Pastoral Care Code of Practice 2024 Attestation

May 3rd, 2024

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Declaration

This document has been developed according to the guidelines issued via Universities New Zealand's Committee on University Student Pastoral Care (CUSPaC). It addresses the gaps in pastoral care practice which were identified in the University's Gap Analysis conducted in 2021 and the University's Attestation in 2022 and provides an update on pastoral care initiatives that have been implemented or are in progress, including those noted in the 2022 and 2024 Verification reports.

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

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

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

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

Preamble

Waipapa Taumata Rau | The University of Auckland is New Zealand's largest, highest-ranked and most ethnically diverse university, in New Zealand's most diverse city. It has almost double the number of students as the next largest university in New Zealand and the highest number of students with disabilities of all tertiary institutions in New Zealand.

The University attracts 38% of all Pasifika enrolled in university studies in New Zealand, and as such is the largest provider of degree education to Pasifika. We also attract 23% of all Māori enrolled in university study.

The University's faculties and research institutes are located over multiple campuses, with a geographical spread reaching from Te Tai Tonga in Manukau, three campuses in central Auckland city, the Goldwater Wine Science Centre on Waiheke Island, the Leigh Marine Laboratory , and Te Tai Tokerau in Whangarei.

The student body comprises 35,337 full-time equivalents. Key demographics include:

Gender	
Female	57%
Male	42%
Diverse	1%

Age group	
18 or less	5%
19-20	26%
21-23	32%
24-29	18%
30-39	11%
40+	8%

Ethnicity	
European	30%
Māori	6%
Pasifika	8%
Asian	51%
MELAA	4%
Other	1%

Residency	
Local	82%
Overseas	15%
Other	3%

Full details of the University of Auckland's mission, purpose and values can be found in Taumata Teitei – Vision 2030 and Strategic Plan 2025

Strategic approach to pastoral care, health, and wellbeing

Everyone in the University community plays a role in supporting student wellbeing, including academic staff in learning environments and professional staff in service areas. Campus Life is the service division with primary responsibility for pastoral care, health, and wellbeing but other service divisions and faculty teams play important roles.

In 2019 the University completed Whakamana Tangata | Student Services Strategy which identified high-level priorities for improvements to the full range of student services, including academic and enrolment services. Whakamana Tangata was based on extensive student and other stakeholder feedback and provided a platform for more in-depth reviews of component services.

The Student Support and Engagement function review commenced in late 2021 and was focused on the Pastoral Care Code of Practice – addressing the areas of development identified in our 2021 Gap Analysis. The resulting Function Improvement Plan produced a total of 51 improvement opportunities across the student services lifecycle, many of which have already been implemented, that aim to provide a highly effective ecosystem of care. The improvements being made ensure not only that the University remains compliant with the code but also move the university towards a whole-of-provider approach to pastoral care, ensuring the creation of a proactive and cohesive ecosystem of interconnected student support.

The improvement initiatives in the Function Improvement Plan are grouped under seven headings:
1. Give greater emphasis to Te ao Māori in the design and structure of services and make more visible dedicated support roles for tauira Māori.
2. Strengthen faculty tier 2 support and engagement teams with better tools, training, and data-driven proactive outreach to students.
3. Retain overall FTE resourcing but balanced across faculties to align with EFTS load.
4. Streamline central service provision to improve student access.
5. Standardise tier 2 support roles and align work with clear roles and responsibilities framework to avoid gaps and duplication.
6. Improve awareness of services, service uptake and effectiveness.
7. Invest more in student voice and co-curricular support including improvements to social spaces and events.

Responding to current research and sector-wide concern about the wellbeing and mental health of student populations, in 2019 Campus Life developed 'Creating the Conditions for Wellbeing, Oranga Tauira | Student Wellbeing Plan'. The Plan outlines a systemic and campus-wide approach to creating 'the culture and conditions that enhance health and wellbeing for students' encompassing mental health, financial wellbeing, and responses to sexual assault, sexual harassment, and bullying, harassment, and discrimination. In 2020, the University adopted the Creating Cultures of Consent and Respect Action Plan to enhance its response to harmful sexual behaviours.

