Pastoral Care Code of Practice 2022 Attestation

18 February 2023

Version: FINAL

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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 provides an update on pastoral care initiatives that have been implemented or are in progress, per the quarterly reports submitted to CUSPaC.

Consultation with students has been extensive. Late in 2021 a series of workshops and interviews was held in which we took a 'deep dive' into our pastoral care systems and practices, and the output of these sessions informed the broad programme of work to enhance these systems and practices which has been in progress for over a year. 67 students participated, including representatives of Māori and Pasifika student groups, students with disabilities, students from equity groups, international students and postgraduate students.

21 student leaders representing 15 student associations (the Student Consultative Group) were invited to review and provide feedback on this Attestation report over several weeks in January and February. These were:

Auckland University Students' Association President	Arts Students' Association President
Auckland University Students' Association Engagement Vice President	Auckland University Medical Students' Association President
Auckland University Students' Association Education Vice President	Auckland University Commerce Students' Association President
Auckland University Students' Association Treasurer/Secretary	Students of Urban Planning and Architecture President
Auckland University Students' Association Welfare Vice President	Auckland Pharmacy Students' Association
Auckland University Students' Association International Students' Officer	School of Music Students' Association President
Auckland University Students' Association Postgraduate Officer	New Zealand Optometry Students' Society President
Science Students' Association President	Student Association for Medical Sciences
Postgraduate Students' Association President	Nga Tauira Maori Treasurer
Auckland University Law Students' Society President	Auckland University Pacific Island Association Vice President
Education and Social Work Students' Association President	

No material changes were suggested following this review. Members of the Student Engagement and Support Community of Practice have also reviewed this document.

This report has been signed out to CUSPaC via the University of Auckland's Audit and Risk Committee (via its meeting on March 2nd 2023) and the University Council (via its meeting on March 13th 2023).

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.

Māori and Pasifika are priority cohorts. The University attracts 33% 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 17% of all Māori enrolled in university study. Almost a fifth of students are international students with over 100 countries represented. 12% of students live in University accommodation.

The University's faculties and research institutes are located over multiple campuses, with a geographical spread reaching from the Te Tai Tonga - South Auckland campus in Manukau to Tai Tokerau campus in Whangarei. Locations also include four campuses in Auckland city, the Goldwater Wine Science Centre on Waiheke Island and the Leigh Marine Laboratory in Omaha Bay.

The student body comprises 36,748 full time equivalents (46,048 headcount). Key demographics[1] include:

Gender	
Female	58%
Male	41%
Diverse	1%

Age group	
18 or less	5%
19-20	26%
21-23	32%
24-29	19%
30-39	11%
40+	7%

Ethnicity	
European	33%
Māori	7%
Pasifika	9%
Asian	46%
MELAA	4%
other	1%

Residency	
local	82%
overseas	18%

The University offers 226 programmes, and in 2021 attracted over $260 million in research contracts.

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. The University has recently introduced the role of Function Lead to coordinate professional staff functions that are spread across multiple faculties and service divisions. Functions are categorised using the UniForum international benchmarking system. Pastoral care/learner wellbeing and safety is covered by the 'Student Support and Engagement' function and the function lead is the Director of Campus Life.

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[1] 2021 statistics

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. Phase 1 of the Student Services Function Review has recently been completed and has made changes to recruitment, enrolment and programme advisory services, as well as improvements to in-person and online student contact centres. Phase 2 of the Function Review commenced in late 2021 and is focused on the Pastoral Care Code of Practice – addressing the gaps identified in our 2021 Gap Analysis and leading initiatives to enhance practice.

The University has recognised and responded to increasing student demand for pastoral and wellbeing support, which was exacerbated by COVID-19, and has worked to improve its policies, systems and services to ensure that students can access timely and appropriate pastoral and social support in safe and inclusive environments. 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'. The plan's priority areas include mental health; financial wellbeing; sexual assault and sexual harassment; and bullying, harassment and discrimination. In 2020 the University adopted the 'Creating Cultures of Consent and Respect, an Action Plan' for preventing and responding to Harmful Sexual Behaviours, to enhance the processes and services already in place to eliminate 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 Kaiarahi to support a more 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 University is committed to building a safe, inclusive, and equitable community and has a zero-tolerance approach to discrimination of all kinds, including racism, sexism, ableism, ageism, homophobia and transphobia. Following feedback from student leaders and a review of international best practice, in 2020 Campus Life introduced Te Papa Manaaki | Campus Care to streamline access to wellbeing services, especially for complex cases. A team of case managers handles complex cases directly and coordinates referrals to specialist services to provide a single point of contact for individual students and the various staff supporting them.

