



The demand and opportunity for student accommodation in Christchurch CBD

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Executive Summary

With the purpose of evaluating demand for student accommodation, we posed the research question: "What are the benefits and challenges of tertiary student housing in the Christchurch Central Business District (CBD)?".

The methodology implemented in this research uses both primary and secondary data. Primary data was collected in the form of surveys and interviews, whilst secondary data included rental and transport data within both the CBD and the University of Canterbury area.

Our results showed:

- There is demand for more student accommodation from tertiary providers.
- Most students are willing to pay between \$150 and \$199 to live in the CBD.
- The current active transport network is adequate for most students.
- Amenities and barriers that are most important to students are transport and affordability.
- The dynamics of students do not influence their preferences.

There were challenges and limitations in data collection and analysis. This included limited diverse student representation in the survey data, due to the short collection period, alongside limited secondary data specific to students or a New Zealand (NZ) context. Thus, external sources had to be relied on, allowing for potentially skewed results. Further examination into students within NZ cities is necessary for qualitative conclusions.

Introduction

Student numbers for tertiary providers in Canterbury have been increasing steadily since 2015 (Dyason et al, 2021; Lincoln University, 2022; University of Canterbury, 2022). The largest tertiary provider in Canterbury, University of Canterbury (UC), has indicated that by 2031, 800 additional beds will be needed to keep up with their increasing student numbers as this shortage of accommodation is likely to have negatively affected enrolments for 2023 (G. Scott, personal communication, September 5, 2023). Currently, out of the three largest tertiary providers in Canterbury (Ara, Lincoln University (LU), and UC), only Ara has student accommodation in the Central Business District (CBD), with a maximum capacity of 192 students (Ara Institute of Canterbury, n.d.; Lincoln University, 2023; University of Canterbury, 2023a). The main purpose of this project is to investigate if demand from students exists for tertiary accommodation in the CBD, and if so, aims to influence the design of this accommodation. Therefore, the research question for this project is: "What are the benefits and challenges of tertiary student housing in the Christchurch Central Business District (CBD)?".

Given the current typology of tertiary accommodation in Christchurch, this research will delve into receptivity of such a shift in the type of accommodation. The findings of this report are predominantly based on data gathered from UC, but any tertiary students in Canterbury could benefit from this proposed accommodation. This also lines up with the goal from the Christchurch City Council (CCC) to increase the number of people living in the CBD to 20,000 by 2028, to increase economic growth and social prosperity (CCC, n.d.). Before any student accommodation can be built however, it is crucial to understand both practical and social considerations - which are the underlying basis of this report. Practical considerations include topics such as amenities, barriers, and transport - ensuring that the physical needs of the students are met to enable them to live in the city. Social aspects, such as social cohesion and diversity have been considered to ensure that the environment is healthy and inclusive.

ChristchurchNZ is the community partner for this project, who are the economic development, and marketing agency for Christchurch. Their goals are to help improve the city's tourism, economy, and social livelihood, and are primarily funded by CCC (ChristchurchNZ, n.d.). ChristchurchNZ has an urban development division that works with businesses, organisations, iwi, and government to help develop projects in the city. One topic currently being explored is developing student accommodation in the city, which is the purpose of this research project.

This paper will cover a review of relevant literature, the collection methods of both the primary and secondary data, the analysis methodology, the results, a discussion of these results, and conclusion.

Literature Review

The literature review for this project engaged with topics of liveable cities, transport, economic factors, culturally inclusive spaces, and the enhancement of student lifestyle. Stephanson (2010) illustrates that the relationship between people and place incorporates the three foundations of humankind: the well-being of human life, the connectivity of society, and the quality of environment. Thus, the relationship between people and place is fundamental - highlighting that an individual's life is based on the influence of their physical, cultural, and social environment.

Graells-Garrido et al. (2021) set an example illustrating that an interactive neighbourhood has more access to educational, retail and greenspace facilities. This concept links to the idea of a '15-minute city', which highlights that residents should have access to living, working, commerce, healthcare, entertainment, and greenspace within 15 minutes using active transport (Moreno et al., 2021). This

concept holds high significance in any development of an urban environment, with particular importance to encouraging students into the CBD.

Transport is a key issue for student accommodation in the CBD as both LU and UC are outside of this area. Most UC students either drive or walk to UC (Gillard and Morris, 2020). Students driving from the CBD would have to pay for parking both there and on campus, and LU and UC students that walk would need to change transport modes. Encouraging a mode shift by decreasing bus travel times, a significant barrier for potential bus users, is a potential solution (Dell’Olio et al., 2011). The Greater Christchurch Partnership has developed a business case which includes decreasing bus travel time by 2028 (Boffa Miskell et al., 2020). With significant investments made into cycling infrastructure over the last 5 years (Christchurch City Council, 2023a), some of these students may shift to cycling without any additional investment as connectivity of cycleways and bike maps, which are now in place, promote a “bike friendly” image (Wilson et al. 2018).

Buttner et al. (2023) states that student accommodation creates economic opportunities and challenges for both students and the local area. It can introduce studentification within university adjacent blocks or districts, growing the student population to disproportionate levels, causing perceived disruption to long term residents (Okundi, 2018). The placement of students within the CBD requires strategy to maintain its accessibility to non-student residents as well as reduce the likelihood of unaffordable property price hikes. Studentification would likely remodel the CBD’s social and economic dynamics, however the city’s culture and local businesses can expect to thrive from the opportunity (Donaldson et al., 2014).

In terms of culturally inclusive spaces, 85% of Māori are now living in urban space (Statistics New Zealand, 2006; Kukutai, 2014, as cited in Ryks et al., 2016). As New Zealand demographics evolve, Māori population will continue to relocate to cities and it is fundamental that when Māori Students relocate to the city, cultural identities and aspects are preserved (Ryks, 2016). Boulton (2022) attempts to encourage development to rethink the ‘one size fits all’ ideology and to consider more inclusive spaces for cultures to flourish.

The displacement of students into the CBD leans in a positive direction for Christchurch residents, local economies, and tertiary students, introducing an element of urbanisation and gentrification to the CBD (Dyason et al, 2021). Universities tend to captivate and generate an environment of diversification which affects everyone and everything in its path (Van Den Berg & Russo 2004) which explores economic opportunities and enhances the quality of life. The migration of students to the CBD would cater to the population growth of the tertiary providers as well as Christchurch as a whole.

Primary Data Collection

Survey

Qualtrics was used to create a survey containing 23 questions based on:

- Consent and background information.
- Typology and location preferences.
- Transport considerations.
- Amenities and barriers.
- Social factors.
- Financial considerations.

The main distribution methodology followed a snowball sampling approach (Naderifar et al. 2017), pushed further by posting on the UCSA noticeboard to encourage students to participate. In total, there were 105 respondents, 98 from UC, 4 from Ara, 2 from LU, and 1 from Yoobee. These results were put through a linear regression model to gain the statistical significance of the relationships.

Interviews

8 UC students were interviewed for this project. These included a range of demographics, such as: post-graduate, first year, a residential assistant, international and local students, and a Māori graduate from Te Akatoki. A transcript was created for further analysis.

Methodology

The methodology of this study has been broken down into five categories and analysed using both primary and secondary data.

The total size of the student accommodation market in Christchurch

The purpose of this is to understand current student accommodation in Christchurch and its future demand. This was achieved by analysing various reports from tertiary providers in Canterbury.

Data used:

- Ara annual report 2021 (Ara Institute of Canterbury, 2021)
- Ara O-house (Ara Institute of Canterbury, n.d.)
- LU annual report 2022 (Lincoln University, 2022)
- Otago - Christchurch campus redevelopment (University of Otago, n.d.)
- UC student accommodation report (G. Scott, personal communication, September 5, 2023)
- UC annual report 2022 (University of Canterbury, 2022)

Rental analysis

The purpose of this is to understand the characteristics of the rental market in both the CBD and UC areas. This was achieved analysing both primary and secondary data.

Survey data:

- Rent willing to be paid to live in the CBD compared to respondents' year level.
- How much is the respondent currently paying?
- Would they pay more to live in the city compared to what they are currently paying?

Secondary data:

- Median rent by suburbs from over a 6-month period (1 Feb - 31 July) for each accommodation type (e.g., rooms, flats, homes) (Tenancy Services, 2023)
- To compare the UC area to the CBD
- UC halls for 2024 (University of Canterbury 2023b; 2023c)

Transport Connectivity

The purpose of this is to understand the role transport plays in accommodation decisions. This was predominately achieved using primary data but put into context using secondary data.

Survey data:

- Current mode of transport compared to the preferred mode.
- Transport incentives.
- Location choices compared to current transport choices.

Secondary data:

- Existing transport routes sourced from Christchurch City Council (2023b), and Metro (2023).

Amenities and barriers

The purpose of this is to understand what barriers may prevent students from living in the CBD and what amenities need to be considered. This was achieved by analysing primary data.

Survey data:

- Most important factors when choosing student accommodation (ranked)
- Why would you not live in the CBD? (ranked)

Student dynamics

The purpose of this is to identify and understand patterns between preferences and different subgroups (e.g., year of study, tertiary provider, ethnicity).

Survey data:

Year of study compared to:

- Typology choices.
- Location preference.
- Social opportunities.

Interview data was used for both student dynamics and amenities and barriers. Throughout the conducted interviews, the questions from the survey were asked again to interviewees to gain a further understanding behind the results.