The University acknowledges Te Tiriti o Waitangi as Aotearoa's founding document, and we place particular emphasis on promoting Māori presence and participation in all aspects of university life. As required by the Pastoral Care Code of Practice, we offer all staff the opportunity to learn about the Treaty and to broaden their understand of its role in our present and future. The Campus Life service division has recently appointed a Kaiārahi to support a more Te Ao Māori-centred approach to student support and engagement and has developed the 'Marae Model' of wellbeing. This model guides all component service points in their interactions with students and informs approaches and

practices that work for all students, delivering on the aspirational objectives of Taumata Teitei, and enacting the fundamental principles of Te Tiriti to honour our relationship with tangata whenua. The University also has specific positions for Māori clinicians within Te Papa Manaaki | Campus Care and the University Health and Counselling service, including a Māori Case manager and Māori psychologist.

The Director of Campus Life has formal accountability for pastoral care at the University. In a large organisation coordinating and sharing best practice is important, and so a Student Engagement Community of Practice has been established.

The Academic Quality Agency (AQA) has recently released its report on the [Cycle 6 Academic Audit of the University of Auckland](#) and commended the University for 'the integrated and enhancement-oriented approach the University is taking to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice'. The panel also affirmed 'the University's intent to develop, with students, a student voice framework' and states 'the University has undertaken considerable work in strengthening and valuing student voice(s) and the University's initiative to develop a Student Voice Framework with students is a meaningful part of this work'. The panel further 'considers the University is taking a constructive, holistic approach to the Code as a mechanism for enhancement, beyond meeting a regulatory requirement'.

Part One – Summary

Assessment of compliance

Since the first full self-review of current practice against the Code in 2021, the University of Auckland has produced two Verification reports detailing our processes for international students and Student Accommodation, as well as an Attestation in 2022 which detailed the progress we had made on areas of improvement highlighted in 2021. In 2022 AQA produced their Academic Audit of the university, in part considering the safety and well-being support offered to learners. The evidence utilised to substantiate our compliance with the Pastoral Care Code of Practice was gathered from across the university and included various formal documentation (policies and procedures, statutes, plans, strategy documents, guidebooks, and training materials), alongside electronic evidence, student surveys, and staff consultations.

Additionally included in this report is the University's Complaints and Critical Incident annual report for 2023, which satisfies Code Outcome 10, Process 4, Clause G. The report shall be published digitally in the second half of 2024, and future reports shall focus on finding opportunity for disaggregating the data by diverse learner groups without compromising complaint confidentiality.

In 2023, four of the six previously identified gaps have been closed, while one remains in progress, and one is on hold awaiting direction from NZQA. The University of Auckland has engaged in a wide variety of initiatives, promoting a whole-of-provider approach to pastoral care. A number of the key initiatives and notable successes are documented in section four of this report.

Outcome	2022	2024	Remaining
Gaps identified	10	6	2
Gaps closed	4	4	-
On Hold	3	1	1
In Progress	3	1	1

Measuring the effectiveness of new initiatives

The recent AQA audit panel reviewed our Gap Analysis and considered that the evidence given to support our assertions of compliance was solid. As previously noted, this was most often in the form of documentation (policies and procedures, statutes, plans, strategy documents, guidebooks, training materials), and results from student surveys where applicable.

Measuring the effectiveness of our initiatives is done in one of two ways:

1)   Where the initiative was to take an action (such as updating or publishing information) and there is evidence that the action has been done (such as the existence of an updated or published document or webpage) then the initiative can be considered to have been effective.

2)   Where projects are initiated to implement larger-scale changes, there will typically be a business case that has identified the expected benefits of the initiative. Project success is measured against these benefits, where the benefit is directly attributable to the initiative and is measurable. In other cases, the benefits of an initiative will be an indirect contributor to a multi-factor benefit.

