

1. All universities identified using a range of similar data capture applications and survey instruments to inform pastoral care provision and help determine pastoral care effectiveness. Examples include, Analytics for Course Engagement (ACE), complaints management systems, critical incident management systems, digital monitoring (swipe card, IP address tracking, catering access) CRM, StarRez, bespoke university and/or hall specific apps, and Ministry of Health reporting obligations via GP and counselling services. Future thematic review activities and research-informed good practice guidance would likely benefit from collective sharing and analysis of relevant data sets.

2. Sharing learnings from the University of Auckland and Victoria University of Wellington's recent experience of completing Cycle Six of the Academic Quality Agency's (AQA) audit process (notably in relation to Section B, Student Lifecycle, Support and Wellbeing, guideline statements 8 to 13), should be used to help inform CUSPaC's design of self-review processes intended for 2024 and beyond. Utilising the same quality assurance assessment instruments would also help universities avoid assessment duplication when completing AQA and CUSPaC self-review processes in the same year (notably Auckland University of Technology, Lincoln University and University of Otago).

3. Given that universities have undertaken similar approaches to establishing Code and/or quality assurance working groups, there would be value in electing members from these groups to form a UNZ Code Quality Assurance subject expert working group, to focus on sharing Code compliance and enhancement good practice. This would facilitate a joined-up approach to working through some of the more ambiguous areas of the Code, notably issues relating to lines of accountability and oversight intersecting offshore student support (international and exchange), work integrated learning support, supporting students undertaking research in high-risk settings, and managing risk when assuming responsibility for individuals and groups on university campuses or in university accommodation facilities. This would also help universities tailor specific reporting on 'good practice' to the objectives of the Code delegation and move away from collating exhaustive lists of 'good' practice approaches to pastoral care for the purposes of general reporting (only a small sample of which are referenced in this report).

Appendix A.

Compliance progress full year update tables.

The following tables summarise progress reported by universities in closing compliance gaps identified in 2021 Gap Analyses and in quarterly reporting to CUSPaC in 2022. The number of gaps completed, in progress, on hold, or cancelled (due to reclassification) at the end of the 2022 attestation reporting cycle are tabled against the corresponding Code outcome, process, and subclauses.

University of Auckland

Outcome	Process	Clause	Gap/Action (2021)	Full Year Update
1	1	7 (1)	• Update UoA Accommodation Strategy	**In progress**
1	3	9 (c)	• Reorganise plans, strategies, and self-reviews on the UoA website to make them more readily available	**Complete**
1	4	10 (2)	• Ensure tailored comprehensive training is available to all staff	**In progress**
1	4	10 (3) (g)	• Establish the requirements and implement reporting for critical incidents and emergencies	**On hold**
2	2	13	• Review the discipline process and statute	**In progress**
2	2	13 (f) i-ii	• Establish the requirements and implement reporting for critical incidents and emergencies • Establish the requirements and implement the reporting for students' experiences of the complaints process	**On hold**
2	2	13 (g)	• Streamline the students' complaints process and better promote information on how to safely make complaints	**Complete**
4	3	22 (2)	• Record up to date contact details and next of kin for domestic tertiary, U18, and international tertiary learners.	**Cancelled[12]**

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[12] This was previously assessed as a gap. The information is recorded via enrolment and other pastoral care administrative processes.

Auckland University of Technology

Outcome	Process	Clause	Evidence Gap/Action 2021	Full Year Update
1	1	7 (1) 7 (2) 7 (3)	• Process to systematically undertake self-review, monitor and report against the Code requirements	**Completed**
1	2	8 (1) 8 (2) 8 (3)	Partnering with AUTSA, develop the Student Welfare Roadmap, to address Clauses 7, 8, 9 and 10, including:	**In progress**
1	3	9	• Develop the Wellbeing and Safety Plan, Mental Health Plan and Bullying, Harassment Plan and quality of life additions such as events/recreation/community	
1	4	10 (2)	• Process to develop, consult, monitor and review the roadmap. • Develop and implement AUT's Student Charter	
4	3	22 (3)	• Currently reviewing/updating U18 Handbook – for International Students • AUTSA to provide U18 welcome guide to student life (digitally) from Semester 2 2022	**Completed**
11	1	48	• Currently reviewing/updating U18 Handbook – for International Students	**Completed**

