



NZUSA National Executive Meeting

Wednesday 2nd September 2020

10:00am – 4:00pm

VUWSA Board Room, Victoria University of Wellington / Zoom

Next meeting:

Thursday 9th October 2020

10:00am – 4:00pm

Dunedin

Agenda

Whakataka te hau ki te uru
Whakataka te hau ki te tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tihei mauri ora!

Procedural

1. Karakia and Welcome
2. Apologies
3. Disclosures of Interest
4. Matters Arising
5. Approval of National Executive Meeting Minutes (17th July 2020)
6. Approval of Emergency National Executive Meeting Minutes (13th August 2020)

7. National Governance Review Committee Minutes to be noted (27th August 2020)

Reports

8. NZUSA President Report
9. NZUSA Vice President Reports
10. Thursdays in Black Report
11. Te Mana Ākonga Report
12. Tauria Pasifika Report

Policies

13. Policy Committee Minutes to be noted (26th August 2020)
14. Travel Policy (to be approved)
15. Delegations Policy (to be approved)
16. External Appointments Policy (to be approved)

Strategic Items & Decision-Making

17. Projected 2021 Membership Levies
18. Student Voice Update
19. Election Campaign
20. Universal Education Income Research
21. Employment Relations with Grow HR
22. NZUSA Policy Document

Workshop

23. Sustainable Student Voice: Succession and Handovers



NZUSA National Executive Meeting

Friday 17th July 2020

2:15pm – 4:00pm

Zoom

Agenda

- 1. Karakia and Welcome**
- 2. Apologies**
 - Helen V
 - James B
- 3. Disclosures of Interest**
 - No further disclosures
- 4. Matters Arising**
 - No matters arising
- 5. Approval of National Executive Meeting Minutes (5th June 2020)**
 - To be approved
 - Moved: IL
 - Moved U
- 6. National Welfare Committee Minutes to be noted (22nd May 2020)**
 - To be noted
 - Moved: IL
 - Moved U
- 7. National Education Committee Minutes to be noted (24th June 2020)**
 - To be noted
 - Moved: IL
 - Moved U
- 8. Policy Committee Minutes to be noted (8th July 2020)**
 - Wednesday not Thursday
 - To be noted
 - Moved: IL
 - Moved U
- 9. FRAC Minutes to be noted (10th July 2020)**
 - Friday not Thursday
 - To be noted
 - Moved: IL
 - Moved U

Reports

10. NZUSA President Report

- THAT the report of Isabella Lenihan-Ikin be accepted
 - Moved: SS
 - Second: AL
 - Moved U

11. NZUSA Vice President Reports

- THAT the report of Matthew Schep be accepted
 - Moved: IL
 - Moved U
- Sam needs to check his dates!
- THAT the report of Sam Smith be accepted
 - Moved: IL
 - Moved U

Oral Reports

12. Te Mana Ākonga

- TMĀ had their student rep hui last week
- It would be beneficial to formalise NZUSA representation at TMĀ hui
- Also, where training is provided to student reps, it would be great if Māori student reps could also come along.
- THAT TMĀ's oral report be noted
 - Moved: IL
 - Moved U

13. Tauria Pasifika

- Lots of internal work underway
- Met with Ministry of Education to continue working on how student can be involved in their work
- TP have been invited to the launch of the Pasifika Education Plan
- Mid-year retreat in Dunedin is approaching to discuss the rest of the year
- THAT TP's oral report be noted
 - Moved: IL
 - Moved U

14. Thursdays in Black

- Written report provided via Facebook group chat
- THAT TIB's written report be noted
 - Moved: IL
 - Moved U

15. Finance Update (CONFIDENTIAL)

- Scoop 3 years +
 - Moved U

Balance Sheet

Aged Receivables

Profit and Loss

Risk Register

- THAT the financial update, financial reports and risk register be noted
- Moved AL

- Second SB
- Moved U

16. National Office Hours

- That Option 1 out of the proposed National Office hours be accepted:
 - Moved SS
 - Second AL
 - Moved U

17. Policies recommended for Approval

Conflicts of Interest Policy (to be approved)

- Three years review
- THAT the Conflicts of Interest Policy be approved
 - Moved SS
 - Second SB
 - Moved U

Finance Policy (to be approved)

- Recommend a two year review
- THAT the updated Finance Policy be approved
 - Moved SS
 - Second JM
 - Moved U

Health and Safety Policy (to be approved)

- Recommend a three years
- THAT the updated Health and Safety Policy be approved
 - Moved SS
 - Second AL
 - Moved U

National Rainbow Students' Committee Terms of Reference (to be approved)

- Policy Committee should consider the authority of NZUSA Committees and the expectations of the National Executive
- Review in June 2020
- THAT the National Rainbow Students' Committee TOR be approved
 - Moved MS
 - Second JP
 - Moved U

NZUSA Governance Review Committee (approval to be noted)

- Additions, Tumuaki, or Representative of TMĀ
- President, or Representative of ITP
- To be reviewed in January 2020
- THAT the approval of the NZUSA Governance Review Committee be noted and the above changes be made.
 - Moved SS
 - Second JM
 - Moved U

Strategic Items & Decision-Making

18. NZUSA Governance Review Process

- This will be discussed over the weekend.

19. NZIST Five-Year Strategy

- In future, refer to it as the NZISA Five-Year Engagement Strategy
- THAT the NZISA Five-Year Engagement Strategy be Approved
 - Moved AL
 - Second SB
 - Moved U

20. NZUSA Income and Expenditure Survey

- National Office will begin the non-financial ground-work on the survey so it is ready to go in 2021
- We will look to whether external organisations provide funding for this research
- THAT the Income and Expenditure Survey be Commissioned

21. COVID-19 Student Research Launch

- Our researcher, Joshua James joined us to launch the COVID-19 and Tertiary Students Research

Workshop

- Te Tiriti o Waitangi Training – Provided by Engaging Well

Meeting on hold at 3:48pm Friday 17th July 2020

Event at 6:00pm

- NZUSA 90th Birthday Party! Happy Birthday!

Meeting opened 10:45am Sunday 19 July 2020

22. Electoral Commission

- We have been talking with the EC since the start of the year to work with them on getting students to vote and receive approx. \$10,000 to fund these activities
- One issue has been around NZUSA's political neutrality
- Recommendation is that we don't sign an MOE with EC and risk our political influence
- We will look into using \$6,000 that we would have received from EC toward working with Paru Politics on a 'Get out the Vote' Campaign

23. Election Planning

- Three arms to NZUSA's election campaign
- THAT the NZISA Five-Year Engagement Strategy be Approved
 - Get out the Vote (With Paru Politics)
 - Universal Education Income Campaign
 - Election Roadshow
- Planning underway for a National Student Event in Wellington that will coincide with our next National Executive meeting on 3 September. The event will be on either the 2nd or 4th of September.
- Also campaigning on a YES vote for the cannabis referendum and will work with JustSpeak and ActionStation

24. Drug Testing

- OUSA will bring a memo to the next National Executive meeting about gaining support for law changes around drug-testing at festivals/parties etc.

