INTRODUCTION

AUSA has performed strongly in Semester One 2014. We have continued to make good progress in almost all areas, and have consistently increased the range and reach of many of our services to students. The Class Rep and Delegates programs have moved from strength to strength, and our Welfare and Advocacy services have seen increasing demand from students. We continue to provide some of the most robust Welfare, Advocacy and Class Rep services of Students’ Associations across the country, and provide leadership on such matters through NZUSA.

Despite these successes, we continue to be hamstrung by resource constraints in many areas, and have found the need for greater funding to be the main barrier to successfully expanding our services to students. Nonetheless, we are confident that we have delivered a high-quality service in all areas across the semester, and look forward doing so across the rest of the year.

REPRESENTATION

INTRODUCTION

This report focuses on the University of Auckland Class Representative system and AUSA’s role in coordinating it from the first week of semester 1 through to the 23rd of June. The AUSA Class Rep Coordinator is responsible for coordinating the University of Auckland Class Representative System. This involves communicating with departmental Class Rep Coordinators and Class Reps across all departments and schools, organising Class Rep training, organising certificates for Class Reps at the end of each semester, organising a social function(s) for Class Reps and proving support to CR Coordinators and Class Reps when needed.

This Semester, AUSA Representation focused on continuing to implement recommendations from the 2013 Class Rep Analysis and improving support and training for satellite campus reps.

SEMESTER OBJECTIVES (OBJECTIVES SET IN SUMMER SCHOOL)

• Improve support for Class Reps on other campuses (Grafton, Tamaki, Tai Tokerau) in cooperation with satellite campus student executives and the AUSA Satellite Campus Coordinator.

• Implement recommendations from the 2013 Class Rep analysis.

• Continue updating the Class rep training presentation to include recommendations from Class Rep Analysis.

• Look into providing a separate training session for post graduate Class Reps.

• Send mass email out to get updated contact details for 2014 Class Rep Coordinators.

• Investigate ways to increase Class Rep registration for Summer School 2015.

KEY ACTIVITIES

• Four training sessions held during the 3rd week of Semester One.

• Three training sessions held on satellite campuses (Tamaki, Grafton and Epsom).

• Continual implementation of 2013 class rep analysis recommendations.

• On-going support for Class Reps seeking assistance.

• Support for Class Rep Coordinators seeking assistance (see enquiries)

• One-off training session for Graduate of Management Masters students.

• One-off training for School of Dance students.

• Semester One Class Rep Certificates.

• Class Reps utilised for RateMyCourse survey distribution.

• Improved support for Satellite Campus reps via the AUSA Satellite Campus Coordinator.

KEY OUTCOMES

• Updated the Class Rep training presentation to include more information on how class reps can elicit feedback.

• Updated the Class Rep handbook to include survey templates and information on constructive criticism.

• Worked with the Satellite Campus Coordinator to provide training sessions on Grafton, Tamaki and Epsom Campuses.

• Both the Satellite Campus Coordinator and Class Rep Coordinator actively engaged with the Faculty of Education and NICAI to get more of these Faculties’ class reps in our database. This was achieved with the highest number of class rep details for both these faculties to date.
More Education Class Reps attending the Faculty of Education’s forums (SSCC equivalent) due to proactive role of the AUSA Satellite Campus Coordinator.

DIFFICULTIES

• Getting all class rep details in the correct time frame.
  - Faculty of Law did not give me their class reps details until after the training sessions which meant I couldn’t get training information out to any of the Law reps.

• Getting up-to-date contact details for current Class Rep Coordinators
  - Again, it’s difficult getting all correct details of Class Rep Coordinators so some miss out on receiving information.

• Getting class reps details from the ComLaw Department and the Faculty of Engineering.

CLASS REPS

• Some Class Reps had problems knowing when their SSCC meetings were taking place because they had received no communication from their departments. These Class Reps were referred onto their Course Coordinators.

TRENDS

• Like 2012 and 2013, the vast majority of Class Rep enquiries were administrative in nature and were resolved by email contact.

• Continued increase in Faculty of Education, Faculty of Arts and NICAI Class Reps.