Evidence to support our assertion that gaps have been closed in 2023 is shown in Part Two.

Remaining Gaps

The University has one compliance gap remaining to be closed. Activities to close this issue remain in progress, with training being developed to offer appropriate ongoing training and resources tailored to staff member's roles in the organisation.

Outcome, Process, Clause	Gap/Action	Full Year Update
1, 4, 10 (2)	**Gap:** Training in wellbeing and safety practices for all staff needed to be more tailored, targeted, and comprehensive. **Action:** Provide staff with ongoing training and resources tailored to their roles in the organisation.	**In progress** Two initiatives are in progress to address this partial gap. **Completed** a) Training for non-support (academic and professional) staff (Building connections) - An online module aligned to the Te Herenga Tauira framework has been developed and is available for university staff. - This training is a high-level overview of the challenges that students can face, the services available and how to refer students to them, roles and boundaries, and staff responsibilities under the Code. - The module is the result of a multi-university collaboration, addressing our obligations under the PCCP and the available avenues of pastoral support. **In Progress** b) In-depth training for support staff - Existing training material has been reviewed and a 'gaps map' developed. - Additional training requirements in Equity and Mental Health have been identified, material to fill these gaps is being sourced. - Identification of all tier-2 support staff who require access to expanded training is also in progress.

Part Two – Gap progress

Since the 2022 Attestation, the University has closed four further compliance gaps, while one remains on hold awaiting advice from NZQA on the requirements for complaints reporting. The details of the closed and inactive-while-held compliance gaps are detailed below.

Outcome, Process, Clause	Gap/Action	Full Year Update
1, 1, 7 (1)	**Gap**: Accommodation Strategy is out of date and is not published.	**Completed** • A revised and updated Accommodation Strategy has been released via the university website, which considered feedback received from students.
1, 4, 10 (3) (g)	**Gap:** Record critical incidents and emergencies and reporting these back annually (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) to provider management, learners, other stakeholders, and the code administrator. **Action:** Establish the requirements and implement reporting for critical incidents and emergencies.	**Completed** • The University of Auckland has comprehensive processes for recording, managing, and escalating critical incidents, including internal reporting. • The University has a dashboard reporting on all University of Auckland Level 3 critical incidents and emergencies, and this is provided to the Audit and Risk Committee and University leadership on a quarterly basis. • While the data for 2022 is not disaggregated to 'diverse learner groups' due to practical constraints, the addition of a Data and Insights Analyst facilitates its disaggregation going forwards. An anonymised version of the internal report will become publicly available via the University website.

Outcome, Process, Clause	Gap/Action	Full Year Update
2, 13, (f) (i)	**Gap:** The requirement to report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on the number and nature of complaints made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) is not met. **Action:** Establish the requirements and implement reporting for student complaints.	**Completed** • While the data for 2022 is not disaggregated to 'diverse learner groups' due to practical constraints, the addition of a Data and Insights Analyst facilitates its disaggregation going forwards. • An anonymised version of the internal report is now available to learners and other stakeholders via the University website, or to the code administrator through this Attestation.
2, 13, (f) (ii)	**Gap:** The requirement to report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on learner experience with the complaints process and the outcome of their complaint is not met. **Action:** Establish the requirements and implement reporting for students' experience of the complaints process.	**On Hold** • The University does not currently capture data on the student experience of the complaints process. • What and how to report complaints to the code administrator is a sector-wide issue that is being addressed by NZQA.

Outcome, Process, Clause	Gap/Action	Full Year Update
2, 13	**Gap:** The Discipline Statute and processes are outdated. **Action:** Review the Discipline Statute and processes.	**Completed** • The University's General Counsel has undertaken a Review of the Statute for Student Discipline, and incorporated recommendations from the Independent Review of the University of Auckland's Student Discipline Procedures relating to complaints and incidents of harmful sexual behaviour and feedback from broad consultation during 2023. • Updates to the Statute for Student Discipline and associated procedures are scheduled to be considered by Council in August 2024.