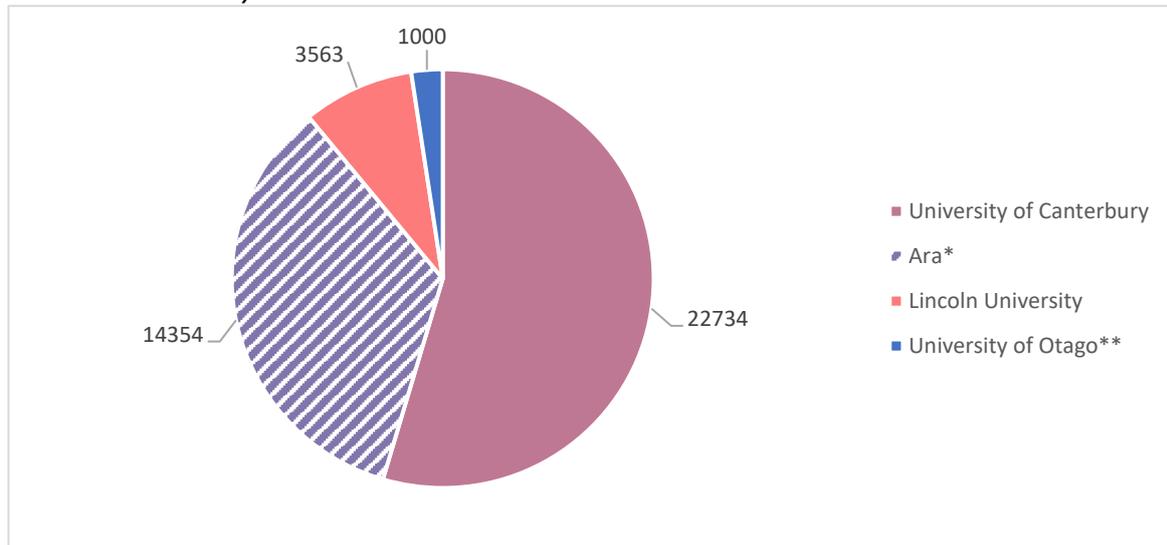
Results

Student Accommodation

Secondary Data

Figure 1

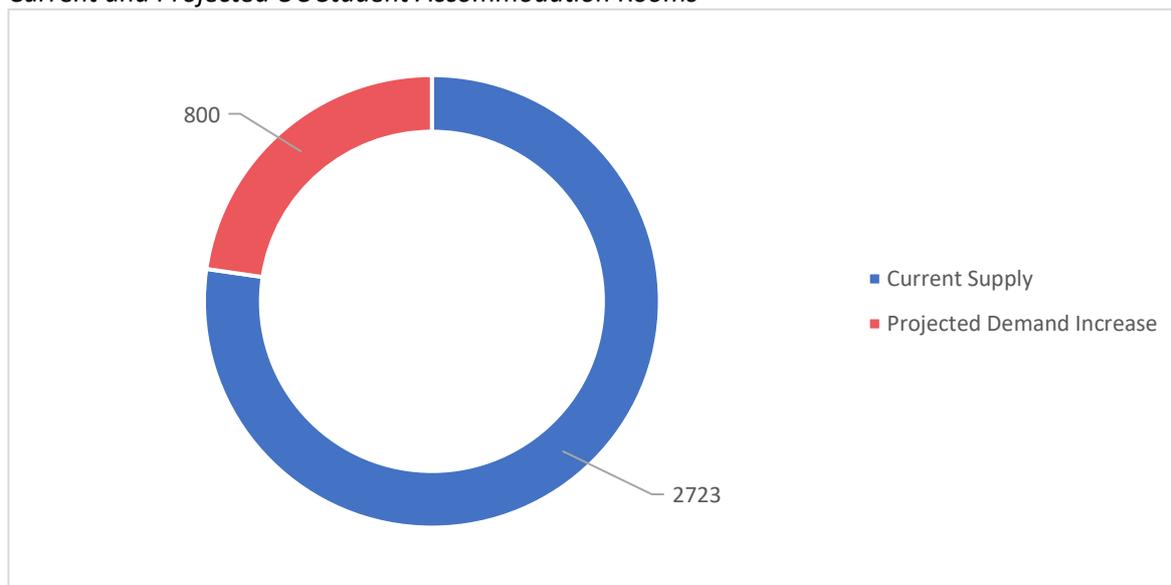
Christchurch Tertiary Students



Note. Data from Ara Institute of Canterbury, 2021; Lincoln University, 2022; University of Canterbury, 2022; University of Otago, n.d. showing the number of students at each provider. *Ara's numbers are from 2021 and include students at their campuses outside of Christchurch. **Otago's numbers are higher for its Christchurch campus, but is not publicly available

Figure 2

Current and Projected UC Student Accommodation Rooms



Note. Data from G. Scott, personal communication, September 5, 2023, on the current supply of UC student accommodation, compared to the 2031 projected demand increase.

Rent Analysis

Primary Data (sourced from survey)

Figure 3

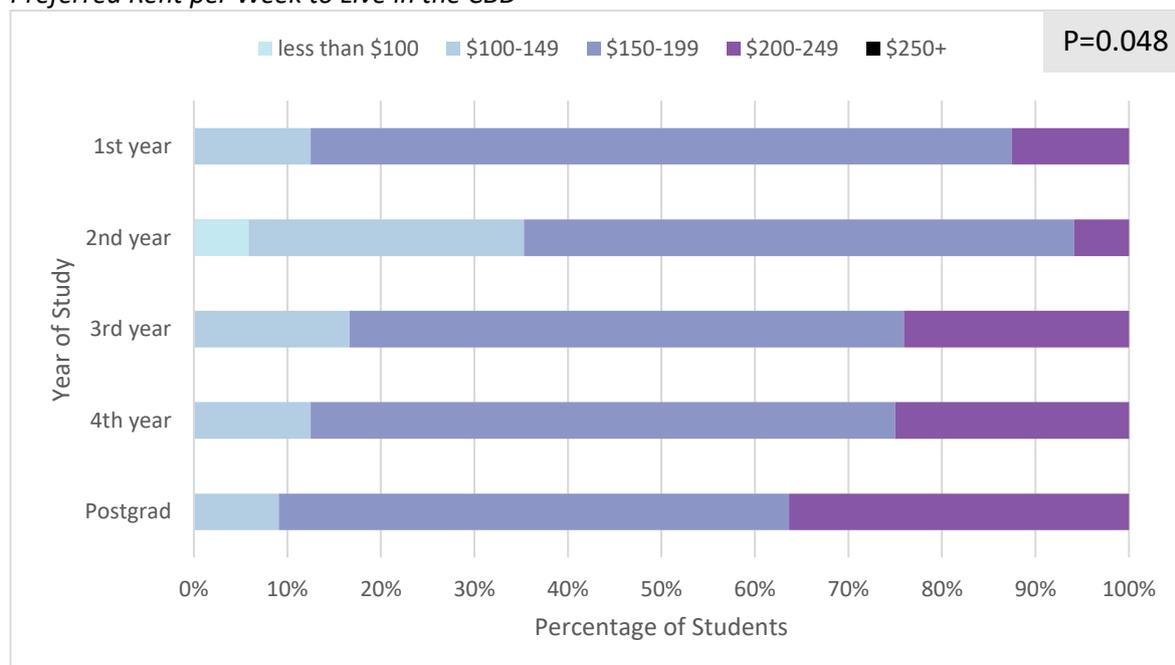
How Much Students are Currently Paying in Rent per Week



Note. Rent per week ranges from none to greater than \$250.

Figure 4

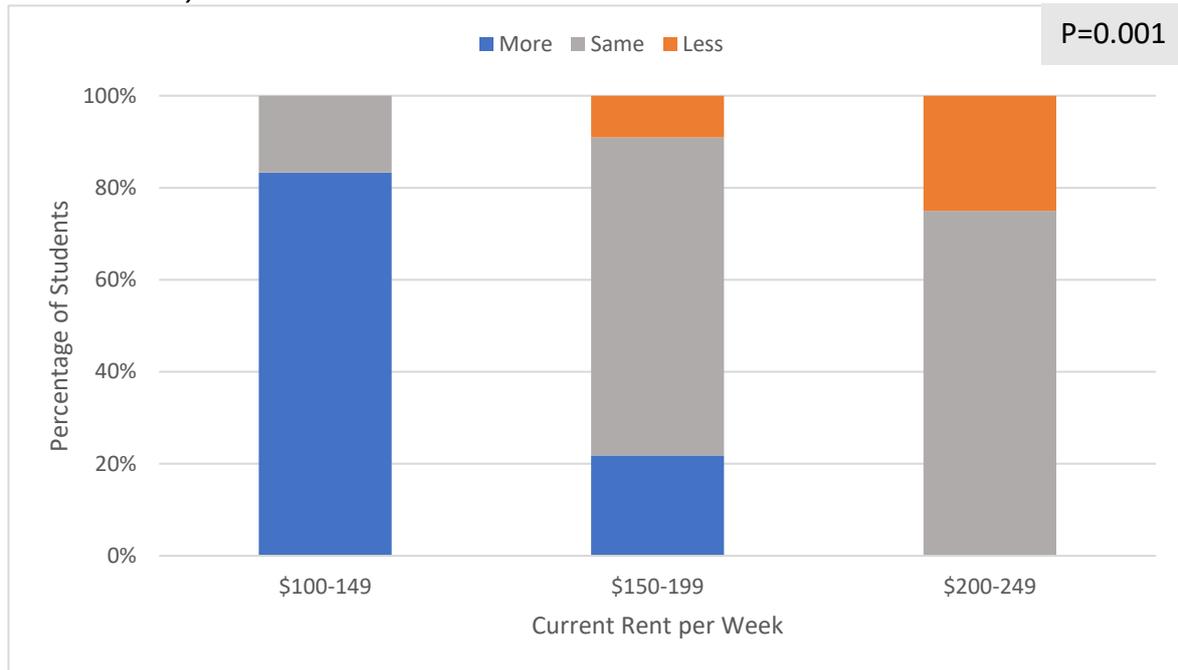
Preferred Rent per Week to Live in the CBD



Note. Students were asked how much they were willing to pay to live in the CBD, with answers ranging from less than \$100 up to \$250+ per week.

Figure 5

Who Would Pay More to Live in the CBD?

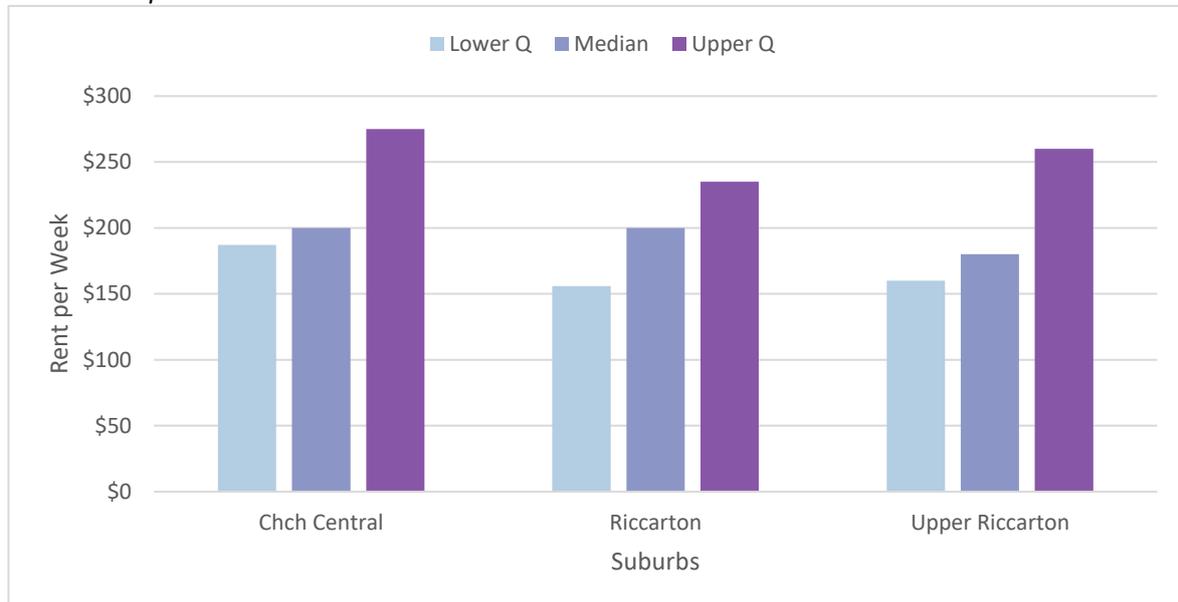


Note. Students preferred rent in the CBD compared to what they currently pay.