University of Waikato

Outcome	Process	Clause	Gap/Action 2021	Full Year Update
1	1	7 (1) (a) and (b)	• Establish Learner Wellbeing and Safety Action Plan to address gaps in service provision in response to Code outcomes • Implement taskforce findings following independent review of racism claims at the university, including ensuring pastoral care systems align and honour Te Tiriti o Waitangi support Māori-Crown relations	**Completed** **In progress**
1	1	7 (2) (a) and (b)	• Include in Learner Wellbeing and Safety Action Plan two yearly review and amendment where required of plan's goals	**Completed**
1	1	7 (3) (a) and (b)	• Include in Learner Wellbeing and Safety Action Plan processes to expand engagement with learners/stakeholders	**In progress**
1	2	8 (1)	• Include in Learner Wellbeing and Safety Action Plan process to identify where appropriate data about wellbeing and safety practices can be accessed • Update Accommodation Service surveys to reflect Code requirements	**In progress** **In progress**
1	2	8 (2) (a) and (b)	• Include in Learner Wellbeing and Safety Action Plan processes to expand engagement with learners/stakeholders	**In progress**
1	2	8 (3)	• Include in Learner Wellbeing and Safety Action Plan processes to identify deficiencies in learner and wellbeing safety practices	**In progress**
1	3	9 (a) to (c)	• Make LW&SAP available to learners on UoW website, along with self-review reports	**Completed**
1	4	10 (1)	• LW&SAP to explore fitness to study initiative	**In progress**
1	4	10 (2) (a) to (h)	• LW&SAP will also include actions to revise diversity and inclusion process/policy, develop physical and sexual violence prevention measures, develop wellbeing course offerings with wellbeing coordinator	**In progress**
1	4	10 (3) (a) to (h)	• Undertake annual review for report on critical incidents and emergencies	**Completed**
2	1	12 (a) to (e)	• LW&SAP includes goal to improve student representative selection processes, as well as	

			processes circulating information to those representatives	**In progress**
			• LW&SAP includes goal to improve engagement with diverse student groups and improve consultation processes to access effective student insights	**In progress**
			• LW&SAP includes goal to support Student President when they join the University Council, including a formal induction process	**In progress**
			• LW&SAP includes clearly articulated timeframes/guidelines on how information will be communicated to students to better support their involvement in decision-making	**In progress**
2	2	13 (a) to (c)	• LW&SAP to ensure complaint reporting is visible to learners, detailing staff roles and responsibilities for publishing complaints reports	**In progress**
			• Reports to be published annually at aggregate level	**In progress**
2	3	14	• LW&SAP will set out compliance obligations with DSR	**Completed**
3	1	16 (a) to (e)	• Implementation of 2021 taskforce will be extended to develop campus-wide initiative addressing racism	**In progress**
			• Review Bullying and Harassment Policy to include Tikanga Māori processes/objectives	**In progress**
4	1	20 (2)	• Explore alternative affordable on-campus eating options	**In progress**
4	3	22 (1) (a) to (g)	• LW&SAP will set out steps UoW will take to implement Fitness to Study Policy	**In progress**

Massey University

Outcome	Process	Clause	Gap/Action 2021	Full Year Update
1	1	7 (1) (a) and (b) 7 (2) (a) and (b)	Developing Student Wellbeing Operational Plan to support implementation of the university's strategic priorities. The plan will include: • Governance framework • Initiatives and activities supporting delivery of strategic student wellbeing goals • Overall communication plan to ensure wellbeing activities are integrated and coordinated. • Includes regular review process in TOR	**Completed**
1	1	7 (3) (a) and (b)	• Establish Student Advisory Group as part of overall student wellbeing support network and feed student voice into development and improvement of Student Wellbeing Operational Plan, and wider university panning processes	**Completed**
1	2	8 (2) (a) and (b) 8 (3)	• Establish and utilise appropriate metrics to monitor Student Wellbeing Operational Plan impact • Utilise Data-Enabled Student Support Analytics Project to review performance	**Completed**
1	3	9 (a), (b), and (c)	• Student Wellbeing Plan will include an auditing process to inform publishing report information • Student Wellbeing and Operational Safety Plan will explain assessment process in relation to aims and Code requirements	**In progress**
1	4	10 (3) (a) to (h)	• Project actioned to review university-wide emergency and crisis management plan and communication framework to ensure it is fit for purpose • Plans regularly revised and reviewed through annual reporting processes	**In progress**
2	2	13 (a) to (f)	• University is reviewing students' complaints policy, including monitoring and data reporting processes supporting learner complaints and service satisfaction results reported to students, stakeholders, and the Code administrator	**In progress**