Part Three – Complaints and Critical Incident Report

Following Code Outcome 10 Process 4 Clause G, the University has compiled an annual review of all student complaints, including escalated complaints, and critical incidents. This report has been reviewed and authorized by the University's Audit and Risk Committee.

The University Of Auckland Report To The Audit & Risk Committee On Student Non-Academic Complaints 2023 Annual Report

This annual report summarises non-academic complaints and critical incidents received during 2023. Previously reports to Audit & Risk Committee followed reporting periods that were aligned with Committee meeting frequency, with one of those periods running across two calendar years. From 2024 a quarterly reporting cycle will be used, allowing an annual report based on a calendar year to be compiled without the need to recast data. That in turn will allow easier compliance with the reporting requirements of the Pastoral Care Code of Practice.

To meet NZQA's requirements a version of this report will be made publicly available via the University Website. In accordance with Statistics New Zealand's guidelines, complaints, and outcomes that number fewer than 5 will be reported as <5 in the publicly available report and the report delivered to NZQA to preserve the non-identifiability of data. However, the actual numbers, even when fewer than 5, will be retained in the confidential report to Audit and Risk Committee.

Summary and analysis of trends and feedback

As the inaugural annual report and based on the new reporting periods, this report will be used as a baseline for future comparisons.

Student complaints reporting, Total 2023

Service complaints

The University website provides a feedback and complaints channel which is available to students to complain about services delivered across the University. This channel is currently managed and reviewed by the Student Experience Centre (SEC).

All student complaints received via this channel are acknowledged, and either resolved by the SEC or referred on to service providers to resolve or respond to the matter. Resolution can be via the correction of an error, an explanation of an issue that cannot be addressed in the way requested, an investigation and referral to another complaint resolution pathway, and/or an acknowledgement of the matter and an apology where warranted.

In 2023 there were numerous enquiries that came into the Complaints Queue which were not complaints, but rather were considered spam or marketing-related emails.

We are reviewing the service complaints management process to capture more accurately, monitor, and report student service complaints.

Service complaints	2023 Total Reports	Closed	Complaint withdrawn	Open or under appeal
Study plans/eligibility queries	19	19	0	0
Information/communication	28	28	0	0
Service failure (faculty or service division)	21	21	0	0
Service failure (interpersonal)	11	11	0	0
Total	**79**	**79**	**0**	**0**

Student accommodation complaints

Student Accommodation houses over 4,500 students in a variety of accommodation buildings. The University offers leases for student accommodation of between 39 and 52 weeks depending on the contract term. In the year 2023, the portfolio received 18 complaints in total which were all resolved within the academic year. The majority of complaints related to issues with University Wi-Fi.

Due to an unknown technical issue, [<5] complaints were not recorded in 2023 quarterly complaints reports. Each of these complaints have been resolved, and this report has been updated to include these complaints.

Accommodation complaints[1]	2023 Total Reports	Closed	Complaint withdrawn	Open or under appeal
Facilities/Maintenance	11	11	0	0
Financial (including appeals)	<5	<5	0	0
Security	0	0	0	0
Information/communication	<5	<5	0	0
Noise	<5	<5	0	0
Staff	<5	<5	0	0
Other	0	0	0	0
Total	**18**	**18**	**0**	**0**

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[1] Complaints alleging bullying, harassment, or discrimination within university accommodation are reported in the section below.

Pastoral Care Code Complaints

The Code of Pastoral Care requires that we track complaints that explicitly allege non-compliance with the Code. No such complaints were received in 2023.

Pastoral Care Code of Practice - allegations of non-compliance	2023 Total reports	Closed	Complaint withdrawn	Open, in progress	Escalated to NZQA
Organisational structures	0	0	0	0	0
Wellbeing and safety practices	0	0	0	0	0
Wellbeing and safety in student accommodation	0	0	0	0	0
Wellbeing and safety for international learners	0	0	0	0	0
Total	**0**	**0**	**0**	**0**	**0**

Alleged bullying, harassment & discrimination by students

The Proctor's Office is the primary reference point in the University for all matters relating to student non-academic misconduct, including complaints against students, or disputes between students. The Proctor's Office assesses disputes between students or complaints about student conduct and can recommend or determine the appropriate next steps, which may include a formal reprimand, behavioural directives, or an escalation of serious misconduct allegations to the Discipline Committee.

