

Summary of Accommodation Verification Completed by Universities New Zealand to Monitor University Compliance with the Tertiary and International Code of Practice 2021 (the Code).

Prepared for review by the Committee on University Student Pastoral Care (CUSPaC)

Introduction

This report finalises the accommodation monitoring and verification reporting requirement agreed at the Committee for University Student Pastoral Care (CUSPaC) meeting on 23 November 2022. As per the verification process and scope agreed with universities, this report summarises verification findings from a review of:

- A. **Accommodation documentation portfolios:** Universities submitted to UNZ a comprehensive portfolio of accommodation and related pastoral care system documentation and website content to be verified for compliance in accordance with the student accommodation wellbeing and safety practice Code outcome requirements set out in part five of the Code¹:
- *Outcome five: 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.
 - *Outcome six: 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
 - *Outcome seven 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
- B. **Structured on-site visits:** UNZ undertook extensive accommodation site visits in conjunction with NZQA to verify pastoral care system compliance with the Code. Site visits incorporated structured programmes of meetings with key senior residential staff (College, Village, Hall Managers) Residential Life Coordinators, Student Support Coordinators, Residential Assistants, Leaders and Sub-Wardens, operational staff, and meetings with residents. 'Whole of provider' overviews of university pastoral care systems were also provided in meetings with Student Services Directorates, General Managers (UniLodge) Health, Counselling and Disability Services Staff, Sexual Harm Prevention Coordinators, Student Associations, Campus Security, and key student services representatives, including Māori, Pasifika, rainbow, disability, and international students.

¹ See [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021 \(nzqa.govt.nz\)](https://www.nzqa.govt.nz/education/pastoral-care-of-tertiary-and-international-learners/code-of-practice-2021/) and [Student accommodation :: NZQA](https://www.nzqa.govt.nz/education/student-accommodation/)

This report is subject to review and amendment by CUSPaC and approval by the New Zealand Vice Chancellors Committee (NZVCC). Once approved, the final report will be submitted to the Code Administrator (NZQA) for publication by 1 December 2023.

Key findings and recommendations are organised under the following four headings to reflect agreed accommodation verification processes and Code delegation reporting requirements:

- A. **Key points** – key outcomes from the 2023 accommodation verification process
- B. **Operating context** – overview of university-sector accommodation operating models
- C. **Summaries of compliance** – summaries of accommodation Code compliance verification by Code outcome and supporting processes, with examples of best practice evidencing sector-wide pastoral care system compliance and effectiveness
- D. **Findings** – recommendations to improve accommodation service provision for CUSPaC to consider and prioritise in work programmes currently being progressed by UNZ committees and connected communities of practice

A. Key Points

1. As per the agreed accommodation verification process and scope, all universities a) submitted to UNZ a portfolio of accommodation pastoral care system documentation to be assessed and compliance verified in accordance with Code outcomes five, six and seven, and b) all university Student Service Directorates provided extensive accommodation site visits, structured programmes of meetings with all key residential and campus staff and included meetings with student residents, and detailed seminars providing a ‘whole of provider’ overview of universities’ pastoral care systems
2. This report provides information on verification assessment outcomes and summarises compliance findings for each university, which are included as appendix A.
3. For the sector as a whole, accommodation verification findings include the following:
 - All university accommodation documentation is broadly compliant with all process obligations set out under Code outcomes five, six and seven
 - Minor recommendations were made to all universities to clarify, update or add information relating to some aspects of either website content, policy and process content, hall, college and village handbooks and rules, and/or accommodation contracts and agreements
 - Site visits to each university verified that all university accommodation, their respective residential teams, and supporting pastoral care and welfare check systems are operated to realise a standard of pastoral care provision which exceeds all compliance obligations set out under Code outcomes five, six and seven
 - Verification of student accommodation wellbeing and safety practice also evidences broader, ‘whole of provider’ university pastoral care system Code compliance
4. Recommendations for CUSPAC to consider are as follows:
 - Given the obligations set out under Code outcome nine: *prospective international tertiary learners are well informed*, a general assessment of a sample of accommodation handbooks, agreements and contracts, and supporting on-boarding resources should be undertaken in consultation with the Forum of International Student Services Managers (FISM) to a) check that accommodation information is accessible to an international student audience, and b) identify areas for improvement with corresponding best practice recommendations to be reviewed by the Directors of Student Service Committee (DSS)

- Work currently being progressed by the Directors of Student Services Committee to share and align university Code training resources should incorporate Code-specific Privacy Act training for senior residential staff, with the intention that Privacy Act training also helps inform and progress the overall updating of hall, college and village handbooks accommodation agreements and contracts to ensure all contract and handbook terms and conditions, and applicable university policies, are clearly understood by students, parents and whānau
- Universities should consider leveraging off established communities of practice for accommodation administrative staff to improve hall, college and village staff StarRez² proficiency in using the incident module and its associated reporting functions, and the overall improvement of categorising and reporting on critical incidents, notably sexual harm incidents as per international best practice recommendations regarding sexual harm data collation and reporting

B. Operating context

The university sector's accommodation portfolio is comprised of a diverse range of facilities³ managed by teams of experienced and dedicated residential life practitioners. Collectively, universities provide 18,735 beds⁴ to house a student population comprised of domestic school leavers, returning domestic students, international students, including mature PhD candidates and their families, and in some university accommodation facilities, students enrolled at other tertiary institutions. Although there are sector commonalities, the established operational model of accommodation provision at each university contributes to some policy, process, pastoral care system, and general operational variations, the sum of which are influenced by the geographical location of universities, their student population, and the cultural characteristics unique to each institution. For the purposes of this report, different operational models are referenced as follows:

² See www.starrez.com/

³ See appendix B: Links to university accommodation information.

⁴ Bed numbers as an indicator of the total number of students residing in student accommodation are subject to annual fluctuations. These result from changes in staffing structures (employing additional live-in staff for examples reduces the number of available beds), building, floor or room maintenance impacting capacity, increases or decreases in shared rooming arrangements (such as couples or families), or policies maintaining occupancy levels below 100% to allow for mid-year enrolments, students moving between halls, and emergency accommodation provision.

University owned and/or operated.

(University of Auckland, University of Waikato, Massey University, Lincoln University)
Pastoral care is operationalised by staff employed by the university in accommodation facilities owned or leased by the university. Policies, processes, critical incident and emergency responses, staff training, application and placement processes, handbooks, contracts and agreements, marketing and engagement activities, and other general operational functions are centrally managed and governed by the university.

Mixed model (Auckland University of Technology, Victoria University of Wellington, University of Otago)

Pastoral care is operationalised by university staff in accommodation facilities owned or leased by the university, and by the staff of independently owned and operated halls or colleges⁵ who work in partnership with the university, and/or by contracted commercial providers. Some policies, processes, critical incident protocols and other general operational functions are centrally managed and governed by the university (including accommodation offer and acceptance processes and general accommodation marketing). Others are managed and governed by independent college, hall, or village operators in accordance with affiliated partnerships and operating agreements. Residential/hall agreement and contract conditions can vary between university operated and provider operated accommodation, as can misconduct policies, processes, and response protocols.

Contract and partnership (University of Canterbury)

Pastoral care is operationalised by contracted student accommodation operators in university owned facilities, and by staff employed by independently owned and operated halls or colleges who work in partnership with the university. The university's accommodation directorate manages contracts and partnership agreements with providers to monitor compliance and to ensure provider policies, processes and critical incident responses support consistent, Code compliant pastoral care provision. Hall, college and village handbooks, agreements and contract conditions are the responsibility of the provider, as are their individual misconduct policies, processes and response protocols, with general oversight provided by the university.

C. Summaries of compliance verification by Code outcome and process requirements*Code outcome five, process one: information and promotional activities*

All university documentation and website content broadly complied with all process one obligations as per a review of university and external provider online accommodation information.

This included: reviewing publicised hall/college/village handbooks, residential rules and regulations, residential/hall contracts and agreements, resources for parents and whānau, all university accommodation landing pages, hall/college/village landing pages, and links to health, wellbeing, and student support resources. Policies, procedures, and guideline resources setting out university and external provider expectations regarding application processes and information collection requirements, health and wellbeing data capture protocols for pre-arrival pastoral care planning, and a range of hall, floor, and room placement policies for U18s, alcohol free floors, LBGTQI+

⁵ College refers to an independent, self-governing student residence which operates in accordance with an MOU or partnership agreement with its affiliated university. Colleges typically prioritise academic achievement and ability in their student selection processes and provide comprehensive academic support for student residents. See for example: [Knox College](#)

students, students with disabilities and students with cultural requirements were also reviewed and verified.