• Continued increase in the percentage of new class reps attending a training session:
  - In 2011 28% of CRs attended training
  - In 2012 36% of CRs attended training
  - In 2013 42% of CRs attended training
  - In 2014 63% of CRs attended training

In 2014 63% of CRs attended training

Decline in the number of Business School and Faculty of Medical and Health Sciences Class Reps.

KEY STATISTICS

CLASS REP NUMBERS

<table>
<thead>
<tr>
<th>Department</th>
<th>Sem 1 2014</th>
<th>Sem 1 2013</th>
<th>Sem 1 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business School</td>
<td>206</td>
<td>218</td>
<td>237</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>440</td>
<td>398</td>
<td>384</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>63</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>2</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>49</td>
<td>29</td>
<td>45</td>
</tr>
<tr>
<td>Faculty of Medical and Health Sciences</td>
<td>82</td>
<td>87</td>
<td>94</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>217</td>
<td>182</td>
<td>229</td>
</tr>
<tr>
<td>NICAI</td>
<td>69</td>
<td>61</td>
<td>55</td>
</tr>
<tr>
<td>Totals</td>
<td>1128</td>
<td>1002</td>
<td>1073</td>
</tr>
</tbody>
</table>

Note: 970 individuals as class reps for semester 1, 2014

CLASS REP NUMBERS BY DEPARTMENT

![Bar chart showing class rep numbers by department for Semester 1, 2014, 2013, and 2012]
NUMBER OF CLASS REPS WHO ATTENDED TRAINING

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of Attendees S1, 2014</th>
<th>Number of Attendees S1 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
<td>270</td>
<td>112</td>
</tr>
<tr>
<td>Business School</td>
<td>174</td>
<td>157</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>13</td>
<td>82</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Faculty of Medical &amp; Health Sciences</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>119</td>
<td>13</td>
</tr>
<tr>
<td>NICAI</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>608</td>
<td>417</td>
</tr>
</tbody>
</table>

In 2014, 63% of Class Reps attended training.

CLASS REP AND CR коORDINATOR ENQUIRIES

<table>
<thead>
<tr>
<th>Class Rep Enquiries</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR certificate enquiries and requests (2014)</td>
<td>27</td>
</tr>
<tr>
<td>RateMyCourse enquiries</td>
<td>15</td>
</tr>
<tr>
<td>SCCS enquiries</td>
<td>5</td>
</tr>
<tr>
<td>CR Coordinator enquiries (includes requests to be taken of mailing list because they are no longer in the role)</td>
<td>34</td>
</tr>
<tr>
<td>One-on-one meetings with CRs who couldn’t attend training</td>
<td>3</td>
</tr>
<tr>
<td>Handbook Request</td>
<td>19</td>
</tr>
<tr>
<td>CR training enquiries</td>
<td>48</td>
</tr>
<tr>
<td>Class Rep Advocacy related enquiries – Inappropriate Facebook comments</td>
<td>1</td>
</tr>
<tr>
<td>Class Rep Advocacy related enquiries - Problem with Lecturer (met with class rep in person)</td>
<td>3</td>
</tr>
<tr>
<td>Student enquiries about how to become a class rep</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
</tr>
</tbody>
</table>

OBJECTIVES SEMESTER 2, 2014

- Look into creating a Facebook group for Class Reps to engage with other Class Reps, the Education Vice President and the CR Advocate.
- Continue to update promotional material, Class Rep & CR Coordinator handbooks and information on the website.
- Plan an end of year function for all 2014 Class Reps.
- Facilitate and coordinate the 2014 Class Rep Awards.

FINAL WORD

The class representative system is working well in 2014. The hard work that Rosalin MacKenzie has put into her role as Class Representative Coordinator has paid off, and AUSA has achieved a much higher attendance rate at trainings than in the past.

This continual improvement will ensure that our Class Representatives are of a higher quality and are more effective in their roles than was the case previously.

ADVOCACY

INTRODUCTION

One of AUSA’s most important services is providing independent, confident and free advice and advocacy support to students. AUSA continues to provide a strong Advocacy service, run by the Advocacy Manager alongside two student Senior Advocates. The service is staffed in part by the Student Advocacy network, a group of volunteer law students trained in advocacy.