25. Governance Review Process

- The Governance Review Process was approved electronically
- Surveys to members should go out in the coming week

Meeting closed 11:35



NZUSA National Executive Emergency Meeting

Friday 13th August 2020

4:00pm – 5:15pm

Zoom

Agenda

1. Karakia and Welcome

Present: Jack Manning (OUSA), Dallin Niuelua (ASA), James Brodie (SAWIT), Andrew Lessells (Younited), Stefan Biberstien (MUSA), Matthew Schep (NZUSA), Mamaeroa Merito (TMĀ), Isabella Lenihan-Ikin (NZUSA), Sam Blackmore (LUSA), Jacob Patterson (MAWSA), Ali Leota (TP), Emma Rogers (AUSA), Noho Parata (TMĀ), Taylah Shuker (VUWSA), Helen Vea (Unitec), Sam Smith (NZUSA)

2. National Communication

- NZUSA and TMĀ on the Tertiary Education COVID Response Committee
- We have started a google document that has region-specific and provider-specific information about COVID-19 responses – Presidents have been asked to update this documents where possible as new information comes to light
- The live google documents is not to be shared around, but the information in it can be used to inform students about the changing situation.
- Please keep the Facebook chat free from clutter, it should only be used for important matters at this stage

3. Provider Responses

- VUWSA – Immediate issues is around extensions for assignment and open day/graduation. The comms from the Uni have been good so far
- LUSA – Key issue is streamlining communication from the Uni to the students. Major decisions will be held off until Friday.
- SAWIT – Communication has been good from provider. Preparations underway for multiple scenarios. Still unsure about the accommodation situation.
- AUSA – Health and counselling moved online. Waiting for Friday's decision.
- ASA – Prepared emails for students range of situations. Students told to stay put in accommodation. Health and counselling online (except testing). May use Facebook live to update students.
- MUSA – Independent Massey halls will to follow orders from Massey re: accommodation next year – trying to get MOU for rest of 2020

- MAWSA – Non-essential students services working from home. Scattered comms from Uni at this stage, especially having campuses at different alert levels
- OUSA – Classes cancelled on Wednesday 12th Aug to transition lecture theatres, libraries etc to alert level 2 – all student text was sent. Different divisions have different levels of face-to-face teaching.
- Younited – EIT was in the process of reviewing COVID-19 response, but are not implementing the findings at this stage. Comms are slow from provider. Still face-to-face learning but are preparing for online learning. Not much student voice or engagement.
- Unitec – Waiting for Friday announcement. All classes cancelled on Wednesday. All student support services online.
- TMĀ – Meeting with all Exec tomorrow (Friday). TMĀ AGM is planned for two weeks' time in Rotorua.
- TP – Exec are meeting tomorrow. Students and Pasifika student reps are wanting to be involved in decision-making so they can inform their students.

4. Student Voice

- Try to bring other student representatives (Māori, Pasifika etc.) into decision-making, or ensure they are consulted and kept up to date
- Student voice – question asked should NZUSA, TMĀ, TP send an email to providers outlining their student voice requirements under the Pastoral Care Code. General support – mainly for providers who are falling short. Letter will be sent to President before being sent to the institution. We could get MOE to help with wording.
- There will be different tones to the letters (ka pai, nearly there, do better etc.)

5. Masks

- Masks – keep an eye out to see what arrangements are being made for students to access masks

6. Accommodation

- Payment of accommodation – we will need to decide if we want to take a national stance on this issue after tomorrow's announcement
- It will also depend on the guidance accommodation providers give their students (eg. encourage to leave)
- Moving around country – government will issue guidance for students wanting to return home

7. Mental Health

- Crunch point in the term for students – already high stress
- Potential to push forward government's free access to mental health services for tertiary students – will need to ensure student input (including Māori students) in the design of those services
- Keep National Office up to date with any issues/changes with student mental health services on campus

8. Grades

- Another area we could negotiate nationally
- We may request statistics from providers about how average grades fared in semester 1 2020 compared with semester 1 2019. Will also need to consider students who dropped out/withdrew from courses

9. Action Points

- Please fill out their section of the provider response table on the goggle document

- Decisions need to be made regarding masks, student accommodation, mental health and grades when we know more about the government's COVID-19 response
- NZUSA, TMĀ and TP will prepare letters to send to providers re: student voice
- We should aim to meet weekly with our next meeting being on Monday 17th August to discuss our next steps.
- Keep the google document handy as it will be updated regularly:
<https://docs.google.com/document/d/1gUvPqk1TP4LZNlgEyxROC9NdzFg0Ni6jM2PrdjQuSc/edit#>

Meeting closed 5:15



Meeting of the Governance Review Committee

27 August 2020

3:30pm

Next meeting: TBD, in a couple of weeks

Agenda

1. Karakia

2. Review of questions

The committee went through each of the questions, looking at collated themes and ideas for each area, and examining overall trends.

Strong themes present were the need to have clear distinctions between governance and operations, the need to have governors elected and dismissible by the members, that the board is currently too large with Māori and Pasifika voices drowned out, a lack of understanding of Te Tiriti obligations, the need for more governance experience on the board but caution around alumni/external interference.

3. Next steps

The committee decided to do short interviews with members of National Exec, to follow up on certain points/issues, and work concurrently on an initial draft of a proposal for governance changes.

Matthew, Mamaeroa, Ali, Helen: Interviews

Andrew, Sam, Jack: Proposal

Meeting closed at 4:33pm.

Memorandum

To	NZUSA National Executive
From	Isabella Lenihan-Ikin
Date	26 August 2020
Subject	National President Report

Purpose

The purpose of this report is to provide an overview of the work of my work as an NZUSA National President since the last National Executive meeting in July.

A new feature of these reports is that the work that I do will be put against the NZUSA goals in the strategic plan. This is to help National Executive to be better governors and for NZUSA to remain accountable to the current Strategic Plan.

Here is a brief overview of the key projects I have been working on

1. Engagement: *Build systems and capability to engage directly with students from all walks of life*

Member Engagement:

- Met with new VUWSA President Taylah Shuker to introduce her to NZUSA National Exec processes.
- Met with new AUSA President Emma Rogers
- Met with NZUSA and TMĀ Student Job Search (SJS) representative, and Ali Leota regarding the SJS Board.
- Meeting with Thursdays in Black regarding fundraising opportunities, campaigns and preliminary discussions about the NZUSA 2021 Budget.
- Frequent (often several times a week) meetings with Te Mana Ākonga and Tauria Pasifika on a host of issues, including preliminary discussions about the NZUSA 2021 Budget.
- Met with a post-graduate student regarding international student issues.
- Met with post-graduate student representatives to discuss issues specific to post-graduate students as a result of Covid-19.

External engagement:

- Hosted the NZ Skills and Technology CE Stephen Town for a meeting at the NZUSA Office.
- Met with Scoop Manger Steven Wood regarding the overdue Scoop payments for NZUSA.

- Met with Universities NZ CE Chris Whelen regarding payment of CUAP student members, the new Committee on University Student Pastoral Care (CUSPaC) which will administer the Code of Pastoral Care and international students.
- Attended the Living Wage announcement at Parliament for Ministry of Social Development Security Guards to be paid Living Wage.
- Attended the Living Wage Training on Saturday 8 August.
- Met with a student interested in developing a National Tuvalu Students' Association
- Met with the Green Party to contribute to the development of their housing policy regarding student accommodation.
- Facilitated a debate for the TEU National President candidates for the TEU Under35 group.
- Met with TEC CE Tim Fowler, alongside TEU and TIASA.

