

THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
N E W Z E A L A N D

Pastoral Care of Tertiary and International Learners Code of Practice 2021 Self Review

New Zealand Universities Pastoral Care Code gap analysis template

This framework sets out the areas of practice you need to review in order to check your compliance with the Pastoral Care Code released in July 2021.

You can use this tool to help you:

- **Prepare** for self-review, by identifying the information you need to evidence your compliance with the interim domestic Code at each clause
- **Make sense** of your gathered information, by noting any gaps in your current practice and/or evidence of current practice.

KEY	
COMPLIANT	<ul style="list-style-type: none">• We have the required practices in place• We have sufficient evidence on which to make judgements about the effectiveness of our practices
GAP (in evidence)	<ul style="list-style-type: none">• We have the required practices in place but...• We have limited evidence on which to make judgements about the effectiveness of those practices
GAP (in practice)	<ul style="list-style-type: none">• We do not have the required practices in place

Evidence may include published policies and procedures, minutes of meetings, published documents, statistical data, etc.

In completing the gap analysis Providers should consider the following 'transversal' questions:

- how effectively is student voice captured and used in each of the elements;
- how does consideration of Te Tiriti o Waitangi contribute to inform processes and achieve outcomes;
- how does consideration of learner diversity contribute to inform processes and achieve outcomes;
- what culturally responsive practices are employed in meeting each of the processes and outcomes.

The document is in three sections:

- individual university context
- gap analysis
- issues impacting on code compliance that sit outside of the immediate control of the university.

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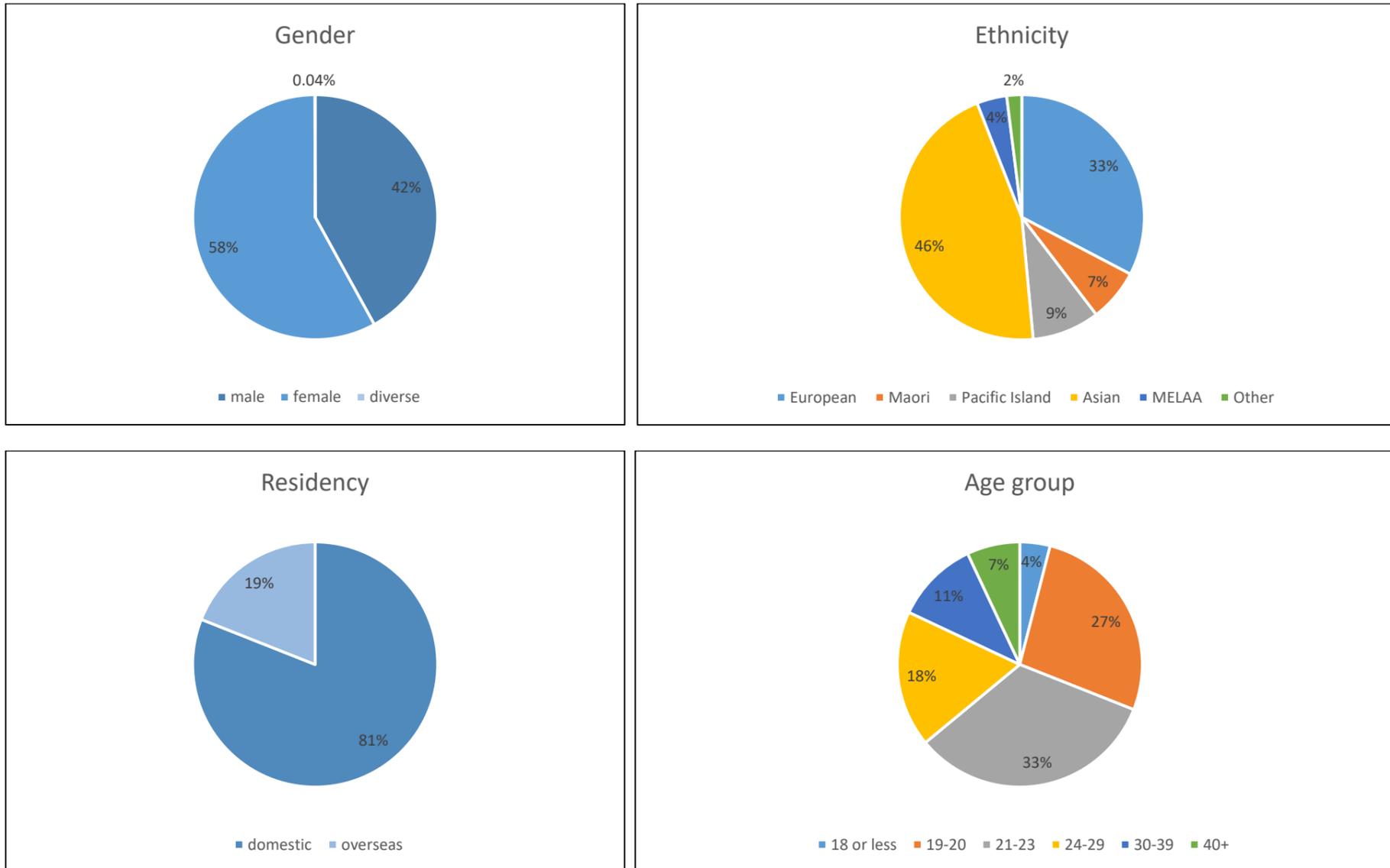
Individual university context

Demographic profile of student community, institutional mission, purpose and programmes; whole of provider strategic approach to student pastoral care, health and wellbeing; distinctive characteristics and support needs. (Please limit to no more than two pages)

Student demographics¹

<https://cdn.auckland.ac.nz/assets/auckland/about-us/our-ranking-and-reputation/key-statistics/key-stats-2020.pdf>

The University of Auckland is New Zealand's largest and most diverse university, with a student body of 34,388 full time equivalents (43,000 headcount). The University offers 289 programmes made up of over 8,200 courses and 18 foundation courses. The key demographic data are:



Full details of the University of Auckland's mission, purpose and values can be found in Taumata Teitei – Vision 2030 and Strategic Plan 2025: <https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/official-publications/strategic-plan.html>

¹ 2020 data

Distinctive characteristics and support needs

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. It has the highest number of students with disabilities of all tertiary institutions in New Zealand. Māori and Pasifika are priority cohorts. The University attracts 31% 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 19% of all Māori enrolled in university study. 25% of our students study abroad, and a fifth are international students with over 100 countries represented. 13% 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 north of Auckland. As a response to pandemic-related border restrictions, since 2020 the University has allowed international students to enrol (or continue their enrolment) in University programmes and courses from offshore locations. A number of these students are supported in their study at China Learning Centres, provided in partnership with three Chinese universities, providing an on-campus experience. A Remote Learning Centre opened in July 2021 at the Shanghai Institute of Technology. The University currently has more than 200 PhD candidates enrolled offshore who are being supervised online.

Strategic approach to pastoral care, health and wellbeing

Responsibility for student wellbeing is shared by academic and professional staff and spread across a range of professional student support roles in faculties, and service divisions. 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.

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 will focus on Wellbeing and Safety, Retention and Success, Co-curricular experience and Social Spaces on campus.

The University has recognised and responded to increasing student demand for pastoral and wellbeing support, which has been 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. 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 recommendations from an AUSA-organised student hui, and a review of international best practice, Campus Life introduced 'Te Papa Manaaki | Campus Care' to streamline access to wellbeing services, especially for complex cases. A small 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. It is intended to complete the roll-out of this new service in 2022.

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 is currently finalising its draft Disability Action Plan, which underpins efforts to ensure the University removes barriers to success for disabled learners.

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.

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.

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

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Strategic goals and strategic plans Clause 7 (1). Providers must have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across the organisation, including student accommodation, describing how they –</p> <p>(a) give effect to the outcomes sought and processes required by the code; and (b) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relations</p>	<p>Since the submission of the 2020 self-review the following documents have been completed and endorsed.</p> <p>Taumata Teitei – Vision 2030 and Strategic Plan 2025: https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/official-publications/strategic-plan.html</p> <p>Digital Strategy, Te Rautaki Matahiko: https://cdn.auckland.ac.nz/assets/auckland/about-us/the-university/official-publications/digital-strategy/digital-strategy-2025.pdf</p> <p>University Language Plan for the Revitalisation of te reo Māori.</p>			The Accommodation Strategy needs to be updated and published.
<p>Clause 7 (2). Providers must –</p> <p>(a) regularly review their learner wellbeing and safety strategic goals and strategic plans as described in subclause (1); and (b) make amendments to their learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the review</p>	<p>Evidence of consultation in Strategic Plan development: https://www.staff.auckland.ac.nz/en/how-the-university-works/strategic-plan-2021-2030/strategic-plan-working-groups.html</p> <p>Student Consultative Group: https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/governance-and-committees/committees/a-z-committees/student-consultative-group.html</p>	<p>University strategies have specified horizons and nominated review periods and are reviewed in a process involving extensive staff and student consultation.</p> <p>Student feedback was integrated into Taumata Teitei planning.</p> <p>Estate Strategy and Digital Strategy consulted with students through the VCSCG and student representation on the Council, and through student membership on University committees who commented on the draft documents.</p> <p>Faculties and Service Divisions (including Campus Life) maintain rolling three-year plans that align with area operational plans and University Strategy, including goals around student experience and wellbeing. Annual reports are prepared each year.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Clause 7 (3). Providers must work proactively with learners and stakeholders (and document this work) when –</p> <p>(a) developing their learner wellbeing and safety strategic goals and strategic plans described in subclause (1); and</p> <p>(b) reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2).</p>	<p>Evidence of consultation in Strategic Plan development: https://www.staff.auckland.ac.nz/en/how-the-university-works/strategic-plan-2021-2030/strategic-plan-working-groups.html</p> <p>Student Wellbeing Plan: https://cdn.auckland.ac.nz/assets/auckland/students/student-support/Campus%20Life%20Doc/Wellbeing%20Plan_15%20Oct.pdf</p> <p>Presentations given to student groups</p>	<p>Students were consulted during development of the Student Wellbeing Plan, via AUSA, the SCG and focus groups.</p> <p>Key principles that underpin the Calls to Action outlined in the Charter include using a whole systems approach, ensuring a campus-wide approach, engaging the student voice and building on strengths.</p> <p>Operational plans are reviewed annually, with student input.</p>		
<p>Process 2: Self review of learner wellbeing and safety practices Clause 8 (1).</p> <p>Providers must use strategic goals and strategic plans described in clause 7(1) to regularly review the quality of their learner wellbeing and safety practices to achieve the outcomes and practices of this code, at a frequency or by a date determined by the code administrator.</p>		<p>The University uses its usual planning and review practices (through faculty and service division three-year rolling plans) to monitor KPIs related to student experience and wellbeing.</p>		<p>The review requirement of this clause has not been made known by the code administrator, so full compliance cannot be described.</p>
<p>Clause 8 (2).</p> <p>Providers must review their learner wellbeing and safety practices using –</p> <p>a) input from diverse learners and other stakeholders; and</p> <p>b) relevant quantitative and qualitative data (including from learner complaints) that is, as far as practicable, and consistent with the provider's obligations under current privacy legislation, disaggregated by diverse learner groups.</p>	<p>New Student survey</p> <p>Learning and Teaching survey</p> <p>UHCS survey</p> <p>Student Complaints reports</p>	<p>Operational plans are reviewed annually, with student input.</p> <p>Data gathered through the following mechanisms would inform a review of learner wellbeing and safety practices:</p> <ul style="list-style-type: none"> • New Students Survey • Learning and Teaching Survey • Class Representative system <p>The operation of the UHCS is informed by the following:</p> <ul style="list-style-type: none"> • The quarterly MoH survey • The annual CSSF survey • Learning and Teaching survey • UHCS runs a rolling feedback mechanism to gauge client satisfaction. <p>A Wellbeing and Safety functional review is in progress.</p>		
<p>Clause 8 (3)</p> <p>Providers must, in a timely manner, following a review described in subclauses (1) and (2) take appropriate action to address any deficiencies in learner wellbeing and safety practices.</p>	<p>Te Papa Manaaki: https://www.auckland.ac.nz/en/students/student-support/te-papa-manaaki-campus-care.html</p> <p>Student Wellbeing Team: https://www.auckland.ac.nz/en/stud</p>	<p>The University's approach is more agile than the review process described here. Changes to practice for continuous improvement are made as required; we use data to evaluate practice and respond appropriately. Examples include the implementation of Te Papa Manaaki</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT		
	ents/student-support/be-well/about-the-team.html	Campus Care and the establishment of the Student Wellbeing Team.		
<p>Process 3: Publication requirements Clause 9.</p> <p>Providers must make the following information readily available, in accessible formats, to learners, staff and the general public, including on their websites (where available) –</p> <ul style="list-style-type: none"> a) strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(1); and b) revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(2); and c) self-review reports on the quality of their learner wellbeing and safety practices described in clause 8. 	<p>The University Strategic Plan : https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/official-publications/strategic-plan.html</p> <p>The Student Wellbeing Plan: https://www.auckland.ac.nz/en/students/student-support/be-well/about-the-team/creating-the-conditions-for-wellbeing.html</p> <p>The wellbeing framework for students in accommodation: https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/resident-support/residential-experience/accommodation-wellbeing.html</p>	Plans and revisions are available on the University website.		<p>Plans and strategies that relate to requirements of the Code, such as the Wellbeing Plan, Accommodation Strategy, and Creating Cultures of Consent and Respect are available but we intend to make them more readily available from a single landing page on our website.</p> <p>(c) Self-reviews have been made available to student representatives but have not been published. This will be done early in 2022 on the single landing page for Code related information.</p>
<p>Process 4: Responsive wellbeing and safety systems Clause 10 (1).</p> <p>Providers must gather and communicate relevant information across their organisation (including student accommodation) and from relevant stakeholders to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services.</p>	<p>Te Papa Manaaki Campus Care https://www.auckland.ac.nz/en/students/student-support/te-papa-manaaki-campus-care.html</p>	<p>The University's Te Papa Manaaki model was developed to meet this requirement and has been working well since being implemented in 2020.</p> <p>The recently-developed Student Engagement Dashboard gives detailed insights into students' engagement with the Canvas platform, including assignment submission dates. The main purpose is to indicate whether students have engaged with Canvas and when their most recent activity was. The guidelines for access and usage of the student engagement dashboard are currently being developed, pending the outcomes of the Student Services Function Review.</p> <p>For students in accommodation, work has commenced on the development of consolidated automated exception reports which will use data from a range of University systems (e.g. Campus card door access, including room door access where a building has a digital key lock system, dining hall access, Wi-Fi usage, Canvas), and apply business rules to identify residents who appear to have made no digital contact within a designated period. These residents are</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		<p>then prioritised for proactive staff intervention.</p> <p>The multi-disciplinary Risk Intervention Team (RIT) meets monthly to share information about students of concern. If there are issues that need immediate attention, the team is consulted. The University of Auckland is fully compliant with privacy legislation.</p>		
<p>Clause 10 (2).</p> <p>Providers must provide staff with ongoing training and resources tailored to their roles in the organization, in relation to -</p> <ul style="list-style-type: none"> (a) Te Tiriti o Waitangi; and (b) the provider's obligations under this code; and (c) understanding the welfare issues of diverse learner groups and appropriate cultural competencies; and (d) identifying and timely reporting of incidents of racism, discrimination, and bullying; and (e) physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting; and (f) privacy and safe handling of personal information; and (g) referral pathways (including to local service providers) and escalation procedures; and (h) identifying and timely reporting of incidents and concerning behaviours; and (i) wellbeing and safety awareness and promotion topics, including – <ul style="list-style-type: none"> • safe health and mental health literacy and support; and • suicide and self-harm awareness; and • promoting drug and alcohol awareness; and • promoting healthy lifestyles for learners. 	<p>Te Taumata Ngaio – Te reo Māori learning for staff https://www.staff.auckland.ac.nz/en/te-ao-maori/te-taumata-ngaio.html</p> <p>Responding Effectively: https://cdn.auckland.ac.nz/assets/auckland/about-us/equity-at-the-university/equity-publications-for-staff/responding-effectively-120816.pdf</p> <p>Supporting Distressed Students guidebook</p> <p>Accommodation training material including matrices</p> <p>University privacy policy, guidelines and procedures: https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/university-organisation-and-governance/privacy.html</p>	<p>There are new initiatives under a consolidated plan to enhance staff understanding of Te Tiriti and Teo Reo.</p> <p>Supporting Distressed Students is a guidebook for University staff, available on the intranet. It uses a series of flowcharts to help staff decide what course of action to take, e.g. helping the student themselves (within boundaries) or referring on to another service. These services include: Student Disability Services, GP, AUSA, Proctor, UHCS, Faculties, Student Learning Centre, Te Papa Maanaki, Accommodation Solutions, Chaplain, International Office, emergency services, Mental Health Crisis Line. Contact details for internal and external services are given.</p> <p>A 'First Response' training module on dealing with students in distress was developed and rolled out in 2019 and 2020 for front-line staff. This was a one-day face to face course with follow-up workbook, leading to certification. It was rolled out to key front-facing staff such as HR, Equity and Security. Building on this, training on Bullying, Harassment and Discrimination including how to handle complaints is now embedded as BAU with sessions for staff and leaders scheduled bi-monthly.</p> <p>Accommodation Resident Advisers have a robust training programme that links to their position description, the UoA leadership framework and the ACUHO-I Core Competency resource.</p> <p>The University has a plethora of HR policies and procedures that guide all aspects of staff induction and ongoing training.</p>		<p>While there is a good deal of targeted staff training available (for example Accommodation staff receive all training listed in this process), it is not provided for all staff, and it is not as tailored, or as comprehensive as we would like it to be. This is in scope for the Student Services Function Review currently in progress, and will be addressed. The UNZ Directors of Student Services Committee is also exploring potential collaboration of the development of training resources.</p>

