AUT

AGENDA PAPERS

NOTICE OF COUNCIL MEETING

Notice is Hereby Given that a Meeting of the Council of Auckland University of Technology will be held:

Council Room, Level 7, WA Building
AUT City Campus
On: Monday 30 September 2024

FROM: 3.30 – 6.00 PM

Andrea Vujnovich
COUNCIL SECRETARY

AUCKLAND UNIVERSITY OF TECHNOLOGY COUNCIL

Chancellor **Rob Campbell**
Appointed by Council

Members **Professor Damon Salesa**
Vice-Chancellor of the Auckland University of Technology

Peter Treacy
Appointed by the Minister for Tertiary Education and Skills

Janine Smith
Appointed by the Minister for Tertiary Education and Skills

Shaun Clarke
Appointed by the Minister for Tertiary Education and Skills

Mark Darrow
Appointed by the Minister for Tertiary Education and Skills

Alicia Lemmer
Appointed by the Auckland University of Technology Student Association

Leo Foliaki
Appointed by Council

Marama Royal
Appointed by Council

Michelle Huang
Appointed by Council

Welby Ings
Elected by the Academic Staff of the Auckland University of Technology

Lani Thomson
Elected by the Professional Staff of the Auckland University of Technology

Karakia

Beginning and closing	
Tuia ki te rangi Dedicated to the sky	Kia tau iho Let the strength
Tuia ki te whenua and to the earth below	Te tauwhirotanga and serenity
Tuia ki te human kind are bound	O te wāhi ngaro of our ancestors
Ira tangata and inseperable	E pai ai te nohotahi guide us as we gather
Ka rongo te pō From the infinite potential	Ā tinana, wairua hoki in body and spirit
Ka rongo te ao to the realization in light	Whakauenuku ake Holdfast to
Tūturu whakamaua Let us come together	Te āio mō te katoa Peace for all
Kia tīna with purpose	Kia whakamaua kia tīna let it be realised
Haumi e Hui e united and ready	Hui e Tāiki e for us all
Tāiki e to progress	

Closing	
Unuhia, unuhia Draw on, draw on	Kia tau kia tātou katoa May peace, love, and safety
Unuhia ki te uru tapu nui Draw on the supreme sacredness	Te āio, te aroha me te marutau Be upon us all

Kia wātea, kia māmā, te ngākau, te tinana, te wairua i te ara takatā To clear, to free the heart, the body and the spirit of mankind Koia rā e Rongo, whakairia ake ki runga Rongo, suspended high above us Kia tina! Tina! Hui e! Tāiki e! Draw together! Affirm!	Tīhei mauri ora a promise of a glorious day

PART A
OPEN AGENDA

COUNCIL PART A OPEN AGENDA
Council Agenda Part A (Open Agenda)
H&S Korero from 2.00pm to 3.30pm at AUT City Campus
Monday 30 September 2024 at 3.30 pm to be held in the Council Room, WA710, AUT City Campus

Karakia		
Mihi – Chancellor		
1. **Welcome, Apologies and approval of agenda**	The **Chancellor moves** that apologies from P Treacy be **noted** and that **Council approve** the assignment of agenda items to Part A and Part B of the Council agenda.	
2. **Declaration/Recording of any Interests**	2. The attention of Members is drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.	The **Chancellor moves** that the declarations if any be noted and the action taken be **endorsed.**
3. **Constitutional Matters, Conferment of Degrees, and Policy**	3.1 Noting Chancellor delegation – Granting, Rescinding, Revoking and Amending Qualifications – August 2024.	The **Chancellor moves** that the following be **approved:** See item 3.1
4. **Council Meetings**	4.1 Council Meeting Draft Minutes Part A 29 July 2024. 4.2 Matters arising from the Minutes Part A of the Council Meeting, 29 July 2024 not elsewhere on the agenda.	The **Chancellor moves** that the Minutes Part A of the Council Meeting held 29 July 2024. be taken as **read** and **confirmed**.
5. **Vice-Chancellor's Report**	5. Vice-Chancellor's Report.	The **Chancellor moves** that the Vice-Chancellor's Report be **received**.
6. **Chancellor's Report**	6. Chancellor's Report.	The **Chancellor moves** that the Chancellor's Report be **received.**
7. **Reports from Boards, Committees and Working Groups to Council**	7. Report and Minutes from the Academic Board, 29 July 2024 and 26 August 2024.	The **Chancellor moves** that **Report** and **Minutes** from the **Academic Board**, 29 July and 26 August be **received**.

8. **Health, Safety, and Wellbeing Reports**	8. 8.1 Health, Safety and Wellbeing Report for August 2024	The **Chancellor moves** that the Health, Safety and Wellbeing Report August 2024 be **received.**
9. **Te Tiriti**	9. No report	
10. **Strategic Reports**	10.1 AUT Pacific Plan Update Report	The **Chancellor moves** that the AUT Pacific Plan Update Report from Fa'alogo Associate Professor Jacoba Matapo, Pro Vice Chancellor Pacific be **received.**
11. **Student Success**	11. No report	
12. **Correspondence referred by the Chancellor**	12. Letter from Te Kawa Mataaho/Public Service Commission on the Government Workforce Policy Statement on the Government's Expectations for Employment Relations in the Public Sector dated 6 August 2024	The **Chancellor moves** that the Letter from Te Kawa Mataaho/Public Service Commission and the Government Workforce Policy Statement be **received.**
13. **Other matters arising for decision or noting**	13.1 Update from the President of AUTSA.	The **Chancellor moves** that the Update from AUTSA be **received**.
	13.2 Update from the Council Member elected by the Academic Staff of the Auckland University of Technology	The **Chancellor moves** that the Update from the Council member Elected by the Academic Staff of the Auckland University of Technology be **received**.
	13.3 Update from the Council Member elected by the Professional Staff of the Auckland University of Technology	The **Chancellor moves** that the Update from the Council member Elected by the Professional Staff of the Auckland University of Technology be **received**.
	13.4 Health, Safety & Wellbeing Governance Policy	The **Chancellor moves** that the Health, Safety & Wellbeing Governance Policy be **approved**.
	13.5 Pastoral Care Code AUT Self-Review Report	The Chancellor **moves** that the Pastoral Care Code AUT Self- Review Report be **received**.

	13.6 Council and Committee Meeting Schedule 2025	The **Chancellor moves** that the 2025 Meeting Schedule be **approved.**
14. **Items moved from Part B of the agenda to Part A and General Business**		

PUBLIC EXCLUSIONS

The Chancellor moved that the public be now excluded from Part B of this meeting, and that the following matters be discussed without public disclosure. This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and section 9 of the Official Information Act, as the case may require, which would be prejudiced by the holding of the whole or relevant part of the proceedings of the meeting AND THAT W Lawson, L Williams, A Vujnovich and R Nottingham be permitted to remain at this meeting, after the public has been excluded, because of their knowledge of the matters to be discussed in the proceedings while the public are excluded. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to these matters because they relate to aspects of the administration of AUT for which those persons are responsible.

General subject of each matter to be considered	Reason for passing this resolution in relation to each matter. The public conduct of each item below would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA identified below.	Ground(s) under section 48(1) LGOIMA for the passing of this resolution
15. Council Meeting Part B of the meeting held on 29 July 2024	s 9(2)(b)(ii), s 9(2)(i), 9(2)(k)	7(2)(f)(i), 7(2)h), 7(2)(i), 7(2)(j)
18. Report from AUT Ethics Committee	s 9(2)(a), 9(2)(b)(ii), s 9(2)(i), 9(2)(g)(i)	s7(2)(a), 7(2)(c), 7(2)(j), 7(2)(F)(i), 7(2)(f)(ii)
20.1 Draft Minutes of Finance and Audit Committee held on 23 September 2024	s 9(2)(b)(ii), s 9(2)(i) and s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
22.1 Other Business	s 9(2)(b)(a), 9(g)(i) and 9(2)(j)	s7(2)(c), 7(2)(f)(i), 7(2)(i),

Part A	3.1
OPEN AGENDA ITEM	

Council Agenda Paper

Subject: **GRANTING, RESCINDING, REVOKING AND AMENDING QUALIFICATIONS – AUGUST AND SEPTEMBER 2024**

Date: **16 September 2024**

RECOMMENDATION:

THAT COUNCIL NOTE THAT THE CHANCELLOR HAS EXERCISED A DELEGATION UNDER THE COUNCIL DELEGATION POLICY AND IN ACCORDANCE WITH THE GENERAL ACADEMIC STATUTE AND SECTION 283 OF THE EDUCATION AND TRAINING ACT 2020 TO:

1. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2024 WINTER CORPORATE CYCLE ON 1-2 AUGUST AND THE 2024 SEPTEMBER MONTHLY CORPORATE CYCLE ON 19 SEPTEMBER.*

2. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2024 WINTER OFFSHORE CYCLE ON 2 AUGUST AND THE 2024 SEPTEMBER MONTHLY CERTIFICATES ON 19 SEPTEMBER.*

3. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE* 2024 *SEPTEMBER* CERTIFICATE OF PROFICIENCY (COP) CYCLE ON *19 SEPTEMBER.*

4. *REVOKE QUALIFICATIONS FOR THE STUDENTS ON THE ATTACHED SCHEDULE AHEAD OF THE 2024 WINTER CORPORATE CYCLE ON 1-2 AUGUST AND THE 2024 SEPTEMBER CORPORATE CYCLE ON 19 SEPTEMBER.*

The schedules are in supplementary papers.
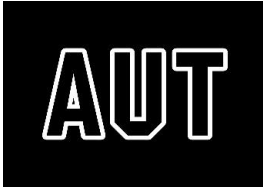
PART A	4.1
OPEN AGENDA ITEM	

Council Agenda Paper

Subject: **Minutes of Part A of the Council Meeting held on 29 July 2024**

Date: **29 July 2024**

Author: **A Vujnovich**

RECOMMENDATION:

THAT THE MINUTES OF PART A OF THE COUNCIL MEETING HELD ON 29 JULY 2024 BE CONFIRMED AS A TRUE AND CORRECT RECORD OF THAT MEETING

AUT

MINUTES

Council Meeting

Meeting held 29 July 2024 at 3.30 pm
AF Building, North Shore Campus, Auckland

PRESENT:	R Campbell (Chair), D Salesa, J Smith, M Royal, L Foliaki; W Ings; A Lemmer; S Clarke; M Darrow.
SECRETARY:	A Vujnovich, Council Secretary R Nottingham, Minute Taker
IN ATTENDANCE:	L Williams (Chief Financial Officer and AVC Finance and Infrastructure); F Henare (Director Health & Safety & Wellbeing) - Item 8.1; D Shanta for Group Director People & Culture
IN APOLOGY:	L Thomson, P Treacy.

HEALTH AND SAFETY korero see notes: (to follow);

PART A OPEN AGENDA

The meeting was opened with a karakia led by the Chancellor. The Chancellor welcomed new members Shaun Clarke and Mark Darrow to Council. The Council noted its appreciation to former members, Sussan Turner and Sina Wendt for their contribution to Council.

1 **WELCOME, APOLOGIES AND APPROVAL OF AGENDA ITEMS**
    Resolved
    1. THAT AN APOLOGY FOR ABSENCE FROM L THOMSON AND P TREACY AND AN APOLOGY FOR LATENESS FROM M ROYAL BE RECEIVED.
    2. THAT THE ASSIGNMENT OF AGENDA ITEMS TO PART A AND PART B OF THE COUNCIL AGENDA BE APPROVED.

2 **DECLARATION/RECORDING OF INTERESTS**
    The attention of Members was drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.

    Resolved
    THAT THE DECLARATIONS BE NOTED AND THE ACTIONS TAKEN BE ENDORSED.

3 **CONSTITUTIONAL MATTER, CONFERMENT OF DEGREES AND POLICY**
3.1 **Granting, Rescinding, Revoking and Amending Qualifications – July 2024**
    Received
    Memorandum for Granting of Qualifications – July 2024

Resolved

THAT COUNCIL NOTE THAT THE CHANCELLOR HAS EXERCISED A DELEGATION UNDER THE COUNCIL DELEGATION POLICY AND IN ACCORDANCE WITH THE GENERAL ACADEMIC STATUTE AND SECTION 283 OF THE EDUCATION AND TRAINING ACT 2020 TO:

1. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2024 JULY MONTHLY CERTIFICATES ON 19 JULY;*
2. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2024 JULY CERTIFICATE OF PROFICIENCY (COP) CYCLE ON 19 JULY.*

4   COUNCIL MEETINGS AND MINUTES OF PREVIOUS MEETING(S)

4.1   Minutes of the previous meeting

Received

Draft Minutes (Part A), of the Council meeting held on 27 May 2024

Resolved

THE MINUTES OF PART A, COUNCIL MEETING HELD ON 27 MAY 2024 BE CONFIRMED AS A TRUE AND CORRECT RECORD OF THAT MEETING.

4.2   Matters Arising

Noted in discussion
- Student Success item had been completed via previous DVC-Academic reports so could be removed;
- A Council retreat would be organised for September or October and include a focus on the Long Term Academic and Capital Plan;
- Training on Te Tiriti to be developed specifically for Council members' and their roles;
- Beyond these points, there were no matters arising from the Minutes (Part A), of the Council meeting of 27 May 2024 not elsewhere on the agenda.

5   VICE CHANCELLOR'S REPORT

Received

Vice Chancellor's Report

Noted in discussion
- Formal opening of Tukutuku afforded good discussions with the Prime Minister and Minister of Education and an ability to showcase the University's offering and points of difference;
- Higher than average engagement in the staff survey, with summary of results and proposed actions to be presented at the next Council meeting, with People & Culture Committee to take a deeper dive;
- Good overall results particularly considered recent performance and FRP, noting areas for improvement included performance management, remuneration and recognition and research;
- A taskforce including union representatives set up to address bullying, noting the issue was not uniformly experienced across groups, and affected more academics;
- Noted approach to sharing results, and reiterated importance of momentum and action being visible to staff, with support for two-yearly surveys as the appropriate frequency;
- Pleasing results for admissions and enrolments, with the developing Long Term Academic and Capital Plan an opportunity to reflect where to direct effort for the future;
- Challenge of recruiting academics in some areas, with global searches sometimes needed. which created both some delays and a need for greater surety of enduring student numbers;

- Trend in permanent versus fixed term employment was not strategic, but due to customary approaches in some areas for fixed term or seasonal staff;
- No separate funding for pathways projects that supported students into university, with indications the Minister may seek to review this in future, meantime the University was seeking to consolidate its pathways;
- Whether there should be a measurable goal for diversity, agreeing that any goal should derive from the strategy, and in any even need to develop more Māori and Pacifica staff;
- Artificial intelligence (AI) taskforce established to define principles and approach to use of AI in the University to ensure safety and capability plus enable opportunity and leadership;
- AI posed teaching and assessment risks, with guidelines being tested and AI detection services not sufficiently reliable, so assessment methods would need to change;
- Timing was critical if the University was to be at the forefront of AI, noting Council would receive an update at the next meeting;
- Request to see reporting against sliding 12-month window for bank covenants in addition to TEC metrics.

Actions:
- Management to report sliding 12-month window for bank covenants in addition to TEC metrics.
- Management to circulate details of AUT Live Event to Council members.

Resolved
THAT THE VICE-CHANCELLOR'S REPORT BE RECEIVED.

6   **CHANCELLOR'S REPORT**
Verbal report
- University Advisory Group update including discussions at Chancellor level regarding university governance options;
- Benefit in some standardisation but there was difference between the universities and political independence was important.

Noted in discussion
- Mixed source board has functioned well in the University but succession planning and consultation for ministerial council appointments could be improved;
- Evolution of the tertiary model and offering in Aotearoa with a single governance structure and ministerial appointed chancellors less well with the protection of diversity of the institutions and academic freedom;
- Science System Advisory Group report had been submitted to Minister Collins, with suggestions of aggregation of research funding and funding bodies, more focus on commercialisation, and a national position on intellectual property in the public sector;
- University Advisory Group took a phased approach, engagement had not been smooth so far, with a final report not due until early 2025, though an earlier draft report would be shared with Council.

Resolved
1. *THAT THE CHANCELLOR'S VERBAL REPORT TO COUNCIL BE RECEIVED.*

7   **PART A – REPORTS FROM BOARD, COMMITTEES AND WORKING GROUPS OF COUNCIL**
7.1 **Academic Board Report and Minutes, 27 May 2024**

Received
Academic Board Reports and Minutes, 27 May 2024

Resolved
THAT THE ACADEMIC BOARD REPORTS AND MINUTES OF THE MEETING HELD ON 27 MAY 2024 BE RECEIVED.

