

**Pastoral Care of Tertiary and International
Learners Code of Practice 2021
Ngā Tikanga Mahi Mātauranga
(Te Manaaki i Ngā Ākonga Mātauranga
Matua me Ērā o Tāwāhi) 2021**

Auckland University of Technology (AUT)
Te Wānanga Aronui o Tāmaki Makau Rau

2024 Self-review Report Outcomes 1-4

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Executive summary

All universities are to complete a self-review report providing a high level, quality-focused narrative pastoral care system summary assessment report that is structured to provide an overall 'whole of system' assessment against Code Outcomes 1 to 4. The outcomes are Outcome 1 A learner wellbeing and safety system; Outcome 2 Learner voice; Outcome 3 Safe, inclusive supportive and accessible physical and digital learning environments; and Outcome 4 Learners are safe and well. The self-review report is to meet the Code monitoring and verification requirements as agreed with Universities New Zealand (UNZ) and New Zealand Qualifications Authority (NZQA) to demonstrate compliance with the Pastoral Care of Tertiary and International Learners Code of Practice 2021 (the Code) - *Outcomes 1 to 4*. This report provides a comprehensive self-review of AUT's pastoral care system, endorsed by AUT Executives and is due to UNZ by 1 November 2024, with site visits facilitated by UNZ scheduled for 2025.

AUT is committed to the wellbeing and safety of its learners, including those in student accommodation. Pastoral care is delivered primarily through the Students Services and Administration (SSA) division, in collaboration with various offices including the Office of Māori Advancement, Office of Pacific Advancement, and faculties. The Support to Study Code (STS Code), is used when a student appears unable to unwilling to manage their health and wellbeing, or their behavior is of such concern that the University has cause to intervene.

The UniCare model, within SSA enacts the STS Code and staff within the Student Hub act as Kaiārahi, guiding students on their wellbeing journey by monitoring, connecting them to internal and external support, and managing support plans.

Significant services include mental health support through AUT counselling and connections to external specialists. The SSA also addresses incidents of harm, harassment, and violence, and supports students' transition to employment through the careers and employability team.

The Ki Uta Ki Tai Student Success Plan and the Te Aronui initiative underscore AUT's commitment to a holistic support system and Te Tiriti o Waitangi. AUT's partnership with the AUT Student Association (AUTSA) ensures student representation and feedback are taken into consideration, although further efforts are needed to close the feedback loop.

In 2023, all universities conducted the accommodation audit as required by the Code. The audit confirmed that AUT was compliant with the wellbeing and safety standards, with one recommended action still in progress.

The 2023 Attestation Report verified the completion of enhancements identified in 2021, showcasing good practices and ongoing improvements.

Additionally, the AUT 2024 Academic Audit Self-review Portfolio highlights AUT's extensive pastoral care services, strong partnership with AUTSA and student leaders, with future work focusing on improving actionable insights from student surveys and feedback mechanisms.

List of key terms and acronyms

ASV	Akoranga Student Village – On-campus student accommodation
AUT	Auckland University of Technology
AUTSA	AUT Student Association
BAU	Business As Usual
Canvas	AUT Student Learning platform
CFAC	AUT Council Finance and Audit Committee
CUSPaC	Committee on University Student Pastoral Care
Dynamics 365	Microsoft Dynamics 365 Service– AUT Student Relationship Management System
EFTS	Equivalent Full Time Student
Kaitiakitanga (a key principle within Te Aronui)	Guardianship. Derived from the verb ‘tiaki’ (protect, care, look after), kaitiakitanga describes the enactment of protecting all taonga A Kaitiakitanga approach actively protects the natural environment. It recognises and supports both the rights of Māori to retain, develop and actively protect Māori culture, activities and interests, and that they are critical to exercising whanaungatanga and manaakitanga
Learner	Means a domestic or international taiura or student. (The terms learner and student are used interchangeably.)
Manaakitanga (a key principle within Te Aronui)	Mana Enhancing. Derived from the noun ‘mana’ (prestige, pride, standing), manaakitanga describes the process of uplifting the mana of everyone by showing care and respect. A Manaakitanga approach recognises everyone at AUT are at different stages of their Tiriti journey and that that’s okay. It acknowledges the mana of all our people at AUT and through the expression of care for one another, generosity, and mutual respect we uplift the status of everyone.
NZQA	New Zealand Qualifications Authority
RUOK	AUT “Are You Okay?” student wellbeing programme
SRC	Student Representative Council
SSA	Te Ara Whāriki AUT Student Services and Administration division
StarRez	Accommodation resident housing software
STS Code	AUT Support to Study Code: Health, Wellbeing and Fitness to Study
Tuaira	Māori learners
The Code	Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021
TUIA	AUT staff intranet
UES	AUT University Experience Survey
UNZ	Universities New Zealand
Wellbeing and safety	Means having a positive frame of mind, resilience, satisfaction with self, relationships, and experiences and progressing towards learning outcomes sought. It also means being healthy and feeling secure.
Whanaungatanga (a key principle within Te Aronui)	Relationality. Derived from the noun ‘whānau’ (family, kinship, relation) whanaungatanga describes the relational space between people maintained by mutually beneficial exchanges. A Whanaungatanga approach requires both tangata whenua and tangata Tiriti to work alongside each other for mutual benefit. It understands that working together towards a shared vision will better lead to optimal positive outcomes for everyone.
WIL	Work-integrated learning
WSA	Wellesley Student Apartment – On campus student accommodation

Background

Located in multicultural Tāmaki Makaurau Auckland University of Technology - Te Wānanga Aronui o Tāmaki Makau Rau (AUT) became Aotearoa New Zealand's eight university in 2000, having started as Auckland Technical School in 1895. AUT is a modern university ranked in the top 1% of universities in the world providing access to high quality education with a strong focus on applied learning in partnership with external and industry stakeholders. Its learners' profile is distinctive among Aotearoa New Zealand universities, with a comparatively high proportion of learners from low social-economic backgrounds and domestic students from the region. Approximately half of new students are non-school leavers, and the same proportion are first in the family.

After a long period of stability, there has been significant change in senior leadership in the last two years, with a new Vice-Chancellor appointed in 2022, and other senior roles, including the inaugural Deputy Vice-Chancellor Academic. In 2022, a new role of Kaihautū Tiriti was created to provide Tiriti advice to the Vice-Chancellor's Office. The senior Pacific leadership role, Pro-Vice-Chancellor commenced in 2023, replacing the Assistant Vice-Chancellor Pacific.

The new strategy, Te Kete - AUT's strategy to 2030, was approved by AUT's Council in April 2024. The consultation process involved both staff and students. The revised vision is to *enrich lives and create a better world through technology, learning and discovery*¹. The strategy outlines three outcomes (vertical strands): graduates the world needs; knowledge discovery and application with purpose; and partnerships that accelerate impact. Woven through these three vertical strands are seven key strategy areas including committing to the significance of Te Tiriti o Waitangi in Aotearoa New Zealand's history and future and being student-centred. Te Kete commits to a culture that is student-centred, open to change in response to student feedback, cares for students' wellbeing and safety, and provides services and approaches that are holistic and relational.

Te Aronui² (the University's inaugural Tiriti Responsiveness Framework) was approved by AUT's Council in 2023, now provides a University-wide framework for enacting and honouring Te Tiriti. Te Aronui underpins the strategy and core enabling plans, which are vehicles for the achievement of Te Aronui goals: whakaawe (enabling Māori influence); whakaea (realising Māori aspirations); whakamana (equitable outcomes for all); and whakanui (eliminating racism and discrimination). It was informed by consultation with tangata whenua. In parallel with embedding Te Aronui, a process begun in 2024 to establish a Deputy Vice Chancellor Māori.

One of the three core plans under Te Kete and Te Aronui is Ki Uta Ki Tai, the University's Learner Success Plan. Ki Uta Ki Tai identifies six goals to be progressed between 2022 and 2025. Ki Uta Ki Tai affirms AUT's mission through its vision to create an environment where all people with academic potential can flourish.