Secondary Data

Figure 6

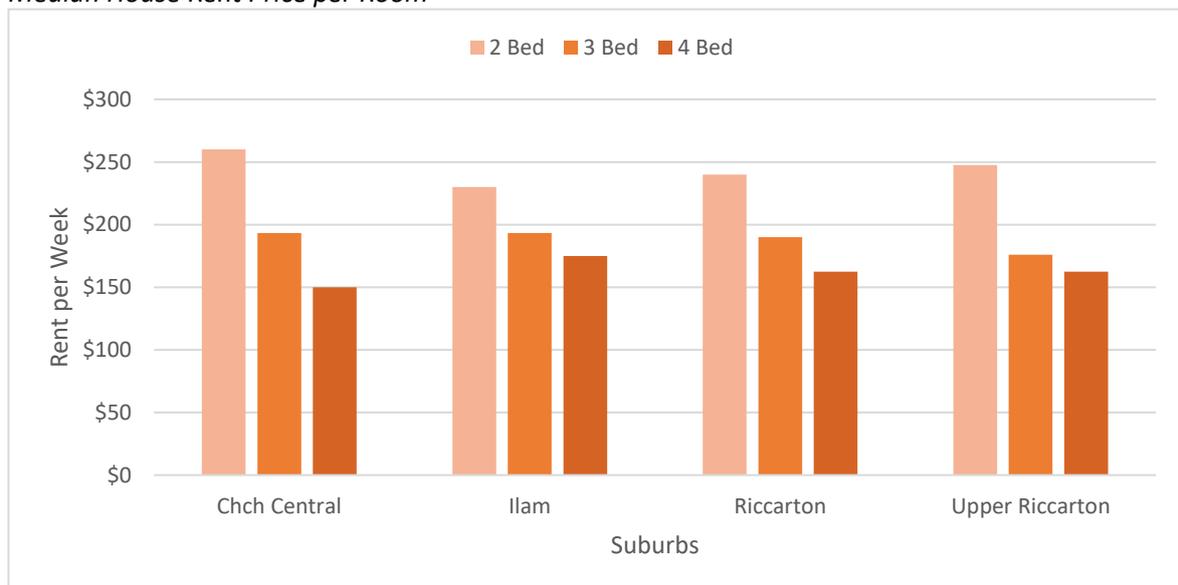
Room Price per Week



Note. Median price of a room in the CBD, compared to suburbs around UC. Data from 1 February 2023 to 31 July 2023. Adapted from <https://www.tenancy.govt.nz/rent-bond-and-bills/market-rent/>. Copyright 2023 by Tenancy Services.)

Figure 7

Median House Rent Price per Room



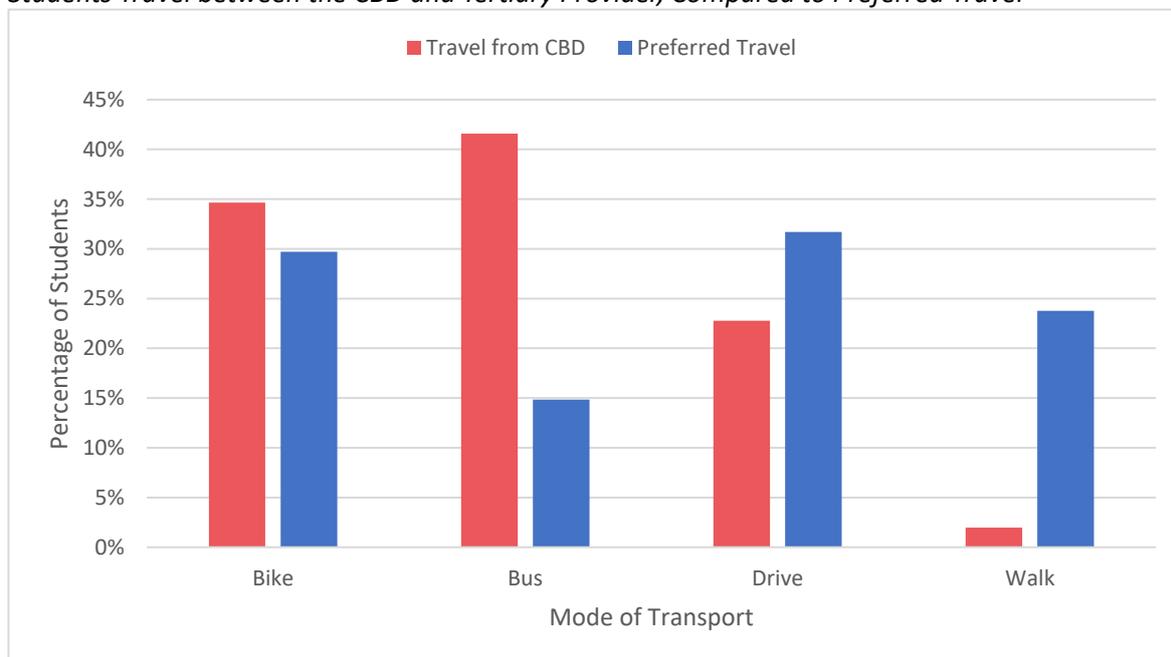
Note. Rent prices for 2-4 bedrooms, divided by the number of rooms to get the per room cost. Comparing rent in the CBD to suburbs surrounding UC. Data from 1 February 2023 to 31 July 2023. Adapted from <https://www.tenancy.govt.nz/rent-bond-and-bills/market-rent/>. Copyright 2023 by Tenancy Services.

Transport Connectivity

Primary Data (sourced from survey)

Figure 8

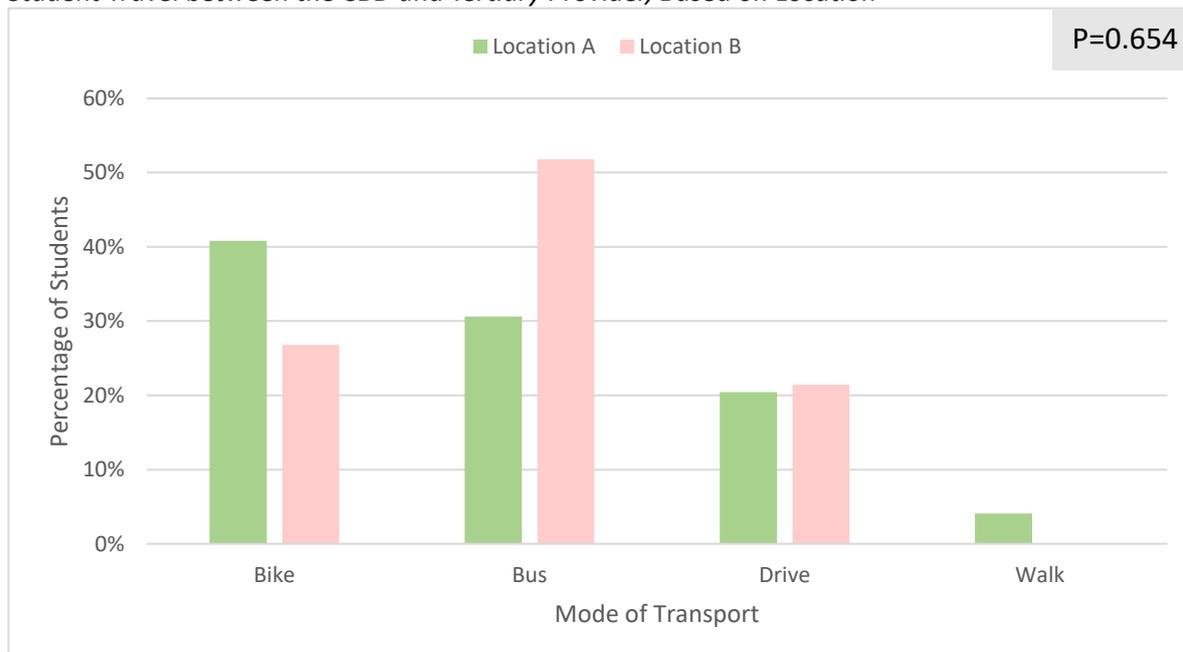
Students Travel between the CBD and Tertiary Provider, Compared to Preferred Travel



Note. Student's choice to bike, bus, drive, or walk if they lived in the CBD in red, compared to how they prefer to travel in blue.

Figure 9

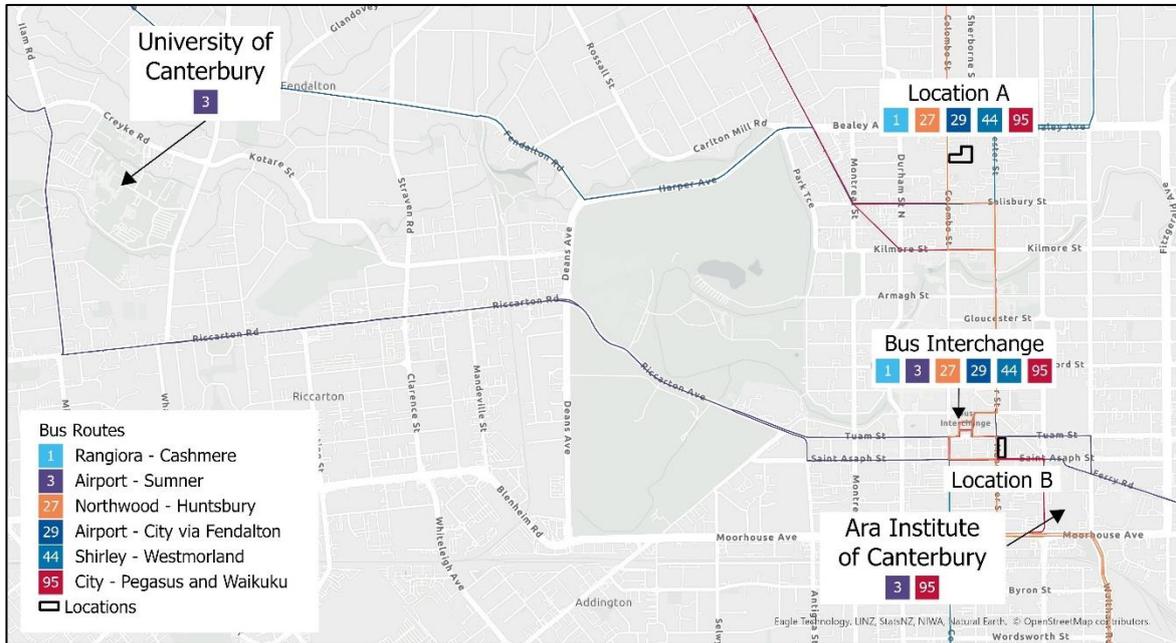
Student Travel between the CBD and Tertiary Provider, Based on Location



Note. Students were asked how they would travel between the CBD and their tertiary provider, broken down by location.