At each site visit accommodation staff facilitated verification of documented policies and processes by providing a detailed overview of how accommodation application, offer, placement and pre-arrival transition processes support the university's accommodation-specific, and wider pastoral care system. Key verification points included:

- Although there is broad compliance, some universities and some external accommodation providers are at different stages of maturity in updating handbook content and pre-arrival resources
- Hall, college and village-specific facilities information provided by universities is very coherent and supports student decision-making about different accommodation experiences and resource options to support individual pastoral care needs
- Given the process obligations set out under Code outcome nine: *prospective international tertiary learners are well informed*, handbook and rule information will need to be checked to ensure it meets the needs of an international student audience
- All universities use StarRez, a student resident and property management CRM to support a centralised online application, offer, and hall /room placement process. This process is explained on university websites, and through university student recruitment, and engagement activities
- Accommodation application CRM data capture and follow-up messaging to students post acceptance of accommodation offers is critical to universities' pre-arrival pastoral care planning strategies supporting student transition into university accommodation
- Pre-arrival pastoral care planning also demonstrated that university accommodation pastoral care systems are connected to universities' wider student information gathering and communication systems (**best practice example page 6**)
- Noting there is no specific legislative requirement to reference the Code in university publications or website content (except for references to the Disputes Resolution Scheme), universities prioritise Code information in different ways. Some university websites provide comprehensive Code content and explain to prospective students the university's role and responsibilities in relation to the Code and Code-related complaints, while others reference the Code and related Code complaint processes in sections of online handbooks, hall rules and regulations, and/or in contracts and agreements

Best practice example: Pre-arrival pastoral care planning at Victoria University of Wellington.

Victoria University of Wellington (VUW) optimises its pastoral care planning and overarching risk-management strategies using online application and survey data capture protocols to collate and assess pre-arrival health and wellbeing disclosures. Having accepted their offers of accommodation, students are asked to complete VUW's *Getting to Know You*⁶ survey, which includes a 'confidential disclosures' question to ensure students feel comfortable disclosing sensitive health and wellbeing information that may not have been disclosed previously. The survey also gives students the option of requesting a confidential follow-up meeting. Information critical to pastoral care planning and room placement processes captured during the initial stages of the online application process is collated with survey disclosures, then assessed and 'flagged' in StarRez using a three tier 'Active Management or Monitoring List' as follows:

Flagged Health and Wellbeing Note: information categorised as 'green', indicating residential staff are aware of disclosed general health and wellbeing and/or behavioural information relating to a resident and know where to access it in StarRez as required.

Monitoring List: information categorised as 'orange', indicating residential staff are aware of disclosed general health and wellbeing and/or behavioural information relating to a resident that may require staff support. Support for residents on this list can include (but is not limited to) regular engagement with hall management staff, referral to Student Support Coordinators⁷, Student Health and Counselling, the Student Interest and Conflict Resolution team (SICR), and/or Disability Support Services.

Active Management List: information is categorised as 'red', indicating residential staff are aware of disclosed general health and wellbeing and/or behavioural information relating to a resident that is likely to require regular support. Residents on this list are likely to be on a wellness agreement, or in the process of going on a wellness agreement. Support for residents on this list is likely to include (but is not limited to) a minimum of weekly engagement with hall management staff, referral to Student Support Coordinators, Student Health and Counselling, Disability Support Services, the Student Interest and Conflict Resolution team (SICR), and/or community support.

Pre-arrival pastoral care planning is further supported by Residential Assistants (RAs) assigned to each student getting in touch prior to arrival, providing students with key updates, and addressing any pastoral care questions or concerns about moving into their hall. Student Support Coordinators (SSC) assigned to each hall also contact students via email, outlining the university support services students can utilise to successfully navigate health, wellbeing, and academic challenges throughout the year. Included in the email are links students can use to make a one-on-one appointment with their assigned SSC, and/or to register with Māori Ora - the university's student health and counselling service.

⁶ In addition to facilitating disclosures of sensitive health and wellbeing information, the Getting to Know You survey also encourages students to proactively plan their own health and wellbeing goals, including practical self-care measures and strategies to navigate the emotional challenges associated with adjusting to independent living. Students can update their wellbeing goals via the survey portal throughout the year.

⁷ Student Support Coordinators (SSC) are registered counselling, social work, occupational health, and other allied health professionals who facilitate student referrals from halls to student health, counselling, and academic services.

Code outcome five, process two: accommodation staff

All universities exceed the standard of compliance required for all process two obligations.

This was evidenced by reviewing all process two and other related HR, policy and training documentation and verifying at each university: the induction and training processes supporting staff, the experience of staff both individually and as a team, the appropriateness of staffing structures used to operationalise 24-hour pastoral care provision in accordance with type, geographical location and cultural characteristics of the university's accommodation portfolio, staff understandings of their role and role boundaries, understandings of critical incident escalation processes, and the range of wellbeing support resources accessible to live-in and on-campus support staff. Key verification points included:

- Operational management and pastoral care provision in all university halls, villages, colleges, apartments, and housing (flats) is led by experienced, dedicated, well-trained teams of residential and centralised support staff, many of whom have invested in life-long vocations within the student accommodation industry
- University owned/operated, mixed model, and contract-partnership models of accommodation operation each have different staffing structures, critical incident escalation processes, and lines of accountability which are appropriate for each university
- Residential staff roles and responsibilities also vary by operational model and by accommodation facility, for example: Wardens or 'Principals' employed by independent Colleges⁸ working in partnership with universities are typically senior, experienced academic leaders reporting to a College Board, who lead a College team responsible for all aspects of pastoral care provision, staff employment, training and development, facilities management, and all overarching financial lines of accountability. Comparatively, Heads of Hall in university owned and/or operated Halls of Residence typically report to a University Directorate, and manage the day to day administrative, residential life and pastoral care system requirements of their assigned hall, with additional support provided by Night Managers, campus-based student services support staff, and a centralised team of financial and facilities management staff
- Residential Assistant (RAs), Residential Leader (RLs) and Sub-Warden to resident ratios are consistent across the sector and are appropriate for the requirements of each facility and the composition of the residential community. In first-year catered halls the RA/RL/SW to resident ratio is typically from 1:25 to 1:35. In self-catered halls, apartments and housing for students who are usually aged 20 or older, and which supports mature, international postgraduate students and their families, the RA/RL/SW to resident ratio is typically from 1:35 to 1:50. While they are a useful reference point, it is important to note that RA/RL/SW to resident ratios do not take into account the scope of pastoral care also provided by other key residential staff members, campus-based on-call staff, and campus security
- Training for Residential Assistants (RAs), Residential Leaders (RLs) and Sub-Wardens is comprehensive and robust. Training programmes at each university included relevant and appropriate role specific content, including (but not limited to) critical incident and emergency response protocols, role boundaries and professional ethics, cultural communication, conflict management, event management, StarRez and other CRM/app information recording protocols, responding to sexual harm disclosures, supporting

LBGTQI+, international, Māori, and Pasifika, students, and supporting neuro-diverse students or students with disabilities (**best practice example page 8**)

Best practice example: 'Behind Closed Doors'. Residential Assistant training at the University of Auckland

During the verification visit Residential Assistants (RAs) at the University of Auckland cited 'Behind Closed Doors' (BCD) as a training experience that was fundamental to their success as RAs. Behind Closed Doors provides RAs with practical, role-specific, experiential learning opportunities in a safe, supportive environment.

The programme requires RAs to enter a room without knowing what is occurring and respond to an incident role-played by student actors and lead by a facilitator, who replicate what are typical situations managed by RAs as first responders. Each RA must complete 9 response scenarios: sexual harm incident, medical emergency (gastro), student party, self-harming incident, distressed student (panic attack), students engaged in an offensive conversation, suicidal student, drug possession, and an emotionally distressed student.

