

Summary of Compliance with the Tertiary and International Code of Practice 2021 (the Code) Reported by Universities for the 2023 Attestation Reporting Period

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

Introduction

In July 2024, all universities submitted annual attestations to UNZ for review summarising compliance and enhancement activities for the 2023 reporting period (January to December). Attestation reporting has verified that all universities:

- Applied CUSPaC's agreed 2023 attestation reporting protocols.
- Signed-off attestations via University Councils and/or Audit and Risk committees, and evidenced student input and/or endorsement of attestation findings via consultation with students' associations and their affiliated bodies.
- Included in their attestations a summary of progress in closing out compliance gaps identified in prior reports submitted to CUSPaC in 2021.
- Provided published summaries of formal complaints and critical incidents data on their respective websites (see section C for report links).
- Provided summaries of pastoral care system enhancements and good practice initiatives embedded following, or in addition to, work undertaken to address any residual Code compliance gaps reported in 2021.

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 February 2025.

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

- a. Key findings and recommendations** – outcomes and recommendations from the 2023 attestation reporting cycle.
- b. Complaints and critical incidents reporting** – verification of complaints and critical incidents data published by universities for the 2023 reporting period.
- c. Strategic enhancements** – summaries of strategic enhancements to organisational structures and systems reported by universities demonstrating 'whole of provider' approaches to pastoral care provision.
- d. Good practice** – summaries of pastoral care initiatives reported by universities demonstrating good practice approaches to ensuring students are safe and well.
- e. Summary** – recommendations to inform and improve future Code monitoring and verification processes, and reporting objectives.

a. Key findings

1. Universities attestation reports adhered to all reporting requirements agreed at CUSPaC for the 2023 reporting cycle and clearly evidenced:
 - consultation with student associations and other student groups, and appropriate sign-off via University Councils and/or Senior Leadership Teams,
 - endorsement of attestation findings by students' associations, and student associations supporting their universities' approach to pastoral care system enhancement,
 - incorporating recommendations provided by students' associations; these included improving student awareness of complaints policies and processes, improving postgraduate student representation in university governance processes, and improving support for postgraduate students (see appendix A for all feedback).
2. Universities attestation reports complied with all complaints and critical incidents reporting and publication obligations set out under Code outcome one, process four, and Code outcome two, and indicated that:
 - overall numbers of formal complaints are very low, averaging just one complaint per 519 students (0.19% of the overall student body),
 - most formal complaints received by universities related to academic processes or outcomes, and/or various aspects of general service provision (for example, accommodation-related complaints),
 - some universities received formal complaints related to alleged bullying, harassment, and discrimination by students,
 - some universities received formal complaints relating to staff conduct,
 - universities typically manage a small number of critical incidents relating to on-campus and off-campus student deaths, students identified as at risk of harming themselves or others, and on-campus sexual harm disclosures
3. Overall, attestation reporting 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.
4. Recommendations to CUSPaC informed by the 2023 attestation reporting cycle include:
 - i. Assess current attestation reporting protocols to determine if they are appropriate for a two-year attestation reporting cycle.
 - ii. Assess the scope and focus of verification proposed in the 2024 Self-Review Process to ensure verification activities scheduled for 2025 avoid duplicating the findings of previous quality assurance assessments.
 - iii. Determine whether collective analysis of student engagement and service contact data collated by universities to track, develop and enhance pastoral care performance could usefully inform future UNZ Code delegation reporting agreed with NZQA.

b. Complaints and critical incidents reporting

A key component of the agreed 2023 attestation process required universities to include in their attestation formal complaints and critical incidents data for the 2023 reporting period, 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).¹

As per this requirement, 2023 attestation reporting verified that:

- *Complaints and critical incident processes:* in response to the Code all universities are developing and enhancing established complaints and critical incident reporting, response and data capture protocols. The scope of this work has included universities' reviewing and updating their current complaints policies and procedures, creating centralised, single point of entry complaints processes to simplify reporting processes for students and improve pan-university data capture, 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.
- *Complaints data:* summaries of universities' 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. Reporting on complaints and critical incidents highlighted that:
 - overall numbers of formal complaints are very low, averaging just one complaint per 519 students (0.19% of the overall student body),
 - for all universities, most formal complaints received related to academic processes or outcomes, and/or various aspects of general service provision (for example, accommodation-related complaints),
 - some universities received formal complaints related to alleged bullying, harassment, and discrimination by students,
 - some universities received formal complaints relating to staff conduct,
 - all universities evidenced having robust complaints data tracking protocols to monitor each stage of the complaint response process, from receiving the complaint to the point of closure,
 - absolute numbers of complaints do not provide much or any indication of whether there are systemic issues at a particular university due to variations in complaints policies and processes between universities, resulting in differences in the total number of complaints recorded and categorisation of complaint types. For example, most universities prefer to resolve problems or concerns quickly and informally - some will record these, and others will not. Far more important than the total number of complaints logged by each university is whether complaints are indicative of unresolved ongoing problems. There were none identified in the reporting provided.

¹ 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

- *Critical incidents data*: each university reported managing a small number of critical incidents (>5 per incident type) relating to on-campus and off-campus student deaths, students identified as at risk of harming themselves or others, and on-campus sexual harm disclosures, noting that at some universities sexual harm disclosures were included as a subcategory within complaints data
- *Publication*: all universities have published their complaints and critical incidents reports on their respective websites:

University	Link to Report
University of Auckland	2023 Annual Student Complaints Report.pdf
AUT	Student-Complaints-Annual-Report-2023.pdf
University of Waikato	2023-UoW-Student-Complaints-Report.pdf
Massey University	2024 Code report v2
VUW	FORMAL-COMPLAINTS-2023-OVERVIEW.pdf
University of Canterbury	Memorandum
Lincoln University	Behaviour and Codes :: Lincoln University
University of Otago	Otago-Pastoral-Care-Code-Attestation-2023.pdf

c. Strategic enhancements

The 2023 attestation reporting cycle highlighted that since undertaking institutional assessments of Code compliance in 2021 universities have responded by developing and embedding a range of new strategic frameworks supported by new leadership and governance arrangements to prioritise, and give effect to, the Code. Examples included:

Auckland University of Technology (AUT)

Finalised in 2023, AUT's Ki Uta Ki Tai Student Success Plan operates in concert with Te Aronui, the university's Te Tiriti o Waitangi Framework, and incorporates strategic oversight of the university's Disability Action Plan. Ki Uta Ki Tai, is managed by a steering group comprised of executive staff and chaired by the Deputy Vice-Chancellor, Academic. Ki Uta Ki Tai has five areas of focus that align with the strategic imperatives of the Disability Action Plan and Te Aronui framework: executive leadership; responding to Te Tiriti; building cultural capability; transition to university; a whole-university service model; and integrated, targeted academic support.

Massey University

Approved by the Senior Leadership Team in April 2023, Massey University's Student Wellbeing and Safety Framework (SWSF) underpins the university's to 'whole of provider' approach to pastoral care and Code compliant service provision. The framework incorporates the following key elements:

- *Whole-of-Community Approach*: the framework adopts a holistic perspective, emphasizing the well-being, safety, and inclusion of the entire university community.
- *Te Whare Tapa Whā*: inspired by Sir Mason Durie's Te Whare Tapa Whā model, which addresses four dimensions of well-being: physical, mental, social, and spiritual.
- *Individual and Organizational Wellbeing*: 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.
- *Mana-Enhancing Practice Orientations*: in response to the importance of student voice, the framework emphasizes practices that empower students during vulnerable times and uphold students' mana while being supported.

- *Alignment with Strategy 2022-2027*: the framework directly links to Massey's strategic aspirations, including Pou Ako (learning and teaching), Hono (connections), and Pou Tangata (people). It also leverages Pou Rangahau (research) to inform its ongoing refinement.
- *Collaboration and Implementation*: the framework connects to a range of areas across the organization in the support of our students. Collaboration with students, staff, and wider groups is critical to supporting the continued development and implementation of safety and wellbeing practices

Victoria University of Wellington

In October 2023 Victoria University of Wellington established a new role of Tumu Whakauru—Deputy Vice-Chancellor, Students in the University's Te Hiwa—Senior Leadership Team (Te Hiwa). A Student Experience Committee was also established, co-convened by the Assistant Vice Chancellor, Mātauranga Māori, Assistant Vice-Chancellor, Pasifika, and Tumu Whakauru— DVC, Students. The Committee advises on, and monitors progress related to the Code, in concert with implementation of the university's Learner Success Plan, Disability Inclusion Action Plan (Te Ara Taupuhipuhi), Student Wellbeing Outcomes Framework (Ki te rā), and the Student Engagement Framework (Ngā Kiwai o te Kete). Along with members from student representative groups, Directors, and Associate Deans (Students), the committee meets every two months and provides update report on the Code to the University's Audit and Risk Committee.