The University is investing in the further development of pastoral and learning support services with a strong focus on wellbeing, accessibility, and timely access to effective support for students with health or care needs. The University finalised its Disability Action Plan in 2022, which underpins efforts to ensure the University removes barriers to success for learners with disabilities.

Waipapa Taumata Rau | The University of Auckland seeks, values, and respects student voices. The views of our diverse student body, gathered through a range of mechanisms at all levels of the University, are central to understanding and responding to student issues and perspectives and

creating programmes and services that are meaningful and effective for students as intended users. Students play a critical role in our quality assurance and enhancement processes.   We have recognised that we could be doing more to ensure that the student voice is authentically and consistently heard and responded to, and a working group comprising senior leader and students among others is in the process of drafting a Student Voice policy and guidelines. In accordance with the University's [Student Charter](#) and as a result of ongoing work with students, student partnership and co-design approaches are increasingly being adopted across the University. The University wishes to move away from 'just in time' consultation, towards student-centred approaches that favour early engagement and partnership across University activities.

As noted above a programme of work has been in progress since late 2021, addressing not only the gaps identified in our Pastoral Care Code of Practice Gap Analysis, but also a range of other initiatives aimed at improving practice and enhancing the overall student experience. The programme comprises 14 projects, and the key ones are detailed in Section 3 of this document. Some of these component projects are complete, and the remainder will transition to business-as-usual during 2023. Of note here are the workstreams concerned with Student Voice, and the 'deep dive' exploration of the current state of pastoral care provision in the faculties and service divisions which underpins moving towards a whole-of-institution approach to pastoral care.

The Director, 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. This group will play a key role in future Code self-reviews and thematic assessments.

The Academic Quality Agency (AQA) has recently released its report on the [Cycle 6 Academic Audit of the University of Auckland](#) and made a commendation on '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 affirms '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

In 2021 a full self-review of current practice against the Code was carried out. The Pastoral Care Working Group, with broad and representative membership from across the University, oversaw the self-review. Evidence of compliance was most often in the form of documentation (policies and procedures, statutes, plans, strategy documents, guidebooks, training materials) for which URLs were supplied where available. Results from student surveys were provided as evidence of effectiveness, where applicable. Those surveys were: Learning & Teaching Survey, Accommodation Survey, Sport & Recreation Survey, New Student Survey, and the University Health & Counselling Survey.

The self-review was documented on a template supplied by UNZ, and from this it was straightforward to identify our gaps in both evidence and practice; the Gap Analysis submitted was a subset of the full self-review.

The University's Audit and Risk Committee and University Council endorsed the Gap Analysis, and it was also reviewed by the Student Consultative Group comprising representatives of all major student associations at the University; they did not identify any further gaps in compliance.

In 2022, four of our 10 identified gaps have been closed, and six are in progress or on hold pending direction from NZQA. We have also launched a plethora of pastoral care initiatives both under a formal programme of work and as business as usual. The key initiatives are described in Section 3 of this document.

Measuring 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 2022 is shown in Part Two.

Gaps identified

The following actions to address gaps identified in 2021 remain open:

1. Update and publish the Accommodation Strategy.
2. Provide staff with ongoing training and resources tailored to their roles in the organisation.
3. Establish the requirements and implement reporting on critical incidents and emergencies.
4. Establish the requirements and implement reporting on student complaints.
5. Establish the requirements and implement reporting on students' experience of the complaints process.
6. Review the Discipline Statute and processes and update as required.

The table below summarises our current position with regards to the 2021 Gap Analysis.

Outcome	Gaps identified in 2021	Gaps closed in 2022	Gaps remaining
1. A learner wellbeing and safety system	5	2	3
2. Learner voice	4	1	3
3. Safe, inclusive, supportive and accessible physical and digital learning environments	0	0	0
4. Learners are safe and well	1	1	0
5. A positive, supportive and inclusive environment in student accommodation	0	0	0
6. Accommodation administrative practices and contracts	0	0	0
7. Student accommodation facilities and services	0	0	0
8. Responding to the distinct wellbeing and safety needs of international tertiary learners	0	0	0
9. Prospective international tertiary learners are well informed	0	0	0
10. Offer, enrolment, contracts, insurance and visa	0	0	0
11. International learners receive appropriate orientations, information and advice	0	0	0
12. Safety and appropriate supervisions of international tertiary learners	0	0	0
TOTAL	**10**	**4**	**6**