8   HEALTH, SAFETY AND WELLBEING REPORT

8.1   Health, Safety and Wellbeing Report, June 2024
Received
Health, Safety and Wellbeing Report, June 2024

Noted in discussion
- Assurance from Management that there was an adequate management of adrenaline, the only authentic drug used in the nursing school, noting substitute or proxy drugs were otherwise used;
- Follow up work to improve the management of drugs in paramedicine training was underway at South Campus following the Council inspection;
- Noted syringes and needles were carried in the nursing school and were managed appropriately, with few incidents recorded;
- Council would review the draft HSW governance policy endorsed by People & Culture Committee at its July meeting;
- Dialogue continued with WorkSafe to confirm whether Executives were officers for the purposes of the Health & Safety legislation;
- Wiles vs. University of Auckland was an important decision for the tertiary sector but did not guide on the question of responsibilities where academics opined on matters beyond their expertise;
- Noted Management's assurance that the University's approach differed as it compelled some action to protect staff in addition to established processes involving IT and security;
- Noted Management had taken legal advice to confirm compliance with the findings and though few University staff would have a similar level of exposure, there remained risk.

Resolved
THAT THE HEALTH SAFETY AND WELLBEING REPORT FOR JUNE 2024 BE RECEIVED.

9   TE TIRITI REPORT
No report.

10   STRATEGIC REPORTS
No report

11   STUDENT SUCCESS
No report

12   CORRESPONDENCE REFERRED BY THE CHANCELLOR
Received
Letter from the Free Speech Union dated 3 July 2024

Noted in discussion
- AUT Professor was one of the signatories to the letter;

- The University had undertaken a thorough process to develop a position on academic free speech which had been noted by Council;
- Agreed the University response should be to acknowledge the letter and provide a copy of the University's Charter of Academic Freedom.

Resolved
THAT THE LETTER FROM THE FREE SPEECH UNION DATED 3 JULY 2024 BE RECEIVED.

13   OTHER MATTERS FOR DECISION OR NOTING

13.1   Update from AUTSA

Verbal Update
- Elections for student representatives were underway and work continued to improve student academic representation;
- Conference with other student associations was positive, and a presidents forum would be convened to ensure continued collaboration;
- Continued focus on building relationships with Tītahi ki Tua, the Māori students association;
- Positive early feedback from students using the new building on North Campus.

Noted in discussion
- AUTSA seeking appointment of a new director;
- Include AUTSA and its services in future inductions for Council members;
- Various means by which the AUTSA president gleaned issues to raise from and feedback to the student community around Council meetings.

Resolved
THAT COUNCIL RECEIVE THE VERBAL UPDATE FROM THE PRESIDENT OF AUTSA

13.2   Update from Council Member elected by the Academic Staff of AUT

Verbal Update
- Good staff engagement survey reflected improved trust in and with the University;
- Anxiety amongst research community pending the outcome of the Science System Advisory Group;
- Opportunity to enhance appropriate cultural understanding and support and for international students and staff.

Noted in discussion
- Opportunity to raise the profile of and integration of Māori tikanga and culture, including encouraging the use of the Wharenui as a safe place for students;
- Te Pae Tata university governance session had received positive engagement from staff and would be circulated to Council members;
- Continuing improved research performance meant the University benefited less from the PBRF funding construct;
- All staff should be aware of how to assist students to find support, but improved triaging of referrals was required to ensure resources were best directed;
- An opportunity for international staff to assist integration and support for international students from the same culture, provided it was within guidelines;
- Management acknowledged that it was often more difficult for post-graduate students, particularly international, to integrate, a topic that would be given more consideration;

- Implementation of Ki Uta Ki Tai – Student Success programme would provide clearer escalation pathways and system for students seeking support, with measures to be finalised this year;
- Important for the University to deliver on its differentiation, with student-facing staff providing good insights on how this could be delivered, particularly for international students, suggesting this topic and the role of Te Tiriti be considered further at the People & Culture Committee;
- Council would need assurance, and measures, as to the effectiveness of programmes such as Ki Uta Ki Tai.

Action: Management to circulate the Te Pae Tata session on University governance to be circulated to Council members.

Resolved
THAT THE UPDATE FROM THE COUNCIL MEMBER ELECTED BY THE ACADEMIC STAFF OF THE AUCKLAND UNIVERSITY OF TECHNOLOGY BE RECEIVED.

13.3 Update from the Council Member elected by the Professional Staff of AUT
None.

13.4. Sale and Purchase Transfer of City Campus Crown Land to AUT
Received
Sale and Purchase Transfer of City Campus Crown Land to AUT

Noted in discussion
- The University already had financial responsibility, and the property was accounted for on its balance sheet.;
- Transfer process and approach was consistent as for a prior Crown-University land transfer.

Resolved
THAT:

1. *THE ENTRY OF AUT INTO AN AGREEMENT FOR SALE AND PURCHASE WITH HIS MAJESTY THE KING FOR THE TRANSFER OF LAND COMPRISING THAT PART AUT CITY CAMPUS HELD IN CROWN TITLE TO AUT FOR TEN DOLLARS ($10.00) IS APPROVED; AND*
2. *THE VICE CHANCELLOR BE AUTHORISED TO EXECUTE THE AGREEMENT AND LEGAL COUNSEL BE AUTHORISED TO EXECUTE ALL ANCILLARY DOCUMENTS REQUIRED TO ADMINISTER OR EFFECTUATE THIS AGREEMENT.*

14   GENERAL BUSINESS AND ITEMS MOVED FROM PART B TO PART A
None

RESOLUTION TO EXCLUDE THE PUBLIC
The Chancellor moved that the public be now excluded from Part B of this meeting, and that the following matters be discussed without public disclosure. This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and section 9 of the Official Information Act, as the case may require, which would be prejudiced by the holding of the whole or relevant part of the proceedings of the meeting **AND THAT** L Williams, A Vujnovich and R Nottingham be permitted to remain at this meeting, after the public has been excluded, because of their knowledge of the matters to be discussed in the proceedings while the public are excluded. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to these matters because they relate to aspects of the administration of AUT for which those persons are responsible.

General subject of each matter to be considered	Reason for passing this resolution in relation to each matter. The public conduct of each item below would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA identified below.	Ground(s) under section 48(1) LGOIMA for the passing of this resolution
15. Council Meeting Part B of the meeting held on 26 February 2024	s 9(2)(b)(ii), s 9(2)(i), 9(2)(k)	7(2)(f)(i), 7(2)h), 7(2)(i), 7(2)(j)
16. Report from AUT Ventures	s 9(2)(b)(ii), s 9(2)(i) and s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
17. Report from AUT Millennium	s 9(2)(b)(ii), s 9(2)(i) and s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
18. Report from AUT Ethics Committee	s 9(2)(a), 9(2)(b)(ii), s 9(2)(i), 9(2)(g)(i)	s7(2)(a), 7(2)(c), 7(2)(j), 7(2)(F)(i), 7(2)(f)(ii)
20.1 Draft Minutes of Finance and Audit Committee held on 22 April 2024 & 20.2 Draft Minutes of the People and Culture Committee held on 22 April 2024	s 9(2)(b)(ii), s 9(2)(i) and s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
21 Items moved from part A to Part B	s 9(2)(b)(ii), s 9(2)(i) and s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
22. Other Business	9(2)(a)	7(2)(a)

AUT North Campus - Council Visit – Monday 29 July 2024

Health & Safety - Walkabout and Tour – Hosted by Clinical Sciences

Officers Duty being supported

"To gain an understanding of the nature of the operations of the business or undertaking of the PBCU and generally of the hazards and risks associated with those operations" s.44 (4) (b) HSWA 2015

Locations: **New AF/AZ Building and AB Building**

Pre-briefing tour – Michael Delaney (HES) and Fred Henare (Director HSW)

- As discussed in South Campus H&S korero, students on placements considered to be highest HSW risk due to the exposure to challenging environments such as ambulances and emergency departments;
- Eight investigations ongoing where placement students have been involved in incidents, but placement providers have initial responsibility and so are progressing their investigation first, creating some delays in AUT being able to progress its investigation;
- Managing overlapping legal HSW duties and ensuring student safety was an ongoing discussion with placement providers, and was also an issue faced by other universities.

Walkabout and Tour

AF-AZ Building, North Campus

- Building was light and airy with good accessibility and different area set ups
- Staff accommodation was arranged around activity-based working with neighbourhoods to help retain sense of belonging and community;
- Different spaces allow for confidential conversations, collaboration, quiet working as well as for sit-stand desks;
- About 59 desk spaces for 80 staff, with utilisation only 10 percent in first 4 weeks;
- Large multi-functional teaching spaces and good use of technology designed for hybrid learning, enabling those remotely to have as close to same experience as those in the room;
- Materials used in room design better experience for those with hearing difficulties;
- Good range of spaces for students to collaborate, study, socialise.

Level 3, AB Building - Clinical Simulation Rooms

Clinical Sciences Programmes run at North Campus include:

- Bachelor of Health Science Nursing
- Bachelor of Health Science Physiotherapy
- Bachelor of Health Science Occupational Therapy
- Bachelor of Health Science Oral Health
- Bachelor of Health Science Podiatry
- Postgraduate Certificate in Advanced Nursing Practice
- Postgraduate Diploma in Registered Nurse Prescribing

Level 3 simulation rooms are used for training and educating nursing students in a controlled, realistic environment, allowing students to practice clinical skills, decision-making, and patient interaction without harming actual patients.

- Good signage regarding H&S practices in simulation rooms;
- Good organisation of students and appropriate levels of supervision;
- Training was provided to staff and students on use of the equipment prior to use;
- Excluding adrenaline, all drugs were placebos and Management assured procedures in place to manage access and use of it.

Issues noted included:

- Building was built to building code at the time but no lift in the AB building means students/staff unable to access the space if they struggle to walk up stairs;
- Asbestos was present in AB (due to its age) but was managed in accordance with established protocols;
- Heavy equipment, e.g., beds and mannequins, must be carried up the stairs;
- No air conditioning, so the spaces can get hot during summer months.
- Cupboard containing sharps in a corridor was open and accessible, but Management noted this was not usual and steps taken to avoid a reoccurrence.

DRAFT

COUNCIL MEETING RAISED	ACTION	WHO	STATUS/ TARGET DATE
30 October 2023	**4.2 Matters Arising** • Management to work with Council members to develop programme for a Council retreat in early 2024, potentially at North or South Campus.	Council Secretary	Planned for 2025
	9 Te Tiriti Report • Management to develop and diarise Te Aronui training sessions for Council members, dates to be scheduled as soon as possible. (Note: related to action #2 above).	Valance Smith - Kaihautu Tiriti	December 2024/ Tailored training to be organized for Council members
4 December 2023	**10.1 Pacific at AUT** • Pacific at AUT plan to be presented to Council in 2024	Jacoba Matapo – PVC Pacific	Actioned
29 July 2024	**5 Vice Chancellor's Report** • Management to report sliding 12-month window for bank covenants in addition to TEC metrics.	AVC Finance & Infrastructure	Actioned
	5 Vice Chancellor's Report • Management to circulate details of AUT Live Event to Council members.	Vice Chancellor	Actioned
	13.2 Update from Council Member elected by the Academic Staff of AUT • Management to circulate the Te Pae Tata session on University governance to be circulated to Council members.	Vice Chancellor	Actioned

PART A OPEN AGENDA ITEM	5

Council Agenda Paper

Subject: **VICE-CHANCELLOR'S REPORT**

Date: **30 September 2024**

RECOMMENDATION:

THAT THE VICE CHANCELLOR'S REPORT BE RECEIVED

Since we launched our new strategy, Te Kete, several initiatives and plans have been underway to better position the University and support our strategy. I appreciate and acknowledge the extensive feedback and contributions staff, students, AUT Council, and other key stakeholders have already made to the development of our strategy and other key plans such as Te Aronui (Te Tiriti Framework), Ki Uta Ki Tai (Student Success Plan), and Rautaki Rangahau (Research Plan). Without these valuable insights, our progress would not be possible.

As we consider our next steps and move towards 2025, several other supporting plans and initiatives are underway to reflect our direction in line with our new aspirations outlined in Te Kete. The initiatives currently in development include:

Building Our Academic Future. This initiative supports the creation of AUT's Long-Term Academic and Capital Plan (LTACP), which sets our academic priorities and ensures that our planning and capital investment support these priorities. Find out more

People Plan 2025-2023. A workforce plan that will help ensure we have the skills and people we need to deliver our strategy. Find out more

Brand Exploration Project. This initiative considers how our AUT brand might evolve in the context of our new aspirations. Find out more

As noted previously, the government is undertaking a review of New Zealand's university sector headed by the University Advisory Group (UAG). AUT has been engaging positively with the UAG, has hosted panel members and recently submitted our views in response to questions asked as part of its second phase of consultation. You can read our submission on the Sector Review page on TUIA.

The TEC (Tertiary Education Commission), which manages universities' government funding, has written to AUT, acknowledging the work we have done to ensure our financial sustainability and noting our status as one of only two universities whose current financial situation is considered low-risk.

We do have to consider that the TEC has also acknowledged a sector-wide challenge in the coming years, as current funding levels are not guaranteed. This underlines our need to be pragmatic and invest in the right things to benefit our students and staff as we work towards our aspirations, as clarified in Te Kete.

HIGHLIGHTS

- Recruitment for a Deputy Vice-Chancellor Māori has begun and is now live on the AUT website - applications close on 13 October. Read more
- AUT held its Winter Graduation on the 1st and 2nd of August, with 1,797 graduates attending the ceremonies.
- AUT's annual Wiki Rangahau | Research Week took place from the 9th to the 13th of September, showcasing and celebrating our excellent research and its impact on our communities. The theme for this year's Research Week is Partnerships for Impact and attracted more than 2,000 registrations to its 22 events.
- Two AUT research projects have secured $7 million in funding through the Ministry of Business, Innovation and Employment's 2024 Endeavour Fund, the country's largest contestable science fund. Read More
- AUT is supporting Mahuru Māori (Māori Language Month) with AUT staff events taking place throughout the month.
- AUT LIVE, our largest recruitment event, took place on 26 August. This year's event had a record-breaking 8,342 total registrations (up 27% from 2023), with 6,161 attendees recorded or checked in to the event (up 30% from 2023). Read more
- AUT has launched a new policy hub on the AUT website called 'Te Poutohu.' The web page is dedicated to providing students, staff, and stakeholders with easy access to policies and procedures that govern our University. Read more
- AUT Bachelor of Sport & Recreation student and Olympic debutante, Tara Vaughan, won a gold medal in the K4 canoe sprint in Paris and was one of several Olympians and support crew with links to AUT. Read more.
- The University has relaunched its Outbound Exchange programme as 'AUT Global,' allowing students to immerse themselves in another culture, meet new people and gain international experience before they graduate. Read more
- After 26 years of service at AUT, Professor Pare Keiha has decided to retire at the end of 2024. Professor Keiha has most recently served as AUT's Pro Vice-Chancellor for Māori Advancement, Dean of Te Ara Poutama, the Faculty of Māori and Indigenous Development, and Dean of the Faculty of Culture and Society. He previously held the positions of Pro Vice-Chancellor for Commercialisation and Pro Vice-Chancellor for Learning and Teaching. Read more
- A staff campaign to raise funds for the AUT Student Support Fund has launched. The Fund supports AUT's Student Hub and support services, which offer various avenues of support for students facing hardship. Read more

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PRIORITY 1: TE TIRITI O WAITANGI

1.1   Te Aronui

The Kaihautū Tiriti (KT) primarily works across AUT with those seeking guidance and support to integrate Te Aronui into their operational plans. This decentralised approach has highlighted the need for a more structured and unified process. The KT has identified that a formalised framework for monitoring progress and measuring impact is needed to ensure accountability and transparency and to ensure the full integration and awareness of Te Aronui initiatives across the University. This framework will need to be developed in partnership with the Executive Leadership Team (ELT), in particular, our new DVC-Māori and other key stakeholders, to ensure a unified approach and foster shared ownership.

1.2   Aronui Ora Cultural Capability Programme

In preparation for expanding Aronui Ora in 2025, the KT has engaged with the Vice-Chancellor's Executive to emphasise the importance of Executive and senior leadership involvement. Leaders within faculties and divisions are encouraged to actively participate in Aronui Ora to foster a culture of support. The People & Culture, Aronui Ora team will meet its target for 2024, seeing 33 staff graduate and 63 staff complete the core modules. A graduation celebration is planned for early 2025.

The Aronui Ora working group will present two options for consideration to facilitate the council's engagement and participation in the Aronui Ora programme. Understanding the need for flexibility, these options include a condensed version of Aronui Ora to enable the Council to champion Aronui Ora effectively and engage in high-level discussions about the programme. The KT aims to have these options ready for the next Council meeting, ensuring that Council involvement is aligned with their capacity while still supporting the overarching objectives of Aronui Ora.