Political engagement:

- Met with Simeon Brown (new National Party Tertiary Spokesperson) regarding student issues and National Party tertiary education policy.
2. Democracy: *Have democratic systems that allow for students of all demographics to participate*

Disabled Students' Association: I have continued to work with students' to form the National Disabled

3. Campaigns: *Develop locally driven, evidenced-based campaigns that make a difference*

Election Campaign: A large proportion of my time in the last couple of months has been on the NZUSA election campaign – which has three parts. The changes in the Covid-19 alert levels has meant that there has been a lot of planning and re-planning – which has meant that the work has taken a lot longer. Given that the NZUSA election campaign is in three parts (YES2020 campaign, Universal Education Income/Te Rourou Matanui-a-Wānanga campaign and the GOTV campaign).

- YES2020: This has involved many meetings including with the campaign teams, designers, Action Station and Just Speak. It has also involved script writing and filming campaign videos and hosting 'Weednesday' night volunteer sessions for the YES2020 campaign. I also meet weekly with all of the organisations that are campaigning on the yes vote in the upcoming cannabis referendum, as coordinated by a Drug Foundation. This has enabled effective collaboration on the issue.
- Paru Politics (GOTV): NZUSA is working with Paru Politics on our Get Out The Vote Campaign. Paru Politics is run by a group of students from Otago University. I flew up to Auckland earlier in August to meet with them and plan the actions. I have been having weekly meetings with them and Te Mana Ākonga.

- UEI: As part of the UEI campaign, I have been coordinating, and working on a piece of research about the financial cost of a Universal Education Income / Te Rourou Matanui-a-Wānanga. This is contained within the campaign memo.

See the campaign document for more information on the specific events that I have been involved in organising and coordinating.

NZUSA Trust: Two meetings with NZUSA alumni regarding the establishment of the NZUSA Trust. These meetings are planning meetings to establish the framework and purpose of the Trust, before we engage alumni to set up the legal structure and begin fulfilling the Trust's objectives. Updates and decisions will come to National Exec.

Electoral Commission: Although the formal relationship with the Electoral Commission did not eventuate (as decided on at our last National Executive meeting), we have met with them since to discuss how the relationship can be continued and the mutual goals of both organisations be advanced.

4. Student Voice: *Build a National Centre for Student Voice*

Student Voice Project with Ministry of Education: Following the Covid-19 lockdown earlier in the year, it was clear that one of the issues that led to decisions making poor decisions that negatively impacted on students was the lack of (and inconsistent) inclusion of student voices in decision-making bodies. As a result of this, I contacted the Ministry of Education seeing if they would consider working with us to develop a framework for student voices to be included in decision making. This has resulted in a project that MoE are facilitating with NZUSA, TMĀ, TP and representatives from the disabled student community. Dr Sally Varnham (Student Voice Australia) is feeding into this project and is quality assuring it. This project involves weekly meetings and preparatory work.

CUAP: Attended a CUAP meeting (final meeting as the NZUSA CUAP representative) and a subsequent meeting between the incoming CUAP representation (Matt Schep) and the CUAP Manager Wendy Robinson.

Covid-19 Response: The success of NZUSAs Covid-19 response during the last lockdown has positioned as a credible, knowledgeable and strong voice for students at the national level. Following the reemergence of the Covid-19 alert levels, I have been on daily calls with the peak education bodies, Ministry of Education and Tertiary Education Commission to understand the issue and ensure that the voices of students are represented at the national level. To inform my involvement in these calls, I also coordinated a meeting with all of the students' associations from Auckland (Māori, Pasifika and Pākehā) to understand the issues that Auckland students were facing in level 3. I also coordinated information (through a Google Doc) from NZUSA members and non-members nationally. One of the successes of collecting this information is that we have

been able to see where the gaps are. The inclusion of students in the decision making bodies was identified as an inconsistency, and resulted in the TEC talking with TEOs and addressing the issue.

5. Communication: *Measure and report internally and publicly on what we do*

Website: The website re-fresh project is going well and it will be launched at Congress in November. This website will be far more user friendly, and also useful for members of our community. We are currently exploring options for there to be a member portal, which is where we can provide resources to our members (both National Executive and our member associations).

NZUSA 90th Birthday: After the last executive meeting, we hosted the 90th birthday celebration. This involved a lot of preparation in the week leading up to the event.

Media:

- Podcast on Student Allowances
- <https://www.stuff.co.nz/national/education/300083945/jobless-students-left-in-cold-over-covid-wage-subsidy>
- <https://www.stuff.co.nz/national/education/300070150/coronavirus-student-hardship-grants-too-hard-to-access-in-lockdown-union-says>
- <https://www.stuff.co.nz/national/education/122284027/researchers-pick-apart-online-learning-during-covid19-lockdown>
- <https://www.salient.org.nz/news/nzusa-report-highlights-covid-19-impacts-on-students>
- <https://www.tvnz.co.nz/one-news/new-zealand/young-people-should-not-bear-brunt-blame-spreading-covid-19-expert>
- <https://www.stuff.co.nz/national/health/coronavirus/122493206/coronavirus-new-zealand-risks-being-left-behind-if-international-students-cant-return>
- <https://www.tvnz.co.nz/one-news/new-zealand/greens-chl-e-swarbrick-pushes-more-support-students-amid-covid-19>
- <http://www.massivemagazine.org.nz/news/new-mental-health-services-great-news-for-massey-students>

Memorandum

To	NZUSA National Executive
From	Matthew Schep
Date	27 th August 2020
Subject	National Vice President Report

Purpose

The purpose of this report is to provide an overview of my work as NZUSA Co-Vice-President between 11 July and 27 August 2020.

Students' Association at UCOL

Since the beginning of the year, I have provided some support to UCOL student reps in their efforts to build a new association. This work stepped up massively in July, as we enacted a plan timed with the return of students to campuses. Izzy Paterson, Grace Beddis, and I went on a roadshow around UCOL campuses to find out from students what they wanted out of a students' association. I folded this feedback into a new constitution, helped to run an IGM, and am currently the returning officer for the elections. I have also assisted with design and promotion of the association and elections.

NZIST Engagement

NZIST, with strong urging from Andrew and I, have finally undertaken consultation work on their student subcommittee. We have convened ITP student leader voices from across Aotearoa to provide feedback and guidance to the organisation, and this has led to a stronger demands for better support for independent student voice. I am looking into election software for these elections, and we are planting the seeds for attaining a contract with NZIST, or at the very least an MOU, so we can be better resourced to do proactive ITP work.

Rainbow Student Representation

The Rainbow Students' Committee has met once, and we decided to write a submission on the Stats NZ Sex and Gender Identity Statistical Standards Review. I reached out to committee members to gather their views, and wrote an eight-page NZUSA submission.

The committee also decided to work on a guide for how to make tertiary campuses safer for trans and non-binary students. We met with InsideOut, who have agreed to collaborate with us and support us with some resources they have developed for secondary schools. We have a small project team for this work, and are looking forward to cracking on with it.

Membership support

I have supported both SAWIT and Unitec Student Council with their elections as the returning officer, and SAWIT with establishing some strategic planning and future-proofing for their association as they transition into a new era.

Governance Review

The first stage of the governance review is complete, and we received eleven submissions from members and partners. The committee of seven has collated these to draw out consistent themes and issues. We have split into two parts now; one team will conduct follow-up interviews, and the other will start to draw the findings into a proposal for governance changes.