Figure 10

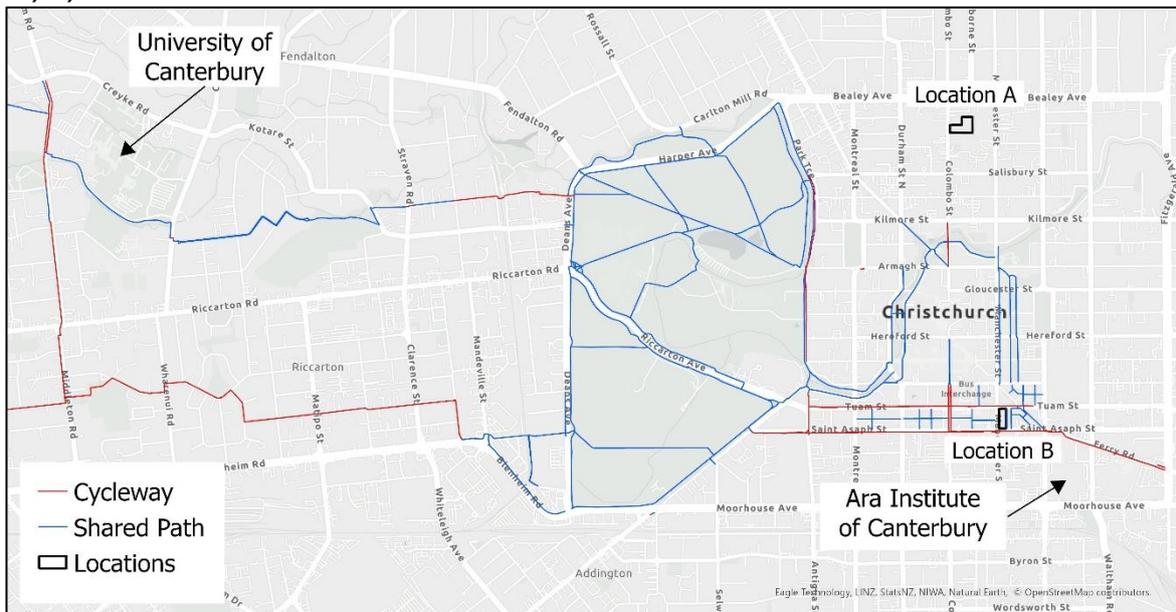
Key Bus Routes Between Christchurch CBD and Ilam



Note. Bus routes deemed to be key for students traveling from either location to their tertiary providers. These buses are the 1, 3, 27, 29, 44, and 95. Adapted from <https://go.metroinfo.co.nz/mtbp/en-gb/arrivals/content/routes>. Copyright 2023 by Metro.

Figure 11

Key Cycle Paths between Christchurch CBD and Ilam



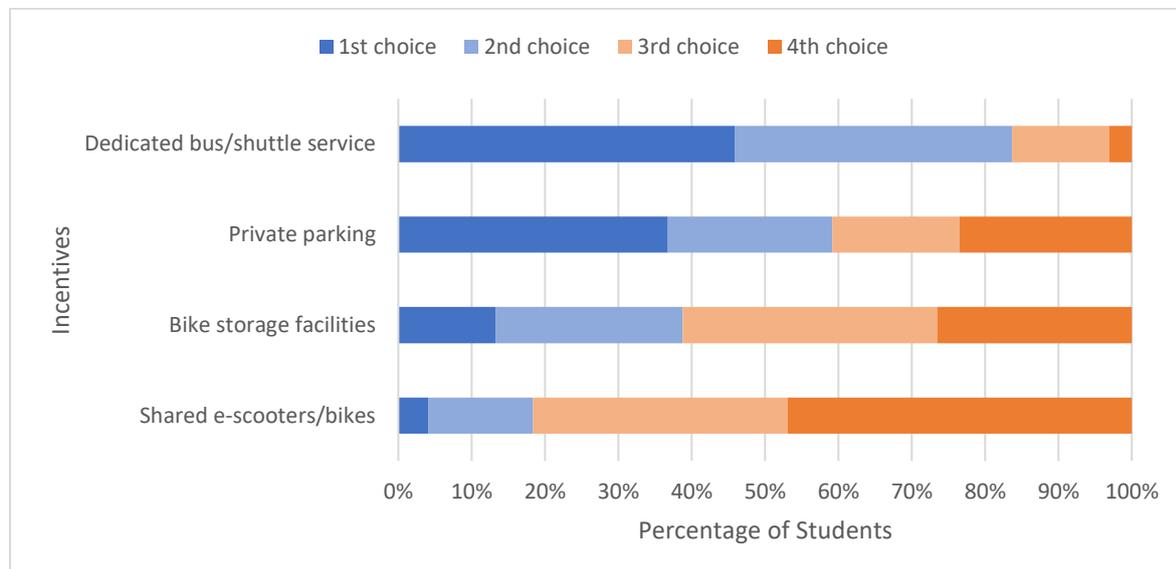
Note. Cycle paths deemed to be key for students traveling from either location to their tertiary providers, with cycle lanes removed. Adapted from <https://opendata-christchurchcity.hub.arcgis.com/datasets/ChristchurchCity::cycleway-opendata/explore>. Copyright 2023 by Christchurch City Council. A map with all cycle paths in this area is available in Figure B2.

Amenities and Barriers

Primary Data (sourced from survey)

Figure 12

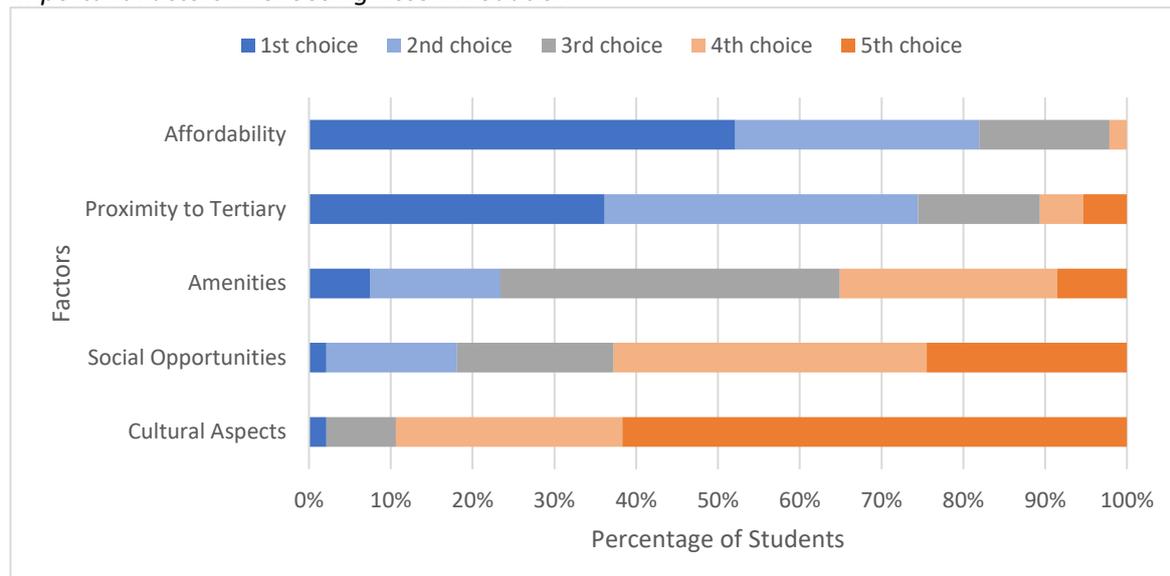
Transport Incentives



Note. Students were asked to rank these four transport incentives based on which would most encourage them to live in the CBD.

Figure 13

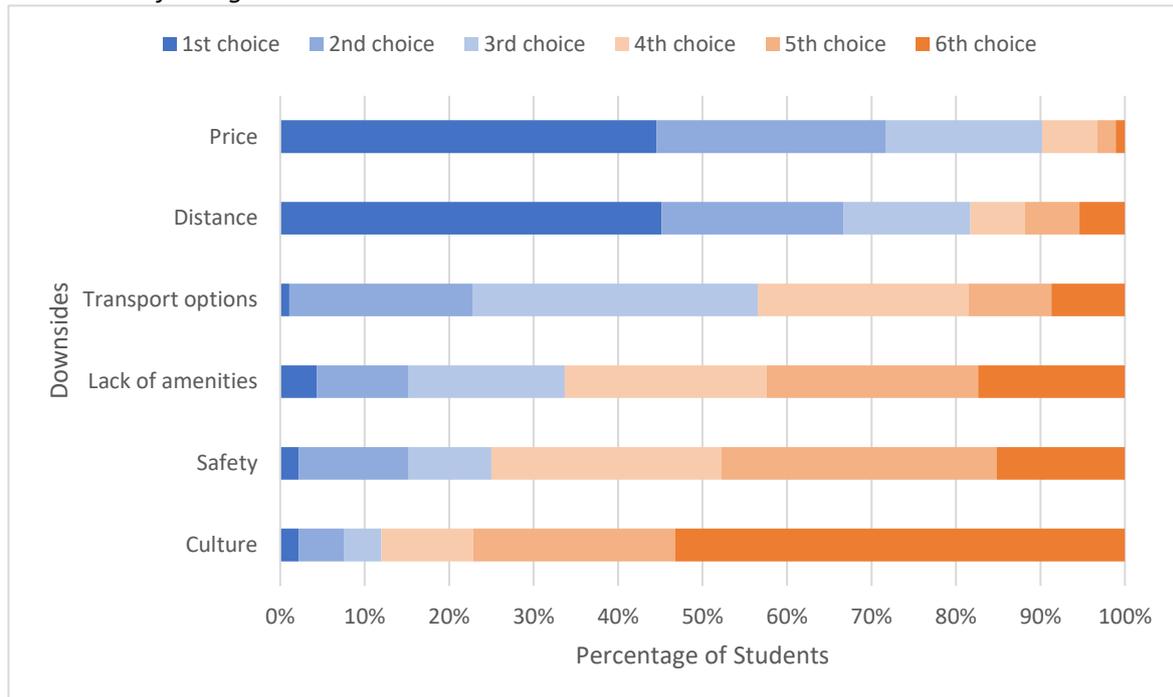
Important Factors in Choosing Accommodation



Note. Students were given the 5 options above to rank their most important accommodation factors.