After each scenario is completed, senior residential staff debrief with each RA to reflect on the training experience and check on RA wellbeing given the emotional impact of what are often distressing scenarios. During the debrief RAs are asked questions to demonstrate their understanding of which residential rules apply to each incident, what immediate health and safety concerns need to be prioritised, and what standard operating hall procedures should be followed. Facilitators and senior residential staff then assess each RAs scenario response using an assessment matrix to ensure they have met the required training standards and six key learning objectives:

Foundational Knowledge: role, responsibilities, referral processes, crisis response, professional ethics

Application: analysis and interpretation of key issues, questions and considerations, community awareness, cultural awareness, personal and professional considerations

Integration: seeking feedback from others

Learning how to learn: reflexive understanding and self-awareness, articulating knowledge, skills and abilities, persistence, resilience, adaptability and dependability

Human dimension: emotional intelligence, interpersonal relationship skills

Caring: care and concern for the welfare of others

Code outcome five, process three: accommodation staff must be fit and proper persons.

All universities complied with process three obligations, as evidenced by reviewing each universities recruitment policies and processes, and role and position description criteria. Universities also confirmed that police vetting polices applied to all accommodation staff, and that police vetting was consistently updated in accordance with the Children's Act 2014, and accommodation requirements for learners under the age of 18. Police vetting processes for homestay families were also verified at universities providing homestay accommodation for international English language programme students.

Code outcome five, process four: proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices

Universities comply with all process four obligations and clearly demonstrate a commitment to provide a standard of care when responding to students' health and wellbeing needs well beyond any baseline compliance requirement.

This was verified by reviewing university and provider welfare check policies and processes, guidelines for initiating referrals to student services, and critical incident and emergency response protocols. This documentation was also checked for alignment with universities wider strategic frameworks supporting 'whole of provider' approaches to proactively monitoring students' wellbeing and safety, including specific policies addressing complaints and critical incidents, student misconduct, and responses to sexual harm.

On-site meetings with residential staff, campus-based support staff, and student residents verified the operationalising wellbeing and safety response systems. Feedback from staff and students also evidenced that student wellbeing and safety is the primary focus of all halls, colleges and villages, whose staff are trained and supported to actively monitor and respond to students' wellbeing and safety requirements within a complex, and often unpredictable 24-hour service environment. Key verification points included:

- In any given academic year, accommodation staff routinely respond to a range of critical incidents, which disproportionately include severe mental health events, self-harm, sexual harassment and sexual assault, and in some instances, student suicides
- All universities have clear incident escalation protocols ensuring that first responders understand the boundaries of their roles and who to contact when managing an incident response. These protocols connect halls, colleges and villages to universities' wider critical incident and emergency management processes, and ensure appropriate senior staff members immediately receive reports on incidents and events
- Universities highlighted the complexity of managing and navigating sexual harassment and sexual assault investigation processes and verified having comprehensive sexual harm response policies and guidelines to support students who make disclosures, and to support students accused of sexually harmful behaviours
- To proactively identify and respond to residents identified as being at risk, all university halls, colleges, and villages rely on some form of electronic welfare monitoring process, including building swipe card access, CCTV, meal swipe card access, device access, app tracking (resident location, meal access), and course engagement analytics
- Electronic welfare processes are supported by Residential Assistants, Residential Leaders, and Sub-Wardens conducting welfare checks via text, phone or in-person meetings with students, which are logged in apps or StarRez (**best practice example page 10**)
- Universities with mixed or partnership and contract operating models use fortnightly to monthly meeting and reporting protocols to connect with providers, review wellbeing and safety issues, identify risks, and monitor overall pastoral care performance
- Different operating models utilise different protocols for recording and categorising health and wellbeing related risk management information. For example, some independent partner halls and colleges use different CRMs, and may not have access to StarRez, or the university's primary CRM. Data capture and categorisation can also be impacted by staff proficiency using the incident module and supporting reporting functions

Best practice example: Welfare check processes at Uni-Lodge (University of Canterbury)

At the University of Canterbury four halls of residence housing 1,947 students are managed by Uni-Lodge⁹ through a contract and pastoral care collaboration with the university. Uni-Lodge is required to connect with residents on a fortnightly basis but aims to exceed this requirement through 'Project 100', a programme ensuring there is weekly contact with each resident. Project 100 maps out key resident touch points tracked, monitored, and record in StarRez (CRM).

Project 100 is further supported by two staff to resident check-in protocols: RAs/Taurima are trained to schedule 'intentional conversations' with residents – planned proactive conversations intended to foster connections with residents and facilitate discussions identifying how residents are adjusting to independent living, how they are progressing academically, and whether they have any health and wellbeing concerns. If there is cause for concern, or if other monitoring activities have flagged irregularities in the behaviour of a resident which requires follow up, professional staff will complete a 'welfare check', a more formal check-in process intended to assess the resident, and if required, to initiate a referral to UC Health and Counselling, UC Accessibility Services, UC Student Care, or an external mental health and wellbeing provider.

Uni-Lodge Project 100 Key Touch Points



⁹ For more information about Uni-Lodge, and Uni-Lodge managed facilities at the University of Canterbury, see:

- <https://www.unilodge.com.au/>
- www.canterbury.ac.nz/life/accommodation/landing-content-blocks/accommodation-guide.pdf

Code outcome five, process five: a safe and inclusive residential community

Universities broadly comply with all process five obligations, and as noted elsewhere in this report, demonstrate institution-wide commitment to creating and maintaining safe, inclusive residential communities.

This was verified by reviewing all college, hall, and village handbooks, rules and policy manuals, pre-arrival induction resources, and orientation and annual community-building plans. Meetings with senior residential staff, Residential Assistants, Leaders and Sub-Wardens, and groups of student residents provided additional contextual understanding of how inclusive cultures are created and maintained within halls, colleges, and villages. Building a sense of community and creating inclusive residential cultures was verified as fundamental to the roles of all university residential staff, including catering, maintenance, and house-keeping staff, all of whom work collectively to support students' social and cultural development and academic success. Key verification points included:

- The primary source of pre-arrival accommodation rules and related policy information for new student residents are hall, college and village handbooks, accommodation contracts and agreements, and parents and whānau guides
- Some accommodation providers working in partnership with universities are at different stages of maturity in developing and updating their publications. Future content updates will need to include language that is consistent with wider university communications and brand messaging, and university policy definitions, processes, and associated guidelines
- Some universities have developed comprehensive on-line induction modules new student residents complete prior to arrival. These include modules educating students about sexual harm, consent and respectful relationships, alcohol and drug harm reduction, health, safety and emergency response protocols, managing health and wellbeing, and strategies to adjust and succeed in an independent living environment
- The inclusion of student voice and student feedback is fundamental to all aspects of community-building and residential life planning in halls, colleges, and villages, and is facilitated by resident committees and groups (for example, rainbow community groups), feedback via mid-year and annual surveys, floor Facebook groups, app functions, and clearly set out complaints processes (**best practice example page 12**)
- Restorative justice practices are often used by universities to avoid reliance on disciplinary approaches to behavioural management and support students in ways that facilitate learning about positive, pro-social behavioural expectations
- Independent and university owned and operated Colleges are distinguished by their provision of comprehensive academic resources (tutoring programmes, study skills seminars, academic progress monitoring), and community building resources to actively support, encourage and celebrate academic success
- Hall, college and village survey instruments evidence across all providers that student residents report high levels of satisfaction with residential staff, community building events and resources, and the inclusiveness of hall, college and village cultures

Best practice example: You Spoke We Listened: Student feedback at Massey University

At Massey University student residents are encouraged to give feedback to residential staff through a series of survey assessments collating their suggestions for improving orientation processes, facilities, and other aspects of community life within their hall. The university's 'You Spoke We Listened' survey summaries are then sent to student residents with responses to suggestions and concerns raised at each campus:

'You Spoke We Listened' Survey Feedback and Response Manawatu Campus

ORIENTATION

Your Feedback	Our Response
What type of events would you have liked to have seen during orientation?	
A few more planned events like baking nights/comps in halls once a month or continuous inter-hall comps throughout the semester not just orientated around sports.	It's great when residents want to be involved in activities. Please have a chat with your RA about your ideas so we can make it happen.
More in-hall competitions during o-week.	We have reviewed the schedule for Re-O Week (Semester Two) and will be adding in events like this.
Some more activities in the common room to do with others e.g. pool table.	In 2022 we reviewed our common room activities and realised that some common rooms had no communal activities. We had a few Pool Tables, but they were not well utilised, nor kept in very good condition by our residents. We have found that the Table Tennis are to be more popular and easier to keep in good condition, so we brought new tables for each common room in our halls. We always welcome other ideas though, as we want your common spaces to be used and enjoyable, so please reach out to your Social Rep or RA.
What do you think would make the environment better for you?	
More quieter.	Our Residential Life team are here to help make your Hall environment comfortable. If you have any noise concerns please call our RA on 0800 234 563 so we can address the issue.
More study groups. Studying is hard by yourself.	We think this is a great idea. We now have study group night on Mondays – with snacks! Ask your RA for more information.
Would be nice for some easier way of getting back up the hill (Atawhai) after events, like a bus route for example.	While the walk is beautiful, we appreciate it can be difficult to get to and from events. Our Residential Life team are happy to consider using our van to help with transport for some events.
To have someone from my course in my hall.	Our allocation ethos is to help residents build connections with different people, which is why we try to make our halls as diverse as possible. We will consider ways to help build study networks for those in similar courses.

