



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

**University of Waikato  
2024 Pastoral Care Code  
Self-Review Report**

## Executive Summary

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 [Code] targets three primary areas of tertiary student wellbeing:

- Outcomes 1-4 – learner wellbeing and safety.
- Outcomes 5-7 – student accommodation.
- Outcomes 8-12 – international students.

This 2024 Self-Review Report assesses the University against Code outcomes 1-4.

Consistent with previous Code evaluations (2021 Gap Analysis report, 2022 Attestation report and 2023 Attestation report), the current Self-Review found that the University continues to demonstrate broad adherence to outcomes 1-4.

The Self-Review also identified that there are multiple areas of teaching and student support provision across the campus that are consistently being evaluated, developed and refined in support of student learning, wellbeing and safety.

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## List of Key Terms and Acronyms

**AA:** Academic Audit 2023

**AQA:** Academic Quality Agency

**(CeTTL):** Centre for Tertiary Teaching and Learning Te Puna Ako

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

**DAP:** Disability Action Plan

**ISSO:** International Student Support Office

**EFTS:** Equivalent Full-Time Students

**WSU:** Waikato Student Union

# 1. Introduction

## University of Waikato Pastoral Care and Support Services

Student pastoral care is integrated across academic and specialist support services. These services are dedicated to supporting students to be successful in their academic and personal lives. An overview of the support services is detailed in Appendix 1 and includes the following areas:

- Academic Support Services
- Student Health Services
- Student Support Services
- Wellbeing Services
- Accessibility Services
- International Student Support Services
- Waikato Student Union Services
- Clubs Support

In addition, the University also provides targeted support services for cohorts of students including Māori and Pacifica students:

- Māori ki Waikato
- Pacific at Waikato

A range of University and Waikato Student Union mechanisms are utilised to engage with student voice (also see overview of student engagement surveys detailed in Appendix 2):

- Core Student Voice Mechanisms

## Report Focus

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 [Code] targets three primary areas of tertiary student wellbeing:

- Outcomes 1-4 – learner wellbeing and safety.
- Outcomes 5-7 – student accommodation.
- Outcomes 8-12 – international students.

This Self-Review Report assesses the University against Code outcomes 1-4.

## 2. History Code Compliance

Following the establishment of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021: the University of Waikato has been required to undertake multiple assessments to demonstrate compliance with the Code including: self-reviews, attestations, site visit evaluations, and document review submissions. These assessments have included:

- 2021 Code Gap Analysis Report - evaluating compliance against all Code outcomes;
- 2022 Attestation Report - evaluating compliance against all Code outcomes;
- 2023 Self-review Report - evaluating compliance against outcomes 5-7 (student accommodation);
- 2023 Site Visit Evaluation from Universities NZ and NZQA representatives – evaluating compliance against outcomes 5-7 (student accommodation);
- 2023 Attestation Report - evaluating compliance against all Code outcomes; and
- 2024 Document Audit - evaluating compliance against outcomes 8-12 (international students).

In addition, the University also participates in the tertiary Academic Audit process that includes evaluation of pastoral care provision. The most recent sixth cycle process included:

- 2023 (May) Self Review Portfolio submission;
- 2023 (September) Site Visit Panel evaluation;
- 2023 (December) Evaluation Report published;
- 2024 (December) Yearly Attestation Report - to be submitted in December.

### Previous Findings

All previous Code evaluations have consistently revealed that the University of Waikato demonstrates broad adherence to the Code requirements and continues to regularly review and evolve teaching and service provision in support of students.

The evaluations have also noted that universities are dynamic spaces, with staff and students constantly reviewing and discussing new proposals in support of learner success and wellbeing. These new initiatives can be localised developments relevant to a particular cohort or faculty/service as demonstrated by Māori and Pacific student support initiatives lead by the Deputy Vice-Chancellor Māori and Assistant Vice-Chancellor Pacific, respectively; or a campus-wide initiative as demonstrated by the University's Ōritetanga Learner Success Project.

The evaluations also recognised that there are limits to the services that universities can afford to resource in support of student wellbeing. Universities are, first and foremost, teaching and research institutions, and the financing of pastoral care support must necessarily be proportionate with other areas of the university. Consequently, there will always be some areas of pastoral care provision that require a staged approach and/or remain aspirational.