			• Updating Student Complaints Webpage to convey updated complaints and DRS pathways	**Completed**
3	1	16 (1) (a) to (g)	• Develop training and resources for university staff in direct or non-direct pastoral care roles • University to develop, consult and communicate policies on student discrimination, racism, bullying, harassment, abuse	**In progress**
3	2	17 (2) (a) to (d)	• Include Student Wellbeing Assessment form and/or additional questions in Student Application Form • New form data to feed into CRM, and to be processed with Accommodation Services wellbeing data	**In progress** **Near completion**
4	3	22 (1) (a) to (j)	• Update all student application forms to ensure university collects appropriate student contact details • Update contract conditions to explain reasons university contacts designated persons • Include Student Wellbeing Assessment Form as part of Student Application Form • Look at CRM data reporting to inform staff and students about appropriate support services	**Completed** **Completed** **In progress** **Completed**
4	3	22 (3)	• Amend student enrolment contact/offer of enrolment for domestic under 18 students	**Completed**
4	3	22 (4)	• Utilise new CRM case management system to coordinate the recording of student learning and safety related risks	**Completed**
5	4	27 (1) (a) to (c)	• Develop consistent, shared parent/caregiver information and communication plan for under 18 residents • Clarify interpretation and actioning of 'routine checks' • Clarify university's scope of responsibility for residents receiving care from external agencies via appropriate communication channels	**In progress**
6	1	30 (a) (i) and (ii) 30 (b) (i) and (ii)	• Amend and update Accommodation webpage and Accommodation handbook	**Completed**
9	2	38 (a) to (e)	• Amend contractual terms and conditions to include performance monitoring clause	**Completed**

			• Agree on performance indicators with partner agents	
10	7	46 (2) (a) to (e) 46 (3) (a) and (b)	• Review student refund and fee protection policy, and include appropriate Code references	**In progress**
12	1	50 (a) to (c)	• Develop communication plan and information pack for under 18 international learners • Develop formal transfer plan template for under 18 residential caregiver to legal guardian/parent transfers	**In progress**

Victoria University of Wellington

Outcome	Process	Clause	Gap/Action 2021	Full Year Update
1	1	7 (1) (a) and (b)	• Develop single organisation-wide wellbeing framework which includes specific goals to be reviewed, monitored, and reported against	**In progress**
1	1	7 (3) (a) and (b)		
1	2	8 (1)		
1	2	8 (2) (a) and (b)	• Addressed by development of wellbeing plan • Look at potential options for data disaggregation by learner groups	
1	2	8 (3)	• Addressed by development of wellbeing framework	
1	3	(9) (a), (b) and (c)	• Addressed by development of wellbeing framework	
1	4	10 (1)	• Develop a wellbeing and safety dashboard • Use holistic student advising model to address identification of emerging concerns about learner safety and behaviour	**Closed** **In progress**
2	2	13 (f) (i) and (ii)	• Develop and implement streamlined central complaints process • Look at options to disaggregate complaints data without breaching privacy obligations	**In progress** **In progresss**

University of Canterbury

Outcome	Process	Clause	2021 Gap/Action	Full Year Update
1	1	7 (1) (a) (b)	• Create new Operational Plan and align with Code outcomes and processes	**In progress**
1	2	8	• Future self-review activities will be informed by, and link to, the operational plan	**In progress**
1	3	9 (b) (3) (c)	• Validity of policies related to learner wellbeing and safety that are under review. Item cancelled as policy documents are still valid if they are past their review date. Revisions will become available when they are updated	**Cancelled**
			• Code section to add to website, set up as location for publication of self-review documentation	**Completed**
1	4	10 (2) (a) to (i)	• Additional staffing required to provide the listed training requirements to UC staff. Item cancelled, as this is being dealt with under gap 1, process 1 due to increased resourcing in the P&C capability team	**Cancelled**
1	4	10(3) (c) (1) – (iii)	• Accommodation providers to report all emergencies and incidents to UC	**Completed**
2	1	12 (a) to (d)	• System improvements to identify rainbow, refugee or student groups by religion	**In progress**
			• Improve student voice feedback loop	
			• Develop skill of student reps working on UC committees and working groups	
2	2	13 (b) to (h) (i) – (ii)	• Develop ticketing system for logging complaints and tracking student complaints	**In progress**
			• Include restorative justice process in misconduct regulations	**Completed**
			• Ensure natural justice obligations included in complaints process	**Completed**
			• Promote support person in complaints process	**Completed**
			• Complaints process simplified and updated on the UC website	**Completed**
			• Group complaints included on the UC website	**Completed**
			• Develop annual reporting on student experience of complaints process	**Completed**
			• Develop annual reporting on student complaints	**In progress**

