



Waipapa  
Taumata Rau  
**University  
of Auckland**



# **Pastoral Care Code of Practice 2025 Attestation**

4/05/2026

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## Declaration

This document has been developed in accordance with the guidelines issued by Universities New Zealand's Committee on University Student Pastoral Care (CUSPaC). It details our progress in further addressing remaining gaps in pastoral care practice, which were last reported on in the 2024 Attestation Report, and provides an update on pastoral care initiatives that have been implemented or are in progress, including those noted in the 2024 Report.

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 University's continued efforts to maintain its commitment to meeting the requirements of the Pastoral Care Code of Practice.

The Auckland University Students Association were invited to review and provide feedback on this Attestation report during March 2026. 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 also been given an opportunity to contribute to this document.

This report has been signed out to CUSPaC by the University of Auckland's Council at its meeting on June 10<sup>th</sup>, 2026.

## Preamble

Waipapa Taumata Rau | 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 twice as many 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 34% of all Pasifika enrolled in university studies in New Zealand, making it the largest provider of degree education to Pasifika. We also attract 28% of all Māori enrolled in university study.

The University's faculties and research institutes are located across 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.

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

In the 2025 academic year, the student body comprised 39,184 full-time equivalents. Key demographics include:

**Table 1: Key Demographics**

Gender	Headcount	Full-time equivalents
Female	28,127	21,566
Male	21,290	17,224
Diverse	484	394

Residency	Headcount	Full-time equivalents
Local	38,142	30,028
Overseas	11,759	9,156

Age band	Headcount	Full-time equivalents
18 and below	2,845	2,473
19-20	12,962	12,363
21-23	15,051	12,772
24-29	9,538	6,693
30-39	5,648	3,165
40+	3,857	1,717

Ethnicity	Headcount	Full-time equivalents
Asian	26,208	21,192
Pakeha/European	13,718	10,426
Pacific Islands	4,122	3,171
Māori	3,300	2,510
MELAA	1,934	1,479
Other	619	407

## Strategic approach to pastoral care, health, and wellbeing

The University takes a whole institution approach to student wellbeing and recognises that supporting students involves everyone in the University community, including academic staff in learning environments and professional staff in service areas. Te Kāhu Tauria | Student and Scholarly Services (SaSS) is the service division with primary responsibility for pastoral care, health, and wellbeing, but other service divisions and faculty teams play important roles.

The SaSS Division was formed in September 2025 as a result of a realignment of the University Strategy's Enabling Environment & Operations pillar. The structural changes, which followed a period of consultation, aim to ensure a clear focus on the student experience; strengthen integration of student facing services to improve effectiveness at all points along the student journey; provide mana-enhancing services for our communities through effective, efficient, and valued operations and services; deliver a distinctive, capable, and flexible people-centred environment that celebrates our place in Aotearoa New Zealand and the Pacific. The function has accountability and ownership over the continual improvement of student outcomes and service excellence. The new division continues to work closely, both strategically and operationally, with the Accommodation Team, which sits within a new Campus Environment Division.

The changes resulting from the 2021 Student Support and Engagement function review were reported in our last report. Our work since then has continued to build on these foundations and to consolidate the progress made. The progress across key areas ensures that we remain compliant with the code and continue to strengthen our whole-of-provider approach to student support and pastoral care.

Current priorities, which combine consolidation of those identified in the FiP together with new and emerging priorities:

1. Embed services and activities into SaSS, realising the opportunities created and ensuring strategic and operational alignment with the Accommodation Team in the Campus Environment Division
2. Further strengthen the International Student Support ecosystem
3. Enhance service discovery, mapping and navigation to improve user access.
4. Improve digital/online resources and psycho-education resources to support wellbeing.
5. Continue to strengthen faculty tier two support and engagement teams with better tools, training, and data-driven proactive outreach to students.
6. Continue to improve data collection on the impact of and satisfaction with our support provision

Building on our work to enhance our response to harmful sexual behaviours, we have rolled out Consent Training to all students in leadership roles across the institution. We have also made online consent training available to all students through our virtual learning environment. In 2026, we will continue to enhance our capacity to respond by increasing the FTE of our Student Conduct Office, to ensure we offer a skilled, timely and trauma-informed response to disclosures of sexual harm.

