
Introduction

Ka titiro whakamuri, ki te anga whakamua

Guided by the past, shaping the future

This student wellbeing plan for Te Whare Wānanga o Waitaha | University of Canterbury (UC) highlights some of the most important initiatives that we have committed ourselves to as an institution to help our ākonga thrive. Formulated as a structured programme of interventions designed to foster student wellbeing, it highlights a range of new initiatives being undertaken, the areas responsible for carrying them out and the expected timeframes for their completion.

The importance of this kaupapa is hard to overstate. It is increasingly understood that wellbeing is a precursor to academic success. All other things being equal, if a person is feeling anxious, troubled, fatigued, lonely or unwell, it is going to be more difficult for them to concentrate, learn optimally and reach their full academic potential. In implementing measures designed to cultivate wellbeing, such as by increasing students' sense of safety, self-worth and positive self-concept, we aim to make a difference to the lives of students who choose to study here, so that they in turn can go out into the world and make the greatest difference of their own.

How to do this effectively is one of the most important questions that universities must answer. As in other tertiary institutions across Aotearoa, our student population is highly diverse with a broad range of experiences and needs. Some of our students come from outside Ōtautahi Christchurch and feel socially disconnected when they arrive. Some students experience homesickness or have difficulty navigating language barriers. Some struggle to adjust to a learning environment where significant emphasis is placed on independent, self-directed learning and individual responsibility for time management. Some may feel that they cannot fully be their true selves, while others will feel anxious or experience low mood.

“We need to be bold enough to try new things – and possibly even fail at some – if we are to achieve the impact we seek.”

While there are limits to the range of factors the University can influence, prioritising the health and wellbeing of students remains crucial, not least because the trajectory of mental health in Aotearoa does not provide an encouraging picture. To achieve this priority, we must look to innovation and leadership. We need to be bold enough to try new things – and possibly even fail at some – if we are to achieve the impact we seek.

Students are one of our greatest assets in this task, and we are fortunate at UC to benefit from a longstanding positive relationship with the University of Canterbury Students' Association (UCSA). This partnership will undoubtedly continue to prove itself invaluable in the future, because as we have seen many times before, students have an ability to contribute to the wellbeing of our community in ways that the University itself simply cannot replicate.

While looking forward, it is important to look back and acknowledge the strides that UC has taken on our journey. Among other recent developments, we have established new roles in the Health Centre, Student Care, Student Wellbeing, UC Accommodation Services and Rainbow student support areas. We have expanded the Analytics for Course Engagement (ACE) programme to cover more students, created a whole new support team for first year students, committed ourselves to a Disability Action Plan and hired a new role to lead its implementation, expanded the range of training available to staff, and adapted Student at Risk processes with our accommodation partners. We have worked hard to support students studying during the COVID-19 global pandemic, and recruited a team of students to act as champions of wellbeing and assist students to navigate the University support network.

In a spirit of continuous improvement, however, there is always more that can and should be done. The actions identified in this plan represent the next steps in our journey. Whether it's implementing new processes, investing in new technologies, or increasing visibility and normalisation, I am confident that we can make meaningful progress towards our shared vision.

Gilbert Taurua

Director, Equity and Student Wellbeing

Background

The tertiary wellbeing landscape has undergone significant changes since the inception of the Mahere Oranga | Wellbeing Implementation Plan back in 2019. The emergence of COVID-19 and subsequent global pandemic in 2020 presented formidable challenges for tertiary education providers, from both academic and wellbeing perspectives, and swift action was needed at UC to transition into fully online modes of learning.

In the area of wellbeing support, UC responded by implementing a thorough welfare-checking process for every student who registered their COVID-positive status on UC's Health and Safety Information and Reporting System. This was used to provide targeted support in areas such as grocery assistance, power bill subsidies and referrals to support services. Vaccination and PCR testing clinics were also set up on campus, and student and staff volunteers delivered "covid care packs" to home addresses in the Christchurch area.

While measures like this undoubtedly helped, the wellbeing of our community did not remain unaffected. Institutional research revealed that student wellbeing decreased in 2020 compared with the previous year, and stayed at that level in both 2021 and 2022. Pleasingly, 2023 has seen a positive change with wellbeing levels returning close to pre-COVID levels.¹

Another significant event that unfolded since the inception of this plan was the introduction of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code), which came into effect on 1 January 2022. The Code defines a range of wellbeing and safety outcomes for domestic and international tertiary learners, and is something that universities must assess themselves against and report on annually.