Code outcome six, process one: general principles

All universities broadly comply with process one, general principles requirements, as also evidenced and verified under Code outcome five, processes one and two of this report.

As already noted in this report, some universities and accommodation providers are at different stages of maturity in developing and updating online publications and website content. Future content updates will likely include providing additional information about ownership and governance structures in handbooks and on accommodation landing pages. Content updates will also require considering ways of effectively communicating to future residents how university policy frameworks apply to student residents in independent, privately owned accommodation facilities governed by boards and commercial providers.

It should also be noted that during verification visits, Residential Assistants, Residential Leaders, and Sub-Wardens described being well trained and supported by their respective managers and wider hall, college, and village residential teams. However, support and ongoing training for Heads of Halls, College Principals, and Wardens was sometimes less clear, and there is an identifiable need to consider the value of external professional supervision for senior accommodation staff as is used to support the professional practice requirements of registered clinical and social work vocations.

Code outcome six process two: student accommodation contracts

All universities broadly comply with, or exceed process two student accommodation contract requirements, also evidenced, and verified under code outcome five, processes one and four of this report.

As verification and review of all college, hall, and village handbooks, rules, and residential agreements and contracts has already highlighted, there will likely be ongoing reviews of accommodation contracts when universities re-calibrate and update accommodation policies and processes as part of their standard cycles of continuous improvement. Key verification points include:

- Contract and handbook updates for some providers will need to clarify the frequency of, and expectation that, residents will engage with welfare checks (**best practice example page 14**)
- In some handbooks and accommodation contracts there was a significant lack of coherency in communicating to prospective students' privacy and confidentiality expectations regarding what information is collected by accommodation providers, how it is used, when and how it is shared with external parties, and critically, the rights of students under the Privacy Act 2020 in relation to information collected by the accommodation provider and by the university
- In some instances, it was not communicated by providers that handbooks should be read as additional contract terms and conditions. Planned updates will need to make this apparent to prospective students so that handbooks and accommodation contracts and agreement are better aligned
- In some accommodation contracts there is a provision that offers of accommodation are subject to students giving the university the right to use their image in marketing collateral with no opt-out pathway. Other universities do not have this provision, or provide students with an opt-out pathway, which seems a more reasonable, and customer-centric approach to service provision
- Updates will also require referencing the Disputes Resolution Scheme (DRS)

- There are opportunities for universities with mixed-model and partnership-contract models of accommodation to clarify the extent that student residents in privately owned and operated accommodation are subject to university policies, notably university misconduct and sexual harm response policies and processes
- If student residents, notably those in privately owned and operated accommodation, are advised they are subject to universities' Codes of Student Conduct, it would be good practice to include Codes of Conduct in handbooks and/or on hall, college, and village websites alongside other rule and policy information

Best practice example: Welfare Check Clause at Auckland University of Technology

Auckland University of Technology's (AUT) Student Accommodation Residential Agreement highlights the university's welfare check policy and clarifies the policy intention for students by linking it to the Code's compliance obligations and promoting Code awareness. Weekly and fortnightly staff to resident welfare check cycles are further supported by the university's welfare check risk management systems, which include a 48-hour location check policy¹⁰.

AUT Residential Agreement Welfare Check Clause

1.9 Welfare checks

As part of our duty of pastoral care and for health and safety reasons, AUT Accommodation staff (including Residential Assistants) are required to perform a welfare check on every resident each fortnight (weekly for under 18s).

- Residents are expected to engage in fortnightly (U18 weekly) welfare checks throughout the duration of their Residential Agreement. Welfare checks enable staff to ensure the safety and wellbeing of all residents and meet compliance expectations under the New Zealand [Pastoral Care of Tertiary and International Learners – Code of Practice](#).

¹⁰ AUT's location check policy sets out contact protocols utilising automated reporting detailing each resident and when they last accessed spaces in their building. Residents who have not accessed their building for 48 hours are flagged for mandatory follow-up by residential staff, who initiate contact via text. If there is no response by 4pm on the day the text was sent, assigned Residential Assistants are required to phone the resident to complete a welfare check and log the outcome in AUT's welfare app.

Code outcome seven: student accommodation facilities and services, process

All Universities complied with the process obligations set out under Code outcome seven, as verified by confirmation of building and insurance compliance requirements, and extensive site tours of accommodation offerings at each university. Key verification points included:

- Each university's accommodation portfolio is comprised of a range of facilities typically built in every decade of operation, which vary in age, size, design, and location, often according to their originally intended historical purpose.
- Universities are committed to ensuring that university owned and/or operated facilities are fit for purpose and well-maintained with communal areas and resources (such as music rooms, gaming rooms, gym access, bike storage, art and design studio spaces, and communal TV rooms) supporting the needs of a diverse range of student communities (first year catered, self-catered, postgraduate, family accommodation) who are able to give feedback and make suggestions and recommendations to improve their place of residence
- Catering quality control systems operated by all catered accommodation providers ensure student residents are able to provide regular feedback on all aspects of weekly catering service provision. Hall, college and village annual surveys also include provisions to capture feedback on catering and facilitate recommendations from student residents
- Independent halls and colleges are well resourced, have dedicated catering, maintenance and housekeeping staff, and are supported to regularly update university partners on significant operational and facilities management issues
- All universities offer dedicated accessible rooms and spaces supporting students with disabilities, noting that recent purpose-built student accommodation includes a more comprehensive array of design features supporting students with disabilities
- All universities have preventative maintenance and renovation programmes supporting the effective management of accommodation facilities
- Meetings with student residents confirmed the effectiveness and timeliness of responses to maintenance requests logged using online portals or through requests to residential staff
- Meetings with student residents verified that students felt safe and secure in their accommodation, and that accommodation facilities have robust security protocols (swipe card access, lighting, CCTV) and are well supported by campus security staff also trained in pastoral care provision
- Hall, college and village annual surveys submitted by each university evidence that, across all accommodation providers at all universities, students consistently report high levels of satisfaction with their overall accommodation experience, and are either 'likely' or 'very likely' to recommend their hall, college or village to others

D. Recommendations

University engagement with the accommodation verification process has provided a comprehensive and transparent overview of university accommodation pastoral care systems, and their connectivity to wider university policy frameworks. Verification of those systems in conjunction with reviews of all supporting accommodation documentation confirms that all universities provide safe, secure, and inclusive accommodation supporting all aspects student wellbeing and safety. The standard of pastoral care provided complies with all process obligations set out under Code outcomes five, six and seven, and importantly, indicates broader university pastoral care system compliance with process obligations set out under Code outcomes one to four.