### **3. Review Findings – Ongoing areas of work**

A review of the University's performance against Outcomes 1-4 of the Code was undertaken during the second half of 2024. The review included areas of ongoing work identified in the 2023 Attestation Report and in the 2023 Academic Audit. In addition, several documents were reviewed for this report including:

- UoW Student Barometer Surveys
- UoW Cycle 6 Academic Audit Self-Review Report – May 2023
- UoW 2023 Annual Report
- Whaioranga Taiao Whaioranga Tangata - Sustainability Report 2023

#### **2023 Attestation**

Areas of work identified in the 2023 Attestation report that continued in 2024, and will also continue into 2025 include:

- Disability Action Plan
  - A DAP Steering Group and a Stakeholder Group have been established to respectively oversee and implement the DAP recommendations. This process is ongoing and an overview of the 2024 programme achievements is detailed in Appendix 3.
- Ōritetanga Learner Success Project
  - The project continues to expand and refine its study advising practices, technical solutions for capturing information about students, and reporting to enable monitoring and learning mechanisms. Work in this area remains ongoing. An overview of the 2024 achievements is summarised in Appendix 4.
- Student Voice and Engagement Framework
  - Throughout 2024 the University and the Waikato Student Union have continued to work collaboratively in the areas of student voice, student engagement and student experience. Restricted work has progressed reviewing a student engagement



framework and this will be a priority area of work in 2025. An overview is detailed in Appendix 5.

- Safe Study Protocol
  - The aim of the Safe Study Protocol is to develop a protocol, to appropriately and fairly, manage students who are dealing with personal struggles that are negatively impacting upon their ability to engage successfully with their studies, and/or appropriately and safely engage with the wider university community. Due to a shortage of capacity to undertake this initiative, no significant work has commenced in this area in 2024, and it is anticipated that this will be a priority area of work in 2025. Further information detailing the proposed Safe Study Protocol is summarised in Appendix 6.

## **2024 Self-Review Additional Identified Areas**

Several new Code-related initiatives were developed in 2024, with a number that will continue into 2025, including:

- Staff Training Modules
  - The University's Organisational Development team have been working on the development and delivery of several online training modules for staff. Modules that have now been completed and are online include (also see [Staff Modules](#)):
    - Safety and Wellness module
    - Pastoral Care Code module
  - Modules that are being developed and are expected to be online in 2025 include:
    - Disability Awareness module. The module aims to equip staff with the knowledge and skills necessary to support students with disabilities and accessibility needs
    - Emergency Management module
    - Privacy Matters module
- Student Health Promotion Modules & Initiatives
  - The Student Health service is currently working on several online information / education modules and other initiatives in support of students, and these include:
    - An Alcohol and Drug module for students. The module is based on a harm reduction and skills-based model
    - Expansion of the student Diversity Awareness week initiatives

- A Drug Checking Service for students, based on campus in partnership with the Waikato Student Union
  - Student Wellness Sessions are being developed for the 2025 student orientation programme
  - A Student Health 'student voice' project is being developed to enable the Student Health team to gather more detailed feedback from student users of the service
- Support for Students with Financial Challenges
  - The Waikato Student Union in recognition of the increasing number of students facing financial challenges, have expanded their Kai Cupboard, Food parcel and Hardship Grant resources to support students in need. In addition:
    - A new Financial Advisor role will be established in 2025 that will support students with financial literacy and facilitate finance and life-skill workshops.
- International Student Support
  - The International Student Services Office continued to expand their services in support of international students in 2024 including:
    - Expansion of the International Buddy Programme which pairs an established student, with a group of incoming international students to support their transition and establish new peer-to-peer relationships.
    - Refinement of the Study Abroad & Exchange student experience through the addition of webinar orientation sessions prior to arrival and an end of stay wrap-up session that support students to adjust to re-entry back home.
- Accessibility Support
  - The Accessibility Support Service has expanded their service in 2024 to include several new initiatives including:
    - The purchase of an assistive technology tool called Read & Write. The programme is designed to support individuals with learning and processing disorders. It offers a range of features such as text-to-speech, speech-to-text, word prediction, text and picture dictionaries, and screen masking capabilities which help users understand and engage with content more effectively.
    - Collaborating with Te Puna Ako to develop 'body-doubling' study group sessions. Body doubling is a researched productivity technique where a neurodiverse person works alongside another individual, either physically or virtually, to help maintain focus and motivation in support of their studies.

