

# **Verification Summary of Universities' Self-Review Reporting on Compliance with Code Outcomes 1 to 4, completed by Universities New Zealand to Monitor University Sector Compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).**

**Prepared for review by the Committee on University Student Pastoral Care's (CUSPaC) Short-Life Working Group.**

## **Introduction**

This report completes the second verification requirement of the 2024-2025 Self Review Process agreed at the Committee for University Student Pastoral Care (CUSPaC) meeting on 27 September 2023 (see page four below).

As per the agreed 2024-2025 Self-Review process, the report summarises verification findings from a review of pastoral care summary assessment reports submitted by universities to provide 'whole of system' assessments of compliance with Code outcomes one to four, as set out in parts three and four of the Code:<sup>1</sup>

- *Outcome one:* Providers must take a whole of provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.
- *Outcome two:* Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.
- *Outcome three:* Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.
- *Outcome four:* Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

This report is subject to 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 2025.

Key findings and recommendations are organised under the following four headings to reflect document verification outcomes and Code delegation reporting requirements:

- A. Key points** – key outcomes from the 2024-2025 self-review evaluation process
- B. Self-review context** – overview of previous Code reporting informing the context and purpose of the 2024-2025 self-review process
- C. Summaries of compliance verification by Code outcome and process requirements** – summaries of compliance assessments completed by each university to evidence giving effect to Code outcomes one to four
- D. Summary and recommendations** – recommendations to inform and support future Code monitoring and verification processes

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<sup>1</sup> See: [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021 \(nzqa.govt.nz\)](https://nzqa.govt.nz/the-education-pastoral-care-of-tertiary-and-international-learners-code-of-practice-2021)

## A. Key points

1. Universities attestation reports adhered to the reporting requirements agreed at CUSPaC for the 2024-2025 Code outcomes one to four self-review process and clearly evidenced:
  - consultation with student associations and other student groups, and appropriate sign-off via University Councils and/or Senior Leadership Teams,
  - where possible, endorsement of attestation findings by students' associations, and student associations supporting their universities' approach to pastoral care system enhancement,
  - comprehensive, whole of system self-review assessments incorporating multiple sources of evidence which included previous UNZ Code compliance assessments, AQA Cycle Six audit findings and Tertiary Education Commission (TEC) compliance reporting,
  - assessment approaches informed by well-established consultation processes with students' associations, student representatives, student communities, and student services staff.
2. Evaluation of universities self-review findings verified that all universities are broadly compliant with, and are successfully giving effect to the process requirements set out under Code outcomes one to four, as well as all other inter-related process obligations previously assessed by UNZ against parts five (*wellbeing and safety practices in tertiary student accommodation*) and six (*wellbeing and safety practices for tertiary providers enrolling international learners*) of the Code.
3. Key themes included:
  - self-review reports communicated the significant progress universities have made in giving effect to the Code since their initial 2021 assessments of compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, highlighting the scale of work and fiscal investment made by universities over the past four years to ensure their pastoral care practices exceed baseline compliance standards,
  - progress was evidenced by universities embedding new strategic and policy frameworks contributing to improvements in student wellbeing and safety systems, revising key pastoral care processes, and investing in campus infrastructure, to provide safe and inclusive learning environments for diverse student communities,
  - some universities reported that to fully comply with all Code requirements for recording, sharing and managing student information required ongoing enhancement work, such as procuring new CRMs for single point of entry data capture or improving the integration of recently purchased CRMs with existing data capture systems to satisfy all student information requirements and operationalise effective 'single system' complaints management processes,
  - universities are satisfying the overlapping Code-related compliance and assessment requirements of the Tertiary Education Commission (TEC), and the Cycle Six Academic Audit Framework, both of which require universities to duplicate answers to similar, Code-related questions and provide similar, Code-related evidence to demonstrate effective, whole of provider, learner wellbeing and safety systems.

4. Recommendations help to inform the Committee for University Student Pastoral Care Short Life Working Group's scoping of appropriate future Code monitoring and verification processes include:
  - 4.1 Evaluate AQA's Cycle Six Code verification assessment methodology and the findings of its eight audit reports (as per all relevant audit cycle guideline statements, notably Guideline Statement 13) to determine the efficacy of the AQA assessment methodology for Code monitoring and verification activities conducted as part of future academic audit cycles,
  - 4.2 Review all reporting (including TEC's Learner Success Plan and Disability Action Plans) which include in their scope assessments of pastoral care provision and/or Code compliance and identify opportunities for more effective use of report findings as standardised benchmarks of Code compliance against all relevant outcomes and process obligations,
  - 4.3 Note the previous recommendation made as part of the UNZ Verification Summary of Documentation Supporting Code Outcomes 8 to 12 (additional wellbeing and safety practices for tertiary providers enrolling international learners):

"Consider the utility of undertaking risk assessments to verify the efficacy and robustness of universities pastoral care systems, and identify the risk indicators, evidence, and reporting requirements needed to inform a risk assessment approach to Code monitoring and verification."<sup>2</sup>

## B. Self-review context

The 2024-2025 self-review process is the sixth Code compliance assessment universities have completed for evaluation by UNZ since the ratification of the permanent Education (Pastoral Care of Tertiary and International Learners) Code of Practice in 2021. Collectively, these assessments have evidenced universities' identifying and closing potential compliance gaps, progressing comprehensive pastoral care enhancement workstreams, and verified universities giving effect to all Code requirements as follows:

- **2021 Gap Analyses (all Code outcomes):** Universities completed institution-wide gap analyses to determine whether pastoral care systems assessed as 100% compliant with the Interim Domestic Code would also comply with the twelve outcomes set out in the incoming permanent Education (Pastoral Care of Tertiary and International Learners) Code of Practice. Although there was no indication of deficiencies in pastoral care practices, all universities analyses identified strategies, policies, processes and digital information systems that would need to be reviewed and enhanced to satisfy all obligations articulated in the new Code.
- **2022 Annual Attestations (all Code outcomes):** Universities submitted annual attestation reports summarising their progress in closing out gaps in Code compliance identified in their gap analyses to UNZ for evaluation. Attestation reports also signposted universities establishing new Code compliance working groups and pan-university student and staff consultation processes to inform various strategic, policy and process enhancements to their pastoral care systems as a key outcome of the gap analysis process.