Figure 14

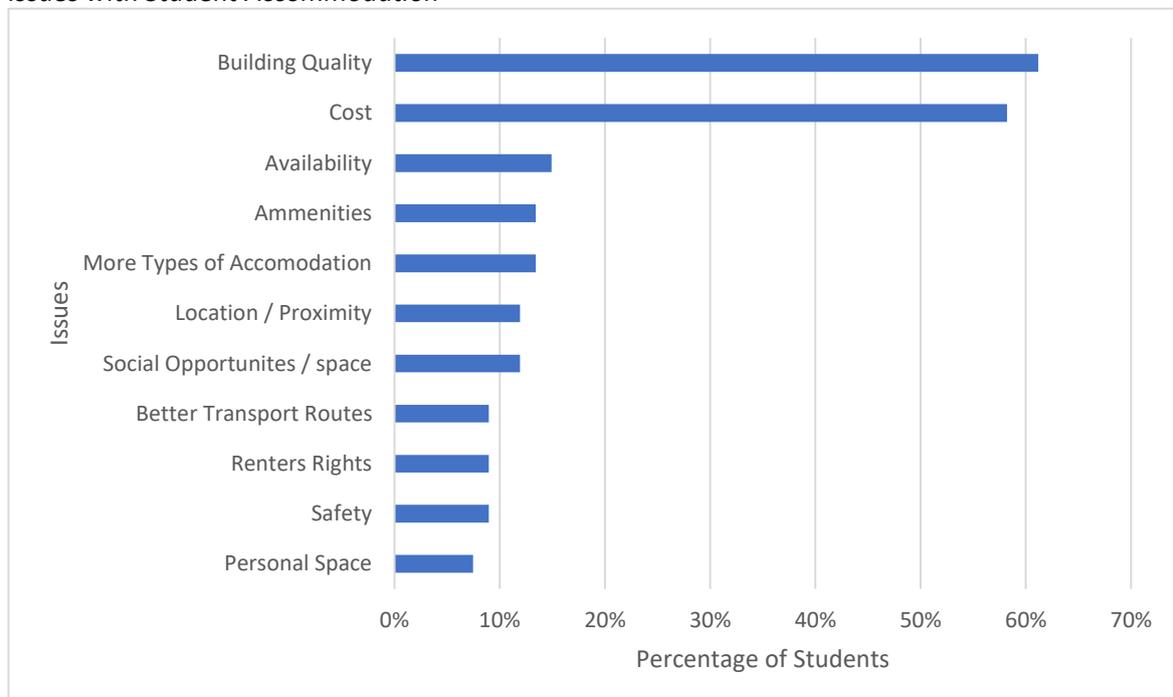
Downsides of Living in the CBD



Note. Students were asked to rank what they thought would be the downsides to living in the CBD.

Figure 15

Issues with Student Accommodation



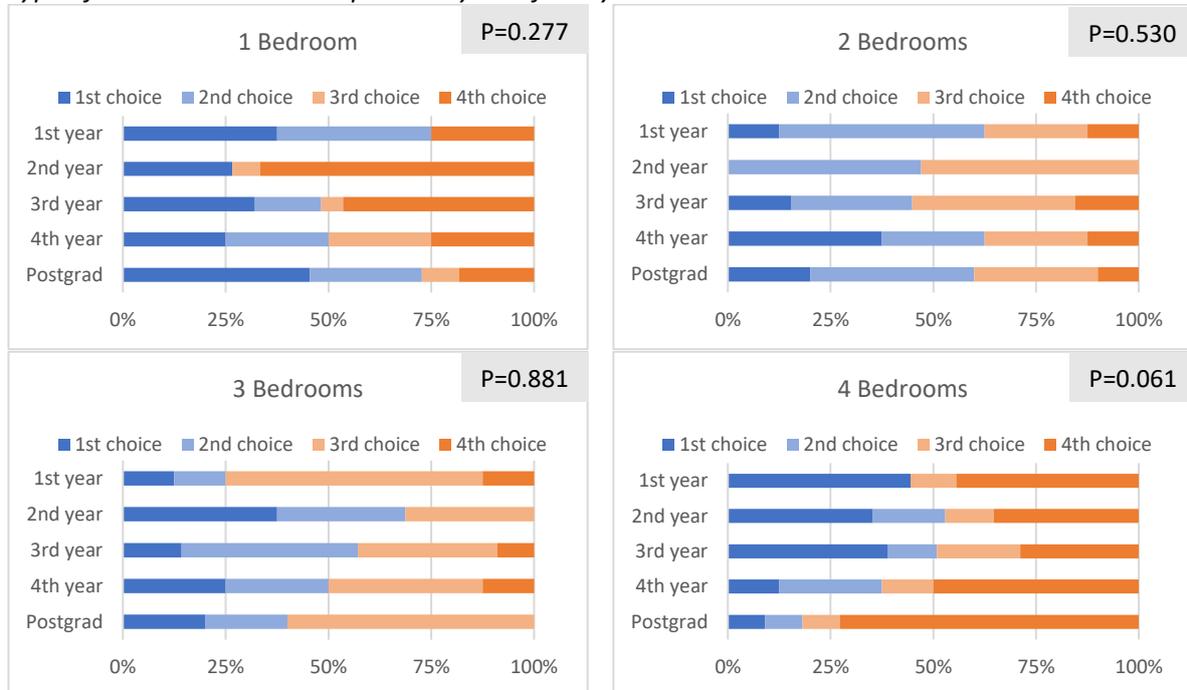
Note. Students were asked what their three key issues with student accomodation were currently, which has been categorised to show what percent of students mentioned each issue.

Student Dynamics

Primary Data (sourced from survey)

Figure 16

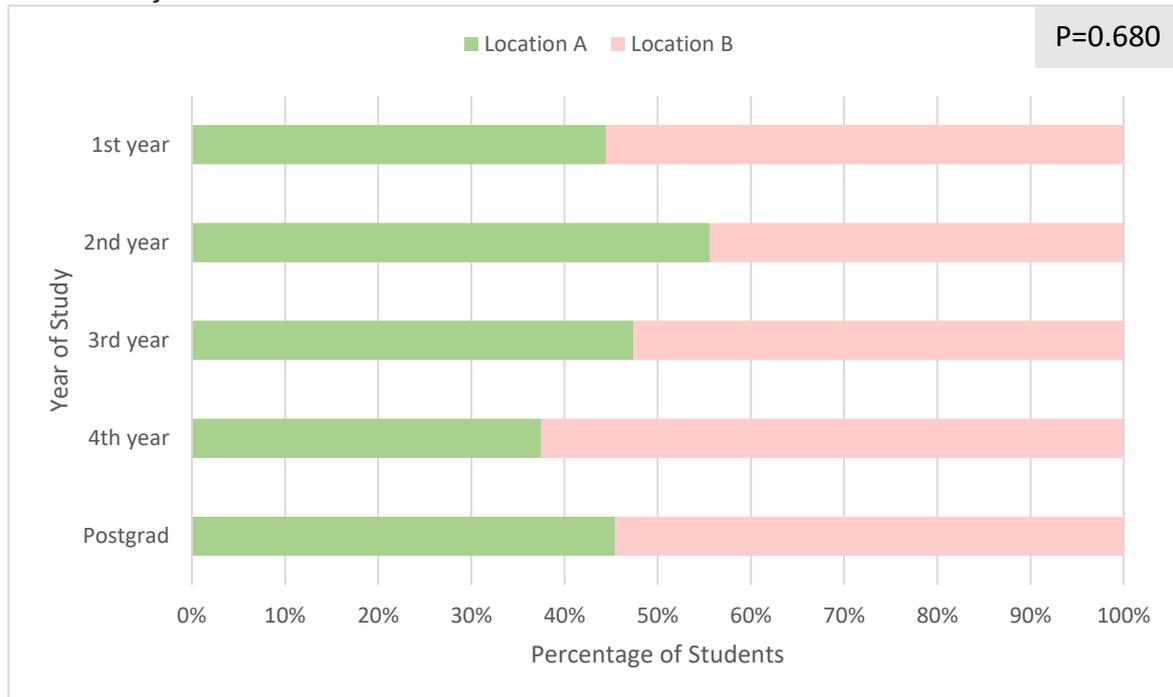
Type of accommodation compared to year of study



Note. Students were asked to rank their preference for living in a 1–4-bedroom place, which has been broken down by year of study.

Figure 17

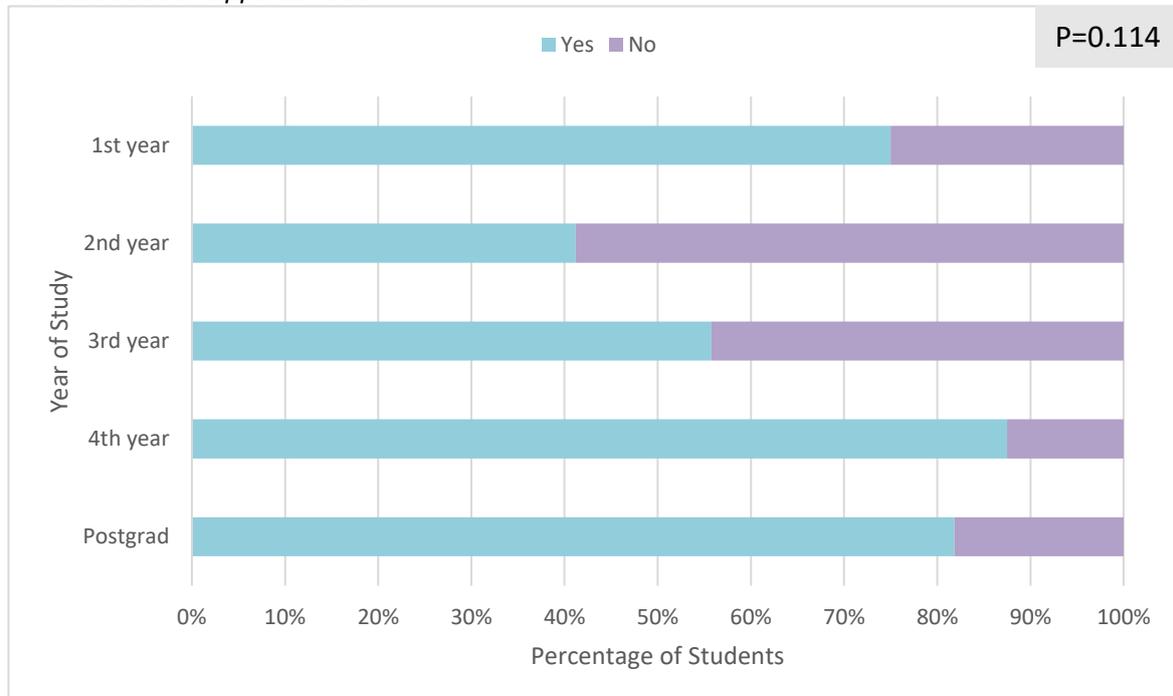
Location Preference



Note. Students were asked if they preferred Location A or B, which has been broken down by year of study.

Figure 18

Increased Social Opportunities



Note. Students were asked if they think that living in the CBD would increase their social opportunities, which has been broken down by year of study.