AUT has three campuses, each of which has a distinct character, reflective of its environment, programmes and student population. In addition, AUT's Sports Performance Research Institute New Zealand (SPRINTZ) and the Human Potential Centre and their associated clinics are located AUT Millenium, a community and high-performance sport facility on the North Shore. AUT's Centre for Refugee Education provides an on-arrival six-week education programme for refugees who come to Aotearoa New Zealand each year. Additionally, programmes are delivered in collaboration with partners in Whangarei, Rotorua, Nelson and Christchurch.

¹ https://www.aut.ac.nz/_data/assets/pdf_file/0010/899056/Te-Kete-strategy-digital-FINAL.pdf

² https://www.aut.ac.nz/_data/assets/pdf_file/0008/802925/Te-Aronui-v7.pdf

On each campus, all enrolled AUT learners can easily access support services via the Student Hub. Student support is also available for high-performance athletes and students from refugee backgrounds or resettled communities.

In addition, the Office of Māori Advancement (OMA) team provides Māori student recruitment, student support, the Māori Students Association (Tītahi ki Tua), communications, events, the marae, and special programmes including Eke Tangaroa (the programme for early career academics of Māori and Pacific ancestry).

For Pacific students, the Office of Pacific Advancement provides programmes and initiatives covering the student and staff experience, impact and engagement, academic research development, and community-based-collaborations and partnerships.

AUT has three student accommodation facilities available to domestic and international students: Wellesley Student Village (WSA), City Campus; Te Āhuru Mayoral Drive, City Campus (managed by UniLodge); and Akoranga Student Village (ASV), North Campus.

Summary of student profile (2023)

As reported in the 2023 Annual Report³, AUT has a student population of 18,724 equivalent full-time students (EFTS), with a total of 28,083 students. About 80% of domestic students are studying for bachelor's degree and graduate programmes. Approximately 45% of international students are studying at postgraduate level, and 52% at bachelor's degree and graduate level.

In 2023, 44.5% of students new to AUT were non-school leavers, a comparatively high proportion compared to most other universities in Aotearoa New Zealand. Additionally, 13.9% of learners came from high deprivation areas, a decrease from the average of around 17% since 2018, likely reflecting the impact of the current challenging economic climate on this cohort.

AUT has identified its priority learner groups as Māori students, Pacific students, students who are Deaf or disabled, and those from traditionally underserved backgrounds, particularly economically and educationally disadvantaged groups. Māori undergraduate EFTS (Equivalent Full-Time Students) have remained relatively stable between 2018 and 2023, while Pacific undergraduate EFTS have increased during the same period. There has also been growth in postgraduate EFTS for both Māori and Pacific students since 2018. The proportion of undergraduate students identifying as Deaf or disabled has increased from 6.2% in 2018 to 10.5% in 2023 and is expected to continue growing.

Context for this self -review including methodology

As part of meeting the Code monitoring and verification requirements as agreed with UNZ and NZQA, all universities are to complete a high level, quality-focused narrative pastoral care system summary assessment report that is structured to provide an overall 'whole of system' assessment against Code Outcomes 1 to 4⁴, as set out below:

- Outcome 1 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.
- Outcome 2 Learner voice- providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.
- Outcome 3 Safe, inclusive supportive and accessible physical and digital learning environments-providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups

³ https://www.aut.ac.nz/_data/assets/pdf_file/0011/897896/Annual-Report-2023-Digital.pdf

⁴ <https://www2.nzqa.govt.nz/assets/Tertiary/The-Code/pastoral-care-code-of-practice-2021-english.pdf>

- Outcome 4 Learners are safe and well- 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.

Evidence on meeting Outcomes 1, 3 and 4 requirements are addressed in sections Integrating the four cornerstones and Student support services. Outcome 2 is addressed in the student partnership model section.

The self-review report will point to performance assessments completed against other Code Outcomes by referencing Code verification reporting submitted to UNZ, including gap analyses, 2022 and 2023 annual attestations, accommodation audit recommendations, and Academic Quality Agency Academic Audit Cycle 6 audit findings.

In addition to the report, all universities submitted a portfolio of all policy, process, handbook, website, application, orientation, survey data, and other documentation evidencing pastoral care systems supporting Code Outcomes 8 to 12 (international students) at the end of January 2024.

Site visits facilitated by UNZ will be completed in 2025. The format of the site visits will be confirmed in December 2024.

AUT Code 2024 self-review process

The Group Director Student Services and Administration has delegated authority to oversee the implementation, monitoring and verification of the Code. This is supported by the Senior Assurance Manager, Code of Practice.

This report includes content sourced directly from the AUT 2024 Academic Audit Cycle 6 Self-review Portfolio 2024 due to crossover of information, in particular GS2 student voices and GS13 student life cycle, support and wellbeing. The Academic Audit Cycle 6 Self-review Portfolio was drafted by the Director of Academic Quality, and we wish to acknowledge that the Self-review Portfolio helped shape the Code self-review report.

Once the Code 2024 self-review draft report was compiled, feedback was sought from AUT Students' Association (AUTSA) Student Representative Council (SRC).

The duration provided the feedback was approximately four weeks. AUTSA President and Advocacy team reviewed the draft on behalf of AUTSA SRC. Their feedback comprising of amendments and suggestions was incorporated into the report.

Following the feedback process, the report was submitted to the AUT Executives for endorsement and AUT Council for noting prior to submission to UNZ by 1st November 2024. The endorsed report will be shared with AUTSA and made available to all AUT staff via the intranet and published on the website.

Integrating the four cornerstones

The implementation of Te Aronui, Ki Uta Ki Tai and other initiatives at AUT demonstrated the University's approach to student success and wellbeing. The Code four cornerstones are:

- *Wellbeing and Safety*—The Code aims to enable learners' academic success through promoting wellbeing and safety.
- *Te Tiriti o Waitangi*—Te Tiriti o Waitangi principles of partnership, protection and participation are inherent to the Code. When implementing any part of the Code, providers must consider the Treaty and these principles and how they can partner with Māori to give effect to the Code.
- *Learner voice*—The Code requires providers to build and maintain strong relationships with diverse learners and other stakeholders to understand and respond effectively to needs.
- *Whole-of-provider approach*—Under a whole-of-provider approach, learner wellbeing and safety outcomes are not the responsibility of one student support team or individual, but are achieved through a strategic, transparent, and responsive organisation-wide system.

Since 2021 the University continues to enhance its pastoral care provision. Alongside Te Aronui, the implementation of Ki Uta Ki Tai focused the University's commitment to a whole-of-university service model to ensure a joined-up approach to student success for all students including those from the priority groups and students with disabilities.

As already mentioned, Ki Uta Ki Tai's vision is to create an environment where all people with academic potential can flourish. It has six goals and is supported by a Steering group led by the Deputy Vice-Chancellor Academic and members from faculties, central divisions and student representatives. In addition, the Student Reference Group, comprising 15-20 current students, was also established. These are paid roles, and members provide learner feedback to the University on relevant strategic matters.

While the shape of Ki Uta Ki Tai is yet to be decided, some inroads towards an integrated approach in the use of its Dynamics 365 to ensure that learner needs are resolved quickly and by the appropriate staff member with the aim that a student only needs to tell their story once. Staff can gain a holistic view of an individual learner'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 a support plan to ensure students can succeed academically. Other initiatives include the introduction of *Village Meets*, which provides social, financial and learning support for first-year students from lower socio-economic backgrounds, and *Uni101* to aid student transition into university. *Uni101* launched in 2021, and covers academic literacy, wellbeing, study management, and other skills, with content reflecting Pacific and Māori knowledge.

Te Aronui strongly reaffirms AUT's commitment to Te Tiriti and success for all learners, with strategic goals to eliminate racism and enhance Māori influence. Te Aronui provides a framework for enacting and honouring Te Tiriti. The Aronui Ora professional development will roll out in 2024 to enhance staff understanding, acquire relevant skills and adopt appropriate behaviours.