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Clause 10 (3)</p> <p>Providers must have plans for assisting learners, and responding effectively, in emergency situations in the learning or residential community (whether localised or more widespread), including –</p> <p>(a) making these plans readily available to learners when they begin their study; and</p> <p>(b) ensuring that there are suitably prepared staff members available to be contacted by a learner, or learners, in the event of an emergency; and</p> <p>(c) co-ordinating decision-making across the provider when responding to emergencies; and</p> <p>(d) disseminating timely, accurate, consistent, and accessible information to learners and staff during emergencies; and</p> <p>(e) ensuring all relevant staff are aware of the indicators of imminent danger to a learner or others and what action they can reasonably provide to help make them safe; and</p> <p>(f) keeping a regularly updated critical incident and emergencies procedures manual which guides staff involved in emergency situations which contains the immediate and ongoing actions required including –</p> <p>a. engaging with relevant government agencies (e.g. the New Zealand Police, Ministry of Health, New Zealand Qualifications Authority, Tertiary Education Commission); and</p> <p>b. the follow-up de-briefing processes to support all learners and relevant staff; and</p> <p>(g) recording 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.</p>	<p>Crisis Management Plan: https://cdn.auckland.ac.nz/assets/central/about/the-university/how-the-university-works/policy-and-administration/university-of-auckland-crisis-management-plan.pdf</p> <p>UoA Alert: https://uoa.custhelp.com/app/answers/detail/a_id/16370/~uoa-alert</p> <p>Emergency Alert Services: https://uoa.custhelp.com/app/answers/detail/a_id/8197/related/1</p> <p>Emergency information: https://www.auckland.ac.nz/en/about-us/emergency-information.html</p> <p>Safety on Campus: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/safety-on-campus.html</p> <p>Emergency Management Statute: https://www.auckland.ac.nz/en/about-the-university/how-university-works/policy-and-administration/university-organisation-and-governance/financial/emergency-management-statute-.html</p> <p>Learning and Teaching Continuity Plan (under review)</p> <p>Group training programmes: https://www.auckland.ac.nz/en/on-campus/facilities-and-services/sport-and-recreation/fitness/small-group-training-programmes.html</p>	<p>A Critical Incident Response Plan is in place.</p> <p>UoA Alert is the official emergency and safety app of the University of Auckland. The app sends important safety alerts and provides instant access to campus safety resources, information and other useful links, such as emergency plans and campus maps.</p> <p>In the event of a crisis or emergency, the University will contact all students through the Emergency Alert Service using the following channels:</p> <ul style="list-style-type: none"> • push notification (the student app UoA Kāhu and UoA Alert) • text (SMS) (personal mobile phones) • email (student email) <p>Messages clearly state what action is to be taken.</p> <p>A security operations model is in place.</p> <p>There is an 0800 number for the Security Emergency Line, manned 24/7.</p> <p>Breaches of security are documented, assessed, and reported in line with the escalation protocol set out by the University.</p> <p>The Safety on Campus page on the University website contains information on student safety, emergency management (including a downloadable Emergency Response booklet), the services provided by University Security Services, family violence.</p> <p>Emergency telephones connected to the security control room are installed in strategic locations throughout campus.</p> <p>All student accommodation buildings and many other University buildings have CCTV monitored by University Security, and are part of the University's physical security round.</p> <p>Information on safeguarding personal safety is published on the University website.</p> <p>University accommodation buildings have live onsite staff and staff on call for student needs 24/7/365.</p> <p>The University offers self-defence classes for students.</p>		<p>(g) 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'. It's also not provided to learners, other stakeholders, or the code administrator. Further discussions are needed before the University would be prepared to share this data (which would potentially identify the subjects when disaggregated) publicly.</p>

Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Learner voice Clause 12.</p> <p>Providers must have practices for –</p> <ul style="list-style-type: none"> (a) proactively building and maintaining effective relationships with diverse learner groups within their organisation; and (b) working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices; and (c) providing formal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities; and (d) providing timely and accessible resources to learners to support them and their learner communities to develop the necessary skills to enable them to participate fully in decision-making processes; and (e) providing timely and accessible information to learners to increase transparency of providers' decision-making processes. 	<p>Academic Audit Self-Review</p> <p>Student Survey Policy and Register: https://www.auckland.ac.nz/en/staff/learning-and-teaching/strategy-plans-quality-assurance/student-survey-policy-and-register.html</p> <p>Student Consultative group: https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/governance-and-committees/committees/a-z-committees/student-consultative-group.html</p> <p>Student Charter: https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html</p> <p>AUSA class reps: http://ausa.org.nz/voice/class-reps/</p> <p>Staff Student Consultative Committee: https://www.auckland.ac.nz/en/engineering/about-the-faculty/chemical-and-materials-engineering/about/sscc.html</p> <p>Rūnanga ToR: https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/governance-and-committees/committees/a-z-committees/runanga.html</p> <p>Accommodation survey</p> <p>Resident voice: https://www.auckland.ac.nz/en/on-campus/accommodation/university-</p>	<p>The University recognises the need to hear student opinions at every level in its decision making. The student representative on Council has a crucial role to play in ensuring the student voice is heard at the University's highest level of governance. This role provides an opportunity to influence key University decisions and have a real input into the direction in which the University is moving.</p> <p>There are almost 50 seats for students on University committees, with student representation on most major committees.</p> <p>There are multiple faculty students' associations across the University.</p> <p>Student voice is embedded in the Student Charter, which is reviewed with students, and states that the University has a responsibility to provide opportunities for students to represent their views in a way that emphasises partnership in decision-making, through:</p> <ul style="list-style-type: none"> • consulting with students before major decisions affecting students are made • valuing and responding to student feedback • supporting student representatives and associations to be effective in their roles. <p>AUSA delivers a class representative system, endorsed by the University. These representatives are advocates for the class or year they represent, and they help mediate solutions to problems that affect their fellow students. They have regular meetings with the course director or lecturers throughout the semester; these benefit both students and teaching staff, as an opportunity for engagement and feedback.</p> <p>Class representatives are also members of the department SSCCs or Staff Student Consultative Committees. SSCCs meet at least twice a semester; students' reps and academic staff talk about departmental issues. Each faculty</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
	<p>accommodation/resident-support/resident-voice.html</p> <p><u>Learning and Teaching Survey:</u> https://www.auckland.ac.nz/en/staff/learning-and-teaching/teaching-course-development/student-feedback/actions-and-improvements.html</p>	<p>also has an SSCC, with elected student representation. Other committees with student representation include the Teaching and Learning Quality Committee and the Education Committee.</p> <p>Regular meetings are held with Nga Tauria Maori leadership for feedback on many kaupapa across the university and in the community.</p> <p>Rūnanga provides a forum for discussion about Māori life on campus while bringing a Māori perspective to the day-to-day role of the University. This includes developing a positive Māori profile within and about the University, and helping develop Māori programmes in liaison with the Vice-Chancellor, Māori staff, students and the community. Ngā Tauria Māori MSOs (Co-Presidents) have official membership on the board.</p> <p>Guided by the Student Survey Policy, the University conducts regular surveys to understand the needs and concerns of students related to many aspects of their University experience. The core surveys are the SET Course and Teaching Evaluations, the New Student Survey, the International Student Barometer, the Learning and Teaching Survey, the Graduate Destinations Survey and the Doctoral Exit Survey. The International Student Barometer is conducted by an external agency.</p> <p>Students in University Accommodation are surveyed for, among other things, their feedback and satisfaction levels with the services delivered.</p> <p>A Residential Advisory Committee that has a student elected representative meets with the Residential Experience Officer and Head of Operations throughout the year, asking for their feedback on initiatives in accommodation. Resident Managers meet regularly with these student-elected representatives.</p> <p>Ad hoc surveys are also conducted from time to time; for example surveys on disability services awareness, the compulsory student services fee and</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT		
		<p>mental wellbeing of clinical students.</p> <p>An annual survey on the compulsory student services fee is conducted between Campus Life and AUSA as an input to the fee-setting process.</p> <p>The results of surveys directly influence the University's practices and priorities. 'Closing the loop' on our website explains how student feedback directly leads to changes in practice.</p> <p>A response and feedback process is in place for the student surveys listed above. This is channelled via the Student Consultative Group.</p> <p>Students may make submissions to academic unit and disciplinary area reviews or reviews of programmes. Students are also involved in preparation for whole-of-institution academic audits.</p> <p>Student focus groups are frequently convened when feedback is required on specific University projects or initiatives.</p> <p>UHCS seeks regular feedback from students accessing health and mental health support to ensure that the services provided meet expectations and needs.</p> <p>A review of the Student Engagement and Support Function is scheduled for next year, and this includes the development of a Student Voices Framework to ensure that the student voice is genuinely integrated in decision-making at all levels of the University.</p> <p>International Office has relationships and works with relevant AUSA cultural clubs and other student associations (eg: NZ Chinese Student Association) and the AUSA International Students' Officer, to connect and communicate with international students in areas of interest, particularly around safety and wellbeing.</p>		
<p>Process 2: Learner complaints Clause 13.</p> <p>Providers must –</p> <p>a. work with learners to effectively respond to, and process complaints (including appropriate engagement with support</p>	<p>Student complaints flowchart: https://cdn.auckland.ac.nz/assets/auckland/about-us/equity-at-the-university/Student%20Complaint%20Process%20flowchart.pdf</p> <p>Student accommodation</p>	<p>The Resolution of Student Academic Disputes and Complaints Statute is the framework for addressing and resolving student academic complaints. Examples of academic complaints include: allegations of unfair treatment, allegations of inadequate teaching,</p>		<p>(f) (i) 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</p>

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT		
<p>people); and</p> <p>b. inform learners on how the complaint will be handled and how it is progressing; and</p> <p>c. handle complaints in a timely and efficient way, including having practices that –</p> <ol style="list-style-type: none"> i. are appropriate to the level of complexity or sensitivity of the complaint; and ii. consider the issues from a cultural perspective; and iii. include the provision of culturally responsive approaches that consider traditional processes for raising and resolving issues (for example, restorative justice); and iv. comply with the principles of natural justice; and <p>d. ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for –</p> <ol style="list-style-type: none"> i. providing learners with clear information on how to use the internal complaints processes (including the relevant people to contact), and the scope and possible outcomes of the processes; and ii. addressing barriers to accessing this information (for example, due to language, lack of internet access, fear of reprisal, desire for anonymity), such as providing alternative ways of raising a complaint; and iii. providing an opportunity for a support person or people (who can be chosen by the learner) to guide and support the learner through the complaints process; and iv. providing the opportunity for groups of learners to make joint complaints; and <p>e. record complaints; and</p> <p>f. report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on –</p> <ol style="list-style-type: none"> i. the number and nature of complaints made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups); and ii. learner experience with the complaints process and the outcome of their complaint; and promote and publicise complaint and dispute resolution processes available to learners including, but not limited to, the provider's internal complaints process, the education quality assurance agency complaints process, the code administrator's complaints process, and the Dispute Resolution Schemes; and <p>(g) promote and publicise complaint and dispute resolution processes available to learners including, but not limited to, the provider's internal complaints process, the education quality assurance agency complaints process, the code administrator's complaints process, and the Dispute Resolution Schemes; and</p>	<p>complaints: https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/resident-support/accommodation-feedback-process.html</p> <p>Academic Complaints Statute: https://cdn.auckland.ac.nz/assets/central/about/the-university/how-the-university-works/policy-and-administration/Supervision/resolution-of-student-academic-complaints-and-disputes-statute.pdf</p> <p>Non-academic dispute resolution: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/bullying-disputes-complaints/dispute-resolution.html</p> <p>How to make a service complaint: https://www.forms.auckland.ac.nz/en/public/student-contact-and-support/complaints-and-feedback.html?_ga=2.112207684.1988515491.1631573504-1714010321.1616371168</p> <p>Proctors' Office: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/bullying-disputes-complaints/university-proctor.html</p> <p>Student Complaints quarterly reports</p> <p>How to report a student concern: https://uoa-advocate.symplicity.com/care-report/index.php/pid072428?</p>	<p>advice, the process of assessment or evaluation, and disagreements about establishing effective working relationships between students and staff members. It covers informal and formal procedures for resolution and right of review. This information is available on the University's website.</p> <p>The Student Complaints Process is detailed in a comprehensive flowchart on the University website. It covers how to deal with complaints about staff members, other students and external sources. Links to policy documents and contacts for the Proctor, Health and Counselling, the AUSA Advocacy Office and University Security are provided.</p> <p>The University has a whistleblowing hotline where students can make complaints about unethical conduct, anonymously if they wish. Posters advertising the whistleblower hotline are placed throughout campus.</p> <p>The Symplicity Advocate system was implemented this year for the Proctor's Office as a case management system. It enables an online reporting mechanism and anonymous reporting.</p> <p>Student complaints data are aggregated and reported to the University Council's Audit & Risk Committee on a quarterly basis. Categories are:</p> <ul style="list-style-type: none"> • Accommodation • Pastoral Care Codes of Practice • Service complaints • Alleged bullying, harassment & discrimination 		<p>groups'. It is also not currently provided to learners, other stakeholders, or the code administrator.</p> <p>(f) (ii) We do not currently comprehensively collect information on the learners' experience of the complaints process.</p> <p>(g) Information on how to make complaints is readily available, but we could be doing more to push this material to students.</p> <p>Following feedback from students on our discipline processes relating to harmful sexual behaviours, our Creating Cultures of Consent and Respect includes an action to review our discipline statute and processes.</p> <p>A review of all student complaints processes is in progress and will take these requirements into consideration when formulating recommendations for improvements in 2022.</p>

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<p>(h) advise learners, on the next steps available to them if the provider does not accept the complaint (or the learner or provider perceives that the provider does not have the cultural competency to deal with it), or the learner is not satisfied that the provider has made adequate progress towards resolving the complaint, or the learner is not satisfied with the provider's internal complaints process or outcome, including –</p> <ul style="list-style-type: none"> a. how to seek resolution of a contractual or financial dispute by way of a complaint or referral to an appropriate body or agency depending on the subject matter of the dispute, for example, the code administrator, the Dispute Resolution Scheme, the Disputes Tribunal, the Human Rights Commission or the Ombudsman; and b. how to make a complaint to the code administrator if a learner believes that the provider is failing to meet the outcomes or requirements of this code. 				
<p>Process 3: Compliance with the Dispute Resolution Scheme Clause 14.</p> <p>Providers must ensure they are familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.</p>	<p>International Students' webpages: https://www.auckland.ac.nz/en/study/international-students.html</p>	<p>The International Prospectus, International Students website, the International Students Handbook, the International Student Support Team and Ask Auckland all provide information on the DRS. The University is compliant with these rules.</p> <p>DRS for domestic students is not yet established.</p>		