There were 73 reports made to the Proctor's Office in 2023 relating to bullying, harassment, and discrimination. In addition to these formal reports, there were many other informal reports, inquiries, and requests for advice from across the University community. The vast majority of the work of the Proctor's Office is responding to these informal reports and requests for advice. These are typically lower-level matters where advice is given about self-resolution, how teaching staff can respond to the matter, or where no action is required. Where appropriate these inquiries are referred to Campus Care for welfare check

Alleged bullying, harassment & discrimination by students	2023 Total Reports	Open, in progress at end of 2023	Investigation did not proceed	Complaint withdrawn	Complaint not upheld but formal directive given	Complaint upheld, formal directive or reprimand given	Complaint not upheld	Referred to Disciplinary Committee
Harmful sexual behaviour	10	0	<5	<5	0	0	<5	≤5
Gender-based harassment	<5	0	<5	0	0	0	0	0
Racial harassment	5	<5	<5	0	0	<5	0	0
Harassment other	19	<5	11	<5	0	<5	0	<5
Discrimination	<5	0	<5	0	0	0	0	0
Physical assault	0	0	0	0	0	0	0	0
Bullying	22	<5	20	<5	0	0	0	0
Other	12	5	6	0	0	<5	0	0
Total	**73**	**8**	**47**	**7**	**0**	**<5**	**<5**	**6**

i.   **Investigation did not proceed** – where respondent is unknown to the applicant and cannot be identified; respondent can be identified but has no connection to the university; not enough evidence or evidence supplied does not breach rules or policies. In these latter cases, where we can identify the respondent and they are a student, future behaviour may be monitored via the Students at Risk process.

ii. **Complaint not upheld but formal directive given** – this is where there is insufficient evidence to prove the allegation, however, in the interests of the wellbeing and safety of all parties a formal directive is given. For example, a non-contact directive.

iii. **Complaint upheld formal directive or reprimand given** – this is where the allegation has been proven, directive given but not significant enough to go to the Discipline Committee

iv. **Complaint not upheld** – no reprimand or directive given, insufficient evidence to prove the allegation.

Alleged bullying, harassment & discrimination of students by staff

The Human Resources Advisory team is the primary reference point in the University for all matters relating to staff misconduct and/or serious misconduct. The Human Resources Advisory team supports managers and academic heads to assess disputes between staff, students and staff, or complaints about staff conduct, and ensures that the appropriate next steps and process are followed.

Students reported [<5] complaints regarding staff in 2023 related to bullying, harassment, and discrimination. [Details redacted]

Alleged bullying, harassment & discrimination of students by staff	New reports this period	Open, in progress at the end of this period	Open, under appeal	Complaint withdrawn	Complaint not upheld	Complaint upheld; disciplinary process initiated	Complaint upheld, instruction to improve issued	Referred to Police
Harmful sexual behaviour	<5	0	0	0	<5	0	0	0
Gender-based harassment	0	0	0	0	0	0	0	0
Racial harassment	0	0	0	0	0	0	0	0
Harassment other	<5	0	0	0	0	0	<5	0
Discrimination	0	0	0	0	0	0	0	0
Physical assault	0	0	0	0	0	0	0	0
Bullying	<5	<5	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	**<5**	**<5**	**0**	**0**	**<5**	**0**	**<5**	**0**

Whistleblower complaints from students

Complaints received via the externally managed Whistleblower Hotline, a service which facilitates anonymous reporting of complaints relating to unethical conduct, are reported quarterly to the Audit & Risk Committee via the Combined Assurance Report prepared by the Risk Office. Whistleblower complaints are triaged to the relevant department and handled through the appropriate complaints procedure. Below is an outline of student complaints received via the Whistleblower Hotline in 2023.