AUSA’s Advocacy service is independent and operates in complete confidence from other entities, including AUSA. It provides a wide range of information and advice on academic issues, employment rights, benefits, debt and funding, consumer issues and housing problems.

This year has seen the rebranding of our support services from AUSA Advocacy to the AUSA Student Advice Hub. This change was in response to feedback received from students. The Student Advice Hub provides a more streamlined, understandable and accessible service for students. While AUSA continues to provide Advocacy and Welfare support under the Student Advice Hub banner, the rebrand provides students with one point of access and a clear explanation of all our services.

The Student Advice Hub aims to provide a space for students to talk over their worries in confidence, and to offer information on a range of issues which students might
encounter during their time at Auckland University. We handle disputes within a broad spectrum of issues.

**SEMESTER ONE OBJECTIVES**

- Ensure all students feel confident to seek support, knowing they will be listened to, taken seriously, and that their case will be handled competently, professionally and as quickly as possible
- Implement feedback and insights gained from helping students to make services more accessible
- Improve access to advice services as well as advocacy
- Integrate across our services so that students are not ‘bounced’ from area to area
- Aid students to not only receive a fair process and outcome in the immediate situation, but also to develop the skills to self-advocate.

**KEY ACTIVITIES**

When students come to us who have experienced situations on campus that have harmed their ability to succeed, we do our utmost to resolve their issue and to work with whatever department or office is involved to reduce the risk that another student will have to endure a similar frustration.

Students came to the Advocacy Service mostly for academic appeals, allegations of academic misconduct, student complaints, accommodation related help, and financial support. Our most common case types were issues relating, enrolment, examination-related issues, finances, difficulties with the university (for undergraduates particularly) and difficulties with supervisors (exclusively for graduate students).

**KEY OUTCOMES**

- We have rebranded AUSA Advocacy to the Student Advice Hub to make both advocacy and welfare more cohesive and accessible.
- We have refreshed and extended our marketing on campus, providing leaflets and advertising material to different service providers within the University and Schools.
- Our advertising included, but was not limited to, revised posters, included our advertisement onto E-screens around the University and new flyers
- We have worked hard to make sure all our promotional materials are accessible and easy to understand for all students regardless of their diverse backgrounds.
- We have continued to share information with others within the University community to ensure our services are well known. This semester we have presented information about our services to the Head of Department Advisory committee, the Uniguide training sessions, Auckland University Arts Students’ Association presentations and a Foundation Course lecture.
- In line with the rebrand of the Student Advice Hub, we have recruited an additional 8 new volunteer Student Advisors to ensure the Student Advice Hub reception is open between 8.30am-4.30pm, and to provide general and pre-emptive advice to students.
- We have reorganized and created more complete Advocacy Service manual and external referrals information sheet. This will help future student advocates to efficiently learn about the tasks associated with running our office.
- The Senior Advocates have organised two additional training seminars for the Student Advocates about Grievance Procedures and Tenancy issues with a Community Law Office Solicitor.
- Our work has included:
  - Assisting students in appealing grades and allegations of academic dishonesty
  - Working with students to file formal grievances
  - Referring students to services when financial issues arise
  - Advising students on how to deal with refunds of tuition fees
  - Accompanying students to Student Conduct Committee hearings and other meetings where they have requested an advocate’s presence
  - Supporting many students through lower level cases resolved over the telephone, at the SAH reception or via email.

**KEY STATISTICS**

- From March 1st to June 25th the Advocacy team had contact with 284 students for individual cases. This represents an increase from the same period last year.
- Demands for the AUSA advocacy services were consistent throughout the semester, with an average of 72.6 student contacts per month.
• We have noticed that some students who have already used the Advocacy services come back again for help in other areas of their lives.

• We are improving our marketing strategy and have increased our student visits by 55% compared to the same period 2013. This was instrumental in boosting the number of students utilising the service.

DIFFICULTIES

• Students have reported long waits for academic consideration meetings with University counsellors. Some students have been told that they will have to wait weeks. This adds to their anxiety and has had an impact on their ability to meet the time frames of late deletions or withdrawals.

• Students have complained that they have difficulty contacting administrative staff if they have an enquiry. Sometimes they have spoken to five different people and been unable to find someone to advise them. They feel they are being ‘shipped around from one to another’.