While wellbeing is conceptualised differently by different people, the Code itself defines "wellbeing and safety" as "having a positive frame of mind, resilience, satisfaction with self, relationships, and experiences and progressing towards learning outcomes sought. It also means being healthy and feeling secure."

Support for wellbeing is integral to UC's mission as a tertiary education provider, and this is reflected clearly in the University's central strategy, [UC Strategic Vision 2020 to 2030 – Tangata Tū, Tangata Ora](#). Among its seven core objectives is the goal of "Nurturing Staff, Thriving Students".

What this looks like in practice here is hard to fully state in one concise picture. If we look at the most direct and immediate forms of mental health and wellbeing support at UC, for example, we can note the following services.

- **Atawhai Ākonga | Student Care:** provides practical guidance, advice and support to students dealing with issues and concerns.
- **UC Māori:** support for Māori students, including cultural support, personal and professional development opportunities, mentoring, tutoring, pastoral care and guidance.
- **UC Pacific:** multifaceted support for Pacific students, both academically and pastorally.
- **Rainbow Student Support:** dedicated support for Rainbow students to help them succeed and keep well through holistic assessment of their needs and help in navigating the university system.
- **Te Whare Hauora | Health Centre:** full general practitioner, medical, counselling and related services that serves as the primary referral point for all cases of emotional or psychological distress in students.
- **Tari Oranga | UCSA Advocacy and Welfare:** provides a range of advocacy and welfare related services, including a food bank, longer term food support service and access to financial assistance.
- **Te Ratonga Hākinakina | UC Rec & Sport:** cardio, weights, classes, courts and sport to promote physical wellbeing.
- **UC Student Wellbeing:** team that provides communications, events and projects that help students be proactive to maintain their own wellbeing through knowledge, tools, experiences and systems.

¹ UC measures student wellbeing primarily using the WHO-5, a validated set of five questions that, when added together, results in a numerical value between 0 and 100.

- **Kāhui Wairua | Chaplaincy:** pastoral and practical support such as listening to, advising and praying with students, regardless of their beliefs.

Just noting these teams alone, however, would omit many other important aspects of support. For example, Te Ratonga Nohonga | Student Accommodation Services and UC's accommodation partners play a vital role in supporting the success and wellbeing of students living in halls of residence through activities, opportunities, catering to basic needs, check-ins, and referrals to other services.

Similarly, Pokapū Pūkenga Ako | Academic Skills Centre is a free advisory service and resource hub that focuses on writing and study strategies to maximise student achievement. To the extent that students using this service are empowered to succeed in their studies and feel confident in doing so, this team also makes a major contribution to the wellbeing of students at UC.

The same pattern holds for teams like Te Rōpū Rapuara | Careers, Te Ratonga Whaikaha | Student Accessibility Service, Akiaki Ākongā | Student Experience and many more. All told, a UC review of wellbeing undertaken in 2019 identified nearly 150 different services that function partly or wholly to support and improve student wellbeing – from class representatives and orientation activities through to work-integrated learning opportunities, mentoring, student clubs, awards, dental and eye examinations, and bike services.