Nature of allegations raised	Report referred to:	New reports this period	Open, in progress at the end of this period	Triaged by Risk Office to responsible department **	Investigation could not proceed due to lack of sufficient information***
Bullying, Harassment and/or discrimination by staff	HR	5	<5	<5	<5
Other staff misconduct	HR	<5	0	0	<5
Bullying, Harassment and/or discrimination by student*	Campus Life	<5	0	<5	<5
Other Student misconduct	Campus Life	<5	0	<5	0
Breach of law/policy/procedure	Campus Life	<5	0	<5	0
TOTAL		**10**	**<5**	**6**	**<5**

*Allegations of bullying, harassment and/or discrimination referred to Campus Life, by the Risk Office have been included in the "Alleged bullying and harassment by students" section above.

** Risk Office communicates to the discloser that their whistle blower report has been triaged to the relevant department for investigation.

*** These reports are only closed after 1) communication has been sent to the discloser requesting the additional required information; and 2) six months has lapsed since the date of disclosure and no further communication is received from the discloser. These are subsequently reopened if additional information is received in the future.

Escalated complaints from prospective, current, and past students

Complaints that have escalated to third-party processes are managed via the University's General Counsel.

Investigating authority	Carried Forward	New reports this period	Closed	Open, in progress
Office of the Ombudsman (OO)	0	<5	0	<5
Office of the Privacy Commissioner (OPC)	0	0	0	0
Human Rights Commission	0	<5	0	<5
iStudents	0	<5	<5	0
Total	**0**	**<5**	**<5**	**<5**

Student Critical Incidents

Student critical incidents are reported to the University Risk Office. The University maintains a Student Critical Incident Response Plan to help guide the relevant actions, instigate support, and consider enhancements. Learnings and enhancements resulting from any Level 3 (major) incident are captured in debrief reports with resulting actions incorporated into ongoing resilience management action monitoring until closure.

NZQA and the Committee on University Student Pastoral Care (CUSPaC) have agreed an approach on reporting of student critical incidents that will help ensure consistency of reporting practices amongst tertiary education providers.

Below is a summary of the student incidents reported at University of Auckland during 2023 that meet the agreed definition of 'Critical incidents'.

Critical Incidents	2023 Total Reports	Closed	Open or under investigation	Domestic student	International student
Student Death on Campus	<5	<5	0	<5	0
Student Death off Campus of a 'learner at risk'*	<5	<5	0	0	<5
Serious harm (physical or mental) to a student ** and either: - planning to manage/mitigate the event/matter was inadequate or a plan was not followed; or - an external review/investigation was carried out.	0	0	0	0	0
Total	**<5**	**<5**	**0**	**<5**	**<5**

* Learner at risk is defined by NZQA: a student where the university has reasonable grounds to believe that there is a serious issue relating to the learner's health, safety, or wellbeing.
** related to university activity

Improvements to the complaints process

The University of Auckland has continued to respond to the recommendations made in the Independent Review of the University of Auckland's Student Discipline Procedures. A broad range of recommendations have already been implemented or are currently in process or review prior to their implementation. Most recently, during September and October 2023, staff and students were consulted on the new draft Student Conduct Statute. The draft statute implements most of the 20 recommendations from the external review relating to various components of the existing Statute for Student Discipline (which deals only with general misconduct), as drafted by the General Counsel in the first half of 2023 following the recommendations of the Independent Review. The feedback from that consultation process is currently being considered, and the updated statute will be presented to Council for approval in 2024.

Alongside the recommendations from the report, additional training has been developed to prevent and respond to Harmful Sexual Behaviour. The Creating Cultures of Consent and Respect Training, developed by Rape Prevention Education with input from student consultations, aims to educate student leaders and staff about the prevalence of sexual violence in New Zealand, its dynamics, effects, and provide avenues of trauma-informed support for victims.