Part Two – Full gap progress

Outcome, Process, Clause	Gap/Action	Full Year Update
1, 1, 7 (1)	**Gap**: Accommodation Strategy is out of date and is not published. **Action:** Update and publish the Accommodation Strategy.	**In progress** • A revised and updated Accommodation Strategy has been drafted in 2022, taking into account feedback received from students. • This draft will be consulted on with students before being finalised.
1, 3, 9	**Gap**: Strategic goals and plans for supporting the wellbeing and safety of students were not readily available on the University website **Action:** Make wellbeing and safety information, including plans and strategies, readily available.	**Complete** • All student support pages on our website have been reviewed and a new structure implemented to make information easier to find and to remove duplication. • The PCCP webpage has been created to collate all relevant information. https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/pastoral-care-code-of-practice.html
1, 3, 9c)	**Gap:** Self-review reports were not published on the University website **Action:** Publish self-review reports on the University website.	**Complete** • The 2021 self-review has been published on our website, noting that the next one is due in 2023. It was decided not to publish the 2020 self-review, as this was against the interim Code and likely to cause confusion. https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/pastoral-care-code-of-practice/pastoral-care-code-of-practice-self-reviews.html

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. a) Training for non-support (academic and professional) staff • An online module aligned to the Te Herenga Tauira framework is in development and will be ready to deploy in early 2023. • 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. 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 and planning for next steps is in progress. • Identification of all tier-2 support staff to receive the training is also in progress.
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.	**On hold** • UoA has comprehensive processes for recording, managing and escalating critical incidents, including internal reporting. • The University has a dashboard reporting on all UoA Level 3 critical incidents and emergencies, and this is provided to the Audit and Risk Committee and University leadership on a quarterly basis. However the data is not disaggregated to 'diverse learner groups' due to the small numbers involved and subsequent risk of compromising privacy. Data is also not provided to learners, other stakeholders, or the code administrator. • What and how to report critical incidents 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, (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.	**On hold** • The University records student complaints via several mechanisms depending on the nature and source of the complaint, and this is reported to the Audit and Risk Committee on a quarterly basis. However the data is not disaggregated to 'diverse learner groups' due to the small numbers involved and subsequent risk of compromising privacy. Data is also not currently provided to learners, other stakeholders, or the code administrator. • What and how to report complaints to the code administrator is a sector-wide issue that is being addressed by NZQA.
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, (g)	**Gap:** Information on complaint processes available to students was not well promoted. **Action:** Streamline the student complaints process, and better promote information on how to safely make complaints.	**Complete** • A project to streamline the student complaints process with the development of simplified webforms is complete. • Information on how to make complaints is consolidated and available from the student homepage on the University website: https://www.auckland.ac.nz/en/students/complaints-and-incidents.html • Academic complaints are now managed in the same system as behavioural complaints.
2, 13	**Gap:** The Discipline Statute and processes are outdated. **Action:** Review the Discipline Statute and processes.	**In progress** • The University's General Counsel is undertaking a Review of the Statute for Student Discipline, and this will incorporate recommendations from the Independent Review of the University of Auckland's Student Discipline Procedures relating to complaints and incidents of harmful sexual behaviour. • Updates to the Statute for Student Discipline will be made in the first half of 2023.

4, 22, (2)	**Gap:** Next of kin details may be incorrect or out of date.
	
	Action: Record up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners
		Cancelled
		• We now believe that this should not have been identified as a gap.
		   o Next of kin details are recorded for under-18 international students as part of the enrolment process.
		   o For all other students, emergency contact details are recorded, and students are prompted to review and update these regularly (180 days after the last review/update).
		   o At least one contact must be provided, and up to three can be recorded.
		   o The student specifies the relationship of the emergency contact to them.

Part Three – 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. In particular 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. An overview of the key component projects of the PCCP programme, along with a selection of our best practice examples and other pastoral care highlights from 2022, is below.

Outcome	Gap/Action/Initiative	Full Year Update
1	Health, Wellbeing & Safety Framework	- Development of a framework to act as the foundation to the 'ecosystem of care' by ensuring our pastoral care services and support structures are aligned across the University. - The framework 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 Te Whare Tapawhā model was the foundation, further developed for the University context (co-designed with students), progressively socialised and refined, and enthusiastically adopted. - There is widespread respect for this model (known as the Marae Model), and staff and students are readily able to see how it applies to their areas.