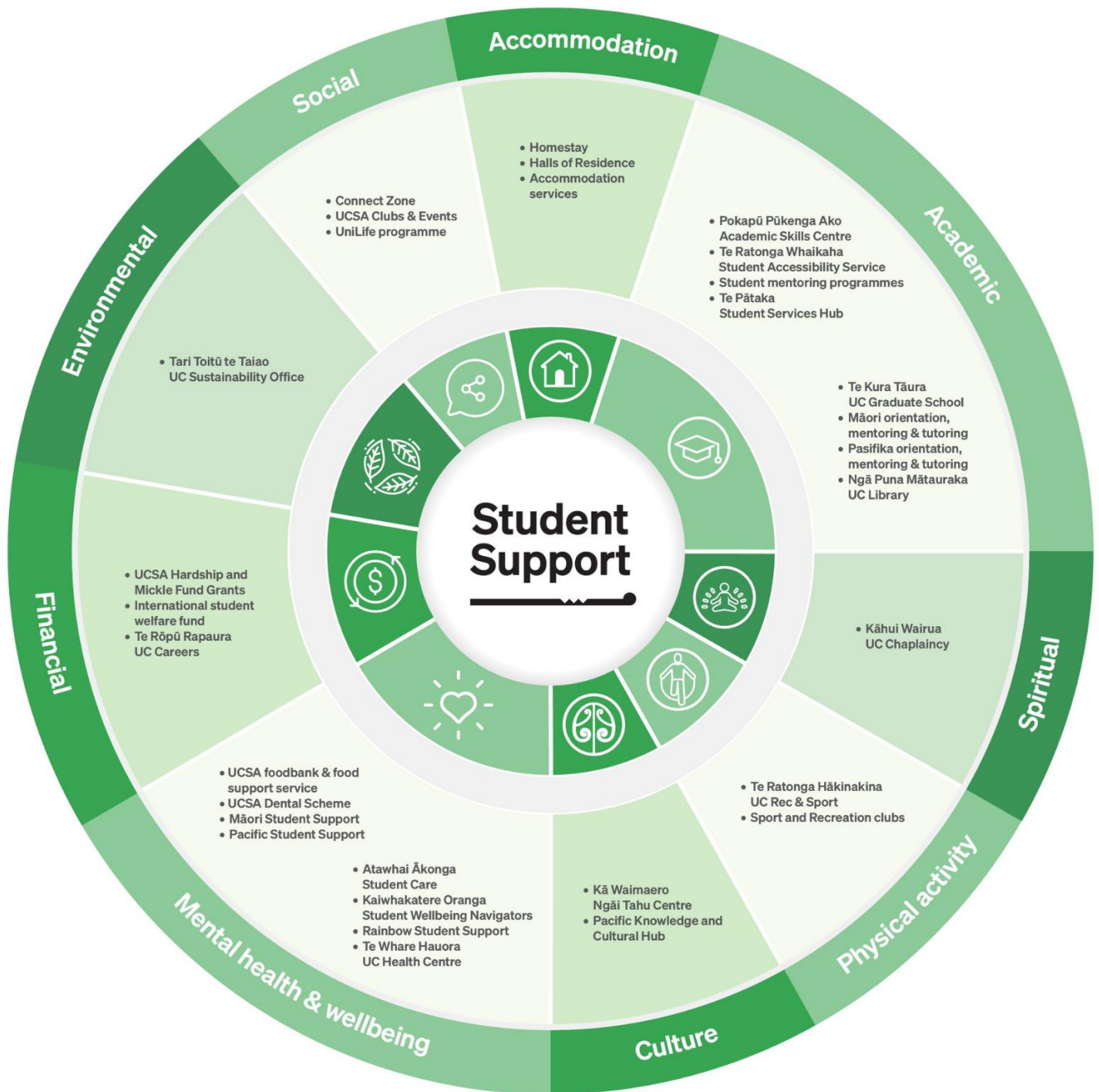
What happens academically is no less important; indeed, the importance of the relationship between the academic environment and wellbeing is something that research carried out both here and internationally highlights. Analysis by the Evaluation and Student Insights team in 2023 looked into correlations between low student wellbeing and other variables for which there was data through student surveys. Four key factors were identified that, combined, account for nearly 40% of the variance in student wellbeing results:

- **Overall Educational Experience:** catch-all measure of the general educational landscape that students experience during their time at UC.
- **Learner Engagement:** students' feelings of belonging and preparedness for study, as well as their levels of involvement in discussion within their courses, and their interaction with other students throughout their study.
- **Belonging:** a more personal measure capturing whether students feel at home at UC, as well as the quality of their social experiences.
- **Learning Resources:** the resources (physical, digital, and course components, including LEARN) available to students.

The distributed and interwoven nature of wellbeing support across universities is something that the Code itself in some way reflects insofar as it requires tertiary providers to adopt 'whole-of-provider' approaches to maintaining strategic and transparent student wellbeing and safety systems.

To ensure that the actions we're working towards truly reflect and address our diverse needs, we have committed to update the Mahere Oranga | Wellbeing Implementation Plan to see it out for the remainder of its original term.