			• Include complaints escalation options on UC website	**Completed**
2	3	14 (1)	• Information regarding the new DRS included on the UC website	**Completed**
3	1	16 (a) to (f)	• Know the Code updated to include unacceptable behaviours	**Completed**
			• Implement equity and diversity action items for staff training	**In progress**
			• Progress student education on diversity, tolerance and bystander actions	**In progress**
			• Improve consistency of inclusivity education/training across UC staff	
			• Increase cultural competency of UC staff	**In progress**
			• Review and improves campus accessibility issues	**In progress**
				In progress
3	2	17 (1) (a) 17 (1) (c) 17 (2) (a) 17 (2) (b)	• Review the 6 monthly postgraduate reporting process	**Completed**
			• Improve and increase staff use of Te Reo and understanding of Tikanga	**In Progress**
			• Improve preparation of students transitioning to tertiary study	
			• Add resourcing to expand ACE programme	**In progress**
				Completed
4	2	21 (a) to (b) 21 (c) 21 (d) (ii)	• Cultural approaches will be incorporated into current messaging	**Completed**
			• Review emergency contact information collating and related processes	**Completed**
			• Improve bicultural awareness/understanding/education across UC	**In progress**
			• Improve messaging on reporting of health and safety concerns	**In progress**
4	3	22 (1) (a) to (b) 22(1) (e)	• Improve staff awareness of referral pathways	**Completed**
			• Review content and messaging explaining where students can access support	**In progress**
5	3	26 (3) (b)	• Improve police vetting requirements and processes across all accommodation providers	**Completed**
5	4	27 (3) (a)	• Align accommodation manuals with UC's incident and emergency procedures	**Completed**
5	5	28 (b) (i)	• Use resident feedback to inform the development of accommodation handbooks/village rules	**Completed**
6	1	30 (a) (i)	• Provide additional information on wellbeing and safety on UC accommodation website	**Completed**

6	2	31 (2) 31 (5)	• Implement new process to check and review accommodation contracts		**In progress**
			• Make available complaint logs, subject to meeting privacy obligations		**Completed**
10	7	46 (3) (b)	• Update UC website to include refund options		**Completed**
12	4	53 (1) (g) and (h)	• Update indemnity form to clarify scope of UC responsibilities for students care of designated or residential caregiver		**Completed**

Lincoln University

Outcome	Process	Clause	Gap/Action 2021	Full Year Update
1	1	7 (1) (a) and (b)	• Develop pre-arrival information for domestic and international learners • Develop strategic plan which aligns with all Code outcomes and Treaty and Māori Crown relations	**Complete** **Near completion for April 2023**
1	2	8 (1) and 8 (2)	• Align future self-reviews with updated strategic plan • Include WHO-5 questions in annual surveys to report on student wellbeing	**Complete** **Complete**
1	3	9 (b) and (c)	• Update relevant university policies and processes • Self-review documents made available on the LU website	**Complete** **Complete**
1	4	10 (1) 10 (2) (a) to (i)	• Develop consolidated process to identify emerging safety and behavioural concerns • Develop staff training matrix to identify training requirements, which may also require additional HR funding	**Complete** **In progress**
1	4	10 (3) (a) and (g)	• As of 2022 provide annual reporting on emergencies and critical incidents	**On hold**
2	1	12 (a) to (e)	• University to work with students to develop Rainbow Policy • Improve consultation processes with diverse student groups to gain input into goals, plans and practices • Improve processes for managing student survey and evaluation feedback loop • Provide role specific training for student reps • Improve information sharing between management and students	**Complete** **Complete** **Complete** **Complete** **Complete**
2	2	13 (a) to (g)	• Update LU website to make complaint pathways and processes clearer and easy to understand, and in ways that align with Code outcomes and which provide links to relevant agencies • Update relevant complaint policies and processes • Include in policy and process updates cultural approaches	**Complete** **Complete**