1.3   Tēnei Au Māori Staff Leadership Programme

The KT is also preparing an Executive paper about the Tēnei Au Māori Staff Leadership Programme, focusing on identifying and supporting Māori staff within their faculties and divisions. This programme is designed to develop emerging Māori leaders, not only to support their professional growth but also to advance the strategic objectives of their respective areas. Leaders are encouraged to consider how the development of their Māori staff can contribute to the University's wider strategic goals, reinforcing AUT's commitment to nurturing and integrating Māori leadership (Te Aronui Enactments: Whakaawe/Whakaae).

1.4   Deputy Vice-Chancellor Māori

AUT's path forward through Te Aronui has made a significant step forward. A Rōpū of advisors and I have concluded the formation of the Deputy Vice-Chancellor Māori (DVCM) position, including its role and responsibilities and the appointment process. Recruitment has begun and is now live on the AUT website. Applications close on 13 October.

As AUT's inaugural Deputy Vice-Chancellor Māori, this foundation role is unique and will make a significant academic and cultural impact on our University. I am excited and humbled to invite interest from experienced and knowledgeable Rangatira Māori to become a pītau whakarei of AUT's waka.

1.5   Iwi Engagement

The Kaihautū Tiriti has led external engagements with following key iwi partners. These interactions are not just tika collaborations; they embody our strategic objective of building 'Partnerships that accelerate impact.' The purpose is to position the voices, perspectives, and needs of Māori communities at the core of our decision-making processes. One such example is the naming of Tukutuku on the North Campus in June, a collaboration with Ngāti Paoa. This approach ensures that our institution's growth is not only inclusive but also reflective of the aspirations and priorities of the iwi we work with. In doing so, we strengthen our commitment to meaningful partnerships that drive positive outcomes for both Māori students and staff, and the broader communities we serve.

Iwi Partner	Current Status	Next Steps	Contact Person
Ngāti Whātua Ōrākei	Nearing final draft of MOU/Kōtuitanga, currently under internal review.	Complete internal review and finalise the draft for approval.	Nick Mudge

Iwi Partner	Current Status	Next Steps	Contact Person
Waikato Tainui	Reviewing the proposed draft sent by the KT in July 2024. Follow-up email sent.	Await feedback and incorporate any required changes.	Raewyn Mahara
Te Kawerau a Maki	Meeting scheduled on October 6 to finalise the draft, then forward to respective leaders.	Finalise the draft during the meeting and forward it for review.	Robin Gordon-Taua
Ngāti Paoa	Currently reviewing the proposed MOU/Kōtuitanga. Positive indications for further progress.	Follow up post-review to finalise the MOU/Kōtuitanga.	John Hutton
Ngāti Rongo o Mahurangi	No expressed desire for an MOU/Kōtuitanga yet. Arranging whakawhanaungatanga engagement with iwi and Māori staff from North Campus before year-end.	Conduct whakawhanaungatanga engagement to explore potential partnerships.	Arapeta Hamilton
Te Kei o Tainui & Te Waiohua	KT in discussions with the Chair of Te Kei o Tainui; potential relationship with Te Waiohua.	Continue discussions to establish formal relationships.	Maxine Graham

PRIORITY 2: EXCELLENCE AND EQUITY IN EDUCATION AND RESEARCH

2.1   Learning and Teaching

The Cycle 6 Academic Audit Panel visited AUT from the 9th to 11th of September. They met with around 90 members of our AUT whānau, including more than 60 members of academic and professional staff and 25 students. The Panel expressed gratitude for the manaakitanga they received during the visit.

The Panel's task was to explore further and validate the information provided in the University's self-review portfolio, which evaluated our activities across learning, teaching, and student support. In preliminary findings, the Panel chair spoke in general terms of areas of strength for AUT, as well as areas where improvements are required. A theme in the latter area was the importance of continuing to refine our processes and approaches across all areas to support a consistent student experience.

Ngā mihi nui to all the staff and students involved in the self-review and site visit interviews for their enthusiasm and mahi. The university will receive the Panel's draft report in the week beginning 18 November.

2.2   Research Funding

Te Kāhui Poipoi Rangahau (TKPR) - Research funding activities for August 2024.

External Research Income (ERI) TEC Submission *(Source: TechOne)*

		NZ Government Contestable ($)	NZ Non-Government ($)	NZ Public Sector ($)	Overseas ($)	Total ($)
2017	Unweighted	6,292,624.49	2,154,977.37	2,328,146.21	683,100.96	11,458,849.03
	Weighted	6,292,624.49	4,309,954.74	2,328,146.21	1,024,651.44	13,955,376.88
2018	Unweighted	9,236,190.77	1,172,121.13	3,803,682.01	877,137.52	15,089,131.43
	Weighted	9,236,190.77	2,344,242.26	3,803,682.01	1,315,706.28	16,699,821.32
2019	Unweighted	10,211,710.32	1,245,065.74	3,464,734.56	484,738.87	15,406,249.49
	Weighted	10,211,710.32	2,490,131.48	3,464,734.56	727,108.31	16,893,684.67
2020	Unweighted	11,113,788.50	1,245,497.81	2,814,469.16	562,207.39	15,735,962.86
	Weighted	11,113,788.50	2,490,995.62	2,814,469.16	843,311.09	17,262,564.37
2021*^	Unweighted	14,877,971.51	1,054,580.55	2,198,466.58	793,263.90	18,924,282.54
	Weighted	14,877,971.51	2,109,161.10	2,198,466.58	1,189,895.85	20,375,495.04
2022*^	Unweighted	16,396,163.03	967,165.92	2,811,532.70	1,026,338.46	21,201,200.11
	Weighted	16,396,163.03	3,868,663.68	2,811,532.70	3,592,184.61	26,668,544.02
2023*	Unweighted	17,987,115.97	960,609.24	2,441,798.21	1,318,086.85	22,707,610.27
	Weighted	17,987,115.97	3,842,436.96	2,441,798.21	4,613,303.98	28,884,655.12
2024	Unweighted					18,726,374.00

Notes:
Unweighted means that ERI is not weighted according to TEC guidelines
* = after Bad Debt adjustment
^ = after Audit adjustment

External funding activity

Ministry of Business Innovation and Employment (MBIE)	**Submissions** The TKPR team is working with researchers on their 2025 Research Programme and 2025 Smart Idea proposals. **Results** AUT submitted 5 Research programmes and 1 Smart Idea that were assessed by MBIE. Two AUT research projects were successful, securing $7 million in funding.
Health Research Council (HRC)	**Submissions** 2024 Health Delivery Project Full Proposal: 1 invited AUT application submitted, and 1 MoU for collaboration on Otago led application. 2024 Health Delivery Research Activation Grant Round 2: four AUT applications were submitted, and one memorandum of understanding was used for collaboration on Burwood Academy-led applications.
Government	**Submissions** 2024 Teaching & Learning Research Initiative (TLRI): AUT submitted one invited Full Proposal.
National Collaborations	**Results** • two new MacDiarmid projects • two new successful MedTech Research Accelerator Programme (RAP) 1 projects. • one new successful MedTech RAP 2 projects • one successful Ngā Pae o te Māramatanga (Māori Research Centre of Research Excellence) proposal

International	**Submissions**
	• one Passe & Williams Foundation application
	• one Volvo Research and Education Foundations application
	• one South Pacific Commission (Pacific Community) application
	Results
	• one USFED/US Embassy-funded project
	• one successful AASB application (Australian Accounting Standards Board)
Community	**Submissions**
	• 2 Lottery Health Research Fund submitted
	• 1 Auckland Medical Research Foundation (AMRF) Project Grant submitted
	• 1 AMRF Postdoctoral Fellowship Full Proposal submitted
	• 2 Cure Kids Project Grants submitted

2.3   Horizon Europe

Te Kāhui Poipoi Rangahau (Research Office) has been working on two Horizon Europe applications which were due on 18th September 2024.

The Research Office also held a Horizon Europe workshop with the Faculty of Design and Creative Technologies researchers to help them identify funding calls and information on how to find partners.

Recent activities to support Horizon Europe opportunities.

• Upcoming meeting with the University of Edinburgh to discuss potential partner search seminars between the two Institutions.
• Upcoming meeting with the University of Copenhagen to discuss the upcoming partner search seminar (October 2024) and meetings with AUT Research Managers to target researchers for participation.
• Several one-on-one sessions with researchers have taken place to discuss the specific funding call they are interested in.
• Upcoming meeting with National Contact Points (NCP) Cluster 3, University of Canterbury, and University of Auckland to discuss how we can work together to generate more applications.

PRIORITY 3: ENVIRONMENTAL AND FINANCIAL SUSTAINABILITY

3.1   Financial Performance (detail in Appendix 2)

The year-to-date August net operating surplus is $49.8M, which is $24.9M ahead of budget. This positive variance is driven by the higher student-derived revenue, lower salary, interest, and depreciation expenses. The full-year forecast projects a net surplus of $13.8M, which is $6.8M above budget. This positive variance reflects the impact of the higher EFTS projections and salary savings offset by higher costs to support increasing student enrolments.

3.2   Student enrolment update (detail in Appendix 1)

• **Overall, AUT has achieved 102% of its total (domestic and international) 2024 budget,** compared to 99% of the 2023 budget this time last year.
    ○ This improvement in progress towards the total equivalent full-time students (EFTS) budget is due to lower targets and improved enrolments compared to last year.

- **Domestic EFTS** were up in both new and returning EFTS at the same time last year, including a remarkable recovery in the first-year retention rate. While domestic EFTS are showing signs of recovery following the lowest point last year, we are still tracking at the lowest levels of enrolments in over a decade.
- **International EFTS** continue to recover from the post-COVID low point in 2022, demonstrating two consecutive years of YoY growth. China and India remain our top two source countries for international students. India is showing strong growth post-COVID.

Summary Table

	Domestic Funded		International Full Fee		Total	
	2024	2023	2024	2023	2024	2023
YTD EFTS	15,829	15,487	2,760	2,394	18,589	17,881
% of target	102%	94%	106%	144%	102%	99%

Bullet points:

Year to Date **Domestic Funded** enrolments (2024, compared to the same time in 2023):

Total: up 2% (+342 EFTS)

New to Programme: up 3% (+213 EFTS)

Returning: up 1% (+129 EFTS)

Year to Date **International Full Fee** enrolments (2024, compared to the same time in 2023):

Total: up 15% (+366 EFTS)

New to Programme: up 9% (+119 EFTS)

Returning: up 24% (+246 EFTS)

Year to Date **Māori Domestic Funded** enrolments (2024, compared to the same time in 2023):

Total: up 6% (+100 EFTS)

New to Programme: up 15% (+103 EFTS)

Returning: down 0% (-3 EFTS)

Year to Date **Pacific Domestic Funded** enrolments (2024, compared to the same time in 2023):

Total: up 2% (+49 EFTS)

New to Programme: up 4% (+40 EFTS)

Returning: up 1% (+9 EFTS)

Year to Date **Pre-Degree** enrolments (2024, compared to the same time in 2023):

Total: up 6% (+56 EFTS)

New to Programme: up 6% (+44 EFTS)

Returning: up 8% (+11 EFTS)

Year to Date **Undergraduate** enrolments (2024, compared to the same time in 2023):

Total: up 2% (+284 EFTS)

New to Programme: up 1% (+38 EFTS)

Returning: up 3% (+245 EFTS)

Year to Date **Postgraduate** enrolments (2024, compared to the same time in 2023):

Total: up 12% (+453 EFTS)

New to Programme: up 18% (+312 EFTS)

Returning: up 7% (+141 EFTS)

3.3   Admissions

The Admissions team saw a significant rise in 2025 applications, with domestic school leaver applications increasing from 2,178 in July to 2,744 in August. To manage the workload efficiently, the team is exploring automation and outsourcing options.

3.4   University key performance indicators (detail in Appendix 3)

3.5   Marketing and Recruitment

Brand and Marketing Services – activity report for July/August 2024.

AUT LIVE

Over the past few months, the Brand and Marketing team has delivered good results, with the standout being AUT LIVE, our largest recruitment event. 640 staff and 110 student ambassadors contributed to a record-breaking event, reflected in an 83% month-over-month increase in new lead generation. Although digital advertising saw a slight decline, this can be attributed to the significant focus on the AUT LIVE campaign.

Key areas of study that drew the most interest were Health Sciences, Business, and Engineering, while Education emerged as a top choice at the postgraduate level. International enquiries have remained steady, with a modest 2% increase, while domestic enquiries are performing well, up 19% compared to 2023.

Brand Health and Awareness

Our Always on Brand health results over the past three months showed a 6% increase in awareness for AUT, alongside growth for other universities: University of Auckland (UoA) (+7%), Otago, Canterbury, Massey, and Victoria (+5%), and Waikato (+4%). AUT remains second only to UoA in key metrics such as consideration, investigation, usage, and preference while holding a competitive edge over Waikato. Over the last year, awareness of AUT in Auckland and the Upper North Island increased by 5%, compared to a 3% decline for UoA and a 1% increase for Waikato. However, UoA continues to lead in consideration, investigation, usage, and preference.

Social media platforms have remained steady, with TikTok continuing to experience strong growth. Corporate Communications also had positive results, with significant media coverage for both AUT LIVE and the opening of Tukutuku. Additionally, the AUT Impact project was successfully launched. View Here.

Other recruitment activity

Even as the core recruitment season for school leavers winds down, the recruitment team has secured access to the Year 13 assembly at Rangitoto College to present AUT Ready, ensuring continued engagement with prospective students.

The Ki Uta Ki Tai priority student programme has made significant progress, with in-depth research and scoping of the Auckland school market underway. Co-design with schools is set to develop further in the coming months.

The handover of UniPrep from the Office of Pacific Advancement has been completed, with promotion and planning in progress for the 2025 cohort.

In postgraduate recruitment, lead generation continues to follow previous trends, with Education (722 leads), Health Sciences (328 leads), and Business (302 leads) being the top areas of interest.

Marketing

Marketing activities remain strong, with both International and Domestic campaigns set to conclude next month. Early indicators are highly positive. Notable highlights include the launch of the China Future campaign in August and the AUT Global (Outbound Exchange Programme) re-launch at AUT LIVE. The "Introducing AUT Global" video was also featured across AUT News platforms, further promoting the programme.

3.6 Places and Spaces

During this period, the Estates Group focused on the following key activities:

- Operationalising the WZ/WF Complex and executing the formal opening event.
- Capital Asset Renewal Projects.
- Implementation of the Integrated Workplace Management System (IWMS).
- Lease-related activities for WR Building exit.
- Preparation for AUT Live

Issues and alerts

Energy supply issues are becoming a matter of national concern. Gas prices have increased by 400% due to shortages, and Estates is endeavouring to accelerate its move away from gas boilers. However, this is increasing reliance on electricity as an energy source, and its supply is also becoming problematic. Work will shortly commence on our Resilience Strategy, addressing this matter.

Major Capital Works

Tukutuku (AZ) *previously A1 project*

- Practical Completion for A1 was achieved on 11 June 2024, with the building opening for students at the commencement of Semester 2. The official opening of the facility was successfully undertaken on 26 July 2024.
- Some deferred post-contract works will be ongoing until the end of the summer break.
- The project team and Estates are dealing with minor defects as they arise alongside some remaining snagging works, including two minor roof leaks currently being investigated.
- The Estates Group has initiated a Post-Project Evaluation and Post-Occupation Evaluation. The results of these evaluations will be reported in due course.

Planning

- A consultant has reviewed the Tukutuku building staff move. Report to come.
- Student Services moved from WO9 to WQ5 successfully.
- Final Tukutuku staff moved out of AR. Education staff still need to relocate to AG and NISAN, will possibly move to AN.

- Working through solutions to perceived issues with lecterns in AF-AZ classrooms – mismatch between AUT teaching expectations and actual practice.
- Creating a list of capital works projects for the summer of 2024-2025.

3.7   Environmental Sustainability

Key highlights for the period July to September 2024

- Sustainability and Estates teams worked together on energy reduction campaigns for WO and student accommodation buildings.
- In conjunction with Estates, the Sustainability team led two native planting sessions at the North and South campuses for international students. 300 native plants – mānuka, harakeke and a native ground cover were planted
- AUT is a finalist in the Australasian Green Gown Awards – Creating Impact category (for onsite general waste sorting and 90% diversion of C&D waste from landfill during construction of Tukutuku) AUT – Green Gown Awards Australasia (acts.asn.au)
- A Sustainability Fair on the 24th of September was an all-of-university event that included engaging activities designed to encourage people to make a positive change, as well as showcasing some of AUT's sustainability research.
- An executive paper has been submitted in relation to air travel and achieving a reduction in AUT's CO_2e emissions.
- A revised sustainability plan is being drafted to align with AUT's new strategy, Te Kete.

3.8   Staff diversity statistics (September 2024)

Staff by Occupation

Staff diversity is based on AUT's permanent/fixed-term workforce on the final day of the reporting month (excludes hourly paid and temps on-campus staff).

