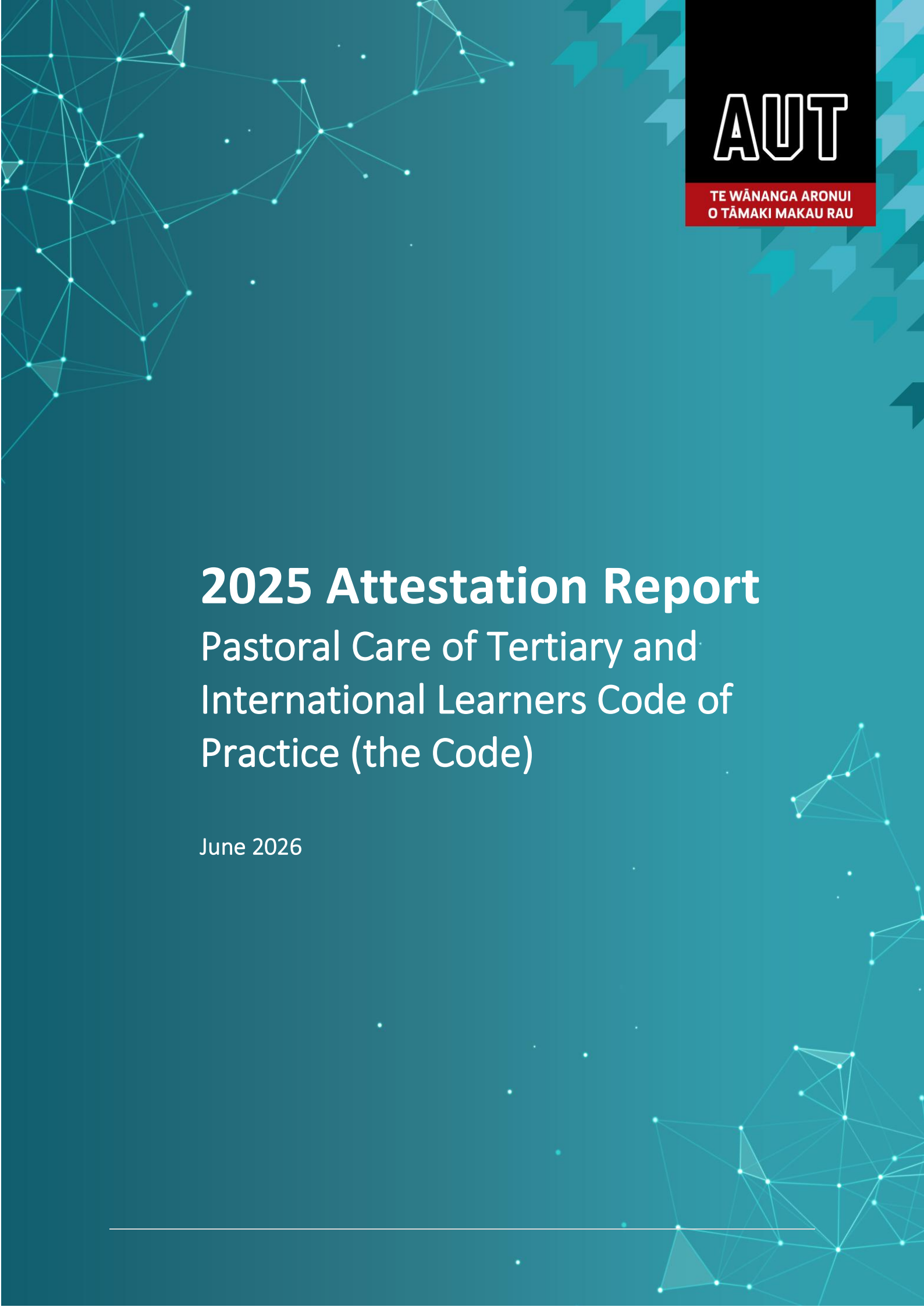




AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU

2025 Attestation Report

Pastoral Care of Tertiary and International Learners Code of Practice (the Code)

June 2026

Contents

Declaration.....	3
Preamble about institution	3
Introduction	3
Student profile	3
Student support services	4
Partnership with AUT Student Association (AUTSA)	4
Equity and inclusion	4
Part One: Accessing compliance against the Code	5
Part Two: Progress on the gap analysis undertaken in 2021.....	6
Part Three: Complaints and Critical Incident Summary.....	6
Part Four: Highlights and Good Practice Examples	8
Part Five: Attestation	13
Appendix 1: List of Acronyms.....	16

Declaration

This report has been prepared in accordance with Universities New Zealand (UNZ) guidelines and provides an evidence-based assessment of Auckland University of Technology's (AUT) compliance with the Pastoral Care Code of Practice (the Code).