Discussion

Interpretation of results

There are approximately 41,000 tertiary students in Canterbury, with over half at UC (Figure 1). Therefore, whilst data is missing for the remaining tertiary providers, looking at UC data provides a representative snapshot. The state of student accommodation at UC (Figure 2) shows that they currently have over 2,700 rooms, which in 2023 was at full capacity, with an additional 800 needed by 2031 (G. Scott, personal communication, September 5, 2023). This is like LU, with their accommodation at capacity in 2022 (Lincoln University, 2022). This highlights that the current growth of student numbers is creating demand for tertiary accommodation without consideration of external factors increasing growth further.

Based on survey responses, 58% of students currently pay between \$150-199 per week in rent (Figure 3). Over half of respondents selected \$100-149 per week to live in the CBD (Figure 4). Comparing the relationship between this data in Figure 5, shows that 83% of students currently paying less than \$149 per week would pay more to live in the CBD, however, most students paying more than \$149 are unwilling to pay anymore. This shows that \$150-\$199 per week is the boundary of what most students are willing to pay. When looking at secondary data, Figure 6, showed that the lower quartile for a room per week is about \$30 higher in the CBD. Figure 7 shows that when comparing the per room cost of homes per week, 2-bedroom CBD homes are the most expensive. What UC students pay for halls can be seen in Table A1 & A2. This data highlights that current rental prices in the CBD are higher than the surrounding UC area overall, with some outliers. This means that new student accommodation should not be priced based on the current rental market price in the CBD as this data shows that it is currently outside of what students are willing to pay.

Looking at transport connectivity, students would mostly choose to bus (42%), or bike (35%) between the CBD and their tertiary provider (Figure 8) - meaning that more students would take active transport if they lived in the CBD. However, they would prefer to drive (32%), bike (30%), or walk (24%) (Figure 8). Therefore, there is a discrepancy between preferred modes of transport and ones that would be practical in the context of the proposed student accommodation. Similar data was found by Gillard and Morris (2020), which showed that 40% of UC students travel to UC by car and over 25% walk. Breaking down the transport choices by chosen location, 41% of students who chose Location A would bike to their tertiary provider, while 52% of those that chose Location B would bus (Figure 9). This makes sense for Location B as it is nearby to the bus interchange. The number 3 bus would be crucial for UC students busing from the interchange. Students at Location A can take multiple different buses to the interchange, or the 95 bus further to Ara (Figure 10). However, for Location A, there is no connection to dedicated cycle paths - only cycle lanes as shown in Figure B2. Location B would make more sense for students to bike from as there is access to two key cycle paths to UC from the CBD as well as Ara and Otago's Christchurch campus (Figure 11). Understanding these characteristics is important to enable easy connections between student accommodation and tertiary providers. This links strongly to the amenities and barriers that influence accommodation decisions.

When students were asked to rank the five factors provided in choosing accommodation, affordability and proximity were the main factors (Figure 13). This was then seen again when they were asked to rank the provided downsides of living in the CBD (Figure 14 & C2). To follow up, they were asked what were considered the main issues with student accommodation (Figure 15), which showed building quality and affordability being key issues. When asked about why they choose either location A or B, transport was the biggest theme (Figure C1). These patterns were also observed in interviews (Table C1). This could be addressed with transport incentives, which Figure 12, showed that a dedicated

bus/shuttle service, followed by private parking were the most popular options. The relationship between these results shows that when looking at amenities and barriers, price and transport needs to be considered a high priority. These link back to our findings from our rental and transport analysis.

When considering the influence of student dynamics on accommodation preferences, the results show that there are only small differences. Figure 16 represents differences between years of study and their typology preferences. There are some relationships, for example, the postgraduates lean towards a one-bedroom option. When looking at the years of study compared to the location choices, Figure 17, showed that there is an almost even split between the locations. When students were asked if living in the CBD would increase their social opportunities, the majority said yes with second years being outliers (Figure 18). These patterns are also seen in the interview results (Table D1). However, none of these figures are statistically significant, thus it cannot be certain that these differences hold any value when it comes to decisions tertiary students make. This is either due to there being no relationship, or the lack of representation of different dynamics. Therefore, it cannot be ruled out that there is no relationship present, but it needs to be researched further to be able to confidently state if there is one.

Limitations

Whilst a range of considerations were considered when planning this study, there were several limitations. Our primary data gathering collected quantitative data, and whilst this was helpful in identifying patterns, the absence of qualitative data limited the depth of understanding on observed patterns. The use of interviews was implemented to minimise this issue but had their own limitations.

After analysis, it was realised that some factors were not accounted for in the survey, such as the respondent's age and gender. Similarly, the survey did not ask if students wanted to live in the CBD. The lack of representation of data from tertiary providers, other than UC, skewed the results in the favour of UC students' preferences. An example of this is how students would travel from either location to their tertiary providers in Figure 8, as we would have expected more students to walk to tertiary campuses in the CBD. The snowball sampling method used for the survey led to unequal representation across different student demographics, reducing the accuracy of data across these different groups. This is seen in Figures D1, D2, & D3, where there is not enough representation of the subgroups to understand the underlying relationships. This potentially influenced some of the statistically insignificant relationships.

Cultural considerations were not adequately elaborated on, reducing the clarity and relevance of the data collected. Having Mana Whenua included in the conversation of shaping the urban landscape allows for Māori to practise their cultural autonomy within a contemporary setting, therefore it is important to include these cultural aspects to make cities more inclusive. An example of this is the respect shown to historical ownership of land in the naming of various spaces to exhibit traditional values (Magallanes, 2011). Collaboration with Mana Whenua provides valuable insights into a given environment and is required to understand and respect the rights and values associated with the area (Lowe et al. 2009). A key value of Mana Whenua in relation to student housing is papakāinga - which refers to the traditional practice of group living and is noted to greatly benefit those who have grown in this atmosphere (Simons, 2021). Therefore, by not including these concepts into our study, we limited our understanding of the importance and impacts of cultural values within the proposed accommodation.

The complex process involved in conducting interviews limited the depth and diversity of perspectives gathered. Additionally, inexperience in both conducting interviews and utilising advanced analytical tools further limited the depth of the analysis we were able to achieve with the data gathered.

For secondary data limitations, a key issue was the rental data that was broken up geographically, rather than by demographic. This created potential inaccuracies due to the unaccounted outliers not within the student demographic. Additionally, sourcing relevant, local literature proved challenging, requiring reliance on international examples - which do not accurately reflect the dynamics of Christchurch, reducing the precision and relative significance of their findings. This is like the challenge of sourcing information from tertiary providers, other than UC, which meant that assumptions had to be made on the demand for student accommodation based on predominantly UC information.

Finally, our study failed to account for possible future developments, like proposed public transport network upgrades (Boffa Miskell et al., 2020). These could significantly impact accommodation dynamics and students' preferences in the future, thus affecting the study's long-term relevance and applicability.

Recommendations for future research

Our study lays the groundwork for future research that considers a wider scope of impacts and considerations. Allowing enough time for thorough planning, data collection, and analysis is essential to avoid the same limitations of this project.

Further research into the potential risks and impacts of integrating a new student demographic into existing neighbourhoods needs to be undertaken to understand the wider effects of this population dynamic change. Such research should include a focus on finding strategies to mitigate impacts and facilitating transitions.

A detailed analysis of the evolving transport network is important, as it can decide where accommodation would be best suited for students to travel to their tertiary providers. Similarly, a thorough investigation into the housing market's current characteristics and potential future changes, alongside assessing living standards and house typology appeal, is important to understand the economic case for student accommodation development in the CBD.

Future studies should focus on collecting a more diverse participant sample for better representation, especially from students at tertiary providers other than UC. Time allocation for robust survey tools, their distribution, and securing responses are a key part for achieving this. Interviews require a diverse participant pool for dependable results. Focus groups could also be used to increase the number of participants. Delving into the reasons behind preferences, like transport choices and housing typology, will provide better insights into what students would want from tertiary accommodation in the CBD.

Conclusion

Following on from our research question, our findings confirm that there is demand for student accommodation in the CBD as the Christchurch tertiary population grows. In addition, when exploring the student aspirations for future accommodation developments, affordability and efficient transportation systems have been highlighted as key issues of concern. Students need to be at the forefront of decisions such as rental prices and effective accommodation design for this development to be successful. Whilst our research lays a foundation, deeper local exploration needs to be pursued

to further understand the associated impacts of this accommodation typology shift. Student accommodation in the CBD has an opportunity to thrive and change the dynamics of the city, however, it needs to be designed in a way that considers student aspirations to achieve these goals.

Acknowledgements

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Appendix A. Rental Analysis

Table A1

Pricing for UC First Year Halls in 2024

First Year Halls 2024	Rooms	Type	Total Fees
Arcady Hall	162		\$ 23,500
College House	159		\$ 26,083
Ilam Student Accommodation	847	Hinau 3-5 Bed	\$ 11,578
		Kowhai 6 Bed	\$ 12,152
Kirkwood Avenue Hall	64	Single	\$ 11,865
		Ensuite	\$ 13,259
Rochester & Rutherford Hall	192		\$ 23,000
Tupuānuku	504	Single	\$ 21,418
		Ensuite	\$ 22,894
University Hall	553	West (s)	\$ 18,671
		East (s)	\$ 20,844
		East	\$ 21,746

Note. Pricing of all halls available to first year UC students in 2024. Adapted from <https://www.canterbury.ac.nz/media/documents/accommodation/First-Year-Hall-Comparison-Chart-2024.pdf>. Copyright 2023 by University of Canterbury.