Recommendations to improve areas of accommodation service provision which could also be prioritised in work programmes currently being progressed by UNZ committees and connected communities of practice include the following:

1. Check that accommodation documentation and on-boarding messaging aligns with the needs of prospective international students: Substantial numbers of international students are well cared for in university accommodation, numbers which are likely to increase as visa setting improvements and post-covid revitalising of university marketing and recruitment efforts take effect. Acknowledging that university international recruitment and engagement teams will no doubt provide general accommodation pastoral care and contractual information, contract and handbook reviews indicated there is an opportunity to consult with the Forum of International Student Services Managers and their respective Directorates to get best practice guidance and check that hall, college and village handbooks, rules, accommodation agreements and contracts, and general accommodation on-boarding information and supporting wellbeing resources are accessible to an international student audience. This would also enhance other compliance efforts satisfying process obligations set out under Code outcome nine: *prospective international tertiary learners are well informed*¹¹.
2. Implement accommodation-specific Privacy Act (2020) training: Work currently being progressed by the Directors of Student Services Committee to share, align and where possible, collaboratively develop Code training resources for staff by role and tier should incorporate accommodation-specific Privacy Act training for residential staff, with the intention that, where it is required, Privacy Act training also helps inform and progress a wider continuous improvement programme of updates to hall, college and village handbooks, accommodation agreements and contracts to ensure all terms and conditions, and applicable university and/or provider policies, are clearly understood by students, parents and whānau.
3. Improve StarRez/CRM data capture and reporting capabilities: Universities should look for opportunities to leverage off established communities of practice for accommodation administrative staff to improve hall, college, and village staff StarRez proficiency in using the incident module and its associated reporting functions. This could also be achieved by accommodation staff undertaking site visits at universities with advanced StarRez-user capabilities. As hall, colleges and villages routinely manage a range of critical incidents and behaviours which include severe mental health events, self-harm, sexual harassment and sexual assault, and in some instances, student suicides, proficient use of StarRez and/or other CRMs to ensure consistent data capture will also support research-informed approaches to pastoral care provision and associated harms reduction strategies, facilitate critical incident and complaint reporting obligations as per NZQA annual self-review/attestation requirements, and align university reporting on sexual harassment and sexual assault incident data with international best practice recommendations¹².

¹¹ Code outcome nine: *Prospective international tertiary learners are well informed.*

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

¹² See for example: [PRIMARY-PREVENTION-OF-SEXUAL-HARM-IN-THE-UNIVERSITY-SECTOR.pdf](https://www.universitiesaustralia.edu.au/primary-prevention-of-sexual-harm-in-the-university-sector.pdf) ([universitiesaustralia.edu.au](https://www.universitiesaustralia.edu.au))

Appendix A: Visit verification summaries.

University of Auckland: Verification Visit

Outcome	Process	Clause/s	Visit Summary	Verified
5	1	(a) – (e)	Information and promotional activities <ul style="list-style-type: none"> Centralised starrez accommodation application process feeds into collating health disclosures and individual resident health and wellbeing planning Comprehensive onboarding processes tailored to domestic and international students, and parents, supporting transition into catered and non-catered halls Online accommodation messaging and resources noted by staff as connected to hall orientation processes 	
5	1	2		
5	2	(a) – (e)	Accommodation staff <ul style="list-style-type: none"> www.auckland.ac.nz/en/about-us/about-the-university/policy-hub/people-culture/recruitment-appointment-induction.html Diverse, experienced Resident Manager team supported by centralised senior operations team, who noted training and support opportunities, e.g. supporting enrolment in relevant UoA course up to 30 credits Advanced Residential Assistant training programme with hall-specific content (between catered and self-catered) tailored to mental health and wellbeing support skills, LBGTQI+, managing sexual harm disclosures, cultural awareness skills, and other core competencies common to RA/RL/sub-warden training programmes across the sector Positive training experience noted by RA's at each individual hall meeting. Each RA team clearly understood the scope of their roles and responsibilities, identified boundaries of their roles, and described using training skills to effectively manage critical incidents Very positive feedback on the Behind Closed Doors training resource Significant feedback on the enduring impact of covid-19 on student residents and RAs who had returned to the role, and some of the challenges there had been around rule enforcement during this time 	

5	3	(a) – (b)	<p>Accommodation staff must be fit and proper persons</p> <ul style="list-style-type: none"> Police vetting processes verified in accordance with PDs and UoA HR recruitment and appointment policies 	
5	4	1 (a) (b) i to ii (c) i to iv	<p>Proactive monitoring of residents’ wellbeing and safety and responsive wellbeing and safety practices</p> <ul style="list-style-type: none"> Clear overarching strategic vision with assigned responsibilities, expectations and service delivery requirements understood by Resident Manager and RA teams across halls, centrally lead by Head of Operations and Associate Director Clear connections to additional student support and academic services, notably Te Papa Maanaki (Campus Care) and specifically when managing residents with complex clinical needs, a team of 14 Case Workers Resident contact welfare checks operationalised via RA teams, who are monitored by Residential Coordinators and Residential Life Managers via the Roll Call App to ensure regular resident check-ins are being completed and logged Electronic systems – swipe card access, CCTV, digital engagement, course engagement, as well as operational staff observations of resident movements also support welfare check systems Clear critical incident and emergency response processes understood by all staff and comprehensively tested during covid lockdown 	
5	4	2		
5	4	3 (a) – (b)		
5	5	(a) i to v (b) i to iii	<p>A safe and inclusive residential community</p> <ul style="list-style-type: none"> Comprehensive residential experience programme with events and support opportunities tailored to each campus and hall, supporting multiple student demographics and their understanding of residential rules and processes RA and resident conversations noted culture of clear feedback loop to Residential Management team to elevate any concerns or complaints, noting there were complaints during the experience of covid lockdown and associated uncertainties Very positive accommodation experience noted by residents at each hall meeting, who identified the value of academic support they received, and the events and 	

			<p>social opportunities provided as part of the residential experience programme, and consistent with Residential Handbook statements of service provision</p> <ul style="list-style-type: none"> Complaints log available to residents as requested 	
6	1	(a) i to ii (b) i to ii	<p>General principles, (student accommodation contracts)</p> <ul style="list-style-type: none"> Pastoral care provision clearly aligns, and is consistent with, service provision cited in each of UoAs Resident Handbooks, The Parents Guide and accommodation agreements Robust welfare systems clearly understood and operationalised as per accommodation agreements and Residential Handbooks 	
6	2	1 (a) – (e)		
6	2	2		
6	2	3 (a) – (b)		
6	2	4		
6	2	5		
7	1	1 (a) – (g)	<p>Student accommodation facilities and services (process)</p> <ul style="list-style-type: none"> Confirmation of building compliance requirements in line with building WOF/insurance documentation during accommodation presentation Operations/property/maintenance staff assigned to managing all aspects of property maintenance in accordance with maintenance task logging systems as per UoAs accommodation maintenance processes, and RLM /RA roles and responsibilities Excellent range of large scale, purpose built, internationally benchmarked accommodation facilities with supporting communal, creative space, and recreational facilities catering to a large and diverse range of student communities strategically intentioned to provide housing for the duration of their degrees where possible, and including industry-leading, purpose-built spaces supporting inclusiveness. E.g. architectural considerations facilitating access for students with disabilities. 	
7	2	2		

Auckland University of Technology: Verification Visit

Outcome	Process	Clause/s	Visit Summary	Verified
5	1	(a) – (e)	Information and promotional activities <ul style="list-style-type: none"> Centralised accommodation application process Starrez application individual data capture used to determine connection to appropriate student services, noting connectivity to AUT main CRM Comprehensive understanding and awareness of information, resources and strategies supporting student transition into halls, supported by clear website content and AUT/UniLodge publications Clear resident journey plan supported by transition modules as per conditions of the accommodation contract 	
5	1	2		
5	2	(a) – (e)	Accommodation staff <ul style="list-style-type: none"> Comprehensive Residential Assistant training programme with content tailored to mental health and wellbeing support skills, LBGTQI+, managing sexual harm disclosures, cultural communication skills, and other core competencies common to RA/RL/sub-warden training programmes across the sector Positive training experience noted by RA's, who also clearly understood the scope of their roles and responsibilities and described using training skills to effectively manage critical incidents Effective staffing structures supporting AUT managed and UniLodge managed accommodation AUT Policy framework and support resources utilised by diverse Village Manager, Residential Life Manager, Residential Services Coordinator Team Strong connectivity between accommodation staff and wider AUT student services staff 	
5	3	(a) – (b)	Accommodation staff must be fit and proper persons <ul style="list-style-type: none"> Police vetting process verified in accordance with AUTs Recruitment Policy, and UniLodge role requirements 	
5	4	2 (a) (b) i to ii (c) i to iv	Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices <ul style="list-style-type: none"> Clear wellbeing support vision articulated by staff in accordance with the resident journey plan 	
5	4	2		