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<sup>2</sup> See for example, TEQSA's model: [Risk assessment cycle | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](https://www.teqsa.gov.au/risk-assessment-cycle)

- 2023 Accommodation Verification (Code outcomes 5 to 7):** Universities submitted portfolios of accommodation pastoral care system documentation to UNZ for evaluation and compliance verified in accordance with part five of the Code (*outcomes five to seven: additional wellbeing and safety practices in tertiary student accommodation*). Following this assessment, university Student Service Directorates facilitated extensive accommodation verification site visits, which included structured programmes of meetings with all key residential and campus staff, and meetings with student residents, and detailed seminars providing a ‘whole of provider’ overview of universities’ pastoral care systems. Site visits verified that all university accommodation safety and wellbeing systems operated to realise a standard of pastoral care provision exceeding all compliance obligations set out in part five of the Code and evidenced broader compliance with the related requirements of parts three, four, and six of the Code.
- 2023 Annual Attestations (all Code outcomes):** Universities submitted annual attestations summaries of progress to UNZ regarding the closing out compliance gaps identified in prior reports submitted to UNZ in 2021, as well as summaries of annual formal complaints and critical incidents data published on their respective websites as per the compliance requirements of Code outcome one, process 4 - clause 10 (3) (f), and Code outcome two, process 2 - clause 13 (e) and (f) (i) and (i).<sup>3</sup> In addition to these summaries, universities also provided reports on a range of strategic enhancements and good practice initiatives embedded following, or in addition to, work undertaken to address any residual Code compliance gaps reported in 2021.
- International Documentation Verification (Code outcomes 8 to 12):** Universities submitted portfolios to UNZ of international pastoral care system documentation to be compliance verified in accordance with the technical information and pastoral care system provisions required to give effect to part six of the Code (*outcomes eight to twelve: additional wellbeing and safety practice requirements for tertiary providers enrolling international learners*). The scope of assessment included evaluation of all policy, process, handbook, website, application, orientation, survey data, and other documentation evidencing how universities pastoral care systems support in-country and offshore international students. The evaluation verified all universities are complying with Code outcome eight to twelve requirements for international students and pointed to broader compliance with all inter-related Code outcomes and processes in parts three, four and five of the Code.
- 2024-2025 self-review process (Code outcomes 1 to 4)** For the purposes of this report universities submitted to UNZ for evaluation high level, quality-focussed narrative pastoral care system summary assessment reports structured to provide an overall ‘whole of system’ assessment against part three (*outcomes one to two: organisational structures to support a whole-of-provider approach to learner wellbeing and safety*) and part four (*outcomes three and four: wellbeing and safety practices for all tertiary providers*) of the Code. The scope of this assessment required universities to point to performance assessments against other Code outcomes by referencing previous Code verification reporting submitted to UNZ,

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<sup>3</sup> Outcome one, process 4 - clause 10 (3) (f) recording critical incidents and emergencies and reporting these back annually (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) to provider management, learners, other stakeholders, and the code administrator.

Outcome two, process 2 – clause 13 (e) and (f) (i) and (i) record complaints (in written and digital forms); and report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on – the number and nature of complaints made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups); and learner satisfaction with the complaints process and the outcome of their complaint

including gap analyses, 2022 and 2023 annual attestations, accommodation verification findings, and where possible, additional AQA cycle-six audit findings. The 2024-2025 self-review process thus connects all previous Code compliance evaluations to an overarching assessment of universities' wellbeing and safety systems and finalises the completion of compliance assessments against all processes set out under Code outcomes one to twelve.

### **C. Summaries of compliance verification by Code outcome and process requirements**

**Code outcome one:** *A learner wellbeing and safety system: Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.*

#### **Process 1: Strategic goals and strategic plans**

All universities' self-review reporting highlighted a range of strategic enhancements at different stages of maturity to better support responsive and reflexive 'whole of provider' approaches to responding to the wellbeing and safety of learners. Key points included:

- All universities evidenced having overarching strategic frameworks underpinning pastoral care provision comprised of multiple strategic sub-components with specific plans and goals for the incorporation of Te Tiriti o Waitangi into pastoral care functions, for the provision of tailored support to each unique student community (including rainbow, 1<sup>st</sup> year, postgraduate, research, international, commuter, students with disabilities, Māori, Pasifika, and course specific student cohorts)<sup>4</sup>
- To maintain a high standard of Code compliance all universities are consistently updating and recalibrating their pastoral care system strategies and goals in response to establishing new CRMs to improve capture of student engagement and service contact data and other system automations improving pastoral care information-sharing across universities' process architecture, and in response to embedding new staffing structures and student service roles

#### **Process 2: Self-review of learner wellbeing and safety practices**

All universities verified:

- Engaging with, and implementing recommendations, from student associations and student-led working groups as part of their standard operating procedures when revising learner and wellbeing safety practices<sup>5</sup>
- Utilising multiple qualitative and quantitative data sources to incorporate student voice into strategic planning and service design. These included i-barometer surveys, graduate destination surveys, accommodation surveys, internal student experience surveys, and course evaluation surveys<sup>6</sup>

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<sup>4</sup> See for example:

- Victoria University of Wellington's [Equity, Diversity and Inclusion Framework](#)
- [Waipapa Taumata Rau's Disability Action Plan 2022-2025](#)
- Waikato University's [Te Rautaki Māori | Māori Advancement Plan :: University of Waikato](#)

<sup>5</sup> See for example:

- [Core student voice mechanisms :: University of Waikato](#)
- [The Student Engagement Framework | About us | Te Herenga Waka—Victoria University of Wellington](#)

<sup>6</sup> See for example: [Improving student experience | Current students | Te Herenga Waka—Victoria University of Wellington](#)

- Actioning institution-wide cycles of continuous improvement to their learner and wellbeing safety systems and address any identified gaps in service provision, citing the provision of progress reporting submitted to UNZ as per the requirements of the Committee for University Student Pastoral Care's (CUSPaC) agreed annual attestation requirements. For example, progress on this work was most recently reported by universities in 2023 annual attestations, which highlighted:

“...significant university investment in developing and embedding new strategic frameworks supported by new leadership and governance arrangements to progress a range of institution-wide enhancements to pastoral care systems and give effect to the Code. Examples of good practice evidencing this work included a comprehensive array of initiatives addressing student hardship, sexual harm prevention and response, drug-use harm reduction, institutional barriers to academic participation, racism, and other lived experiences impacting students’ mental health, safety and wellbeing (UNZ:2024:2).”<sup>7</sup>

- Note that process 4, clause 10 (3) (f) to (g) critical incident recording and reporting requirements are verified below under outcome 2, process 2, learner complaints

### ***Process 3: Publication requirements***

All universities’ overarching strategic frameworks articulate priorities and objectives intersecting multiple Code outcomes and process requirements. These are linked to and supported by other core strategic planning components which also give effect to the Code, which include (but are not limited to) Disability Action Plans, Learner Success Plans, Equity and Diversity Strategic Frameworks, Māori and Pasifika Strategic Frameworks and Development Plans, and Wellbeing Implementation Plans. Along with Code compliance self-reviews and other quality assurance reports, these are made available on universities’ websites.<sup>8</sup>

### ***Process 4: Responsive wellbeing and safety systems***

All universities clearly referenced in their self-review reports a range of actions supporting pan-university information-gathering and sharing practices to help support the diverse pastoral care needs of students.

Universities’ information gathering and sharing practices also evidenced giving effect to the related wellbeing and safety system requirements of Code outcome three (*safe, inclusive, supportive, and accessible physical and digital learning environments*), processes one to three, and Code outcome four (*learners are safe and well*), processes one to three – see below.

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<sup>7</sup> UNZ Summary of Compliance with the Tertiary and International Code of Practice 2021 (the Code) Reported by Universities for the 2023 Attestation Reporting Period.