			and restorative justice objectives	**In progress**
			• Examine barriers to making complaints and look at more effective complaint elevation options to support students	**Complete**
			• Develop complaint log tracking system to assist with annual reporting on complaints that can be disaggregated by diverse student groups	**In progress**
			• Produce annual report on complainants' experience of the university's complaints process, to be made available on LU's website	**In progress**
3	1	16 (a) to (f) (Gap in evidence)	• Students report that the university's policies intended to prevent bullying and harassment may not be working. LU to look at improving staff training to minimise/stop this behaviour	**Complete**
			• Develop new programme similar to Respectfully Lincoln educating student about diversity, inclusion, appropriate behaviour	**Complete**
			• Include students in review of Student Code of Conduct	**Complete**
			• Look at options to make facilities more accessible for students with disabilities or injuries	**Complete**
3	2	17 (1) (a)	• Look at developing improved student complaint processes for postgraduate students	**Complete**
3	2	17 (2) (a) 17 (2)(b) (Gap in evidence)	• Improve processes and resources supporting new students transitioning into the LU tertiary learning environment	**Complete**
			• Expand monitoring of student engagement using Learn and Gradebook	**Complete**
4	3	22 (1) (a) to (j)	• Review emergency contact details recording practices and requirements, and make those available to students	**Complete**
			• Look at more effective means of promoting the wellbeing team	**Complete**
			• Improve staff and student awareness of referral pathways to student services	**Complete**

			• Improve staff awareness of processes used to identify and manage students at risk, and how to support them	**Complete**
			• Improve processes and resources supporting undergraduate students returning to study after health and wellbeing events	**Complete**
6	2	31 (4)	• Incorporate information on updated complaints process and DSR in Accommodation documentation for residents	**Complete**
10	3	42 (1) (b) to (e) 42 (2)	• Review and update LU enrolment contract	**Complete**
10	6	45 (b)	• Develop process for monitoring international student engagement and breaches of assessment requirements	**Complete**
10	7	46 (1) (c)	• Review LU International Tuition Refund Policy Document	**Complete**
10	7	46 (2) (c) to (e)	• Update International Refund Policy to align with these clauses	**Complete**
11	1	48 (h)	• Improve communication with offshore students regarding the processes for reconsiderations, recounts and grievances	**Complete**
12	4	53 (1) (g) and (h)	• Update indemnity form to clarify scope of LU responsibilities for students care of designated or residential caregiver	**Complete**

University of Otago

Outcome	Process	Clause	Gap/Action 2021	Full Year Update
1	1	7 (1) (a) and (b) (Gap in evidence)	• Look at options to assess pan-university wellbeing and safety processes and operations, and consider implementing wellbeing strategy/framework to support the university's student wellbeing and safety goals	**In progress**
1	1	7 (3) (a) and (b)	• Review policy guidelines to align with Code requirements	**In progress**
1	3	9 (c)	• Develop separate learner wellbeing and safety section under current policy library headings to align policies/plans with the Code • Look at options for learner wellbeing and safety landing page with Code focus • Publish self-review findings on UO website	**In progress**
1	4	10 (1)	• University information Systems Group to undertake strategic assessment of student record systems tracking engagement, and make systems improvement recommendations	**In progress**
1	4	10 (1) (Gap in evidence)	• Update Support Services References for staff and increase/improve staff training for staff around identifying and escalating behavioural/safety concerns	**In progress**
1	4	10 (2) (a) to (i)	• Look at options for tailored/role specific staff training requirements to include in position descriptions, and compulsory training options to include in staff induction processes • Further develop Code specific training options for international student support staff following release of NZQA Code guidelines	**In progress**
1	4	10 (3) (g)	• Look at options for developing Code compliant processes for critical incident reporting which meet all privacy obligations	**In progress**
2	2	13 (d) (i) and (i)	• Develop Student grievances webpage to improve user experience and account for different abilities to navigate and engage with complaints processes	**In progress**
2	2	13 (e) 13 (f) (i) and (i)	• Look at options to adapt/improve/coordinate complaint data capture, and capture of complainant	**In progress**

			experiences when engaging with complaint processes	
4	3	22 (1) (a) to (c)	• Look at options to update emergency contact requirements/circumstances communicated to students in application/enrolment processes	**In progress**
6	2	31 (5)	• Working group to look at complaints recording and publication processes across accommodation portfolio and update for Code compliance	**In progress**

Appendix B.