Income and Expenditure Report

I have done little work on this due to more pressing priorities, but as National Office, we feel that it would be more beneficial to roll the survey itself out next year, and focus on having the research questions ready by the end of this year. This is because in a heavy COVID and election year, students will not have the time or energy to do such a survey, and we need to ensure a high turnout when we do it so that the data is representative.

ITP Summit

The ITP Summit is back on for the 19th and 20th of October, and has been officially advertised to ITP student reps and support staff to get the word out. We are very quickly building a timetable of sessions, from workshops to keynote speakers to presentations, and we have three ITP Chief Executives, several arms of government, and NZIST all keen to be a part.

Contract Work:

As a part of a contract that NZUSA has with Weltec and Whitireia, I provide up to forty-five hours of work every quarter supporting their student council and student voice on campus. I have recently been planning for the second semester return to campus, by laying the foundations for a Thursdays in Black club, planning some consultation around their CSSF, and meeting regularly with Mila and with members of the student support team. I have also been providing advocacy to a student, as per the terms of the contract.

My recent work at W&W has involved helping the new Student Advocate to transition into his role, assisting with running CSSF consultation forums on three campuses, running a strategic planning meeting with the student council, and holding two class reps training sessions.

Other work

I have continued to be involved with the Tenancy Advocacy Network and the Student Advocates' Network on behalf of NZUSA. I have also been working with members of the Open Poly student advisory board on how to develop student voice at their institute. Alongside National Office, TMA, TP, and others, I have worked with the Ministry of Education on their student voice development work, providing guidance on how tertiary providers can best support and enhance student voice within their own structures. I attended a CUAP meeting as the student rep, and underwent training under the guidance of one of their staff.

Recommendation

- THAT the National Executive approve this NZUSA Co-Vice-President Report

Memorandum

To	NZUSA National Executive
From	Sam Smith
Date	26 August 2020
Subject	National Vice President Report

Purpose

The purpose of this report is to provide an overview of the work of my work as an NZUSA Vice President since the last National Executive meeting in July.

My main projects have been working on the Student Voice Partnership Guidelines with the Ministry of Education. I have been leading NZUSA's work on this. The policy review and accounting have also taken a decent chunk of time.

Here is a brief overview of the key projects I have been working on:

July (17th-31st)

- Met with Student Job Search representatives to talk about their governance structure
- Met with the Electoral Commission to discuss relationship with NZUSA and ensuring local students' associations have access to funding for on campus enrolment events.
- Met with GECCO (a membership platform company) to discuss their product – will not be progressing
- Talked with Scoop about the outcome of the last National Executive meeting
- Worked with Taura Pasifika to finalise their bank account funding
- Various day to day administrative tasks such as sending invoices, paying bills and processing payroll

August (1st-26th)

- Met with Simeon Brown, National Party Tertiary Education Spokesperson
- Talked with accountant on financial matters progress – nothing new to report.
- Made my [media debut](#) talking about the Residential Tenancies Amendment Act as 'Sam Smith, Tenant'
- Began working on Student Voice mahi with the Ministry of Education (four meeting this month so far – lots of prep for this)
- Worked with Jahla on TIB merchandise and orders for local organisations
- Emergency National Executive meeting re: Covid-19 re-emergence response
- Has a brief holiday in Rotorua – it was lovely
- Began working on projected levies for 2021

- Reviewed third round of policies
- Prepared for NZUSA Policy Committee
- Various day to day administrative tasks such as sending invoices, paying bills and processing payroll
- Put together agenda for this National Executive Meeting

Recommendation

- THAT the National Executive approve the NZUSA Vice President Report

Memorandum

To	NZUSA National Executive
From	Jahla Lawrence, Thursdays in Black National Co-ordinator
Date	26 August 2020
Subject	Thursday in Black Aotearoa

Dealing with Disclosures Update

- There was an old document created by a team of Thursdays in Black representatives and members of Sexual Abuse Prevention Network, Wellington Sexual Abuse HELP Foundation and RapeCrisis, detailing how TiB members should handle disclosures.
- I am currently working with various parties to review and update this document for clubs that are unable to have formal disclosures training – and those that have but are still interested.

National Day of Action

- Currently planning an online photo campaign to run for our national day of action (September 24th) and the week around. Depending on level status, most clubs will also hold in person events. Currently planning two methods of gathering photographs, one in person and one online. Will run photo campaign alongside a petition calling for mandatory comprehensive consent education for first year students nationwide.

Social Media

- Have acquired sexual violence content social media guidelines from TOAH-NNEST which will be adapted for Thursdays in Black. Once finalised, these will be integrated into the national handover document.

Thursdays in Black Shirts

- Have ordered a new set of shirts, hoodies and tote bags. Have recently been printed and are waiting on pick up and postage to local clubs. For order, please email thursdaysinblackaotearoa@gmail.com

TiB Weltec and Whitirea

- In the process of working with Matt Schep to establish a team to facilitate Thursdays in Black at Weltec and Whitirea, organising a time to run training for interested parties to carry to campaign for 2020/2021.

National Council

- Members struggling with managing L2 restrictions, workloads, mental health and uncertainties. Starting to make plans with multiple streams to cater for different Level options. Am encouraging local clubs to start thinking about their movement into 2021 and what support/resources they may need.

TOAH-NNEST

- Looking at the potential for TiB to become a member of TOAH-NNEST.

2021 Plans

- Currently planning for 2021, working on a TiB Handover Resource Document and Drive, planning goals to achieve Year 2 of the five year plan, and thinking about budgeting needs.



NZUSA Policy Committee
2:30pm Thursday 26th August 2020
Zoom

Apologies:

- Max L
- Stefan B

Approval of Minutes of the Previous Meeting (8 July 2020)

Moved U

Matters Arising

At the end of the policy review, the Policy Committee terms of reference should be reviewed, and we should include an appendix that lays out the process for reviewing policies.

When the Elected Representatives Policy is reviewed, job specific tasks will be taken out and instead used in the job descriptions. The Elected Representatives Policy should be general matters for all elected representatives.

Travel Policy

- Additional layers of accountability were added in clause 2.2 involving the FRAC Chair

Move/Second

Georgia M/Joanna L

Delegations Policy

- Additional layers of accountability were added in clauses 3.2, 4.1 and 4.4 involving the FRAC Chair
- 5.2.1 – there was discussion about whether this should be an exact \$ amount, or where spending exceeds a % of a budget line. General consensus that a \$ amount is preferred but this would be raised with the National Executive.

Move/Second

Andrew L/Liam D

External Appointments Policy

- Added section around new external boards and reporting obligations (cl 3.4, 4.4 and 6.3).
- Clarification around 8.2 – it involves elected representatives acting within their

Move/Second

Lian D/Georgia M

Meeting closed 4:30

Travel Policy

Current Policy

Approved Date	August 2018
Review Date	August 2020

1. Purpose

1.1. This policy outlines the authorisation and payment of domestic and international travel and expense reimbursements incurred by NZUSA employees and affiliates or personnel in the course of their duties for NZUSA.

2. Background

2.1. The New Zealand Union of Students' Associations (NZUSA) expects employees and representatives to act responsibly and professionally when arranging and engaging in domestic travel.

2.2. NZUSA will pay for domestic travel for employees and representatives within the Budget set by the Congress.

2.3. Employees will be supported to cover certain associated non-airfare costs. These include, for example, accommodation, meals, taxis, rental cars, telephone and internet charges, and purchases made on behalf of the organisation for official business.