Learner's wellbeing remains a priority, with services fostering resilience through various support mechanisms and extracurricular activities. These services are available to all enrolled AUT learners, and they have the option to engage with the services on campus and online. Further focus on the services provided to learners is covered later in this document.

AUT ensures learners have a voice in decision-making through formal partnerships with the AUT Student Association, representation on the University's committees, and surveys. Student feedback has been integral to developing strategic documents and plans such as the new University Strategy, Ki Uta Ki Tai Learner Success Plan, and Te Aronui AUT Te Tiriti framework. Their views were also sought

when preparing for the Academic Audit Cycle 6 Self-review Portfolio, the Disability Action Plan, the Code annual attestation reports, and the Code 2024 self-review narrative report. The AUT's student partnership model is illustrated further in this document.

By aligning initiatives such as Te Aronui and Ki Uta Ki Tai with the four cornerstones of the Code—wellbeing and safety, Te Tiriti o Waitangi, learner voice, and a whole-of-provider approach—AUT demonstrates its commitment to creating an inclusive, supportive, and successful environment for all students.

Student partnership model⁵

Partnership with AUT learners

Evidence of AUT's ongoing commitment to meet Outcome 2 requirements is its dedication to partnering with learners to actively seek and respond to their voices, especially regarding the ongoing improvement of learner wellbeing and safety. The University collaborates closely with AUTSA under a Memorandum of Understanding and a Service Level Agreement (SLA), renegotiated every two years. AUTSA submits quarterly operational reports outlining its activities as part of the monthly Student Services and Administration (SSA) Student Matters reporting which is received by Academic Board.

The Student Representative Council (SRC) is elected annually to oversee AUTSA operations, with faculty representatives on Faculty Boards to express student views. AUTSA, supported by AUT, provides training for SRC members, including workshops on the Education (Pastoral Care of Tertiary and International Learners) Code of Practice. AUTSA manages clubs, spiritual support, advocacy, campus events and student spaces, collaborating with AUT on orientation events since 2015.

Titahi Ki Tua (TKT), the AUT Māori Students Association⁶, offers taura a space for support, cultural practice, and community through kapa haka and mātauranga Māori. Guided by the AUTSA Clubs Code of Conduct, TKT collaborates with OMA to provide feedback on matters affecting taura and receives funding to host weekly dinner and study nights at Ngā Wai o Horotiu marae. Feedback is gathered through various informal channels, and OMA also supports the AUTSA Māori Affairs Officer

The 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. In May 2023, a Titahi Ki Tua representative was added to SAC to represent the Māori student voice, following AUTSA's recommendation.

The Student Reference Group, consisting of current students from diverse cohorts, contributes to improving student support services and success through Ki Uta Ki Tai. Postgraduate student voices are represented by doctoral student representatives on the Graduate Research School's Doctoral Student Advisory Group⁷, which meets bi-monthly to address issues and report update.

Student feedback is collected through annual surveys and course evaluations. (Table 2 AUT Core Student Surveys) Despite established mechanisms, AUT faces the challenge of ensuring feedback is acted upon and communicated back to students. This issue was highlighted in the University's 2021 gap analysis for the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, identifying similar areas for enhancement related to learner voice. Future work will focus on improving the sharing of actionable information from surveys and closing the feedback loop.

During the COVID-19 lockdowns, the strong relationship with AUTSA was crucial as the University and student representatives collaborated on initiatives to support student wellbeing and academic provisions. Daily meetings were held, and a dedicated enquiry channel managed by Student Hub Advisors addressed over 2,000 enquiries from students and third parties.

⁵ The following section is directly sourced from the AUT 2024 Academic Audit Self-review Portfolio GS 2 Student Voices and GS 11 Academic Complaints, Appeals and Grievances.

⁶ TKT is an affiliated club guided by the AUTSA Clubs Code of Conduct

⁷ Doctoral Student Advisory Group

Post-COVID, student feedback from social media and AUT app community chat groups is captured and aggregated into a *Student Voice dashboard*, providing insights into trending topics within the student community. Aggregated reporting of Student Hub enquiries also helps identify opportunities for process and service improvements.

Learner's voice informing continuous improvements

AUTSA collaborates with the University on significant strategic projects. In addition to previously mentioned initiatives, examples of other projects that took a partnership approach with students to improve service provisions or student experience include:

- Following feedback from the AUT Counselling and Mental Health 2023 student focus group to review the provision of services, an online webform was introduced, replacing the paper-based form. Other planned improvements include transitioning the Counselling Centre's platform, MedTech, to Dynamics 365, and routing initial appointments through a wellbeing rapid response team.
- At the end of 2023, the AUT Bright Side team undertook a focus group to gauge student experience. Enhancements planned for 2024 based on that feedback include a new space in WQ; increasing the in-person delivery; and collaborating with faculties to embed personal development and wellbeing content in course structure.
- In 2023, AUTSA and AUT reviewed class representative system and structures. AUTSA has not had a consistent or embedded 'class representative' system. AUTSA put forward a proposal to Academic Board in 2023. It was intended to make the representative structure more consistent in each faculty, to develop a student representative database, and to appoint an AUTSA staff member to coordinate student voice activities. The new system was implemented in Semester One 2024 with co-developed policy and/or procedures.
- A student group was established to review of the University's student financial assistance processes. 51 students from diverse backgrounds provided feedback on how to simplify access to financial assistance for those in need. The Student Advisory Committee endorsed the review outcomes in May 2023 with deployment planned for 2024.
- Based on student and staff feedback a project was initiated in early 2023 to merge the publicly facing web content on AUT web and the Student Hub Online student website. The aim was to improve the student experience by reducing the number of information channels and content duplication.
- A 2020 project examined the experience of AUT students with impairments. Although the project was cut short due to COVID, the March 2021 report included findings from initial interviews with 33 students and stakeholder groups. SSA implemented several recommendations, including better promotion of Disability Support Services and collaboration with the Office of Learning, Teaching and Educational Development to ensure the new LMS (Canvas) supports students with learning needs.
- Feedback from the 2018 University Experience Survey indicated lower student satisfaction with facilities at the North Campus. This feedback contributed to the development of the A1 building business case, a new structure on the North Campus with teaching space, social areas, and facilities, set to open in mid-2024. As part of the opening, Estates and AUTSA planned activities and student orientation events. Student Advisory Committee members toured the A1 building early in 2024.

Complaints process

To improve the complaints process, AUT initiated a review of the AUT Student Complaints Procedure in 2023. The goal was to create a clearer and more comprehensive policy and set of procedures, and to respond to the requirements of the Pastoral Care Code. Over 2023, a working group, including the DVCA, Director of Academic Quality, Group Director SSA, and Assistant Vice-Chancellor Corporate, General Counsel and Governance, developed the revised Student Concerns and Complaints Policy and

related procedures. The AUTSA VP Academic and the Student Representative Council, along with relevant staff, reviewed a draft version of the policy and procedures.

The new policy and procedures maintain the principle that students are supported to seek resolution of concerns as they arise as close to the source of the original issue as possible. Students may raise a concern directly with the staff member or members involved or escalate the issue to the next level of seniority within the service area or faculty (e.g. course coordinator or programme lead). Learners may also contact AUTSA Advocacy team for free and confidential advice on issues and concerns.

The revised Student Concerns and Complaints Policy will be implemented in 2024. Once implemented, the University will review the channels used for students to raise issues or lodge a complaint. This will include modifications to the online feedback form currently supported by Student Services and Administration, and to improve internal reporting of concerns and complaints using this online form via Dynamics 365. Additionally, a newly created role Senior Specialist, Student Complaints, has been appointed in May 2024 to manage concerns and complaints. As reported in the 2023 Attestation Report, there were 22 formal complaints.

Summary

AUT is confident that it meets the requirement of Outcome 2. AUT's strong partnership with AUTSA provides diverse learners the opportunity to have their voices heard. Learners also have opportunities to have their voices heard via surveys and the complaints process. An opportunity for further improvement the University recognises is to close the feedback loop.