Table A2

Pricing for UC Beyond First Year Halls in 2024

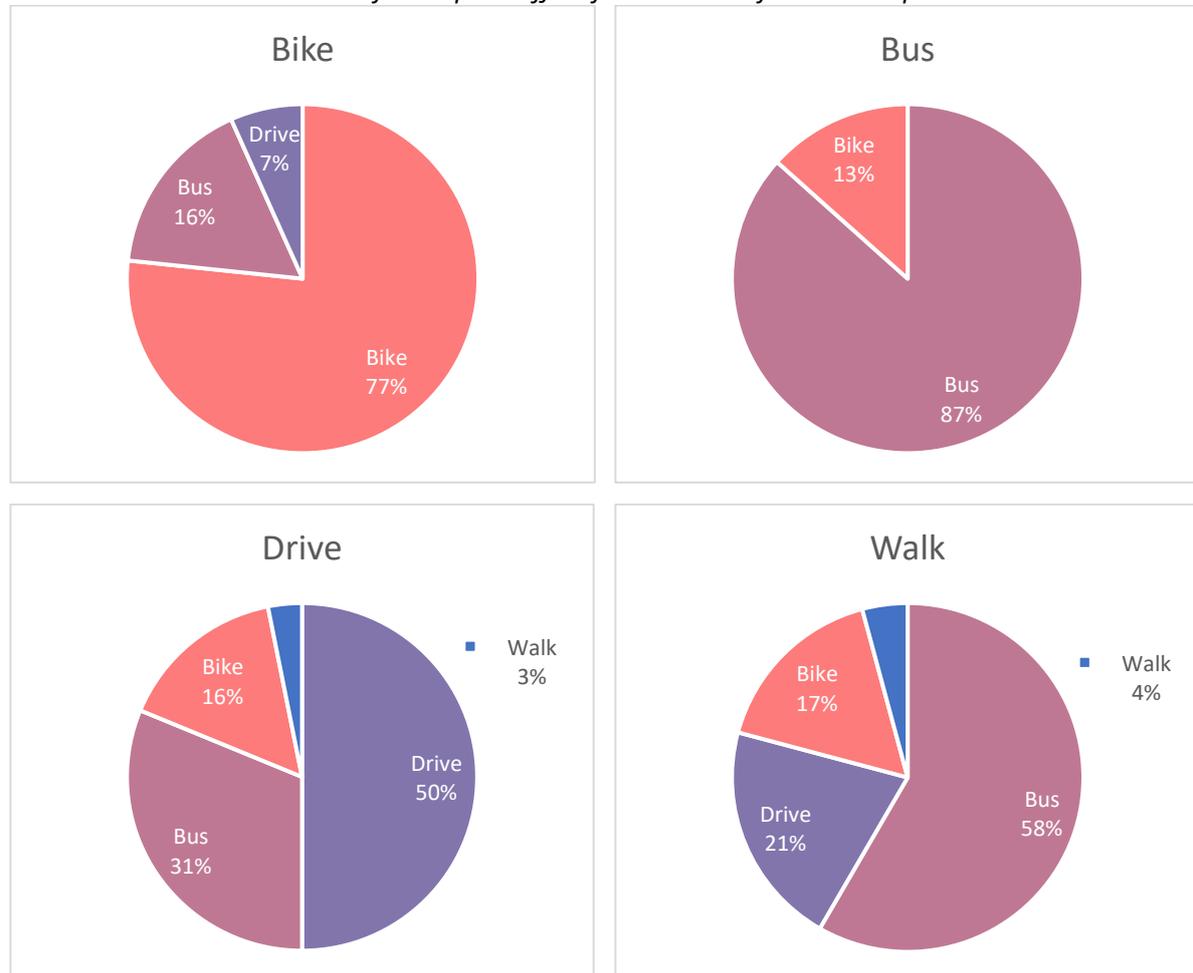
Beyond First Year Halls 2024	Rooms	Type	Total Fees
Hayashi	78	King Single (2:5)	\$ 13,856
		Double (2:5)	\$ 14,432
		King Single (1:2)	\$ 14,432
		Double (1:2)	\$ 14,960
		Double (Ensuite)	\$ 15,488
Ilam Student Accommodation (including first year)	847	Manuka 6 Bed	\$ 9,248
		Hinau 3-5 Bed	\$ 13,184
		Hinau 2 Bed	\$ 17,312
		Kowhai 6 Bed	\$ 13,856
Sonoda Christchurch Campus	108	5 Bed	\$ 12,608

Note. Pricing of all halls available to UC students past first year, or over 20, in 2024. Adapted from <https://www.canterbury.ac.nz/media/documents/accommodation/Beyond-First-Year-Hall-Comparison-Chart-2024.pdf>. Copyright 2023 by University of Canterbury.

Appendix B. Transport

Figure B1

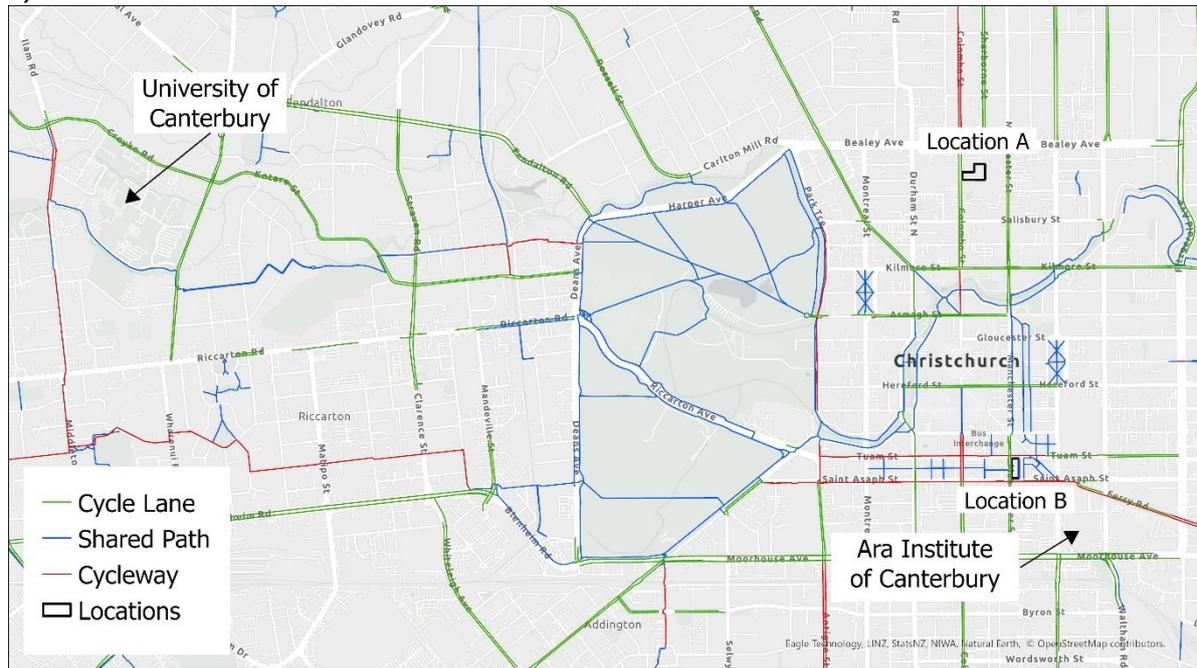
How Students' Current mode of Transport differs from their Preferred Transport



Note. How students current transport of bike, bus, drive, or walk would differ when traveling between the CBD and tertiary provider. From survey.

Figure B2

Cycle Paths Between the CBD and UC

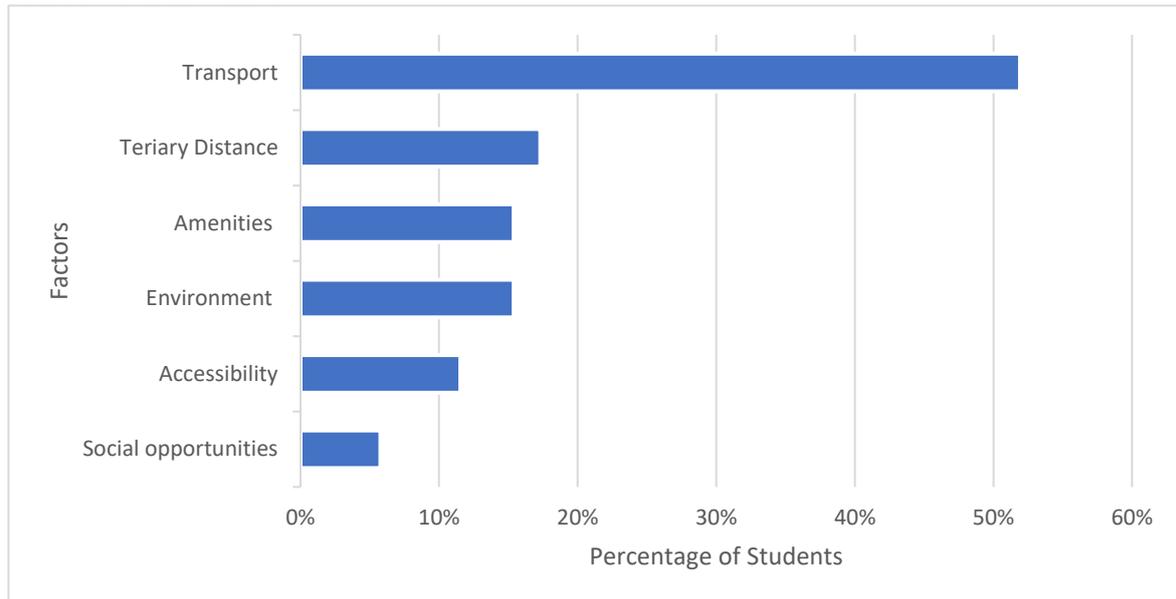


Note. All cycle paths in the CBD and surrounding UC area. Adapted from <https://opendata-christchurchcity.hub.arcgis.com/datasets/ChristchurchCity::cycleway-opendata/explore>. Copyright 2023 by Christchurch City Council.

Appendix C. Amenities and Barriers

Figure C1

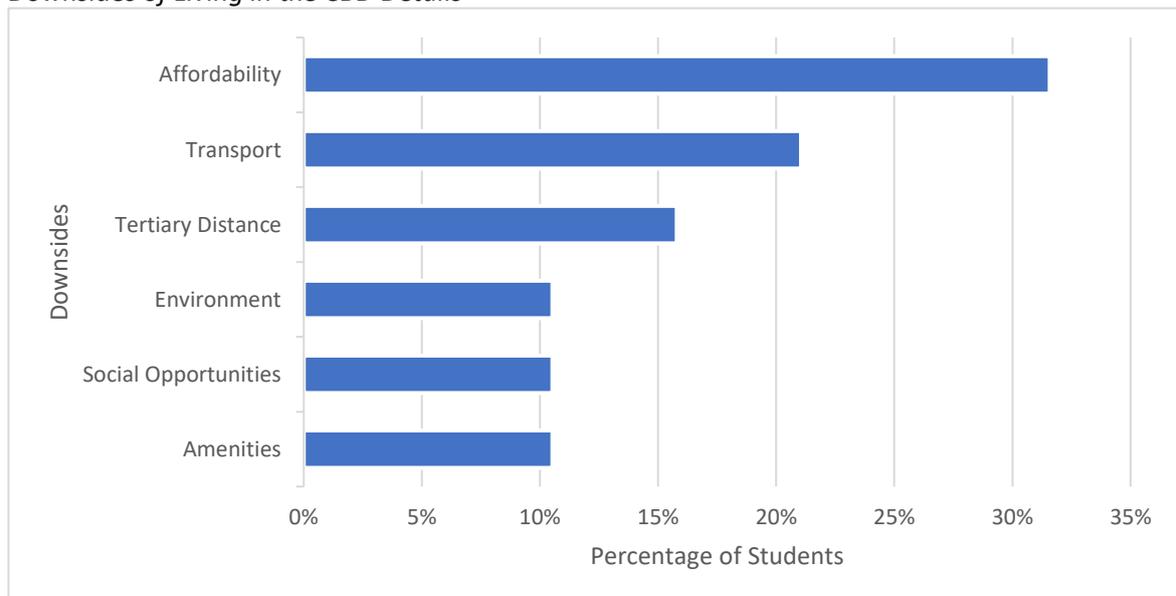
Location Choice Details



Note. Student were asked why they chose either location, which was sorted into common themes. From survey.

Figure C2

Downsides of Living in the CBD Details



Note. Students were asked what they thought were downsides to living in the CBD, which was correlated into common themes. From survey.