3. Approval process

3.1. The NZUSA staff are authorised to make travel arrangements, provided that it is within the Budget.

4. Travel and Accommodation Expenses

4.1. Employees or representatives must take the lowest cost available airfare, within reason, where paid by NZUSA.

4.2. If a car rental is required, employees are required to rent the lowest cost vehicle practicable. NZUSA will pay for the fuel and insurance costs associated with renting a vehicle at the value of the going IRD fuel reimbursement rate. NZUSA will not pay for traffic or parking violations.

4.3. The spending limit in relation to accommodation and related costs for travel on NZUSA business is listed in the table below. Each staff member is entitled to the maximum rate, though by no means has to spend it.

Expense	Maximum \$ per person per day (6+ hours) including GST
Accommodation	\$200
Meal	\$50

4.4. Per diem meal rates will be paid when an employee works 6 or more hours per day away from their base office, including travel time.

4.5. Each staff member is entitled to individual meal costs when travelling and working less than 6 hours, at the discretion of the President in conjunction with the Manager (Chair of FRAC if Manager not available)

4.6. Per Diem rates will not be paid where other meal arrangements are provided. For example, a meal included with an event or part of the accommodation.

4.7. The following list includes examples of expenses NZUSA will **not** cover:

- Personal travel insurance;
- Personal reading materials;
- Childcare;
- Toiletries, cosmetics, or grooming products;
- Expenses incurred by spouses, children, or relatives;
- In-room movies or video games;
- Alcohol, except when for official business; or
- Sporting activities, shows, entertainment, except for official business.

4.8. The Finance, Risk and Audit Subcommittee of the National Executive is the body responsible for interpretation of which costs, listed here or otherwise, and are not covered by this policy should any dispute arise.

5. Reimbursement and Follow-up

5.1. Once international travel has been completed by an employee or representative on behalf of the organisation, paid by NZUSA or otherwise, the employee or representative must submit a report detailing insights from the travel and associated events and the strategic or operational benefits to NZUSA.

5.2. When an employee has incurred costs on behalf of NZUSA the employee should, within one week of the cost being incurred, complete an Expense Claim in Xero.

Subject to any queries or missing information the employee should be reimbursed in the next pay-cycle. Only actual and reasonable expenses will be met.

5.3. The employee or representative must compile and give to the President and/or General Manager all:

- Credit card receipts;
- Detailed merchant receipts;
- Accommodation and travel receipts;
- Taxi charge receipts; and
- All other receipts where NZUSA money has been spent.

5.4. For NZUSA to recover GST on items (goods or services) purchased in New Zealand, the substantiating document must show: the vendor's name and GST number; date of the transaction; description of the items; and cost. A credit card or EFTPOS transaction slip alone may not suffice if it does not include the vendor's GST number.

5.5. For transactions of more than \$200 including GST, the vendor must provide a full tax invoice which must also show: the words "Tax Invoice" displayed prominently; the vendor's address; NZUSA's name and address (not yours). Claims without adequate documentation may be declined.

5.6. Expense summaries must be submitted with receipts and approved by the President or the Executive Director.

5.7. All expenses and summaries must be submitted within 90 days of completion of travel.

6. Review

6.1. This policy should be reviewed biennially by the NZUSA Executive. The Executive may change this policy in the interim.

Travel Policy Tracked Changes



Approved Date
Review Date	<u>September 2022</u>

1. Purpose

1.1. This policy outlines the ~~processes for authorising~~ and ~~reimbursing~~ travel and ~~accommodation expenses~~ incurred by NZUSA ~~representatives on official business.~~

1.2. ~~NZUSA representatives must~~ act responsibly and professionally when arranging and engaging in ~~travel for official business.~~

2. Approval Process

2.1. ~~All travel by NZUSA representatives for official business must be approved by the President.~~

2.2. ~~Travel expenses above \$1,000 must be approved by the President and the Finance, Risk and Audit Committee (FRAC) Chair.~~

2.3. ~~When travel is approved, NZUSA representatives~~ are authorised to make travel arrangements ~~within the Budget.~~

3. Travel and Accommodation Expenses

3.1. ~~NZUSA will cover travel and accommodation expenses incurred by NZUSA representatives in the course of their duties, where reasonable. Expenses that may be covered include, but are not limited to:~~

~~3.1.1. Travel;~~

~~3.1.2. Accommodation; and~~

~~3.1.3. Meals.~~

3.2. ~~Each representative~~ is entitled to the maximum

3.2. ~~rates for travel expenses when working 6 or more hours per day away from their base office (including travel time), or at the discretion of the President. The maximum rates are:~~

~~3.2.1. \$200 for accommodation; and~~

~~3.2.2. \$50 for meals.~~

3.3. ~~NZUSA representatives must purchase the lowest cost airfare or rental car where possible.~~

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~~**Background†**
The New Zealand Union of Students' Associations (NZUSA) expects employees and~~

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3.4. NZUSA will cover car fuel associated with official business travel at the value of the going IRD fuel reimbursement rate.

3.5. NZUSA will cover the cost of travel insurance when representatives are travelling outside of New Zealand on official business.

3.6. Any travel or accommodation expenses not covered by this policy will be reimbursed at the discretion of the President and the FRAC Chair.

3.7. Should a dispute arise over what expenses can be reimbursed, the NZUSA Finance, Risk and Audit Committee is responsible for interpreting making a final decision.

4. Reimbursement and Follow-up

4.1. When a representative has incurred costs on behalf of NZUSA while travelling on official business, they should, within two weeks of the cost being incurred, give the President or Vice President a completed reimbursement form and all associated receipts.

4.2. Where expenses have been incurred in New Zealand, GST receipts must be provided.

4.3. Representatives should be reimbursed within two weeks following approval by the President or Vice President. Only actual and reasonable expenses will be met.

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Personal reading materials;[†]
Childcare;[†]
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The employee or representative must compile and give to the President and/or General Manager all:[†]
Credit card receipts; [†]
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Taxi charge receipts; and[†]
All other receipts where NZUSA money has been spent.[†]
For NZUSA to recover GST on items (goods or services) purchased in New Zealand, the substantiating document must show: the vendor's name and GST number; date of the transaction; description of the items; and cost. A credit card or EFTPOS transaction slip alone may not suffice if it does not include the vendor's GST number.[†]
For transactions of more than \$200 including GST, the vendor must provide a full tax invoice which must also show: the words "Tax Invoice" displayed prominently; the vendor's address; NZUSA's name and address (not yours). Claims without adequate documentation may be declined.[†]
Expense summaries must be submitted with receipts and approved by the President or the Executive Director.[†]
All expenses and summaries must be submitted within 90 days of completion of travel.[†]

Review[†] ... [5]

Travel Policy

Updated Policy

The New Zealand Union of
Students' Associations 

Approved Date	
Review Date	September 2022

1. Purpose

- 1.1. This policy outlines the processes for authorising and reimbursing travel and accommodation expenses incurred by NZUSA representatives on official business.
- 1.2. NZUSA representatives must act responsibly and professionally when arranging and engaging in travel for official business.