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT		
<p>Process 1: Safe and inclusive communities Clause 16:</p> <p>Providers must have practices for –</p> <ul style="list-style-type: none"> (a) reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying, harassment and abuse; and (b) working with learners and staff to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse; and (c) promoting an inclusive culture across the learning environment; and (d) upholding the cultural needs and aspirations of all groups throughout the learning environment; and (e) providing all learners with information – <ul style="list-style-type: none"> a. that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning environment; and b. about the cultural, spiritual, and community supports available to them; and (f) providing learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau. 	<p>Creating Cultures of Consent & Respect action plan: https://cdn.auckland.ac.nz/assets/auckland/students/student-support/Be-Well/HSB-Action-plan/CCCR-Action-Plan-20-09-21.pdf</p> <p>Code of Conduct: https://www.auckland.ac.nz/en/on-campus/life-on-campus/code-of-conduct.html</p> <p>Addressing Bullying, Harassment & Discrimination: https://www.auckland.ac.nz/en/students/student-support/be-well/healthy-relationships/bullying--harassment-and-discrimination.html</p> <p>Dealing with bullying and harassment: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/student-health-counselling/self-help-resources/bullying-and-harassment.html</p> <p>Gender-based harassment: https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/equity-information-for-staff/gender-based-harassment.html</p> <p>Statute for Student Discipline: https://www.auckland.ac.nz/en/about-the-university/how-university-works/policy-and-administration/teaching-and-learning/students/statute-student-discipline.html</p> <p>Equity at the University: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/students-with-disabilities/equity-office.html</p>	<p>In 2021 the Creating Cultures of Consent and Respect action plan was developed and implemented.</p> <p>The Code of Conduct sets out the University's expectations of the standards of behaviour of all members of the University community.</p> <p>New staff members attend orientation sessions which include information about the Addressing Bullying, Harassment and Discrimination policy and Code of Conduct information.</p> <p>Work on Creating Cultures of Consent and Respect and the action plan to address harmful sexual behaviour continues, and includes the roll out of Bullying, Harassment and Discrimination Training (BHD) modules on CANVAS for student leaders and all new students to the University. Face to face training was also organised for student leaders on BHD and Creating Cultures of Consent and Respect training. It is now a prerequisite for recognised clubs at the University to have two executive members undertake each training. The roll out of the sessions has successfully trained several hundred students in Creating Cultures of Consent and Respect and BHD.</p> <p>The Statute for Student Discipline details the disciplinary and appeals processes.</p> <p>The University provides educational opportunities and resources to all staff and students to recognise and respond to discrimination, racism, bullying and harassment. For example the Wellbeing Team delivers face-to-face training for student leaders including Resident Advisers, on 'Addressing Bullying, Discrimination and Harassment on Campus', with 30 training sessions completed and another 12 scheduled between October- December 2021. Other training sessions on 'Creating Cultures of Consent and Respect' are run by an external service, Rape</p>		

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	<p>Student Services Strategy: https://cdn.auckland.ac.nz/assets/auckland/about-us/equity-at-the-university/Attachment%20%20-%20SSStrategy%20Summary%20FINAL%2020200220.pdf</p>	<p>Prevention Education. A series of videos covering topics such as consent, boundaries, how to be an upstander and how to get the support you need have been produced; these are communicated to students via the New Student email campaign. Further videos have been created in 2021 to include topics such as the code of conduct, healthy relationships, normalising experiences and imposter syndrome.</p> <p>Information on recognising, reducing and responding to discrimination, racism, bullying, and harassment (including sexual harassment) is available to all students on the University website, and the supports in place are made known during orientation and via posters throughout the campus.</p> <p>The University has a process to report, assess and resolve identified acts of discrimination, racism, bullying and harassment (including sexual harassment). Depending on the source of the complaint this is either via the Proctor (for student complaints against students) or the Student Complaints process (for student complaints about staff).</p> <p>The UHCS provides a regular drop in service where students can access support for issues relating to sexual harm.</p> <p>The University provides ongoing funding for Harmful Sexual Behaviour initiatives to fund awareness campaigns, training and education, promotions, and support of student groups</p> <p>There is dedicated space on campus for Harmful Sexual Behaviour information and specialist support service, including partnership with HELP Auckland</p> <p>An appointment of a health promotion advisor specialising in Harmful Sexual Behaviour Prevention in the Student Wellbeing team has been made.</p> <p>The PVC (Equity) leads the University of Auckland's commitment to be a safe, inclusive and equitable place to study</p>		

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		<p>and work. The University supports students (and staff) from the following equity groups: Pasifika, Disabilities, from a refugee background, LGBTQITakatāpui+, from a low socio-economic background, and where there are barriers to access and success.</p> <p>Whakamana taonga (inclusive culture and student wellbeing) is one of the key outcomes of the Student Services Strategy, and the goal is 'Providing a safe, inclusive and equitable environment where you can celebrate your identity'. We will do this by:</p> <ul style="list-style-type: none"> • Improving awareness, understanding and sensitivity of all forms of diversity among students and staff • Developing all staff to understand the University's special relationship with Māori and the principles of Te Tiriti o Waitangi and how this translates into service provision • Building cultural competency in all staff and their appreciation of the diversity of our students • Creating a culture of hospitality, kindness, generosity and showing respect for others • Giving greater visibility of Māori heritage • Supporting and increasing visibility for Pacific language weeks (and languages) • Offering culturally appropriate and affordable food and catering options 		
<p>Process 2: Supporting learner participation and engagement Clause 17 (1).</p> <p>Providers must provide learners with opportunities to –</p> <ol style="list-style-type: none"> actively participate and share their views safely in their learning environment; and connect, build relationships and develop social, spiritual and cultural networks; and use te reo and tikanga Māori to support Māori learners' connection to identity and culture. 	<p>Statement on academic freedom and responsibility: https://cdn.auckland.ac.nz/assets/auckland/about-us/equity-at-the-university/on-academic-freedom-and-responsibility.pdf</p> <p>Student clubs: https://www.auckland.ac.nz/en/on-campus/life-on-campus/clubs-societies.html</p> <p>Sport and recreation: https://www.auckland.ac.nz/en/on-campus/facilities-and-services/sport-and-recreation.html</p>	<p>(a) The University upholds Section 161 of the Education Amendment Act 1990, which states that academic freedom means 'the freedom of academic staff and students, within the law, to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions', and we understand that there is a clear intention that these academic freedoms be preserved and enhanced. At the same time, there is a zero tolerance policy for all types of discrimination including racism, sexism, homophobia, transphobia, ableism, ageism and other 'isms'. We encourage anyone who experiences such behaviour</p>		

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	<p>Recreation Centre – social sport survey</p> <p>Te Reo Māori policy: https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/equity/te-reo-maori-policy-and-principles.html</p> <p>Revitalising Te Reo Māori: https://www.auckland.ac.nz/en/on-campus/life-on-campus/maori-life-on-campus/revitalising-te-reo-maori.html</p>	<p>to seek resolution via the appropriate processes, including if necessary complaints procedures.</p> <p>(b) The University has over 200 student-led clubs and societies for students to connect and build relationships with like-minded peers. These clubs cover a huge variety of interests including academic, arts, politics, sports, religious and spiritual and cultural pursuits.</p> <p>Sport and Recreation provides many opportunities for students to connect and support one another through a range of faculty and club-based sports teams and tournaments.</p> <p>By its nature, student accommodation provides opportunities for students to connect and build relationships and networks. In particular, first-year halls offer a safe and supportive environment to guide residents through their first year. Accommodation teams organise social and recreational events throughout the year, and ensure that academic mentoring and informal study groups are available to encourage and engage the residents. All accommodation staff are trained in cultural competency.</p> <p>(c) The key purpose of the University's Te Reo Māori policy is to support the revitalisation of the Māori language by providing a framework for the use of Te Reo Māori within the entirety of the University, recognising that we have the responsibility to take a lead role within the Auckland region in the revitalisation and regeneration of Te Reo Māori. The key principles include:</p> <ul style="list-style-type: none"> • The University promotes and encourages Tikanga Māori • Competence in Te Reo Māori is recognised as a valued skill • The University ensures Kaitiaki status with regards to Te Reo Māori. Te Reo Māori used in and by the University is of a consistently high standard • The University ensures that there are provisions, including learning support, for staff and students to study Te Reo Māori and to study in 		

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		<p>Te Reo Māori at undergraduate and postgraduate levels through internal and extramural modes</p> <ul style="list-style-type: none"> The University has procedures for assessing course work submitted in Te Reo and ensuring competent staff are available for this assessment. This reflects Te Ao Māori (see Procedures for Assessing Te Reo Māori in Coursework and Examinations – previously “Te Reo Māori Teaching, Learning and Assessment Policy) The University promotes Te Reo Māori in daily life and the ongoing running of the institution so that there is a demonstration of our commitment to Te Reo Māori. This includes branding, communications, titles, and technical support <p>The University of Auckland is supporting the Crown's Māori language strategy, Maihi Karauna, with the launch in 2020 of Te Kūaha, an interactive mobile app for staff and students to understand more about te ao Māori in their work and study.</p> <p>The University's language revitalisation plan's aspirational goals are:</p> <ul style="list-style-type: none"> By 2024, all existing staff will have participated in professional development for te reo Māori learning and all new staff will be offered a course. By 2025, all students will have the option of a te reo Māori course in their programme of study. By 2040, 50% of staff will have the ability and confidence to demonstrate a basic level of competency in te reo Māori. 		
<p>Clause 17 (2).</p> <p>Providers must have practices for supporting learners through their studies, including –</p> <ul style="list-style-type: none"> (a) enabling learners to prepare and adjust for tertiary study, and (b) maintaining appropriate oversight of learner achievement and engagement; and (c) providing the opportunity for learners to discuss, in confidence, any issues that are affecting their ability to study and providing learners with a response to their 	<p>Disability Action Plan</p> <p>Online calculator to calculate entry scores: https://www.auckland.ac.nz/en/study/study-options/find-a-study-option.html</p> <p>Summer Start: https://www.auckland.ac.nz/en/study/study-options/undergraduate-study-options/information-for-</p>	<p>(a) Processes for determining admission into foundation/bridging programmes and degree programmes are equitable and consistent. In the last several years the University has completed several initiatives intended to make entry requirements more transparent and consistent for students. The Guaranteed Entry Scores (GES) give certainty to prospective students, and to secondary schools, about the level of achievement expected for entry.</p>		

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<p>issues; and</p> <p>(d) providing learners with advice on pathways for further study and career development, where appropriate.</p>	<p>careers-advisors/link-news/linkMar2021/summer-start.html</p> <p>AskUni: https://www.auckland.ac.nz/en/study/applications-and-admissions/enrolment/askuni.html</p> <p>New Start programme: https://www.auckland.ac.nz/en/study/study-options/undergraduate-study-options/preparation-and-foundation-programmes/new-start.html</p> <p>UniBound: https://www.auckland.ac.nz/en/study/study-options/undergraduate-study-options/preparation-and-foundation-programmes/unibound.html</p> <p>Your World Your Way: yourworld.auckland.ac.nz</p> <p>AskAuckland: https://uoa.custhelp.com/app/home</p> <p>Orientation: https://www.auckland.ac.nz/en/study/news/newstudents/orientation-new-students.html</p> <p>Academic support: https://www.auckland.ac.nz/en/education/current-students/student-support/academic-support.html</p> <p>Tuakana: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/academic-learning-support/tuakana.html</p> <p>Academic standing: https://www.auckland.ac.nz/en/study/news/forms-policies-and-guidelines/student-policies-and-guidelines/academic-standing.html</p> <p>Building a co-curricular record: https://www.auckland.ac.nz/en/on-</p>	<p>COMPLIANT</p> <p>Summer Start is an initiative launched in 2021. It allows school leavers to access summer school courses, with a programme of academic, pastoral and social support. The programme's success in helping high school students to transition on university has meant that it will be offered again in 2022 and 2023.</p> <p>AskUni provides one-to-one advice and degree planning help at all campuses. The AskUni clinics are run leading up to Christmas and in the New Year, and both current and future students can attend. We also have enrolment/course advice in AskAuckland Central and at different times have pop-up sessions. The Faculty student centres also offer degree planning.</p> <p>The New Start programme is a preparation and bridging programme for over-20 year olds, consisting of an academic integrity course, lectures, tutorials, workshops, assignments with feedback and a final test. It aims to give a realistic introduction to University study.</p> <p>UniBound is a five-week academic enrichment programme to prepare Māori and Pacific school leavers for university studies. It's designed to prepare students to achieve at the University of Auckland, and to help students transition into University life.</p> <p>'Your World Your Way' is an online virtual campus launched in 2020, containing information on UoA campuses, international programmes, accommodation, student life, living in Auckland, scholarships and application processes.</p> <p>The offices of the PVCM, PVCP and Schools and Community Engagement run multiple engagement events at secondary schools for year 10-13, including exam preparation, transition to university, on-campus experience, academic enrichment, exposure to Business, Engineering, Architecture,</p>		

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	<p>campus/life-on-campus/leadership-and-volunteering/co-curricular-recognition-programme/co-curricular-transcripts/building-your-co-curricular-transcript.html</p> <p>Career Development and Employability Services: https://www.auckland.ac.nz/en/student-support/career-development-and-employability-services.html</p> <p>Work-based Learning: https://www.auckland.ac.nz/en/student-support/career-development-and-employability-services/explore-possibilities/workplace-experiences/what-are-workplace-experiences.html</p>	<p>Medicine, Science programmes and access to Engineering programmes. Programme regulations and academic progression information are available on the University's website.</p> <p>The University is introducing a Māori (Kaiurungi) named adviser role and a Pacific (Moana Tupu) named adviser role reporting to the Schools and Community Engagement Manager.</p> <p>An online calculator has been developed so that prospective students can see from their NCEA, IB or CIE results what their rank score is.</p> <p>In 2022 the new 'Student Experience Centre' will enhance contact with prospective students, while the 'Student Services Centre' will support recruitment, application, and admission. There will also be dedicated roles to support faculty-specific admissions activities.</p> <p>One of the objectives of the Disability Action Plan is to ensure that prospective students with disabilities are provided with information on accessibility.</p> <p>The student orientation and transition programme occurs at the beginning of each semester, and includes faculty tailored information as well as specific sessions covering student support services, information about the university, academic learning support, grievance and dispute resolution procedures as well as names and contact information of Student Support departments. The Orientation programme compliments information already provided to students electronically through their admission and enrolment process.</p> <p>UniGuides, Tuakana, Arts+ mentors and AUSA buddies are student mentors. UniGuides support new students in navigating the university environment during Orientation Week; Tuakana mentor and support Maori and Pasifika students, Arts+ mentors connect new students to academic support within the</p>		

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		<p>Faculty and AUSA Buddies work specifically with new international students helping them transition to life in New Zealand.</p> <p>First year accommodation opens a week early to provide orientation about living at the University and in Auckland. All accommodation is open and provides orientation plans linked to making connections, preparing for University and knowing Auckland.</p> <p>(b) Academic learning support is available to students. Supports include: Libraries & Learning Services, English language support, mathematics support, speech and language therapy and digital learning support.</p> <p>Tuākana is the University-wide learning community enhancing the academic success of Māori and Pacific students. It includes small-group learning, whakawhanaungatanga, wānanga, fonotaga, face-to-face meetings and workshops, and helps to connect Māori and Pacific students with senior Māori and Pacific students (tuākana), academic teaching staff, and key people across the University.</p> <p>There are supported by dedicated staff and meeting spaces with students often developing their own programmes to complement the teaching and learning environment. The Tuākana network includes Māori and/or Pacific representatives from SPO, Te Tumu Herenga, Te Fale Pouawhina, CDES, Pacific Studies and Equity Office.</p> <p>Academic Standing is a system whereby student progress is checked, and they are assigned a category - Good, At Risk or Academic Restriction. Students who do not receive a Good category are emailed and offered additional academic advice and supports. Enrolment Termination results if a student's previous status was Academic Restriction and they then score less than 50% of the restricted points. Academic Standing applies to all undergraduate students.</p> <p>The University is able to track students' involvement in co-curricular activities</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
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		<p>through the Engage platform. This system enables students to work through pre-determined criteria to achieve co-curricular awards. Students are able to track their own contributions and achievements on their co-curricular record.</p> <p>(c) All faculties have embedded student support advisors who act as a first point of contact for students on a range of academic and non-academic issues.</p> <p>(d) Career Development and Employability Services (CDES) is a service division that assists students (up to three years after graduation) with all aspects of career development. Services include workshops and events on networking, identifying skills and career options, application and interview skills, and transitioning from academia to the professional world. A team of Career Development Consultants works with students individually and in groups, and the Employer Engagement Team organises careers expos and employer events.</p> <p>In 2020 a Work Based Learning Policy was introduced, supported by Procedures and Guidelines. This is in recognition of the significant benefits of work-based learning and to ensure that students are healthy, safe and well while engaged in paid and/or unpaid work-based learning. The University continues to provide support to students while they are on a work based learning placement, including public liability and professional indemnity insurance where the student is under the direction or control of the University</p>		
<p>Process 3: Physical and digital spaces and facilities Clause 18.</p> <p>Providers must have practices for–</p> <ul style="list-style-type: none"> (a) providing healthy and safe learning environments; and (b) identifying and, where possible, removing access barriers to provider facilities and services; and (c) involving learners in the design of physical and digital environments when making improvements; and (d) engaging with Māori and involving Māori in the design of 	<p>Health, Safety and Wellbeing Policy: https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/health-and-safety/health-and-safety-policy.html</p> <p>Student Disability Services: https://www.auckland.ac.nz/en/on-campus/student-support/personal-</p>	<p>(a) Refer to Clause 10 for details of the University's Facilities services security operations, emergency management and hazard management plans and processes.</p> <p>The University has a pan-organisation Health, Safety and Wellbeing policy.</p> <p>The University's Student Disability Services team provides a range of</p>		