University of Otago

In December 2023 the University of Otago's council approved Te Rautaki Ararau, a new Equity and Diversity Strategic Framework and Action Plan which aim to promote 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.

d. Good practice

Attestation reporting for the 2023 reporting cycle evidenced significant university investment in pastoral care provision informed by reflexive consultation with student communities to ensure 'learner voice' intersects the development of services supporting student health, wellbeing and safety. The sum of these efforts indicated that universities are continuing to improve and enhance pastoral care systems in ways that again, move well beyond simply satisfying a base-line compliance requirement. Examples of good practice highlighted by universities for the 2023 reporting period included:

University of Auckland

The University of Auckland has continued to progress a range of pan-university pastoral care system enhancements as part of its overarching Pastoral Care Code of Practice Programme (PCCP). The PCCP was established to identify and address potential Code compliance gaps and to provide a strategic

framework supporting the completion of several key pastoral care enhancement projects. These projects include:

- *Introducing holistic wellbeing and preparedness assessments for all new students* – conducting wellbeing and preparedness assessments to identify and determine students' support needs at the outset of the student journey. Assessments are released upon enrolment and provide each student with an individual assessment based on the information they provide. In situations where students disclose risk factors students receive tailored support plans and personalised follow-up calls from the Campus Care team.
- *The Student Engagement Community of Practice (COP)* – the COP ensure that support and engagement services are of the highest standard, are relevant, consistently applied, and successfully operationalised across the university. The COP membership is comprised of student support and engagement representatives from faculties and service divisions, and actively incorporates student voice through the shared evaluation of student feedback reports and by connecting to broader student representation and consultation processes.
- *Student Voice Framework* – the Student Voice Framework is lead 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. See: [Student Voice Policy and Guidelines - The University of Auckland](#)
- *Developing an online training module for non-support staff* – the new module provides an overview of challenges students typically navigate, the support services available to them, and the referral pathways to elevate concerns to specialist support services. The module's development has been led by UoA in consultation with AUT, Massey University, and Victoria University of Wellington.
- *Common case management software across all university pastoral care support teams, including faculties and service divisions* – the implementation of Simplicity Advocate – a university-wide case management system providing a holistic overview of student interactions with the university has facilitated coordinated and individualised approaches to working with students. It also allows for streamlined reporting and improved access to complaints data.
- *Student Equity* – the university'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](#)

Auckland University of Technology

Auckland University of Technology outlined 51 pastoral care enhancement activities progressed during the 2023 reporting period, examples of which included:

- *Accessibility and inclusivity in education* – 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.
- *Communications Advisory Group* – the Communications and Advisory Group was established to coordinate all student communication channels intersecting key university processes throughout the student experience journey, and to develop and clarify all policies, processes and supporting guidelines for student communication practices.
- *Supporting Māori student success* – the implementation of Whakea Pou Māori, AUT's iwi Māori focussed support services led by the Pou Āwhina has established a culturally competent, trained and qualified team of practitioners dedicated to supporting Māori student success across all points of the social, cultural and academic student experience journey.
- *Emergency financial assistance* – the introduction of new emergency financial assistance resources for students has included food assistance for students provided by vouchers students can upload into their AUT digital wallet for use at any campus café. This service is provided alongside access to emergency grocery items stocked in student service hubs.
- *Supporting offshore international students* – the university is developing a best practice guide to provide a standardised approach to supporting offshore international students who disclose health and wellbeing needs.
- *Communicating Consent e-Learning module* – the university has developed a communicating consent e-learning module designed in collaboration with AUT's Student Association, and staff from Disability Student Support, Rainbow, Counselling and Mental Health, Student Liaison, Student Liaison and Health Coaches. Supporting policies and procedures are also being developed to ensure there are appropriate and effective responses to students' experiences of sexual harm and/or bullying.
- *Student Services and Administration Foundation Training Matrix (SSA)* – the SSA Foundation Training Matrix ensures that all student services and administration staff participate in appropriate training which aligns with their roles and key pastoral care responsibilities, including mandatory Code training.