• Students complained that when they talk to someone that they are just ‘read a script’ and this answer often doesn’t relate to their question.

• Students find the processes they have to take to manage their study have been really stressful and difficult. For example, if they want to ask for special conditions for exams. They follow up what they have been told to do and then told that this isn’t the process at all by another staff member. This is all time consuming and frustrating.

• We are aware that Doctoral students report difficulties with administering of the examination process. There is no system for students to effectively track the status of the progress of their thesis examination such as what date the thesis was sent to the examiners. There appear to be administrative blocks that cause delays. An example is that only once the theses are submitted the SGS contacts examiner which causes a time lag between submitting and the completion of the examination falls out of the 6-8 weeks timeframe. Also, if one of examiner isn’t available, the SGS waits until the other examiner replies before approach an alternative examiner, thus causing delays in the examination period. In the mean time students may have applied for post doc or employment but find they can’t accept any offers of positions.

• KEY TRENDS

While the Service has seen a broad mix of students throughout the year, and there has been an absolute increase in numbers of students using the Service in almost all demographics, certain trends can be identified. Supervisor relations for post graduates are frequently an issue for graduate students accessing the Service, in contrast to difficulties with the University, for which undergraduates much more frequently seek support.

As part of the strategic plan of the Service, we will both continue to monitor this data to see what statistically significant trends can be identified over the year. The data suggests that students access the Student Advice Service throughout all their years of study.

In our data recording systems, we divide our data into ‘enquiries’ and ‘cases’. A case is defined as anything that requires more in-depth research, explanation and support, whereas enquiries are defined as a query that can be answered quickly or through referral to another service (e.g. accommodation, visa or general queries). Regularly the issues experienced by students using the Service are complex and involve many inter-related issues. When the student approaches the Service, they may come with one specific issue, but others may emerge in the course of the meeting.

Month by month trends:

June

• A significant number of cases relating to grievances in relation to the university (i.e. perceived unfair policies, unfair treatment from personnel, bad advice or mishandling of work)

• Several cases in regard to the university failing to properly accommodate students with impairments/health issues

May

• Relatively even spread of cases, but a substantial amount of issues revolving around uni work/tests

April

• Noticeably large number of enrolment issues, mostly about deletions/withdrawal

March

• A number of cases involved enrolments and fees, Parent space, welfare textbooks and StudyLink-related inquiries
Graph 1: A comparison of types of cases

Legend (A = Academic and course related issues) & (G = General Issues)

<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>A5</th>
<th>A6</th>
<th>A7</th>
<th>G1</th>
<th>G2</th>
<th>G3</th>
<th>G4</th>
<th>G5</th>
<th>G6</th>
<th>G7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate grievance</td>
<td>Postgraduate grievance</td>
<td>Coursework</td>
<td>Exams</td>
<td>Assessment</td>
<td>Academic misconduct</td>
<td>Legal information</td>
<td>Financial challenges</td>
<td>Personal crisis</td>
<td>Govt agencies</td>
<td>Employment</td>
<td>Harassment</td>
<td>General Enquiries</td>
<td></td>
</tr>
</tbody>
</table>

Graph 2: Academic verses general issues

Academic v General
INTRODUCTION

AUSA continues to provide targeted support for students on campus. AUSA aims to provided quick, personalised and accessible welfare services that supplement those provided by other support services, such as Studylink. While students have not experienced further cuts to governmental support this year, there has been no respite from the reductions to Student Allowance eligibility introduced in 2013. Similarly, the level of funding available through Student Allowances, Living Costs and Accommodation Supplements remains woefully inadequate for life in Auckland. The accommodation benefit for students in Auckland remains capped at $40 a week, well below any conceivable rent. The outcome is a student body with little support to fall back on in times of need. Consequently AUSA provides a crucial safety net in the absence of adequate support.

Due to funding limitations, services are currently focused almost entirely on the provision of basic necessities, such as food, emergency grants and tangible goods such as clothing and blankets. There is, however, an increasingly evident need for further support of particular groups of students. One obvious group in need of more support is student parents. AUSA would particularly like to be able to provide more support to help student parents access childcare to ensure impact on their study is minimised. In addition, AUSA is conscious that some of the very basic needs of students go beyond the food, accommodation, medical and transport support that is currently focused on. With this in mind, AUSA has entered into a partnership with Campuspecs Optometrists to enable us to provide optometry grants, which are out of reach for most students. Similarly, AUSA often sees applications for large dental bills that are beyond the scope of our current scheme.