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physical and digital environments where appropriate.	<p>support/students-with-disabilities.html</p> <p>Chaplaincy: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/spiritual-religious-support/maclaurin-chaplaincy.html</p> <p>Waipapa Marae: https://www.auckland.ac.nz/en/on-campus/life-on-campus/maori-life-on-campus/waipapa-marae.html</p> <p>Tuākana: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/academic-learning-support/tuakana.html</p> <p>Equity policy and guidelines: https://www.auckland.ac.nz/en/about-the-university/how-university-works/policy-and-administration/equity.html</p> <p>Equity Office: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/students-with-disabilities/equity-office.html</p> <p>Support for rainbow students: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/lgbti-students.html</p> <p>Support for transgender students: https://www.auckland.ac.nz/en/engineering/current-students/student-support/equity/support-for-transgender-students-and-staff.html</p> <p>Academic Audit Self-Review</p> <p>Learning and Teaching survey</p> <p>Student Consultative Group: https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/governance-and-committees/committees/a-z-committees/student-consultative-</p>	<p>services to support students with visible and invisible, temporary and permanent impairments.</p> <p>The University Chaplaincy team offers faith-based support, while the chapel and its grounds provide a safe and quiet space for students.</p> <p>University accommodation has 97 carefully selected, hired and trained student leader Resident Advisers who provide a range of support to students. Accommodation also has 30 Peer Assisted Study Session (PASS) Mentors who volunteer time in the first year Halls. Waipapa Marae (currently under Wānanga o Waipapa) and managed by taurima, Rangimārie Rawiri is a safe space for taurima to learn through tikanga that come from the natural wānanga space of a marae. The marae is booked by students, staff and community for multiple occasions including study wānanga, organised by students for taurima to stay overnight during exams as a safe/warm/supportive space to study, and classes, for students to learn about Te Ao Māori in the appropriate form.</p> <p>Tuākana rooms are available throughout the University for Faculty specific Māori and Pacific students to carry out individual or small group study, to meet or work with Tuākana tutors and mentors.</p> <p>Through physical spaces mentioned above and Māori kaupapa on campus, our Māori networks can conduct whanaungatanga/hononga between taurima themselves and staff in an appropriate manner to our culture using our own tikanga frameworks.</p> <p>(b) The University has an Equity policy in place, which aims to achieve equity outcomes for all students. The PVC (Equity) leads the University of Auckland's commitment to be a safe, inclusive and equitable place to study and work. It supports students (and staff) from the following equity groups: , Pasifika, Disabilities, from a refugee background, LGBTQITakatāpui+, from a low socio-economic background, and where there are barriers to access and</p>		

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	<p>group.html</p> <p>Student Services Strategy: https://cdn.auckland.ac.nz/assets/auckland/about-us/equity-at-the-university/Attachment%20%20-%20OSSStrategy%20Summary%20FINAL%2020200220.pdf</p> <p>Te Aranga design principles: http://www.aucklanddesignmanual.co.nz/design-subjects/maori-design/te_aranga_principles</p>	<p>success.</p> <p>The University has an active LGBTQITakatāpui+ students and staff network</p> <p>All faculties have Rainbow groups; social and academic communities for Rainbow staff and students across the University.</p> <p>Trans on Campus is a support network, social group and advocacy group for gender diverse students and staff.</p> <p>The University has unisex, gender-specific and accessible toilets. Transgender and gender diverse people are welcome to use the toilets of their choice. The University is working to increase the number of unisex toilets.</p> <p>The University provides cultural student support services for priority groups and the diverse student community.</p> <p>The University's Student Disability Services team provides a range of services to support students with visible and invisible, temporary and permanent impairments.</p> <p>(c) One of the key outcomes in the Student Services Strategy is wāhi tapu wāhi pai (good digital and physical environment). The University takes a student-centric approach to campus and building design, incorporating our commitment to Te Tiriti o Waitangi and our place in New Zealand into the design of spaces. We do this by:</p> <ul style="list-style-type: none"> • Improving collaboration between faculties, Campus Life and Property Services to ensure more student-centric spaces in new and repurposed buildings • Dedicating spaces for Māori and Pacific students to connect and collaborate • Ensuring our practices are welcoming, meet health and safety needs and are sustainable • Ensuring spaces are designed for physical accessibility and safety <p>The Digital Experience team exists in order to involve the end users (students, staff etc) in the design of whatever they work on. It is currently working on a large</p>		

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		<p>variety of initiatives across the Student Experience which involve the users at all stages of the design process - from early requirements gathering through to delivery.</p> <p>Other groups that work directly with students, such as the Unified group of students, are available for projects or initiatives to get feedback or co-design work with. This group has been successfully leveraged multiple times this year.</p> <p>For new, major capital projects a User Group, which includes student membership, contributes to the early design phases.</p> <p>Post-implementation reviews are undertaken for major capital projects where staff and students can provide feedback on their experiences occupying and using the new spaces. Student feedback on existing learning and teaching spaces is obtained through Student-Staff Consultative Committees and the Learning and Teaching Survey. Survey feedback on formal and informal student spaces is passed on to Property Services and this inputs to their planning and decision-making processes.</p> <p>During the planning of the new Recreation and Wellness Centre students were extensively consulted on the new facility's design via a survey and focus groups. Student feedback on helped to ensure the design retained a swimming pool.</p> <p>(d) The Runanga was consulted in the development of the Estate Strategy, and this feedback is represented in the Strategy and the idea of 'distinctive' places.</p> <p>University Kaiarataki worked with the designers to ensure that the physical space of the new Engineering building represents the land on which it is being built and its significance to Ngati Whatua Orakei. In parallel with the initial briefing process the project team developed a cultural framework document to guide to project. The cultural framework was produced by the architects in partnership</p>		

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		<p>with Haumi, a Māori creative consultancy. The framework established narratives and cultural concepts that informed the design and included input from mana whenua – Ngāti Whātua Ōrākei. Where possible the cultural framework and the project design process was aligned with the Te Aranga design principles. The design team who developed the cultural framework were involved throughout the project to ensure the narratives and concepts were being applied appropriately and to ensure that the building would be distinctive to Tāmaki Makaurau. This is an example that the University intends to build on for future major projects and refurbishments</p>		

Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
<p>Key required processes</p>	<p>Information we can gather to use as evidence of our compliance with this clause</p>	<p>COMPLIANT</p>	<p>GAP (in evidence)</p>	<p>GAP (in practice)</p>
<p>Process 1: Information for learners about assistance to meet their basic needs. Clause 20 (1).</p> <p>Providers must have practices for enabling all learners and prospective learners to identify and manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing), including providing accurate, timely and tailored information on how they can –</p> <ul style="list-style-type: none"> (a) access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety; and (b) access suitable accommodation and understand their rights and obligations as a tenant in New Zealand; and (c) maintain a healthy lifestyle. 	<p>Accommodation page on the website: https://www.auckland.ac.nz/en/on-campus/accommodation.html</p> <p>Financial wellbeing: https://www.auckland.ac.nz/en/students/student-support/better-financial-wellbeing.html</p> <p>New Student survey</p> <p>Accommodation survey</p>	<p>The University offers advice on budgeting, and there is information on a range of other agencies' services on the University website (StudyLink, Student Job Search, Auckland Transport, scholarships)</p> <p>Student services and external supports are communicated to students via a number of mechanisms including the New Student communications campaign, the New Student website, the Student Support website, the personal support website, orientation activities, the What's On newsletter, promotional material, social media and digital signage (including health & counselling, advocacy, financial advice, hardship grants, childcare, disability, personal and cultural support).</p> <p>Hardship support is available via the Student Emergency Fund and AUSA Hardship. AUSA can provide food parcels in emergencies</p> <p>Discounted services such as doctor's visits and Early Childhood Education are available to some students.</p> <p>Financial Wellbeing Specialists are available for consultation. They provide independent, confidential advice for students facing difficulties.</p>		<p>While all students have access to University online information to support healthy lifestyles, there is a cohort who are studying offshore due to COVID-19 for who we cannot comply with subclause (a).</p>
<p>Clause 20 (2).</p> <p>If food is made available by the provider on campus or in student accommodation, the provider must ensure that the food available includes a range of healthy food options that is obtainable at a reasonable cost.</p>	<p>Details of the Budgie Meal scheme: https://www.auckland.ac.nz/en/on-campus/facilities-and-services/food-and-retail/budgie-meals.html</p> <p>Details of the Better Kai initiative: https://www.auckland.ac.nz/en/on-campus/facilities-and-services/food-and-retail/better-kai.html</p> <p>Retail strategy: https://cdn.auckland.ac.nz/assets/auckland/on-campus/facilities-and-services/food-and-retail/Retail%20Strategy%20June%202018.pdf</p>	<p>18 UoA food retailers offer Budgie Meals.</p> <p>18 UoA food retailers participate in the Better Kai initiative.</p> <p>Refrigerated vending machines offer healthy snacks at competitive prices.</p> <p>The Retail Strategy states 'Maintain a focus on ensuring cheaper options are consistently available' and 'Ensure a wider range of food styles, with a greater focus on healthier foods and drinks.'</p> <p>Special dietary requirements are catered to in student accommodation. Vegetables and salads are available every day.</p>		

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	Details of menus in accommodation: https://www.uoacampusdining4u.nz/	All menus in accommodation are reviewed by a dietician, and twice a year a full nutrition audit is carried out to ensure that the quantity, quality and variety of meals are appropriate.		
<p>Process 2: Promoting physical and mental health awareness Clause 21.</p> <p>Providers must have practices for –</p> <p>(a) providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and safety; and</p> <p>(b) promoting awareness of practices that support good physical and mental health that are credible and relevant to learners; and</p> <p>(c) supporting learners' connection to their language, identity, and culture; and</p> <p>(d) providing accurate, timely information and advice to learners about –</p> <p>a. how they can access medical and mental health services through the provider or through community and public services, including culturally responsive services; and</p> <p>b. how they can report health and safety concerns they have for their peers; and</p> <p>c. how to respond to an emergency and engage with relevant government agencies; and</p> <p>d. how they can make positive choices that enhance their wellbeing.</p>	<p>Student Wellbeing Plan: https://www.auckland.ac.nz/en/students/student-support/be-well/about-the-team/creating-the-conditions-for-wellbeing.html</p> <p>Recreation Centre: https://www.auckland.ac.nz/en/on-campus/facilities-and-services/sport-and-recreation.html?_ga=2.198206444.2122084069.1631577676-1400183598.1630885914</p> <p>Student Clubs: https://www.auckland.ac.nz/en/on-campus/life-on-campus/clubs-societies.html</p> <p>Health & Counselling Service: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/student-health-counselling.html</p> <p>Urgent and emergency support information: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/student-health-counselling/emergency-information.html</p> <p>Reporting concerns about other students: https://www.auckland.ac.nz/en/students/student-support/te-papa-manaaki-campus-care.html</p>	<p>A Student Wellbeing Plan, Oranga Tauria, is in place to create the culture and conditions that enhance health and wellbeing for students, utilising a systemic and campus-wide approach. The aim is to intervene before problems arise, equipping students with the skills and knowledge they need to flourish in the university environment and beyond, and ensuring that the environment itself is optimised for student wellbeing. Health education and health promotion approaches are used together. Events are planned throughout the year to improve health and wellbeing as well as bring some additional support during periods of stress e.g Stress Less week which takes place prior to exams. Student wellbeing services are communicated to diverse groups of student via different channels.</p> <p>The Recreation Centre is available to all students, and provides a wide range of physical fitness and sports activities at discounted rates. Membership of the Recreation Centre is included for all students in University accommodation.</p> <p>The University has over 200 student-led clubs and societies, through which students can connect with like-minded individuals to create support networks and social communities. These groups host numerous weekly events in which students can get involved, contributing to a vibrant campus environment.</p> <p>Accommodation has a wellbeing programme that has learning outcomes for every activity based around a hauora framework.</p> <p>Information on wellbeing and mental health services, including wellness promotion and how to access services is available through multiple channels. The University website gives detailed information for students to self-refer to external agencies such as Lifeline, OUTline, Alcohol and Drug Helpline, and</p>		While all students have access to online information, there is a cohort who are studying offshore due to COVID-19 for who we cannot comply.

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		<p>Sexual Abuse Help, as well as how to seek urgent counselling services on campus.</p> <p>A programme of wellbeing campaigns is delivered throughout the year.</p> <p>Student counselling is available free of charge. This can be provided face to face with one of the onsite counsellors at UHCS or via the online service Puawaitanga which operates 7 days a week 9am to 9pm. An online counselling service which is supported with contact via a UHCS counsellor is also provided.</p> <p>The UniWellbeing programme is a five week online course for students experiencing mild to severe worry, stress, anxiety, low mood or depression. A new course starts every three weeks.</p> <p>The implementation of wellbeing campaigns can be assisted by Peer Health Promoters. These are energetic, engaged and passionate students, who deliver messages, projects, and training to identified groups within the University student community.</p> <p>Wellbeing and welfare checks of students in accommodation are undertaken by qualified staff, with outcomes recorded in StarRez.</p> <p>A large number of self-help resources are available to students dealing with a variety of situations, such as: sexual assault, anxiety, bullying, eating disorders, learning difficulties, LGBTQ+ and depression.</p> <p>Accommodation provides posters. Resident Advisers have regular 1:1 conversations with their students throughout the year and all halls have promotional material for health, wellbeing and the campus community.</p> <p>A new mental wellbeing app is now available for international students at the University of Auckland who have the Studentsafe Inbound University Insurance policy - being introduced as a pilot in 2021, for rollout in 2022.</p> <p>Studentsafe, which provides medical and travel insurance for our international students, has introduced a new platform</p>		

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		<p>to help students proactively manage their everyday wellbeing.</p> <p>The Allianz Care Mental Wellbeing App has been designed to help students navigate study, work and life challenges by putting personalised tools at their fingertips. It gives students 24/7 access to evidence-based programmes including: A Wellbeing Assessment. A personalised programme of videos and exercises eg: Stress Management. Links to crisis support hotlines.</p> <p>The app delivers services matched to each individual student's needs. Students who are deemed high-risk based on their Wellbeing Assessment can expect to receive a call-back within 24 hours. If required, the app can also be used to access coaching. This coaching is covered by the students' Studentsafe policy mental health benefits. Four 30-minute virtual consultations with a coach are provided to support students with key issues. Once students have utilised their four sessions, they will be referred to the Campus Care Team, if they are deemed to require additional support.</p>		
<p>Process 3: Proactive monitoring and responsive wellbeing and safety practices. Clause 22 (1).</p> <p>Providers must have practices for –</p> <ul style="list-style-type: none"> (a) requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person; and (b) describing the circumstances in which the nominated person referred to in paragraph (a) should be contacted in relation to their wellbeing and safety; and (c) contacting the person nominated by domestic learners 18 years and over, in the circumstances described in accordance with paragraph (b), or where the provider has reasonable grounds for believing that the disclosure is necessary to prevent or lessen a serious threat to the student's life or health; and (d) enabling learners to communicate health and mental health needs with staff in confidence, including accommodation staff, so that the provider can proactively offer them support; and (e) providing opportunities for learners to raise concerns about 	<p>Updating personal details: https://www.auckland.ac.nz/en/about-us/about-the-university/identity-and-access-management/update-personal-details.html</p> <p>Te Papa Manaaki Campus Care: https://www.auckland.ac.nz/en/students/student-support/te-papa-manaaki-campus-care.html</p> <p>Residential Agreement</p> <p>International student support: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/international-student-support.html</p>	<p>(a) Emergency contact details for all students are requested when the students apply for admission. The system prompts students to review and update these details every six months.</p> <p>Student Services Online interfaces with the accommodation system, StarRez, so any updates to contact information are immediately reflected in StarRez.</p> <p>Where a student is placed in couples or family accommodation, their partner and/or children's details are also captured.</p> <p>(b) The Enterprise Person Registry page on our website states that this information is collected to allow for staff to make contact when a concern has been raised or a risk has been identified. The Residential Agreement states under what circumstances an emergency contact person will be contacted.</p>		<p>(d) – (j) – While all students have access to online information and support, there is a cohort who are studying offshore due to COVID-19 for who we cannot fully comply with subclauses (d) – (j)</p>