As at	Academic	%	Professional	%
4 September 2024	1,062	47.6%	1,169	52.4%

Staff by Prioritised Ethnicity and Workforce Type

Ethnicity	Total	Current % of staff	This time last year % of staff
Māori	172	7.7%	7.6%
Pacific	148	6.6%	6.5%
Asian	536	24.0%	23.2%
MELAA	101	4.5%	4.3%
Other	129	5.8%	5.1%
European	1052	47.2%	48.5%
No Declaration	93	4.2%	5.0%
Total	**2231**	100.0%	100.0%

Senior Staff by Gender

Senior Roles - by Gender	Total	Distribution
Female	172	46.4%
Male	194	52.3%
Gender Diverse	2	0.5%
Not Disclosed	3	0.8%
Total	**371**	**100.0%**

Senior Māori & Pacific Staff by Gender

Senior Roles - by Gender	Total	Distribution
Senior Women – Māori	15	78.9%
Senior Women – Pacific	4	21.1%
% of Total Women	19	1.5%
Senior Men – Māori	12	70.6%
Senior Men – Pacific	5	29.4%
% of Total Men	17	2.4%
Total Senior Management vs Total AUT	**36**	**1.8%**

3.9   People and Culture Work Programme (detail in appendix 4)

3.10   Staff Headcount (August 2024)

Employee type	Current month headcount	Month on Month change	Month on Month % change	Year on Year change	Year on Year % change
Permanent	1972	-8	-0.4%	43	2.2%
Fixed Term	259	0	0.0%	11	4.4%
Hourly Paid	1841	-19	-1.0%	-312	-14.5%
Overall	4072	-27	-0.7%	-258	-6.0%

Trends are based on the average headcount per month.

- **Permanent Staff:** The overall average permanent headcount for August was 1,972. We have seen a 2.2% increase in permanent headcount between August 2023 and August 2024.

- **Fixed-Term Staff:** Fixed-term roles have stayed the same month on month. Although fixed-term numbers have steadily increased over 2024, we have shown an overall decrease in the fixed-term staffing population over the longer term, having reduced from 311 in July 2022 to 259 in August 2024.

- **Hourly Paid Staff:** The year-on-year trend for hourly paid staff follows a standard pattern, picking up between semester breaks and summer operations but trending downwards overall. While there are an average of 1,841 hourly paid staff on payroll, only a proportion of these will be working at any one time.

3.11   Student Accommodation

The 2025 application process commenced in August, coinciding with the successful AUT Live event. Due to the non-renewal of the Wellesley Student Apartments lease agreement, demand for accommodation at ASV and WQ has increased, and the selection process is under review.

Occupancy rates across AUT's accommodation facilities remain strong, with the following breakdown:

- Wellesley Student Apartments: 94% occupancy
- Akoranga Student Village: 82.84% occupancy
- Mayoral Drive Student Accommodation (WQ): 88% occupancy

3.12   AUT Foundation

- For the period 9 July to 12 September 2024. AUT Foundation has received a total of $123,579.40.
- For the period 1 January to 12 September 2024 (year-to-date), AUT Foundation has received a total of $1,177,658.22.

The AUT Foundation launched its annual staff campaign to raise funds for the Student Support Fund. As part of this year's campaign launch, Coffee Hour events at each campus were organised in a collaboration between the Vice-Chancellor's Office and AUT Cafés, which set the campaign up well to build awareness, increase donations and expand AUT's community of givers.

PRIORITY 4: STUDENT SUCCESS

4.1   AUT International

Key activities for the International Office during this period:

International Partnerships:
- The International Office arranged meetings between AUT's School of Science and IIT Delhi on 11 July 2024. This is an exciting development for AUT, with our Living Laboratory project at its centre.
- The Director of International and the Associate Director of Operations and Partnerships attended the International Education Association of Australia conference in Melbourne to gain insights into strengthening and developing relationships with partner universities.

International Recruitment:
- Due to the growth of the Southeast Asia market, the International Office has employed an offshore market manager based in Surabaya, Indonesia, starting 1 July.

International Relations:
- The International Office hosted the Office of Educational Affairs, Royal Thai Embassy on 10 July to further discuss opportunities Office of the Civil Service Commission (OCSC) scholarship opportunities and meet our current students under the OCSC scholarships.
- In August, the Vice-Chancellor met the US Ambassador Tom Udall.
- While in Papua New Guinea (PNG), the Vice-Chancellor and Head of the VCO met with His Excellency Peter Zwart, New Zealand High Commissioner to Papua New Guinea, Fr. Jan Czuba, PNG Secretary of Higher Education, The VC and senior leaders at the University of PNG, a range of educationalists and held an alumni event.
- The Vice-Chancellor and Pro Vice-Chancellor International met with the High Commissioner of India to New Zealand, Her Excellency Ms Neeta Bhushan, on 17 September and hosted a well-attended event in her honour. Read More

4.2   Student Hub

In addition to the general student enquiries, the Student Hub managed 711 cases in August, resolving 63% of them. Disability Support actively managed 53 academic accommodation plans, ensuring students received necessary adjustments. Additionally, 202 students received financial assistance, totalling $102,952 in support.

4.3   Library and Learning Services

Te Mātāpuna Library & Learning Services continues to plan for the International Association of University Libraries (IATUL) 44th annual conference, due to take place in Aotearoa in November. The programme was recently released and features several Te Mātāpuna Library & Learning Services professionals, discussing topics ranging from open access publishing, barriers to Indigenous peoples using university libraries, student-centred library resources and amplifying student voices in library partnerships.

Special edition of Rangahau Aranga: AUT Graduate Review

Rangahau Aranga AUT Graduate review, a publication developed in partnership with AUTSA (Student Association), Graduate Research School and Tuwhera Open Access, has released a special edition Moanaroa: Pacific and Indigenous Research, launched during Te Wiki Rangahau/Research Week. Working in partnership with AUT's Moanaroa, a network of staff and students dedicated to enabling Pacific-led research, the issue

features authors representing the people and cultures from throughout the South Pacific and beyond. The editorial team, including Te Mātāpuna Library & Learning Services' staff, are excited to introduce readers to their research for the first time.

4.4   Graduate Research School

Key highlights and activities from the Graduate Research School Te Kura Tāura Rangahau.

- **30%** increase in PhD applications compared to the same time last year (source Uni Assist).
- **26%** Increase in PhD admissions compared to the same time last year. And 16% up compared to the same time in 2019, pre-COVID. Domestic admissions are not yet at the pre-COVID level.
- **Canvas—Research Skills for AUT Staff—**This course is home to a growing library of online training resources. By default, all academic staff members have access.

QUICK STATS

- 859 Active doctoral students
- 60 Doctoral students in examination
- 51 Active MPhil students
- 34 Deferred PhD students

4.5   Auckland City Centre Engagement

The Auckland University of Technology is leading a campaign alongside partners Auckland Council and the University of Auckland to develop Auckland into a premier city for students. Head of the Vice-Chancellor's Office, Amy Malcolm, who leads external engagement for the University, presented a paper and proposal to the City Centre Advisory Panel. The Panel members were presented with an opportunity to explore further collaboration around coordinating events and opportunities for engagement with students as a major contributor to the Auckland City-Centre's economy and community. AUT also presented a proposal earlier in the year to Auckland Council about equitable transport fares for students amidst increased transport costs.

PRIORITY 5: MATURING UNIVERSITY SYSTEMS AND PROCESSES

5.1   ICT

Key activities and outcomes from ICT for this period:

Limited Pilot of Microsoft CoPilot (Generative AI tool built into the M365 suite of applications)

- The Microsoft M365 CoPilot pilot kicked off in September 2024.
- There are 150 licensed users, 25 of whom were already part of the pre-pilot.
- Before using the product, the pilot participants were sent a survey to gather baseline data. The response rate has been reasonable; as of 10 September, it was 70%.
- Microsoft is hosting a series of workshops introducing the tool. The workshops will start with an overview and then deep dive into each specific Microsoft application.
- In October-November, there could be some follow-up open forum/ drop-in sessions, or workshops on target topics based on demand.
- We expect to start writing a report on the pilot findings early in 2025. The pilot licenses will be valid until February 2025.

Contract for AUT's Computer fleet going through selection process currently
- A review of potential vendors to support AUT's fleet of desktop and laptop computers is underway.
- The vendor applications are currently being assessed, and AUT's Procurement team is preparing a recommendation for the next steps.

ICT Services Business Satisfaction Survey
- In August 2024, ICT Services engaged Infotech to repeat the ICT Services Staff Satisfaction benchmarking survey last run in 2022.
- High-level results from the survey:
    - The survey was sent to 316 People Leaders across the University, and the response rate was 42% - similar to the 41% response rate in 2022.
    - The overall satisfaction rate with ICT Services is 85%, which was up 4% from 2022
    - The customer perception of IT Value is 84%, up 5% from 2022.

5.2   Organisational Development

Staff Survey 2024

People and Culture have completed sharing the AUT-wide results of the Staff Engagement Survey, and the recording and slide deck are now on the ['Your Voice' Survey Page](#) on TUIA. Most team results have also been communicated, and teams are moving into the action-planning phase. For the larger teams, such as Student Services & Administration and the Faculty of Health and Environmental Science, results have been shared at the Department/School level. We are now working with the Department Level 3 teams to make these results more relevant, given their size and significant differences within these teams. Te Ara Poutama and the Faculty of Culture & Society have not yet shared their team results. They indicated this would occur after the AUT-wide actions were confirmed.

Professional Staff Conference 2024

People and Culture have amended the schedule and confirmed six speakers—three keynotes and three breakout sessions for the Professional Staff Conference due to take place in November. The plan is to hard launch the Conference, with Communications support and open registrations in late September.

2024 EFTS Progress to Target Monitoring Report
Year to Date Compared to Target and Equivalent Date Last Year

Programme EFTS as at 12 Sep 2024

Student Achievement Component EFTS	Total	BEL	CSOC	DECT	HEAL	TEAP
Pending	62	26	2	10	23	1
Actual	15,767	2,627	1,808	5,123	6,116	72
Total Pending and Actual	15,829	2,653	1,810	5,133	6,139	73
2024 Target	15,564	2,653	1,896	4,991	5,870	120
Progress to Target (%)	102%	100%	95%	103%	105%	61%
EFTS needed to reach 100%	-265	0	86	-142	-269	47
Ahead or behind on this time last year:	Ahead by	Ahead by	Behind by	Ahead by	Ahead by	Behind by
	342	74	236	497	28	16
Progress to Target, this time last year (%)	94%	94%	85%	100%	93%	85%
EFTS needed to reach Target this time last year	973	175	356	-15	429	15
Achieved from this time last year to year end	66	16	12	22	15	2

International Full-Fee EFTS	Total	BEL	CSOC	DECT	HEAL	TEAP
Pending	13	8	0	3	0	0
Actual	2,747	721	522	1,082	396	2
Total Pending and Actual	2,760	729	522	1,084	396	2
2024 Target	2,592	828	464	983	303	7
Progress to Target (%)	106%	88%	113%	110%	131%	26%
EFTS needed to reach 100%	-168	98	-58	-102	-94	5
Ahead or behind on this time last year:	Ahead by	Behind by	Ahead by	Ahead by	Ahead by	Behind by
	366	14	44	209	110	6
Progress to Target, this time last year (%)	144%	121%	169%	155%	143%	∞
EFTS needed to reach Target this time last year	-731	-128	-195	-311	-86	-7
Achieved from this time last year to year end	53	42	3	7	1	0

AUT South Campus	Total	BEL	CSOC	DECT	HEAL	

Pending	**1**	0	0	0	1
Actual	**1,763**	189	189	43	1,321
Total Pending and Actual	**1,765**	189	189	43	1,322
2024 Target	**1,746**	278	200	38	1,194
Progress to Target (%)	**101%**	68%	94%	113%	111%
EFTS needed to reach 100%	**-18**	89	12	-5	-129
Ahead or behind on this time last year:	Behind by	Behind by	Behind by	Ahead by	Ahead by
	44	36	15	1	13
Progress to Target, this time last year (%)	**109%**	5387%	85%	96%	98%
EFTS needed to reach Target this time last year	**-143**	-221	36	2	22
Achieved from this time last year to year end	**1**	0	0	0	1

Pre-Degree Total EFTS	Total
Pending	**3**
Actual	**953**
Total Pending and Actual	**956**
Ahead or behind on this time last year:	Ahead by 56

Undergraduate Total EFTS	Total
Pending	**106**
Actual	**13,855**
Total Pending and Actual	**13,961**
Ahead or behind on this time last year:	Ahead by 284

Postgraduate Total EFTS	Total
Pending	**55**
Actual	**4,094**
Total Pending and Actual	**4,149**
Ahead or behind on this time last year:	Ahead by 453
Doctoral	**706**

Māori Domestic SAC EFTS	Total
Pending	**7**
Actual	**1,793**
Total Pending and Actual	**1,800**
Ahead or behind on this time last year:	Ahead by 100

Pacific Domestic SAC EFTS	Total
Pending	**7**
Actual	**2,571**
Total Pending and Actual	**2,578**
Ahead or behind on this time last year:	Ahead by 49

Please Note:

- In 2023, 37 SDR SAC Budget EFTS were not assigned to an academic faculty. As a result, the total budget is 37 greater than the sum of the faculty totals for tables presenting Domestic – SAC Funded, South (SAC) and University totals.

- Returning to programme EFTS defined as all EFTS consumed by students enrolled in the same programme code in a previous calendar year, regardless of progress through programme. EFTS consumed by students who enrolled in any Bachelor of Health Science programme (any programme code ending in '3680') in a previous calendar year and then enrolled in a related programme are also considered to be returning. All other EFTS classified as 'New'.

- Budget EFTS pertaining to South Campus have been identified using the following working definition: Where the teaching school name includes the word 'Manukau', 'Manku', 'South', or 'South', OR the teaching school code is 'VK', 'RO', or 'KO', the Budget EFTS are assumed to relate to South Campus.

- (*) Please note that the 2016 South SAC EFTS target of 1,514 represents the University's internal operating budget, as set by central Finance, rather than the 2016 TEC South Campus target provided in the Funding Letter (1,827).

Financial Performance – Current Year

As at 30 August 2024 (refer item 5.1)

$000s	Year to Date ($000s)			Full Year ($000s)		
	Actual	Budget	Variance	Forecast	Budget	Variance
Income	333,123	313,866	19,257	478,754	457,607	21,147
Expense	282,575	287,474	4,899	463,925	447,657	(16,267)
Surplus before interest	**50,548**	**26,392**	**24,156**	**14,829**	**9,950**	**4,880**
Interest	770	1,469	699	1,061	2,954	1,892
Net surplus	**49,778**	**24,923**	**24,855**	**13,768**	**6,996**	**6,772**

Comment

The year-to-date August net operating surplus is $49.8M, which is $24.9M ahead of budget. This positive variance is driven by the higher student-derived revenue, lower salary, interest, and depreciation expenses.

The full-year forecast projects a net surplus of $13.8M, which is $6.8M above budget. This positive variance reflects the impact of the higher EFTS projections and salary savings offset by higher costs to support increasing student enrolments.

	2024 Year-end Forecast		
Banking Covenants	FY Forecast	Bank Target	Outcome
Max Net Debt / Net Debt + Equity Ratio	0.04%	35%	On target
Min Interest Cover Ratio (EBITDA / Interest Expense)	5,030%	150%	On target
Min Guaranteeing Group Cover	97%	90%	On target
TEC Financial Covenants	FY Forecast	TEC Target	Outcome
Max commercial debt borrowings $000s	$10,000	$220,000	On target
Max aggregate financing $000s	$18,881	$243,000	On target
Max Debt / Debt + Equity Ratio	2%	30%	On target
Max Debt / Net Cash Flow Ratio	0.21	3.00	On target
Max Debt / Total Revenue Ratio	4%	55%	On target
Min Net Surplus Ratio	2.9%	>0.0%	On target
Min Cash Flow from Operation Ratio	122%	114%	On target
Min Interest Cover Ratio (EBIT / Interest Expense)	13.97	Suspended until 2026	
Min Liquidity Ratio	25%	2%	On target

Comment

All Banking covenants and TEC financial covenants are projected to be met in 2024.

12-month forecast on compliance to banking covenants

Banking Covenants		Last Compliance Certificate	Current Compliance Certificate	Compliance Certificate (Next 12-Month Sliding Forecast)			
6 Monthly Reporting		YTD Dec 2023	YTD Jun 2024	YTD Dec 2024	YTD Jun 2025	YTD Dec 2025	Comment
A	**Total Net Debt to Total Net Debt Plus Equity Ratio: Max 35%**	3.82%	-2.37%	0.04%	1.75%	6.15%	Remain well below the maximum limit of 35%, reflecting strong compliance and a healthy net debt position.
B	**Interest Cover Ratio** (EBITDA to Interest Expense): **Min 150%**	4,443%	6,515%	5,030%	9,230%	6,417%	Substantially exceed the minimum limit of 150%, showing no risk of non-compliance.
C	**Guaranteeing Group Cover** (Total AUT Assets/Total Consolidated Assets): **Min 90%**	97%	97%	97%	97%	97%	Consistently maintain at 97%, comfortably exceeding the minimum requirement of 90%, indicating strong compliance.