Provision of wider welfare support cannot be fully accomplished without a more sustainable funding model. There is far more that could be done in the realm of student welfare, and there is scope for larger projects. AUSA has seen great progress in our capacity for providing welfare services this year with the creation of a Welfare Vice President role. While this will enable us to focus more on welfare and expand focus and projects, such expansion is necessarily limited by the absence of sustainable and adequate funding.
ACCESS DURING THE YEAR TO DATE:

FOOD BANK

<table>
<thead>
<tr>
<th>Parcels Collected</th>
<th>110</th>
</tr>
</thead>
</table>

There has been an increase in the number of food parcels collected this semester compared to first semester last year. The increase has been from 89 to 110 food parcels. This is 21 more parcels than Semester One 2013.

This is compared with previous years:

- 2014: 110 collected in Semester 1
- 2013: (89 collected in Semester 1)
- 2012: 202 (total, of which 100 were collected in Semester 1)
- 2011: 164 (total)
- 2010: 158 (total)
- 2009: 98 (total)
- 2008: 90 (total)

It is of note that we have seen significant growth in the number of food parcels collected in Semester One when we did less specific foodbank advertising this year than last. However, this may be due to increased awareness of general AUSA services and increased advertising of the Student Advice Hub. Due to a strong focus over the last two years on soliciting external donations, the foodbank is adequately stocked to withstand demand.

It appears that there are a number of students that have collected more than one parcel this semester. This is likely to represent ongoing hardship for these particular students.

In addition, this year we have send a large quantity of food to be distributed on the Tai Tokerau campus. This is the first year we have done so. This is not tracked or included in the figures as we rely on support staff at Tai Tokerau to distribute food where they see fit. Due to their limitations, they are unable to provide regular reporting. We are working to encourage more records, but are pleased that our welfare services have expanded further afield, arguably to where they are most required.

Notable Trends

The majority of people are hearing about our food parcel service through word of mouth. As this appears to be an effective way of advertising, we plan to target specific groups that are known to struggle financially such as international students or parents in the future. People are also finding out about our services from the website. Given it is currently being revamped there will hopefully even be wider exposure in this domain.

Heard About Food Bank From

<table>
<thead>
<tr>
<th>Heard About Food Bank From</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word of Mouth</td>
<td>31%</td>
</tr>
<tr>
<td>Advocacy</td>
<td>12%</td>
</tr>
<tr>
<td>Craccum</td>
<td>4%</td>
</tr>
<tr>
<td>Website</td>
<td>18%</td>
</tr>
<tr>
<td>Lecture Speak</td>
<td>9%</td>
</tr>
<tr>
<td>AUSA Reception</td>
<td>2%</td>
</tr>
</tbody>
</table>

The proportion of recipients who are employed is much higher (31%) than 2012 (25%) and 2013 (20%).

Proportion of Employed Students

<table>
<thead>
<tr>
<th>Proportion of Employed Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
</tr>
<tr>
<td>Unemployed</td>
</tr>
</tbody>
</table>

The proportion of International Students is slightly lower than the previous two years. International students make up 7% of food parcel collectors compared to 10% and 12% in 2012 and 2013. We are working with the International Office to ensure international students are sufficiently aware of our services.

Proportion of International Students

<table>
<thead>
<tr>
<th>Proportion of International Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
</tr>
<tr>
<td>Domestic</td>
</tr>
</tbody>
</table>
The majority of food bank users self-identified as Maori, New Zealanders/Kiwi or as Pakeha/NZ European (57%).

The number of food bank users with dependants has dropped from previous years. Only 4% of parcels collected have been received by students with dependants, compared with 18% from first semester in the previous year. This may in part be explained by our practice of delivering larger parcels to those listing dependents, which means they may be less likely to collect several parcels at once.

The vast majority of food parcel users are renting. Some of those living with parents have noted that they are paying board, renting or mortgage contributions of some sort.