<sup>8</sup> See for examples of published strategic frameworks, plans and Code reporting:

- UoA [Pastoral Care Code of Practice reporting - The University of Auckland](#)
- AUT [AUT’s commitment to Te Tiriti o Waitangi - AUT](#)
- Waikato University [Pacific Strategic Plan :: University of Waikato](#)
- Massey University [Student wellbeing framework - Massey University](#)
- Victoria University of Wellington [Ki te rā—Student Wellbeing Outcomes Framework](#)
- University of Canterbury [2023-2024 Mahere Oranga Wellbeing Implementation Plan.pdf.coredownload.pdf](#)
- Lincoln University [Te-Whare-Wanaka-o-Aoraki-Lincoln-University-Disability-Action-Plan-PDF.pdf](#)
- University of Otago [Te-Ara-Akitu-Learner-Success-Plan.pdf](#)

To evidence compliance:

- Some universities highlighted commendations and affirmations from AQA Cycle Six Audit reports<sup>9</sup> pointing to integrated student services sharing information to proactively respond to, and manage the health, wellbeing and cultural requirements of students, for example:
  - The University of Auckland cited AQA's commendation for its integrated and enhancement-oriented approach to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, and considered the case management approach that co-ordinates referrals to specialist services while maintaining a single point of contact for complex cases to be good practice,
  - The University of Waikato cited AQA's affirmation of the university's commitment to creating a sense of belonging for Pacific students and a data-informed and holistic support model to improve success for Pacific students, its initiative to develop facilitated processes for complaints resolution within a Pacific cultural context, its implementation of the University's Disability Action Plan across teaching, learning, assessment and support activities, and its initiatives to support equity for under-served groups, particularly Māori and Pacific students, in postgraduate research studies,
  - The University of Canterbury cited AQA's commendation for its comprehensive approach to safety and wellbeing that extends beyond the compliance requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, from both Te Tiriti o Waitangi and equity perspectives,
  - Lincoln University cited AQA's commendation for its commitment to a highly student-centric approach to safety and wellbeing (including its responsibilities under the Code), the range of services available, and the responsiveness of the units that provide those services.
- Other universities pointed to programmes of CRM and other ongoing digital enhancements critical to effective information-sharing practices and integrating different applications used by universities to capture information disclosed by students when engaging with university systems and processes, for example:
  - AUT reported on its progress towards an integrated approach in the use of its CRM, Dynamics 365, to ensure that students' needs are met quickly and by appropriate staff so that students only need to tell their story once. Improved CRM use will also enable staff to gain a holistic view of each student's interactions with university processes. For example, Dynamics 365 is used by academic schools and by the Student Relations team (within the Student Hub) to develop and manage student support plans to ensure students are supported to succeed academically,
  - Massey University reported on 'Pūrehuroatanga, a programme of work within the university supporting student success by enhancing the use of the CRM Case Management module and by contributing to the key objective of "using a cross-university approach to support the wellbeing and achievement of students in a proactive and coordinated way",

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<sup>9</sup> See [Reports and papers | AQA](#), notably assessment against Guideline Statement 13, Safety and Wellbeing: Student wellbeing is supported through the provision of appropriate pastoral and social support services in safe and inclusive environments.

- Victoria University of Wellington highlighted its Digital Roadmap, which articulates a commitment of people, technology, and resources to transform the learning and teaching, research, and infrastructural environment of the University. The Digital Solutions team leads this work and involves tauira in the design of digital environments when introducing new systems or making improvements. The Centre for Academic Development (CAD) team supports the operation of the university's learning platform, Nuku. They collaborate with student services to ensure systems are working to support Code activities and that academic staff are supported to contribute to the Code outcomes.
- Although the University of Otago evidenced a comprehensive range of information gathering and sharing practices occurring in different university contexts, the university reported it still had work to do to embed a pan-university information sharing system which complies with all the information-sharing requirements necessary to give full effect to Code outcome one. The university also noted this compliance gap in its 2023 annual attestation report. The University is currently scoping pastoral care software options to address this gap. With the support of IT Services and the Project Management Office, the Director Student Services will submit a strategic business case for a pastoral care CRM to the University's Senior Leadership Team. The new CRM will enable learning, teaching and support staff to flag students seeking support from multiple areas on campus, to securely record notes about interactions with students, and refer students to other support resources and providers. The system will also incorporate improved management of student complaints, as noted below in this report under Code outcome two, process two (*learner complaints*).

Universities also evidenced developing and embedding a range of training resources tailored to the role requirements of staff at different levels within both student services and learning and teaching roles. These resources aligned with the professional knowledge and skills requirements set out under Code clause 10.2, a to i (i-iv)<sup>10</sup>, and emergency referral pathways linking to Code clause 10.3, a to g. Examples cited by universities included:

- The University of Auckland developed in collaboration with AUT, VUW and Massey University an online training module for staff across academic and professional services to provide an overview of the types of challenges that students can face at university, the support available to help them and how to refer to elevated and specialist services,
- In 2023, AUT revised its Student Services and Administration (SSA) Staff training matrix, to ensure all staff participate in appropriate, role-specific training. The Student Hub also coordinates a full-year training programme for student advising teams and other student-facing staff across SSA. This incorporates multi-disciplinary team meetings to review and discuss recent 'learner of concern' cases. The SSA supervision and practice review framework also facilitates ongoing skills and capabilities development for student-facing staff involved in professional services or pastoral care, and is guided by external professional bodies, to ensure staff are satisfying professional registration requirements,
- Staff training resources being developed by the University of Waikato's Organisational Development team include online modules covering Safety and Wellness, the Pastoral Care Code, Disability Awareness, Emergency Management, and Privacy Matters.
- Massey University's Student Wellbeing & Safety (SWS) framework is informing the staged roll-out of capability development modules aligned with training and skill development

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<sup>10</sup> [pastoral-care-code-of-practice-2021-english.pdf](#)



needs of staff by role and tier. The SWS framework ensures five key outcomes are achieved: wholistic strengths-based approaches when supporting student wellbeing and safety, keeping staff safe, supported, and accountable in their provision of student support, refining the university's culture of care and enhancing belonging in all university places and spaces, systematic support process and procedures, including whole-of-institution Support Planning templates, practice oversight and case review structures, and embedding mana enhancing support and engagement principles and practice orientations into all university systems and structures that deliver the student experience.

- Victoria University of Wellington has embedded a broad range of training protocols and resources addressing gaps in staff capability development identified in the university's 2021 gap analysis. A staff training delivery plan was developed, the scope of which includes: Culture of Care - an online course providing training on the Code; a staff member's role in supporting learner wellbeing and safety and an overview of the University's recognise, respond, and refer approach, including how to refer learners to appropriate services and support, Disability Confidence 101 - training which provides a general overview of how to support the inclusion of disabled people and help build the disability confidence of community, Recognise, Respond, and Refer - a two-hour workshop delivered by Tauria—Student Interest and Conflict Resolution (Tauria—SICR) and Mauri Ora—Student Health and Counselling, Te Hāpai - a staff development programme designed to increase understanding and use of te reo Māori, tikanga and Te Tiriti o Waitangi. In 2023, 451 people attended at least one of the three introductory Te Hāpai courses: Introduction to Te Tiriti o Waitangi, Introduction to te reo Māori, and Introduction to tikanga Māori, and Cultural Competency - courses intended to improve and enrich the cultural competency of all University staff. The University recognises the need for all staff to develop a deep understanding and appreciation for diverse cultural perspectives. Specific training is delivered by Te Haumiri—International Student Experience team for Residential Advisers in halls, focused on cultural awareness and working with students from international backgrounds,
- The University of Canterbury supports staff capability development through a range of training programmes and resources, including “Tangata Tū, Tangata Ora”, “Te Reo for the Workplace”, “Te Ao Māori for Professionals”, a 12-month online Te Reo language training package, and Culturally Responsive and Sustaining Pedagogy workshops for academic and other teaching staff. UC's Student Care Team provides training to staff covering mental health and referral to support services, UC's Rainbow Service provides training on best practice approaches to supporting rainbow student wellbeing and engagement, and to help address the prevalence of mental health vulnerabilities reported by students the university has arranged for staff to become accredited Mental Health First Aid facilitators to provide training for staff and students so they are empowered to recognise and respond appropriately to students' mental health concerns. Additional training resources will also be developed by the newly formed Capability & Wellbeing Team will be looking at further staff training options to ensure staff have the professional knowledge and skills required to give effect to the Code.
- Lincoln University has recently focussed on its Residential Assistants (RAs) and efforts to provide RAs with training and resources to build resilience, navigate mental health issues, and confidently identify students experiencing mental health distress. The training increased RA engagement with mental health support and improved their ability to cope with the challenges of balancing self-care and successfully performing in the RA role.
- The University of Otago provides an extensive range of training resources for staff, which include the following: Equity, diversity and inclusion training (including understanding the