Financial Performance 2024 YTD Compared to 2023 YTD

$000s	Year to Date ($000s)		
	2024	**2023**	**Variance**
Income	333,123	296,437	36,686
Expense	283,345	259,902	(23,443)
Net surplus	**49,778**	**36,535**	**13,243**

Higher **year-to-date income** compared to the same period last year is driven by higher student enrolments this year.

Higher **year-to-date expenses** compared to the same period last year are driven by the higher costs to support the increased student enrolments and the timing of the operating costs in 2024.

Overall, the **year-to-date net surplus** is $13.2M higher than same time last year reflects the net impact of higher student enrolments, offset by higher costs to support the increased student enrolments and the timing of the operating costs in 2024.

University key performance indicators: Progress report

16 September 2024

AUT's Statement of Service Performance was established as part of Investment Plan 2022-2024. A new statement of service performance was submitted to TEC reflecting *Te Kete* in July 2024. This will take effect from 2025.

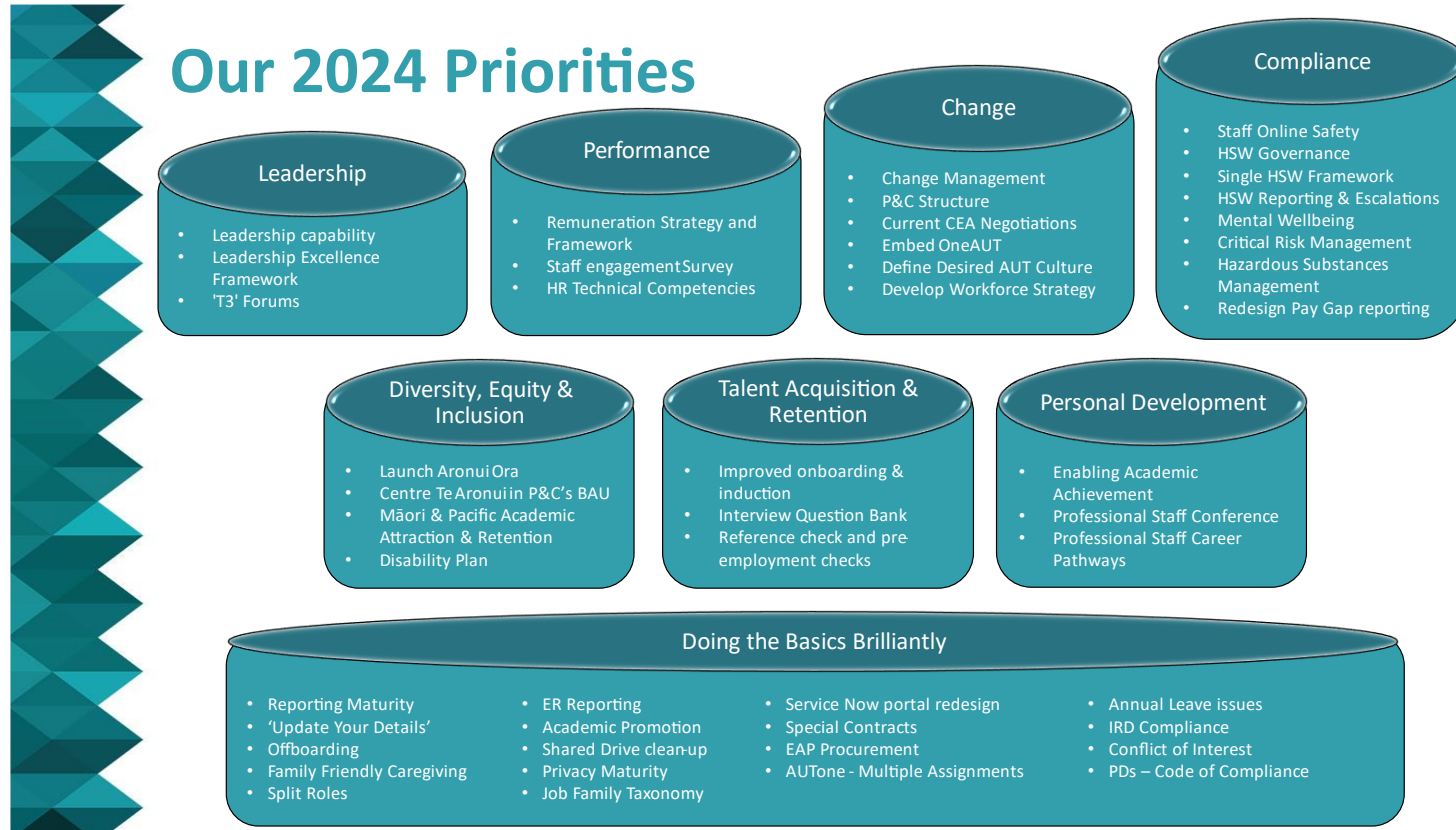| KPIs	Target 2024	YTD 2024	YTD 2023	Actual 2023	Notes
4. Proportion of bachelors graduates who completed work-integrated learning while studying	90%	87%	90%	92%	Below last year
5. Course completion rate for students from areas with high deprivation scores	78%	79%	77%	76%	Above last year
6. Number of quality-assured research outputs	Annual increase	1,074	1,076	1,964	On par with last year
7. Proportion of research-active academic staff	Annual increase	50%	47%	58%	Above last year
8. Value of new research contracts signed	Annual increase	$22.6M	$9.9M	$15.3M	
9. Proportion of outputs with an international co-author	Annual increase	60%	59%	56%	Above last year
10. Ranking amongst NZ universities for field citation ratio	Top-four placing	Sixth	Third	Third	Based on 2021 publications (used for the 2024 reporting year)
11. Number of media articles using AUT staff as expert voices or highlighting AUT research	>1,000	1,100	1,082	1,439	Achieved
12. Number of Māori graduates from bachelors degrees	Annual increase	120	114	324	Above last year
13. Number of Māori students in research programmes	Annual increase	139	132	138	Above last year
14. Number of Pacific graduates from bachelors degrees	Annual increase	151	192	437	Below last year
15. Number of Pacific students in research programmes	Annual increase	75	73	77	On par with last year
16. Number of EFTS at South Campus	Annual increase	1840	1854	1,864	Below last year

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Results still to come

KPI	Actual 2023	Source	Available
1 Proportion of students who would recommend their programme of study	79%	Annual Programme Survey	Annually (December)
2. Proportion of students who are satisfied with teaching quality	81%	Annual Programme Survey	Annually (December)
4. Proportion of available graduates who are working full time	88%	Annual Graduate Survey	Annually (December)

Appendix 4: People & Culture Business Planning

2024 Work Programme

People & Culture Business Planning

Our 2024 Priorities

Leadership
- Leadership capability
- Leadership Excellence Framework
- 'T3' Forums

Performance
- Remuneration Strategy and Framework
- Staff engagement Survey
- HR Technical Competencies

Change
- Change Management
- P&C Structure
- Current CEA Negotiations
- Embed OneAUT
- Define Desired AUT Culture
- Develop Workforce Strategy

Compliance
- Staff Online Safety
- HSW Governance
- Single HSW Framework
- HSW Reporting & Escalations
- Mental Wellbeing
- Critical Risk Management
- Hazardous Substances Management
- Redesign Pay Gap reporting

Diversity, Equity & Inclusion
- Launch Aronui Ora
- Centre Te Aronui in P&C's BAU
- Māori & Pacific Academic Attraction & Retention
- Disability Plan

Talent Acquisition & Retention
- Improved onboarding & induction
- Interview Question Bank
- Reference check and pre employment checks

Personal Development
- Enabling Academic Achievement
- Professional Staff Conference
- Professional Staff Career Pathways

Doing the Basics Brilliantly
- Reporting Maturity
- 'Update Your Details'
- Offboarding
- Family Friendly Caregiving
- Split Roles
- ER Reporting
- Academic Promotion
- Shared Drive clean-up
- Privacy Maturity
- Job Family Taxonomy
- Service Now portal redesign
- Special Contracts
- EAP Procurement
- AUTone - Multiple Assignments
- Annual Leave issues
- IRD Compliance
- Conflict of Interest
- PDs – Code of Compliance

P&C's draft 2025 business plan was presented to ELT in May 2024 for discussion and feedback.

	PART A	6
	OPEN AGENDA ITEM	

Council Agenda Paper

Subject: **Chancellor's Report**

Date: **30 September 2024**

RECOMMENDATION:

THAT COUNCIL RECEIVE THE CHANCELLOR'S VERBAL REPORT
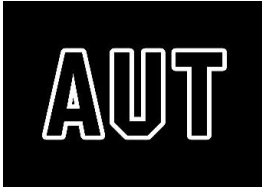
	PART A OPEN AGENDA ITEM	7

Council Agenda Paper

Subject: **Report from Academic Board**

Date: **25 August 2024**

RECOMMENDATION:

THAT COUNCIL RECEIVE THE ACADEMIC BOARD REPORT AND MINUTES OF THE MEETING HELD ON 29 JULY 2024 AND 26 AUGUST 2024.

The minutes are in supplementary papers.

Academic Board Report to Council

Meeting held 29 July 2024

Strategic Matters and Policy Developments

- **The University Advisory Group (UAG)**
  Phase 2 of the University Advisory Group's consultation is now under way and responses from universities are due by 30 August. Academic Board members discussed the 17 Phase 2 questions in small groups and provided feedback. The Vice-Chancellor will assign the various questions to authors best placed to write the University's responses to them. Academic Board members are able to send further feedback on the questions via the TUIA site and individual submissions can also be made. A representative of the UAG will visit the University on 22 August.

- **AUT Research Entities Framework**

  The Deputy Vice-Chancellor Research outlined the consultative process undertaken to develop the Research Entities Framework which aims to provide a balance between having the ability to self-form teams at the lower level and to aggregate areas of research to broader transdisciplinary across-university research themes. The document acknowledges that not all research occurs in teams or groups and recognises the role of solo researchers and design-led creative works and thinking. The steps following Executive approval were outlined, including a three-year review cycle commencing in 2028. Access to funds and support for sole researchers, the balance of faculty and central research funding, and the timeframe for current research entities to be brought into alignment with the Framework were also discussed.

  Academic Board approved the AUT Research Entities Framework.

Committees of Academic Board

- Academic Board approved the Master of Philosophy being considered as a lower award for professional doctorates (Doctor of Health Science and Doctor of Education).

Other - nil

Academic Board Report to Council

Meeting held 26 August 2024

Strategic Matters and Policy Developments

- No particular strategic matters were discussed but it was noted that several continue to be progressed.

Committees of Academic Board

- Academic Board <u>approved</u> submission of the following Graduating Year Review reports to CUAP:
    1. Postgraduate Diploma in Human Rights, Postgraduate Certificate in Human Rights
    2. Postgraduate Diploma in English and New Media Studies, Postgraduate Certificate in English and New Media Studies
    3. Postgraduate Certificate in Creative Technologies

Other - nil
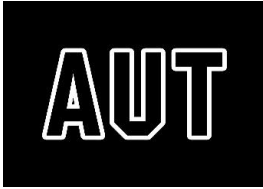
AGENDA ITEM	8.1

Council Agenda Paper

Subject: **Health, Safety & Wellbeing Report August 2024**

Date: **23 September 2024**

From: **Fred Henare, Director Health Safety and Wellbeing**

RECOMMENDATION:

THAT THE COUNCIL RECEIVE THE HEALTH, SAFETY & WELLBEING AUGUST REPORT

Health, Safety and Wellbeing Report August

HSW Executive Summary

The primary activity for August has been supporting the preparation of the Science School for their Biocontainment Audit by the Ministry of Primary Industries. While the audit showed significant improvement in our management of restricted biological and plant samples, we are still awaiting confirmation of MPI's movement of our audit cycle from 3 monthly to 6 monthly for the first time in a few years.

The number of incidents was up this month but without a common theme. Examples of incidents are listed below in further detail and include a student being splashed in the eye with formaldehyde while working in an operating theatre to finding radioactive materials left in a lead lined box on a shelf. Work is underway to be able to provide a list of critical health and safety related risks for the whole University with the intent to complete the first list in 2025.

Greater detail has been provided on EAP reporting for this period due to the number of queries raised at the previous meeting and explaining the numbers represented by the graphs for AUT staff as opposed to other EAP users.

Other significant matters that have arisen during the month of August have been documented in brief later in this report.

Accident, Incident and Near Miss Summary
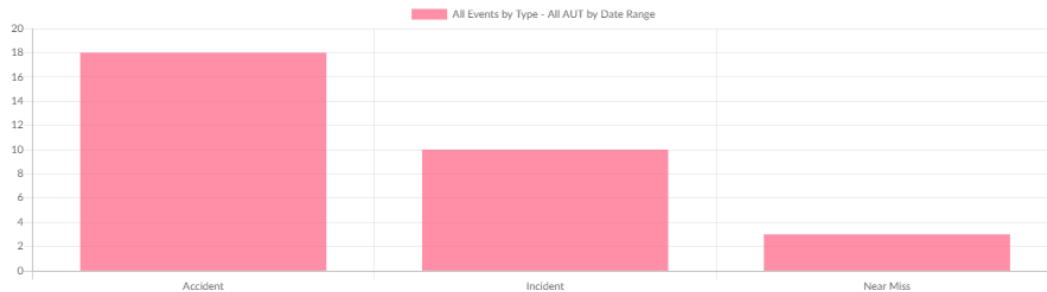
In August there were:

- Eighteen Accidents reported - An event that resulted in Injury/Ill health.
  - Nine were classified as needing first aid
  - Five were classified as needing medical treatment
  - Four were classified as no treatment
- Ten Incidents reported - An event that didn't result in injury but does cause property damage or has enough significant risk to merit recording.
- Three Near Miss Reported - An event that, while not causing harm, has the potential to cause injury or ill health.

Key HSW Events reported to the Health, Safety and Wellbeing team in August included:

Event Description	What Action has been taken
A nursing student working in an operating theatre on placement had formalin splashed in their eyes. The placement provider gave immediate treatment.	The HSW team made enquiries to AUT Nursing to find out more information about this accident and whether the placement provider had completed an investigation. They confirmed they are investigating the incident and that our student has not suffered any ongoing ill effects and has continued to attend clinical.
Various radioactive calibration disks for use with the Geiger Counter Demo kit were discovered on a shelf in the WS606C office.	The items have been secured, and appropriate disposal has been arranged with AUT's authorised waste management contractor - the Waste Management Technical Service Team.
A staff member was using the recording studio in the AF building and fainted. This resulted in them having multiple visible facial injuries and being confused. An ambulance was called, and the staff member was taken to hospital to be examined and for treatment.	The HSW Team followed up with Estates regarding the condition in the room at the time of the incident. It was discovered that the temperature setpoint was initially set at 24 degrees during the commissioning process of the building. This has since been reduced to 21.5 degrees.
While draining resin from a vat to clean the build surface liquid resin splashed and hit a staff member in the eye. It was found that the staff were not wearing eye protection, even though it was available. Following 'Material Safety Data Sheet' first aid for the Resin: Eyes were flushed in the eye bath in WM305 for 15 minutes (supervised) and saline eye bath afterwards - no discomfort afterwards.	This incident has been investigated by the school and the staff member has been reminded the importance of wearing safety glasses.

Undesired Circumstances Summary
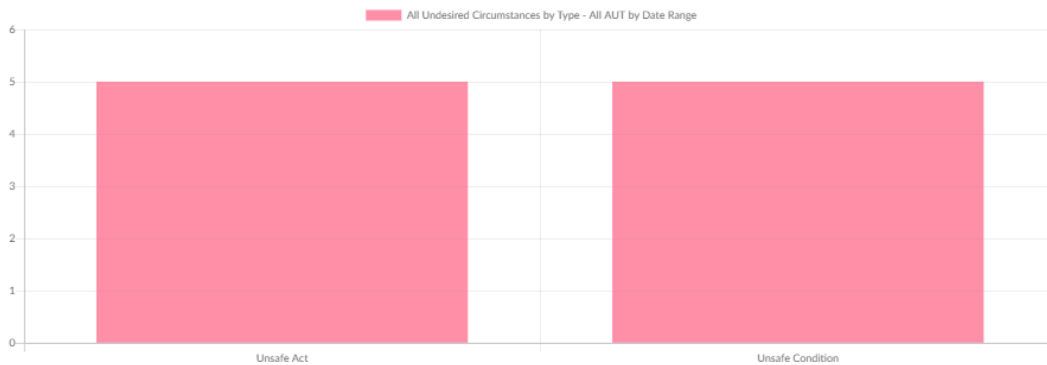
In August there were:

- Five unsafe acts reported - A person not following safety protocols, which can cause or is likely to cause injury to themselves or others
- Five unsafe conditions were reported – Otherwise known as a Hazard, it is a condition likely to cause property damage or injury.