Phase in the self-review process:	PREPARE	MAKE SENSE		
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<p>themselves or others in confidence; and</p> <p>(f) identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it; and</p> <p>(g) identifying learners who are at risk of harming others, and</p> <p style="margin-left: 20px;">a. having clear and appropriate pathways for assisting them to access services when they need it; and</p> <p style="margin-left: 20px;">b. protecting learners and staff who experience harm from other learners and/or staff, including sexual assault; and</p> <p>(h) making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus; and</p> <p>(i) responding to disruptive and threatening behaviour in a way that is sensitive to a learner's situation; and</p> <p>(j) supporting learners whose study is interrupted due to circumstances outside their control, and providing inclusive, accessible re-entry processes for their transition back into tertiary study.</p>		<p>(c) Emergency contact people of students over 18 are contacted when the student is at physical risk or there are serious concerns about the student's welfare or behaviour. Their permission is sought prior to contacting emergency contacts.</p> <p>(d) Accommodation staff receive extensive training which enables them to support and refer students with health and mental health needs, in strict confidence.</p> <p>(e) students can raise concerns anonymously if they wish, via Te Papa Manaaki Campus Care. This is a safe, confidential and free service that supports the health, wellbeing and safety of everyone at University. Students can access Campus Care for personal support or to report a concern about another student. The Campus Care team can help with the following:</p> <ul style="list-style-type: none"> • Mental health concerns and issues • Family violence and other safety issues • Anxiety and distress issues impacting study • Financial issues and stress • Stress related to caring responsibilities • Bullying, harassment & discrimination • Sexual harm including sexual harassment and assault • Help with Covid-19 support <p>(f) The multi-disciplinary Risk Intervention Team (RIT) meets monthly to share information about students of concern. If there are issues that need immediate attention, the team is consulted. The University of Auckland is fully compliant with privacy legislation.</p> <p>The Te Papa Manaaki Campus Care initiative described above aims to provide a more targeted wraparound service by improving the identification of and timely response to multiple student concerns e.g. wellbeing and conduct, by providing a skilled and expert Case Manager (social worker) who has the expertise to unpack and deal with distress and</p>		

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		<p>behavioural concerns, at an earlier stage, with enhanced monitoring and management of subsequent actions.</p> <p>(g) Our model for supporting student health, wellbeing and conduct and other behavioural matters is based on a continuum showing six steps: promotion, prevention, advisory, early intervention, specialist services and referral. The first steps are proactive, low-intensity, population-based and low cost, becoming more reactive, high-intensity, individual-based and expensive.</p> <p>(h) Students can disclose a disability when applying to or studying at the University, and request support.</p> <p>Students with disabilities can access a range of supports available via the Student Disability Services team . Examples of these supports include: special conditions for written tests and exams, support for specific learning disabilities, note-taking, sign language interpretation, accommodations when on placements or work experience, and career planning.</p> <p>The institutional expectations of staff are covered by the Inclusive Learning and Teaching of Students with Impairments guidelines.</p> <p>Eligible supports for a student with a disability are recorded in Student Services Online in a secure disability panel, and communicated to relevant departments to activate accommodations.</p> <p>(i) The conduct process and Te Papa Manaaki Campus Care have been designed to that both the accuser and the accused get the support they need while going through the process.</p> <p>(j) The University has a suite of processes to assist students who have had an unplanned interruption to their study. Success and retention are two aspects of the student services function review, currently in progress.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
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<p>Clause 22 (2).</p> <p>Providers must have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners.</p>				We rely on students to update their own emergency contact details in the Student Services Online system, and while they are prompted to update these regularly, there is no guarantee that the details in the system are correct and up to date, or that they include an Auckland address and NZ mobile number. At least one must be provided and up to three can be recorded. The student specifies the relationship of the emergency contact to them.
<p>Clause 22 (3).</p> <p>Providers must contact the next of kin for domestic tertiary learners under 18 years and international tertiary learners if there is concern regarding the wellbeing or safety of a learner.</p>		Emergency contact people of students over 18 are contacted when the student is at physical risk or there are serious concerns about the student's welfare or behaviour. If the student is over 18, their permission is sought.		
<p>Clause 22 (4).</p> <p>Providers must maintain a record of reported risks, including any concerns raised in relation to the effective administration of this code.</p>	<p>Te Papa Manaaki Campus Care</p> <p>Accommodation feedback webform</p>	A risk register is in place.		

Outcome 5: A positive, supportive and inclusive environment in student accommodation

Providers must ensure that student accommodation promotes and fosters a supportive and inclusive community which support the wellbeing and safety of residents.

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Information and promotional activities Clause 24 (1).</p> <p>Providers must ensure student accommodation has practices for –</p> <ul style="list-style-type: none"> (a) ensuring residents receive clear, sufficient, accurate and transparent information and advice about the type and nature of student accommodation and services provided; and (b) using information provided by prospective residents at the time of application, to help plan their transition into student accommodation; and (c) working with residents to develop and provide information and tools that help residents understand their responsibilities within a communal living environment, including those relating to diversity; and (d) providing residents with learning and peer support, and information on – <ul style="list-style-type: none"> i. self-care and positive wellbeing and safety; and ii. how to access wellbeing services on campus and in the community; and iii. how to provide peer support to other residents; and (e) providing residents with information and advice on what action to take in an emergency and the mechanisms for reporting incidents and raising health and safety concerns. 	<p>University accommodation: https://www.auckland.ac.nz/en/on-campus/accommodation.html</p> <p>House rules: https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/residential-rules-flats-and-apartments/residential-rules.html</p> <p>Accommodation Residential Experience – International Student Support Toolkit</p> <p>Peer leadership: https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/resident-support/resident-voice.html</p> <p>PASS mentoring https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/resident-support/student-leadership.html</p>	<p>(a) Information related to accommodation services both on and off campus is available on the University website. Full details of all halls and residences is given.</p> <p>The Accommodation service provides information to residents at the end of the year regarding accommodation options for the following year.</p> <p>Students can apply for accommodation via the online Accommodation Portal.</p> <p>(b) Different halls and residences are suitable for different types of students, for example catered halls are generally best for first year students, certain flats and apartments are more suitable for families, and students with disabilities may require accessible accommodation. This information is gathered at the time of application, and used to place the students in the most appropriate accommodation for them.</p> <p>Residential hall applications are reviewed to ensure that the accommodation is suitable for the needs of each student. Applications are reviewed again before arrival with the goal of identifying at-risk students and working with them upon arrival.</p> <p>(c) The Residential Rules, provided to all residents prior to them signing their Residential Agreement, clearly set out the behavioural expectations of all residents and includes information on bullying, harassment and discrimination as well as links to the University's Prevention of Bullying, Harassment and Discrimination Policy and support services available. Information about diversity and difference is available more generally on the University website.</p> <p>By signing the Residential Agreement, students are agreeing that they have read and understood the Residential Rules.</p> <p>(d) Pastoral care in University of Auckland accommodation takes a holistic</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		<p>approach focused on the students and helping them become independent learners. Ensuring physical and mental safety is a primary component in creating a safe environment for students to grow into their full potential. Building a community of students who know and care about each other and understand the support available to them and who are the providers of the support is critical to the success of pastoral care, and the concept of 'caring communities' is widely promoted.</p> <p>Residents are able to access on-campus counselling, mental health and medical services.</p> <p>In undergraduate accommodation there are fortnightly floor meetings run by Resident Advisers throughout the year, and developmental activities designed to create a strong sense of belonging. All Resident Advisers have 1:1 conversations with their residents in six week blocks.</p> <p>(e) Every student has a fire safety briefing when they check in. Fire safety signs are posted in the halls, in resident handbooks and in every bedroom.</p> <p>Egress reports are conducted by accommodation staff every night. Regular inspections of fire safety systems are conducted to ensure compliance.</p> <p>Accommodation has systems and processes for reporting maintenance and H&S issues.</p> <p>University accommodation, including those facilities provided by UniLodge have implemented sound incident management and emergency/escalation procedures. All accommodation sites follow the University emergency management plan.</p>		
<p>Clause 24 (2).</p> <p>The information required by this clause must be readily available, accessible, and promoted to residents.</p>	<p>Accommodation survey</p> <p>New Students survey</p>	<p>All URLs listed in the previous row are public-facing websites.</p> <p>Residential rules are established, and communicated at the point of offer.</p> <p>The Resident Handbook provides guidelines on policies, behaviour,</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		<p>available student services and opportunities to connect with the university community.</p> <p>House rules and guidelines are distributed at the point of offer, and are visible within communal areas and offices in the halls of residence.</p>		
<p>Process 2: Accommodation staff Clause 25.</p> <p>Providers must ensure that –</p> <p>(a) accommodation staff are provided with ongoing training and resources that are appropriate for their role as set out in clause 10(2); and</p> <p>(b) the experience and training of accommodation staff is appropriate for the type and nature of accommodation that is being provided; and</p> <p>(c) there is managerial oversight of accommodation staff at all times (24 hours a day, 7 days a week) so that issues can be escalated when they occur; and</p> <p>(d) the level of live-in accommodation staffing provides appropriate oversight and support for residents based on the type and nature of accommodation (for example, a higher level of staffing for halls of residence primarily intended for first-year learners); and</p> <p>(e) there is ongoing wellbeing support for accommodation staff.</p>	<p>University accommodation: https://www.auckland.ac.nz/en/on-campus/accommodation.html</p> <p>House rules: https://www.auckland.ac.nz/en/on-campus/accommodation/university-flats-and-apartments/residential-rules.html</p> <p>Training material and timetables</p> <p>Accommodation - An introductory reference guide to Māori cultural training</p> <p>Accommodation – Rainbow Student Support Toolkit</p> <p>Accommodation – Leadership Toolkit</p> <p>Accommodation – Student Conduct Management Toolkit</p> <p>Accommodation Customer Care Charter</p>	<p>Resident Advisers are University students who have been trained for the role, and they are each responsible for the first-line pastoral care of a specific group of residents. Resident Advisers receive detailed training covering:</p> <ul style="list-style-type: none"> • The Resident Adviser role, and working at the University of Auckland • Facilitating the residential experience • Interpersonal skills and relationship building • Effective communication • Leadership development • Time management and self-care • International student support • Health & safety policies • Academic role modelling & referral • Equity support services (Pasifika, refugee, rainbow, disability) • Campus Life services • Professionalism and the Privacy Act • Supporting student wellbeing • Addressing Bullying, harassment and discrimination on campus • Alcohol and drugs • Mental health assistance • Responding to students in distress • Step up: bystander intervention • Responding to sexual violence and assault • Consent • Family / relationship violence • Community building • University health services • On duty and on call requirements <p>Resident Coordinators and Resident Managers are professional staff selected for their core skills of people management and process management. They are given training which covers:</p> <ul style="list-style-type: none"> • Te Tiriti o Waitangi • Health and Safety: Role of a leader and manager • Family and relationship violence 		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		<ul style="list-style-type: none"> • Building and fire warden training • Risk assessment • First aid • Mental health first aid • Lifekeepers certification • Addressing bullying, harassment and discrimination • Incident reporting • Conduct management • Complaint management • Supporting student leaders • HR processes • Reviewing accommodation applications • Dealing with difficult students • Customer service • Relevant legislation (Residential Tenancies Act, Education Act, Pastoral Care Amendment Acts and Codes of Practice) • Student Affairs in higher Education (optional) <p>Resident Managers have responsibility for a specific residence or residences and all of the students residing in their portfolio. They are the on-call officer for their local area, and are the escalation point for the Resident Advisers. In residences with fully catered school leaver accommodation, the Resident Manager lives in that residence.</p> <p>School leavers and other first year students are placed in catered accommodation which provides the greatest level of support with the ratio of Resident Advisers to students averaging 1:33. Returning undergraduate students and postgraduate students are placed in self-catered student flats and apartments. For these properties the average ratio of Resident Advisers to students is 1:50. The higher ratio of Resident Advisers to students are in buildings where there is 24 hour professional staff coverage.</p> <p>Monthly meetings are held with Resident Advisers, and the Resident Advisers are aware of the range of support services available to students to support wellbeing.</p> <p>The University offers an EAP programme for staff who require personal support or counselling</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT		
<p>Process 3: Accommodation staff must be fit and proper persons Clause 26.</p> <p>Providers must take all reasonable steps to ensure that each member of the accommodation staff –</p> <p>(a) is suitable for employment in student accommodation; and</p> <p>(b) are the subject of a Police vet where required under the Children’s Act 2014 if the accommodation includes learners who are under 18.</p>	<p>Recruitment, Selection and Appointment policy: https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/human-resources1/recruitment--appointment-and-induction/recruitment--selection-and-appointment-policy-.html</p> <p>HR form: University of Auckland – CA Safety Checks - Risk Assessment Checklist</p>	<p>Appropriate screening, including police vetting, takes place as part of Accommodation’s staff recruitment process.</p> <p>As with all University employees, new accommodation staff are provided appropriate information related to the University’s policies and procedures as part of their induction.</p> <p>When we hire RAs, the Head of Operations can send a request to HR services for fresh police checks for staff who have been at UoA for 3-5 years (we set limit) and we can have those rechecked every year. This best practice will be embedded from February 2022.</p>		
<p>Process 4: Proactive monitoring of residents’ wellbeing and safety and responsive wellbeing and safety practices. Clause 27 (1).</p> <p>Providers must ensure student accommodation has practices for –</p> <p>(a) working with residents to evaluate their needs and planning how these can be reasonably and practicably met and monitored; and</p> <p>(b) having clearly defined processes within the student accommodation for –</p> <p>a. residents, staff, or visitors to be able to report a cause for concern about a resident’s behaviour; and</p> <p>b. referring and responding to instances of resident behaviours that are a risk to self or others; and</p> <p>(c) having appropriate welfare safeguards, including –</p> <p>a. developing and implementing a welfare management plan for residents assessed as being at risk, that includes welfare checks and which could include referral to external services; and</p> <p>b. systems to regularly check that residents continue to be active within their student accommodation and, if a resident is identified as being at risk, developing and implementing a welfare management plan; and</p> <p>c. appropriate arrangements for residents under 18, including for effective communication with a parent or legal guardian regarding wellbeing and safety; and</p>	<p>Residential rules: https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/residential-rules-flats-and-apartments/residential-rules.html</p> <p>Reporting concerns about students: https://uoa-advocate.symplicity.com/care_report/index.php/pid072428?</p> <p>Residential Agreement</p> <p>Accommodation Customer Care Charter</p>	<p>The University is committed to providing a safe, supportive, and caring environment for students in accommodation.</p> <p>Accommodation at the University of Auckland has a robust monitoring system for student care matters. Accommodation uses a secure database (StarRez) to monitor, record and track all student care and conduct issues.</p> <p>We focus on creating meaningful, intentional interactions, with a schedule to proactively check in with every student at regular intervals as an early intervention technique, and to be proactive in identifying issues that may occur. These conversations also provide support for students adjusting to self-catered flatting or communal living. Our programmes focus on positive relationships, developing life skills, and supporting the learning journey our students are undertaking with the university.</p> <p>Other components of pastoral care include making sure students are connected to the support systems offered by both the University and external agencies, a 24 hour on-call system to support students in crisis and importantly the residential pastoral care providers knowing the students in their care.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>d. welfare checks, which may be undertaken where reasonable in the circumstances (this information must be clearly set out in the house rules for residents); and</p> <p>e. routine checks providing 24 hours' notice to a resident if staff members will be entering a resident's room.</p>		<p>University Accommodation does not operate in isolation; it operates as part of a much wider student support ecosystem. It is integrated with the University Health & Counselling team, the International Office, Equity at the University, Safety and Security and Faculty student support and engagement teams. We also work with community agencies to support students in need when required. Someone is on call at all times.</p> <p>The Residential Agreement states that if Accommodation Management has serious concerns regarding a resident's welfare, safety or behaviour then a member of Accommodation Management can contact their parents or guardians or nominated emergency contact to discuss appropriate courses of action.</p> <p>Regular newsletters are sent to students' families and whanau.</p> <p>Accommodation has various levels of touch points with residents and staff to monitor student care issues. These include Resident Advisers on duty and holding fortnightly floor meetings with first year students and all Resident Advisers having 1:1 conversations with their residents in six week blocks. Night supervisors and security staff patrol accommodation grounds to ensure students are safe. Resident managers monitor duty logs, incidents and resident feedback. Incident (welfare/conduct) numbers are monitored weekly and placed into a Campus Life dashboard. Peer Assisted Study Session (PASS) numbers and event attendance numbers are monitored monthly for assisting in analysing student engagement.</p> <p>In addition to these, there is a Residential Experience officer who meets with student representatives every quarter to proactively ask about what resident needs are in accommodation and to support accommodation management teams in processing this into initiatives for delivery of care.</p> <p>As a fully integrated accommodation provider with the University, Accommodation also works with other</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		<p>services such as Health and Counselling to identify needs of residents and provide proactive care, for example flu vaccinations, sexual health services etc. All University services are promoted proactively through an intentional map of the student needs.</p> <p>Work has commenced on the development of consolidated automated exception reports which will use data from a range of University systems (e.g. Campus card door access, including room door access where a building has a digital key lock system, dining hall access, Wi-Fi usage, Canvas), and apply business rules to identify residents who appear to have made no digital contact within a designated period. These residents will then be prioritised for proactive staff intervention.</p>		
<p>Clause 27 (2).</p> <p>Providers must have a link between student accommodation and its organisation's wider information gathering and communication system described in clause 10(1), to report any emerging concerns about a resident's wellbeing or their behaviour, so residents can be connected quickly to the appropriate services.</p>	<p>Residential Rules: https://cdn.auckland.ac.nz/assets/auckland/on-campus/accommodation/university-accommodation/residential-rules-and-fees/residential-rules/2021%20Residential%20Rules%20-%20Halls%20updated..pdf</p> <p>Overview of StarRez: https://www.starrez.com/solutions/higher-education</p>	<p>The accommodation system StarRez (a system to measure and track resident wellbeing and engagement) is connected to the UoA data warehouse and we are working on getting reports from this to identify students at risk. Data is currently manually sent to the Campus Care database Symplicity, so Campus Care can see when complaints/concerns relate to in room residents.</p>		
<p>Clause 27 (3).</p> <p>Providers must ensure that there is a critical incident and emergency procedures manual in student accommodation which –</p> <p>(a) is consistent with the provider's wider organisational manual described in clause 10(3)(e); and</p> <p>(b) includes plans for residents when it becomes unsuitable or unsafe for them to remain in student accommodation in an emergency.</p>	<p>Student Critical Incident Response Plan</p> <p>Accommodation Critical Incident Response booklet</p>	<p>StarRez is in place for the recording of resident information.</p> <p>In signing the Residential Agreement, the student is agreeing that they authorise Academic Services to release relevant information to Accommodation and Accommodation Management.</p> <p>The University has comprehensive policies and guidelines in place for critical incidents and emergency responses. The Accommodation Critical Incident Response booklet provides the additional steps to be considered when the affected student or students reside in University accommodation.</p>		
<p>Process 5: A safe and inclusive residential community Clause 28.</p>	<p>Residential Rules</p>	<p>The Residential Rules comply with this process requirement.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>In addition to the requirements described in outcome 3, providers must ensure student accommodation has practices for –</p> <p>(a) ensuring that house rules are clear, reasonable, and accessible to residents, and that they promote and encourage –</p> <ol style="list-style-type: none"> a. resident safety; and b. a sense of community and association with fellow residents; and c. learning and personal growth; and d. residents and staff working together to ensure a positive and respectful community; and <p>(b) working with residents to –</p> <ol style="list-style-type: none"> a. develop and improve house rules; and b. develop and maintain appropriate initiatives to build a sense of community within student accommodation; and c. promote responsible social behaviour and academic success. 	<p>Accommodation survey</p> <p>Minutes of Residents' Association and Residential Advisory Committee meetings</p>	<p>The Residents' Association is responsible for arranging student led events and initiatives, while the Residential Advisory Committees:</p> <ul style="list-style-type: none"> • Ensure regular communication between Campus Life and the Resident Body. • Consult with, advise and make recommendations to Campus Life, Accommodation and the Residential Leadership teams. • Provide a forum for discussion of developments that support the overall student experience in the Residences. • Provide advice to inform strategies in response to issue of student satisfaction and services, including those identified in the satisfaction surveys. • Where appropriate and when required, act as an appropriate reference group for residential initiatives affecting the student experience 		