University of Waikato

The University of Waikato reported completing several key pastoral care projects for the 2023 reporting period. These included:

- *The Te Aurei Professional Development Pilot Programme* – Te Aurei is a new professional development programme for staff which aims to provide training and resources to designed to improve understanding and application of Te Tiriti o Waitangi, as well as instilling broader cultural competency in the context of staff roles and responsibilities.
- *UW's Sexual Violence Policy and Supporting Procedures* – the university has now finalised and published its standalone Sexual Violence Policy and supporting procedures. See: [Sexual Violence Policy :: University of Waikato](#)
- *Online Complaints Process* – an online complaints portal has been incorporated in the MyWaikato Student Portal. The new process provides students with a secure, confidential

and streamlined means of elevating complaints to appropriate staff members for resolution. Response times are recorded and monitored, and automated requests for student feedback on the complaints process are also included.

- *Disability Action Plan* – the university’s Disability Action Plan has been completed and is critical to the university’s commitment to continuously improving disabled students’ participation in all aspects of the student learning journey.

Massey University

As part of its work to embed and refine its Wellbeing and Safety Framework (SWSF), Massey University is progressing a programme of ‘whole of provider’ pastoral care system revisions and enhancements, including:

- *Practitioner groups* – a range of practitioner groups worked together to gain shared understandings of different naming conventions within response models, to implement improved approaches to sharing information across teams, to better understand what mana enhancing means in practice, and to agree on how to manage situations when the complexity of the situation is beyond what might be reasonably expected of a university.
- *Being authentic to Te Whare Tapa Whā* – the underpinning values of mana-enhancing, holistic practices, the use of Te Whare Tapa Whā and matauranga Māori have supported shared pan-university understandings of the SWSF, and that staff are aware of the interconnected dimensions of Hauora. This has facilitated improvements in requesting and sharing information provided by prospective students and their whānau in health, neurodivergence, and disabilities disclosures when completing admission and enrolment processes.
- *Student Voice and Partnership* – robust student voice contributions continue to be provided via surveys, through elected representatives, in focus groups, during workshops and by expert advisory groups (for example, the Student Services Fee Advisory Group). Commitments to meaningfully incorporating student voice have been further 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.
- *Embedding Student Wellbeing and Safety Response Practices* – this programme of work has ensured students receive holistic, wrap-around support from a range teams across the university, and that students, whānau, wellbeing professions and other key stakeholders have input into students’ support requirements. To respond to emerging health and wellbeing risks case conferencing and consultation processes inform appropriated tailored support for each student’s needs.

Victoria University of Wellington

Victoria University of Wellington’s Student Services annual reporting cycle summarised a broad range of pastoral care good practice initiatives and areas of pastoral care focus and enhancement progressing across the university. The annual reporting cycle requires each student service to evaluate its purpose, function, and serviced delivery objectives, as well as its student engagement activities, partnership with tauira Māori, application of Te Tiriti o Waitangi, and completed or planned enhancement activities. Reporting identified pastoral care enhancements across four key pillars of service provision, engagement and community building, responsive approaches to local events and student support, Hauora, and inclusive communities. Examples included the following:

- *Engagement and community building* – student engagement and community building activities across the university included a Rongoā (Māori Medicine) Workshop, Pasifika week, (which included a Pasifika market, Pasifika careers expo, Pasifika exhibition and cultural night), and Student Success Managers connecting with Heads of Halls to track students not engaging with their course work or responding to assigned Student Success Advisors.
- *Responsive approaches to local events and student support* – the university responded to cost-of-living impacts through the provision of winter energy payments to 576 students in need, the organisation of winter clothing drives, the provision of free formal clothing to graduating students, and hardship grants provided to 94 students impacted by the devastation caused by Cyclone Gabrielle.
- *Hauora* – the university’s Well360 programme which aims to help students experiencing low mood and depression saw increases in rates of student participation, from 55% in 2022 to 71% in 2023, and Mauri Ora Counselling trailed and implemented a new process to better assess the needs and triage the urgency of students booking initial counselling appointments in order to better direct students to appropriate services, which include same day, the Health Improvement Practitioner, or group intervention.
- *Inclusive communities* – the university 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. Disability Services (Te Amaru) recalibrated its academic inclusion services available for disabled students including how they are promoted, to ensure services are scalable, sustainable and accessible. This work also included improving the sharing of key information about the impact of a student’s disability on their participation and learning and how staff can support their engagement and success.