- Wellbeing Support
  - The Student Health and Sport & Wellbeing teams have combined to coordinate a ‘WellFit’ programme that supports students with mental health challenges (particularly depression). Instead of being prescribed medication, appropriately assessed students are prescribed an activity-based programme with a specialised fitness and health trainer. Research has demonstrated that a personalised exercise programme with appropriate support can be more effective than other forms of treatment.
    - The WellFit programme was reviewed and expanded in 2024.

## 2023 Academic Audit

The 2023 Academic Audit (Cycle 6) report detailed several student-related recommendations relevant to the Code including that:

- Training and support for student members of committees and boards be consistently provided across the University (R1);
- Māori models of wellbeing are explored that may better support Māori students' engagement with services and support (R2); and
- Steps are undertaken to increase response rates for student evaluations of papers and teaching (R10).

The 2023 Academic Audit (Cycle 6) report also detailed a multitude of student-related *affirmations* including the:

- University's commitment to creating a sense of belonging for Pacific students and a data-informed and holistic support model to improve success for Pacific students (A3);
- University's initiative to develop facilitated processes for complaints resolution within a Pacific cultural context (A5);
- Implementation of the University's Disability Action Plan across teaching, learning, assessment and support activities (A6); and
- University's initiatives to support equity for under-served groups, particularly Māori and Pacific students, in postgraduate research studies (A15).

An overview of the University's progress in response to the above listed recommendations and affirmations is detailed in the soon-to-be published 2024 Academic Audit Attestation report [a link will be inserted here once the 2024 report is published].

## Summary

As previous Code evaluations have identified, the University continues to demonstrate broad adherence to outcomes 1-4 of the Code.

As detailed above, there are multiple areas of teaching and student support provision across the campus that continue to be evaluated, developed and refined in support of student learning, wellbeing and safety.

With a new strategic plan in development, it will be important to evaluate how the University can move beyond adherence to develop a culture of continuous improvement in supporting student learning, wellbeing and safety. Mechanisms that improve the visibility of data and regular reporting on the insights that institutional data provides will be a focus for 2025.

## Appendix 1

### Student Support Services

#### *Academic Support Services*

In addition to department/faculty subject support resources, the University provides a range of specialised academic support services to assist students in their educational journey. In Hamilton, the Student Centre and in Tauranga the Hub, are home to the Library team and Student Services team respectively, who assist with academic planning, program support and library/research skills development.

The Te Puna Ako Centre for Tertiary Teaching and Learning (CeTTL) provides specialist university-wide academic expertise and learning resources for students, which also includes a suite of online learning and study modules.

The Study Advising Ōritetanga Learner Success Project - also known as “Tertiary Success for Everyone” - is an academic support programme designed to improve student outcomes through data-driven interventions. Co-funded by the University and the Tertiary Education Commission, the initiative uses data modeling to analyze dynamic data, identifying at-risk learners and addressing achievement gaps, particularly for Māori and Pacific students.

#### *Student Health Services*

In Hamilton, the Health Centre provides students with access to health professionals including doctors, nurses, counsellors, mental health nurses and psychologists, who offer a range of mental health and wellbeing services. In Tauranga, a dedicated Student Health nurse provides direct support to students and referral to local health providers and counselling services.

The health and counselling services team also works closely with other University departments and community organisations to ensure that students receive holistic care. The team provides referrals to external services - such as community mental health providers - to ensure that students receive the most appropriate and effective care for their mental health.

#### *Wellbeing Support*

A range of targeted wellness programs and resources to support students' mental health and wellbeing are provided including workshops, seminars, and webinars on topics such as mindfulness, stress management, and self-care. The Student Health team also provides an online mental health and wellbeing portal, where students can access information, resources, and self-help tools to

manage their mental health. The Wellbeing Hub located on the Hamilton campus is designed strategically as a relaxed space for students to drop in, to take time out and/or to engage with support.

### ***Accessibility Services***

The University's Accessibility Services team works collaboratively with students with impairments to reach their goals and achieve their full academic potential. The service supports long-term, short-term and temporary impairment including, but not limited to: sensory impairment – vision, hearing; physical impairment – head injury, mobility, speech; specific learning disabilities – Dyslexia, dyscalculia, Asperger's and Autism Spectrum Disorder; mental health – anxiety, depression, Schizophrenia, Bipolar, Autism Spectrum Disorder; and temporary impairment – injuries, Occupational Overuse Syndrome.