Student support services⁸

Enabling environment

AUT has a long history of valuing learners as individuals and providing support beyond the classroom. Student Services and Administration (SSA) has offered comprehensive pastoral care for students for years, in collaboration with faculties and other divisions such as Office of Māori Advancement, Office of Pacific Advancement, Te Mātāpuna, AUT International, Security and Estates. This section demonstrates how AUT meets the requirements relating to Outcomes 1, 3 and 4.

As already mentioned, Te Kete commits to a culture that is student-centred, Ki Uta Ki Tai is to create an environment where all people with academic potential can flourish and Te Aronui reaffirms AUT's commitment to Te Tiriti o Waitangi. Alongside those, AUT's student pastoral care model is based on Te Whare Tapa Whā, a Māori holistic approach to health and wellbeing, encompassing physical, spiritual, psychological, and familial/community needs. The Ministry of Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) further enabled AUT to enhance its support services. A notable recent initiative is the Disability Action Plan 2024-2026⁹, which aims to improve support and understanding for learners with disabilities, including their wellbeing and targeted support services.

Support to Study Code – Health, Wellbeing and Fitness to Study¹⁰

The Support to Study Code (STS Code) - Health, Wellbeing, and Fitness to Study, developed in 2022, is a key framework guiding SSA's work. The STS Code is applied when a student is unable or unwilling to manage their health and wellbeing, or if their behavior necessitates university intervention. It outlines three levels of intervention and applies to all students, part-time or full-time, including those on placement or studying offshore.

The UniCare model

Introduced in 2022, the UniCare model helps to enact the Support to Study Code (STS Code). Staff within the Student Hub act as Kaiārahi, guiding students on their wellbeing journey by monitoring, connecting them to internal and external support, and managing support plans. This allows specialist counseling staff to focus on therapeutic practices and monitoring students with mental health issues. Additionally, the AUT Staff Community of Practice for Students with Additional Support Needs and the Multidisciplinary Team continuously improve practices and interventions for students with extra care needs. Since the implementation of these initiatives, intervention numbers have decreased by nearly 10% from 688 in 2022 to 642 in 2023, indicating the model effectiveness.

Student Readiness Survey (SRS)

Before each semester, new undergraduate and postgraduate students receive the Student Readiness Survey, which assesses their preparation for university and identifies potential barriers, including academic confidence, commitments, and motivation. Staff contact less-prepared students to offer proactive support. In semester two of 2023, the survey was sent to 1,013 postgraduate and 1,331 undergraduate students, with about a 50% response rate. Through the survey, students are also informed about how to access personal and academic support services. As appropriate to the assessment of need, students might be contacted by support teams from the Student Hub, Māori Liaison, or the Rainbow or Disability Services teams.

External wellbeing funding

⁸ The following section is directly sourced from the AUT 2024 Academic Audit Self-review Portfolio GS 9 Transitions, and GS 13 Safety and wellbeing.

⁹ https://www.aut.ac.nz/_data/assets/pdf_file/0005/847787/AUT-Disability-Action-Plan-2024.2026.pdf

¹⁰ https://www.aut.ac.nz/_data/assets/pdf_file/0007/148336/Support-to-Study-Code-2024.pdf

Additional government funding has enabled AUT to expand preventative services, including peer support for Māori, Pacific, and Rainbow students, and a new health coaching service. The University has also increased support for survivors of harm, harassment, violence, and bullying, both on- and off-campus. Specially trained staff, including experts in supporting survivors of sexual harm, assist learners to ensure their safety and minimize the impact on their wellbeing and academic progress. The health coaching service addresses issues such as sleep, nutrition, anxiety, and loneliness

Microsoft Dynamics Service 365 CRM (Dynamics 365)

Dynamics 365 is a key tool for managing student support, enabling staff to case-manage students' concerns and issues, and connect them with appropriate services. It supports functions such as applicant support, identification of student needs, financial assistance, managing critical incidents, and academic accommodation plans for students with disabilities. For example, the Disability Support Services can craft support plans, record financial assistance, and maintain privacy for students supported by the Student Conduct team. Integration with the AUT App allows advisors to manage appointments. Most faculties and departments have adopted Dynamics 365 as a single source record for student relationships. Enhancements in 2022 included improved academic accommodation plans and digital integration of course amendment forms, and in 2023, the Dynamics referral process and guide, and refined student critical incidents reporting were developed.

Wellbeing Plan (draft)

In early 2022, AUT staff and AUTSA representatives met to discuss the post-COVID landscape and its impact on student wellbeing. This led to the creation of a 'Wellbeing Roadmap' to address issues such as isolation, disconnection, and wellbeing concerns. In 2023, a Student Wellbeing Reference Group, including students, teaching staff, and support staff, was reconvened to develop an 'AUT Student Wellbeing Plan.' This group aims to promote and enhance the health and wellbeing of all AUT students through a university-wide commitment. At the time of writing this report, the draft Wellbeing Plan is still being finalized.

Student support services

In response to significant growth and student diversity over the past two decades, AUT has enhanced its pastoral care services and continues to expand these to align with the Pastoral Care Code Outcomes

Student Hub

Pastoral care support was centralised into the Student Centre, now known as the Student Hub, within the Student Services and Administration division (SSA). The Student Hub offers both physical and virtual access to academic and personal advice, financial support, disability services, international visa support, and wellbeing checks, among other services. SSA also supports students in accommodation. Students can also access support from Auckland University of Technology Student Association (AUTSA) and the AUTSA advocacy team.

Specialist Support

AUT provides dedicated pastoral support for international, Māori, and Pacific students, along with services for mental health, medical needs, Rainbow students, elite athletes, and spiritual support. The Auckland University of Technology Student Association (AUTSA) and its advocacy team also offer support.

Orientation and transition

AUT runs a thorough orientation program for new students, with student ambassadors playing a key role. Feedback and attendance are monitored through the AUT App. Specific orientation programmes are available for international students and first-time enrolled taura, including sessions on student life, IT, and campus tours. An orientation survey indicated high satisfaction among new students.

Following orientation for new undergraduate students, the Student Transition team within the Student Hub facilitates the 'Getting Started' eight-week transition programme for new students. A fortnightly student update newsletter is sent to new students that reinforces key messages in online videos, as well as directing students to information on the New Students webpages.

The Office of Māori Advancement (OMA)

OMA provides extensive support for tuaira, including financial, academic, and advocacy services. The Māori Centre within OMA collaborates with AUT staff and the community to implement Mātauranga Māori initiatives. Support includes study and tutorial assistance, financial aid, and cultural activities such as kapa haka at significant events. Transition programs like Ngā Rā Whakatereā and the He Korowai Mana Kē peer mentoring support first-time Māori students.

Office of Pacific Advancement (OPA)

OPA has revamped its support model, introducing Vā Pasifika student spaces and peer mentoring programs. The focus from 2024 will be on developing a Pacific student case management model to provide culturally appropriate and timely support.

Postgraduate research student support

Postgraduate research learners have access to a wide range of student support services. In addition to the specific social activities including Postgraduate Mix and Mingle events available through the Graduate Research School and faculty postgraduate offices, postgraduate learners have access to all the support services including financial assistance, counselling and medical services available through the Student Services.

Learners under 18 years at AUT student accommodation

AUT accommodates domestic students who are under 18 years. Learners are roomed with other under-18 residents in an alcohol-free apartment, and based on their preferences (e.g. female only), if available. On check-in, the residential leadership team communicates with all under-18 and their parents or legal guardians. When at the student accommodation, under-18 learners are welfare/wellbeing checked weekly by dedicated Residential Assistants (RAs). The Residential Life Manager is responsible for ensuring all residents and RAs have their wellbeing checks completed. Where under-18 residents have been assessed as being at risk, they may require appropriate referral or escalation. When a resident turns 18, they are moved to an over-18 residence.

Learners under 16 years

Where a learner is under 16 years of age, the Student Hub takes a lead role in providing support plan to these learners, where they are assigned a Kaiārahi.

International students

Within AUT's Student Hub a dedicated team supports international learners and includes an International Student Support Manager, International Support Student Advisors, and a Student Immigration Advisor who deals with complex and specialist immigration and visa advice. The Student Immigration Advisor is a licensed immigration adviser.