Outcome 6: Accommodation administrative practices and contracts

Providers must ensure that student accommodation contracts and practices are transparent, reasonable, and responsive to the wellbeing and safety needs of residents.

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
<p>Key required processes</p>	<p>Information we can gather to use as evidence of our compliance with this clause</p>	<p>COMPLIANT</p>		
<p>Process 1: General principles Clause 30.</p> <p>Providers must ensure that student accommodation providers have practices that include –</p> <p>(a) disclosing on its website –</p> <p>a. the ownership structure and operator details of its student accommodation arrangements; and</p> <p>b. the details of the wellbeing and safety practices offered at each student accommodation facility; and</p> <p>(b) a human resource strategy which –</p> <p>a. requires the job descriptions for all accommodation staff to clearly describe –</p> <p>i. the duties and responsibilities of the role in relation to the learner wellbeing and safety; and</p> <p>ii. the relevant competencies and attributes that a person must demonstrate to be able to fulfil that role, and the ongoing training that will be available to develop these competencies; and</p> <p>b. sets out the support services that are available to ensure the wellbeing and safety of accommodation staff in carrying out their duties and responsibilities.</p>	<p>Accommodation information: https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation.html</p> <p>2022 Accommodation Guides</p> <p>HR policies: https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/human-resources1/recruitment--appointment-and-induction.html</p> <p>Position descriptions:</p> <ul style="list-style-type: none"> • Head of Operations – Accommodation • Resident Manager • Resident Coordinator • Resident Advisor • Night Supervisor • Senior Resident • PASS Mentor Volunteer • Residential Experience Officer • Summer Assistant <p>Each accommodation building has a webpage giving details of ownership and operating structure, RA:student ratio and facilities, e.g. https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/catered-accommodation/grafon-hall.html</p>	<p>(a) All required information is available on the Accommodation webpages.</p> <p>(b) University HR policies require all positions to have position descriptions which describe the role's duties and responsibilities.</p> <p>Position descriptions are in place for all Accommodation staff. A photo array of staff is in place in all halls.</p> <p>Position descriptions contain the relevant competencies and attributes required by the role, and are published in the position description library. Comprehensive training is given, and staff must demonstrate all competencies.</p> <p>As University employees, all Accommodation staff have access to staff support services and, if relevant, professional supervision.</p>		
<p>Process 2: Student accommodation contracts. Clause 31 (1).</p> <p>Providers must ensure that a student accommodation contract with a resident –</p> <p>(a) is clear, accessible and concise; and</p> <p>(b) sets out the responsibilities of the provider and the resident; and</p> <p>(c) advises residents of the requirements for –</p> <p>a. information sharing across the provider; and</p> <p>b. the regular processes for checking on</p>	<p>Residential Agreement with attachments</p>	<p>The student accommodation contract (Residential Agreement with attachments) is clear, concise, and sets out the responsibilities of the provider and the resident.</p> <p>If the student is under 18 years of age, a parent or guardian must co-sign the Residential Agreement. There is workflow to manage the dual agreements.</p> <p>The Residential Agreement includes the</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT		
residents; and (d) sets out the deposit, bond components, fees, refund policy and penalties; and (e) sets out the complaints, conflict resolution, and disciplinary processes in relation to residents.		providers' information sharing practices and a requirement for residents to state they agree to their information to be shared according to those practices. The Residential Agreement outlines the providers' practices for checking in on students. (d) The Residential Agreement and attachments sets out the deposit, fees, refund policy and penalties. The University does not charge a bond. (e) The Residential Agreement sets out the complaints and disciplinary process and the agreement termination terms.		
Clause 31 (2). Providers must ensure that the student accommodation contract used with residents is reviewed and updated regularly to ensure it remains fit for purpose in relation to wellbeing and safety matters, taking into account the views of learners and their representative bodies.	AUSA meeting minutes	The Residential Agreement and Residential Rules are reviewed annually to ensure fitness for purpose, and assessed against any changes to the Code. This year, residents were consulted about the revised contract, with AUSA present.		
Clause 31 (3). Providers must ensure student accommodation refund policies – (a) are reasonable; and (b) provide residents (or a parent or legal guardian of residents under 18 years) with sufficient information to understand their rights and obligations under those refund policies.	Residential Agreement Residential Rules: https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/residential-rules-flats-and-apartments/residential-rules.html Withdrawal policy: https://www.auckland.ac.nz/en/on-campus/accommodation/how-to-apply/withdrawing-from-residential-agreement.html	The University believes that its student accommodation refund policies are reasonable. The Residential Agreement and Residential Rules, along with the Withdrawal Terms webpage are all in plain English.		
Clause 31 (4). Providers must ensure student accommodation providers give prospective residents a copy of the house rules, and information about the complaints process and the Dispute Resolution Scheme before they sign the accommodation contract.	Residential Agreement Residential Rules: https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/residential-rules-flats-and-apartments/residential-rules.html	The Residential Agreement has the Residential Rules appended. There is a clause in the contract requiring students to declare they have read and will abide by the Residential Rules.		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Clause 31 (5).</p> <p>Providers must ensure that accommodation providers keep a log of complaints received from residents concerning a breach or breaches of this code in relation to student accommodation and make this log available to the residents.</p>	<p>Accommodation complaints process: https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/resident-support/accommodation-feedback-process.html</p>	<p>The University of Auckland did not fully comply with this requirement in 2020 because our accommodation complaints process did not distinctly and specifically categorise complaints related to code breaches.</p> <p>The accommodation complaints portal now has a distinct category for complaints alleging non-compliance with the pastoral care code of practice.</p>		

Outcome 7: Student accommodation facilities and services

Providers must ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Clause 33 (1).</p> <p>Providers must ensure that student accommodation facilities and services –</p> <ul style="list-style-type: none"> (a) respond effectively to the diverse needs of residents and make necessary adjustments where practicable; and (b) provide accessible spaces for a range of interests, activities and needs; and (c) are secure, clean, dry, warm, comfortable, accessible, and is conducive to study and a variety of learning styles; and (d) provide utilities, services and other facilities that are adequate and appropriate for the character and size of the residential community; and (e) have appropriate insurance cover; and (f) are funded adequately to carry out strategic goals and strategic plans for student accommodation, including repairs, replacement, and improvements; and (g) have adequate and appropriate controls in place to ensure accountability for financial processes including – <ul style="list-style-type: none"> a. providing receipts for all financial transactions with the resident; and b. providing residents with up-to-date information on what they owe to the accommodation provider. 	<p>General info on accommodation: https://www.auckland.ac.nz/en/on-campus/accommodation.html</p> <p>Accommodation survey</p> <p>Resident Handbooks</p> <p>StarRez portal</p> <p>Building warrants of fitness</p> <p>Healthy Homes surveys</p> <p>Residential Rules</p>	<p>(a) The admissions process allows for students to self-report any disabilities or special needs that they have on enrolment.</p> <p>Accommodation applications are reviewed to ensure that the accommodation is suitable to the needs of each student. These applications are then reviewed again before arrival with the goal of identifying at-risk students and working with them upon arrival.</p> <p>School leavers may visit their assigned accommodation in advance of moving in. As part of the check-in process, students are familiarised with the building and are required to do a room inspection.</p> <p>We offer in 2022 a te reo immersion floor, alcohol-free, women-only and rainbow floors for students. We also work with Student Disability Services on students with accessibility needs.</p> <p>(b) All halls of residence have communal spaces for social interaction and activities.</p> <p>A range of communal spaces is provided in all student accommodation. This varies between the different types of accommodation, and includes social lounges, games rooms, music rooms, study spaces, dining halls and communal kitchens.</p> <p>Membership of the Recreation Centre is included with accommodation fees. It offers a wide variety of sporting and fitness activities</p> <p>A Residential Experience and Support programme is in place for all sites.</p> <p>(c) All University accommodation buildings (except four residential houses) have a Building Warrant of Fitness which is renewed annually. The residential houses have been assessed using Healthy Homes surveys by independent assessors.</p> <p>All University accommodation is fully integrated with University systems</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		<p>including CCTV monitored by University Security. There is also a contracted security patrol for accommodation sites. Resident Coordinators working in the evening have access to CCTV footage as well for buildings they manage. Waiparuru Hall has 24/7 Reception services.</p> <p>All pastoral care providers in University accommodation are employees of the University and are police vetted.</p> <p>The UoA control room monitors fire alarms and will attend when an alarm goes off in buildings owned by UoA.</p> <p>A maintenance programme is in place including ongoing assessments of student needs</p> <p>(d) Appropriate utilities, services and facilities are in place at all University student accommodation.</p> <p>(e) Accommodation providers have the necessary insurance cover – building, professional indemnity and public liability. Owners of leased accommodation are required to submit proof of insurance annually.</p> <p>(f) Standard funding is provisioned for annual maintenance and repairs, forecast based on student occupancy. Capital funding is part of the University-wide capital programme.</p> <p>For leased accommodation, the leases defined repairs and renovation and capital standards.</p> <p>(g) Accommodation communicates fees owing weekly with payment schedules included as part of the Residential Agreement.</p> <p>Statements are not issued; all information relating to accommodation payments is available online in real time via the StarRez Accommodation Portal.</p> <p>Students in arrears are contacted as required.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Clause 33 (2).</p> <p>Providers must ensure that any alterations, maintenance and repairs to student accommodation are undertaken in a timely manner that minimises interference with the quiet enjoyment of the residents.</p>	<p>Accommodation Handbook</p> <p>Residential Rules: https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/residential-rules-flats-and-apartments/residential-rules.html</p>	<p>Service Level Standards for repairs are included in accommodation handbooks.</p> <p>Students are notified at least 24 hours prior if their room needs to be entered for repairs or maintenance, except in an emergency.</p>		

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT		
Process 1: Clause 35. Signatories must engage with diverse international tertiary learners to understand their wellbeing and safety needs under the outcomes of Parts 3, 4 and 5 of this code.	International Student Barometer	Engagement with international students and evidence is shown through the International Student Barometer survey, which is operated every two years.		