5	4	3 (a) – (b)	<ul style="list-style-type: none"> • Excellent wellbeing and critical incident information capture protocols feeding into AUT CRM • Risk management/critical incident response protocols and processes set out in AUT / UniLodge policy and process documents clearly understood and operationalised by all staff • Effective connection with student support services, verified by services team • Very coherent wellbeing check systems and protocols operationalised by RAs, Village Managers and supporting use of apps, 48-hour location checks and incident elevation processes, tailored to different student groups and U18s 	
5	5	(a) i to v (b) i to iii	<p>A safe and inclusive residential community</p> <ul style="list-style-type: none"> • Comprehensive provision of residential life programmes and campaigns tailored to specific villages, and by floor, student demographics described by staff in the context of the overall resident journey plan • RAs and resident conversations noted culture of clear feedback loop to management to elevate any concerns or complaints • Very positive accommodation experience noted by residents • Onboarding of residents ensured clear understanding of house rules and AUT behavioural policies • Complaints log access verified 	
6	1	(c) i to ii (d) i to ii	<p>General principles, (student accommodation contracts)</p> <ul style="list-style-type: none"> • Pastoral care provision clearly aligns, and is consistent with, service provision cited in house rules, handbooks and accommodation agreements used by AUT and UniLodge • Robust welfare systems clearly understood and operationalised as per accommodation agreements and house rules 	
6	2	1 (a) – (e)		
6	2	2		
6	2	3 (a) – (b)		
6	2	4		
6	2	5		
7	1	1 (a) – (g)	<p>Student accommodation facilities and services (process)</p> <ul style="list-style-type: none"> • Confirmation of building compliance requirements in line with building WOF documentation • Operations/property/maintenance staff assigned to managing all aspects of property maintenance in accordance with maintenance task logging systems as per 	
7	2	2		

			<p>AUT accommodation handbooks and house rules</p> <ul style="list-style-type: none"> • Excellent range of purpose-built accommodation choices with supporting communal, creative space, recreational facilities 	
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University of Waikato: Verification Visit

Outcome	Process	Clause/s	Visit Summary	Verified
5	1	(a) – (e)	<p>Information and promotional activities</p> <ul style="list-style-type: none"> • Centralised accommodation application process • Starrez application individual data capture used to determine pre-arrival pastoral care planning and connection to appropriate student services • Comprehensive understanding and awareness of information, resources and strategies supporting student transition into halls, supported by clear website content • Excellent centralised provision of information for homestay families and student placements 	
5	1	2		
5	2	(a) – (e)	<p>Accommodation staff</p> <ul style="list-style-type: none"> • Coherent Residential Leader training programme with comprehensive content tailored to mental health and wellbeing support skills, managing sexual harm disclosures, cultural communication skills, and other core competencies common to RA/sub-warden training programmes across the sector • Positive training experience noted by RL's, who also clearly understood the scope of their roles and responsibilities • Effective staffing structure supporting both catered and non-catered accommodation, with rotation of on-call critical incident response coverage including Associate-Director • Variation in starrez proficiency of Residential Life Managers which may impact data and incident information consistency/replication of storage, and use of incident module • Some ambiguities around pastoral care training and the scope of the house keeping role 	

5	3	(a) – (b)	<p>Accommodation staff must be fit and proper persons</p> <ul style="list-style-type: none"> HR policies and processes confirmed as requiring police vetting of accommodation staff across all Halls, and additional processes for vetting homestay families 	
5	4	3 (a) (b) i to ii (c) i to iv	<p>Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices</p> <ul style="list-style-type: none"> Strategies informed by the Leaner Wellbeing and Safety Action Plan Starrez application individual data capture used to inform connection to appropriate student services, noting Hall variations in how the application is used, permission settings, use of the incident module Risk management/critical incident response protocols and processes set out in Accommodation Managers Procedures manual clearly understood across different halls and clearly understood by RLMs in relation to their roles Effective connection with student support services, notably international, wellbeing support team, and mental health/student health support verified by services team Effective welfare check systems supported by staff roles (RLM, RL, housekeeping, front office), swipe card, CCTV, internet/URL, course engagement 	
5	4	2		
5	4	3 (a) – (b)		
5	5	(a) i to v (b) i to iii		<p>A safe and inclusive residential community</p> <ul style="list-style-type: none"> Strategies informed by the Leaner Wellbeing and Safety Action Plan and Wellbeing @ Waikato Comprehensive understanding of different residential communities and needs Excellent cultural support provided by dedicated RLM to Māori and Pasifika students housed on specific floors Very positive feedback from residents about their accommodation experience, the staff supporting them and the academic support they receive from the wider university Complaints log verified
6	1	(e) i to ii (f) i to ii	<p>General principles, (student accommodation contracts)</p> <ul style="list-style-type: none"> Pastoral care provision clearly aligns, and is consistent with, service provision cited in the Halls of Residence Rules and Regulations Robust understanding of Privacy Act 	
6	2	1 (a) – (e)		
6	2	2		
6	2	3 (a) – (b)		
6	2	4		

6	2	5		
7	1	1 (a) – (g)	Student accommodation facilities and services (process) <ul style="list-style-type: none"> • Excellent facilities and range of accommodation choices for diverse student groups • Confirmation of building compliance and related insurance requirements • Operations/property/maintenance staff assigned to managing all aspects of property maintenance in accordance with maintenance task logging systems 	
7	2	2		

Massey University: Verification Visit

Outcome	Process	Clause/s	Visit Summary	Verified
5	1	(a) – (e)	Information and promotional activities <ul style="list-style-type: none"> • Centralised accommodation application process • Starrez application individual data capture used to determine wellbeing needs via Res Life team reviewing disclosed resident information as initiating where required connection to additional student support services in individual resident wellbeing plans • Comprehensive onboarding of students to transition them into communal living environments 	
5	1	2		
5	2	(a) – (e)	Accommodation staff <ul style="list-style-type: none"> • Comprehensive Residential Assistant training programme with content tailored to mental health and wellbeing support skills, LBGTQI+, managing sexual harm disclosures, cultural awareness skills, and other core competencies common to RA/RL/sub-warden training programmes across the sector • Positive training experience noted by RA's, who also clearly understood the scope of their roles and responsibilities and described using training skills to effectively manage critical incidents 	
5	3	(a) – (b)	Accommodation staff must be fit and proper persons <ul style="list-style-type: none"> • Police vetting process verified onsite 	
5	4	4 (a) (b) i to ii (c) i to iv	Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices <ul style="list-style-type: none"> • Clear student wellbeing and safety vision with assigned responsibilities, expectations 	

5	4	2	<p>and processes understood by accommodation staff as articulated in Massey's Student Wellbeing and Safety Framework document</p> <ul style="list-style-type: none"> • Starrez application individual data capture used to determine wellbeing needs via Res Life team reviewing disclosed resident information as initiating where required connection to additional student support services in individual resident wellbeing plans • Risk management/critical incident response protocols and processes set out in pastoral care guidelines supported by case management approach to student wellbeing and safety understood by hall staff and on-campus case worker • Referral pathways to Student Wellbeing and Safety Response Management Team understood by Accommodation Manager • Very coherent wellbeing check systems and protocols operationalised by RAs, Residential Life Managers and supporting use of case management protocols connecting students to health and counselling services • Robust data capture through starrez and CRM 	
5	4	3 (a) – (b)		
5	5	(a) i to v (b) i to iii	<p>A safe and inclusive residential community</p> <ul style="list-style-type: none"> • Comprehensive provision of residential life programmes and campaigns tailored to each campus and hall, supporting various student demographics • RAs and resident conversations noted culture of clear feedback loop to management to elevate any concerns or complaints • Very positive accommodation experience noted by residents • Onboarding of residents ensured clear understanding of Massey Accommodation behavioural policies and rules • Complaints log access verified 	
6	1	(g) i to ii (h) i to ii	<p>General principles, (student accommodation contracts)</p> <ul style="list-style-type: none"> • Pastoral care provision clearly aligns, and is consistent with, service provision cited in house rules, handbooks and accommodation agreements • Robust welfare systems clearly understood and operationalised as per accommodation agreements and house rules 	
6	2	1 (a) – (e)		
6	2	2		
6	2	3 (a) – (b)		
6	2	4		
6	2	5		

7	1	1 (a) – (g)	Student accommodation facilities and services (process) <ul style="list-style-type: none"> • Confirmation during visit of building compliance requirements in line with building WOF documentation • Operations/property/maintenance staff assigned to managing all aspects of property maintenance in accordance with maintenance task logging systems • Excellent range of accommodation choices with supporting communal, creative space, and recreational facilities catering to a diverse range of student communities 	
7	2	2		