In doing so, we acknowledge the hard work that has enabled us to get to this point, and hope to lay the foundations for future programmes of work to build on as we come into the second half of the University's strategic vision – tangata tū, tangata ora.



An illustrative snapshot of student support at UC

Vision Statement

UC will provide a sustaining environment where oranga, the holistic wellbeing, of staff, students and our community enables our people to be successful, engaged, empowered and making a difference – tangata tū, tangata ora.

Mission Statement

UC is committed to achieving positive wellbeing outcomes for our diverse community. Through collaboration, innovation and insight, we will take practical strides to support people to feel good and function well. Mindful of disparities in outcomes, we will work with our community to understand our needs, hold ourselves to account, and enact research-informed programmes of action to support a deeper culture of wellbeing for all who work, study or visit here.

Te Tiriti o Waitangi | The Treaty of Waitangi

Kā Waimaero is the office where the Treaty relationship between the Crown and Ngāi Tahu is represented.

By legislation, Ngāi Tahu is the Treaty partner to the Crown within its takiwā as declared in the Te Rūnanga o Ngāi Tahu Act 1996. Within the 1996 Act and its Charter, Ngāi Tūāhuriri hold ‘tino-rangatiratanga’ within the takiwā in which the University of Canterbury resides. Furthermore, the Crown recognises Ngāi Tahu and the ‘tangata-whenua’ and as holding ‘rangatiratanga’ in the Ngāi Tahu Claims Settlement Act 1998. Therefore, by legislation Ngāi Tahu is the sole Treaty partner within its takiwā, and Ngāi Tūāhuriri holds authority for Treaty matters within the University of Canterbury. No other group holds this status within Te Waipounamu and no other group represents Treaty matters upon the campus.

In line with the Education and Training Act 2020, the University acknowledges the principles of the Treaty of Waitangi which are defined by the judiciary and the Waitangi Tribunal. By tikanga, Ngāi Tūāhuriri works exclusively with Ngā Maata Waka to ensure it works for the interests of all Māori. This relationship was reconfirmed in 2022.

In matters of health and wellbeing, the Waitangi Tribunal Health Services and Outcomes Inquiry (Wai 2575) is holding hearings on concerns and grievances relating to health services and outcomes of national significance for Māori. These claims, both historical and contemporary, cover a range of issues relating to the health system, including health equity, primary health care, disability, mental health, and alcohol, tobacco and substance use.

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

[The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#) sets out expectations that tertiary providers must meet relating to the wellbeing and safety needs of tertiary and international learners in Aotearoa.

Central objectives of the Code are to ensure that providers have effective wellbeing and safety practices in place, honour Te Tiriti o Waitangi, embed practices for gathering and reflecting learner voice, and adopt a whole-of-provider approach.

The University of Canterbury is strongly committed to the Code and, where applicable, individual actions in this work plan have been linked with areas of its implementation that the action supports.

In articulating a set of actions to be undertaken to advance the wellbeing, safety and sustainability of our community, we aim to meet the expectations of the Code embodied in the outcomes and associated processes.