All gaps identified in the 2021 gap analysis were addressed by 2023. Since that time, AUT has focused on embedding, monitoring, and continuously improving pastoral care systems and outcomes.

This report has been developed collaboratively with relevant University stakeholders and AUT Student Association (AUTSA) representatives, and is informed by student voice, operational data, internal review, and external verification processes.

AUT is confident it meets the intent and requirements of the Code, with some areas continuing to mature through an established programme of continuous improvement.

Preamble about institution

Auckland University of Technology (AUT) is one of Aotearoa New Zealand's largest universities, with a history of over 130 years of teaching and learning.

AUT's strategic direction (Te Kete) and Academic and Capital Plan (ACP) embed student wellbeing and pastoral care as core institutional responsibilities. These frameworks prioritise inclusive, culturally responsive, and accessible learning environments, ensuring that student support systems scale alongside growth.

Pastoral care at AUT is integrated across governance, leadership, academic delivery, and support services, reflecting a whole-of-learner approach aligned to equity, Te Tiriti o Waitangi, and diverse learner needs.

Introduction

Following completion of the 2021 gap analysis, AUT has transitioned to a continuous improvement model for pastoral care. This is informed by Academic Audit Cycle 6 outcomes, student voice mechanisms, internal self-review processes, and UNZ/CUSPaC verification activities.

AUT maintains systems, policies, and practices that protect learner safety and wellbeing, provide clear pathways for concerns and complaints, and enable equitable, inclusive, and culturally safe support.

Key developments include expanded disability and neurodiversity support, improved system integration (CRM), targeted equity initiatives, and enhanced access to health and wellbeing services.

Student profile

In 2025, AUT had (EFTS) 20,668 Equivalent Full Time Students (27,600 headcount), up from 19,464 EFTS in 2024. The student population is diverse across age, ethnicity, study level, and mode of study, with a significant proportion of students under 25 and studying full-time.

This diversity informs the design and delivery of tailored pastoral care services across all learner groups.

Student support services

Student services are funded through the Student Services Fee (SSF) and delivered in partnership with the AUT Student Association (AUTSA).

Student services include:

- Counselling and pastoral care
- Career information, advice and guidance
- Disability support services
- Employment information
- Financial support and advice
- Health services
- Holistic support for Māori students
- Holistic support for Pasifika students
- International student support
- Media
- Multifaith and spiritual support
- Peer support
- Postgraduate research student support
- Rainbow student support: LGDTTQIA+ services and resources
- Refugee and resettled communities student support
- Scholarship student support
- Sport, recreation and cultural services.
- Student Accommodation
- Student health and wellbeing
- Support for offshore students

AUTSA services include:

- Advocacy and legal advice
- Clubs and societies
- Community-building activities
- Media
- Representation on key University committees

Partnership with AUT Student Association (AUTSA)

The Student Advisory Committee (SAC) provides joint oversight of student services, funding allocation, and escalation of student concerns.

This partnership supports a clear feedback-to-action loop, enabling student voice to directly influence service design, policy development, and appropriate re-prioritisation of initiatives to improved services.

Equity and inclusion

AUT is committed to equitable outcomes for all learners, with targeted support for Māori, Pacific, disabled, Rainbow, and financially vulnerable students.

Key initiatives include Disability Action Plan implementation, culturally grounded Māori and Pacific support services, Targeted hardship funding and outreach, and Identity-affirming support for Rainbow learners.

Improved outcomes for priority groups indicate progress, ¹while ongoing initiatives continue to address remaining equity gaps. For example, work on implementing the Disability Action Plan to remove barriers to success for all students continued to see improved course completion rate through a supported academic accommodation plan.

Part One: Accessing compliance against the Code

Overall Assessment

AUT meets the intent and requirements of the Code. Systems supporting learner wellbeing and safety are comprehensive, integrated, and actively monitored.

Strengths

- Institution-wide pastoral care framework
- Integrated service delivery and case management
- Strong range of accessible support services
- Proactive identification and support of at-risk learners.

Areas Continuing to Mature

- Consistency in closing the student feedback loop
- Ongoing optimisation of system integration and responsiveness.

Actions Underway

- Development of a student voice framework
- Enhancements to CRM and data integration
- Continued service capability and staff development.