### ***Māori Student Support***

The University provides a suite of initiatives for Māori Students. Te Pūoho Hubs are dedicated to improving Māori student achievement and are a first point of contact for our Māori students. Each hub has a team of Whītiki Tauira, students who understand the struggles and rewards of university life and can provide guidance and support. Along with academic, pastoral, and procedural help, the units provide sporting, cultural and social opportunities throughout the year.

Te Puna Tautoko is a network of Māori staff and students across the University who advocate and support Māori Kaupapa. In addition to Māori Mentoring services based in the Faculty/Divisions; Te Puna Tautoko members also work in the central services providing support which includes essay writing, referencing, using the library, student health and student advocacy. Te Kāhui Pīrere ensures first-year Māori students have the best start possible by supporting Māori students' transition through workshops, social events and regular check-ins during trimesters.

### ***Pacific Student Support***

The university provides a range of specific support services for Pacific students including study groups, academic sessions, and assistance with divisional program planning. The goal is to ensure that Pacific students have the necessary resources to succeed in their studies. The Conch space in the Hamilton Student Centre is a dedicated Pacific student facility that allows Pacific students to study or relax between classes and fosters a sense of community and support.

### ***International Student Support***

The International Student Services Office provides a wide range of support services to international students, including pre-arrival information, airport pickup service, orientation, academic advising, immigration and visa support, as well as general guidance on life and culture in New Zealand. The University also provides access to English language support for international students with language needs, which includes workshops, classes, and language exchange programs.

### ***Waikato Student Union Support***

The Waikato Student Union is an independent but integrated component of the University's support services. The WSU provides student support and advocacy, student voice engagement, hardship support, academic integrity support, class rep training and tenancy dispute advocacy and education. In addition, the WSU engagement team facilitates a programme of student events throughout the year and supports the student clubs, and Rōpū Māori events and activities. The WSU Hamilton building also includes student social and cooking spaces, alongside study/meeting spaces and a Muslim prayer room.

## Appendix 2

### Student-Related Data

The Director Student Services and Pastoral Care undertook a review of the student-related data collected by the University and the Waikato Student Union. The review identified that between the two organisations a comprehensive range of feedback is gathered from students.

### University of Waikato

The University undertakes three comprehensive student surveys including a biennial Student Barometer Survey, an annual Graduate Destination Survey and an annual New Student Survey. Regular surveying of students' experiences of their academic papers is undertaken by Te Puna Ako. In addition, various other localised surveys of the student experience are undertaken. A summary of the various surveys is detailed below.

**Student Barometer Survey:** The Student Barometer Survey has been conducted every two years since 2014 and is bench-marked against other national and international institutions. The survey gathers information on both domestic and international students' experiences with enrolment processes, academic/teaching experiences, living situations, and university support services. The data collected helps the university understand the student experience. The student barometer provides the University with an external frame of reference for interpreting results, as well as longitudinal data. The Survey also provides specific reports for academic Divisions.

**Graduate Destination Survey:** The Graduate Destination Survey was introduced in 2017 and is designed to gather insights from graduates about their teaching and post-graduation experiences. The survey is typically conducted a year after students have completed their qualifications and collects data on the quality of education students report they received and how well the university prepared the student for the workforce, including questions about internships, placements, and other work-integrated learning experiences. The feedback from this survey helps the University improve its programs and support services to better meet the needs of students.

**The New Student Survey:** The New Student Survey is sent out to all new students to the University and a component of the survey asks students about their experience of enrolling with the University, their Orientation experience, and their first few weeks on campus. The information gathered from the survey provides insight into how services and events can be modified to better support students.



**Course Evaluations:** Student evaluations of course papers are managed through Te Puna Ako and are required at least every second occurrence of an academic paper. This requirement also applies to papers delivered offshore. Any changes to a paper resulting from student feedback are expected to be communicated in the outline for the next offering of the paper. Additionally, the University collects academic/course-related evaluation data through self-selected sampling for paper evaluations. This data is used to benchmark the quality of papers and is presented in aggregated form to provide benchmarks at the university, faculty, and departmental levels.

**Localised Academic and Service Surveys:** In addition, various academic departments and services across the University also undertake a range of localised surveys with students, typically to gain insight into students experience of their respective courses and/or services. Examples of service-related surveys include Halls of Residence student experience and catering surveys, Student Health medical centre surveys, Sport & Wellbeing sports and clubs surveys, and Accessibility Service client engagement surveys etc.