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 understanding of its role in our present and future. The University has launched two new staff development frameworks (Ngā Taumata Tutukinga and He Iti Kahurangi), developed with significant input from all staff groups, to fully embed Te Ao Māori into the daily leadership and work practices of our kaimahi. The SaSS division has a

keen focus on supporting a Te Ao Māori-centred approach to student support and engagement, with all staff development plans now including an explicit goal of developing their confidence and competence in Te Ao Māori.

In March 2025, He Āhuru Mōwai, a new Māori student support centre, opened in the heart of the campus. The space aims to enhance the wellbeing, identity, and academic success of taura Māori through [Tikanga-based pastoral care](#) and community connection. Our model of overall pastoral care is drawn from the 'Marae Model' of wellbeing. This model guides all component [service points](#) in their interactions with students, informs approaches and practices that work for all students, and delivers on the aspirational objectives of Taumata Teitei, 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 a Māori psychologist.

The Director of SaSS is formally accountable for pastoral care at the University. In a large organisation, coordinating and sharing best practice is important, and the well-established Student Engagement & Support Community of Practice (CoP) continues to play a key role in ensuring a coherent and joined-up approach across central provision and faculty teams. The CoP has recently completed its annual review of its Terms of Reference and membership and has formulated a clear action plan for the coming year with a focus on further developing consistency in support provision across the faculty teams.

The most recent Academic Quality Agency (AQA) report on the [Cycle 6 Academic Audit of the University of Auckland](#) 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'. Since the AQA audit, we have continued to build on the areas of strength identified, with the implementation in 2024 of the Student Voice Policy, supported by the Student Voice Guidelines, which lay out a comprehensive approach to ensuring the centrality of student voice at all levels of the university, both operationally and strategically.

## Part One – Summary

### Assessment of compliance

Assessing our compliance with the code is an iterative process that stretches back to our first full self-review of practice against the Code in 2021 and includes two Verification reports detailing our processes for international students and Student Accommodation, an Attestation in 2022, a further one in 2024, and the current 2025 submission. The evidence utilised across each of these assessment periods 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 2025, which satisfies Code Outcome 10, Process 4, Clause G. The report shall be published digitally in the second half of 2026, and we continue to explore opportunities to disaggregate the data by diverse learner groups without compromising complaint confidentiality.

In 2025, the previously identified gaps had largely been closed, with ongoing work on the remaining aspects. One remained in progress, with one 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. Several of the key initiatives and notable successes are documented in section four of this report.

### Measuring the effectiveness of new initiatives

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.
3. More generally, we have identified the need for a more robust approach to the evaluation of new and existing initiatives. Specifically, we need to ensure that our use of impact and satisfaction measures and the integration of evaluation into the planning stage of projects are routine.

## Part Two – Gap Progress

There has been focused work to close the remaining identified gaps, with progress made to substantially address them. Further work is in progress to fully close the remaining aspects of these gaps. One remains on hold, awaiting NZQA's advice on the requirements for complaints reporting. Progress on the identified gaps is detailed below.

**Table 2: Gap Progress**

Outcome, Process, Clause	Gap/Action	2025 Update
4, 10 (2)	<p><b>Gap:</b> Training in wellbeing and safety practices for all staff needs to be more tailored, targeted, and comprehensive.</p> <p><b>Action: Provide staff with ongoing training and resources tailored to their roles in the organisation.</b></p>	<p><b>Completed</b></p> <ul style="list-style-type: none"> <li>The Building Connections online training module, aligned to the Te Herenga Tauria framework for all non-specialist staff, is now well established.</li> </ul> <p>This training provides a high-level overview of the challenges students can face, the services available, how to refer students to them, roles and boundaries, and staff responsibilities under the Code.</p> <p>Further work is ongoing to monitor uptake and identify “cold spots” where outreach may be needed to encourage higher completion rates.</p> <ul style="list-style-type: none"> <li>Induction materials for support and engagement staff in faculties have been enhanced to further support their understanding of role boundaries, referral thresholds, and pathways.</li> <li>An online module has been developed for faculty teams to support best practice in capturing details of support interactions in the integrated support CRM platform.</li> </ul> <p><b>In Progress</b></p> <ul style="list-style-type: none"> <li>In-depth training for support staff - there remain additional training needs in Equity and Mental Health. An in-person module is being developed by SaSS and the faculty teams for rollout in 2026.</li> </ul>
1, 4, 10 (3)(g)	<p><b>Gap:</b> Data for critical incidents is not disaggregated to 'diverse learner groups'</p> <p><b>Action: Work with the Data and Insights Analyst to complete work on data analysis by diverse learner group.</b></p>	<p><b>Completed</b></p> <ul style="list-style-type: none"> <li>The University of Auckland has comprehensive processes for recording, managing, and escalating critical incidents, including internal reporting.</li> <li>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.</li> <li>A recent review of the Student Critical Incident Response Plan (part of the portfolio of Risk Intervention Plans overseen by the Risk Office) identified further</li> </ul>