Evidence Base

Assessment is informed by Academic Audit Cycle 6, UNZ/ CUSPaC verification processes, internal self-review (including accommodation), operational data and reporting (CRM/ Power BI); and student surveys (UES and ISB). These sources provide triangulated assurance of performance and continuous improvement.

Internal Self-Review: Student Accommodation

A targeted review of pastoral care in student accommodation identified that systems are well established and effective, with clear documentation and practices supporting student wellbeing.

Areas for improvement include capability development, clearer escalation of thresholds, and strengthened partnerships with providers. These are being addressed through the continuous improvement programme.

Measuring Effectiveness

AUT assesses effectiveness through a combination of student experience surveys (University Experience Survey, International Student Barometer), service performance indicators (e.g. wait times, triage outcomes), equity access measures, feedback and complaints analysis, and operational data and case management insights.

This multi-source approach enables monitoring of both service performance and learner outcomes, supporting evidence-based decision-making.

¹ https://www.aut.ac.nz/_data/assets/pdf_file/0007/1115548/AUT-Annual-Report-2025-web.pdf

Part Two: Progress on the gap analysis undertaken in 2021

All gaps identified in 2021 were addressed by 2023. The University's focus has shifted to embedding these improvements and strengthening system consistency and effectiveness.

Part Three: Complaints and Critical Incident Summary

Critical Incidents - January to December 2025

A total of 39 critical incidents were recorded in 2025, with the majority relating to mental health and wellbeing. This profile is consistent with previous years. Improved reporting reflects enhanced identification and escalation processes rather than increased underlying risk.

Table 1 - Summary of AUT student critical incidents 2025

<i>Critical incidents</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>TTL</i>
Death of a student taurira on campus	0	0	0	0	0	0	0	0	0	0	0	0	0
Off-campus deaths of students who had been assessed by the University as being a 'learner at risk'	0	0	0	0	0	0	0	0	1	0	0	0	1
Serious risk or threat to self or others, on and off campus, including domestic violence, terrorism, wellbeing, mental health episode (that is notified to AUT)	0	1	4	4	3	3	4	3	4	3	7	0	36
Physical or sexual assault – on campus	0	0	0	0	0	0	1	0	1	0	0	0	2
TOTAL	0	1	4	4	3	3	5	3	6	3	7	0	39

<i>Learner's profile: critical incidents</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>TTL</i>
Domestic learners	0	1	4	3	3	3	5	3	6	2	7	0	37
International learners	0	0	0	1	0	0	0	0	0	1	0	0	2
On campus	0	0	1	2	0	0	2	0	0	0	0	0	5
Off campus	0	1	3	2	3	3	3	3	6	3	7	0	34

Learner at risk: (NZQA definitions) means that a tertiary provider has reasonable grounds to believe that there is a serious issues relating to the learner's health, safety or wellbeing, including for example the learner is unable to (1) adequately protect themselves against serious harm; or (2) adequately safeguard for personal welfare.

Complaints January to December 2025

Three formal complaints relating to Outcome Four were recorded in 2025.

Table 2 - Summary of complaints received in 2025

Code area	Investigated	Resolved / partly resolved / withdrawn	Upheld	Not upheld	Ongoing	Total
Outcome Four – Learners are safe and well	3	0	0	0	3	3

Table 3 - Characteristics of complaints

Undergraduate	3
Postgraduate	0
Graduate	0
Female	3
Male	0
Gender diverse	0
Disability	3
No known disability	0

Part Four: Highlights and Good Practice Examples

AUT continues to embed a whole-of-learner, evidence-informed approach to pastoral care.

Key areas of strength include:

- Integrated support systems: CRM-enabled case management and coordinated care
- Equity-focused initiatives: targeted financial support and culturally responsive services
- Accessibility improvements: disability support and diagnostic services
- Student voice integration: feedback informing service and policy improvements
- Staff capability development: training in trauma-informed and inclusive practice.

These initiatives, outlined in Table 3, demonstrate sustained, organisation-wide improvements aligned with Code outcomes.