The majority of students accessing food parcels pay between $151 and $200 in rent. This is reasonable, and a typical amount for rent for students a reasonable distance from the city. However compared to the income data it appears that the majority of user’s income consists of their rent costs, leaving little for food and other amenities. There are also many users that have higher rent costs than they receive in weekly income.

The majority of food bank users that have a listed some source of income were in the $151-$251 range. This would not cover much more than rent in many Auckland locations. This suggests that the majority of students are living solely off student allowance or living costs.

While some of these users may be living with their parents, there is still a majority amount of users who are renting and claim to live off no income.

The majority of food bank users that state an income of $0. This is concerning. The increase in the number of parcels collected in March as seen below could indicate that this is due to delays in Studylink payments as there are also more students listing $0 income at the beginning of the semester.
Summary and Future concerns

The food bank has run effectively this semester. Much of this is due to the large amount of stock it currently has. This is due to leftover food from last year, donations from the Campus Christian Group, a large donation of pasta from European Food, and ad hoc donations. Moreover, frozen meals and food have been provided at reception which has further enhanced the effectiveness of the food bank. Due to the increase in users, restocking initiatives have begun to ensure we can meet demand, with several deliveries of food organised over the break. In addition, a university food drive will be conducted at the beginning of Semester Two to ensure the shelves remain full.

This semester the Welfare Officer has made herself available to drop off large food parcels to students with dependents. These students can struggle to pick up a food parcel due to family commitments, and when they can, they can often not pick up a parcel suitably big enough for them and their dependents due to the size and weight of such parcels. Thus, we will continue to make special arrangements for such students to ensure that we reach all those who are in need.

A further concern is sourcing suitable bags for food parcel distribution. Given the increase in parcels distributed, we are struggling to solicit enough donated bags that are sufficiently strong to hold food parcels. While we have approached the University and other donors to request leftover bags in the past, limited success means funding may have to be redistributed to this area.

Further supply of fresh food on campus would also improve our services. Key to this is adequate storage on campus. We now have some storage for frozen meals, and we hope to increase this so as to increase the quality and variety of food available.

HARDSHIP GRANTS

| Accepted | 9 |
| Declined | 0 |
| Pending further information | 2 |
| Total Applications | 11 |

The number of applicants for the Hardship Grant has declined from Semester 1 in the last three years.

- A total of 11 grants in 2014, totalling $1355
- A total of 35 grants in 2013, totalling $4125 (19 applications in semester one)
- A total of 24 grants in 2012, totalling $3855 (including 14 granted from 22 applications in Semester One)

- A total of 53 grants in 2011, totalling $6100
- A total of 62 grants in 2010, totalling $6080
- A total of 38 grants in 2009, totalling $3,675
- A total of 18 grants in 2008, totalling $1,640
- A total of 14 grants in 2007, totalling $1,105.

The number of applicants has potentially declined due to there not being a lot of hardship grant promotion. This will increase coming into Semester Two. This could in part be explained by increased material support for students who access other forms of help. For example, the Welfare Officer has provided increased food support to students with dependents who have collected food parcels. This has included house visits to drop off boxes of groceries and frozen meals. Traditionally a large bulk of hardship grants have come from those with dependents in desperate need of basic help which the food bank was unable to provide. Increased growth of foodbank services may have contributed to less need for such applications. In addition, referrals and communication between the advocacy services with the Student Advice Hub and the Welfare Officer and Vice President have increased. Consequently the Welfare Officer and Vice President tend to contact repeat students to encourage them to make contact with the Student Advice Hub and seek a more permanent solution.

One further trend was an increasing need for grants over the $200 limit. As a result, we have recently lifted the threshold for grants to $250 for students, and $400 for student parents. This should allow us to better cater for students in need, and may lead to an increase in the amount distributed.

Notable Trends

Grants can be made up to a limit of $200, and reflect the needs of the individual applicant. This semester all grants have been within the $120-$200 range. This is the high end of the spectrum and has instigated a change in the limit.
The AUSA Hardship Grant Scheme helps those who are facing short-term and unexpected hardship that threatens their university study. Students have to apply within four categories; medical, food, accommodation or transport assistance. This year only one applicant applied for assistance in more than one area. Accommodation cost was the most common category that students applied for assistance for in Semester One 2014. This reflects the limited accommodation support available for students. AUSA is lobbying the government alongside NZUSA to increase accommodation support for students.