## **Waikato Student Union**

As a component of the Waikato Student Union's service delivery provision with the University, the Union is responsible for engaging with students and sourcing student feedback on a wide range of student- and campus-related matters, representing students through Advocacy support, coordinating student learning feedback through the Class Representatives system, and representation on various University Boards/Committees.

**Student Surveys:** The Waikato Student Union regularly collects feedback from students on various aspects of their university experience through various social and survey mechanisms. This includes feedback on academic concerns, student life and campus facilities, student support services, and the Student Services Fee.

**Advocacy Service:** While the Waikato Student Union Advocacy Service does not facilitate formal surveys, the service does collect a great deal of qualitative data from students who are utilising the service. This feedback particularly represents students who are facing challenges with academic and/or service aspects of the University.

**Class Reps:** The Waikato Student Union undertakes the training of the University's Class Representative system. Each undergraduate class elects at least one class rep at the beginning of each trimester. These reps meet with departmental staff at least twice a trimester to discuss and address any issues. Class reps can play an important role in enhancing the student experience by

acting as a bridge between students and teaching staff. This includes consultation and feedback on subject changes and general learning experiences to academic staff.

**Elected Student Representatives and Clubs:** The Waikato Student Union is governed by an elected body of 12 students, known as “The Exec” or “The Board.” These student members represent the student body at the highest level and play a crucial role in consulting with students on a wide range of issues and representing the Student Voice on various University Committees and Boards. In addition, the Union supports, oversees and liaises with a large number of cultural, sporting and social clubs, who regularly provide feedback on the student experience.

### **Summary Findings**

The review has identified that between the University and the Waikato Student Union a significant amount of data is collected from students. While it is always possible to collect more data from students, the review did not identify any significant areas of student life that required additional surveying initiatives. The focus for 2025 will be on how the University can best leverage the student-related data collected to measure progress and develop a culture of continuous improvement.

## Appendix 3

### Disability Action Plan

The University's Disability Action Plan (DAP) was developed through consultation with staff and students and outlines the University's commitment to improving participation and achievement for disabled students. The key objectives of the Plan include to:

- Be an inclusive, safe, and welcoming university.
- Create barrier-free access to campuses.
- Be an inclusive teaching and learning environment.
- Increase learner engagement in university life.
- Progress work on policies that impact disabled learners.

In 2024 a DAP Steering Committee and Stakeholder Committee were established:

- The Steering Committee meets monthly and includes senior University staff and the President of the Disability Students Association
- The Stakeholder Committee meets every two months and including additional key University operational staff.

Together the two Committees are initiating a range of initiatives in support of students including but not limited to:

- The implementation of adaptive technologies in support of student learning.
- The identification of partnership and co-design opportunities with students, and appropriate recognition of student participation.
- The implementation of either the Sunflower Scheme or the Hāpai Access Card initiative on campus.
- The development of an ethics application for a plan to interview Work Integrated Learning students with disabilities about their experiences with the initiative.
- The Accessibility Services team trialling a range of study support session styles for students with specific learning/disability needs.
- Meetings with the University's Property Services team, with respect to architectural planning across the campus, including a campus assessment project and input into the design of the proposed Medical School's physical access requirements and space needs of students with specialised needs.

- The development of a communications plan to staff and students on the work currently undertaken to progress the Disability Action Plan.
- The development of metrics for use in monitoring the DAP impact on an ongoing basis.

### **Summary Findings**

The programme of work undertaken by the DAP Steering and Stakeholder groups will be significant and ongoing for the foreseeable future.

## Appendix 4

### Ōritetanga Learner Success Project

#### Purpose

The University of Waikato is committed to providing a distinctive world-class student experience and ensuring excellent programmes and resources are in place to support all learners. The University shares the concern of many across the tertiary education sector that various initiatives implemented to date are not leading quickly enough to desired outcomes for many learners, particularly for Māori and Pacific learners. The Key Performance Indicators (KPIs) used by the Tertiary Education Commission (TEC) as markers of learner success have remained static for many years across all the New Zealand universities and the gap between Māori and Pacific learners and non-Māori and non-Pacific learners has persisted. This is not a failing of these learners but the educational environments in which they find themselves.

#### History

The Ōritetanga Learner Success programme consists of three pillars:

1. Study Advising;
2. Technical solutions for capturing information about students, recording our interactions and interventions with students, and enabling automated processes and communications based on student characteristics and achievements; and
3. Reporting and visual representations to enable monitoring and learning mechanisms.