International learners under 18 years

The International Student Support Manager supports international learners under 18 years of age prior to arriving to New Zealand, and while at AUT. They meet regularly to discuss academic progress, accommodation, general health and wellbeing and other concerns that the students may have. Upon turning 18 years, the regular meetings between the learners and Manager stop, but learners can continue contacting the Manager if they wish.

International student exchange¹¹

AUT domestic and international learners can apply to go on a student exchange. Prior to leaving for their exchange, the Student Exchange office invites those successful learners to a presentation which covers what support is available to them while they are on exchange and provides contact details for support at AUT.

AUT's Counselling and Mental Health team

AUT's Counselling and Mental Health team provides workshops, events and presentations to learners across all campuses, including tailored sessions for residents and postgraduate learners. AUT also funds external psychologist and psychiatrist appointments and Puāwaitanga, an external confidential phone counselling service. Other tools and services like TalkCampus connect learners with global peers.

Bullying, harassment, sexual and physical harm and other violence

Student Services and Administration has trained specialist staff to handle cases of sexual and physical harm, harassment and bullying. A *Communicating Consent* e-learning module, designed in collaboration with AUTSA was introduced in 2023, and policies are being reviewed to better address these issues separately for staff and learners.

Qualified social services advisors

Fourteen qualified social services advisors (called Student Relations Advisors) sit within the Student Hub and provide case management and support to address learners' academic and personal challenges. The Student Relations Advisor supports faculties to respond to complex learner needs. This role assists faculty staff to connect learners who are experiencing non-academic issues that impede their academic success to pastoral support services – as well as share knowledge and good practice.

Bright Side Tupuranga Ake

Bright Side Tupuranga Ake provides free multi-workshop interactive sessions for AUT learners, facilitated by our guides. Now in its third year, the programmes help learners develop self-knowledge, build authentic relationships, and live a meaningful life. It delivers programmes in the areas of managing stress, building healthy relationships, developing resilience and a positive mindset, and designing a life of meaning and purpose. Partnerships with various wellbeing organisations such as the New Zealand Drug Foundation, Family Planning, Odyssey House, Auckland Sexual Health Services, and HELP Auckland, enhance the programme offerings.

Health coaches

A new health coaching service was established as part of the Bright Side programme. Health coaches support learners in the areas of energy levels, sleep, nutrition, feelings of loneliness or isolation, stress, mood support, and understanding their place in the world. Health coaches also introduced group health coaching, Kete Kōrero, a safe and collaborative space on campus.

Rainbow Inclusion Manager

A Rainbow Inclusion Manager and advisor provide pastoral care and case management for Rainbow students. AUT has an active Out@AUT club and provides a Rainbow room where students can study and socialise. All student support staff are provided Rainbow awareness training facilitated by Rainbow Tick.

¹¹ <https://www.aut.ac.nz/student-life/opportunities-and-careers/international-student-exchange>

Disability Student Support Office

The office provides pastoral care and case management for deaf and disabled learners. The team proactively case manage and offer support to every Deaf or disabled student at AUT – from assistive technology and sign language interpreters to advice on accessible routes around campus and assistance with managing the study load.

Security and safety

AUT's Security and Emergency Management team provides a comprehensive service to ensure learners have a safe campus environment, with 24/7, security CCTV, access control and emergency services. The team offers a direct phone service - 0800AUTSAFE (0800 288 7233) to enable students and staff to report security and access concerns and suspicious or criminal behaviors. Learners are encouraged to download the AUT SAFE mobile app, providing access to security resources.

Personal emergency evacuation plan (PEEP)

The purpose of the PEEP is to support learners with mobility difficulties and those who will experience barriers during an emergency. The learner's PEEP is attached to their academic Accommodation Plan and AUT Security is also informed. At all times, the learner's privacy is maintained.

Student accommodation

AUT provides three student accommodation complexes. Accommodation staff deliver support for residents that aligned with the Code, alongside further comprehensive support services via the Student Hub.

Senior learners who reside in student accommodation are recruited and employed as residential assistants (RAs). They are trained in referring learners to support services and provide peer-to-peer interaction for fellow residents including social activities. The RAs complete welfare checks on a fortnightly basis and escalate any concerns to accommodation managers for case management. The accommodation app continues to be used to complete welfare checks. Dynamics 365 was adopted for case management, to process early exit refunds and refer learners when appropriate.

Recreation and sport activities

AUT supports high-performance athletes to balance their academic and sporting commitments. Te Āhuru Recreation Centre, opened in 2021, continues to provide a space for learner engagement and wellness activities. AUT continues to work collaboratively with AUTSA, to design programming for the Centre.

Financial assistance

AUT offers financial support for food or transport vouchers, utilities and living expenses, childcare, emergency housing and rent arrears payments.¹² In addition to financial assistance, learners facing hardship can access help from Tautoko, a support service run by AUTSA.

Learner critical incident management

The Group Director Student Services and Administration manages all critical learner incidents with support from AUT staff including AUT Security, and/or external bodies. All critical incidents are recorded in Dynamics 365, and reports can be generated.

Careers and Employability service

¹²Financial services and support for students: <https://www.aut.ac.nz/student-life/support-services/student-hub/financial-support>

AUT's Careers and Employability service offers career advice, CV writing support, LinkedIn profiles, interview advice and advice about job searching, workshops, and the AUT Edge awards programme.¹³ The awards provide leadership experience for learners who undertake voluntary work and attend employability skills workshops and leadership presentations.

Learner on work-integrated learning (WIL)

A significant number of AUT programmes have a work-integrated learning (WIL) component in the form of practicums or industry placements. Learners can access all the student support services during the WIL component.

Emergency Management

AUT's Risk Management Policy and Emergency Management Plan guide staff in assessing and managing risks and emergencies. A new Senior Risk Manager was recruited to further integrate risk processes.

Training for staff

AUT

The University is implementing the Aronui Ora Te Tiriti capability development program and encourages staff to complete the Code eLearning module.

Privacy awareness education was launched on 13 May 2024, coinciding with National Privacy Week (13-17 May). This awareness programme was designed to remind staff of the importance of safeguarding learner data and personal information. An intranet page was launched with links to AUT privacy policy and procedures, introducing the learner and staff privacy officers and a short quiz. Ongoing activities include quarterly updates on privacy, encouragement to participate in the free privacy eLearning modules offered through the Office of the Privacy Commissioner and refresher workshops.

Te Ara Whāriki Student Services and Administration staff

In 2023, SSA revised its foundation training matrix, with the aim of ensuring all staff participate in the appropriate training required of their role including the Code and Aronui Ora programme.

To ensure safe and effective student support, the Student Hub coordinates a full-year training for student advising teams and other student-facing staff across SSA; the multi-disciplinary team meets weekly to review and discuss recent learner of concerns cases; and the SSA supervision and practice review framework enables the ongoing development of skills and capabilities for those student-facing staff involved in professional services or pastoral care. The framework is guided by external professional bodies, to ensure that staff are meeting their requirements for their annual practicing certificate and while providing safe practice and appropriate support to learners.

Summary

Through strategic initiatives such as Ki Uta Ki Tai AUT is committed to a whole-of provider approach in providing a comprehensive and inclusive pastoral care support services to support the wellbeing and safety of its learners.

¹³ Edge Awards: <https://autuni.sharepoint.com/sites/Tuia/SitePages/AUT-Edge-Award.aspx>

Evaluating the effectiveness of AUT's support services

Academic Audit Cycle 6 Self-review Portfolio

At the time of writing this self-review, AUT submitted its Academic Audit Cycle 6 Self-review Portfolio, affirming that it has a comprehensive pastoral care service and a strong working relationship with AUTSA. The University identified five enhancement initiatives, the most relevant to the Code being the enhancement of the learner voice, as identified in the 2021 Code gap analysis. This initiative has an indicative completion timeline of 2024-2025. To enhance the learners' voice the University will work with them to:

- Develop a learner voice framework detailing the approach to working in partnership;
- Review mechanisms for collecting feedback from learners (including surveys and learner representation) and establish processes for sharing summarized feedback and subsequent University actions.