Actions	By When	How	Who	Outcome	Measure
Expand support for academic staff to promote the wellbeing of students in the learning and teaching environment	Dec, 2024	Develop messaging for academics to enhance support for student mental health and wellbeing.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Strengthened support for wellbeing in learning environments Academics feel more equipped to support students and clear on appropriate boundaries in doing so Support for the Pastoral Code: 10(2)(c, g & i) 	<ul style="list-style-type: none"> Positive feedback from academics about the value of the resources provided Increase in reported 'overall educational experience' found through institutional surveying
Review existing wellbeing data collection and service evaluation practices	Dec, 2024	Explore technological solutions to obtain direct student feedback on the quality of student support services as they are provided.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> More frequent and direct student evaluations enabling service improvements Support for the Pastoral Code: 8(2)(a-b) 	<ul style="list-style-type: none"> Evidence from student support teams of adjustments to service provision as a result of the feedback gathered Improvements over time in student evaluations
	Dec, 2023	Establish a working group to review current approaches to measuring student wellbeing at an institutional level. Assess the way that UC uses this data when determining opportunities for interventions intended to support student wellbeing.	Director, Equity and Student Wellbeing Programme Director Learner Success	<ul style="list-style-type: none"> Potential refinements to data collection practices Potential refinements to the way that UC formulates interventions designed to support student wellbeing Support for the Pastoral Code: 8(2)(b), 10(1) 	<ul style="list-style-type: none"> Consensus from the working group concerning the value of existing practices and any changes to be implemented Feedback from UCSA
Review practices, policies and frameworks connected with harm reduction	Dec, 2024	Create and implement a systematic programme of reviews on the policies and support services provided for problematic / addictive behaviours such as alcohol abuse, smoking, gambling and problematic gaming on student wellbeing.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> A set of recommendations concerning services provided at UC with respect to harm reduction Support for the Pastoral Code: 20(c), 21(b) 	<ul style="list-style-type: none"> Recommendations from the review actively used to inform practice
	Dec, 2023	Establish regular drug checking clinics at a central campus location through partnership with a licenced drug checking service.	UCSA Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Improved student access to, and utilisation of, drug checking services Timely and relevant provision of harm reduction messaging Reduced health-related risks stemming from drug-taking behaviour Support for the Pastoral Code: 20(1)(a&c), 21(d)(iv) 	<ul style="list-style-type: none"> Baseline number of students using drug checking services on campus established as a reference for growth in uptake of the service in future years Feedback from UCSA

Work to prevent/minimise harmful behaviours, whether on campus or online	Dec, 2023	Establish a standalone Harmful Sexual Behaviour Prevention and Response Policy, evolving support and response pathways to align with trauma-informed and survivor-centred practices and ensure safety.	Sexual Harm Prevention and Response Lead Senior Policy Advisor, Vice-Chancellor's Office	<ul style="list-style-type: none"> Improved institutional policy and response procedures Support for the Pastoral Code: 10(2)(e), 10(3)(g) 	<ul style="list-style-type: none"> Student and staff consultation process successfully undertaken Establishment of the policy within the UC Policy Library
	Dec, 2024	Establish a pan-University harmful sexual behaviour prevention framework.	Sexual Harm Prevention and Response Lead	<ul style="list-style-type: none"> A safer, more inclusive and positive university community Support for the Pastoral Code: 10(2)(e), 16 (1)(a–b), 21(a) 	<ul style="list-style-type: none"> Prevention framework is developed and work is underway to implement
Expand student messaging to boost mental health literacy and resilience	Dec, 2023	Refine student wellbeing messaging to reach into wider topics in mental health and wellbeing. Review use of communication channels and stylistic approaches to maximise interest, relevancy and impact.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> More relevant and impactful student wellbeing messaging Support for the Pastoral Code: 21(b) 	<ul style="list-style-type: none"> Positive social media metrics (eg, click-through rates, engagement) UCSA feedback
Strengthen research postgraduate student wellbeing	Dec, 2023	Finalise integration of wellbeing into all aspects of the newly formed Researcher Development Team.	Dean of Postgraduate Research	<ul style="list-style-type: none"> Holistic and effective support for the wellbeing of research students Support for the Pastoral Code: 17(2), 22(1) 	<ul style="list-style-type: none"> Assessment by the Wellbeing Lead position in the Researcher Development Team
Increase capacity in the Health Centre for mental health support	June, 2024	Building on recent Health Coach and Health Improvement Practitioner roles, recruit a Psychiatric Nurse to enhance capacity for specialist mental health support.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Improved outcomes for students seeking mental health support Support for the Pastoral Code: 21(b) 	<ul style="list-style-type: none"> UCSA feedback