37% of applicants self-identified as either New Zealand European/Pakeha or Maori, or both. This semester there were also a large number of people from a Samoan background (also 37%).

This semester there was a large number of postgraduate students that applied for the Hardship Grant Scheme compared to previous years (30%). This may reflect changes to governmental support of postgraduate students.

Summary and Further Concerns

It is increasingly apparent that all grants are towards the upper limit granted. Consequently AUSA has altered the threshold to accommodate students with larger emergency needs and those with dependents. While this change is likely to be beneficial, many students still apply for much larger amounts and could benefit from an even higher threshold. In such instances, the Welfare office tends to refer students to the Student Emergency Fund.

AUSA has also secured a Campuspecs grant for those needing financial assistance with eye related appointments and/or contact lenses/glasses. The process for this will therefore be implemented in Semester Two this year and will be promoted alongside the hardship grant.

Text Book Grant Scheme

In conjunction with UBS, AUSA allocates $2,500 worth of grants twice yearly, at the beginning of each semester. Semester One 2014 saw 13 more applications than Semester One 2013, and the $2,500 was split between 22 successful applicants. Notably, this included a large number of students from Tai Tokerau. We specifically targeted Tai Tokerau students and sent textbooks to them, and will do so again in Semester Two.
There was a 60% increase in the number of applications compared to 2013 and an increase in the number of students who received a grant:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of applicants</th>
<th>Number of awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>2013</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>2014</td>
<td>32</td>
<td>22</td>
</tr>
</tbody>
</table>

Faculty Breakdown

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Total</th>
<th>Successful</th>
<th>Unsuccessful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
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<td>10</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Health and Nursing</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Commerce</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Commerce/Law</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>Law</td>
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<td>1</td>
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</tr>
<tr>
<td>Law/Arts</td>
<td>5</td>
<td>3</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>BBIM</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**32** **22** **10**

**PARENTSPACE**

One area of particular concern is the absence of spaces on campus for student parents. This semester has seen the closure of the parent facilities provided in the General Library, which led to several approaches from student parents to the Student Advice Hub. Further investigation showed that many of the parent facilities previously offered in other areas of the University, such as the law school and at Epsom, have been closed.

AUSA is concerned about the limited facilities for parents on campus. We have taken our concerns to Equity Committee, and raised the issue with the General Library. So far there has been little movement. One potential solution would be to expand AUSA’s support for parents. This year we have taken on an additional volunteer to help maintain AUSA’s ParentSpace and support student parents. We have also upgraded facilities within AUSA ParentSpace, with a new fridge and a new computer on the way. However, AUSA ParentSpace is constrained by the lack of sufficient space. The current ParentSpace, located in Old Choral Hall, is well utilised but it is not large enough to satisfy demand, especially with the closure of the Library ParentSpace. AUSA does not have an alternative suitable space available.

**SATELLITE CAMPUS SUPPORT**

Semester One has seen progress in re-establishing AUSA services at the Satellite Campuses. Though we have had strong support from the management at each campuses, the main barrier we face in connecting with students is awareness of our activities. We have worked hard to increase this across the semester and are beginning to see good results.

**ACTIVITIES AND OUTCOMES:**

**Promotion**

- Distributed new StudentAdviceHub branded promotional material around the Satellite Campuses in poster form, and displayed this material on campus TV screens.
- Networked effectively with other student services in order to increase awareness of AUSA services at the Satellite Campuses.
- Worked with management at each campus to develop AUSA’s presence.
- Secured new office space for AUSA in Tamaki and Epsom that is in areas of higher student foot traffic which should result in more awareness and utilization of AUSA services.

**Welfare and Advocacy**

- Dealt with three cases across the campuses that involved disciplinary hearings and late deletions. More cases are starting to come in as the StudentAdviceHub marketing material gains more exposure and increases awareness of this service.
- Dealt with a hardship grant from a student at the Epsom Campus, and worked to increase awareness of this service.