Victoria University of Wellington: Verification Visit

Outcome	Process	Clause/s	Visit Summary	Verified
5	1	(a) – (e)	Information and promotional activities <ul style="list-style-type: none"> • Advanced, centralised Starrez accommodation application assessment process supporting and hall/room placement protocols which consider individual health and wellbeing needs (noting the Getting to Know You survey which confidential health and wellbeing disclosure section and option to book follow up appointment) • Comprehensive onboarding processes which include pre-arrival online Student Life Modules (sexual harm prevention/response, AOD harm reduction, and Health and Safety protocols etc), supporting student transition into catered and non-catered halls & housing • Clear accommodation messaging which aligns with comprehensive accommodation landing page content, and which promotes Code awareness 	
5	1	2		
5	2	(a) – (e)	Accommodation staff <ul style="list-style-type: none"> • Appropriate staffing structures which align with all health, wellbeing, critical incident response and general operational requirements of VUWs accommodation portfolio, noting the uniqueness of having RAs as primary live-in staff • Advanced RA training programme which includes relevant core competencies, risk management and critical incident protocols common to RA/RL/sub-warden training programmes across the sector • Professional supervision provided to Hall Managers via allocated Manager, Student 	

			<p>Living (2) who oversee a portfolio of four halls each.</p> <ul style="list-style-type: none"> • Summer RAs trained to same standard as 'academic year' RA team in preparation for summer business cycle conducted during summer trimester 	
5	3	(a) – (b)	<p>Accommodation staff must be fit and proper persons</p> <ul style="list-style-type: none"> • Verified as being filed with HR via VUW recruitment process. Central Accommodation Service manages vetting process in consultation with HR. Each employee is reviewed every three years. All employees are Police vetted in accordance with the Vulnerable Children Act. 	
5	4	5 (a) (b) i to ii (c) i to iv	<p>Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices</p> <ul style="list-style-type: none"> • Advanced welfare check system informed by proactive front end pastoral care planning and resident wellbeing goals/plans • Clear overarching pastoral care guidelines with assigned responsibilities, expectations and service delivery requirements understood by Hall Managers, Deputy Heads of Halls, Night Managers, and RA / warden teams across halls, centrally lead by Associate Director, Student Living • Critical incident first responder process with elevation protocols to HoH, DHoH, or Night Managers (2 per hall) • Night Managers respond to after-hours mental health and other wellbeing events • Clear referral pathways to appropriate student services and/or Student Interest Conflict Resolution Team facilitated by established, registered Student Support Coordinator team tasked with helping hall residential teams support residents with complex health and wellbeing needs • Electronic systems – swipe card access, CCTV, digital engagement, as well as operational staff observations of resident movements also support welfare check systems • Clear critical incident and emergency response processes understood by all staff, and included in student induction processes 	
5	4	2		
5	4	3 (a) – (b)		

5	5	(a) i to v (b) i to iii	<p>A safe and inclusive residential community</p> <ul style="list-style-type: none"> • Māori and Pasifika campus-based teams connect residents to pan-university events • LBGTQI+ hall-based groups and connection to specific support services • Student voice captured through resident committees and other student groups. E.g., Rainbow • A generalised approach to supporting academic success (access to PASS, RA role modelling, informal study groups, quiet times, alcohol bans during exam periods), noting that grade information and course engagement analytics are not yet incorporated in monitoring or strategic planning processes • Resident access to complaints progressing information via a SharePoint site and information dashboard • Comprehensive approach to rule and policy induction, consent and sexual harm prevention for residents articulated in handbooks, student life modules and community building initiatives • Complaints log access 	
6	1	(i) i to ii (j) i to ii	<p>General principles, (student accommodation contracts)</p> <ul style="list-style-type: none"> • Pastoral care provision is consistent with clear behavioural and community building expectations and objectives cited in Hall and Independent Living student handbooks. • Robust welfare-check systems clearly understood and operationalised as per Hall of Residence Agreement and Handbooks 	
6	2	1 (a) – (e)		
6	2	2		
6	2	3 (a) – (b)		
6	2	4		
6	2	5		
7	1	1 (a) – (g)	<p>Student accommodation facilities and services (process)</p> <ul style="list-style-type: none"> • Confirmation of building compliance requirements in line with submitted building WOF/insurance documentation • Maintenance task logging systems as per VUWS starrez maintenance processes, and RLM /RA roles and responsibilities • Range of purpose built, and retro-fitted university owned and/or operated accommodation facilities, one external provider partnership hall, with creative spaces, and campus-based recreational facilities catering to a diverse range of student communities 	
7	2	2		

University of Canterbury: Verification Visit

Outcome	Process	Clause/s	Visit Summary	Verified
5	1	(a) – (e)	Information and promotional activities <ul style="list-style-type: none"> • Clear front end messaging from UC who manage a centralised accommodation application process. • Starrez application individual data capture can be used to determine hall placement, floor placement, room placement, and/or connection to appropriate student services, noting variation in Starrez use by hall, • Comprehensive understanding and awareness of information, resources and strategies supporting student transition into halls • Whether students in halls are understood as being UC students or understood as being residents off campus in private accommodation is less clear at an individual hall level 	
5	1	2		
5	2	(a) – (e)	Accommodation staff <ul style="list-style-type: none"> • Coherent RA training programme with comprehensive content tailored to mental health and wellbeing support skills, managing sexual harm disclosures, and other core competencies common to RA training programmes across the sector • RA handbooks align with training experience noted by RAs • Training/professional development programme for senior staff identified as area for review • Comprehensive staffing structures providing appropriate 24 hour, 7 days a week support expected for the scale of UC's accommodation portfolio • Clear managerial oversight of critical incident responses, and elevation process to appropriate hall staff and as required, senior UC staff, noting opportunity to clarify lines of accountability with independent halls 	
5	3	(a) – (b)	Accommodation staff must be fit and proper persons <ul style="list-style-type: none"> • HR policies and processes confirmed as requiring police vetting of all accommodation staff across all halls, noting external contractors (maintenance etc) are required to undertake their own police vetting 	
5	4	6 (a)		

		(b) i to ii (c) i to iv	<p>Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices</p> <ul style="list-style-type: none"> • Risk management/critical incident response protocols and processes clearly understood across the accommodation portfolio, noting these need to be clarified further for independent halls • System connections managed via Students At Risk (SAR) and ACE – course analytics evaluating academic engagement • 'Integrative practice' case management approach connecting students to key pastoral care staff and their respective services, noting that connection to these systems needs to be clarified further for independent halls • Robust welfare check systems supported by all staff, RA role expectations, IT, apps, risk triage, swipe card, meal attendance, incident logging, noting links to issues around privacy policy variations versus risk management requirements • Data-led approach to determining future behavioural trends and resident cohort needs across UniLodge portfolio drawing on NZ and Australian data sets 	
5	4	2		
5	4	3 (a) – (b)		
5	5	(a) i to v (b) i to iii	<p>A safe and inclusive residential community</p> <ul style="list-style-type: none"> • Starrez application individual data capture used to inform connection to appropriate student services, noting hall variations in how the application is used, and access permission settings • Collaborative working relationships with student associations • Comprehensive academic support and culture of academic success within independent halls • Extensive range of established, best practice approaches to community building programmes, notably across the UniLodge portfolio • Comprehensive induction and training processes for RAs and staff supporting all facets of community building and inclusive approaches to supporting specific student cohorts (gender diversity, cultural diversity, neurodiversity etc) • Residents feedback at all halls was universally positive about all aspects of the UC accommodation and overall student experience 	

6	1	(k) i to ii (l) i to ii	General principles, (student accommodation contracts) <ul style="list-style-type: none"> Partnership and operational agreements are well understood and managed in accordance with the different arrangements articulated in those agreements. Accommodation contracts signed by students are not directly linked to, or explained in relation to, these differentiations 	
6	2	1 (a) – (e)		
6	2	2		
6	2	3 (a) – (b)		
6	2	4		
6	2	5		
7	1	1 (a) – (g)	Student accommodation facilities and services (process) <ul style="list-style-type: none"> Excellent facilities and range of accommodation choices for future students reflective of substantial strategic investment in recently developed industry-standard accommodation facilities Operations/property managers assigned to managing all aspects of property maintenance in accordance with maintenance task logging systems 	
7	2	2		