		<p>improvements to process and thresholds whilst offering assurance that the framework provided clear guidance on a coherent and safe approach to the full range of student incidents.</p> <p><b>In Progress</b></p> <ul style="list-style-type: none"> <li>• Work continues to disaggregate data to diverse learner groups; we hope to achieve this in 2026.</li> </ul>
2, 13, (f)(ii)	<p><b>Gap:</b> The requirement to report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites, where available) on learners' experiences with the complaints process and the outcomes of their complaints are not met.</p> <p><b>Action: Establish requirements and implement reporting for students' experiences with the complaints process.</b></p>	<p><b>On Hold</b></p> <ul style="list-style-type: none"> <li>• The University does not currently capture data on the student experience of the complaints process.</li> <li>• What and how to report complaints to the code administrator is a sector-wide issue that is being addressed by NZQA.</li> </ul>
2, 13	<p><b>Gap:</b> The Discipline Statute and processes are outdated.</p> <p><b>Action: Review the Discipline Statute and processes.</b></p>	<p><b>Completed</b></p> <ul style="list-style-type: none"> <li>• Review resourcing of the Student Conduct Office and address shortfalls.</li> </ul> <p><b>In Progress</b></p> <ul style="list-style-type: none"> <li>• Updates to the Statute for Student Discipline and associated procedures were scheduled to be considered by Council in August 2024. This has been delayed due to resource challenges, but we aim to complete this process in 2026.</li> <li>• In addition, we are beginning work on considering the introduction of a Fitness to Study process to better support our approach to complex student cases involving serious student conduct issues that may be driven by mental health concerns.</li> </ul>

## Part Three – Complaints and Critical Incident Report

In line with Code Outcome 10, Process 4, Clause G, the University compiles quarterly and annual reviews of all student complaints, including escalated complaints and critical incidents. This report has been reviewed and authorised by the University's Audit and Risk Committee.

### **The University of Auckland Report to the Audit & Risk Committee on Student Non-Academic Complaints 2025 Annual Report**

This annual report summarises non-academic complaints and critical incidents received during 2025. Previously, reports to the Audit & Risk Committee followed reporting periods aligned with the Committee's meeting frequency, with one of those periods running across two calendar years. From 2024, a quarterly reporting cycle was instituted, allowing an annual report based on a calendar year to be compiled without the need to recast data. That, in turn, facilitated 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 the Audit and Risk Committee.

## Student Complaints Reporting 2025

### Service Complaints

The University website provides a feedback and complaints channel for students to report on 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 to service providers for resolution or response. Resolution can be achieved through the correction of an error, an explanation of an issue that cannot be addressed as requested, an investigation and referral to another complaint resolution pathway, and/or an acknowledgement of the matter and an apology, where warranted.

Note: changes have been made to the Service Complaint category. As of 2024, these numbers are based on complaints received via the Complaint & Feedback form, which feeds directly to the SEC-Complaints queue in Oracle Service Cloud (OSC). The complaint types in this report now match the level 1 topics in OSC, which are the topics students select when submitting a complaint. In 2025, numerous enquiries were received in the Complaints Queue, which were either not complaints or not categorised as service complaints.

We are reviewing the service complaints management process to capture more accurately, monitor, and report student service complaints and have a new role, Student Feedback and Complaints Manager, who will lead this work.

**Table 3: Total Service Complaints**

Service Complaint Type	2025 Total Reports	Closed in 2025	Complaint withdrawn	Open or under appeal
Deciding to study	2	2	0	0
Applying	55	54	0	1
Enrolling in courses	30	30	0	0
Being a student	7	7	0	0
Exams, tests and grades	23	21	0	2

Graduating	10	9	0	1
International student	6	6	0	0
Fees and money matters	11	10	0	1
Advice and support	93	93	0	0
<b>Total</b>	<b>237</b>	<b>232</b>	<b>0</b>	<b>5</b>

## Student Accommodation Complaints

Student Accommodation houses over 4,500 students in a variety of accommodation buildings. The University offers leases for student accommodation ranging from 39 to 52 weeks, depending on the contract term. In 2025, the portfolio received 19 complaints in total, of which 18 were resolved during the academic year. Most complaints related to issues between residents and miscommunication.