Actions	By When	How	Who	Outcome	Measure
Progress the new RecCentre with expanded wellbeing services, adjacent outdoor amenities and refurbished RecCentre for teaching and research	Dec, 2024	Funding envelope has been approved and design team in process of being appointed. Opening date will be contingent on funding remaining in place, and successful project management with no construction or design delays.	Facilities Management Director, Equity and Student Wellbeing Executive Dean, Faculty of Health	<ul style="list-style-type: none"> Improved University Rec and Wellbeing facilities Support for the Pastoral Code: 18(b), 21(a) 	<ul style="list-style-type: none"> New facility is open Dec 2025 All weather surface and other outdoor amenities open Dec 2025 Refurbished facility open Dec 2026
Work towards the establishment of a dedicated student wellbeing space	Sep, 2024	Work with the UCSA, Facilities Management, Student Accessibility Service and other key stakeholders to explore options for a wellbeing space for students characterised by a calm, relaxing environment that considers the needs of neurodivergent students.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> A physical location characterised by a relaxed, calm environment that works to enhance student wellbeing Support for the Pastoral Code: 16(f), 18(c) 	<ul style="list-style-type: none"> Establishment of the space Utilisation of the space Feedback from UCSA
Advance implementation of the UC Sustainability Plan 2022–2030	Dec, 2024	Sustainability Plan priorities: <ol style="list-style-type: none"> Contribute to resolving SDGs through learning and teaching Ensure research contributes to global sustainability challenges Become carbon net neutral by 2030 Improving environmental sustainability Grow our sustainability networks 	UC Sustainability Office	<ul style="list-style-type: none"> UC closer to having all activities with a strong sustainability focus and contributing to the world's sustainability 	<ul style="list-style-type: none"> Annual reporting by UC Sustainability Office
Advance the Waste Plan 2022–2030	Dec, 2024	Waste Plan priority areas: <ol style="list-style-type: none"> Landfill waste stream to be composed of at least 75% clean landfill by 2024 Contamination of comingled recycling will be no greater than 25% by 2024. Retain or improve on 94% clean organics by 2024 Clean landfill rates drop by 25% by 2026 Single use bottle disposal reduced by 20% by 2025 and 50% by 2030. 	UC Sustainability Office	<ul style="list-style-type: none"> Progress towards waste reduction initiatives 	<ul style="list-style-type: none"> Annual reporting by UC Sustainability Office

Advance the UC Sustainable Food & Drink Plan 2021–2030	Dec, 2024	<p>Priority areas</p> <ol style="list-style-type: none"> 1. Establish a stakeholder group to support progress on the Plan 2. Explore options for mahinga kai on campus 3. Expand edible plantings on campus 4. Continue expanding fair trade options available on campus 5. Work with all food and beverage vendors on campus to ensure sustainability principles are adhered to, with particular reference to sustainable fisheries and mahinga kai 6. Work with all food and beverage vendors on the provision of healthy and affordable options 7. Work with all food and beverage providers on the provision of sustainable food packaging 	UC Sustainability Office	<ul style="list-style-type: none"> • Progress towards actions intended to improve the food environment at UC • Support for the Pastoral Code: 20(2) 	<ul style="list-style-type: none"> • Annual reporting by UC Sustainability Office
Advance the UC Cycle Plan 2022–2030	Dec, 2024	<p>Priority areas</p> <ol style="list-style-type: none"> 1. Achieve organisational target of 20% commuting by bike by 2030 2. Improve cycling infrastructure across UC campuses including cycle parking, end of ride facilities and cycle routes 3. Encouraging cycling including cycle safety, security, access to bikes, free repair, events and activities 4. Travel surveys to be undertaken every four years to understand behaviour and guide campus planning 5. Reviewing and repositioning cycle parks to best effect 	UC Sustainability Office	<ul style="list-style-type: none"> • Progress towards planning and initiatives that enable a cycle friendly campus 	<ul style="list-style-type: none"> • Annual reporting by UC Sustainability Office
Enhance UC's food environment and community access	Dec, 2024	Partner with regional food resilience organisations to improve food outcomes in our community with impact	UC Sustainability Office	<ul style="list-style-type: none"> • Improved food environment and opportunities • Support for the Pastoral Code: 20(2) 	<ul style="list-style-type: none"> • Number of organisations partnered with. • Number of impactful actions taken in collaboration. • Annual reporting by UC Sustainability Office
	Ongoing	Through partnership with Te Tari Toitū te Taiao UC Sustainability Office, advocate for edible gardens for staff and students.	UC Sustainability Office	<ul style="list-style-type: none"> • Improved food environment and opportunities • Support for the Pastoral Code: 20(2) 	<ul style="list-style-type: none"> • Annual reporting by UC Sustainability Office