Outcome	Gap/Action/Initiative	Full Year Update
1	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 is the University's reference group for the Pastoral Care Code of Practice. This includes assisting with the development of periodic self-reviews and reports as well as providing advice, guidance and subject matter expertise. • 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 accessing existing student representation and consultation mechanisms and is a voice for students to ensure an outstanding end-to-end student experience.
2	Student Voice	• An extensive network of formal and informal channels for receiving Student Voice exists at UoA; 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 has established to improve our approach to engaging the Student Voice from both student experience and staff effectiveness perspectives. • The working group is currently developing a Student Voice Policy and supporting guidelines which will 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. • Initial drafts of both resources will be ready in early 2023.

Outcome	Gap/Action/Initiative	Full Year Update
1	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 will be available for staff early in 2023. • This is a multi-university collaboration led by the University of Auckland, with significant input from Victoria University of Wellington, AUT and Massey University.
1	In-depth training material for support staff	• Training material is largely in place, with scope for improvement in the topics of Mental Health and Wellbeing, and Equity. • Resource for a Mental Health and Wellbeing course has been identified and will be deployed in 2023. • An Equity training course is under development by the Equity team.
4	Improved access to care	• This project aims to simplify access to Health, Wellbeing, and Safety services for students across the University, as well as enhance the service offering. • Current work includes realigning teams within the current Campus Life health and wellbeing services to provide an enhanced and more streamlined service for students as well as providing broader support and collaboration among clinicians, leading towards a multidisciplinary approach. • This work will continue into 2023 and we are confident that we will achieve better outcomes for our students and be able to provide supports much sooner and more effectively.

Outcome	Gap/Action/Initiative	Full Year Update
4	Assessment of student wellbeing and preparedness for study	• We have implemented a holistic wellbeing and preparedness assessment to highlight and determine support needs early in the student journey. • The assessment will be 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.
4	Awareness of Care	• We have established a capability to communicate information on service offerings, availability and performance to improve awareness of the health and wellbeing services and the impact of services on faculties and service divisions. • Primarily delivered by the Wellbeing team in Campus Life in partnership with the Student Engagement teams in faculties to lift awareness and identify insights and trends. • The awareness campaign will commence in early 2023.
4	Supporting Systems	• We are implementing a university-wide case management system and related processes to record pastoral care related interactions with students. The system will contribute to presenting a holistic view of student interactions with the university and to enable coordinated and targeted approaches for working with students. • The project involves the roll-out of Symplicity Advocate for appropriate support staff to track and maintain visibility of student interactions with support services. This is to contribute to a holistic student view, minimise students' need to repeat conversations, and protect data integrity and privacy. • This work is well underway with an expected release in time for semester one 2023.

Outcome	Gap/Action/Initiative	Full Year Update
4	Harmful sexual behaviours	- Two new policies have been developed: 'Harmful Sexual Behaviours' and 'Personal Relationships Between Staff Members and Students'. The consultation on these policies is complete, guidelines are being developed and they are nearing a final state. - The University committed to holding an independent review of disciplinary processes relating to harmful sexual behaviour to determine where they can be improved. This review has been completed by the independent reviewer and her final report and recommendations have been received. The University is now considering the final report and plans to release the report to the University community early in 2023.
3, 4	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 will 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.

Outcome	Gap/Action/Initiative	Full Year Update
3, 4	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. • UoA has invested in a new, modern and dedicated study and resource room for students with disabilities. This recognises the ongoing need for safe, quiet, appropriately equipped, and accessible spaces for students with a wide range of visible and invisible impairments. The facility provides students with access to assistive technology, a kitchenette, lockers and a resting space. • 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.

Outcome	Gap/Action/Initiative	Full Year Update
4	Funded psychiatry support	• The University has established a consultant psychiatrist service to provide expert support and advice to our clinical staff when managing students with complex mental health issues. In addition, the University has established a service to provide funding to students who need to access psychiatric input and assessment. Referrals are made by the medical and mental health teams. This funded service has removed significant financial barriers and enabled more students to access specialised psychiatry care and assessments.
5, 6	Improvements in Accommodation support	• A Low Digital Engagement report has been implemented to enable Resident Managers in each of our accommodation buildings to cross-check student digital engagement against the current contact register. This provides additional data to assess engagement of students living in our accommodation, and supports early intervention to support students where needed. • A Study Fono initiative has been established as a village concept for Pasifika students living in student accommodation. A consistent and dedicated study space with wrap-around support from staff, including Campus Care, the Pro Vice Chancellor Pacific Office and Resident Managers, provides a supportive environment to help students to succeed.

<center>~END~</center>