CBSA benchmark survey

In early 2024, SSA participated in an outsourced Australasian benchmarking survey facilitated by CSBA, Melbourne, Australia. The Student Experience survey gathered learner views and opinions regarding the administrative and support services at AUT. At the time of writing the results of the survey are yet to be finalised. The aim is to use the findings to enhance student support services for all learners.

AUT internal audit - student wellbeing initiatives

In early 2024, AUT Council Finance and Audit Committee (CFAC) endorsed an assessment of measures to monitor progress and performance against the University's learner wellbeing initiatives as part of the internal Audit programme. The audit objectives are to ascertain whether AUT:

- Has clearly defined roles and responsibilities for identifying, responding to, or supporting mental wellbeing and safety concerns raised by learners, ensuring these meet Code obligations;
- Those resources are appropriately directed and that governance and reporting of such wellbeing initiatives function well; and
- Has appropriate critical incident management processes on AUT campus student accommodation that meet Code obligations.

The audit will include interviews with nominated student-facing staff across the University and a review of policies and procedures. It is expected that a written report will identify any gaps, duplication, training needs, exemplars of good practice, and recommendation.

Ki Uta Ki Tai Student Success Plan

Ki Uta Ki Tai proposed an agreed set of measures to monitor progress. Measures proposed include participation, course completion rate and retention rate. Reporting against Ki Uta Ki Tai is part of the Investment Plan, to be prepared in 2024.

AUT's Disability Action Plan 2024-2026

The Disability Action Plan (DAP) aligns with Te Aronui and Ki Uta Ki Tai and incorporates the views of disabled and Deaf learners and staff through the surveys. While learners were generally satisfied with the support provided by the Disability Support Services, and their academic accommodation plans, there was room to improve. Specific actions resulting from the engagement supporting the development of the Plan include:

- Introducing a disabled staff and student advisory group;
- Evaluating opportunities to recruit staff to support specific groups; and
- Assessing opportunities for external accreditation.

Measuring the success of DAP

AUT has identified several measures to determine whether progress has been made towards achieving the DAP goal. Those measures centred on participation, experiences, achievement, and successful workforce transition of the disabled learners. Progress will be reported in the Annual Report and the next Investment Plan in 2024. In the meantime, more information about the DAP and progress can be found on the AUT website: [disability-action-plan](#) and [progress-towards-the-disability-action-plan](#)

University Experience Survey (UES)

As reported in the annual attestation, the annual University Experience Survey (UES) gathers learners' satisfaction with AUT overall as well as with seven key aspects of AUT learner experience: (1) student life, (2) facilities and environment, (3) student services, (4) administration, (5) library collections, (6) ICT Services, and (7) whether they would recommend AUT to others. Some examples of initiatives put in place following the 2022 UES results.

- Increasing student engagement and social events, particularly on the South and North Campuses. Activities in 2023 included a hangi experience at North Campus and updating the AUT App home page to raise awareness of engagement opportunities.
- Improving access to use online platforms, resulting in the improvements to the Triage process in Student Counselling and Mental Health to speed up time from enquiry to first appointment.

2023 UES results summary

Satisfaction with AUT was relatively high in 2023 across the seven aspects. No item showed fewer than 77% (up 1% from last year) of respondents satisfied and all show that only 6% or less of respondents were dissatisfied. Staff in leadership positions responsible for each aspect will investigate any areas for ongoing improvement. Examples of comment analysis summary:

- Student life: AUT was praised for its enjoyable learning environment, support from peers and faculty and the diverse range of extracurricular activities. Suggestions for improvement included enhanced collaboration, improved study facilities and more events for international students.
- Facilities and environment: Students highly appreciate the incredible facilities, well-equipped resources, cleanliness and aesthetics of the campus. Areas for improvement included inadequate resources, limited food options and concerns about academic quality and campus reputation.
- Student services: Student feedback highlights several strengths, including a supportive and welcoming environment, comprehensive and accessible support services, friendly staff, a sense of community, and high-quality resources. Concerns raised included inadequate support, difficulty accessing resources, lack of information and dissatisfaction with certain services.
- Administration: Students appreciated the excellent services they received, responsive and efficient administration, the inclusive efforts and the accessible systems and resources provided. Issues identified included communication breakdown, administrative difficulties and concerns about support services and resource accessibility.
- Further comments: Strengths identified included a positive and supportive learning environment, friendly campus community and helpful staff, the diverse learning experiences and the balance of study and fun activities.

Surveys

Learner voices are also sought through a range of annual surveys and course and teaching evaluations. Since the dissolution of the Australian Survey of Student Engagement, the International Student Barometer is the only benchmarked instrument among the core surveys.

The International Student Barometer survey (ISB)

Also noted in the annual attestation, and mentioned above, AUT participates in the International Student Barometer survey, bi-annually. The most recent survey undertaken in May 2023 reported

that 88% of learners were satisfied overall with their educational experience at AUT, with a +1.4% improvement over 2023. Early in 2024, members of the International Community of Practice were sent a proposed action plan and invited to discuss how to close the feedback loop. The action plan is yet to be finalised.

SSA surveys

Student Services and Administration also conduct several regular surveys to gauge learner experiences of services provided. These include Orientation Feedback Survey; Resident Voice and Feedback Surveys, including the student accommodation mid-year wellbeing survey, and the end-of-year resident survey.

UNZ/ CUSPaC monitoring and verification plan

2021 gap analysis

The AUT 2021 gap analysis identified a small number of gaps and proposed enhancements, predominantly addressing Outcome 1. These enhancements were reported in the 2022 and 2023 attestation reports. The gaps have been addressed through the implementation of Ki Uta Ki Tai Student Success Plan and Te Aronui. As mentioned, the intent of Ki Uta Ki Tai Student Success Plan and the Te Aronui initiatives underscore AUT's commitment to a holistic support system and Te Tiriti o Waitangi.

2023 student accommodation verification

As reported in the 2023 Attestation Report, AUT's student accommodation verification confirmed its compliance with the Code, with eight recommendations for enhancements. To date seven have been completed, with the remaining one still in progress.

The Student Advisory Committee (SAC)

As mentioned, the Student Advisory Committee (SAC) also serves as a channel to escalate learner concerns about the provision of services and support, buildings, facilities and compliance requirements of the Code.

Te Ara Whāriki | Student Services and Administration (SSA)

As mentioned, SSA Community of Practice for Students with Additional Support Needs and the multidisciplinary team support the division's continuous improvement, and meets regularly to review, discuss and test new ideas that will support learners' needs and support staff work.

Summary and future enhancements

As reported in the Academic Audit Cycle 6 Self-review Portfolio, AUT has developed outstanding and extensive pastoral care services and resources, continuing to enhance this aspect to implement the outcomes of the Code. Potential challenges and barriers identified to future enhancements include changes in learners' expectations due to the cost of living, changes in elected members to Student Representative Council, and financial constraints.

The Academic Audit Cycle 6 Self-review Portfolio reported that:

- AUT has comprehensive services, resources and facilities to support the wellbeing and safety of its learners and is committed to ensuring that support services are inclusive and of a high quality. Recent developments include enhancements to services identified in the Pastoral Care Code 2021 gap analysis, and commitments to improved resources for learners with disabilities as outlined in the Disability Action Plan.
- AUT maintains a strong working relationship with AUTSA, collaborating with learner leaders to facilitate learner voice through representation in University committee, AUTSA Advocacy support within the Support to Study Code settings, regular interaction with senior leaders, and learner input into important strategic initiatives. Learner voices are also sought through surveys designed to continuously improve student services and learning and teaching.

AUT has implemented the Code Outcomes and requirements across the University, ensuring a sufficient understanding of these Outcomes and requirements from AUT Executives through the student-facing staff members. Table 5 Evidence illustrating AUT meeting Outcomes 1-4.