Due to an unknown technical issue, [<5] complaints were not recorded in the 2025 quarterly complaints reports. Each of these complaints has been resolved or is in progress, and this report has been updated to include them.

**Table 4: Total Student Accommodation Complaints**

Accommodation complaints <sup>1</sup>	2025 Total Reports	Closed in 2025	Complaint Withdrawn	Open or under appeal
Facilities/Maintenance	3	3	0	0
Financial (including appeals)	1	1	0	0
Security	3	3	0	0
Information/communication	5	5	0	0
Noise	3	3	0	0
Staff	4	3	0	1
Other	0	0	0	0
<b>Total</b>	<b>19</b>	<b>18</b>	<b>0</b>	<b>1</b>

<sup>1</sup> 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 2025.

**Table 5: Total Pastoral Care Code Complaints**

Pastoral Care Code of Practice – allegations of non-compliance	2025 Total Reports	Closed in 2025	Complaint Withdrawn	Open, in progress at the end of 2025	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
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Alleged bullying, harassment & discrimination by students

The Student Conduct 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 Student Conduct 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 203 reports made to the Student Conduct Office in 2025 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. Much of the Student Conduct Office's work involves responding to these informal reports and requests for advice. These are typically lower-level matters in which advice is given on self-resolution, how teaching staff can respond, or where no action is required. Where appropriate, these inquiries are referred to Te Papa Manaaki | Campus Care for a welfare check.

**Table 6: Total alleged bullying, harassment & discrimination by students**

Student Non-Academic Misconduct Complaint Type	Total in 2025	Closed in 2025	Open, in progress at the end of 2025	Outside jurisdiction	Complaint Withdrawn	Complaint could not progress <sup>2</sup>	Informal resolution with directions given <sup>3</sup>	Informal resolution with no directions given	Investigation and allegation not proven <sup>4</sup>	Investigation and allegation proven <sup>5</sup>	Investigation referred to Discipline Committee
Harmful sexual behaviour	22	21	1	2	4	3	3	3	0	5	1
Gender-based harassment	0	0	0	0	0	0	0	0	0	0	0
Racial harassment	8	8	0	3	0	3	0	1	1	0	0

<sup>2</sup> anonymous complaints where the complainant does not authorise their complaint being shared with the respondent; not progressing for other reasons such as insufficient evidence to support the complaint

<sup>3</sup> confidentially directions routinely given and not included in this analysis

<sup>4</sup> No allegation or if multiple allegations, none of the allegations proven

<sup>5</sup> at least one allegation proven on investigation

Harassment other	80	77	3	19	5	19	19	12	0	3	0
Discrimination	4	4	0	2	0	2	0	0	0	0	0
Physical assault	10	8	2	0	0	2	0	6	0	0	0
Bullying	36	36	0	13	1	15	3	3	1	0	0
Vandalism	1	0	1	0	0	0	0	0	0	0	0
Research Ethics Breach/Fraud	6	6	0	2	0	1	1	0	0	0	2
IT Breach	1	1	0	0	0	0	0	1	0	0	0
Other	35	35	0	3	1	17	4	9	0	1	0
<b>Total</b>	<b>203</b>	<b>196</b>	<b>7</b>	<b>44</b>	<b>11</b>	<b>62</b>	<b>30</b>	<b>35</b>	<b>2</b>	<b>9</b>	<b>3</b>

## Alleged bullying, harassment & discrimination 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 11 complaints about staff in 2025, including bullying, harassment, and discrimination.

**Table 7: Total alleged bullying, harassment & discrimination of students by staff**

Alleged bullying, harassment & discrimination of students by staff	2025 Total Reports	Open, in progress at the end of 2025	Open, under appeal	Complaint Withdrawn	Complaint not upheld	Complaint upheld; disciplinary process initiated	Complaint upheld; informal or formal outcome reached	Referred to Police
Harmful sexual behaviour	0	0	0	0	0	0	0	0
Gender-based harassment	0	0	0	0	0	0	0	0
Racial harassment	0	0	0	0	1	0	0	0
Harassment other	7	5	0	0	1	1	2	0
Discrimination	1	0	0	0	2	0	1	0
Physical assault	0	0	0	0	0	0	0	0
Bullying	3	1	0	0	1	0	1	0
Other	0	0	0	0	0	0	0	0
<b>Total</b>	<b>11</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>0</b>

## Whistleblower complaints from students

Complaints received via the externally managed Whistleblower Hotline, a service that facilitates anonymous reporting of complaints relating to unethical conduct, are reported quarterly to the Audit & Risk Committee through 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 2025.