Table 3 Pastoral Care initiatives

Area	Enhancement / Best Practice	Description	Impact / Why it matters	Status / Maturity
Continuous Improvement	Data dashboards (Power BI)	Reporting on service demand and outcomes	Enables evidence-based decision making and continuous improvement	Implemented and monitored
Cultural Responsiveness	Te Tiriti and Māori wellbeing integration	Use of kaupapa Māori approaches	Improves cultural safety and appropriateness of care for Māori learners	Developing / Embedded
Disability Support	Accessibility Technology Audit; lecture recording policy	External audit of AUT Web, Library, MyAUT; policy enabling equitable access to recorded lectures (UG)	Removes digital and temporal barriers; improves access for disabled and working learners	Implemented and monitored
Disability Support	Learning Assessment Service (SLD)	Diagnostic access and tailored recommendations where no prior diagnosis	Earlier, equitable accommodations; improved academic outcomes	Pilot
Disability Support	Early identification via enrolment data capture	Students can disclose disability at enrolment	Enables proactive support, reducing risk of disengagement and late intervention	Embedded

Area	Enhancement / Best Practice	Description	Impact / Why it matters	Status / Maturity
Disability Support	Integrated systems (Arion/CRM automation)	Automated referral workflows to support services	Reduces delays and manual errors, ensuring timely and consistent support access	Embedded
Disability Support	Staff access to disability data	Staff can view and use data to inform support	Improves quality and tailoring of pastoral care, leading to better learner outcomes	Implemented and monitored
Disability Support	Staff capability building (neurodiversity, hidden disabilities)	Training for academic and professional staff	Builds consistent, inclusive practice, reducing reliance on individual staff capability	Ongoing
Disability Support	Learning Assessment Service (SLD assessments)	Provides diagnostic pathways for students without formal diagnosis	Removes barriers to support, improving equity of access and academic success	Pilot
Emerging Practice	Exploration of AI in clinical settings	Investigating efficiency tools	Potential to improve service efficiency and quality, freeing up clinician time	Scoping
Equity and Access	Clinical Placement Grant; Pacific hardship outreach	Targeted grants and campaigns lifting access to financial support	Reduces placement-related barriers; narrows equity gaps in access; supporting participation, retention, and wellbeing	Implemented and monitored
Feedback and Complaints	Formal feedback process	Structured complaint and resolution system	Provides transparency, accountability, and system learning	Embedded
Inclusion	Pronoun integration in systems; gender-affirming pathways	Identity-affirming systems and tailored supports (voice therapy, housing)	Improves belonging and supports psychological safety and inclusion for Rainbow learners	Implemented and monitored
Inclusion	Rainbow and cultural mentorship programmes	Identity-based support programmes	Strengthens sense of belonging and engagement,	Embedded

Area	Enhancement / Best Practice	Description	Impact / Why it matters	Status / Maturity
			especially for underrepresented groups	
Inclusion	Spirituality and multi-faith support	Steering Committee established chaplaincy practice guidelines and reporting practices for student engagements, design of student engagement plan in collaboration with AUTSA, embed chaplaincy within UniCare model of support.	Strengthens sense of belonging	Embedded
International and Employability	International Connect; Hire Ready simulation	Latecomer orientation, connection events; end-to-end recruitment simulation to interviews/mentoring	Strengthens belonging and NZ work-readiness for international learners	Embedded
International	International Connect	Late arrival support; Visa and wellbeing navigation; and transition to study.	Strengthens belonging in the University and NZ communities	Embedded
Neurodivergent Support	Peer Academic Assistant model	Peer support for neurodivergent learners.	Improves belonging, retention, and practical study capability through relatable support	Pilot
Neurodivergent Support	Create a sensory space	A space for neurodiverse learner community.	Improves belonging and retention	Embedded
Staff capability	Pastoral care capability development	Training in trauma-informed, culturally responsive and inclusive practice	Ensures consistent, safe pastoral responses across the institution	Implemented and monitored
Student Safety and Wellbeing	Recognition for creating a safe and healthy campus	The Student Medical Centre achieved Foundation Standard for City and North Campus clinics. The accreditation is for three years.	Improves student's health and safety	Implemented and monitored
Student Safety and Wellbeing	Support to Study Code: Health, wellbeing and fitness to study	A framework where the health or wellbeing of a student deteriorates or their behaviours causes concern to the point where it raised questions about their suitability to continue their studies, their capacity to participate fully and interact with	Improves retention	Embedded