The core University plan, Ki Uta Ki Tai Student Success Plan supports the of a 'whole of system approach' through the development of a whole-of-University service model to ensure a more integrated support approach. Te Aronui affirms AUT's commitment to Te Tiriti o Waitangi. AUT's formal partnership with AUT Student Association (AUTSA) acknowledges its student-centred commitment, ensuring that learners have a voice. AUTSA members are represented at AUT Council and various committees, but it is recognised that further work is required to close the feedback loop to learners.

Through the UNZ and CUSPaC verification and monitoring framework, the University has practices in place to monitor against all Code Outcomes and requirements. The self-review report, learner critical incidents and formal complaints annual reports are endorsed by AUT Council and published on AUT website.

Appendices

Table 1 Learner representation on the University and faculty committees¹⁴

Committee	Reports to	Learner representatives
University committees		
Council	-	The President of AUTSA
Academic Board	Council	One enrolled learner from each faculty appointed by AUTSA
Learning and Teaching Committee	Academic Board	One undergraduate learner elected by and from AUTSA One postgraduate learner elected by and from AUTSA Vice President Academic, AUTSA
Programme Approval and Review Committee	Academic Board	A learner representative or member from AUTSA
University Scholarships Committee	Academic Board	The President of AUTSA or nominee
Library committee	Academic Board	AUTSA undergraduate representative AUTSA postgraduate representative
Faculty- level boards and committees		
Faculty Board	Academic Board	Learner representatives elected by learners enrolled in the faculty
Faculty Appeals Committee	Faculty Board	The President of AUTSA or nominee
Faculty Disciplinary Committee	Faculty Board	The President of AUTSA or nominee
Boards of Studies	Faculty Board	Representatives of enrolled learners in the programme

Table 2 AUT Core learner surveys¹⁵

Name	Purpose	Target population	Timing	Output	Feedback to learners
Annual Programme Survey (APS)	Learner feedback on academic programmes	Learners in programmes of 60 pts or more	Annual	Annual Programme Survey University and Faculty reports Trends over time reporting available on TUIA	Learner members on Boards of Studies
University Experience Survey (UES)	Learner feedback on university experience and resources	All learners	Annual	University Experience Survey University report available on TUIA	Learner members on Learning and Teaching Committee
Graduate Destination Survey (GDS)	Surveys recent graduates on their transition into the workforce / further study and their	All graduates	Annual	Faculty reports University report	Learner members on Learning and Teaching Committee

¹⁴ 2024 Academic Audit Self-review Portfolio GS 2 Student Voice

¹⁵ 2024 Academic Audit Self-review Portfolio GS 2 Student Voice

Name	Purpose	Target population	Timing	Output	Feedback to learners
	perceptions of the value for employability of their study.				
International Student Barometer (ISB)	Benchmarked survey on international learner experience	International learners	Every two years	AUT Report produced by iGraduate.	
Doctoral Exit Survey (DES)¹⁶	Feedback on doctoral learner experience	Completing doctoral learners	On completion	An annual report is compiled.	Discussed at University Postgraduate Research Board.
Student Readiness Survey (SRS)	Gathers information on learners' perception of readiness for university study across several dimensions	Commencing learners	Two weeks before the start of each semester	PowerBI Dashboard Reports.	Personalised outreach to learners
Course and teaching evaluations	Learner feedback on their learning and teaching experience in a course	Learners in taught courses	Each semester	Individual course and teacher reports Aggregate unit reports University report	Teachers can provide feedback to learners in Canvas announcements. Learner representatives on Boards of Studies

Table 3 Enhancements implemented in 2024

Outcome 1: A learner wellbeing and safety system	Outcome 2: Learner voice	Outcome 3: Safe and inclusive, supportive and accessible physical and digital learning environments	Outcome 4: Learners are safe and well
Te Kete AUT's new strategy commits to a culture that is student-centred, open to change in response to student feedback, cares for students' wellbeing and safety, and provides services and approaches that are holistic and relational.	Student representative model to increase student feedback in faculties.	<i>Orientation and transition</i> The 'Getting Started' transition framework has evolved over the last two years. New events for 2024: new International Student Support event in week 5; 'Break Ready' event in week 7; and a bigger and better 'AUT Worldwide' event in week 8. AUT introduced a pioneering initiative within its Orientation programme — the Orientation Chill Zone (2024). This concept emerges as a tranquil sanctuary amidst the vibrant flurry of Orientation activities, specifically designed to cater to the sensory sensitivities of our diverse learner body	
<i>Student Wellbeing</i> Develop AUT Student Wellbeing plan. The plan is currently under consultation to be implemented in 2024.	A newly created role Senior Specialist, Student Complaints, has been appointed in May 2024 to manage student concerns and complaints	<i>Employability and careers</i> In 2024 the team is intensifying their efforts to enhance employability and career opportunities for learners. Workshops are expanding to cover workforce entry, preparation, and expectations. Industry programmes continue to evolve, with the addition of career expos and employer-school partnerships.	

¹⁶ Doctoral Exit Survey Report 2023

Outcome 1: A learner wellbeing and safety system	Outcome 2: Learner voice	Outcome 3: Safe and inclusive, supportive and accessible physical and digital learning environments	Outcome 4: Learners are safe and well
	<p>Student concerns and complaints policy and procedures</p>	<p>The AUT Talent Hub will be extended to assist with Work-Integrated Learning (WIL) placements, particularly for learners facing challenges in this area. A key focus will be on learners with disabilities, ensuring that all their services, workshops, and programmes are truly accessible. They will also actively help learners contact industry partners in this specific area. This initiative aims to bridge the gap between learners with disabilities and potential employers, facilitating their transition into the workforce.</p> <p>International learners will be another significant focus this year, with the team assisting with the first internship programme designed by the international team. This programme aims to provide practical work experience, enhancing their employability upon graduation. Moreover, we will incorporate the employability theme in recruiting new international learners. This ensures that prospective learners understand the career opportunities and support available at the university, setting them up for success from the very beginning. Finally, the team is collaborating with the recreation team to enable learners to initiate clubs and embark on leadership journeys.</p> <p>A pilot workshop tailored to the unique needs of AUT’s international postgraduate learners was launched early in 2024. This initiative was a collaborative effort with the International Student Support Team. The workshop covered topics such as NZ employer expectations, finding part-time work, understanding learner visa work rights, and networking in the NZ job market. This workshop is the first in a series that will be delivered throughout the year, with each session designed to address the current learner needs.</p>	
<p>Meeting the Code publication requirements.</p> <p>Inaugural publication of Student-Critical-Incident-Annual-Report-2023-V2.pdf</p> <p>Also available Student-Complaints-Annual-Report-2023.pdf</p>		<p><i>UniCare model</i></p> <p>Introduced in 2022, trained student advisors observed an escalation in the complexity of learner cases including an increase in areas such as addictions and substance abuse, eating disorders, and learners needing emergency accommodation due to the escalating cost of living. To accommodate the increased demand for well-being work, the number of hauora/wellbeing appointments offered by our kaiārahi across all three campuses were expanded. This expansion ensured that the diverse needs of learners can be met. In addition, three case review groups were established that meet fortnightly. These sessions serve as a platform for advisors to review their well-being practice, share knowledge, and ensure we provide consistent and culturally safe support to our learners.</p>	<p><i>Counselling and medical support</i></p>

Outcome 1: A learner wellbeing and safety system	Outcome 2: Learner voice	Outcome 3: Safe and inclusive, supportive and accessible physical and digital learning environments	Outcome 4: Learners are safe and well
		<p>Opening of a new student medical clinic at the North Shore campus.</p> <p><i>Sport and recreation</i> AUT was delighted to launch the ESport “arena.” This co-lab between Student Services and the International Centre will provide learners with specialised gaming equipment and run tournaments throughout the year, providing a new point for connection and development.</p> <p><i>Multi-faith and spirituality support</i> This support was returned to Student Services and Administration. New Multi-faith and Spirituality Coordinator was appointed. In collaboration with AUTSA a calendar of faith-based events and activities for learners was developed for 2024.</p> <p><i>International Student Health and Wellbeing Webpage</i> This resource is a comprehensive guide for international students, introducing them to the New Zealand healthcare system and the regulations for importing medicine from overseas. It provides pre-arrival advice on health checks, dental and eye care, and ensuring vaccinations are up to date.</p> <p><i>Support for Students Affected by Geopolitical Conflict and World Issues</i> Recognizing the potential impact of such events on mental well-being, this section provides a comprehensive guide for students who may be directly or indirectly affected. It encourages students to understand and acknowledge their feelings and provides resources to help manage emotions and build resilience. It also provides advice on talking to someone about their concerns, staying connected with other students and community groups, and focusing on what can be controlled.</p>	