**Table 8: Total Whistleblower Complaints from students**

Nature of allegations raised	Report referred to:	2025 Total Reports	Open, in progress at the end of 2025	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	6	0	6	2
Other staff misconduct	HR	5	0	5	3
Bullying, Harassment and/or discrimination by student*	Student Conduct Office	0	0	0	0
Other student misconduct	Student Conduct Office	2	1	2	1
Breach of law/policy/procedure	Student Conduct Office	0	0	0	0
<b>Total</b>		<b>13</b>	<b>1</b>	<b>13</b>	<b>6</b>

## Escalated complaints from prospective, current, and past students

Complaints that have escalated to third-party processes are managed via the University's General Counsel. The University's General Counsel is aware of the following complaints from prospective, current, and past students (referred to as students) that have been escalated to third-party processes and were open during 2025.

**Table 9: Total Escalated Complaints from prospective, current, and past students**

Investigating authority	Total in 2025	Closed in 2025	Open at the end of 2025	
Office of the Ombudsman (OO)	15	6	9	Fifteen complaints were made to the <b>Office of the Ombudsman (OO)</b> in 2025. Eight of those matters remain open. Six were closed during 2025, and one was closed in January 2026.
Office of the Privacy Commissioner (OPC)	3	1	2	Three students made complaints to the Office of the <b>Privacy Commissioner (OPC)</b> in 2025. One complaint was closed in 2025, and two remain open.
Human Rights Commission	1	0	1	One student has filed a complaint with the <b>Human Rights Commission</b> , alleging discrimination on various grounds. The Director of Human Rights Proceedings is considering whether to provide the student with legal representation at the Human Rights Review Tribunal.
Disputes Tribunal	1	0	1	One student issued proceedings in the <b>Disputes Tribunal</b> in 2025. A tribunal hearing was held in February 2026, and the University is awaiting the referee's decision.
Student Complaints Authority	2	1	1	Two students lodged complaints with the <b>Study Complaints Authority</b> in 2025. One matter remained open. In the other matter, the adjudicator concluded (in 2025) that there was no evidence of any breach of the University's contractual or legal obligations, and the student's complaint was not upheld.
District Court	1	1	0	One student issued proceedings in the <b>District Court</b> ; however these were struck out by the Court in August 2025.
<b>Total</b>	<b>23</b>	<b>9</b>	<b>14</b>	

## Student Critical Incidents

Student critical incidents are reported to the University Risk Office. The University maintains a Student Critical Incident Response Plan to guide relevant actions, initiate support, and consider enhancements. Learnings and enhancements resulting from any Level 3 (major) incident or any other critical incident reviewed/investigated 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 the University of Auckland\*\*\* during 2025 that meet the agreed definition of 'Critical Incidents'. The incident relates to a student death off campus.

**Table 10: Total Student Critical Incidents**

Critical Incidents	2025 Total Reports	Closed	Open or under investigation	Domestic Student	International student
Student Death on Campus	0	0	0	0	0
Student Death off Campus of a 'learner at risk' *	0	1	0	0	0
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
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* 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

\*\*\* where reported to the Risk Office, and the Incident Management Framework is activated

## Improvements to the complaints process

The University of Auckland responded to the recommendations of the Independent Review of the University of Auckland's Student Discipline Procedures and implemented a broad range of them. During September and October 2023, staff and students were consulted on the new draft Student Conduct Statute with the intention that the updated statute would be presented to Council for approval in 2024. This remains outstanding, with the aim of completing this in 2026.

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 and effects, and provide avenues of trauma-informed support for victims. In addition all first year students have been given access to the Creating a Culture of Consent and Respect Canvas module, designed to educate students about consent and sexual harm, in 2025 372 student leaders received in person training on consent and sexual harm prevention, 520 students completed a Bullying, Harassment and Discrimination (BHD) workshop and a further 440 completed the BHD Canvas module.

Finally, consistent with the Terminology requirements set out on the Creating Cultures of Consent and Respect action plan, the University has 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. This content will be further reviewed in 2026, with specific improvements planned to the content defining consent.