Advance the Accommodation Development Programme	Dec, 2024	Move forward with the programme to develop facilities for additional first-year and second-year+ and International students that deliver a safe and vibrant student experience.	Director, Accommodation Services	<ul style="list-style-type: none">• Enhanced student journeys through UC accommodation	<ul style="list-style-type: none">• Reporting to Senior Leadership Team
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Actions	By When	How	Who	Outcome	Measure
Review timetable and assessment impacts on wellbeing	Dec, 2024	Be informed by the DVC (A) review into timetabling and assessment impacts.	Dean, Academic Success	<ul style="list-style-type: none"> • Adjustments where possible to minimise unnecessary stressors 	<ul style="list-style-type: none"> • Review completed • UCSA feedback on adjustments
Provide access to free period products	May, 2023	Free period products will be made available at a wide range of locations across the UC campus	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> • Students feel supported by UC and more able to participate fully in campus life and studies • Support for the Pastoral Code: 18(a–b) 	<ul style="list-style-type: none"> • Feedback from students and staff • Feedback from UCSA
Co-create a UC Sport Trust to ensure club sustainability for improved participation	Dec, 2023	Create a sustainable sport club development programme, working toward incorporated trust status with external governance	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> • Support for the longevity of sport clubs at UC • Support for the Pastoral Code: 21(a) 	<ul style="list-style-type: none"> • Sport Trust is established • Future pathways to include more clubs are explored • Club fees are kept to a minimum via sponsorship/grants generated by board
Delivery of on-campus recreation programme for staff and students	Dec, 2024	Review existing services and develop new services that target underserved communities, while retaining top performing programmes. Explore options for classes designed for those with disabilities or lower mobility ranges.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> • Improved physical health outcomes for underserved communities • Support for the Pastoral Code: 20(1)(c), 21(a–c) 	<ul style="list-style-type: none"> • Rec&Sport programmes are well attended (80% capacity on average) • New programmes are established to provide support for underserved communities • New targeted roles are funded to co-create services with underserved communities

Actions	By When	How	Who	Outcome	Measure
Advance an inclusive community by promoting a sense of belonging and connectivity	Mar, 2024	Establish new positions in the Student Wellbeing portfolio to lead the development and delivery of research-informed prevention initiatives related to diversity and inclusion.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Dedicated resourcing to advance initiatives supporting diversity and inclusion Support for the Pastoral Code: 16(1) 	<ul style="list-style-type: none"> Establishment of the positions
Report on wellbeing developments and progress against Te Pae Māhutonga to Kā Waimaero Ngāi Tahu Centre	Jun, 2024	Specific reporting provided to the University's Office of Treaty Partnership	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Feedback and suggestions from mana whenua Support for the Pastoral Code: 8(2)(a) 	<ul style="list-style-type: none"> Feedback from Kā Waimaero
Develop leadership skills within UC Māori community to increase physical activity levels	Dec, 2024	Newly established Kaiwhakahau to co-create initiatives with the Māori community to increase active recreation levels and develop new and existing exercise leaders, leading with a bicultural perspective	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Increase in Māori participation in physical activity Increased bicultural activities available to the UC Community Increase in Māori leadership in physical activity/wellness space Increased competence and confidence in bicultural leadership within Rec&Sport team Support for the Pastoral Code: 20(1)(c), 21(a-c) 	<ul style="list-style-type: none"> Feedback from students Observed increased rates of utilisation by underserved students populations in university offerings relating to physical activity
Support Māori and Indigenous Studies	Dec, 2024	Continue to support the Māori and Indigenous Studies programme which provides a broad subject base on culture, knowledge, and philosophies of Māori and Indigenous peoples within their economic, political, and social realities.	Director Masters in Māori and Indigenous Leadership	<ul style="list-style-type: none"> Recruit 60 students to undertake this programme of study each year. 70% of these students are of either Māori or Pacific ethnicity 	<ul style="list-style-type: none"> Annual reporting to the Academic Board