Area	Enhancement / Best Practice	Description	Impact / Why it matters	Status / Maturity
		other members of the University or their ability to use University premisses appropriately.		
Student Support Integration	Dynamics CRM across services	360° student view; queue management and analytics	Enables holistic, coordinated care, reducing duplication and missed risks resulting in coordinated care; faster response; better risk visibility	Embedded
Student Support Integration	Case management model (Student Hub)	Assigned case ownership for complex needs	Ensures continuity of care and accountability, improving outcomes for high-need students	Embedded
Student Support Integration	Cross-team case moderation	Shared decision-making across teams	Improves consistency, fairness, and cultural appropriateness of support decisions	Embedded
Student Voice and Belonging	Orientation and connection events	Structured onboarding and engagement events	Builds early connection and belonging, a key driver of retention	Embedded
Student Voice	Revise student concerns and complaints policy and procedures	Improve the student concerns and complaint process	Clarity on how complaints and concerns are dealt with fairly.	Embedded
Student Voice	'You said, we did' feedback loop	Aggregated survey and complaints insights inform service design and communications	Demonstrates learner-centred continuous improvement	In progress
Student Voice	Develop Student Communications Policy and Procedures	Improve the communications to all students	Strengthens communications students received	In progress
Student Accommodation	Support residents who need a meal.	Introduction of 'care cupboard' and 'fuel up' club- a weekly modest breakfast.	Strengthens residential engagement and building community.	Embedded

Area	Enhancement / Best Practice	Description	Impact / Why it matters	Status / Maturity
Wellbeing Services	Prioritised triage (duty) model	Urgent cases prioritised	Ensures timely intervention for high-risk students, reducing harm	Embedded
Wellbeing Services	Multi-channel health and counselling access	Access points (GP, nurse, counselling) face to face and online	Improves accessibility and responsiveness, meeting diverse student needs	Embedded
Wellbeing Services	Improve access for Pacific student	Work with Vā Pasifika in developing provision for Pacific students embedding cultural appropriate staffing resources and connecting with Pacific students at all 3 campuses.	Cultural appropriate staff are supporting the Pacific students	Embedded
Wellbeing services	Enhancement of student health and counselling facilities	New purpose-built health and counselling facility with combined front of house services. Design included trauma informed and Te ao Māori concepts as part of the new space at Mōwai	Improved co-location and centrally placed services increasing accessibility for students. Culturally appropriate and health informed design concept enhance inclusion	In progress

Part Five: Attestation

AUT confirms that it meets the intent and requirements of the Pastoral Care Code of Practice. This attestation is supported by governance oversight, internal assurance processes, and ongoing monitoring of student outcomes and service effectiveness.

Formal endorsement is provided by AUT Executive, AUTSA and the Vice-Chancellor prior to submission to Universities New Zealand and publication.

Code Self-Review Attestation 2025

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

To be completed by the Vice-Chancellor, or nominee

As a Code signatory, you need to:

- Carry out and document self-review of performance against the requirements of the Code.
- Attest to having undertaken self-review by submitting this attestation to UNZ by 1 July 2026
- Save a copy of your completed attestation as a PDF for your records
- Send a copy of your completed attestation PDF to contact@universitiesnz.ac.nz

Attestation	I confirm the following actions have taken place in our organisation. Attestation for the year <u>2025 to be submitted by 1 July 2026</u>. A self-review of our organisation's performance against the outcomes and processes set out in the Codes to check that our performance meets requirements. The resulting self-review report is saved in a form that can be analysed by Universities New Zealand. Any policy and/or operational changes identified from the review have been implemented or are in progress by <u>31 July 2027</u>.
Signature	Organisation: AUCKLAND UNIVERSITY OF TECHNOLOGY Name: Professor Damon Salesa Title: Vice Chancellor Phone: (09) 9219965 Email: damon.salesa@aut.ac.nz Signature:  Date: 16 June 2026 By signing this document, you are attesting that the information provided above is correct and that you are authorised to provide this attestation to UNZ for the organisation stated above.

Any questions or queries please email jane.edwards@universitiesnz.ac.nz



Auckland University of Technology Student Association (AUTSA)

Auckland University of Technology Student Association had the opportunity to comment and provide input in the preparation of the AUT Annual Attestation 2025 for the Pastoral Care of Tertiary and International Learners Code of Practice.

Signed: *James Portegys*
James Portegys, AUTSA President

Date: 1/05/2026

Appendix 1: List of Acronyms

Acronyms	
ARION	AUT Student Management System
ACP	Academic and Capital Plan
ASV	Akoranga Student Village – AUT managed student accommodation
AUT	Auckland University of Technology – Te Wānanga Aronui o Tamaki Makau Rau
AUTSA	AUT Student Association
CRM	Microsoft Dynamics 365 – AUT Student Relationship Management System
CUSPaC	Committee on University Student Pastoral Care
DAP	Disability Action Plan
ISB	International Student Barometer
Te Kete	AUT Strategy
MDSA	Mayoral Drive Student Accommodation
NZQA	New Zealand Qualifications Authority
SAC	Student Advisory Committee
SSA	AUT Student Services and Administration division – Te Ara Whāriki
UES	AUT University Experience Survey
UNZ	Universities New Zealand