new diversity and inclusion framework, LGBTQI+ allyship, disability awareness, working with international students and cultural differences), Te Tiriti responsiveness, connecting with the university community, a course designed to support staff in supporting students (including Campus Watch, Disability Information and Support, Māori Centre, Te Whare Tāwharau Sexual Violence Support and Prevention Centre), critical incident management for staff, mental health first aid, managing neurodiversity, ethical behaviour policy, responding to disclosures of sexual harm, and managing conflict, bullying or inappropriate behaviour.

- UNZ's evaluation of universities' compliance with the requirements for accommodation staff set out in part five of the Code also verified that:

" Training programmes at each university included relevant and appropriate role specific content, including (but not limited to) critical incident and emergency response protocols, role boundaries and professional ethics, cultural communication, conflict management, event management, StarRez and other CRM/app information recording protocols, responding to sexual harm disclosures, supporting LGBTQI+, international, Māori, and Pasifika, students, and supporting neuro-diverse students or students with disabilities (UNZ:2023:7)."

**Code outcome two:** *Learner voice: Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.*

**Process 1:** *Learner voice*

All universities evidenced the mechanisms used to build and maintain effective relationships with multiple student communities and groups and incorporate a diverse range of student voices to develop, review and improve strategic plans, policies, processes, and service provision. Examples of these mechanisms included:

- The University of Auckland's Student Voice Framework is led by a working group comprised of student and staff representatives to continuously improve incorporation and consideration of student voice across the university. The working group has developed a Student Voice Policy to ensure there is a consistent and equitable approach to convening, training, and remuneration which supports diverse student voice engagement. To support this policy the university has also published its Student Voice Guidelines: [Student Voice Policy and Guidelines - The University of Auckland](#)
- AUT has multiple student voice channels: It works in collaboration with its student association, AUTSA, to advance a range of strategic projects to improve service provisions and the overarching student experience. AUT's Student Representative Council (SRC) is elected annually to oversee AUTSA operations, with faculty representatives appointed to Faculty Boards to express student views. AUT's Student Advisory Committee (SAC) monitors student-related activities by both the University and AUTSA, overseeing the allocation of Compulsory Student Services Fees (CSSF). Chaired by the Group Director of Student Services and Administration, SAC allows students to raise concerns about services, support, facilities, physical and digital spaces and Code compliance. AUT's Student Reference Group is comprised of students representing a range of student communities and is tasked with improving student support services and success in alignment with Ki Uta Ki Tai, the university's student success framework.
- The University of Waikato's core student voice channels include its two-yearly student barometer survey, course (paper) and teaching evaluations, new student surveys, graduate destination surveys, and a range of collaborations with the Waikato Students' Union.

Examples of how student voice has effected change at the University of Waikato are also listed here: [Core student voice mechanisms :: University of Waikato](#)

- Robust student voice contributions at Massey University are provided via a broad range of survey instruments, through elected student representatives, in student focus groups, during student workshops and by expert advisory groups (for example, the Student Services Fee Advisory Group). Commitments to meaningfully incorporating student voice have also been supported by Massey's Te Tira Ahu Pae Memorandum of Understanding for Student Representation. The MOU outlines the various student representation roles that are established across the university and sets out a payment structure to ensure all appointed representatives are fairly compensated for their input.
- Victoria University of Wellington (VUW) incorporates student feedback to better understand and respond to diverse learner voices and their wellbeing and safety needs through student representative feedback, a range of surveys and working partnerships with diverse student communities. For example, VUW's recreational services ensures students have an opportunity to feed into the design of all sport programmes, ensuring they are genuinely student-centred and co-designed (for example, the Running Hub is co-led by a student advisory group), VUW's Rainbow and Inclusion team has worked with Digital Solutions, in response to student feedback to extend the pronoun options in Pūaha to provide students with an appropriate range of options, and to ensure student needs and interests are well-represented in policy processes, VUWSA and Ngāi Tauira are regularly consulted during the review of individual university policies (Campus Life Policy, Health, Safety, and Wellbeing Policy, Intimate and Close Personal Relationships Policy, and Sustainability Policy are among recent examples).
- The University of Canterbury collates feedback via a range of survey instruments to capture student voice and incorporate key themes and recommendations into service planning, design and improvement. These include the Early Experience Survey which is administered to first-year students the U-Count survey for 100-level students through to taught Master's students, the UC Postgraduate Experience Questionnaire targeting all thesis-taking Master's and PhD students, and the Non-Returning First Years survey that is sent to all first years who did not return to study in the year following the completion of year one of their degree. Themes explored in these surveys include wellbeing, belonging, social connectedness, and experiences and usage of student services. Questions on discriminatory experiences and opinions on equity are also asked every second year. Survey results are available to all staff via UC's intranet to enable more informed decision-making and are also shared with students via different channels such as Tūpono, "The Insider's Guide to UC: [Thanks for Having Your Say in the UCount Survey! | Tūpono | The Insider's Guide to UC](#)
- Lincoln University's strategy 2019-2028 places students at the core of the University and that "students are [the University's] reason for being", and that the university enacts this value by "putting the 'student experience' at the centre of all that we (the university) do. The university's Student Charter supports this value by setting out the expectations of students, the Students' Association (LUSA) and the University, and by having an intentional and multi-faceted approach to engaging with the student voice, for example, the Te Poari Wheako Tauira (Student Experience Board) being co-governed between students and the University, through regular meetings between students, senior management, and a wide range of university units and functions, student membership of boards, committees and working groups, including those that extend beyond academic committees, engagement with students in early stages of design of initiatives (including the Disability Action Plan) so student voice contributes to their development, effective class representative systems, and

a range of student surveys that include attention to specific groups of students, functions and services, and students' feedback on teaching.

- The University of Otago collates feedback from its various student communities through survey instruments managed by the university's Quality Advancement Unit. These include the College and First Year Student Surveys, the Student Opinion Survey, and Graduate Opinion Survey. Survey results are used to assess student engagement with student services, and their satisfaction with the service experience, as well as provide benchmark indicators used to assess Code compliance. Institution-wide student representation is also well established and embedded in ways that support the incorporation of student voice in all service design and provision activities. Examples include the Vice-Chancellor's Staff and Student Advisory Group, and appointing student representatives on all internal academic and administrative reviews conducted by the Quality Advancement Unit. The university also utilises focus groups and host groups to collate student feedback for the purposes of improving service provision, for example, the Student Health Focus Group, the Clinical Governance Group, and the Career Development Centre focus group.