Written feedback provided by Student Associations included in University Attestations

Massey University

Authored by 2023 representatives from Te Tira Ahu Pae, Massey University's Student Association:

The students who attend Massey University are extremely diverse. This diversity can be seen in the 30,132 students who studied at Massey University from 130 different countries, in 2021 when work towards the Code began. The student association(s) have always believed that the approach the University takes with implementing pastoral care within the University, needs to reflect this diversity of learners. Elected student representatives from the student associations have worked hard to ensure that the diverse needs of the University's learners are considered and reflected within Code. However, there have been obvious gaps in Māori and Pasifika student perspectives being considered as part of this progress to date.

While ongoing work towards the amalgamated students' association Te Tira Ahu Pae and structures which will improve and solidify student voice; the historical lack of Māori and Pasifika student input into Code analysis to date needs to be acknowledged. This lack of diverse voice does not represent disinterest by student representatives, but rather, the historical funding and resourcing inequities which has created barriers for Māori and Pasifika student voices to be heard. While nothing can be done to change what has occurred until now, it is important that going ahead that these vital voices be part of the conversation.

 Overall, this document does reflect the student representative's understanding of what has occurred and is happening within this area. It also reflects the opinions of the University about what supports the University believes students need, however, we can't confirm this is what students themselves know they need. We don't know if feedback has been sought from international students studying at Massey domestically or overseas as part of the Code gap analysis, and based on what is in the attestation, we cannot confirm this has occurred. This in addition to lack of Māori, Pasifika, or disabled feedback as part of gap analysis identification, may mean that there remain unidentified gaps.

Additionally, the students' association remains highly concerned that the onus of confirming gap closure and compliance is solely on the University; and those who may disagree have no known avenues to contest compliance. While student representatives who have been working on the Code since 2021 have some historical and contextual understanding of what has happened to date, other new incoming student representatives will not. The associations try to ensure thorough handovers from one set of executives to the next, due to the ongoing amalgamation of the associations and to ensure no knowledge gaps occur, it would be highly beneficial for there to be an ongoing timeline of what has occurred since 2021 with a brief commentary and linked documents. This would give students greater understanding and access to information that would help them actively engage in the student Pastoral Care Code Attestation 2022 – Massey University advisory group earlier, and access to internal University documents which the students' associations are not able to access if they are held on the University SharePoint.

Going forward, to ensure student voice as part of the Whiria Ngā Rau framework, feedback loops are created and maintained so student representatives know their feedback is being heard. Additionally, in documents such as this we request that when student voice/feedback is requested that it is

specified which student voice is heard. Given the diversity of students studying at Massey, it is vital to ensure that those representing the views of specific cohorts self identify as being members of those cohorts. For example, Māori for Māori, Pasifika for Pasifika. Speaking about or for communities without being a member of said community is colonising and as a Te Tiriti led institution, something that should be moved away from. The only way this can be done is specifically stating the cohorts/communities consulted (rather than a generalised phrasing) to recognise where gaps in representation and feedback sought are.

Based on what is in the attestation and given the diversity of Massey University students (culturally, locationally, and demographically), it is important to ensure that training and development for university staff recognises the diversity of students and how those students may show signs of distress. Student distress will differ between students of different cultures, personality types, with varying backgrounds, and differently whether in person or online. Therefore, a homogenised western approach to recognising distress in students, can unintentionally blind staff to others in distress. Staff need to understand the differences in how distress may be displayed cross-culturally to ensure the widest level of support for students. The association would appreciate being able to give feedback on intended training and the ability to attend, to understand if what is being taught reflects lived student experiences. The association also wishes to understand how training will be approached with university staff, both initially, and ongoing, to ensure those who are required to attend training do so and to ensure that all staff have a basic understanding of how to identify and support students in need.

Noting that this attestation is a record of progress so far, going forward student representatives are keen to see the practical implementation of the Code. Given that some of the deliverables rely on evaluations and surveys as part of the ongoing refinement to projects and management, student representatives would like to help determine the questions asked and assist in the active applications of the Code. Student representative input can ensure questions are laid out and phrased in a way that is more likely to gain accurate and unbiased feedback, which will improve student services and wellbeing.

Overall, this document reflects good intentions by the university to improve student wellbeing through the Code of Pastoral Care. However, as intentions do not always reflect outcomes, only time will tell the positive impact this will have on students. Te Tira Ahu Pae is looking forward to working in closer partnership with the University on the Code and within the University in the future.

University of Canterbury

This is the UCSA's feedback on the Attestation Report on the UC Pastoral Care Code. It will be formatted through the examination of each of the major headings and any feedback we may have.