2. Approval Process

- 2.1. All travel by NZUSA representatives for official business must be approved by the President.
- 2.2. Travel expenses above \$1,000 must be approved by the President and the Finance, Risk and Audit Committee (FRAC) Chair.
- 2.3. When travel is approved, NZUSA representatives are authorised to make travel arrangements within the Budget.

3. Travel and Accommodation Expenses

- 3.1. NZUSA will cover travel and accommodation expenses incurred by NZUSA representatives in the course of their duties, where reasonable. Expenses that may be covered include, but are not limited to:
 - 3.1.1. Travel;
 - 3.1.2. Accommodation; and
 - 3.1.3. Meals.
- 3.2. Each representative is entitled to the maximum rates for travel expenses when working 6 or more hours per day away from their base office (including travel time), or at the discretion of the President. The maximum rates are:
 - 3.2.1. \$200 for accommodation; and
 - 3.2.2. \$50 for meals.
- 3.3. NZUSA representatives must purchase the lowest cost airfare or rental car where possible.

- 3.4. NZUSA will cover car fuel associated with official business travel at the value of the going IRD fuel reimbursement rate.
- 3.5. NZUSA will cover the cost of travel insurance when representatives are travelling outside of New Zealand on official business.
- 3.6. Any travel or accommodation expenses not covered by this policy, will be reimbursed at the discretion of the President and the FRAC Chair.
- 3.7. Should a dispute arise over what expenses can be reimbursed, the NZUSA Finance, Risk and Audit Committee is responsible for interpreting making a final decision.

4. Reimbursement and Follow-up

- 4.1. When a representative has incurred costs on behalf of NZUSA while travelling on official business, they should, within two weeks of the cost being incurred, give the President or Vice President a completed reimbursement form and all associated receipts.
- 4.2. Where expenses have been incurred in New Zealand, GST receipts must be provided.
- 4.3. Representatives should be reimbursed within two weeks following approval by the President or Vice President. Only actual and reasonable expenses will be met.

Delegations Policy Current Policy

Approved Date	January 2014
Review Date	

1. General delegation principle

- 1.1. The overall purpose of the delegation policy is to provide the Executive Director with sufficient authority and delegated power to act to ensure that NZUSA's outcomes are achieved and the organisation managed in an effective and efficient manner. To that end the Executive Director is given responsibility by the National Executive for the day to day management of NZUSA.
- 1.2. The delegations below specify the levels to which the Executive Director may approve expenditure and make decisions to further NZUSA's aims and objectives.
- 1.3. In exercising the delegations the Executive Director must:
 - 1.3.1. Act consistently with all relevant statutes, regulations and by-laws
 - 1.3.2. Act ethically, professionally and prudently

2. Specific delegations and exceptions

- 2.1. The following are delegated to the Executive Director:
 - 2.1.1. Employment and staff matters;
 - 2.1.2. The recruitment and employment of other NZUSA staff – The number and type of staff positions with the exception of casual staff is a National Executive decision;
 - 2.1.3. Staff collective and individual agreement negotiations, settlement and sign off - within guidelines set from time to time by the National Executive;
 - 2.1.4. The application of collective and individual agreements – including individual pay movements and disciplinary matters;
 - 2.1.5. The payment of any amounts not provided for in the relevant collective or individual agreement grievance processes as a result of the settlement of any personal grievance is not delegated; and
 - 2.1.6. All other matters that relate to the management of staff.

3. Operational expenditure

- 3.1. Day to day operational expenditure (including approval to purchase and payment) - that is within the yearly budget and less than \$5,000 for any one specific item.
- 3.2. Amounts above \$5,000 but within budget and less than \$10,000 may be approved by the president. Any amounts above \$10,000 require specific National Executive approval.
- 3.3. All other amounts require specific National Executive approval.
- 3.4. Sign off of the payment of any amounts due on any credit cards held by staff other than the Executive Director but subject to credit card policies set by the National Executive

4. Capital expenditure

- 4.1. Subject to any National Executive procurement rules capital expenditure (including approval to purchase and payment) of up to \$1,000 for any one specific item - amounts above this limit require specific National Executive approval.

5. The sale of assets (other than land and buildings)

- 5.1. Approval to sell any assets owned with a market valuation of no more than \$5,000. Amounts above this limit require specific National Executive approval

6. Land and buildings

- 6.1. The authority to buy, sell or encumber land and buildings is not delegated.

7. Agreements and contracts

- 7.1. Operational, agreements and contracts relating to national office and its functioning and that are within budget – other than those requiring the common seal to be affixed (which require National Executive approval).
- 7.2. Amounts that have not been budgeted for as part of the annual budget setting process require specific National Executive approval.

8. Leases

- 8.1. All leases require specific National Executive approval prior to execution

9. Investment decisions

- 9.1. Day to day investment decisions on any monies held by NZUSA – but subject to any investment policies set from time to time by the board.

10. Public relations

10.1. Together with the President and other elected officials, meeting and maintaining productive relationships with external stakeholders including students' associations, Government ministers and officials and other politicians.

11. The Review of delegations

11.1. The levels and types of the delegations will be reviewed yearly by the National Executive.

12. Media

12.1. All media contact is to be approved by the President as the spokesperson of the organisation

Tracked Changes

Delegations Policy



Approved Date	
Review Date	September 2021

1. Purpose

- 1.1. The purpose of this policy is to provide NZUSA's elected representatives with sufficient authority and delegated power to achieve NZUSA's aims and objectives and manage the organisation in an effective and efficient manner.
- 1.2. In exercising their delegations, elected representatives must act ethically, professionally and prudently.

2. Employment

- 2.1. The following responsibilities are delegated to the President:
 - 2.1.1. Employment and management of staff;
 - 2.1.2. Staff collective and individual agreement negotiations, settlement and sign off and
 - 2.1.3. The application of collective and individual agreements, including individual pay movements and disciplinary matters.
- 2.2. The number and type of staff positions, with the exception of casual staff employed for less than one month, must be approved by the National Executive.

3. Operational Expenditure

- 3.1. Elected representatives are authorised to carry out day to day operational expenditure within the budget.
- 3.2. Purchases above \$500 must be approved by the President and Vice President.
- 3.3. Purchases above \$2,500 must be approved by the President and the Finance, Risk and Audit Committee (FRAC) Chair.
- 3.4. Purchases above \$5,000 must be approved by the National Executive on the recommendation of FRAC.

4. Capital Expenditure and Asset Sales

- 4.1. Capital expenditure up to \$1,500 for any one specific item must be approved by the President and the FRAC Chair.

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4.2. Capital expenditure purchases above \$1,500 must be approved by the National Executive on the recommendation of FRAC.

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4.3. Asset sales with a market valuation of no more than \$1,500 for any one specific item must be approved by the President and the FRAC Chair.

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Approval to sell any assets owned

4.4. Asset sales above \$1,500 must be approved by the National Executive on the recommendation of FRAC.

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4.5. The authority to buy, sell or encumber land and buildings is not delegated to elected representatives.

5. Agreements and Contracts

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5.1. The President has delegated authority to enter into agreements and contracts relating to the operation of the National Office within the budget.

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5.2. National Executive approval on the recommendation of FRAC is required to enter into agreements and contracts that:

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5.2.1. Confers a financial cost that exceeds \$5,000;

5.2.2. Confers obligations on NZUSA in return for revenue exceeding \$5,000;

5.2.3. Span more than one budgetary year;

5.2.4. Are leases; or

5.2.5. Require the common seal to be affixed.

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6. Public Relations and Media

6.1. The President and Vice President are responsible for meeting with and maintaining productive relationships with students' associations, and external stakeholders, including, government ministers and officials.