Universities also noted their compliance with the additional wellbeing and safety practices for tertiary providers enrolling international learners, as verified in UNZ's 2024 Code outcomes 8 to 12 summary assessment report, which highlighted in relation to international student voice that:

"...all universities have well established lines of consultation with key international student representatives elected to general, postgraduate and international student associations and executive councils, as well as representatives elected to student working/advisory/consultation groups and committees. These established consultation processes incorporate student voice in decision-making about the allocation of compulsory student services levies, developing student services, improving teaching and learning delivery, and provide channels to escalate concerns about pastoral care issues impacting international students (UNZ:2024:4,5)."<sup>11</sup>

## ***Process 2: Learner complaints***

University reporting highlighted broadly compliant complaints systems at different stages of Code-informed enhancement. The scope of enhancement work reported evidenced universities navigating the complexity of continuously improving whole of provider complaints and critical incident reporting, response and data capture protocols.

This work has included universities' reviewing and updating their current complaints policies and procedures, creating centralised, single point of entry complaints processes to simplify and make more accessible reporting processes for students and improve pan-university data capture, scoping options for the purchase of case management software, appointing Complaints Officers to manage complaints processes more effectively, and completing assessments of critical incident response processes to ensure they align with all Health & Safety at Work Act (2015) and any other legislative requirements.

Universities also noted:

- Annual attestation reporting for the 2023 reporting cycle as verifying compliance with the complaints and critical incidents reporting and publication obligations set out under

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<sup>11</sup> UNZ Verification Summary of Documentation Supporting Code Outcomes 8 to 12 (additional wellbeing and safety practices for tertiary providers enrolling international learners), 2024.

Code Outcome two, process 2 (clause 13 a to h), and under Code Outcome one, process 4 (clause 10 (3) f),

- That formal complaints data submitted to UNZ for the 2023 reporting period indicated that all formal complaints universities responded to in 2023 were recorded and tracked in reporting submitted to either Audit and Risk Committees, and/or University Councils.
- All universities provide clear, accessible information on complaints processes, advocacy and support resources, and appeal processes, noting that for some universities, various components of their complaints systems are currently subject to review, revision and/or enhancement.<sup>12</sup>
- Some universities also highlighted improvements to complaints processes informed by recent internal and external assessments of their complaints systems, for example:
  - The University of Auckland has responded to recommendations made in the Independent Review of the University of Auckland's Student Discipline Procedures. A range of recommendations have since been implemented or are currently in progress. In 2023, staff and students were consulted on the new draft Student Conduct Statute. The draft statute implemented most of the 20 recommendations from the external review relating to various components of the existing Statute for Student Discipline (which deals only with general misconduct), as drafted by the General Counsel in response to recommendations of the Independent Review. Feedback from that consultation process has been considered, and the updated statute was submitted to Council for approval in 2024,
  - AUT's Cycle Six Audit Report noted there was a lack of consistency between faculties resulting in variable treatment of students relating to the provision of academic advice, academic complaints and appeals, and breaches of academic integrity or student discipline. The report also noted the university is aware that inconsistency exists (or has existed) and is making efforts to address it, notably improving policies for student complaints and assessment in accordance with giving effect to the Code. The university has now implemented a revised Student Concerns and Complaints Policy, with the intention that the new policy informs a review of all university channels used by students to raise concerns or submit complaints. A newly created Senior Specialist, Student Complaints, role was also appointed in May 2024 to improve responses to student concerns and complaints,

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<sup>12</sup> See for example:

- [Complaints - The University of Auckland](#)
- [Student feedback: complaints, suggestions and compliments - AUT](#)
- [Student Complaints :: University of Waikato](#)
- [Making a complaint - Massey University](#)
- [Making a complaint | Current students | Te Herenga Waka—Victoria University of Wellington](#)
- [Concerns and complaints guide | University of Canterbury](#)
- [Concerns and feedback :: Lincoln University](#)
- [Student grievances, Studying at Otago | University of Otago](#)

- As reported in the University of Otago's 2023 Attestation, the university's self-review of its complaints processes identified the need to greatly improve its current complaints system. The university has now commenced the scoping for its complaints system review project, which has highlighted bringing together existing but separate complaints systems across university, identifying the type of complaint that will go through the system, how anonymous complaints will be supported, and how culturally responsive approaches to complaints will be incorporated. This project is being led by the Registrar and General Counsel, and pastoral care software options are also being explored by the university to look at options for including a complaints module. The 2023 Student Opinion Survey data show that, although 57% of 795 respondents were either 'very satisfied' or 'satisfied' with access to support in matters of grievance, such as harassment and discrimination, the university is concerned that 10% reported being 'dissatisfied' or 'very dissatisfied', and recognises it needs to do more to 'close the loop' on student feedback.

### ***Process 3: Compliance with the Dispute Resolution Scheme***

All universities are conversant with the Dispute Resolution Scheme (DSR) rules and complaint referral criteria and pathways as required under clause - 14 (1), as verified within the scope of the 2023 accommodation verification process completed by UNZ and NZQA.

***Code outcome three: Safe, inclusive, supportive, and accessible physical and digital learning environments***

### ***Process 1: Safe and inclusive communities***

As comprehensively demonstrated elsewhere in this report, all universities have practices for the provision of safe and inclusive communities, and as other Code compliance assessments have demonstrated, the sum of those practices realises a standard of pastoral care provision which moves well beyond satisfying a baseline compliance standard. Practices cited by universities included:

- The University of Auckland's new Equity Policy sets out expected principles, responsibilities and expectations for the university community to help remove barriers to social inclusion and improve support services and resources. As part of this policy development, the university has improved access to funding to help gender-diverse students manage costs associated with legal name changes and established the new role of Student Rainbow Advisor to improve engagement with, and better support rainbow student communities. See: [Te Ara Tautika | The Equity Policy - The University of Auckland](#)
- AUT's NZ Sign Language interpreters are working in collaboration with Ko Takau Reo, Deaf Education NZ, to help review the glossary of signs used across various subject areas and identify any new vocabulary requirements to ensure deaf students have access to consistent vocabulary for the duration of their studies,
- Massey University's Student Wellbeing and Safety Framework (SWSF) underpins the university's to 'whole of provider' approach to creating safe and inclusive communities. The framework adopts a holistic perspective, emphasizing the well-being, safety, and inclusion of the entire university community. The framework recognizes that student well-being is interconnected with the well-being of the entire organization and therefore aims to enhance both individual and whole-of-organization well-being. The framework also emphasizes mana-enhancing practices that empower students during vulnerable times and uphold students'

mana while being supported. Additionally, student support practices outlined within the framework rely on models and theoretical concepts developed by Massey's researchers, many of which are informed by matauranga Māori. They emphasise the importance of the university being intentional in its efforts to authentically uphold Te Tiriti o Waitangi when supporting students in all university contexts and operations.