**Representation**

- Average of at least 12 attendees at each of the Satellite campus training sessions
- Strong Student Representative turn-out at the Epsom Campus Student Affairs meetings.

**SEMESTER TWO OBJECTIVES:**

- Successfully network with staff and student organisations at the Satellite Campuses to ensure that AUSA services are well advertised and that students who need our services are referred on to us.
• Increase the visibility of the StudentAdviceHub promotional material across the various campuses.

• Increase awareness of the AUSA advocacy services, and increase the number of students using this

• Work in conjunction with the Welfare Officer and Welfare Vice President to expand the provision of welfare services at each campus.

• Continue to train and encourage student representatives, and to help facilitate their activities.

DELEGATES

INTRODUCTION

This report focuses on the AUSA Delegates Programme during Semester 1, 2014.

The AUSA Delegates Programme has continued to grow and change throughout 2014. We are still operating within the 8 team structure (Education Team, Representation Team, Media Team, Welfare Team, Events Team, Community Team, General Team, and Admin Team) and are currently in the process of finalising Delegate and Exec Team Leaders. Hopefully, these team leaders will motivate new Delegates to create and execute their own projects that will benefit the wider student community.

2014 OBJECTIVES

• Implement recommendations from the 2013 Delegates Analysis.

• Empower delegates to make real and positive change by students, for students.

• Support delegate-initiated projects for fun student-led, student-run events.

• Complete the 2014 Delegates Handbook for the Semester 1 recruitment drive.

• Continue to find alternative ways to fund the programme.

• Organise communication, leadership, event management, diversity 101, public speaking and teamwork workshops for semester 1, 2014.

• Organise regular team-bonding exercises, such as theatre sports and social events.

• Organise a camp for April 2014.

KEY ACTIVITIES

• O-Week Bag Packing

• O-Week Membership Drive

• O-Week Events

• Membership Drive Databasing

• Delegates Camp

• University Challenge Scrutineering

• Lost Property Sale (assistance with sorting and selling)

• Foodbank Maintenance

• Provided 4 Secretaries for two AUSA Committees

• Provided a Secretary for AUSA Student Forum

• Assistance on the AUSA and GenZero Enrollment Stall

• AUSA Ball Decorations

• Student Forum Assistance

• Quidditch Tournament Planning

• AUSA TV (filming and editing)

• General AUSA Promotion (flyer drops and lecture bashing)

• Tertiary Women’s Focus Group Assistance

• Class Rep Training Presentations

• Delegates Pub Quiz

KEY OUTCOMES

• Created team leader positions so that Delegate teams have a clearer structure and have a better point of contact (recommendation from Analysis)

• Finalised Delegates handbook.

• Successful Delegates Camp in Orewa

• Delegates and Exec pub quiz

• Delegates contributed over 200 volunteer hours for AUSA O-Week to help ensure that it ran successfully.
STATISTICS

2013 Delegates (continuing) 22
2014 new sign ups 75
Number of active* Delegates 50

Note: A Delegate is considered active if they have participated/contributed to a project/activity within the last three months

2014 Sign Ups – Degree

Bachelor of Commerce
Bachelor of Arts
Bachelor of Commerce/Bachelor of Science
Bachelor of Science
Bachelor of Commerce/Bachelor of Arts
LLB/Bachelor of Commerce
LLB/Bachelor of Arts
Bachelor of Health Sciences
Bachelor of Engineering
Bachelor of Arts/Bachelor of Science
LLB/Bachelor of Science
LLB/Bachelor of Music
Bachelor of Urban Planning
Bachelor of Fine Arts
Bachelor of Education (Hons)
Bachelor of Education
Bachelor of Commerce/Bachelor of Property
Bachelor of Commerce/Bachelor of Health
Bachelor of Biological Science
Bachelor of Arts/Bachelor of Health
Bachelor of Applied Social Work

2014 Sign-Ups – Year of Study

SEMESTER 2 2014 OBJECTIVES

• Have each Delegates team working on at least one Delegates initiated project.
• Host a Delegates prizegiving at the beginning of October.
• Continue to implement recommendations from the 2013 analysis.
• Work on a recruitment strategy.
• Update promotional material.
• Finalise the Delagates Policy.
ACKNOWLEDGEMENTS

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