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Leases †

All leases require specific National Executive approval prior to execution †

Investment decisions †

Day to day investment decisions on any monies held by NZUSA – but subject to any investment policies set from time to time by the board.†

6.2. All media contact must be approved by the President as the spokesperson of the organisation.

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The levels and types of the delegations will be reviewed yearly by the National Executive.†

Media†

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Delegations Policy

Updated Policy

The New Zealand Union of
Students' Associations 

Approved Date	
Review Date	September 2021

1. Purpose

- 1.1. The purpose of this policy is to provide NZUSA's elected representatives with sufficient authority and delegated power to achieve NZUSA's aims and objectives and manage the organisation in an effective and efficient manner.
- 1.2. In exercising their delegations, elected representatives must act ethically, professionally and prudently.

2. Employment

- 2.1. The following responsibilities are delegated to the President:
 - 2.1.1. Employment and management of staff;
 - 2.1.2. Staff collective and individual agreement negotiations, settlement and sign off;
and
 - 2.1.3. The application of collective and individual agreements, including individual pay movements and disciplinary matters.
- 2.2. The number and type of staff positions, with the exception of casual staff employed for less than one month, must be approved by the National Executive.

3. Operational Expenditure

- 3.1. Elected representatives are authorised to carry out day to day operational expenditure within the budget.
- 3.2. Purchases above \$500 must be approved by the President and Vice President.
- 3.3. Purchases above \$2,500 must be approved by the President and the Finance, Risk and Audit Committee (FRAC) Chair.
- 3.4. Purchases above \$5,000 must be approved by the National Executive on the recommendation of FRAC.

4. Capital Expenditure and Asset Sales

- 4.1. Capital expenditure up to \$1,500 for any one specific item must be approved by the President and the FRAC Chair.

- 4.2. Capital expenditure purchases above \$1,500 must be approved by the National Executive on the recommendation of FRAC.
- 4.3. Asset sales with a market valuation of no more than \$1,500 for any one specific item must be approved by the President and the FRAC Chair.
- 4.4. Asset sales above \$1,500 must be approved by the National Executive on the recommendation of FRAC.
- 4.5. The authority to buy, sell or encumber land and buildings is not delegated to elected representatives.

5. Agreements and Contracts

- 5.1. The President has delegated authority to enter into agreements and contracts relating to the operation of the National Office within the budget.
- 5.2. National Executive approval on the recommendation of FRAC is required to enter into agreements and contracts that:
 - 5.2.1. Confers a financial cost that exceeds \$5,000;
 - 5.2.2. Confers obligations on NZUSA in return for revenue exceeding \$5,000;
 - 5.2.3. Span more than one budgetary year;
 - 5.2.4. Are leases; or
 - 5.2.5. Require the common seal to be affixed.

6. Public Relations and Media

- 6.1. The President and Vice President are responsible for meeting with and maintaining productive relationships with students' associations and external stakeholders, including, government ministers and officials.
- 6.2. All media contact must be approved by the President as the spokesperson of the organisation.

External Appointments Policy

Approved Date	September 2016
Review Date	

1. Purpose

- 1.1. This policy is to outline the process in which external appointments are arranged and how remuneration is managed.

2. Ako Aotearoa TTEA Panel

- 2.1. The Ako Aotearoa Tertiary Teaching Excellence Awards student rep position will be the NZUSA President in the first instance. This will be ratified by the National Executive and a letter will be written to the organiser of the TTEA panel to confirm this. If the NZUSA President is unable to undertake this commitment a representative will be selected by the National Executive and the TTEA panel organiser shall be informed at the soonest possible convenience.

3. AQA

- 3.1. The appointment for the Academic Quality Agency representative will be selected at the NZUSA congress. All University Students' Associations (including those who are not members of NZUSA) will be invited to put forward a representative. These representatives will be elected using the voting system utilised at congress. The NZUSA President will not sit on the AQA board. The AQA board will then be notified in writing of the new appointment. AQA appointments are recommended to undertake this as a two-year commitment.

4. CUAP

- 4.1. The appointment for the Committee for University Academic Programs representative will be selected at the NZUSA congress. All University Students' Associations (including those who are not members of NZUSA) will be invited to put forward a representative. These representatives will be elected using the voting system utilised at congress. The NZUSA President will not sit on the CUAP board. The CUAP board will then be notified in writing of the new appointment. CUAP appointments are recommended to undertake this as a two-year commitment.

5. SARB

5.1. The Student Allowance Review Board will have a representative from the lower North Island to assist with ease in attending meetings in Palmerston North. More than one representative is allowed to be a part of this process, although only one student rep is allowed on a review panel at a time. The role of this representative is not to represent the student before the review board, but to represent a student view. The NZUSA Executive Director will support the student representative(s) for the SARB to undertake the application process.

6. SJS

6.1. The SJS representative will by default fall to the NZUSA President. This will be affirmed after the election of the NZUSA President and SJS will be notified in due course. If the NZUSA President feels their time commitments leave them unable to fulfil these duties the NZUSA National Exec will appoint another representative and inform SJS as soon as possible.

7. Remuneration

7.1. Any remuneration will first go to NZUSA who will distribute it to the relevant representative. In the instance of the NZUSA President, the president will request to the National Executive to have the money for their external roles released to them. The only reason for withholding any remuneration for any individual is for a notification from the external board involved regarding dissatisfactory performance of the representative.

8. Additional Appointments

8.1. Any additional appointments will be added to this policy as they arise.

Tracked Changes

External Appointments Policy



Approved Date	
Review Date	September 2021

1. Purpose

1.1. This policy outlines the organisation's external appointments process, reporting obligations and remuneration management.

2. Ako Aotearoa Tertiary Teaching Excellence Awards Panel (TTEA)

2.1. The TTEA student representative will be the NZUSA President, or a representative approved by the National Executive on the recommendation of the President.

2.2. The President will notify the TTEA Panel Organiser of the new appointment and provide their contact details as soon as possible.

3. Academic Quality Agency (AOA)

3.1. The President should invite expressions of interests from University Students' Associations for the AOA student representative role at the beginning of the year. It is preferred that this be a two-year appointment.

3.2. The AOA representative will then be approved by the National Executive on the recommendation of the President.

3.3. The President will notify the AOA board of the new appointment and provide their contact details as soon as possible.

3.4. The AOA representative must provide a written report to the National Executive following each AOA meeting.

4. Committee for University Academic Programmes (CUAP)

4.1. The President should invite expressions of interests from University Students' Associations for the CUAP student representative role at the beginning of the year. It is preferred that this be a two-year appointment.

4.2. The CUAP nominee will then be approved by the National Executive upon recommendation of the President. There may be more than one nominee.

4.3. The President will notify the CUAP board of the nominee(s) and provide their contact details as soon as possible.

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SARB
The Student Allowance Review Board will have a

Deleted: from the lower North Island to assist with ease in attending meetings in Palmerston North.

4.4. The CUAP Representative must provide a written report to the National Executive following each CUAP meeting.

5. Panel Advisors for Student Allowance Review Hearings

5.1. The student panel advisor nominees will be approved by the National Executive on the recommendation of the President. More than one panel advisor may be nominated, but only one is allowed on a review panel at a time.