- Victoria University of Wellington initiated its Anti-Racism Initiative (ARI) in 2022 to ensure that people of colour are not harmed by structural and/or interpersonal racism. The initiative is progressing three key workstreams – reporting, accountability, and policy, knowledge and education, and wānanga and student experience. These workstreams have informed a draft outcome statement and set of principles for the initiative, an agreed upon approach to effect change from the current state to the university's articulated outcome, four student wānanga to hear the perspectives of 60 students and 25 students' associations, and a set of anti-racism policy principles integrated into the overarching Equity, Diversity and Inclusion Policy.
- The University of Canterbury's Triennial Plan translates the university's overarching Strategic Vision plan into core wellbeing and inclusion actions and outcomes such as measuring students' sense of belonging and inclusiveness, using social media to boost mental health literacy and resilience, and strengthening the relationship between the Student Wellbeing team and Student Accommodation providers. Direction from the Strategic Vision, Triennial Plan and other relevant strategies was also used to inform the update of the Mahere Oranga - Wellbeing Implementation Plan 2023-2024 (WIP). This plan functions within the context of the Code to articulate the vision and mission for wellbeing at UC, along with the university's wellbeing model, initiatives, desired outcomes and methods of measurement. As the plan notes, the university is "committed to achieving positive wellbeing outcomes for our diverse community. Through collaboration, innovation, and insight, we will take practical strides to support people to feel good and function well. Mindful of disparities in outcomes, we will work with our community to understand our needs, hold ourselves to account, and enact research-informed programmes of action to support a deeper culture of wellbeing for all who work, study, or visit here."
- Lincoln University supports a large community of Muslim students and in 2023 initiated a partnership with the community to celebrate Eid al-Fitr on campus. Led by the Student Experience team, the celebration included liaison with the Canterbury Rural Policing Team which strengthened links between the wider Muslim community and local police.
- Te Rautaki Ararau, the University of Otago's Equity and Diversity Strategic Framework and Action Plan promotes equity in all university processes and support student achievement in safe and welcoming environments. Three specific areas of focus in Te Rautaki Ararau which align with broader pastoral care imperatives include: *Create Opportunity* – students from diverse backgrounds will feel welcomed, safe and valued, so they achieve their full potential and report positive experiences. Students will be empowered to participate in all aspects of university life, and the university will be a non-disabling environment for study, *Grow Capability* – staff and students will develop knowledge and skills to engage with diverse individuals and communities, and to recognise and seek to dismantle barriers that re-enforce inequity, and *Build Knowledge* – staff are knowledgeable of student demographics and diversity-inclusive practices, and students are empowered to engage with university processes and advocate for themselves and others.

## ***Process 2: Supporting learner participation and engagement***

As noted above under process one (safe and inclusive communities), and under the related pastoral care requirements of Code outcome one, process four (notably staff training requirements supporting student participation and engagement), and Code outcome two (learner voice), all universities evidenced having pastoral care systems conducive to creating opportunities for student participation, engagement, and inclusion. Opportunities for student participation and engagement at all points on the student life cycle were shown to be supported by:

- Strategic and policy frameworks targeting gender, disability, and socio-economic barriers to participation<sup>13</sup>
- Resources and communities promoting the use of Te reo and tikanga Māori to support Māori learners' connection to identity and culture<sup>14</sup>
- Application and enrolment protocols capturing student disclosures of health, wellbeing, cultural, and other learning support needs to inform individualised care plans,
- Embedded career development and employability services,
- Transition and orientation processes tailored to specific student populations. For example, orientation processes provided to international students to prepare and adjust for university study in New Zealand, as noted in the UNZ International Documentation Evaluation report:

"All universities provide international students with comprehensive in-person and/or distance (offshore) orientation programmes at the start of each semester, with content structured to support the information needs of specific student cohorts, such as new undergraduate, postgraduate, PhD, English language programme, under-18, and exchange students...Typically, orientation programmes include...information sessions about managing insurance and visa requirements, how to utilise universities' digital tools (student portals, learning management systems, library databases), course selection and advice, student services, managing health and wellbeing, cultural transition, and student safety (UNZ:2024:12-13)."

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<sup>13</sup> See for example:

- [Equity, diversity, and inclusion at the University | Te Ara Tautika - The University of Auckland](#)
- AUT [Diversity-strategy-and-action-plan-.pdf](#)
- [Accessibility Services :: University of Waikato](#)
- [Massey University Disability and Inclusion Action Plan - Massey University](#)
- [Equity, diversity, and inclusion | About us | Te Herenga Waka—Victoria University of Wellington](#)
- [Equity, Diversity and Inclusion :: Lincoln University](#)
- [Equity and diversity | University of Canterbury](#)
- [Equity and Diversity Policy | Kaupapa Here Ararau Tōkeke, Policies and regulations | University of Otago](#) and [equity-action-plan.pdf](#)

<sup>14</sup> See for example:

- [Maori students - The University of Auckland](#)
- [Māori at AUT - AUT](#)
- [Māori ki Waikato :: University of Waikato](#)
- [Māori @ Massey - Massey University](#)
- [Māori at Te Herenga Waka | Te Herenga Waka—Victoria University of Wellington](#)
- [Ākonga Māori | University of Canterbury](#)
- [Māori at Lincoln :: Lincoln University](#)
- [Tauira | Students, Māori ki Ōtākou Whakaihū Waka | University of Otago](#)



- In addition to the learning and engagement mechanisms cited above, oversight of learner achievement and engagement is also evidenced as a key objective and outcome of universities' Learner Success Plans,<sup>15</sup> which clearly articulate universities' student engagement strategies and success metrics (note these are also incorporated in sections of Universities' Investment Plans).<sup>16</sup>

### ***Process 3: Physical and digital spaces and facilities***

All universities evidenced giving effect to Code outcome three, process three requirements for the provision of healthy, safe, accessible, and inclusive learning environments (physical and digital), and removing barriers to university facilities and services.<sup>17</sup> In addition to demonstrating the strategic, policy and process requirements necessary for the provision of inclusive learning environments noted under Code outcome two (student voice) outcome three, process one (safe and inclusive communities) and process two (supporting learner participation and engagement), universities highlighted examples of improving physical and digital learning environments. These included:

- The University of Auckland launched an enhanced experience for students with disabilities to improve engagement with lecture recordings and video content. The new system, Panopto, has automated closed captions of lecture recordings to support improved accessibility, particularly for students with hearing impairments. In addition, the University is piloting a wireless solution to upgrade its hearing loop system and improve the audio quality in lectures for people who use hearing aids,
- AUT centralised its student facing pastoral care support in the Student Hub, a space which offers both physical and virtual access to academic and personal advice, financial support, disability services, international visa support, and wellbeing checks. In response to student experience survey feedback which indicated lower levels of satisfaction with facilities at its North Campus, the university has also completed the development of a new North Campus structure which includes new teaching spaces, social areas, and other facilities, which opened in mid-2024,
- The University of Waikato has progressed substantial development to its Hamilton and Tauranga campuses and has also developed a ten-year capital-plan to accommodate projected student numbers and their respective technology needs. Of note is the university's new Pā, (referred to as The Pā) opened by Kīngi Tūheitia in July 2023. The Pā is a multi-functional space that includes a new marae, a student hub, teaching and social spaces, and

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<sup>15</sup> See as well under Code outcome four, process three discussion regarding TEC Learner Success Plan requirements for monitoring students.