Finally, consistent with the Terminology requirements set out on the Creating Cultures of Consent and Respect action plan, the University had produced web content outlining what constitutes sexual assault and harm, including more exact definitions of harmful sexual behaviour to ensure consistency across the University's reporting of different incidents.

Appendix – Definitions

Harmful sexual behaviour	The term Harmful Sexual Behaviour encapsulates the full spectrum of behaviours and issues relating to sexual misconduct, including such behaviours as sexual harassment, coercion, sexual harm, sexual assault, sexual violence, and retaliation. Harmful sexual behaviours are unwelcome or offensive sexual behaviours that are significant enough to have a harmful effect on an individual's wellbeing. Harmful sexual behaviours can occur in the physical or digital environment.
Gender-based harassment	Gender-based harassment describes a wide range of behaviour based on gender stereotypes, sexual orientation, or gender identity. Such behaviour includes verbal, physical, visual, or digital actions which demean, belittle, or threaten a person. It does not necessarily suggest sexual interest or intent; it is often about making a person feel unwelcome, uncomfortable, inferior, or vulnerable.
Racial harassment	Racial harassment is the use of language, or visual material or physical behaviour that expresses hostility against, or brings into contempt or ridicule, any other person on the ground of the colour, race, or ethnic or national origins of that person; is hurtful or offensive; and is either repeated or serious enough to have a detrimental effect on a person in one of the areas specified by the Human Rights Act 1993, e.g. the provision of education, accommodation and employment.
Harassment other	Harassment is unreasonable or unwelcome conduct that is offensive, humiliating or intimidating to any other person and is either repeated, or of such significant nature that it has a detrimental effect on the person, their performance or their work and study environment.
Discrimination	Discrimination can occur when a person is treated less favourably than another person, in the same or similar circumstances, because of a prohibited ground such as their sex, colour, religious belief, race, marital status, ethnic or national origins, family status, ethical belief, sexual orientation, political opinion, age, employment status or disability.
Bullying	Bullying is any repeated unreasonable behaviour that is directed towards a person, or group of people, that can lead to physical or psychological harm. This includes cyberbullying, which is the use of electronic communication to bully, harass or frighten a person, typically by sending messages of an intimidating, embarrassing or threatening nature.

~END~

Part Four – Highlights and Good Practice Examples

Pastoral Care Code of Practice Programme

The Pastoral Care Code of Practice (PCCP) programme was established to ensure that not only were the identified gaps in compliance addressed but that we also took steps to embed more systematic approaches and to honour the spirit as well as the letter of the Code. Specifically, we wanted to address the aspects of the Code such as student voice and a whole-of-institution approach, which are foundational to the Code, and to ensure that we have a solid base from which to cement a culture of continuous improvement. This section presents an overview of the key component projects of the PCCP programme, along with a selection of our best practice examples and other recent pastoral care highlights.

Initiative	Description
Introduce holistic wellbeing and preparedness assessment for all new students	- We have implemented a holistic wellbeing and preparedness assessment to highlight and determine support needs early in the student journey. - The assessment is released when new students enrol and is structured to return a communication to students based on their responses, or a personalised follow up from Campus Care. - For students deemed to be high-risk based on their responses, results will be converted into an individual support plan with follow up contact through Campus Care depending on the nature of the support plan. - We have included questions around wellbeing as well as preparedness to study so that we can create meaningful responses that will guide the student and enable them to understand what supports are available and how to access them very early in their student journey.