Introduction:

The layout of this section is informative and clearly outlines of the process of identifying and closing the gaps UC has had in terms of the Pastoral Care Code. From a student's perspective, it may be beneficial to be given some examples as to how those gaps came to be (if that was part of the Gaps analysis process.)

For the postgraduate, off-shore and work-integrated learning pieces relating to the direction and code management done by UC, it may be good to include the recommendations made, or to identify where to find them.

Overview of identified gaps and progress against the code:

Additional resourcing:

The UCSA supports the resources that have been added to the affected areas. We believe this will go a long way in addressing the gaps and shortcomings that were found in student support.

In noting the increased resourcing and the benefits we feel this will provide to students, we remain wary around how services will be delivered on the University of Canterbury campus. This is particularly true for students in the Rainbow, Pasifika, and Māori communities on campus following the disestablishment of Te Waka Pākākano, the former Office of Māori, Pacific, & Equity. This office had acted as the core provider of pastoral support for these student groups, and although the University has provided assurances that service provision will remain consistent in any new structures, this has yet to crystalise which remains an active concern.

- ***Additionally, we found a minor typo:***
  - Four additional advisors have been hired to support the Analytics Course Engagement (ACE) programme. The This additional support has enabled extension of oversight of engagement to be had across all undergraduate courses.

Student voice:

It was poignant that the international student survey was included to exemplify how the student voice has been implemented in the gap filling process.

Broadly speaking, it is the view of the UCSA that the University of Canterbury has taken a strong approach to integrating meaningful student voice into University decision making processes. While there remains room for improvement as noted in the gap analysis, we believe that the University is heading in the right direction.

We would note that while the University of Canterbury does have a structured complaints system, it is unclear how transparent this process is, both in terms of the numerical amount of complaints, content of complaints received, actions as a result of complaints, and the general accessibility of the process. This could be an area for improvement, noting that low complaints does not necessarily mean that there are not issues.

<u>Accommodation:</u>

The development and implementation of the code within the halls of residence appears to be strong. A question may be raised around what UC is doing to promote safety against sexual harm within the partners and encouragement to do so for the independent halls.

<u>Training Requirements:</u>

While it is great to see that these requirements have been implemented, some key questions arise through this:

- What incentives are put in place for staff to complete their online modules? Are they compulsory? Our view as that there should at least be some form of incentivisation of staff training, particularly when training concern equity, diversity, and Te Tiriti based learnings.
- UC Thrive is touted as being very successful, which is great to hear. However, the visibility of this programme and development of modules within was not done so in consultation with the UCSA as the core provider of student voice. While we are not suggesting that no student voice was sought, the stated lack of consultation raises concerns that the modules were crafted without meaningful student input. Successful, or not – students are the experts when it comes to student life, and 'thriving' on campus. Where can the "UC Thrive" modules? How can we as the UCSA promote these student systems?
- Subjecting students and teachers to content that can help them help each other is promising in terms of success. We believe such programmes equip students with the base skills required to hit the ground running, and we look forward to seeing how these systems work.
- It is great to see RA training diversifying, so as to ensure RA's and Taurima servicing the UC halls of residences are culturally and socially responsive leaders.

<u>Strategic Goals and Plans:</u>

We appreciate how this section is set out having Wellbeing, Māori, Pasifika, Post-graduate and sustainability goals and strategies. We were wondering if summarising the goals and strategies for international students here also would be worth it (if it was not redundant, as they are set out elsewhere.)

Summaries of pastoral Care improvements, enhancements, and other best practice initiatives to address code compliance:

<u>COVID-19 Response:</u>

The UCSA supported the University of Canterbury's Covid-19 response. It is the view of both the Student Association, and the wider student body that the decision of the University to not close the campus and adopt a 'hybrid' model of learning delivery allowed for students with health concerns to be well looked after, while maintaining strong connections amongst students thus benefitting their wellbeing.

The coordinated Covid-19 response included all relevant stakeholders – University, Student Care, UC Wellbeing, UCSA, UC Health Centre, and Te Waka Pākākano. It effectively provided pastoral support to almost all students who needed to isolate, or were unwell. This was deeply appreciated by students.

One area where we note the University could improve their outreach was consultation around the decisions made in the led up to 2022. The eventual decisions made around Vaccine mandating were

widely supported by students. However, the timing of consultation was inopportune, occurring during December 2021, when minimal students were on campus despite clear indications that decisions were needed for months prior.