Kia Ora Hauora	Dec, 2024	Engage with the Kia Ora Hauora programme that supports Māori secondary school students into a wide variety of health careers to enable greater intake of Māori students into UC study options.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Relationship established between Kia Ora Hauora and Māori students being enrolled at UC. 	<ul style="list-style-type: none"> 10 Māori students enrolled at UC through the partnership with Kia Ora Hauora. UC Māori students are involved in the national Kia Ora Hauora yearly hui.
Support the wellbeing of Rainbow students	Dec, 2024	Begin work towards a specific plan for Rainbow student wellbeing. As part of this, explore the place for a Gender Affirmation Policy at UC.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Improved wellbeing and experience of students who identify as Rainbow 	<ul style="list-style-type: none"> Project plan with milestones, stakeholders and timeframe developed
Support the wellbeing of Muslim students	Jan, 2024	Contract external organisations with specialist ability to provide culturally appropriate pastoral care for Muslim students	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Improved pastoral care support for students who identify as Muslim 	<ul style="list-style-type: none"> Establishment of contract for services
Support the wellbeing of International students	Mar, 2024	Recruit an additional International Student Advisor into the Student Care team	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Improved pastoral care support for international students 	<ul style="list-style-type: none"> Successful recruitment of an individual

Actions	By When	How	Who	Outcome	Measure
Wellbeing leadership on campus	Jan, 2023	Implement a wellbeing advisory group to help inform the direction and evaluation of activities and practices related to wellbeing	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> • More informed and widely considered implementation of wellbeing initiatives and direction-setting. 	<ul style="list-style-type: none"> • The group remains active and engaged, providing input that helps shape decision making
Leverage wider networks	Ongoing	Continue to leverage groups, committees, networks and national bodies such as Tertiary Wellbeing Aotearoa New Zealand (TWANZ), Committee on University Student Pastoral Care (CUSPaC), Directors of Student Services (DSS), Australian and New Zealand Student Services Association (ANZSSA), Asia Pacific Student Accommodation Association (APSAA), and Australasian Mental Health and Higher Education Collaboration (AMHHEC) to improve outcomes for our community.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> • Greater collaboration, networking, access to expertise, awareness of best practices, and innovative thinking. 	<ul style="list-style-type: none"> • Feedback from UC representatives on the value of these activities in contributing to wellbeing at UC
Deliver Mental Health First Aid (MHFA) training for students	Jun, 2023	Following accreditation, begin providing MHFA training opportunities to students in key positions, such as Residential Assistants, Mentors and Wellbeing Navigators.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> • Increased knowledge, skills and confidence within the student community to provide immediate assistance to people experiencing mental health challenges • Support for the Pastoral Code: 18(a), 21(d)(iii) 	<ul style="list-style-type: none"> • Meet minimum registrations required for the training • Positive participant feedback from each course evaluation • Ability to train specific cohorts as and when required
Establish a dedicated group of students to provide regular feedback on wellbeing initiatives, programmes and service delivery	Jun, 2024	Drawing on principles underpinning tangata whai ora, recruit students from diverse backgrounds, including students with lived experience of wellbeing challenges, to work as part of a feedback group to enhance support services and wellbeing programme delivery.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> • Improved support service delivery and accessibility • Enhanced wellbeing programmes • Stronger student voice mechanisms • Support for the Pastoral Code: 8(2)(a), 12(a&c) 	<ul style="list-style-type: none"> • Higher UCount support service evaluations • Feedback from the students involved
Promote the voice of students with lived experience of disability	Dec, 2024	Establish an advisory group of students with lived experience of disability to provide advice on issues related to disability and develop a list of priority actions contributing to the development of the Disability Action Plan.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> • Voice of students with lived experience of disability is considered in relevant decision making • Direction on priority actions to be undertaken • Support for the Pastoral Code: 12(a&c) 	<ul style="list-style-type: none"> • The group remains active and students report feeling their voice has been heard on issues that affect them.

Actions	By When	How	Who	Outcome	Measure
Provide opportunities for deeper wellbeing education	Dec, 2023	Alongside ākonga and subject matter experts, co-design a wellbeing education programme using a programme development group.	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Improved awareness and confidence to manage personal wellbeing Support for the Pastoral Code: 21(a–b) 	<ul style="list-style-type: none"> Pilot programme launched and evaluated based on student feedback
Empower clubs to advance wellbeing	Dec, 2024	Work with clubs to financially support activities that support student wellbeing	Director, Equity and Student Wellbeing	<ul style="list-style-type: none"> Improved awareness and confidence to manage personal wellbeing Support for the Pastoral Code: 21(a) 	<ul style="list-style-type: none"> Increase in the number of clubs partnering with UC Student Wellbeing in relation to events and activities