Table 4 Examples of proposed future enhancements

Activity	Expected completion date
<p><i>Enhance the learner’s voice</i></p> <ul style="list-style-type: none"> Develop a learner voice framework, within which our approach to working in partnership will be detailed; and Review the ways in which we collect feedback from learners through various mechanisms (including through surveys and learner representation) and establish processes for sharing the summarised feedback and the University’s subsequent actions. 	2025
<p><i>Expansion of resources</i></p> <ul style="list-style-type: none"> Create sensory space for neurodiverse learner community. <i>Funding sought.</i> Publish the AUT NZ Sign Language dictionary. <i>Funding sought.</i> Extend the E-Sports Arena by five gaming stations Respond to the University Disability Action Plan by expanding the Disability Student Support service and employing a Deaf Student Advisor for Deaf and Hearing-Impaired learners and engage SLI for support to other learners. Expand Primary Health Services across all 3 campuses: Deliver health centre service (GPs and nurses) to learners through city-based health clinic and two satellite clinics at north and south campuses providing face to face and online appointments Extent on-campus sense of belonging activation beyond 2024. <i>Funding sought.</i> Increase support for academic staff referring learners with concerning behaviours, and/or moderate welfare issues by growing staff who can actively triage the learners, support the learners and liaise with the academic. <i>Funding sought.</i> Reinstate the AUT Talent Hub to support work-ready graduates. <i>Funding sought.</i> 	<p>TBC</p> <p>TBC</p> <p>2025</p> <p>2025</p> <p>2024</p> <p>TBC</p> <p>TBC</p> <p>TBC</p>
<p><i>System enhancements to improve the learner experience</i></p> <ul style="list-style-type: none"> Improve the current 48-hour location check. Improve the manual collation of key resident touch points at ASV and WSA to determine resident’s whereabouts. <i>Funding sought.</i> Automate integration of StarRez once in the Cloud with Dynamics 365 and the student management system to reduce risk and manual integration. <i>Funding sought.</i> Migrate the SC+MH team from MedTech to Dynamics 365 to enable UniCare support philosophy and improvements in student support. <i>Funding sought.</i> 	<p>TBC</p> <p>TBC</p> <p>TBC</p>

Table 5 Evidence illustrating AUT meeting Outcomes 1-4

Outcome 1: A learner wellbeing and safety system	Outcome 2: Learner voice	Outcome 3: Safe and inclusive, supportive and accessible physical and digital learning environments	Outcome 4: Learners are safe and well
		Ke Kete ¹⁷	
		Te Aronui ¹⁸	
		Ki Uta Ki Tai	
		Support to Study Code (Health, Wellbeing and Fitness to Study) ¹⁹	
		Disability Action Plan 2024-2026 ²⁰	
		Surveys and benchmarking activities	
		Dynamics 365 Service case management	
		UniCare model	

¹⁷ https://www.aut.ac.nz/_data/assets/pdf_file/0010/899056/Te-Kete-strategy-digital-FINAL.pdf

¹⁸ https://www.aut.ac.nz/_data/assets/pdf_file/0008/802925/Te-Aronui-v7.pdf

¹⁹ https://www.aut.ac.nz/_data/assets/pdf_file/0007/148336/Support-to-Study-Code-2024.pdf

²⁰ <https://www.aut.ac.nz/about/social-responsibility/disability-action-plan>

Outcome 1: A learner wellbeing and safety system	Outcome 2: Learner voice	Outcome 3: Safe and inclusive, supportive and accessible physical and digital learning environments	Outcome 4: Learners are safe and well
		AUTSA including SAC	
		Ki Uta Ki Tai Student Reference Group	
		Tuaira support (Māori student support)	
		AUT Security	
		Bright Side Tupuranga Ake including health coaches	
		Bullying and harassment support	
		Counselling and mental health support	
		Disability support	
		Employability and career support	
		Financial support	
		High performance athlete support	
		International Student support	
		International Student who are under 18	
		Medical Centre on all 3 campuses	
		Multifaith and spiritual support	
		Pacific student support	
		Peer support ²¹ : Learner ambassadors, Peer advisors, RUOK advisors, Oceanian Leadership Network, MENA student mentoring programme	
		Postgraduate research student support	
		Rainbow student support: LGBTTQIA+	
		Refugee and resettled communities student support	
		Residential assistants	
		Scholarship student support	
		Sexual harm and other violence support and reporting	
		Examples of AUT policies, procedures and guides:	
		<ul style="list-style-type: none"> • Confidential and sensitive information management CRM • Discipline statute • Emergency procedures • Evacuation procedures • Hazard management • iRefer guide for staff (learner support and referral guide) • Personal information procedures • Personal Employment Evacuation Plan - PEEP • Preventing bullying harassment (staff and learner) • Privacy breach management procedures • Privacy policy and procedures • Risk management procedures • Sexual harassment (staff and learner) • Student hardships grants policy • Student survey procedures • Support to Study Code (Health, Wellbeing and Fitness to Study) 	

²¹ <https://www.aut.ac.nz/student-life/support-services/peer-support-get-help-and-advice-from-other-students>

Outcome 1: A learner wellbeing and safety system	Outcome 2: Learner voice	Outcome 3: Safe and inclusive, supportive and accessible physical and digital learning environments	Outcome 4: Learners are safe and well
		<p>Examples of SSA practice notes:</p> <p><i>Implemented</i></p> <ul style="list-style-type: none"> • Student privacy • Supervision and practice review framework • Support to study code practice • Support to study practice • Under 18 years pastoral care for international learners • UniCare community of practice Terms of Reference <p><i>Under annual review</i></p> <ul style="list-style-type: none"> • Multi-disciplinary Team Terms of Reference • Student critical incident management – under review • Under 18- and 16-years student safety and wellbeing – under review <p><i>Under development</i></p> <ul style="list-style-type: none"> • Bullying and harassment (learner) – draft • Managing the learner feedback channels – draft • Offshore student support – draft • Process for accessing a psychiatry assessment – draft • Return to study – draft • Sexual harm (learner) – draft 	

Attestation forms

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 self-review report for the Pastoral Care of Tertiary and International Learners Code of Practice.

Signed: *Alicia*

Alicia Lemmer, AUTSA President

Date: 15 August 2024

UNZ attestation form signed by the Vice Chancellor




Code Self-Review 2024

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

To be completed by the Vice-Chancellor, or nominee

As a Code signatory, you need to:

- Carry out and document self-review of performance against the requirements of the Code.
- Attest to having undertaken self-review.
- Save a copy of your completed attestation as a PDF for your records

Attestation	<p>I confirm the following actions have taken place in our organisation. Self-review for the year 2024 to be submitted by 1 November 2024.</p> <p>A self-review of our organisation’s performance against the outcomes and processes set out in the Codes to check that our performance meets requirements.</p> <p>The resulting self-review report is saved in a form that can be analysed by Universities New Zealand.</p> <p>Any policy and/or operational changes identified from the review have been implemented or are in progress by 31 July 2026.</p>
Signature	<p>Organisation: AUCKLAND UNIVERSITY OF TECHNOLOGY</p> <p>Name: Professor Damon Salesa</p> <p>Title: Vice Chancellor</p> <p>Phone: (09) 9219965</p> <p>Email: damon.salesa@aut.ac.nz</p> <p>Signature: </p> <p>Date: 6 September 2024</p> <p><small>By signing this document, you are attesting that the information provided above is correct and that you are authorised to provide this attestation to UNZ for the organisation stated above.</small></p>