Initiative	Description
Student Engagement Community of Practice	• The Student Engagement & Support Community of Practice (CoP) plays a pivotal role in delivering a student experience that is transformative and memorable. • Its purpose is to help ensure delivery of a contemporary suite of support and engagement services, including co-curricular and extracurricular opportunities, that are high-quality and relevant, consistently applied across the University, and streamlined to ensure the most effective delivery to students. • The CoP provides a platform to share experiences, identify opportunities and problems, work together to make improvements, and support a holistic and joined-up student engagement and support function. • The CoP has a wide-ranging membership including representatives from all Faculties and Service Divisions who have a role in student support and engagement. The CoP actively incorporates the student voice into discussions through documentation and student feedback reports accessing existing student representation and consultation mechanisms, and is a voice for students to ensure an outstanding end-to-end student experience.
Student Voice Framework	• An extensive network of formal and informal channels for receiving Student Voice exists at the University of Auckland; gaps and issues with the current approach include inconsistency in application of student voice, closing the loop, inherent power imbalances, over- reliance on certain key roles and under-representation of postgraduates. • A working group made up of student and staff representatives from across the University was established to improve our approach to engaging the Student Voice from both student experience and staff effectiveness perspectives. • The working group has developed a Student Voice Policy and supporting guidelines which address current gaps including convening, remuneration and training provision to support a whole-of-university approach to capturing a diverse, engaged, and empowered student voice. • The University has published its Student Voice Guidelines, which map out the current method by which student voice can be captured and utilized by the university, alongside the University's Student Voice Policy which is set to be active from July 1st. Both the Guidelines and the Policy demonstrate the University's commitment to engaging our students in dialogue and decision making about their teaching, learning and wider student experiences.

Initiative	Description
Development of an online training module for non-support staff	• The module gives an overview of the types of challenges that students can face at university, the supports available to help them and how to refer to elevated and specialist services. • The module is now available for staff across academic and professional services. • This is a multi-university collaboration led by the University of Auckland, with significant input from Victoria University of Wellington, AUT and Massey University. The module is available to be used as is or in a modified form at any NZ university.
Use a common case management Software across all pastoral care support teams within the university, including faculties and service divisions	• We have implemented a university-wide case management system and related processes to record pastoral care related interactions with students. The system contributes to presenting a holistic view of student interactions with the university and to enable coordinated and targeted approaches for working with students. • Symplicity Advocate was made available for staff use in 2023, significantly increasing the efficiency with which support is delivered to learners through streamlined reporting lines and improved access to complaints data.

Initiative	Description
Student Equity	• A new, organisation-wide, Equity Policy has been adopted. The policy identifies overarching principles, responsibilities, and expectations for the University community. It recognises that we need to dismantle barriers that perpetuate inequalities and provide a variety of options to support student and staff success. • The University has streamlined the process and availability of funding to cover the costs associated with a legal name change for trans and gender-diverse students. Students requesting legal name change support can meet with a Campus Care Case Manager who is able to offer them additional, personalised pastoral support, if required. • The new role of Student Rainbow Advisor has been established under the auspices of our Primary Mental Health contract with Health NZ. The purpose of the role is to provide support to and increase engagement with our student rainbow communities. • The University's broader Tuākana Learning Community offers a broad variety of academic support programs for Māori and Pacific students, offering access to specialised learning environments within faculties.

Initiative	Description
Improved support for learners with disabilities	• The University's Disability Action Plan forms part of a group of strategies, guidelines and action plans which underpin the University's commitment to being a safe, inclusive, and equitable environment in which to study and work. The Disability Action Plan seeks to remove barriers to success for our staff and students with disabilities. • Student Disability Services has completed implementation of a dedicated disability case management system to improve support for students with disabilities. This system delivers a seamless, joined-up and safe student support system for students with disabilities. • The University launched earlier this year an enhanced experience for students to engage with lecture recordings and video content. The new system, Panopto, also has automated closed captions of lecture recordings to support improved accessibility, particularly for students with hearing impairments. In addition, the University is piloting a wireless solution to upgrade its hearing loop system and improve the audio quality in lectures for people who use hearing aids. • The University has developed a new streamlined special conditions application and approval process for students who require additional support in tests and exams. The new process ensures students can receive support, such as extra time in assessments or access to reader/writers, in a much simpler and more accessible way. Students have commented positively that the new process was very 'easy and seamless', 'less intimidating' and gave them more control and agency over their requests for support.

~END~