Key hazards reported to the Health, Safety and Wellbeing team this quarter included.

Event Description	What Action has been taken
A staff member found a chair blocking the WS606 PC1 containment lab door from closing. This causes a breach of containment as it is required that the doors are closed and locked to prevent untrained users from getting access.	A stocktake of all risk items will be undertaken by the Biological Safety Officer and door logs checked with users reminded the importance of closing the doors behind them.
The NMR ground oxygen sensor read <19.5%. This was not low enough to activate the oxygen sensor alarm, which requires <18.5%, so the alarm was not activated, but this is low enough to activate the purge system and send out an email alert.	The School of Science contacted Estates, who arranged to recalibrate the sensors. A meeting was also set up with Bruker who supplied the NMR. They provided AUT with information about the NMR that can be used as a checklist to ensure it was set up correctly and operating with-in the expected parameters. A further meeting with Estates will be booked to discuss the oxygen sensors.
Four separate reports of disruptive students in the city campus library.	Security was called to assist with moving the students out of the library.

EAP work-related support request comparison to all EAP Customers

In August, 53 staff members accessed well-being support through EAP Services, a decrease of 6 staff members compared to July. Of this, 23% sought help for a work-related concern, a decrease of 10% compared to June.

The table below shows for new referrals what work-related reasons for staff accessing support in August compared to July.

August 2024		July 2024	
Work Prime Presenting Reason	**Number of staff**	**Work Prime Presenting Reason**	**Number of staff**
Career	3	Career	3
Relationship with manager(s)	2	Relationship with Co-workers	3
Bullying	1	Workload	2

Discrimination	1
Environment	1
Performance	1
Relationship with Co-Workers	1
Total	10

Environment	2
Workplace Safety	2
Performance	1
Relationship with Manager(s)	1
Working Conditions	1
Total	15

The below graphs compare AUT's (in green) prime, presenting reasons against all other users of EAP Services


Work Issue Comparison to All EAP Customers
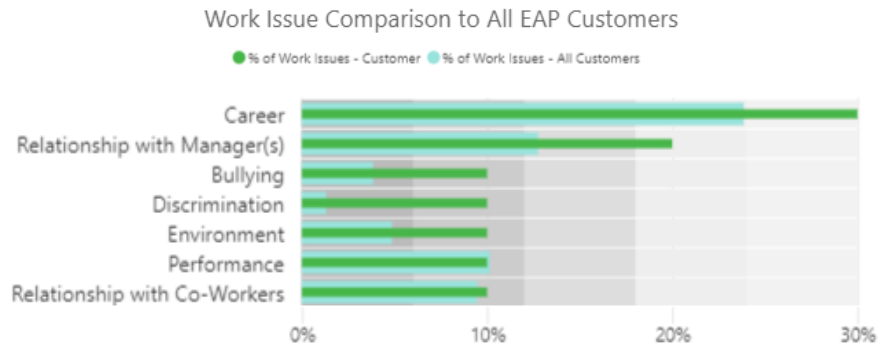
In August, 77% of staff saw EAP Services for assistance with personal wellbeing concerns. The table below shows for new referrals what personal-related reasons for staff access support this quarter compared to last quarter.

August 24		July 2024	
Personal Prime Presenting Reason	**Number of staff**	**Personal Prime Presenting Reason**	**Number of staff**
Adjustment/life transitions	6	Stress and Anxiety issues	6
Personal Relationships	6	Adjustment/life transitions	4
Support with family/children/eldercare	3	Support with family/children/eldercare	4
Stress and Anxiety issues	3	Alcohol and other addictive issue	2
Grief and loss	3	Grief and loss	2
Abuse	2	Issues with Depression	2
Budgeting/Financial Issues	2	Nutritional Support	2
Coping with Trauma	1	Personal Relationships	2
Emotional/Behavioural Issues	1	Abuse	1

Fitness Coaching	1	Coping with Trauma	1
Issues with Depression	1	Couples Counselling	1
Legal	1	Emotional/Behavioural Issues	1
LGBTQIA+ Support	1	Health and/Medical Issues	1
Nutrition Support	1	legal	1
Sexual Abuse	1	Neurodiversity	1
Total	**33**	**Total**	**31**

The table below shows the main personal-related reasons for staff access support this quarter compared to last quarter.

Personal Issue Comparison to All EAP Customers
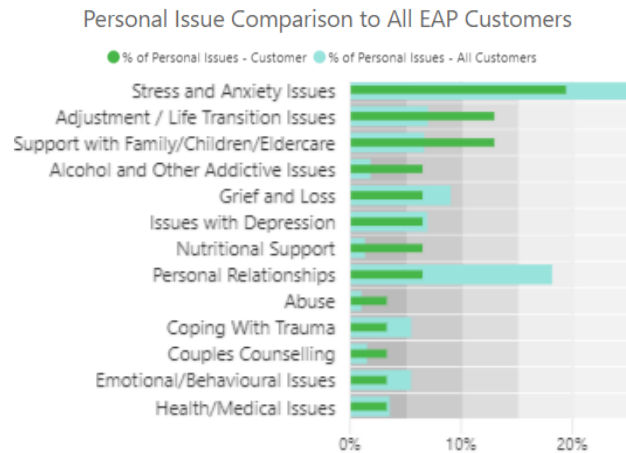
We have contacted our account manager from EAP Services to provide more information about the EAP total number and prime presenting reasons. They advised that in August, 53 staff members received care. When you are looking at the work and personal issues, you are only seeing those issues for the 'new' referrals for each month. For example, in August, there were 22 new programmes (referrals), with 43 concerns reported. Staff can be placed in up to three issue categories. This is why the number of staff seeking support is different to number of prime presenting reasons added up.

MPI Biocontainment Audit

AUT operates, through the Science School, Biocontainment Facilities which allow the University to study and/or conduct research using restricted biological organisms or plants. Licensing and authorisation) for that work is controlled by the Ministry of Primary Industries (MPI) under the Biosecurity Act and requires an annual audit to maintain accreditation and retain the authority to operate.

Since 2018 AUT has been on a 12 weekly audit cycle due to issues raised each audit that while not sufficient to warrant removal of certification they necessitated closer monitoring by the regulator on a significantly revised audit schedule. Following significant work by the Science School supported by

the HSW team there appears to have been sufficient improvement to warrant at the latest audit on 27 August 2024 hinting at a move to a 6-month audit cycle as a first step to restoration of annual audits. This will be confirmed in early October.

Further information will be provided during the HSW Korero walk around which will discuss this work and the related issues and benefits from carrying out this work.

HSW Induction

To establish a baseline level of Health, Safety and Wellbeing knowledge across the team at AUT, we are currently developing HSW Induction packages for all staff and a people leaders tied to their specific responsibilities. The courses are intended for placement on Canvas and linked to the onboarding processes.

Health NZ/TWO Student Placement Agreement and Overlapping Health and Safety Duties

Student Work Placements in the Health sector are one of our more significant risk areas for the University. In the last three weeks we have had a student attacked on a bus after a night shift at Middlemore Hospital, another assaulted on their way to a meal break at Auckland Hospital and another threatened with gang violence at Northshore Hospital.

Health NZ / Te Whatu Ora has been working with Tertiary Education Organisations (TEO's) on a national Student Placement Agreement since late 2023. That agreement is now in its final draft with a brief opportunity for minor adjustments. We are talking to the other Universities and Whare Wananga to seek feedback around the resulting Health and Safety implications (and potential misalignment with our legal responsibilities).

Overall, the general viewpoint (from University and Whare Wananga HSW Leaders) is that despite feedback already provided by TEO's the agreement places unreasonable expectations, including for HSW, on our organisations. The agreement also may not meet the Health and Safety at Work Act 2015 requirement for collaboration, cooperation and communication between TEO's and Health NZ. Further engagement is required.

Health, Safety and Wellbeing Professional Development Day

We held a shared HSW Professional Development Day with the HSW team from Health NZ/Te Whatu Ora Counties-Manukau. The opportunity came about due to discussions regarding our students on placement at Middlemore Hospital and other facilities in the Counties-Manukau area. The visit was reciprocal in that our team had the opportunity to better understand the HSW issues for professionals in the health sector while we were able to share our learnings regarding management of hazardous substances and labs.

There are two valuable outcomes from this activity firstly, a return visit for the HSW team to Middlemore to broaden their knowledge of the sector and the opportunity to develop and run a trial of the proposed National Student Placement Agreement before its implementation.

Formation of a Technical Advisory Group for the purchase of Hazardous Substances

The management of hazardous substances at AUT has been ad hoc and lacking dedicated organisation-wide oversight for some time. Significant efforts have been made in the Science School to address the many issues, but broader engagement is required to be successful.

Page **6** of **7**

Consequently, as an interim measure until the 'Hazardous Substances Technical Advisory Group' has been established, the HSW team now approves the purchase process for hazardous substances across the University. The purpose of the group will be to eliminate or severely reduce the opportunity for the exposure of students and staff to life altering/threatening substances while maximising the opportunities for learning.

A number of highly dangerous substances have been removed from our inventory already and replaced with safer alternatives. Draft Terms of Reference are being prepared with the intent that we move to an agreed management approach in the next two months.

NZ Business Leaders Health and Safety Forum

In conjunction with the Institute of Directors and WorkSafe, the NZ Business Leaders Health and Safety Form produced the Health and Safety Governance - A Good Practice Guide 2024 document. The guide included a companion Quick Guide and A Self-Assessment. The Guide is the most contemporary advice for those with governance roles as Officers and combined with the Self Assessments provides a great opportunity for learning and self-reflection both as a group collectively and as individuals. Opportunities will be found through the future due diligence development programme to maximise the use of these tools.

The Guides can be found at [Home » Business Leaders Health & Safety Forum](#) along with a range of other informative documents for those with a desire to be better.

Fred Henare

Director Health, Safety and Wellbeing

AUT
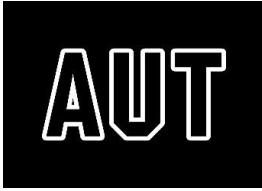
PART A	10.1
OPEN AGENDA ITEM	

<u>Council Agenda Paper</u>

Subject: Pacific Plan Update Report

Date: 20 September 2024

Author: Pro Vice Chancellor Pacific, Associate Professor Jacoba Matapo

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RECOMMENDATION:

THAT COUNCIL RECEIVE THE PACIFIC PLAN UPDATE REPORT FROM FA'ALOGO ASSOCIATE PROFESSOR JACOBA MATAPO PRO VICE CHANCELLOR PACIFIC

Pacific Plan Update: Presentation to Council, Office of Pacific Advancement

30 September 2024

Rationale for developing AUT's Inaugural Pacific Plan

A Pacific Plan will inform a consolidated direction for AUT regarding its position in Aotearoa and the wider Pacific region. With the launch of Te Aronui and Te Kete, the development of a Pacific Plan will provide an opportunity to articulate Pacific specific aspirations to drive initiatives and practice across the university. It will enable a better understanding of the AUT Pacific landscape and context, and it will identify AUT's unique role in the Pacific space and the priority areas the university can take forward over 2025-2030. This will ensure that AUT can more effectively respond to our place and our communities, drive improved service delivery and teaching and research excellence with and for Pacific peoples, enhance collaboration with national and global Pacific communities, and elevate AUT's profile and reputation to be the university of choice for Pacific peoples.

Student context

Pacific versus Non-Pacific Student data as of semester one 2024, illustrates that the Pacific student cohort represents a significant proportion of the AUT total student population (14.6%). The majority of Pacific students (50%) are aged between 20-24 and live in South Auckland (41%). We have seen a decline in Pacific student head count across the years (from 3,831 in 2021 to 3,386 in 2023), with the number of Pacific doctoral students marking the sharpest decline (from 26 head count in 2021 to 13 head count in 2024) - the recent establishment of the Moanaroa Pacific Research Network seeks to address this. Course completion rates for Pacific students continue to be below other cohorts; however, when considered alongside the deprivation index, wider systemic social economic factors are apparent which continue to drive inequities in the education sector. The majority of the Pacific student cohort 57.7% experience higher levels of deprivation (DI 08 – DI 10) than other student cohorts, requiring a unique response from AUT in its service to these students.

Course Completion Rate & Deprivation Index (course end year 2023)

| Deprivation Index	DI 10		DI 09		DI 08		DI 07		DI 06		DI 05		DI 04		DI 03		DI 02		DI 01		Unknown		Total	
Ethnicity	HC	CCR	HC	CCR	HC	CCR	HC	CCR	HC	CCR	HC	CCR	HC	CCR	HC	CCR	HC	CCR	HC	CCR	HC	CCR	HC	CCR
Pasifika	891	63.9%	530	71.0%	335	68.3%	269	70.5%	165	71.1%	137	81.3%	155	72.8%	145	80.1%	119	78.8%	66	84.0%	229	79.0%	3041	70.7%
Maori	256	74.1%	213	78.2%	154	82.8%	181	85.0%	166	84.1%	168	81.0%	177	89.1%	208	82.8%	197	85.3%	126	89.0%	107	84.7%	1953	82.6%
Asian	345	84.3%	455	86.6%	443	83.9%	423	86.1%	406	86.5%	629	89.0%	589	87.8%	533	86.8%	417	87.1%	178	91.5%	2249	92.4%	6667	88.8%
European	143	87.3%	274	91.2%	342	92.2%	412	89.3%	451	91.4%	671	92.4%	858	91.2%	989	93.1%	1055	94.0%	910	93.0%	469	94.8%	6574	92.4%
Other	99	83.5%	138	82.2%	115	89.2%	106	82.3%	97	86.6%	125	85.7%	146	85.9%	128	83.7%	122	88.4%	76	89.6%	246	92.2%	1398	86.8%
Non Declared	1				1				1	100.0%	2	100.0%			2	57.1%	2	100.0%			35	94.8%	44	92.5%
Total	1735	72.3%	1610	80.7%	1390	82.3%	1391	83.5%	1286	86.0%	1732	88.7%	1925	88.0%	2005	88.7%	1912	90.3%	1356	91.8%	3335	91.6%	19677	86.5%

As at March 2024, 298 staff identified as Pacific. A higher proportion of staff (53%) are hourly paid, and 41% are permanent staff. 56% are professional staff, with 44% academic staff. In talanoa for the development of Te Kete, Pacific staff shared the need for recognition of the invisible cultural labour that Pacific staff give in service to the university, better support for career progression, and the need for indigenising university spaces, including curriculum and student support services.

Project governance

The governance of the Pacific Plan development project will be grounded in:

- *A commitment to Te Aronui*
  Recognising the continuous ancestral connections to this region,
  the tino rangatiratanga of tangata whenua within Aotearoa,
  and the shared oceanic ties which are unique to Moana peoples' position as tauiwi.

- *Pacific peoples' self-determination*
  Elevating and honouring the voices of our Pacific communities.

The Pacific Plan Steering Group will comprise representatives from across the university to contribute collective expertise and wisdom to ensure that the development process is well-informed and reflects the various remits at AUT.
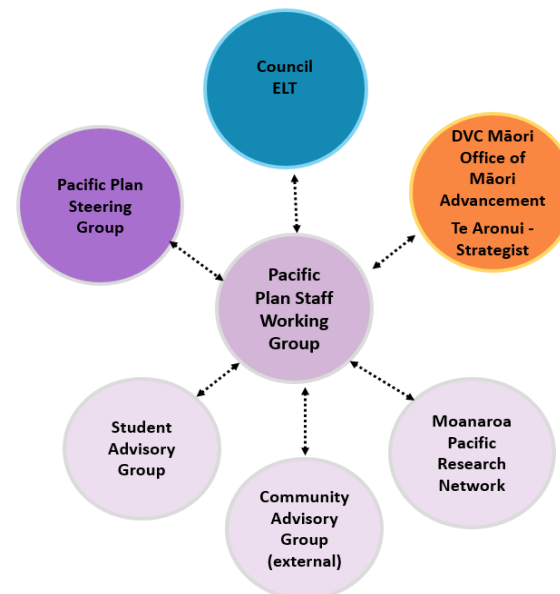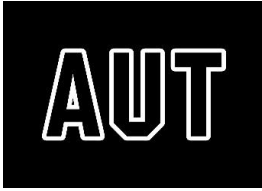
Project timeline

September 2024 – January 2025 Phase 1	January – April 2025 Phase 2	May – July 2025 Phase 3	July – August 2025 Phase 4
Scoping	Developing framework	Engagement and wider consultation	Refinement and presentation to Council

Fa'alogo Associate Professor Jacoba Matapo

Pro Vice-Chancellor Pacific

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PART A	
OPEN AGENDA ITEM	12

Council Agenda Paper

Subject: Letter from the Te Kawa Mataaho/Public Service Commission dated 6 August 2024

Date: 16 August 2024

RECOMMENDATION:
THAT COUNCIL RECEIVE:
- *THE LETTER FROM TE KAWA MATAAHO/PUBLIC SERVICE COMMISSION DATED 6 AUGUST 2024; AND*
- *THE GOVERNMENT WORKFORCE POLICY STATEMENT*

Te Kawa Mataaho
Public Service Commission

6 August 2024

Mr Rob Campbell CNZM
Chancellor
Auckland University of Technology

By email: rob.campbell@aut.ac.nz

Tēnā koe Rob

Government Workforce Policy Statement on the Government's Expectations for Employment Relations in the Public Sector

I am writing to formally convey the new Government Workforce Policy Statement (the Statement) on the Government's expectations for employment relations, copy attached.