University of Canterbury

The University of Canterbury reported on several best practice initiatives giving effect to the Code and supporting the holistic success of the university’s student population, examples of which included:

- *Mental Health First Aid* – to help address the prevalence of mental health vulnerabilities reported by students the university 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.
- *Wellbeing Navigator Programme* – the Wellbeing Navigator Programme is a peer support and referral initiative targeting improved outcomes for students experiencing mild to moderate mental health challenges. The programme’s primary activities include events for students experiencing social disconnection, bespoke wellbeing focussed events and workshops, and focussed peer support interventions and service referrals.
- *Drug Checking Clinics* – working in collaboration with UCSA, the university implemented regular drug-checking clinics for students to prevent drug-related harm. The university and UCSA purchased drug-checking equipment and contracted ‘Know Your Stuff’, a licenced drug-checking provider to provide clinical services run on-campus to facilitate easy access and

communicate to students that drug-checking services are legal, professionally managed, and that students are encouraged by the university to use them².

- *Takere Programme* – introduced in 2023, the Takere programme provides Māori and Pasifika students with the skills and confidence to successfully navigate the university as they transition into an academic learning environment, while also facilitating social connectedness with other programme participants. The programme’s content focusses on academic skill development, connecting participants to UC support networks, and cohort building through whanaungatanga and cultural identity workshops and activities
- *Peer Assisted Learning Support Programme (PALS)* – PALS utilises high-achieving senior students to lead study sessions and provide a supportive, collaborative learning environment. In 2023 the university extended the availability of PALS across a greater range of courses, notably those with strong literacy and numeracy requirements, where success is predictive of graduation outcomes. PALS also provides a mechanism to collate feedback on courses from student participants and relay this to course coordinators to inform and drive course improvements.

Lincoln University

Lincoln University successfully implemented a number of pastoral care enhancements improving academic support, and health and wellbeing support provided to Lincoln’s student communities:

- *Wellbeing group sessions* – the university’s counselling team have progressed the delivery of group counselling sessions to use otherwise limited counselling resources more efficiently and to provide opportunities for students to build relationships with other students through shared experiences of mental health and wellbeing challenges. Group sessions have reduced some of the stigma associated with mental health and wellbeing disclosures and a reluctance to access support and have helped communicate to the wider student community the types of expertise students can access at the university’s health centre.
- *Residential Assistant training and support packs* – 2023 saw a focus on 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.
- *Eid al-Fitr* – 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.
- *Halls pastoral and academic support* – embedding a fulltime academic support role has resulted in expanding academic support provision to students residing in halls and improving students’ course engagement.

² See: [Gearing up: Weekly drug checking for Canterbury University students to prevent harm | RNZ News](#)

University of Otago

The University of Otago reported on four key areas of pastoral care enhancement described as contributing to the unique “Otago Experience” of the university’s student population, and as being critical to both attracting students to the university and ensuring they are retained for the duration of their student journey:

- *Fofoa accommodation programme* – informed by the Samoan concept of fofoa – to nurture and incubate – the Fofoa accommodation programme supports first-year Pasifika students by contributing to accommodation fees in designated student accommodation. A programme of support is also provided by the university’s Pacific Island Centre to foster cultural learning and academic success. Academic progress is tracked throughout the year to ensure that students are achieving at levels which satisfy the programme’s academic requirements. Oversight of the programme is provided by a dedicated programme coordinator and by a senior Pasifika student assigned to fofoa participants’ accommodation to provide academic support and pastoral care in the role of Sub-Warden.
- *Te Whare Tāwharau* – Te Whare Tāwharau is the university’s support and advocacy service tasked with providing support to, and advocacy on behalf of students impacted by sexual violence. The service is unique in blending academic research with expert practitioner-led approaches to sexual harm prevention and response. In addition to on-campus advice and support, Te Whare Tāwharau provide referrals to community service providers and MEDSAC doctors, and help students navigate ACC sensitive claims. They also lead the university’s programme of prevention and education, which includes consent education, peer facilitated training on responding to disclosures, and bystander education.
- *Toitū te Taiao Sustainability at Otago* – a suite of student-led initiatives designed to educate students and enhance sustainability practices on campus, Toitū te Taiao includes Tētēkura – a programme empowering students to give effect to their sustainability passions by leading green-focussed initiatives improving sustainability outcomes, and sustainability neighbourhoods, a project which provides housing to international student residents who are part of a sustainable community. Residents are supported through meetings with sustainability experts, to cultivate their own food, to compost, recycle, and be energy efficient. Sustainable neighbourhoods also function as ‘living labs’, where residents participate in research on experiences of student flatting and sustainable living.
- *Hauora Connectors and College Programme* – funding from Te Whatu Ora for post-covid tertiary wellbeing initiatives allowed for the appointment of two Hauora Connectors based in the Pacific Island Centre and Te Huka Mātauraka, who utilise their expertise in social services and cultural interventions to support the mental health and wellbeing of Māori and Pasifika students and better connect them to culturally appropriate resources. It also allowed for the appointment of a fulltime Coordinator working from Te Huka Mātauraka who liaises with staff at the university’s 14 residential colleges to promote awareness of and facilitate access to services for taurira Māori.

e. Summary

The 2023 attestation reporting cycle evidenced that processes for attestation reporting are now well established in universities, and actively include consultation with student associations to verify findings and provide opportunities to incorporate student feedback. Attestation reporting also reiterated the findings of 2022 attestations and other compliance assessments completed during the 2023 reporting period (including AQA Cycle Six Audits, the UNZ Accommodation

Verification Report and UNZ International Documentation Report), that as part of their standard operating procedures universities are developing and progressing institution-wide programmes of work to enhance their pastoral care systems. As the examples included here demonstrate, this work includes a comprehensive array of strategy, policy, process, and service provision enhancements targeting student hardship, sexual harm prevention and response, drug-use harm reduction, institutional barriers to academic participation, students' mental health and wellbeing, racism and other lived experiences impacting students.

Recommendations informed by the 2023 attestation reporting cycle include:

- i. Given impending UNZ Code delegation amendments and the possibility of shifting to an attestation reporting cycle completed once every two years the proposed CUSPaC Short-Life Working Group should assess current attestation reporting protocols to determine if they are appropriate for a two-year attestation reporting cycle.
- ii. Universities cited in their attestation reporting AQA Cycle Six Audit findings, which indicated that universities evidenced a high compliance standard against Code outcomes one to four.³ The proposed CUSPaC Short-Life Working Group should also consider assessing the scope and focus of verification proposed in the 2024 Self-Review Process to ensure verification activities scheduled for 2025 avoid duplicating the findings of previous quality assurance assessments.
- iii. As noted in the 2022 Attestation Summary Report universities are using a range of similar applications and approaches to analyse student engagement and service contact data, such as Analytics for Course Engagement (ACE), Dynamics 365, Simplicity, and StarRez. Collective analysis of common data sets used by universities to track, develop and enhance pastoral care performance is recommended to inform future UNZ Code delegation reporting agreed with NZQA.

³ For example, AQA's Cycle Six Audit Reports commended:

- University of Auckland for its integrated and enhancement-oriented approach to the Education (Pastoral Care of Tertiary and international Learners) Code of Practice,
- Lincoln University's 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
- University of Otago's robust and comprehensive pastoral care network, and...strong staff commitment to a student-centric and relational approach to supporting the wellbeing of different cohorts of students.

Appendix A. Verification of Attestation Sign-off by Students Associations

The University of Auckland

Declaration

This document has been developed according to the guidelines issued via Universities New Zealand's Committee on University Student Pastoral Care (CUSPaC).

It addresses the gaps in pastoral care practice which were identified in the University's Gap Analysis conducted in 2021 and the University's Attestation in 2022 and provides an update on pastoral care initiatives that have been implemented or are in progress, including those noted in the 2022 and 2024 Verification reports.

In accordance with the Code, the University has sought comment from a broad range of students and stakeholders on the following Attestation, to validate the continued efforts of the university to maintain its commitment to meeting the requirements of the Pastoral Care Code of Practice.