<sup>16</sup> See for example:

- [University of Auckland Learner Success Plan.pdf](#)
- [AUT-Investment-Plan-2025-2027-for-website.pdf](#)
- [UoW-Investment-Plan-Summary-2022-2024.pdf](#)
- [massey-university-investment-plan-2023-2025.pdf](#)
- [learner-success-plan.pdf](#) (VUW)
- [Microsoft Word - UC Investment Plan 2022-2024 - 2023 Amendment.docx](#) UC
- [LU-Investment-Plan-2023-2025.pdf](#)
- [Te-Ara-Akita-Learner-Success-Plan.pdf](#) (Otago)

<sup>17</sup> Note that the provision of compliant learning environments also requires compliance with all related obligations set out in part 5 (additional wellbeing and safety practices in tertiary student accommodation) and part six (additional wellbeing and safety practices for tertiary providers enrolling international learners) of the Code, as verified by UNZ in 2023 (Accommodation Report) and 2024 (International Documentation Report).

the ability to host large events including graduations. A cultural narrative links The Pā to the history of the site, and to relationships with “the Kīngitanga, Waikato-Tainui and iwi communities throughout the University’s extended catchment”. AQA’s Cycle Six Audit report commended the university for ‘The Pā development,

- Feedback from mana whenua, staff, students, and wider stakeholders collated as part of Massey University’s Campus Revitalisation process has resulted in 3 key workshop reports summarising findings that will be used to inform a master plan for the university’s Auckland, Manawatū and Wellington campuses. Each plan will consider the connections between buildings, social settings and the surrounding environments. See [Campus revitalisation - Massey University](#) ,
- Victoria University of Wellington’s Property Services division has worked in collaboration with the university’s Refugee Background Student Adviser to refurbish prayer rooms for Muslim students, and in consultation with Digital Services, to pilot concierge desks at the university’s Pipitea and Te Aro campuses to enhance the campus experience and assist students with accessing various resources across the campuses as well as supporting campus navigation, event attendance, and security assistance,
- The University of Canterbury’s Te Ratonga Whaikaha - Student Accessibility Services (SAS) removes academic barriers for students with disabilities, long-term medical conditions, and temporary impairments by providing notetaking services, special arrangements for exams, and sign language interpretation. The university is also in the process of building a new recreation centre. To inform its design, stakeholders and peer-review groups across the university were consulted throughout different project stages for input and feedback. This included feedback from staff and students from within the UCSA, UC Wellbeing and Equity team, the rainbow community and student accessibility communities,
- In response to its AQA Cycle Six Audit Report which highlighted physical access challenges for disabled students, notably in the redeveloped Whare Hākinakina (gym) where students were unable to access facilities on the upper floor, Lincoln University is progressing initiatives to improve physical accessibility on its campus. These include developing a dedicated space for neurodiverse students,
- The University of Otago provides support for rainbow students in collaboration with OUSA’s Queer Support. This includes UniQ, the queer student social club, and the Queer Space (accessed by activated swipe card) with kitchen facilities, library, and study area. A list of all-gender bathrooms on campus is also made available online, and the university is in the process of creating more all-gender bathrooms. Students are also able to indicate their gender identity on enrolment and can change it at any time or the duration of their enrolment. their study time.

**Code outcome four:** *Learners are safe and well*

**Process 1:** *Information for learners about assistance to meet their basic needs*

All universities evidenced providing appropriate information to current and future students enabling them to identify and manage their basic needs, access appropriate support services, and maintain a healthy lifestyle as per the requirements of outcome four, process one. Information is typically curated on student support, financial support/hardship, and wellbeing resources landing pages on university websites and publications.<sup>18</sup>

Universities also highlighted a range of CRM supported enrolment and application practices ensuring students receive appropriate information and are guided to relevant support resources prior to starting their programmes of study, noting these were verified for compliance by UNZ within the scope of the 2023 Accommodation Verification Report, which found that:

“Accommodation application CRM data capture and follow-up messaging to students post acceptance of accommodation offers is critical to universities’ pre-arrival pastoral care planning strategies supporting student transition into university accommodation. Pre-arrival pastoral care planning also demonstrated that university accommodation pastoral care systems are connected to universities’ wider student information gathering and communication systems (UNZ: 2023:5).”

The 2024 UNZ verification of university documentation supporting Code outcomes 8 to 12 similarly noted that:

“...all universities evidenced proactively supporting new international students with scheduled email campaigns signposting key dates and preparation requirements during application processes and prior to arrival or starting courses as offshore students. Typically, email campaigns sequentially prompt students to complete key tasks (enrolment, course selection, course advice, visas, insurance and accommodation applications, and offer of study acceptance), to connect with key staff and/or support services if required (health, counselling, disability support, international student advisors), and register for arrival services, orientation programmes, and university events (UNZ:2024:11).”

All universities also have healthy food options on their respective campuses and provide catering in university accommodation which caters to students’ specific dietary and cultural requirements, as verified during UNZ’s site visits to universities in 2022.

### ***Process 2: Promoting physical and mental health awareness***

All universities evidenced giving effect to Code outcome four, process two requirements for mental health and wellbeing resources, activities and information-capture protocols when reporting against multiple Code outcomes, including Code outcome four, process one above, and Code outcome three’s requirements for creating safe and inclusive student communities. Broader compliance was also verified by UNZ against all inter-related Code outcomes in evaluations of university compliance with Code outcomes five to seven (wellbeing and safety practices in student accommodation), and Code outcomes eight to twelve (wellbeing and safety practices for tertiary providers enrolling international learners).

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<sup>18</sup> See for example:

- University of Auckland [Be well - The University of Auckland](#) and [Financial support - The University of Auckland](#)
- AUT [My Wellbeing - Student Life - AUT](#) and [Financial Services & Support For Students - AUT](#)
- The University of Waikato [Student support services :: University of Waikato](#) and [Health and wellbeing :: University of Waikato](#)
- Massey University [Hardship & emergency support - Massey University](#) and [Services and support for students - Massey University](#)
- Victoria University of Wellington [Hardship Fund | Current students | Te Herenga Waka—Victoria University of Wellington](#) and [Student Wellbeing | Current students | Te Herenga Waka—Victoria University of Wellington](#)
- The University of Canterbury [Financial support | University of Canterbury](#) and [Support and wellbeing | University of Canterbury](#)
- Lincoln University [Student Support :: Lincoln University](#) and [Financial Assistance Fund | LUSA](#)
- The University of Otago [Pūtea Tautoko | Student Relief Fund | University of Otago](#) and [Mental and emotional wellbeing, Healthy Campus | University of Otago](#)

All universities also evidenced the more specific requirements of process two, clause (d) iii; providing information about how to respond to emergencies and engage with relevant government agencies.<sup>19</sup>

***Process 3: Proactive monitoring and responsive wellbeing and safety practices***

As per all process three requirements, all universities reported having comprehensive range of inter-connected pan-university systems, processes and protocols, supported by appropriate strategic frameworks and clear policy guidelines, to proactively monitor student health and wellbeing.