During your term you need to be aware of, and ensure that Auckland University of Technology has regard to, the Statement on the Government's expectations for employment relations.

The advice in this letter should inform your approach as you enter into bargaining. As is our practice, bargaining will be in good faith without pre-determined outcomes.

The Government Workforce Policy Statement

The Statement covers a range of workforce matters including remuneration, negotiation of employment agreements, capacity and composition of the workforce, pay equity and diversity and inclusion, and data and information.

Departments as named in Schedule 2, Part 1 of the Public Service Act 2020, including any hosted Departmental Agencies and Interdepartmental Executive Boards, and Crown agents as named in Schedule 1 Part 1 of the Crown Entities Act 2004 must **give effect** to the Statement including the expectations and priorities therein.

Other organisations in the Public Sector, as named in Schedule 1 Part 2, Schedule 1 Part 3, and Schedule 2 of the Crown Entities Act 2004, Non-Public Service Departments (New Zealand Defence Force, New Zealand Police, and Parliamentary Counsel Office), all School Boards of Trustees, and Tertiary Education Institutions as defined by "institution" in Section 10 (1) of the Education and Training Act 2020 **must have regard** to the Statement.

In addition, I have asked monitoring departments to ensure that Crown entities, which are required to give effect to or have regard to the Statement, are meeting those expectations within their workforce and bargaining strategies.

I have provided the following advice to Public Service Departments to support them in applying the Statement and I provide it here to assist you in meeting your obligation to have regard to the Statement. I would be grateful if you could apply this and the advice in this letter appropriately in the specific context of your own agency and workforces, and lead this personally with your people.

Level 10, RBNZ Building | 2 The Terrace | PO Box 329
Wellington 6140 | New Zealand
Phone +64 4 495 6600

The Statement outlines the Government's expectations that the Public Service will deliver high performing, trusted and efficient public services. To achieve this, the Statement covers four priority areas for employment relations:

- that employment outcomes are fiscally sustainable and respond to the current fiscal context and any current budget advice
- that employment conditions and remuneration settings support a high performing public sector and delivery of effective, efficient, and responsive services
- that the public sector has a workforce that is responsive to the needs of all New Zealanders, and
- that agencies manage their workforce size and composition, including to reduce expenditure on consultants and contractors.

Agencies must have regard to the expectation that their bargaining strategies should look to proactively advance changes that will better support delivery on the Government's Targets and Priorities. Agencies must also have regard to the Government's expectation that agencies should seek to deliver all employment relations outcomes, including collective bargaining and remuneration adjustments, from within their existing baselines.

Support and advice

The Employment Relations Team will be available to your team to support you to develop your approach to employment relations to achieve system and agency goals consistent with the Government Expectations. They will advise you should discussion with the Ministerial Employment Relations Forum (MERF) be required on any matter. I expect you to make yourself available for any such discussion.

As always, the Employment Relations Team is available to you for advice and support as required at employmentrelations@publicservice.govt.nz.

Nāku noa, nā

Heather Baggott (she/her)
Te Tumu Whakarae mō Te Kawa Mataaho
Acting Public Service Commissioner, Head of Service

Copies to:
Professor Damon Salesa, Vice Chancellor, Auckland University of Technology

Attachment:
1. Government Workforce Policy Statement

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2024 Government Workforce Policy Statement
EMPLOYMENT RELATIONS IN THE PUBLIC SECTOR

Te Kawa Mataaho
Public Service Commission

Purpose

This Government Workforce Policy Statement outlines expectations for an effective employment relations environment in the public sector that will support the delivery of high performing, trusted, and efficient public services.

This Statement covers a range of workforce matters including remuneration, negotiation of employment agreements, capacity and composition of the workforce, pay equity, diversity, data and information. It does not predetermine the outcome of bargaining with unions but should influence employers' bargaining strategies and proposed settlements.

This Statement should be read in conjunction with any other guidance which the Public Service Commissioner (the Commissioner) may issue on workforce matters and on the operation of this Statement.

Expectations

The Government is committed to improve the effectiveness, efficiency and responsiveness of public services. To this end, the Government's four priority areas of focus, and the associated expectations, for public sector employment relations are:

1. **Employment outcomes are fiscally sustainable and respond to the current fiscal context and any current budget advice**

- Ensure that all workforce costs, including the outcomes of remuneration reviews and collective bargaining are affordable within an agency's baseline, and sustainable in the long term (see section on roles and responsibilities below for further detail). Any increases or changes in terms and conditions should not lead labour market movements and trends.
- Ensure that the costing of bargaining and remuneration strategies and settlements takes into account the cost of all adjustments to pay and conditions, including built-in progression through pay scales, and performance-based pay increases, as well as any changes to other conditions.
- Identify and take into account the flow-on implications of settlements, both within and beyond the agency and sector, and have plans in place to manage these. This includes targeting pay increases, where informed by evidence, to particular workforces or occupations (as opposed to across-the-board increases).

2. **Employment conditions and remuneration settings support a high performing public sector and delivery of effective, efficient, and responsive services**

- Ensure that employment conditions, and remuneration settings, support the achievement of agency and public sector performance objectives and priorities. This includes having remuneration strategies that provide for the pay of public sector chief executives and deputies to be linked to outcomes to encourage high performance and ensure accountability.

**2024 Government
Workforce Policy Statement**
EMPLOYMENT RELATIONS IN THE
PUBLIC SECTOR

Te Kawa Mataaho
Public Service Commission

- Have an employment relations and remuneration strategy that supports the delivery of high quality, trusted and accessible services and supports the attraction, retention and development of key skills.
- Foster a culture within the public sector based on continuous improvement and enhancing productivity in pursuit of the delivery of better services to New Zealanders and achievement of Government priorities. This includes the expectation that agencies work together to take a future focused approach to building capability in the public sector.
- Adequately plan for and recognise specific skills required for the employee to perform their role within the base salary for that specific role. The payment of allowances in addition to base salary may be acceptable in limited circumstances, for example, to recognise skills or duties which are occasional, rather than core to the role. The payment of allowances can be justified where the agency can demonstrate that payment of that allowance will be an effective way for the Crown to uphold its obligations including under Te Ture mō Te Reo Māori 2016/the Māori Language Act 2016 or any other Act or obligations.
- Ensure employment conditions enable the mobility of public servants to support the system to deliver efficiently on Government priorities, including in emergency situations.
- Have employment settings and reward practices that are fair, and standards that ensure there continues to be trust and confidence in the public sector.
- Ensure that there is active management of workforce productivity regardless of work location(s) contributing to a broader ongoing focus on productivity improvement within the public sector.
- Avoid backdating any components of adjustments to pay and conditions (either through effective dates or compensatory lump sum payments). To support this, bargaining teams are expected to plan for bargaining and be prepared to engage well ahead of a collective agreement's expiry. Agencies should undertake and resource activity efficiently to avoid unnecessary delay.

3. **Have a workforce that is responsive to the needs of all New Zealanders**
- Build a diverse and inclusive workforce that can develop policies and deliver services that are effective and responsive to all who need and use them.
- Establish equitable employment and remuneration practices and take steps to close unjustified pay gaps.
- Agencies can provide workplace development, where it is needed to deliver on this priority, including to enhance the Public Service's ability to support the Crown in its relationships with Māori and to uphold Te Ture mō Te Reo Māori 2016/the Māori Language Act 2016.

4. **Agencies manage their workforce size and composition, including to reduce expenditure on consultants and contractors**
- Be active in managing workforce composition to meet expectations on the size of the Public Service or sector (including anticipating and managing peaks in demand) and to reduce the use of, and expenditure on, contractors and consultants.

2024 Government
Workforce Policy Statement
EMPLOYMENT RELATIONS IN THE
PUBLIC SECTOR

Te Kawa Mataaho
Public Service Commission

Roles and Responsibilities

Under the Public Service Act 2020, the Commissioner may:

- provide advice and guidance on workforce matters to agencies
- advise affected agencies on the operation of this Statement; and
- facilitate the operation of this Statement in conjunction with affected agencies.

Under this Statement, the Commissioner may request information relating to the matters listed in s 97(2) of the Public Service Act 2020. A request for information may specify requirements about how that information must be collected, classified, and reported to the Commissioner, and may be made to all agencies to which this Statement applies. A Public Service agency and a Crown agent must give effect to any request for information made under it. All other entities covered by this Statement must consider any request for information made under it.

Public sector chief executives are expected to deliver on the expectations in this Statement. They are also expected to take a constructive approach with their employees and any representatives (including unions) to managing and resolving issues and have protocols in place to support parties to employment agreements to work together respectfully, effectively, and in good faith and to ensure that the public sector continues to be held in high regard. This includes being aware of, and proactive in meeting, their obligations arising from the Public Service Act 2020 and employment legislation, including the Employment Relations Act 2000, Human Rights Act 1993, Equal Pay Act 1972 and the Holidays Act 2003. Chief executives should also promote the collective responsibilities of employers, employees and their unions for health and safety.

Where employment relations outcomes are unable to be met from within baselines, chief executives should initially seek to fund proposed changes through productivity improvements or workforce re-organisation; or

- make any proposals for extra funding through the normal annual budget initiatives process
- follow current advice on funding for pay equity settlements (where applicable); and
- liaise with Treasury and the Commission about those workforce pressures well prior to the date that budget bids are to be lodged.

Any chief executive seeking additional Crown funding to cover workforce costs through the annual Budget process must comply with any stipulations included in the guidance issued by Treasury.

Chief executives conducting bargaining under delegation from the Commissioner must have a bargaining strategy consistent with this Statement approved by the Commissioner before starting bargaining. They must not commit to an outcome (including final Terms of Settlement) without further approval from the Commissioner.

Other agencies with a statutory requirement to consult with either the Commissioner or a monitoring department, should have bargaining and remuneration strategies consistent with this Statement as the basis for that consultation.

If the Commissioner or monitoring department considers any agency's proposed approach could be inconsistent with this Statement or have adverse system-wide implications, the Commissioner

**2024 Government
Workforce Policy Statement**
EMPLOYMENT RELATIONS IN THE
PUBLIC SECTOR

Te Kawa Mataaho
Public Service Commission

may request that the agency consult with its responsible Minister and some or all of the Ministers that sit on the Ministerial Employment Relations Forum.

Application

This Government Workforce Policy Statement is issued under Part 4 of the Public Service Act 2020, and in accordance with s97. It applies to:

(a) All Public Service agencies
(b) All Crown agents; autonomous Crown entities; independent Crown entities, school boards of trustees, Crown entity companies
(c) the New Zealand Police, the New Zealand Defence Force, and the Parliamentary Counsel Office; and
(d) tertiary education institutes.

As set out in s101 of the Public Service Act 2020, Public Service agencies and Crown agents must give effect to this Statement. All other forms of agencies listed above must have regard to this Statement. From time to time, the Commission will issue an updated list of the agencies that this applies to on its website.

This Statement replaces the Government Workforce Policy Statement on the Government's Expectations on Employment Relations in the Public Sector, which Cabinet agreed in 2021. It applies from 7 August 2024.
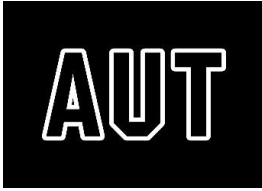
PART A	13.1
OPEN AGENDA ITEM	

Council Agenda Paper

Subject: Update from the President of AUTSA – Alicia Lemmer

Date: **30 September 2024**

RECOMMENDATION:

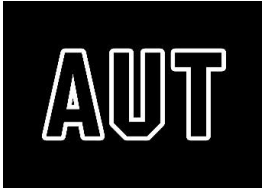*THAT COUNCIL RECEIVE THE VERBAL UPDATE FROM THE PRESIDENT OF AUTSA*

PART A	13.2
OPEN AGENDA ITEM	

Council Agenda Paper

Subject: **Update from the Council Member Elected by Academic Staff – Welby Ings**

Date: **30 September 2024**

RECOMMENDATION:

THAT COUNCIL RECEIVE THE VERBAL UPDATE FROM THE COUNCIL MEMBER ELECTED BY THE ACADEMIC STAFF OF THE AUCKLAND UNIVERSITY OF TECHNOLOGY

PART A	13.3
OPEN AGENDA ITEM	

Council Agenda Paper

Subject: Update from the Council Member Elected by Professional Staff – Lani Thomson

Date: 30 September 2024

RECOMMENDATION:

THAT COUNCIL RECEIVE THE VERBAL UPDATE FROM THE COUNCIL MEMBER ELECTED BY THE PROFESSIONAL STAFF OF THE AUCKLAND UNIVERSITY OF TECHNOLOGY

	PART A	
	OPEN AGENDA	**13.4**

Council Agenda Paper

Subject: **Health, Safety & Wellbeing Governance Policy**

Date: **July 22, 2024**

From: **Fred Henare, Director Health Safety and Wellbeing**

RECOMMENDATION:

THAT THE COUNCIL APPROVE THE PROPOSED HEALTH, SAFETY & WELLBEING GOVERNANCE POLICY

1. Introduction

Auckland University of Technology prioritises the health, safety, and wellbeing of all members of its community including students, staff, contractors, and visitors. The university upholds a culture that values proactive management of health and safety risks, compliant with New Zealand's Health and Safety at Work Act 2015 (HSWA). This policy delineates the due diligence responsibilities of governance and officers to demonstrate leadership, accountability, and continuous improvement in implementing effective health and safety practices.

2. Objective

The objective of this policy is to establish due diligence arrangements that ensure the University's Officers (as defined by the HSWA 2015) exercise their duties to:

   a.   ensure that they gain adequate knowledge about health and safety and the nature of the operations of the organisation and its related risks and,

   b.   Secondly ensure that the organisation has appropriate resources and processes, reporting and risk management arrangements and verification tools to meet its primary duty of care.

3. Scope

This policy applies to all officers of AUT, including members of the University Council, and the Vice-Chancellor and board members of any wholly owned subsidiaries but recognises potential limitations on accountability related to the various roles and responsibilities held including those of staff and student representatives. Deans, Directors, and other senior positions responsible for leadership and decision-making within the university framework are not generally considered Officers but may have responsibilities delegated by the Vice Chancellor as part of this arrangement but listed in the Health, Safety and Wellbeing Management System, Roles, and Responsibilities section. If there is any doubt regarding your responsibilities under this policy, please seek advice from AVC Corporate General Council or Director HSW in the first instance. This policy encompasses all university-controlled spaces, including campuses, research facilities, residential halls, and any other locations where university activities are conducted.

4. Definitions

- **Officer**: Under the HSWA, an officer is an individual who makes decisions, or participates in making decisions, that significantly affect the whole, or a substantial part, of the organization's activities.
- **Due Diligence**: The care that a reasonable person exercises to avoid harm to other persons or their property, which entails taking proactive steps to understand and mitigate risks.
- **Compliance**: Adherence to laws, regulations, guidelines, and specs relevant to university operations.

5. Policy Statement

In alignment with our Health, Safety and Wellbeing Governance and Due Diligence Policy, the university's Council embodies the highest level of accountability and governance across all facets of our operations and activities. This accountability encompasses the entirety of the life cycle of our institutional processes and services, from conception through to delivery. In fulfilling this commitment, Council is dedicated to clearly delineating the requisite responsibilities, authorities, and communication strategies vital for ensuring the safety, health, and wellbeing of all workers or those affected by our operations while also guaranteeing the efficacy and integrity of our work.