Members of the Student Consultative Group, comprising 24 student leaders representing 15 student associations, were invited to review and provide feedback on this Attestation report during April 2024. The student leaders invited to comment included representatives of Māori and Pasifika student groups, students with disabilities, students from equity groups, international students, and postgraduate students.

Members of the Student Engagement and Support Community of Practice, encompassing senior managers across service divisions and faculties, have been given an opportunity to contribute to this document.

This report has been signed out to CUSPaC via the University of Auckland's Council, via its meeting on June 12, 2024.

Auckland University of Technology

AUTSA attestation form



Auckland University of Technology Student Association (AUTSA)

Auckland University of Technology Student Association had the opportunity to comment and provide input in the preparation of the AUT Annual Attestation 2023 for the Pastoral Care of Tertiary and International Learners Code of Practice.

Signed: *Alicia*

Alicia Lemmer, AUTSA President

Date: 17 April 2024

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Statement of confirmation.

The Waikato Students' Union (WSU) reviewed and provided input into the University of Waikato 2023 Attestation for The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 document.

Signed:

A handwritten signature in black ink, appearing to read "David West", is written over a circular stamp. The stamp is partially visible and contains some illegible text.

David West
WSU General Manager

Date: 20th June 2024

Victoria University of Wellington

The following input has been written by the 2024 Victoria University of Wellington Student Association (VUWSA) President:

VUWSA – Te Aka Tauira commends the progress made by the University in aligning with the Pastoral Care Code requirements. We have actively collaborated with the University on initiatives like winter clothing drives to enhance pastoral care and student wellbeing. Our advocacy for universal lecture recordings, which has been ongoing for several years, resulted in the successful implementation of this policy in 2023, significantly improving educational access and breaking down learning barriers for students. This has been especially important due to the cost-of-living crisis, which has meant many students have had to undertake significant paid work hours alongside their study, often preventing them from attending all their lectures in person at the scheduled time.

While we appreciate the introduction of a complaints process, we note the need for improved communication to students about its existence and procedures. We advocate for more education and awareness campaigns regarding complaint submission. Currently, students do not have a high awareness of the policy or process, which means they are unlikely to use it if an issue arises.

We are excited to see the introduction of self-guided training courses for staff like 'Creating a Culture of Care'. We encourage all staff to engage with these modules. We hope to see these courses integrated into job descriptions and promotion pathways to ensure widespread participation. Furthermore, we emphasize the importance of pastoral care training for staff involved in work-integrated learning, including recognition, response, and referral protocols.

Lastly, we express concern about the lack of postgraduate student representation following the PGSA's challenges in 2023, and no nominations for a student president in 2024. This gap may hinder meeting postgraduate student needs by a student representative group; we believe it necessitates efforts from the University and VUWSA to support student leadership, especially representative and equity groups, more effectively.

Comments from our current Pasifika Students' Council President are as follows:

Pasifika Student Council was consulted on the Pasifika Strategy and Operational Plan (PSOP) 2025 and is pleased with the progress made. They eagerly anticipate continued collaboration in this area. The Pasifika Student Council has consistently advocated for Pasifika support staff at Mauri Ora. They have actively partnered with Mauri Ora and VUWSA to promote these services to students, receiving positive feedback. Encouraging student access to these services will address equity concerns and support proactive management of health and wellbeing. The Pasifika Student Council has played a crucial role in organising Pasifika week and orientation. They recognise the importance of both staff and student-led efforts in promoting these events and appreciate the importance of a collaborative nature to create the best possible experience for students in these endeavours.



UNIVERSITY *of* CANTERBURY
**STUDENTS'
ASSOCIATION**
Ākonga tū, ākonga ora

University of Canterbury Students' Association (UCSA)

The UCSA had the opportunity to comment and provide input on the UC Annual Attestation 2023 for the Pastoral Care of Tertiary and International Learners Code of Practice.

Signed:

Luc MacKay

Date: 6th June 2024

Lincoln University

Jointly from Te Awhioraki and LUSA

The role Residential Assistants play in supporting accommodation students can't be understated, it is a demanding role for students who are still having to study. What has been implemented by the university thus far is great, but further consideration should be given on supporting these students in a demanding role, where they are working, living, and studying all in one location.

The ability for early detection of students who may require extra support will have a huge impact and the student associations are looking forward to its implementation.