Lincoln University: Verification Visit

Outcome	Process	Clause/s	Visit Summary	Verified
5	1	(a) – (e)	Information and promotional activities <ul style="list-style-type: none"> Starrez application individual data capture is used to determine hall placement, floor placement, room placement, and/or connection to appropriate student services in front end pastoral care planning Every hall student attends an initial meeting with residential staff to identify learning support needs, and if required may be referred to PASS, with meeting notes entered into Starrez Weekly RA check-in cycle supports overall welfare check system Academic support actioned via regular check ins, semester one and two academic progress reviews identify students at risk, measured by GPA movement Process to encourage residents to update information on health conditions not previously disclosed during initial stages of the application process 	
5	1	2		
5	2	(a) – (e)	Accommodation staff <ul style="list-style-type: none"> Critical incident and emergency response processes clearly understood and 	

			<p>operationalised by all staff, and connect to wider university policies and processes</p> <ul style="list-style-type: none"> • RAs understood the scope and associated professional boundaries of their role in relation to incident elevation protocols • RAs spoke positively about their training experience and the application of training to their roles and incident examples • Professional staff roles and responsibilities relating to policies, processes related to referrals to student services clearly understood with close pan university relationships with counselling staff, students' association etc. • Training for fulltime professional staff was not yet developed into a centralised, consistent programme of strengths-based and/or subject expertise learning opportunities 	
5	3	(a) – (b)	<p>Accommodation staff must be fit and proper persons</p> <ul style="list-style-type: none"> • Police vetting process verified during site visit 	
5	4	7 (a) (b) i to ii (c) i to iv	<p>Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices</p> <ul style="list-style-type: none"> • A robust welfare check system with wellbeing and safety response protocols was clearly supported by - • RA check-ins • Academic check-ins • Swipe card access checks – meals and building access • Housekeeping checks • Safe LU app integrated with wider university safety and security systems • Excellent student service response systems to critical mental health and wellbeing incidents 	
5	4	2		
5	4	3 (a) – (b)		
5	5	(a) i to v (b) i to iii	<p>A safe and inclusive residential community</p> <ul style="list-style-type: none"> • All supporting policies and processes understood and used to inform service provision, • Respectfully Lincoln programme • Excellent collaborative student service provision underpinning pastoral care • Excellent harm reduction strategies realised in partnership with Lincoln's Health Centre 	
6	1	(m) i to ii (n) i to ii	<p>General principles, (student accommodation contracts)</p> <ul style="list-style-type: none"> • Professional staff were conversant with managing issues arising from student accommodation contracts 	
6	2	1 (a) – (e)		

6	2	2	<ul style="list-style-type: none"> As noted in document review, some of the language used to set out terms and conditions required updating and ongoing clarification 	
6	2	3 (a) – (b)		
6	2	4		
6	2	5		
7	1	1 (a) – (g)	Student accommodation facilities and services (process) <ul style="list-style-type: none"> Building insurance/WOF compliance verified Processes for logging maintenance requests are clearly understood by staff. Maintenance process for residents wanting to log maintenance requests not as visible Excellent range of affordable, well maintained housing options for a diverse range of students in a well connected and inclusive culture of accommodation provision 	
7	2	2		

University of Otago: Verification Visit

Outcome	Process	Clause/s	Visit Summary	Verified
5	1	(a) – (e)	Information and promotional activities <ul style="list-style-type: none"> Centralised accommodation application process. Starrez application individual data capture used to determine pre-arrival pastoral care planning and connection to appropriate student services, noting variation in Starrez use by hall in recording and reporting on information Comprehensive understanding and awareness of information, resources and strategies supporting student transition into halls Significant degree of autonomy in affiliated Colleges over some aspects of resident selection processes 	
5	1	2		
5	2	(a) – (e)	Accommodation staff <ul style="list-style-type: none"> Coherent sub-warden training programme with comprehensive content tailored to mental health and wellbeing support skills, managing sexual harm disclosures, and other core competencies common to RA/sub-warden training programmes across the sector Sub warden training schedule aligned with a very positive training experience noted when meeting with sub wardens Combined sub-warden training noted as a recent and successful initiative Some variations in the nature of the sub-warden role, where colleges had sub-wardens who lived off-site and took on a 	

			<p>mentor role, while others were expected to reside in Colleges and have a more comprehensive role in managing College residents</p> <ul style="list-style-type: none"> • Pastoral Care Assistant Role (Salmond) was unique and effective • Highly competent, experienced, and dedicated College Warden team with significant individual College autonomy • Comprehensive College staffing structures providing appropriate 24 hour, 7 days a week support expected for the scale and diversity of Otago's Colleges • Comprehensive College Warden training framework, which includes scheduled quality advancement reviews • While there was obvious managerial oversight of critical incident responses, and elevation process to appropriate College or senior UoO staff, feedback from some College staff emphasised that at the time of the visit they were looking forward to the appointment of the Senior Warden, who's role would include strategic oversight and coordination of overall accommodation systems, policies, and processes. 	
5	3	(a) – (b)	<p>Accommodation staff must be fit and proper persons</p> <ul style="list-style-type: none"> • HR policies and processes include all college staff, including Deputy, Assistant and Sub Wardens are required to be police vetted 	
5	4	8 (a) (b) i to ii (c) i to iv	<p>Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices</p> <ul style="list-style-type: none"> • Risk management/critical incident response protocols and processes clearly understood across Colleges (e.g sexual harm policy and processes and working in consultation with SMART), noting affiliated Colleges who use different monitoring systems and who engage with starrez differently from UoO operated halls may need to align their systems for consistency • MOU with DHB around information sharing • Proactive monitoring of academic engagement and success • Shared case management approach to managing the health and wellbeing needs of students, connected to key pastoral care and student services staff confirmed by meeting disability support staff, health and Counselling staff and Māori and Pasifika support staff • The office of the Director of CACLS meets with Colleges monthly and exchanges 	
5	4	2		
5	4	3 (a) – (b)		

			<p>information and updates on UoO processes, and policies etc. They are also participants in the monthly Collegiate Leader’s Forum and the fortnightly Wardens meetings.</p> <ul style="list-style-type: none"> • Proctor role is fundamental to consistent serious misconduct responses • Robust welfare check systems supported by all College staff (housekeeping, maintenance, catering, front office), sub-warden role expectations, IT, apps, risk triage, swipe card, meal attendance, incident logging, noting variations in how systems are used by affiliated Colleges 	
5	5	(a) i to v (b) i to iii	<p>A safe and inclusive residential community</p> <ul style="list-style-type: none"> • Starrez application individual data capture used to inform connection to appropriate student services, noting College variations in how the application is used, permission settings, use of the incident module • Collaborative working relationships with UoO student services, and a range of external stakeholders • Very comprehensive academic support and culture of academic success across all Colleges noted by residents, and evidenced by tutorial/study skills seminar programmes • Extensive range of established, best practice approaches to community building programmes, behavioural management, academic skill development cited by College Wardens and their respective teams • Access to Chaplaincies and acknowledgement of spirituality celebrated • Residents feedback was universally positive about all aspects of the College and Uni-flats student experience • Tailored pastoral care strategies for residents in Uni-flats supported by Kiwi-hosts and experienced centralised services team 	
6	1	(o) i to ii (p) i to ii	<p>General principles, (student accommodation contracts)</p> <ul style="list-style-type: none"> • Pastoral care provision clearly aligns, and is consistent with service provision cited in College Handbooks and in the offer and contract 	
6	2	1 (a) – (e)		
6	2	2		
6	2	3 (a) – (b)		
6	2	4		
6	2	5		
7	1	1 (a) – (g)	<p>Student accommodation facilities and services (process)</p> <ul style="list-style-type: none"> • Excellent facilities and range of accommodation choices for future students 	
7	2	2		

			<p>characterised by a historically rich tradition of commitment to an academic College experience unique to the culture and characteristics of student communities at the University of Otago</p> <ul style="list-style-type: none">• Effective property management strategies supporting the Uni-flats portfolio• Site specific operations/property managers assigned to managing all aspects of property maintenance in accordance with maintenance task logging systems	
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Appendix B. Links to University Accommodation Information

University	URL Link
The University of Auckland	www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation.html
Auckland University of Technology	https://www.aut.ac.nz/student-life/accommodation
Waikato University	www.waikato.ac.nz/student-life/accommodation
Massey University	www.massey.ac.nz/student-life/accommodation/halls-of-residence-apartments-and-studio-units/
Victoria University of Wellington	www.wgtn.ac.nz/accommodation/halls/profiles
University of Canterbury	www.canterbury.ac.nz/life/accommodation/
Lincoln University	https://www.lincoln.ac.nz/life-at-lincoln/accommodation/living-on-campus
University of Otago	www.otago.ac.nz/accommodation/residential-colleges/index.html