Table C1

Interview Data for Amenities and Barriers

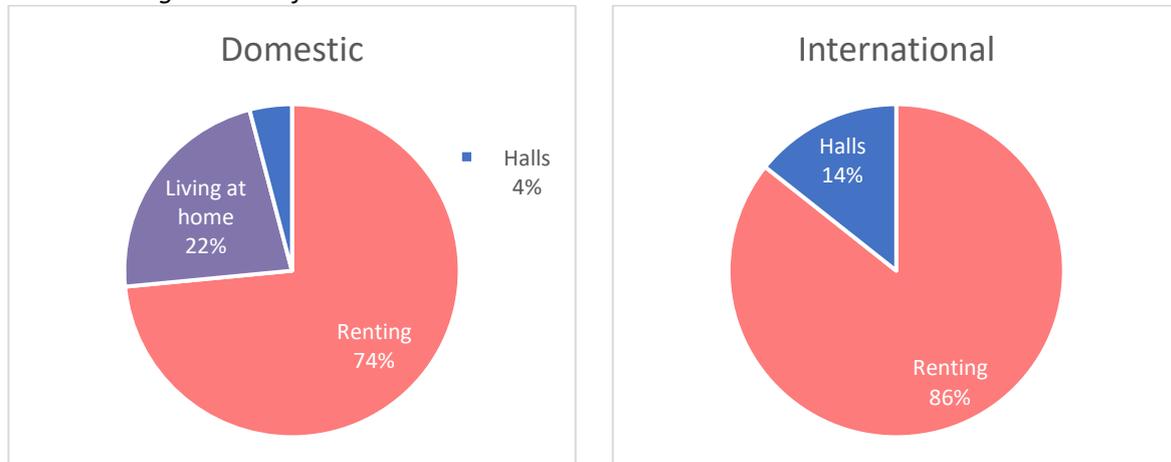
Factors important to you?	"Just like, good location." "Nice modern place like, double glazing, a good source of heating, space."
	"I think, like, close proximity, like a gym and proximity to a nice cafe". "Yeah, I think good location is really big for me." "and like that would include like a park and like off-street parking"
	"Quick and easy food. I like bike lanes. A park would be nice."
	"I think what I value is warmth. I think some of that as well as having flatmates that are willing to use the heating."
	"I think, I care about, like, a healthy home and sort of like amenities, I would want a dishwasher, I would want a washing machine, I don't wanna go to the laundromat, I don't want to hand wash my dishes. Stuff like that."
Why not want to live in CBD?	"Price is the main reason not to live in the CBD." "And then like, just like, distance to family and friends would be like the two top ones."
	"I think in other cities, I have no problem with public transport, but I just don't really think that the public transport in Christchurch is very accessible or good."
	"Price probably", "and transport options. There's not a lot of parking in the CBD, and I do have a car, and I assume I would ideally want to be living with someone else"
	"My friends are not living in the CBD. They're in Riccarton. And my family's in Redwoods. So, my family aren't actually in a CBD. So that's the reason why I might not live in a CBD."
	"Either distance or price." "I play football so my clubs not like in the CBD essentially. Yeah, and um, I don't know I guess because every business seems to be in the CBD like the price is super high."

Note. Quotes from interviews about what students most important factors in choosing accommodation were, alongside why they would not want to live in the CBD.

Appendix D. Student Dynamics

Figure D1

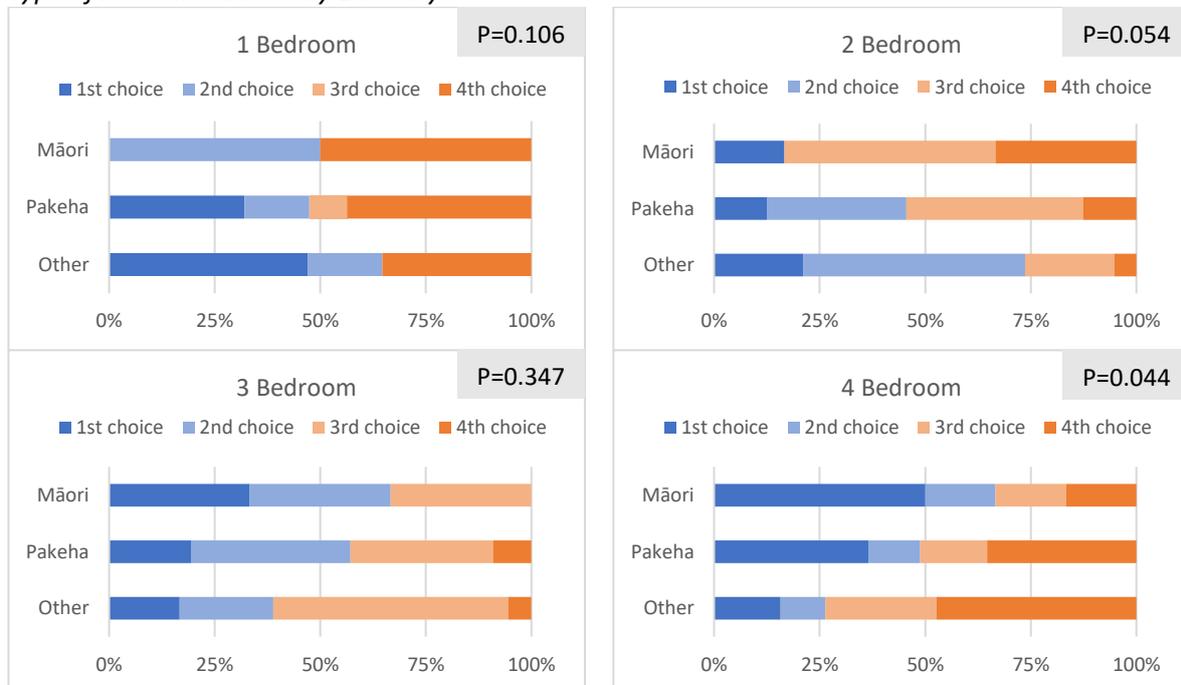
Current Living Situation for Domestic and International Students



Note. Students were asked whether they currently were in halls, renting, or living at home with parents. This has been split by domestic and international students. From survey. The relationship between domestic and international students, compared to living situation has a statistical significance 0.084.

Figure D2

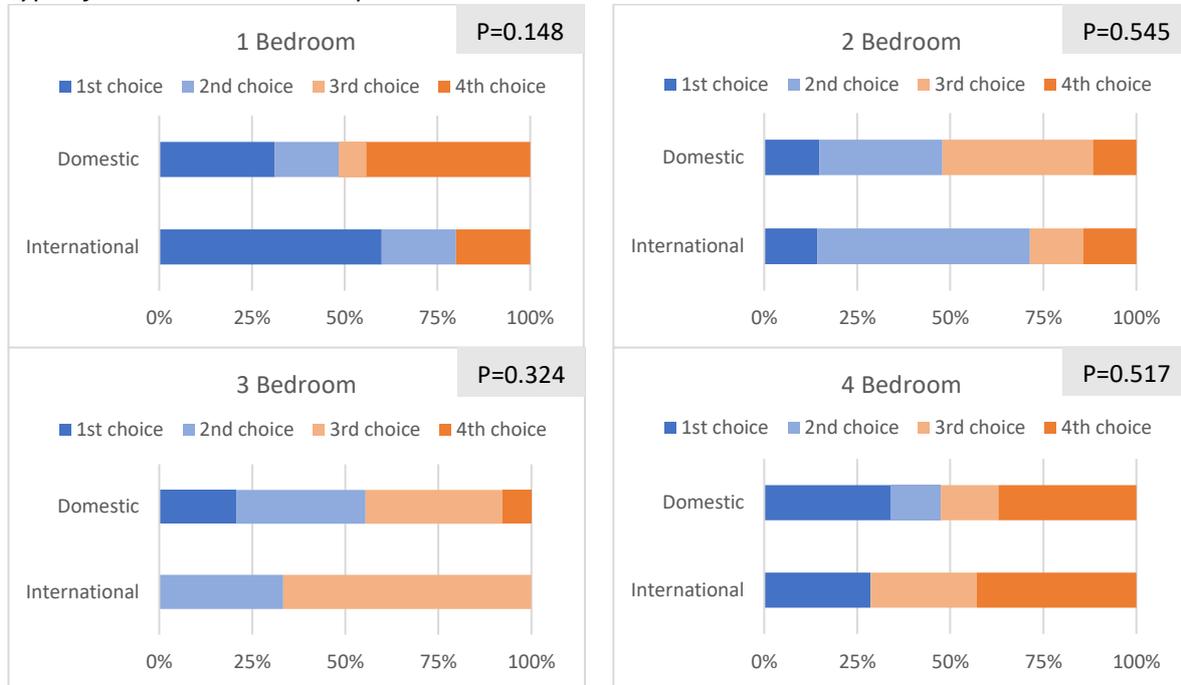
Type of Accommodation by Ethnicity



Note. Preference for 1-4 bedroom places, broken down by ethnicity. Other consists primarily of Asian ethnicities, but also Taiwi. From survey.

Figure D3

Type of Accommodation Compared to Domestic and International Students



Note. Preference for 1-4 bedroom places, broken down by domestic and international students. From survey.

Table D1

Interview Data for Student Dynamics

Typology:	“It would be cool to be in a whole kind of situation where you have your own-bedroom and your own space and all that, but then right next-door, or whatever, there's people that are doing the same sort of thing.”
	“I think three is a good amount of people in terms of having like a bit of a buffer person. You're not stuck with someone for too long, but I think compared, four can be a lot even though four was I think was my second preference.”
	“Single-bed and the two-bedroom. Were my two!” “Just because I feel like it's the least people you live with is chillier. I like my me time. So I prefer to live with one or two people. That's kind of it.”
	“The three bedroom one.” “I like the idea of living with other people. I feel like the single bed one is lonely if you're just on your own. If you're just studying by yourself and you're in a city.”
Location:	“Yeah, probably site B, like, because it's probably, it seems to be like, further in town. And it's like, close to the bus exchange.”
	“I picked site-A.” “I think to me it's closer to the park. I personally like the sort of restaurants that are on Victoria Street.”
	“In the survey I chose site B, I'm pretty sure, because of its central location, it just would be good. Not because it would be any closer to uni at all”.
	“Site-B, it's next to Little High, and I love Little High.” “right next to the bus exchange. That's really good.” “And the movies, is right across the road.” “Next to the supermarket, it's close to the supermarket. That's definitely a big thing. Site-A, there's no supermarket anywhere near there.”
Social Opportunity:	“Well, I mean, there's lots of restaurants and all that kind of stuff there, so I think like you could quite easily be social and stuff.”
	“But I think it would be nice if all-round sort of socializing with university students, to be more in the city. Because that was something about Wellington that I liked, where I was in the city. I could just walk to a nice restaurant, a nice bar.”

Note. Quotes from interviews about students' preference on typology, the locations, and whether living in the CBD would increase their social opportunities.