Reporting cited as evidence:

- Satisfying all personal and designated emergency contact information requirements for students 18 years and over as per the Tertiary Education Commission's mandatory enrolment requirements,<sup>20</sup>
- As per the findings of UNZ's evaluations of university compliance with Code outcomes five to seven (wellbeing and safety practices in student accommodation), and Code outcomes eight to twelve (wellbeing and safety practices for tertiary providers enrolling international learners),
  - satisfying all personal and designated emergency contact information requirements for under 18 and over 18 domestic and international students,
  - satisfying all mental health and wellbeing disclosure and response requirements in application, enrolment, pre-arrival, and orientation processes,
  - clear staff and student conduct policies and processes supporting timely and appropriate responses to behaviour impacting students and staff.
- Student service teams, incident management teams, case management teams and other support resources accessible to all students navigating circumstances impacting course engagement, course completion, or access to campus facilities and services,<sup>21</sup>

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<sup>19</sup> See for example:

- [Emergency information - The University of Auckland](#)
- [Safety & Security - Student Life - AUT](#)
- [Emergencies at the University of Waikato :: University of Waikato](#)
- [Emergency Management Policy](#) and [Massey University Emergency Procedures.pdf](#)
- [What to do in an emergency | Current students | Te Herenga Waka—Victoria University of Wellington](#)
- [Emergency information | University of Canterbury](#)
- [Safety and Emergency Response :: Lincoln University](#)
- [Emergency Management Plan, Policies and regulations | University of Otago](#)

<sup>20</sup> [Enrolment – DQ7-10 | Tertiary Education Commission](#)

<sup>21</sup> See for example

- [Te Papa Manaaki | Campus Care - The University of Auckland](#)
- [Student Hub - Student Life - AUT](#)
- [Services and support for students - Massey University](#)
- [Student support services :: University of Waikato](#)
- [Current students | Te Herenga Waka—Victoria University of Wellington](#)
- [Student Care | University of Canterbury](#)
- [Student Support :: Lincoln University](#)
- [Student services, Pathway and English Language Centre | University of Otago](#)

- Complying with, and reporting institution-wide progress against all TEC Learner Success Plan requirements, which include universities addressing equity gaps, effectively monitoring student participation, course completion, and retention.<sup>22</sup>

## D. Summary and Recommendations

The self-review findings summarised in this report indicate that universities' Code outcomes one to four self-reviews were comprehensive, incorporated multiple sources of evidence, and informed by well-established self-review consultation processes with students' associations, student representatives, student communities, and student services staff.

The findings summarised in this report verify that all universities are broadly compliant with, and are successfully giving effect to, the process requirements set out under Code outcomes one to four, as well as all other inter-related process obligations previously assessed by UNZ against parts five (*wellbeing and safety practices in tertiary student accommodation*) and six (*wellbeing and safety practices for tertiary providers enrolling international learners*) of the Code.

Key themes that emerged from universities' self-review assessments included:

- Reporting on compliance with the requirements of Code outcomes one to four evidenced universities having made significant progress in giving effect to the Code since their initial 2021 Gap Analyses. University reporting against Code outcomes one to four thus highlighted the complexity, scale of work, and fiscal investment made by universities over the past four years to ensure their pastoral care practices exceed baseline compliance standards and comprehensively give effect to the Code.
- This progress was evidenced by universities embedding new strategic and policy frameworks supporting the improvement of student health, wellbeing and safety, revising and updating key pastoral care policies and processes (such as complaints processes, sexual harm response protocols, processes to better incorporate student voice, new case management systems, and new initiatives supporting diversity, equity and inclusion) integrating new CRMs and Learning Management Systems, establishing new student service roles and staffing structures supported by appropriate training resources, and investment in campus infrastructure to provide safe and inclusive learning environments for diverse student communities. Together, these were shown by universities to be the foundational components which make up their 'whole of provider' learner and wellbeing safety systems.
- Some universities reported that full compliance with the subclause obligations set out under Code outcome one, process four (*responsive wellbeing and safety systems*) and Code outcome two, process two (*learner complaints*) required ongoing enhancement work, such as procuring new CRMs for single point of entry data capture or improving the integration of recently purchased CRMs with existing data capture systems to meet all requirements for capturing, analysing and sharing student information and operationalising effective 'single system' complaints management processes. This illustrated the complexities of designing and organising whole of provider digital systems, applications and platforms in a university environment to ensure all Code requirements for recording and sharing student information are satisfied,

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<sup>22</sup> [Learner-Success-Plans-detailed-guidance-for-TEOs.pdf](#)

- Reporting highlighted that universities are satisfying overlapping Code-related compliance requirements of the Tertiary Education Commission (TEC), all of which require universities to answer similar, Code-related questions and provide similar, Code-related evidence to demonstrate effective, whole of provider, learner wellbeing and safety systems. For example:
  - to satisfy TEC requirements for fund DQ 7-10 (enrolment) universities are required to record as part of their application and enrolment processes and make available to students at the time of enrolment, for funding purposes information which includes recording proof of identity, appropriate contact information, disability support requirements, and publishing fee refund processes, code of conduct requirements, and available student support,
  - to ensure they are meeting their responsibilities under the United Nations Convention on the Rights of Persons with Disabilities, universities are required to submit to TEC their respective Disability Action Plans (DAP), which must evidence there are appropriately trained staff assigned the responsibility of looking after disabled students, practices supporting the inclusion of disabled student voice, system-wide policies, processes and practices endorsed by senior leadership teams which remove barriers to inclusion and engagement, disability support infrastructure (such as note taking services, and special provisions for exams), and collating and analysing disabled students satisfaction with service provision,
  - as part of their investment plans universities are required to submit to TEC Learner Success Plans articulating how universities intend to implement a “learner-centric operating model” and “ensure equity of participation and achievement” for all learners. Learner Success Plans must describe the university’s strategic vision for learner success, provide learner performance data, identify success barriers and track the progress of intervention strategies, and provide a roadmap detailing the university’s planned activities and performance indicators supporting the seven key elements of TEC’s Learner Success Framework.<sup>23</sup>
- References to AQA Cycle Six Academic Audit findings also reiterated that universities have been subject to duplicate Code compliance assessments as part of Cycle Six’s Audit framework, notably assessments against guideline statement thirteen (safety and wellbeing), and the inter-related guideline statements two (student voice), and twelve, (learning support).<sup>24</sup>

Recommendations help to inform the Committee for University Student Pastoral Care Short Life Working Group’s scoping of appropriate Code monitoring and verification processes for potential integration with future academic audit cycles include:

- evaluating AQA’s Cycle Six Code verification assessment methodology and the findings of its eight audit reports (as per the relevant audit cycle guideline statements noted above) to determine the efficacy of the assessment methodology for Code monitoring and verification activities conducted as part of future academic audit cycles, and

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<sup>23</sup> [Learner Success Framework | Tertiary Education Commission](#)

<sup>24</sup> See for example, [AQA Cycle 6 Audit Report University of Waikato 2023 FINAL.pdf](#) (pages 9,25,26)

- reviewing all reporting (including TEC’s Learner Success Plan and Disability Action Plans) which include in their scope assessments of pastoral care provision and/or Code compliance and identify opportunities for more effective use of report findings as standardised benchmarks of Code compliance against all relevant outcomes and process obligations, and
- noting the previous recommendation made as part of the UNZ Verification Summary of Documentation Supporting Code Outcomes 8 to 12 (additional wellbeing and safety practices for tertiary providers enrolling international learners):

“It is unlikely that repeating compliance verifications of administrative systems (application, enrolment, accommodation placement), pastoral care roles (student services and support staff) and resources (website content, university publications, orientation programmes) will reveal anything beyond what has already been evidenced: a high standard of compliant pastoral care provision....Instead CUSPaC should consider the utility of undertaking risk assessments to verify the efficacy and robustness of universities pastoral care systems, and identify the risk indicators, evidence, and reporting requirements needed to inform a risk assessment approach to Code monitoring and verification.”<sup>25</sup>

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<sup>25</sup> See for example, TEQSA’s model: [Risk assessment cycle | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](https://www.teqsa.gov.au/risk-assessment-cycle)