Outcome 9: Prospective international tertiary learners are well informed

Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT		
Process 1: Marketing and promotion Clause 37. Each signatory must have marketing and promotion practices, that include – (a) proactively seeking to understand the information needs of prospective international tertiary learners; and (b) developing and providing information to prospective international tertiary learners and reviewing the information to ensure it is kept up to date; and (c) ensuring that prospective international tertiary learners receive, as a minimum, up-to-date accessible and timely information about the following – a. the signatory’s quality assurance evaluations; and b. the educational instruction, staffing, facilities, and equipment available to international tertiary learners; and c. the Dispute Resolution Scheme; and d. potential learning outcomes for international tertiary learners, including pathways for further study, employment, and residency where applicable; and e. estimated study and living costs for international tertiary learners, including any additional fees or levies that are on top of the basic tuition fee; and f. accommodation and transport, or ways to obtain such information.	International student webpage: https://www.auckland.ac.nz/en/study/international-students.html International Prospectus International Student Handbook Your World Your Way: https://yourworld.auckland.ac.nz/ Find a study option: https://www.auckland.ac.nz/en/study/international-students/agent-resources.html Living in Auckland: https://www.auckland.ac.nz/en/on-campus/life-on-campus/living-in-auckland.html Additional information on living in Auckland for international students: https://www.auckland.ac.nz/en/study/international-students/living-and-studying-in-auckland.html Costs of living in Auckland: https://www.auckland.ac.nz/en/on-campus/life-on-campus/living-in-auckland/cost-of-living-auckland.html	(a) In May 2020 the university conducted research into the information requirements of international students with regards to employability. The University of Auckland International Graduate Employability project conducted focus groups with 4 groups of international students and other stakeholders across the university (ie Career Development and Employment, Centre for Innovation and Entrepreneurship etc) and ATEED to determine how better to address employability needs. In June 2020 the International Office commissioned Edified Education to conduct a detailed survey into the information needs of international students. The International Student Journey and Communications Audit took a detailed look at information requirements at each of 10 steps in the University of Auckland International student journey and made a series of 12 strategic recommendations on how communications and information provision could be improved. The principal objective of the project is to place student experience at the centre of all marketing communication in order to create a more student-centred culture where International Office, Contact		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		<p>Centre, Admissions teams collaborate and share ownership of prospective student experience. Over the course of the project, information needs via web, email communication, social media and enquiry and admissions communications were assessed in detail. The resulting report recommendations are currently being actioned by multiple teams across the university.</p> <p>(b) Over 2017-2019, the university conducted a major restructure of the www.auckland.ac.nz website to better address the information needs of the entire university community, including international students. The Web Presence Improvement Programme objective was to build an experience that made it easier for students to discover programme information, news, pastoral care information relevant to themselves. At a cost in excess of \$6m, the programme has been extremely successful. For students who are searching for detailed information on programmes, all programmes delivered at the university now have a dedicated page with information on course content, entry requirements, costs, scholarships, and career projects. These pages are available at the Find a Study Option link. The pages are being continually updated by faculty teams and form the basis of counselling by International Managers and agents.</p> <p>The International Office manages 6 social media channels, including 3 Chinese accounts (Wechat, Weibo, Youku), the International Student Support Facebook page, 360 International channels, and an Instagram account with content generated by study abroad ambassadors.</p> <p>In September 2020, The International Office employed 6 International Digital Ambassadors, who are part of the International Marketing Team. These ambassadors provide peer to peer counselling and are available to all international students via the International web page. The ambassadors also provide searchable user generated content.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		<p>c) In September 2020, a 10-email information campaign specifically for international students was launched on the university's Eloqua platform. These emails contain personalised information on subjects. The emails contain information on the university, its facilities, programmes, life in Auckland, accommodation, pastoral care and wellbeing, students clubs, how to contact agents, how to apply etc. These emails are automated and continue from first point of contact with the university, whether that is at face to face or virtual student events or on the university website, and continue through to the application stage.</p> <p>The International Prospectus, International Students website, the International Students Handbook, the International Student Support Team and Ask Auckland all provide information on:</p> <ul style="list-style-type: none"> • The Code • Ranking and quality assurance • Insurance • Visas • Fees and Living Costs • The University • The Dispute Resolution Scheme • Learning and career outcomes. <p>The International Office now employs local representatives in China, India and Vietnam to provide detail on the above to students, parents and local agents. International Office also conducts predeparture briefings in students' home countries or virtually.</p> <p>The Your World Your Way website offers students the opportunity to log into a virtual University of Auckland campus and obtain personalised information on programmes, costs, scholarships, fees, pastoral care etc.</p> <p>The University has improved the visibility and performance of its website in China. The International Office developed a microsite in Mandarin to improve information available to students and parents in China. This site was launched in July 2021.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		The Living in Auckland pages on the website give information on transport costs. There are also pages specifically for international students, and on the costs of living in Auckland.		
<p>Process 2: Managing and monitoring education agents Clause 38.</p> <p>Signatories must have practices for effectively managing and monitoring the performance and conduct of education agents in relation to learner safety and wellbeing under this code, including –</p> <ul style="list-style-type: none"> (a) carrying out and recording reference checks on potential education agents to ensure as far as possible that they are not involved in any conduct that is false, misleading, deceptive, or in breach of the law; and (b) entering into written contracts with each of its education agents; and (c) during the term of a contract, monitoring the activities and performance of its education agents in relation to – <ul style="list-style-type: none"> a. their obligations as specified in the contract; and b. whether they provide prospective and enrolled international tertiary learners with reliable information and advice about studying, working, and living in New Zealand; and c. whether they act with integrity and professionalism in their dealings with prospective and enrolled international tertiary learners; and d. whether they have engaged in any activity or conduct that, in the opinion of the signatory, is or may be in breach of the law or that jeopardises the signatory's compliance with this code; and (d) managing the education agents by – <ul style="list-style-type: none"> a. terminating contracts with an agent if there is evidence which, on balance of probabilities, shows that the education agent – <ul style="list-style-type: none"> i. has been involved in any serious, deliberate, or ongoing conduct that is false, misleading, deceptive, or in breach of the law; or ii. has jeopardised the signatory's compliance with this code; or b. taking appropriate action to address misconduct by act or an omission by an education agent in relation to the other matters described in subclause (c); and (e) ensuring that its education agents have access to, and 	<p>Webform for initial screening: https://uoa.custhelp.com/ci/documents/detail/5/154/12/9454e375d7fe93aad711c69e632de8bdbe268e46</p> <p>Webform for agent reference check: https://docs.google.com/forms/d/e/1FAIpQLSfEsBJLe25KPT5fPv8OwyFItJXnpSwX1b8mPOmhl3l8McE1TA/viewform</p> <p>How to find an agent: https://www.auckland.ac.nz/en/study/international-students/how-to-apply/find-an-agent.html</p> <p>Agent resources: https://www.auckland.ac.nz/en/study/international-students/agent-resources.html</p>	<p>(a) In October 2018 a Marketing Officer – Agent Engagement was hired to service day-to-day agent needs and manage relationships and communications, including assessing potential agents and providing onboarding. A webform is in place to do an initial screening of potential agents. Agencies are assessed as potential partners of the university. If the initial screening is successful, a detailed questionnaire is sent to the agency along with a request for a business plan. Referees are consulted via this webform. On receipt of positive recommendations, the International Marketing Manager will verify information with ENZ/INZ and check home country company registration is current. Once accepted, a full company training session is organized with International Office staff, and a visit to the company is programmed as travel conditions permit.</p> <p>(b) Contracts go through an annual renewal process in May. All agents have current contracts.</p> <p>(c) An annual performance review is undertaken by the Business Analyst and by the Marketing Officer-Agent Engagement. Performance data is assessed along with student feedback and anecdotal data and a summary comment and yes/no recommendation for contract renewal is passed along to managers. Each year approximately 15 hard or soft warnings are issued, and further unsatisfactory performance leads to termination of contracts. Each year, approximately 5 terminations are issued. All agents contact details are available on the public facing Find an Agent website. At present the University has a limited number of contracts- approximately 140 located in 827 offices around the world. The agent pool is kept small in order for International Office staff to adequate</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>maintain, up-to-date information relevant to their duties as specified in the contracts with the signatory.</p>		<p>service relationships. Local offices are visited by travelling staff annually, conditions permitting. Virtual agent training sessions take place weekly. Sales staff have recently been allocated key agencies to develop account management relationships. Where possible, ENZ Recognized Agencies are engaged to ensure that agents are aware of obligations under the Code, and Immigration New Zealand performance data is checked. Websites are assessed to ensure that information is relevant to students and current. Student feedback is constantly monitored by the Marketing Officer Agent Engagement. Any lack of professionalism on the part of agents is immediately flagged for manager review and addressed by managers in person. Conflict between agents and students is resolved by the Marketing Officer according to International Office policy, and difficult cases are escalated for management review and action. An agency complaints file is managed on our shared drive. We also conduct an Annual Agent survey with our agent network, in order to assess satisfaction levels and service gaps.</p> <p>(d) Agent obligations are laid out in section 2.4 of the agent contract. These include compliance with the code and expectations about provision of accurate information and local legal compliance. Section 9.1 outlines Termination policy. An informal peer network with Agent Management staff at two other universities has convened to discuss agent practice and highlight any mutual concerns regarding agencies in common.</p> <p>Due to the small size of the University of Auckland agent pool, contracted agents are generally large and reputable companies that act within the law and are in compliance with the Code. Any questionable conduct is discussed with managers and Applications and Admissions staff and are resolved by the International Marketing Manager, with support from Legal Counsel if required. So far in 2021, there have been no such cases.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		<p>(e) A comprehensive website of agent resource material has been launched and is currently freely available to use without password protection.</p> <p>As mentioned above, agents are regularly trained by staff, and conditions permitting are either visited in person or trained online. The Agent Service Excellence Project, which started in 2019, has as one of its objectives a move towards a key account management approach, which will further enhance relationships and information sharing.</p>		

Outcome 10: Offer, enrolment, contracts, insurance and visa

Signatories must have practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT		
<p>Process 1: Offer of educational instruction Clause 40.</p> <p>Signatories must ensure that the educational instruction offered to international tertiary learners is in accordance with the Act and is appropriate for international tertiary learners' expectations, English language proficiency, academic ability, and the educational outcomes being sought.</p>	<p>International Student Prospectus</p> <p>Study options: https://www.auckland.ac.nz/en/study/study-options.html</p>	<p>The resources of the International Prospectus and the University website provide detailed information on student study options and entry requirements. The International Office's International Managers run online and in person workshops discussing programmes and educational outcomes with potential students and their families. The International Office works extensively with agents to train them on programmes and entry requirements so that they can provide appropriate and useful advice to future students.</p>		
<p>Process 2: Information to be provided before entering contract Clause 41 (1).</p> <p>Signatories must have practices that ensure prospective international tertiary learners (or the parents or legal guardian of international students under 18 years) receive, as a minimum, accurate, timely and tailored information about the following before entering into a contract with the learner –</p> <ul style="list-style-type: none"> (a) the most recent results of their evaluations by education quality assurance agencies; and (b) quality improvement or compliance notices and conditions imposed under the Act that the code administrator directs must be disclosed to prospective international tertiary learners; and (c) the education provided and its outcome, for example, whether a qualification is granted; and (d) refund conditions that comply with the process in clause 46; and (e) staffing, facilities, and equipment; and (f) available services and supports; and (g) insurance and visa requirements for receiving educational instruction from the signatory; and (h) this code and the relevant Dispute Resolution Scheme Rules; and (i) full costs related to an offer of educational instruction. 	<p>University rankings: https://www.auckland.ac.nz/en/about-us/about-the-university/our-ranking-and-reputation/key-statistics/rankings-information.html</p> <p>Student Agreement</p> <p>University Calendar: https://www.calendar.auckland.ac.nz/en.html</p>	<p>All information on University results and rankings are available and published online.</p> <p>All other information listed is contained in the 'Terms and Conditions' included in the Offer letter, in the Regulations published in the University Calendar, on our website and in the Student Agreement which is signed once a student accepts and offer of place.</p>		
<p>Clause 41 (2).</p> <p>Each signatory must ensure that, before entering into a contract of enrolment or enrolling with the signatory, each international tertiary learner (or the parents or legal guardian of international students under 18 years) is informed of the learner's rights and obligations in relation to receiving educational instruction from the signatory, including the rights under this code.</p>	<p>Student Agreement</p> <p>Terms and Conditions</p>	<p>This information is contained in the Terms and Conditions which are sent with the offer of place communication.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 3: Contract of enrolment Clause 42 (1).</p> <p>Each signatory must ensure that a contract of enrolment is entered into between the signatory and each international tertiary learner (or the parents or legal guardian of international students under 18 years) that includes the following information and terms –</p> <ul style="list-style-type: none"> (a) clear information about the beginning and end dates of enrolment; and (b) the grounds for terminating the contract of enrolment; and (c) the circumstances under which the learner's conduct may be in breach of the contract of enrolment; and (d) the type of disciplinary action short of termination of the contract of enrolment, that may be taken by the signatory against the student (for example suspension or exclusion); and (e) the process that the signatory must follow when seeking to terminate the contract of enrolment under paragraph (b) or to take disciplinary action under paragraph (d). 	<p>Student Agreement</p> <p>Terms and Conditions</p>	<p>This information is included in the Terms and Conditions of the offer of place, and in the Student Agreement which is signed when a student accepts an offer of place. The Student Agreement also includes links to the University website to the specific regulations and guidelines for more detail.</p>		
<p>Clause 42 (2).</p> <p>Each signatory must ensure that the contract of enrolment is fair and reasonable.</p>		<p>The contract (Student Agreement) is regularly reviewed by the University's Legal Counsel and external legal teams to ensure it is fair and reasonable.</p>		
<p>Process 4: Disciplinary action Clause 43.</p> <p>Any process undertaken under clause 42(1)(e) for terminating the contract of enrolment under clause 42(1)(b) or for taking disciplinary action under clause 42(1)(d) must be in accordance with the principles of natural justice (which includes those necessary to ensure the prompt, considered, and fair resolution of the matter that is the subject of the action).</p>	<p>Statute for Student Discipline: https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/teaching-and-learning/students/statute-student-discipline.html</p> <p>Discipline Committee: https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/governance-and-committees/committees/a-z-committees/discipline-committee.html</p> <p>Code of Conduct: https://www.auckland.ac.nz/en/on-campus/life-on-campus/code-of-conduct.html</p> <p>University Proctor: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/bullying-disputes-complaints/university-proctor.html</p>	<p>As outlined in the University Statute for Student Discipline, the University expects that students will act reasonably towards one another and towards all members of the University. Every student must comply with Statutes, Regulations, Rules and Policies. The University requires all students to comply with such directions as may reasonably be given by an authorised person to maintain safety, good order and discipline. If a student doesn't meet these conditions then they can be taken to Discipline Committee. The Discipline Committee has the power to act with respect to the relevant provisions of the Disciplinary Statute, Library Statute, The Information and Communications Statute, The Examination Regulations, The Enrolment and Programme Regulations. The University has developed a Code of Conduct. The purpose of this Code is to develop and maintain a standard of behaviour that supports and enables the University's commitment to being a safe, inclusive, equitable and respectful community; both in-person and online. The University Proctor is the primary</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
		reference point in the University for all matters relating to student non-academic misconduct, including complaints against students, or disputes between students. Disciplinary action at the University has set processes and objective decision makers, ensuring procedural fairness.		
<p>Process 5: Insurance Clause 44.</p> <p>Each signatory must have practices that ensure, as far as practicable, each international tertiary learner who is enrolled with the signatory for educational instruction of 2 weeks' duration or longer has appropriate insurance covering –</p> <ul style="list-style-type: none"> (a) the international tertiary learner's travel – <ul style="list-style-type: none"> i. to and from New Zealand; and ii. within New Zealand; and iii. if the travel is part of the educational instruction, outside New Zealand; and (b) medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and (c) repatriation or expatriation of the international tertiary learner as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and (d) death of the international tertiary learner, including cover of – <ul style="list-style-type: none"> i. travel costs of family members to and from New Zealand; and ii. costs of repatriation or expatriation of the body; and iii. funeral expenses. <p>Subclause (1)(a)(i) and (ii) includes the international tertiary learner's travel to and from their country of origin or citizenship before their educational instruction begins and after it ends (which may be outside of the enrolment period).</p> <p>Subclause (1)(a)(i) does not include the international tertiary learner's travel to other countries unless that travel is primarily for the purpose of embarking on connecting flights to and from New Zealand.</p>	<p>Studentsafe Inbound University policy: https://cdn.auckland.ac.nz/assets/auckland/on-campus/student-support/personal-support/international-students/health-and-travel-insurance/Studentsafe%20Inbound%20University%20policy%20wording%202020.pdf</p>	<p>The University uses the Studentsafe Inbound University insurance policy, by Allianz Partners. Once enrolled all international students are charged the Studentsafe premium. As a group policy insurance cover starts on the date of departure from the student's country of origin, when travelling to New Zealand to begin their studies (enrolment is not required for cover to begin). Cover continues for the period of enrolment and length of student visa or return to country of origin, whichever comes first. The Studentsafe policy covers Code requirements for insurance and has the added benefit of covering pre-existing mental health conditions. No NZ student insurance policy automatically covers pre-existing medical conditions.</p>		
<p>Process 6: Immigration matters Clause 45.</p> <p>Signatories must have practices that as far as possible will ensure that international tertiary learners are entitled to study in New Zealand under the Immigration Act 2009, including –</p> <ul style="list-style-type: none"> (a) ensuring that each international tertiary learner who enrolls with the signatory has the necessary immigration status for 		<p>Our processes are aimed at ensuring compliance with the Immigration and Education and Training Acts. We run a number of reports and checks, and do a number of follow-ups with new and existing students around visa compliance, in the lead up to visas expiring. We receive visas from students and record in our Student Management System and</p>	<p>Evidence for this process is not available.</p>	