## 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.

## Part Four – Highlights and Good Practice Examples

### Pastoral Care Code of Practice Programme

The University of Auckland has embarked on a programme of iterative improvements to identify and rectify gaps in our approach and to ensure compliance with the Pastoral Care Code of Practice (PCCP). We have also been determined to ensure that the code serves as the foundation of our efforts rather than a ceiling, in order to honour the spirit as well as the letter of the Code. This section presents a selection of our best practice examples and other recent pastoral care highlights.

Initiative	Description
Embed the Student Transition and Retention (STAR) outreach campaign, triangulating with the holistic wellbeing assessment.	<ul style="list-style-type: none"> <li>The Student Transition and Retention: Outreach Campaign (STAR: Outreach Campaign) supports an institution-wide approach to ensuring success for all learners while addressing persistent and inequitable outcomes for Māori and Pacific students.</li> <li>Of the at-risk STAR students identified, the 2025 campaign saw a 10-percentage point improvement in the retention of students who were successfully contacted.</li> </ul>
Enabling Environments realignment – creation of SaSS – opportunities provided	<ul style="list-style-type: none"> <li>SaSS provides a clear focus on the student experience with further integration of student-facing services along the student journey, bringing together into a single Division accountability and ownership over continual improvement of student outcomes and service excellence.</li> </ul>
Student Voice Policy	<ul style="list-style-type: none"> <li>The Policy came into effect in July 2024 and has been embedded through 2025. It supports individual students and their representatives to influence decision-making with respect to learning and teaching, research supervision, and other aspects of students' experiences. The accompanying Guidelines provide detailed advice for students, teachers and University managers. The policy was developed using co-production with students at the heart of the process, with the working group co-chaired by the President of the Auckland University Students' Association, the President of the Postgraduate Students' Association, and the Pro Vice-Chancellor Education.</li> </ul>
Improve data collection for central support services	<ul style="list-style-type: none"> <li>We have developed an integrated data dashboard for all Tier 3 support services within SaSS to allow us to better understand which student groups we reach, and those who may be underserved, and to map and predict patterns of demand to anticipate resourcing needs, and to explore drivers of cyclical demand patterns.</li> </ul>
Student Equity	<ul style="list-style-type: none"> <li>The Diversity, Equity and Inclusion Strategy and Plan 2025 to 2028, led by the Office of the Pro Vice Chancellor Equity and framed by Taumata Teitei, outlines the University's vision, values and te ao Māori principles, and identifies DEI priorities across the University's strategic portfolios.</li> <li>Following extensive engagement and consultation, the University formally adopted its Freedom of Expression Statement. The statement affirms the University's commitment to protecting and promoting freedom of expression and academic freedom and reinforces its role as a critic and conscience of society.</li> </ul>

	<ul style="list-style-type: none"> <li>● As part of efforts to respond to the rising cost of living, the University partnered with Ads on Pads to provide free menstrual products in 72 bathrooms across three campuses. Around 10,000 products were distributed in 2025.</li> <li>● Work also began with the Mission Grocer at Albert Park’s Whare Kai to support students experiencing food insecurity by providing discounted or free fruit and vegetable bags.</li> </ul>
<p>Strengthening our whole-of-institution approach to Te Ao Māori</p>	<ul style="list-style-type: none"> <li>● In March 2025, He Āhuru Mōwai, a new Māori student support centre, opened at the heart of the campus. The space aims to enhance the well-being, identity, and academic success of tauira Māori through Tikanga-based pastoral care and community connection.</li> <li>● The University has launched two new staff development frameworks (Ngā Taumata Tutukinga and He Iti Kahurangi), developed with significant input from all staff groups, to fully embed Te Ao Māori into the daily leadership and work practices of our kaimahi. The SaSS division has a keen focus on supporting a Te Ao Māori-centred approach to student support and engagement, with all staff development plans now including an explicit goal of developing their confidence and competence in Te Ao Māori.</li> </ul>
<p>Improved support for learners with disabilities</p>	<ul style="list-style-type: none"> <li>● The University’s Disability Action Plan forms part of a group of strategies and guidelines 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.</li> <li>● Disabled students collaborated on the design of Te Kāuta Student Kitchen and Lounge and the Accessible Lounge in the General Library, ensuring accessibility.</li> <li>● Student-led Auckland University Disabled Students’ Association (AUDSA) established.</li> <li>● Autism chillout zone piloted and informed the design of the Accessible Lounge.</li> <li>● The Reasonable Accommodation for Disability Policy and Procedures were developed with significant input from disabled staff and students and approved in 2025.</li> </ul>