This policy underscores the principle that effective health, safety and wellbeing practices are intertwined with clear and accountable governance structures. By establishing defined roles, responsibilities, and communication channels, the university ensures the robust management of health and safety risks, facilitates the identification and mitigation of potential hazards, and promotes a culture of continuous improvement and excellence in health, safety, and wellbeing. Through this governance framework (Figure 1), the university upholds its commitment to safeguarding its community and maintaining the highest standards of safety and operational performance.
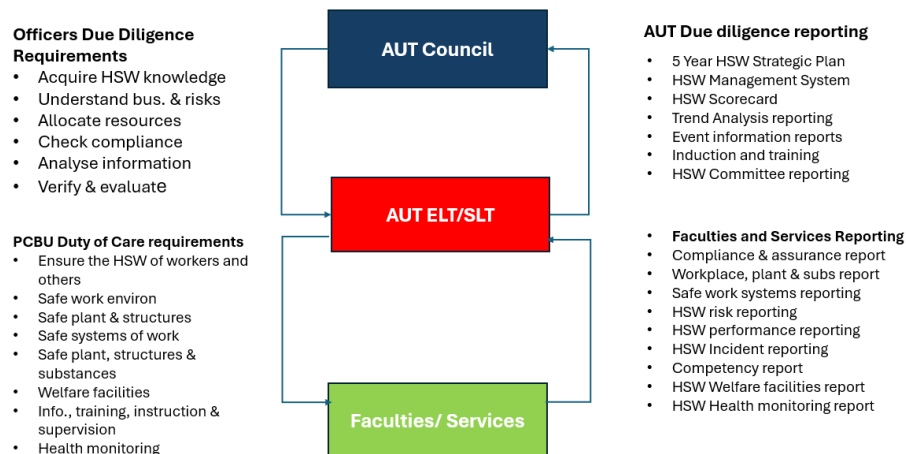
Officers Due Diligence Requirements
- Acquire HSW knowledge
- Understand bus. & risks
- Allocate resources
- Check compliance
- Analyse information
- Verify & evaluate

PCBU Duty of Care requirements
- Ensure the HSW of workers and others
- Safe work environ
- Safe plant & structures
- Safe systems of work
- Safe plant, structures & substances
- Welfare facilities
- Info., training, instruction & supervision
- Health monitoring

AUT Council

AUT ELT/SLT

Faculties/ Services

AUT Due diligence reporting
- 5 Year HSW Strategic Plan
- HSW Management System
- HSW Scorecard
- Trend Analysis reporting
- Event information reports
- Induction and training
- HSW Committee reporting

Faculties and Services Reporting
- Compliance & assurance report
- Workplace, plant & subs report
- Safe work systems reporting
- HSW risk reporting
- HSW performance reporting
- HSW Incident reporting
- Competency report
- HSW Welfare facilities report
- HSW Health monitoring report

Figure 1: The Due Diligence Framework

6. Governance

6.1 Responsibilities of Officers

Officers have a duty of due diligence to ensure the University complies with its duties and obligations under the HSWA 2015 (Figure 2). This includes, but is not limited to the following:
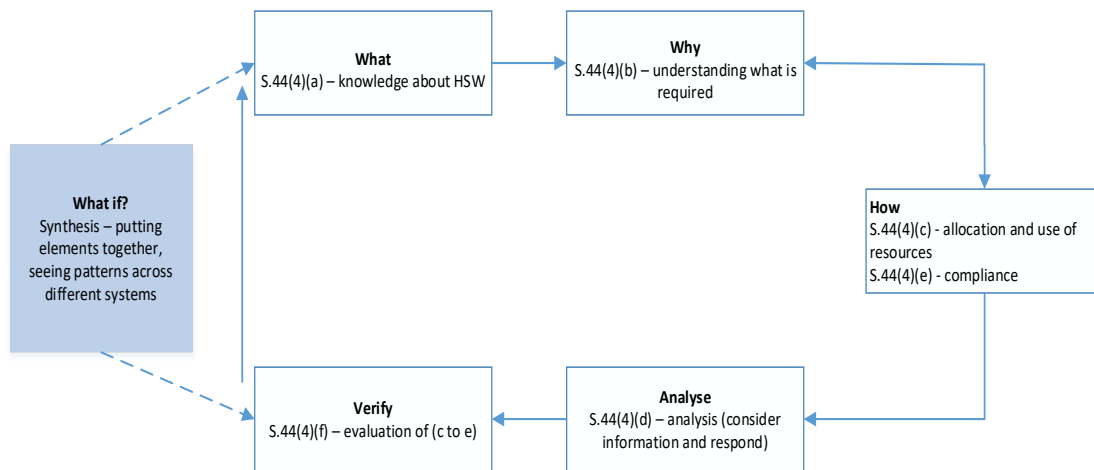
Figure 2: Elements of Officers Due Diligence in Action

6.1.1 **What:** Acquire and keep up-to-date knowledge of work health and safety matters relevant to the University's operations.

    a. Actively Seek Information: Regularly access health and safety data from recognized organizations, associations, and authoritative websites to ensure the university's policies remain aligned with current best practices.

    b. Engage in Continuing Education: Participate in professional development opportunities focused on risk management and health and safety legislative frameworks to enhance governance capabilities.

    c. Monitor and Discuss: Include health and safety as a fixed item on Council meeting agendas, scrutinizing reports alongside management to examine statistics, incidents, and new health and safety initiatives.

    d. Stay Legally Informed: Attend updates and seminars concerning legal developments in health and safety, ensuring the university's policies and practices remain compliant.

    e. Refine Response Mechanisms: Continuously enhance reporting and investigative processes to address health and safety concerns efficiently and effectively.

6.1.2 **Why:** Understand the nature of the operations of the University and the hazards and risks associated with those operations.

    a. Conduct Regular Reviews: Examine the effectiveness of current health and safety risk controls as part of an ongoing evaluation process.

    b. Engage with the University Community: Utilize varied communication methods to gather feedback and insights from the workforce on health and safety matters.

    c. Budget with Safety in Mind: Allocate resources thoughtfully, prioritizing health and safety in all financial decisions.

    d. Balance Proactivity and Reactivity: Ensure the university's approach to health and safety includes preventative measures as well as efficient responses to incidents.

    e. Plan for Events Safely: Develop and implement risk management strategies specifically tailored for university events, ensuring compliance and safety.

6.1.3 **How:** Ensure the University has available for use, and uses, appropriate resources and processes to eliminate or minimize risks to health and safety.

    a.   Commit to Improvement: Regularly review and adjust health and safety budgets to ensure resources meet operational needs.

    b.   Optimize Staffing Solutions: Mix staff with different health and safety experiences to foster a well-rounded, capable team.

    c.   Implement Control Processes: Integrate safety impact assessments in procurement and financial planning to mitigate risks.

    d.   Strengthen Corporate Management: Maintain a clear corporate structure to manage health and safety risks effectively.

    e.   Validate Resource Effectiveness: Ensure all processes and resources are suitable for their intended purpose and are being properly utilized.

6.1.4   **How:** Ensure the University has appropriate processes to receive, and promptly respond to, information about incidents, hazards, and risks.

    a.   Enhance Reporting Mechanisms: Develop user-friendly ways for reporting incidents, hazards, and risks by those at the workplace.

    b.   Prompt Action and Documentation: Establish a culture of immediate response and thorough documentation following reports.

    c.   Conduct In-Depth Risk Assessments: Regularly audit the assessment process to ensure comprehensive coverage of all university activities and areas.

    d.   Test Emergency Plans: Implement and periodically review emergency procedures to ensure they are effective and well understood.

    e.   Facilitate Timely Investigations: Ensure Council is prepared to investigate reported issues swiftly and decisively.

6.1.5   **Analyse:** Ensure the University has, and implements, a process for complying with any duty or obligation of the University under the HSWA 2015.

    a.   Assign Trained Roles: Clearly define and allocate health and safety management responsibilities within the Council, providing comprehensive training for these roles.

    b.   Maintain a Compliant System: Implement an easily navigable health and safety management system that complies with legislative requirements and university needs.

    c.   Engage Workers Effectively: Develop and continuously refine practices that promote active engagement and participation by workers in health and safety matters.

    d.   Audit Legal Compliance: Regularly perform audits to ensure all university practices align with current health and safety legislation.

6.1.6   **Verify:** Verify the provision and use of the resources and processes as detailed above through reviews and audits to ensure compliance and continuous improvement.

    a.   Review Leadership Practices: Periodically evaluate how health and safety policies are integrated into Council activities.

    b.   Conduct Independent Evaluations: Schedule external audits and reviews to objectively assess health and safety systems, processes, and resource allocation.

    c.   Analyse Post-Incident Responses: Rethink strategies and processes following any incidents to prevent recurrence.

    d.   Leverage Peer Reviews: Utilize peer feedback as a continuous learning opportunity, focusing on understanding and mitigating risks and ensuring legal compliance.

6.2   Reporting and Review

6.2.1   Regular health and safety reports will be presented at management meetings, detailing performance, trends, and actions taken concerning health and safety.

6.2.2   An annual health and security report will be presented to the Council for review and analysis to ensure ongoing due diligence.

6.3   Health and Safety Management System

6.3.1   AUT will maintain a Health, Safety and Wellbeing Management System that meets or exceeds the standards required by law and facilitates the integration of health and safety into all aspects of the University's activities.

6.4   Consultation and Communication

6.4.1   AUT will:
   a.   Engage with staff through regular consultation to seek their input into decision-making processes that affect workplace health and safety.
   b.   Communicate clearly and effectively about health and safety matters to all people at the workplace.

6.5   Training and Education

6.5.1   AUT will:
   a.   Provide necessary training, resources, and support to staff and students to fulfill their responsibilities under the HSWA 2015.
   b.   Ensure ongoing health and safety education is provided to all Officers to maintain compliance with their due diligence obligations.

7.   Continuous Improvement

AUT is committed to the principle of continuous improvement in health and safety, and this policy will be regularly reviewed and updated under legislative changes and best practices.

8.   Implementation

Implementation of this policy is to be carried out through:

   a.   Development of a biennial AUT Health, Safety and Wellbeing Policy statement to be approved by the Chancellor and Vice Chancellor,
   b.   Submission to the Vice Chancellor and AUT People and Culture Sub Committee for endorsement an Annual Health, Safety and Wellbeing Work Plan and supporting reporting process that will ensure that Council's Due Diligence duties are met (listed in sections 6 & 7), and
   c.   Development and implementation of a Health, Safety and Wellbeing Management System that ensures AUT's PCBU duties are met by delegation through the Vice Chancellor to the Executive Leadership Team of both general (to all ELT members) and specific responsibilities where individual members can exercise more significant influence over the organisation e.g. in procurement, staff training, suitability, build or maintenance of facilities.

Part A Open Agenda	13.5

Council Finance and Audit Committee
Agenda Paper

Subject: **The Code: AUT 2024 Self-review Report**

Date: **9th September 2024**

Author: **Joanna Scarbrough**

RECOMMENDATION:

THAT AUT COUNCIL RECEIVE THE AUT 2024 SELF-REVIEW REPORT

Executive summary

AUT Council is requested to receive the 2024 self-review report. The report provides an overall 'whole of system' assessment against Code Outcomes 1 to 4.

Background

To meet the Education Pastoral Care of Tertiary and International Learners Code of Practice (The Code) monitoring and verification requirements as agreed with UNZ and NZQA, all universities are to complete a pastoral care system summary assessment report against Code Outcomes 1 to 4. The outcomes are:

- 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
- 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.

AUT's 2024 self-review report

- Evidence on meeting Outcomes 1, 3 and 4 requirements are addressed in the sections 'Integrating the four cornerstones' and 'Student support services'. Outcome 2 is addressed in the 'Student partnership model' section.
- This report includes content sourced directly from the AUT 2024 Academic Audit Cycle 6 Self-review Portfolio 2024 due to the crossover of information, particularly GS2 'Student voices' and GS13 "Student life cycle, support and wellbeing'.
- AUTSA's input was sought, and their feedback was considered and incorporated into the report.
- Site visits facilitated by UNZ will be completed in 2025.

Attachment

- AUT 2024 Self-review Report

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

Contents

AUT Self Review Outcomes 1-4 2024 FINAL

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

AUT Self Review Outcomes 1-4 2024 FINAL

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 Aronui[2] (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.

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[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

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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 Report)[3], 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 4[4], 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

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[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.

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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 currents 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 model[5]

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.

Tītahi Ki Tua (TKT), the AUT Māori Students Association[6], offers tauira 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 tauira 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 Tītahi 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 Group[7], 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.

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[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 services[8]

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 2024-2026[9], 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 Study[10]
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

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[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 tauira, 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 Whakaterea 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 leaners 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 exchange[11]
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.

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

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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

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[12]Financial 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.

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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 committees[14]

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 surveys[15]

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

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

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

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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.	*Orientation and transition* 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	
Student Wellbeing 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	*Employability and careers* 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*
	Student concerns and complaints policy and procedures	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. 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. 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.	
Meeting the Code publication requirements. Inaugural publication of Student-Critical-Incident-Annual-Report-2023-V2.pdf Also available Student-Complaints-Annual-Report-2023.pdf		*UniCare model* 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.	
		Counselling and medical support	

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
		Opening of a new student medical clinic at the North Shore campus.	
		Sport and recreation 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.	
		Multi-faith and spirituality support 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.	
		International Student Health and Wellbeing Webpage 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.	
		Support for Students Affected by Geopolitical Conflict and World Issues 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.	

AUT Self Review Outcomes 1-4 2024 FINAL

Table 4 Examples of proposed future enhancements

Activity	Expected completion date
Enhance the learner's voice • 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
Expansion of resources • Create sensory space for neurodiverse learner community. *Funding sought.* • Publish the AUT NZ Sign Language dictionary. *Funding sought.* • 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. *Funding sought.* • 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. *Funding sought.* • Reinstate the AUT Talent Hub to support work-ready graduates. *Funding sought.*	TBC TBC 2025 2025 2024 TBC TBC TBC
System enhancements to improve the learner experience • 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. *Funding sought.* • Automate integration of StarRez once in the Cloud with Dynamics 365 and the student management system to reduce risk and manual integration. *Funding sought.* • Migrate the SC+MH team from MedTech to Dynamics 365 to enable UniCare support philosophy and improvements in student support. *Funding sought.*	TBC TBC TBC

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			

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[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:	
		• 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)	

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

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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
		Examples of SSA practice notes: *Implemented* • 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 *Under annual review* • Multi-disciplinary Team Terms of Reference • Student critical incident management – under review • Under 18- and 16-years student safety and wellbeing – under review *Under development* • 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 Lemmer, AUTSA President

Date: 15 August 2024

UNZ attestation form signed by the Vice Chancellor

Te Pōkai Tara
Universities
New Zealand

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	I confirm the following actions have taken place in our organisation. Self-review for the year *2024* to be submitted by 1 November 2024. 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. The resulting self-review report is saved in a form that can be analysed by Universities New Zealand. Any policy and/or operational changes identified from the review have been implemented or are in progress by *31 July 2026*.
Signature	Organisation: AUCKLAND UNIVERSITY OF TECHNOLOGY Name: Professor Damon Salesa Title: Vice Chancellor Phone: (09) 9219965 Email: damon.salesa@aut.ac.nz Signature: Date: 6 September 2024 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.

AUT Self Review Outcomes 1-4 2024 FINAL

PART A **OPEN AGENDA ITEM**	**13.6**

Council Agenda Paper

Subject: **Council and Committee Meeting Schedule - 2025**

Date: **15 August 2024**

Author: **Council Secretary**

RECOMMENDATION:

THAT COUNCIL RECEIVE AND APPROVE THE COUNCIL MEETING SCHEDULE FOR 2025

COUNCIL MEETINGS SCHEDULE FOR 2025

MEETING	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Council Finance & Audit Committee (CFAC) **Mondays 12pm – 2.30pm** **All Meetings Held at AUT City Campus**			Meeting 14/04 Agenda Deadline 04/04		Meeting 30/06 Agenda Deadline 19/06			Meeting 15/09 Agenda Deadline 05/09		Meeting 24/11 Agenda Deadline 14/11	
Council People & Culture Committee (P&C) **Mondays 2.30pm – 5.30pm** **All Meetings Held at AUT City Campus**			Meeting 14/04 Agenda Deadline 04/04			Meeting 14/07 Agenda Deadline 04/07				Meeting 24/11 Agenda Deadline 14/11	
Council Meeting (FCM) **Mondays 3.30pm – 6pm**	Meeting 24/02 AGM 3.30pm - 3.45pm FCM 3.45pm - 6pm AUT City Campus Agenda Deadline 14/02		Meeting 28/04 FCM 3.30 – 6pm AUT City Campus Agenda Deadline 17/04	Meeting 26/05 H&S Tour 2.00pm – 3.30pm FCM 3.30 – 6pm AUT Sth Campus Agenda Deadline 16/05		Meeting 28/07 H&S Tour 2 - 3.30pm FCM 3.30 - 6pm AUT Nth Campus Agenda Deadline 18/07		Meeting 29/09 H&S Tour 2 - 3.30pm FCM 3.30 - 6pm AUT City Campus Agenda Deadline 19/09	Meeting 20/10 SCM AUT City Campus Agenda Deadline 10/10		Meeting 08/12 FCM AUT City Campus Agenda Deadline 28/11

FCM – Full Council Meeting / SCM – Special Council Meeting (As Required)