Phase in the self-review process:	PREPARE	MAKE SENSE	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT		
<p>study in New Zealand; and</p> <p>(b) reporting to Immigration New Zealand known or suspected breaches of visa conditions by international tertiary learners; and</p> <p>(c) notifying Immigration New Zealand of terminations of enrolment.</p>		<p>keep copies on record. We also report back to Immigration NZ.</p> <p>Academic Services connects with the International Office regarding any withdrawal and late withdrawal requests or anyone who has been withdraw who has not provided a valid visa, or where Immigration NZ has confirmed they do not have a valid visa.</p>		
<p>Process 7: Student fee protection and managing withdrawal and closure</p> <p>Clause 46 (1).</p> <p>Signatories must ensure that –</p> <p>(a) fees paid by international tertiary learners are secure and protected in the event of student withdrawal or the ending of educational instruction or the closure of a signatory; and</p> <p>(b) its refund policies are fair and reasonable; and</p> <p>(c) it provides its international tertiary learners (or the parents or legal guardian of international tertiary learners under 18 years) with sufficient information to understand their rights and obligations under those refund policies.</p>	<p>University Calendar:</p> <p>https://www.calendar.auckland.ac.nz/en.html</p>	<p>Refund regulations and processes are available on the University website, University Calendar and in the terms and conditions of the offer of admission letter, which are agreed to when the University's offer is accepted. University regulations are reviewed annually.</p>		
<p>Clause 46 (2) & (3).</p> <p>A refund policy must include refund conditions for the following situations –</p> <p>(a) failure by an international tertiary learner to obtain a study visa; and</p> <p>(b) voluntary withdrawal by an international tertiary learner; and</p> <p>(c) the signatory ceasing to provide a course of educational instruction as contracted with an international tertiary learner, whether as the result of a decision by the signatory or as required by an education quality assurance agency; and</p> <p>(d) the signatory ceasing to be a signatory; and</p> <p>(e) the signatory ceasing to be a provider.</p> <p>In the situation in subclause (2)(c) or (d), the tertiary signatory must deal with fees paid for services not delivered or the unused portion of fees paid as follows –</p> <p>(a) refund the amount in question to the international tertiary learner (or the learner's parent or legal guardian); or</p> <p>(b) if directed by the international tertiary learner or the code administrator or the agency responsible for fee protection mechanisms, transfer the amount agreed with the student (or the student's parent or legal guardian if the student is under 18 years) to another signatory.</p>	<p>Fee refunds:</p> <p>https://www.auckland.ac.nz/en/study/fees-and-money-matters/tuition-fees/paying-your-fees/fee-refunds.html</p> <p>University Calendar:</p> <p>https://www.calendar.auckland.ac.nz/en.html</p> <p>How to request a refund:</p> <p>https://uoa.custhelp.com/app/answers/detail/a_id/1546/kw/fee%20refund/session/L3RpbWUvMTUxODEyOTkyNy9nZW4vMTUxODEyOTkyNy9zaWQvZlVfZmFyZ1NkWk13VzltZHRVRGpkJTdFJTdFbXYwMnhRbkhRdzRrRko1TkVSRDREd1NaRFVaOUFDVWhYczdhUXRvc29UbjVuaUVEVjhcU5HUFDUloVk5GT2RhTWI5Wm4zakM3XzlnZHoya1FWWURMeGM3a203VlpjdyUyMSUyMQ</p> <p>≡</p>	<p>The University's 'Ask Auckland' online knowledge base provides answers to frequently asked questions, eg: how to request a fee refund. Regulations and processes for the University's refund policy are clearly stated on the website and the link to refund process information is given to any student asking how to get a refund.</p>		

Outcome 11: International learners receive appropriate orientations, information and advice

Signatories must ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Provision of information Clause 48.</p> <p>Signatories must –</p> <ul style="list-style-type: none"> (a) ensure that information and advice provided by the signatory to international tertiary learners is accurate, age-appropriate, up to date and presented in a way that meets the ongoing needs of diverse learners; and (b) ensure that ongoing provision of information and advice is appropriate to the needs of the learner (or the parents or legal guardian of international learners under 18 years) within the particular learning, communal and residential context; and (c) provide the names and contact details of designated staff members responsible for international tertiary learner support; and (d) provide appropriate information relating to health and safety of international tertiary learners (including in relation to any disabilities or impairments a learner may have); and (e) provide information about the termination of enrolment; and (f) provide information to international tertiary learners (or the parents or legal guardian of international learners under 18 years) about their legal rights and obligations and, where possible, the risks when learners receive or accept advice or services; and (g) provide information about the international tertiary learner's rights and entitlements, including any entitlement to a fee refund, if the learner voluntarily withdraws from the educational instruction; and (h) provide each international tertiary learner with full information and advice on – <ul style="list-style-type: none"> i. all relevant policies of the signatory; and ii. the services, support, and facilities that the signatory offers; and iii. where applicable, how to adjust to a different cultural environment; and iv. where applicable – <ul style="list-style-type: none"> (a) minimum wages and labour conditions in New Zealand (b) maximum hours of work permitted under visa conditions; and (c) how to access information and support regarding employment; and (d) how to report misconduct by employers; and 	<p>International student support: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/international-student-support.html</p> <p>International student orientation: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/international-student-orientation.html</p> <p>Living and studying in Auckland: https://www.auckland.ac.nz/en/study/international-students/living-and-studying-in-auckland.html</p> <p>Student Disability Services: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/students-with-disabilities.html</p> <p>University Health and Counselling Service: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/student-health-counselling.html</p> <p>Changing an enrolment: https://www.auckland.ac.nz/en/study/applications-and-admissions/enrolment/changing-your-enrolment.html</p> <p>AUSA Advocacy: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/ausa-advocacy.html</p> <p>University Calendar: https://www.calendar.auckland.ac.nz/en.html?_ga=2.79270484.1997386606.1632723562-707010077.1561885744</p> <p>International Student Handbook</p>	<p>(a) A variety of ways to orientate new students are provided (in person, online, website, email, international student handbook). Specific faculty, international, hall of residence, postgraduate, doctoral, study abroad/exchange, NZ Scholarship orientations are run.</p> <p>(b) Information and advice provided to learners in a variety of formats - website, email, international student handbook, international student newsletter, communication with International Student Support Team</p> <p>(c) International Student Adviser details are available on the website, included in the International Student Handbook and provided in the regular International Student Newsletter.</p> <p>(d) Information provided during Orientation, the International Student Handbook, the international students' website. Advice and assistance from the Student Disability Service and the University Health and Counselling Service.</p> <p>(e) Information provided at Orientation and included in offer of admission letter, terms and conditions, and on the website.</p> <p>(f) Information provided at Orientation, assistance available from the International Student Support Team and the AUSA Advocacy Team.</p> <p>(g) Information provided at Orientation and included in offer of admission letter terms and conditions and on the website</p> <p>(h) (i) Information provided in offer of admission letter terms and conditions and in the University Calendar.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>(i) for an international tertiary learner under 18 years ensure where applicable, that any parent, legal guardian, or residential caregiver of the learner has access to the information, advice or programme that has been provided to the learner.</p>		<p>(ii) Assistance is provided by the International Student Support Team.</p> <p>(iii) Information provided at Orientation, International Student Handbook and on our website.</p> <p>(iv) Advice from International Student Support Team, Orientation, International Student Handbook.</p> <p>(i) Information publicly available on the University website. International Student Adviser connects with and is accessible to the parent, legal guardian, or residential caregiver of the under 18 learner.</p>		

Outcome 12: Safety and appropriate supervision of international tertiary learners

Signatories ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: International tertiary learners under 18 years Clause 50.</p> <p>In relation to international tertiary learners under 18 years, each signatory must have additional practices including –</p> <p>(a) not enrolling an international tertiary learner 10 years or older but under 18 years who does not live with a parent or legal guardian unless –</p> <ul style="list-style-type: none"> i. the learner is in a properly supervised group of learners whose educational instruction is not for more than 3 months; or ii. the learner is in the care of the manager of tertiary student accommodation covered in Part 5 of this code; and iii. the learner is in the care of a residential caregiver; and <p>(b) maintaining effective communications with the parents, legal guardian, or residential caregivers of international tertiary learners concerning their wellbeing and progress in study; and</p> <p>(c) ensuring that at least 1 staff member is designated to proactively monitor and address any concerns about international tertiary learners under 18 years; and</p> <p>(d) if the international tertiary learner is in the care of a residential caregiver, –</p> <ul style="list-style-type: none"> i. ensuring that a plan is in place for the transfer of care of the learner from the residential caregiver to the learner’s parent or legal guardian, or another person approved by the parent or legal guardian, for – <ul style="list-style-type: none"> (a) each transfer that occurs during the period of enrolment; and (b) the transfer that occurs at the end of enrolment; and ii. ensuring that the parent or legal guardian is notified of each transfer plan. 	<p>Information for under-18 international students: https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/international-student-support/under-18-international-students.html</p> <p>Student Agreement</p> <p>Designated Caregiver Agreement</p>	<p>Parent, student and designated caregiver complete consent and agreement forms in order for the under 18 student to be able to study at the University. These forms include the contact details of the relevant parties. All homes are visited and the student and their parent/caregiver are provided with relevant information to orientate the student to the university and to provide the contact details of an International Student Adviser.</p> <p>All designated caregivers and residents of the home, aged 18 years or over, are police vetted. The designated caregiver is interviewed and identity confirmed during the home visit. Referee details are provided and a request for a recommendation of their suitability is made.</p> <p>Contact is made with under 18 students’ parents prior to the beginning of their studies. Communication is maintained throughout the student’s programme until they turn 18.</p> <p>Transfer of care requirements are outlined in the relevant documents (student agreement, parent consent, designated caregiver agreement) to ensure that all parties are aware of the need for suitable transfer of care plans throughout the period of the student’s enrolment. Parents/legal guardians should be aware and in accordance with each transfer plan. Additional documentation is requested at the end of the second semester if the student has not turned 18 before the Summer break. This document requires notification of the student’s plan, to the International Student Support Team, which must be signed off by the student, parent and caregiver.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 2: International tertiary learners under 10 years Clause 51.</p> <p>Each signatory must ensure that its international tertiary learners under 10 years live with a parent or legal guardian.</p> <p>The requirements in clauses 49 and 50 apply, in addition to this clause, to international tertiary learners who are under 10 years.</p>	N/A - UoA has no international learners under 10 years of age.			
<p>Process 3: Decisions requiring written agreement of parent or legal guardian</p> <p>Each signatory must ensure that, where appropriate, it obtains the written agreement of the parent or legal guardian of an international tertiary learner under 18 years with respect to decisions affecting the learner.</p>	International Student Support - Under 18 forms (Parent Consent form, Transfer of Care form).	In order to maintain an under 18 international student's enrolment status the parent must complete and sign a parental consent form, authorising their child's right to study and including their contact details. The International Student Support Team initiates and keeps in contact with the parent while their child is under 18.		
<p>Process 4: Accommodation for international tertiary learners under 18 years Clause 53 (1).</p> <p>In relation to an international tertiary learner under 18 years who is in the care of a residential caregiver while living in accommodation that is not subject to Part 5 of this code, the signatory must –</p> <ul style="list-style-type: none"> (a) ensure that the learner's accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements; and (b) ensure that the safety check referred to in clause 54 is completed and is up to date; and (c) ensure that an appropriate check is completed and is up to date for each person who is 18 years or over and who resides at the residential caregiver's accommodation, for the purpose of ensuring the safety of the learner; and (d) have a written agreement with the residential caregiver that specifies the role and responsibilities of each party in relation to the care of the learner; and (e) maintain effective communication with the learner and the learner's parent or legal guardian when accommodation issues arise, and take responsibility for addressing those issues, including reporting them to relevant authorities and moving learners to appropriate accommodation; and (f) conduct sufficient learner interviews and home visits to monitor and review the quality of residential care, taking into consideration the age of the learner, the length of the stay, and other relevant factors; and (g) if the learner's residential caregiver is a designated caregiver ensure that the parent or legal guardian of the learner has provided written agreement that the designated caregiver will be subject to the signatory's approval and 	International Student Support - Under 18 forms and processes (Designated Caregiver Agreement, Home visit form, Reference form).	<p>All designated caregivers and residents of the home, aged 18 years or over, are police vetted. The designated caregiver is interviewed and identity confirmed during the home visit. Referee details are provided and a request for a recommendation of their suitability is made.</p> <p>Roles and responsibilities are outlined in the designated caregiver's agreement and discussed during the home visit.</p> <p>Contact is made with under 18 students' parents prior to the beginning of their studies. Communication is maintained throughout the student's programme until they turn 18.</p> <p>All students meet with an International Student Adviser to be orientated to the university and provided with their contact details. The Adviser is available for support throughout the student's period of study at UoA and will meet with them in person twice a semester until they turn 18.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>that the signatory is not responsible for the learner's day-to-day care when the learner is in the custody of the designated caregiver; and</p> <p>(h) if the learner's residential caregiver is a supervisor described in clause 54(3), ensure that the parent or legal guardian of the learner has provided written agreement that the signatory is not responsible for the learner's day-to-day care when the learner is in the custody of that supervisor; and</p> <p>(i) ensure that there is appropriate separation of international tertiary learners from others of different ages in the accommodation; and</p> <p>(j) ensure that the learner is appropriately supervised in the accommodation.</p>				
<p>Clause 53 (2).</p> <p>For the purposes of clause 53(1)(c), a person who is 18 years or over and who resides at the residential caregiver's accommodation includes a person of that age who –</p> <p>(a) temporarily resides at that accommodation; or</p> <p>(b) is or will be residing at that accommodation for 1 or more periods in any month (whether or not for valuable consideration), each period of which is 5 or more consecutive nights.</p>	<p>International Student Support - Under 18 processes (NZ Police vetting form and online vetting system).</p>	<p>All designated caregivers and residents of the home, aged 18 years or over, are police vetted.</p>		
<p>Clause 53 (3).</p> <p>To avoid doubt, if the residential caregiver is a supervisor described in clause 54(3) or a designated caregiver, the signatory must meet the requirements of this clause and ensure the safety, health, and wellbeing of the international tertiary learner.</p>				
<p>Process 5: Safety checks and appropriate checks for learners under 18 years</p> <p>Clause 54 (1).</p> <p>The safety check for the residential caregiver referred to in clause 53(1)(b) must include –</p> <p>(a) a confirmation of identity; and</p> <p>(b) a reference check that includes contacting at least 1 of the following persons or bodies for the purpose of obtaining information that the signatory considers relevant to a risk assessment –</p> <ol style="list-style-type: none"> i. the residential caregiver's current or previous employer, professional body, or registration authority; and ii. the licensing authority that is relevant to the residential caregiver's business or professional activities; and iii. a person who is not related to the residential caregiver; and 	<p>Designated Caregiver Agreement</p>	<p>All designated caregivers and residents of the home, aged 18 years or over, are police vetted. The designated caregiver is interviewed and identity confirmed during the home visit. Referee details are provided and a request for a recommendation of their suitability is made.</p> <p>Roles and responsibilities are outlined in the designated caregiver's agreement and discussed during the home visit.</p>		

Phase in the self-review process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>(c) a police vet, to obtain information that is relevant to a risk assessment; and</p> <p>(d) an interview with the residential caregiver, to obtain information that the signatory considers relevant to a risk assessment; and</p> <p>(e) a risk assessment that takes into account all of the information that was obtained under paragraphs (a) to (d), to determine whether the residential caregiver poses a risk to the safety of the international tertiary learner; and</p> <p>The safety check for the residential caregiver referred to in clause 53(1)(b) is up to date if it is completed within 3 years after the date of the latest safety check.</p> <p>Subclause 53(1)(b) to (e) does not apply to a residential caregiver who –</p> <p>(a) is a supervisor referred to in paragraph (e) of the definition of residential caregiver in clause 5(1); and</p> <p>(b) is not a resident of New Zealand; and</p> <p>(c) is travelling with, and accompanying, the international tertiary learner for the purpose of supervising them during the learner’s educational instruction.</p> <p>An appropriate check referred to in clause 53(1)(c) is up to date if it is completed within 3 years after the date of the latest check.</p>				
<p>Process 6: Accommodation for international tertiary learners 18 or over Clause 55.</p> <p>In relation to an international tertiary learner 18 years or over who lives in accommodation provided or arranged by a signatory and not subject to Part 5, the signatory must –</p> <p>(a) ensure that the learner’s accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements; and</p> <p>(b) maintain effective communication with the learner when accommodation issues arise, and must take responsibility for addressing those issues, including reporting them to relevant authorities.</p> <p>In this clause, accommodation issues include issues of health and wellbeing arising from a learner’s accommodation or connected with it.</p>	<p>International Student Support - Under 18 processes (home visits, student meetings).</p>	<p>The University has robust Health and Safety inspections to ensure accommodation building compliance and resident safety.</p> <p>The International Student Support Team completes home visits to meet parents and designated caregivers. Meetings are held with all under 18 students at the beginning and towards the end of each semester, or whenever required, to monitor wellbeing and accommodation needs.</p>		

Issues impacting on code compliance that sit outside of the immediate control of the university

Please provide summary details of exogenous constraints that adversely impact/limit the university's ability to meet the Code requirements e.g. government policies, funding constraints. Please be specific.

The lack of support for students with acute mental health issues is an ongoing concern and hampers the University's ability to support learner wellbeing and safety. This has been raised with the Ministry of Health via Universities New Zealand.