Te Tiriti o Waitangi :

The UCSA is strongly in support of the relationship between the University of Canterbury, and Mana Whenua, Ngāi Tūāhuriri and also Ngāi Tahu as a whole. We are excited to see this relationship continue to flourish.

Once point that we seek to note is ensuring that in the place of Te Waka Pākākano that future services for our tauria Māori ensure equitable position and representation for students who are Tangata Whenua but are not themselves part of Mana Whenua locally. We view our Māori Students' Association, Te Akatoki, as being key to ensuring this broad-based Māori student voice is attained and promoted within the structures of the University of Canterbury.

Kia Angitu:

We would like to see more students using the PALS system and for it to continue to be included in more courses going forward.

ACE:

It is positive to see that ACE is being used as a tool to support students and offer support should their engagement drop. If ACE continues to represent a positive and uplifting means of re-engaging students, we support it.

We note that ACE has suffered through a period of experimentation over previous years which has in turn led to student disengagement from the ACE dashboard in particular. However, now that the system has begun to crystalise, and the support systems around as continue to grow, we believe this programme is of great benefit.

The University of Canterbury has been proactive in ensuring student voice was attained in the development of this student support service.

Kaiwhakatere Oranga:

This year, there has been a noticeable increase in the presence of the student navigators around campus and more students are learning of their existence. This will hopefully lead them to being utilised more and the programme growing. We support this initiative from the University.

Takere:

This cohort of Takere students have been very present and involved from what we can see. The program has introduced them to key people and services to ensure their success at university. We would potentially like for future iterations to get the opportunity to meet our executive (perhaps during our induction) to help introduce them to student governance and how they are represented at the university level.

Te Pātaka:

More data on how this program is working to close gaps in the code is needed. However, we appreciate the aim of this programme, and hope it results in a successful, holistic means of providing for student needs at the University of Canterbury.

Masters of Māori and Indigenous Leadership:

How is this program being pushed to attract a more diverse range of Iwi to it, especially in places where we get a lot of students from such as the Tasman and Hawkes Bay regions.

UC Graduate Profile:

It would be beneficial to see if employability increases for UC Graduates as a result of this policy.

Ultimately, the significance of the UC Graduate Profile is not overtly apparent in many courses of student. It is a requirement to be displayed on course information pages, but is not necessarily integrated into the structure of academic deliver, in particular during later years of study. The average student is unlikely to feel any great affinity to the Graduate profile system, if they are even able to recall what it is in the first place.

Sexual Harm Policy:

We recognise the work UC has done to implement the zero-tolerance policy and increased trauma support for victims. As an organisation, we would endorse more effort to be put into proactive measures to prevent harm. We would advocate for there to be more comprehensive work done nationally on this topic as we have had some students mention the area could be developed more.

Barriers to Success:

Setting up people with lived experiences with students that fit into the criteria of this group would be beneficial, but it is unclear how realistic it would be at this point.

Conclusion:

Overall, this attestation report shows UC has made a large effort to close the gaps in practice of the Pastoral Code. We as the UCSA will continue to aid and advocate for these programs and initiatives.

Lincoln University

Both the Lincoln University Students Association and Te Awhioraki (Māori Students Association) were invited to provide feedback on the draft report:

Recommendation from Te Awhioraki

A recommendation provided as part of that feedback, was that student organisations would like to see timely information on what is happening on campus from a pastoral care perspective during their monthly meetings. This way it is hoped that student organisations can think of ways to offer their support to those students who may need it.

Statement from LUSA President – Amy Wells

I have reviewed this report on behalf of the Lincoln University Students' Association. The personable learning environment mentioned in the report extends to warm working relationship between staff and students. An example of this is our student experience board, co-chaired by our student presidents and our DVC Student Life. The Enhancement Exemplars are accurate examples of pastoral care initiatives that occur on Campus and there was strong student input into designing Respectfully Lincoln and Matapaki Ka Tahi. As students, we are grateful for the action the university is taking to address the gaps identified in 2021. We look forward to continuous improvement in the pastoral care provided to students, and to working with the university to continue to improve inclusivity on campus and amongst our students.

University of Otago

From the OUSA President:

I haven't had much feedback from the Executive beyond that it should read UOPISA not OUPISA.

In terms of my feedback, I am glad to see that there is a plan in place to rectify these gaps that lie in the compliance (much of which seems to be reporting and the provision of data!). It is very reassuring to see the University taking this seriously and working to rectify these gaps. I hope that the appointment of the manager role will help speed this process up and ease some of the burden (on the university.