Phase 1 involved a co-funded partnership between the University and the TEC and was carried out from July 2019 to June 2020. Phase 2 ran from July 2021 to December 2022. Phase 3 involved establishing a business case for the next two phases of the programme. It involved a review of the previous two phases and highlighted the need for fit-for-purpose IT systems – systems that facilitate a 360 learner success view; enable data collection of interventions, interactions, and support for/with learners; deliver automation of process triggers to ensure timely support is provided to students; and provision reporting tools to identify outcomes and trends. The review of Phases 1 and 2 also reinforced the need for increased clarity regarding the roles, responsibilities, and resourcing in relation to Study Advising and systems support.

The Stakeholder Group for Phases 4 and 5 have the oversight of activities as well as be a conduit for information to other groups and individuals across the University. In addition, they play a decision-making role but only for decisions that a judiciously escalated to the Stakeholder Group

by the Steering Committee. Phases 4 and 5 enable the University to support learner success at scale. Tracking near-time learner data allows us to identify and intervene early where data highlight there is a need for support. Through mining past and present learner data (such as student data, paper outcomes, activity, and intervention data), we are able to make data-informed decisions about which areas highlight the most significant signs of disengagement and risk to future achievement and which interventions are most impactful, so we can prioritise our efforts and investment in individual learner success.

## **Summary Findings**

The Ōritetanga Learner Success programme has the potential to define a distinctive learning and teaching experience for the University. Progress made between 2019 and 2024 has enabled greater insights into the challenges that limit student success and initiatives have been developed that provide enhanced student support. The focus for 2025 will be on ways that the University can leverage data to evaluate progress with this programme of work.

## Appendix 5

### **Student Voice and Engagement Framework**

Throughout 2024, the University and the Waikato Student Union have continued to work collaboratively in the areas of student voice, student engagement and student experience.

The Waikato Student Union is an important component of the University's engagement with students, as the Union engages with, and surveys students, on a wide range of student-life and campus-related issues in support of students, the University and the Union.

In 2024, this process was exemplified by the Union's survey of students in relation to a proposed increase to the annual Student Services Fee to fund several new Union- and University-based student support staffing roles. The 2024 survey also gathered student feedback on a range of student support services provided by both the Union and the University. The findings of the WSU survey were then fed back to the University through the Student Services Governance Committee and to students through the Union's website and Nexus publications.

In previous years, there has been discussion and consultation between the University and the Union on a student engagement framework. In 2024, due to capacity restraints, restricted work progressed in this area.

The Director of Student Services and Pastoral Care and the General Manager of the Union have agreed that in 2025, the University and the Union will reengage with the student engagement framework. It is envisaged that a joint working group will be formed to:

- Identify and evaluate the current student engagement practices across the campus; and
- Make recommendations as to how the current student engagement system could be improved for the betterment of students, the Union and the University.

### **Summary Findings**

The University has a positive working relationship with the Waikato Student Union with good progress made in determining how resources are best allocated in consultation with student leaders. Focus for 2025 will be on the establishment of a Student Engagement Framework in alignment with the objectives of the new strategic plan.

## Appendix 6

### ***Safe Study Protocol***

The aim of the Safe Study Protocol is to develop a protocol, to appropriately and fairly, manage students who are facing personal struggles that are impacting upon their ability to successfully and/or safely engage with their studies and the wider university community. It is envisaged that the Auckland University of Technology 'Fitness to Study' protocol will be utilised as a potential model for this initiative. The protocol requires a plan to be created for the student that supports them to successfully and appropriately manage their studies. Depending on the situation, the University may also recommend professional assessments, alternative study modes, or a voluntary leave of absence if this is assessed to be in the best interest of the student's wellbeing.

The overriding goal of the protocol is to provide appropriate support for the student, while ensuring the safety and well-being of both the student and the wider university community.

Once drafted, the Safe Study Protocol will require significant staff and student consultation. Due to a shortage of staffing capacity to undertake this project, no significant work has commenced in this area. It is anticipated that the Director of Student Services & Pastoral Care will have capacity in 2025 to lead this work.

### **Summary Findings**

No significant progress has been made in this area. A project plan will be developed early in 2025 outlining the timeline for project milestones, including a schedule for drafting the protocol and consultation with staff and students.





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