With 49% of our total student population being postgraduates, tailored support is needed for this cohort. The work the Director of Postgraduate Research and office have been doing in becoming more actively involved in supporting research students is having impact, however, taught postgraduate students also require support that might not be best fitted from the current support services.

Similarly, day students or un-cohorted students can fall through the cracks as they have fewer support networks than compared to accommodation students or sports scholars. The inclusion of a day student on the Student Experience Board is a step in the right direction and shows that the university is aware of these students and the unique challenges they can potentially face.

With a growing population of postgraduate students on campus, many are required to seek insight from iwi, work with them and more. To ensure students make connections early and are not burdened by working alongside iwi and mana whenua, there could be more support implemented to help postgrads connect. The current support services in this area are extremely limited and can be very challenging for students adding extra pressure to their studies.

Both Te Poari Wheako (Student Experience Board) and Manaaki Tauiira are extremely beneficial to ensure students voice their concerns before bigger issues arise.

University of Otago

Student Leaders' Responses

The report was shared with the following student groups, with a call for feedback:

- Otago University Students' Association (OUSA);
- Te Rōpū Māori;
- Otago University Pacific Islands Students' Association (UOPIISA);
- Otago Disabled Students' Association;
- Otago International Students' Association (OISA);
- Postgraduate Students of Otago Christchurch (PSOC); and
- Otago Postgraduate Association Wellington (OPAW).

Most associations provided comment. Some minor edits were suggested and were accepted in all cases, with the exception of a query about the inclusion of usage statistics for the showcased items in Part Four (OUSA Postgraduate Rep). In discussion with the Postgraduate Rep we agreed usage statistics would be most appropriate in the upcoming self-review, which includes a section on 'Evaluating the effectiveness of our support services'. The OUSA President posed two questions and they were responded to (answers in square brackets below).

OUSA President

"That looks great to me! You've done a great deal of work and it is very appreciated. A couple of questions, maybe more out of my own personal interest than anything -

For the student support hub if students are feeling potentially ashamed and wouldn't want to talk to their peers? *[Students can speak with peer support or with Hub manager, a professional clinician]*

Would the student accommodation complaints extend to uniflats? *[Yes, Uniflats included as student accommodation in relation to complaints]*

Looks great thought. I appreciate the highlights and good practice examples at the end showing all the great work that has already been done."

OUSA International Student Representative

"I've had a read through of the draft, and I think it looks fantastic!

Just a couple of things I caught was that this table for Critical Incidents was formatted strangely (though that might have been an issue on my end!) and that in the Sustainability Office's section it's mentioned "to help the country achieve the target of Net Carbon Zero 2030", but the net zero goal for 2030 is a goal for the university, with the national one being by 2050.

But other than that, it was a very informative and comprehensive read :)

And I'm really looking forward to seeing the student support hub in action!!"

OUSA Postgraduate Student Representative

"Thank you very much for all your work that has been put into this document. I appreciate how detailed your review has been of all the actions that have been made thus far and the key services there are available on campus for our students. My only comment is, personally, I would love to see a summary table of stats at the end of part 4 to gauge the number of students engaging with the services provided and therefore the true success and steady improvement of UO compliance with pastoral care over the next few years. It will just help summarize section 4 more clearly for me. Overall, I think this attestation looks great and you should be happy with it!"

[In response to including statistics in the upcoming self-review:] "Yes! This approach sounds great."

UOPISA

"For the draft, I am very happy with it! I have no further comments or anything and I think it was well written :)"

OISA

"Thank you for your work in preparing this document. I have taken some time to have read through the contents of it.

Thank you for acknowledging that there are indeed some gaps that remain open, and some that have narrowed. I personally believe that generally, we'll have to close all the gaps and be ready to face the new gaps that may arise in the near future.

At this juncture, I'm happy for this contents to be submitted and have no further matter to add on in this regard, in relation to the draft.

I look forward to working with you in the subsequent work which you'll be engaging OISA in. Thank you, once again, for inviting us to participate in Student Pastoral Care management in relation to international students. It's our ethos and in our DNA to be advocating for international students.

So, please never hesitate if you require any assistance from our side."

PSOC

"I have read the draft and have no further feedback."

OPAW

"I did read the document and thought all the information in the document was presented excellently, and as such didn't have any feedback! 😊"