5.2. The President will notify the Ministry of Social Development (MSD) of the nominee(s) and provide their contact details as soon as possible.

5.3. The National Office along with the MSD is responsible for providing training to the student panel advisors.

6. Student Job Search (SJS)

6.1. The SJS representative will be the NZUSA President or a representative approved by the National Executive on the recommendation of the President. It is preferred that this be a two-year appointment.

6.2. The President will notify the SJS board of the new appointment and provide their contact details as soon as possible.

6.3. The SJS representative must provide a written report to the National Executive where appropriate.

7. New External Boards

7.1. In the event that NZUSA is invited to appoint someone to a new external board, the President will decide on the most appropriate appointment process considering the significance of the appointment.

7.2. This policy must be updated when a new permanent external appointment arises that outlines the appointment process and any reporting obligations.

8. Remuneration

8.1. Any remuneration from external boards or committees will first go to NZUSA who will distribute an agreed amount to the relevant representative based on hours worked.

8.2. When an NZUSA elected representative is appointed to an external board or committee due to their role, they can have the remuneration for their external appointment paid to them directly upon request to the National Executive.

8.3. The only ground for withholding any remuneration for an external appointment is where an external board or committee has notified the National Office of

Deleted: representative is allowed to be a part of this process, although

Deleted: student rep

Deleted: The role of this representative is not to represent the student before the review board, but to represent a student view. The NZUSA Executive Director will support

Deleted: representative(s) for the SARB to undertake the application process

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Deleted: . This will be affirmed after the election of the NZUSA President and SJS will be notified in due course. If the NZUSA President feels their time commitments leave them unable to fulfil these duties the NZUSA National Exec will appoint another

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Deleted: President, the president will

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dissatisfactory performance by a representative or they have failed to fulfil their reporting obligations.

9. **Removal of External Appointments**

9.1. The National Executive, upon recommendation from the President may, consistent with natural justice, decide to remove an external appointment.

9.2. The relevant external board or committee must be notified of any removal as soon as possible.

Deleted: the representative.¹
Additional

Deleted: Any additional appointments will be added to this policy as they arise.

External Appointments Policy

Approved Date	
Review Date	September 2021

1. Purpose

- 1.1. This policy outlines the organisation's external appointments process, reporting obligations and remuneration management.

2. Ako Aotearoa Tertiary Teaching Excellence Awards Panel (TTEA)

- 2.1. The TTEA student representative will be the NZUSA President, or a representative approved by the National Executive on the recommendation of the President.
- 2.2. The President will notify the TTEA Panel Organiser of the new appointment and provide their contact details as soon as possible.

3. Academic Quality Agency (AQA)

- 3.1. The President should invite expressions of interests from University Students' Associations for the AQA student representative role at the beginning of the year. It is preferred that this be a two-year appointment.
- 3.2. The AQA representative will then be approved by the National Executive on the recommendation of the President.
- 3.3. The President will notify the AQA board of the new appointment and provide their contact details as soon as possible.
- 3.4. The AQA representative must provide a written report to the National Executive following each AQA meeting.

4. Committee for University Academic Programmes (CUAP)

- 4.1. The President should invite expressions of interests from University Students' Associations for the CUAP student representative role at the beginning of the year. It is preferred that this be a two-year appointment.
- 4.2. The CUAP nominee will then be approved by the National Executive upon recommendation of the President. There may be more than one nominee.
- 4.3. The President will notify the CUAP board of the nominee(s) and provide their contact details as soon as possible.

4.4. The CUAP Representative must provide a written report to the National Executive following each CUAP meeting.

5. Panel Advisors for Student Allowance Review Hearings

5.1. The student panel advisor nominees will be approved by the National Executive on the recommendation of the President. More than one panel advisor may be nominated, but only one is allowed on a review panel at a time.

5.2. The President will notify the Ministry of Social Development (MSD) of the nominee(s) and provide their contact details as soon as possible.

5.3. The National Office along with the MSD is responsible for providing training to the student panel advisors.

6. Student Job Search (SJS)

6.1. The SJS representative will be the NZUSA President or a representative approved by the National Executive on the recommendation of the President. It is preferred that this be a two-year appointment.

6.2. The President will notify the SJS board of the new appointment and provide their contact details as soon as possible.

6.3. The SJS representative must provide a written report to the National Executive where appropriate.

7. New External Boards

7.1. In the event that NZUSA is invited to appoint someone to a new external board, the President will decide on the most appropriate appointment process considering the significance of the appointment.

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8.3. The only ground for withholding any remuneration for an external appointment is where an external board or committee has notified the National Office of

dissatisfactory performance by a representative or they have failed to fulfil their reporting obligations.

9. Removal of External Appointments

- 9.1. The National Executive, upon recommendation from the President may, consistent with natural justice, decide to remove an external appointment.
- 9.2. The relevant external board or committee must be notified of any removal as soon as possible.

Memorandum

To	National Executive
From	Sam Smith (Vice President)
Date	25 August 2020
Subject	Projected NZUSA Levies 2021

Purpose

For many of you, negotiations for your SLA will be happening soon as well as preparing your organisation's budgets for 2021. I thought it would be useful to provide you with the projected levies for 2021, based off the formula that was used last year.

Please note that **THESE ARE NOT THE FINAL LEVIES**. From here, FRAC will consider these levies and recommend them to the National Executive who, once approved, will recommend them to Congress 2020. They will be final when they are approved at Congress.

If you could provide the National Executive with an indication of whether your organisation is likely to pay a full, associate, or other fee in 2021 at the National Executive meeting, then we can use your indications to help draft the proposed Budget for 2021.

Approval from the National Executive is needed for organisations to pay Associate Members fees, or other fee amounts that are not full member fees. This is usually due to the financial situation of an organisation. Presidents will present a memo to the National Executive outlining the reasons for requesting a lower membership fee.

I have also added the proposed membership fees for non-member for your information.

This is the formula for how fees are calculated. The EFTS calculation (e.g \$2.60 x 3000 EFTS) is added to the base levy. No member can pay less than the base levy. No member will pay more than the maximum fee.

Base Levy	= \$2,000
Associate Membership Fee	= \$1.20 per EFTS
Full Membership Fee	= \$2.60 per EFTS
Maximum Fee	= \$45,500

Proposed NZUSA Membership Fees 2021 (Current Members)

Students' Organisation	2019 ETFS*	2021 Associate Membership Fee**	2021 Full Membership Fee	Maximum Fee
ASA	4927	\$7,966.40	\$14,927.20	
AUSA	35,421	\$43,425.20	\$91,754.60	\$45,500
LUSA	2633	\$5,159.60	\$8,854.80	
M@D	6626	\$9,951.20	\$19,227.60	
MAWSA	2526	\$5,031.20	\$8,567.60	
MUSA	4553	\$7,463.60	\$13,837.80	
OUSA	18,915	\$24,698.00	\$51,179.00	\$45,500
SAU	3033	\$5,639.60	\$9,885.80	
SAWIT	5485	\$8,582.00	\$16,261.00	
Student Connection	5680	\$10,816.00	\$18,768.00	
VUWSA	17,861	\$23,433.20	\$48,438.60	\$45,500
USC	6175	\$9,410.00	\$18,055.00	
Younited	4975	\$7,948.40	\$14,888.20	

Proposed NZUSA Membership Fees 2021 (Current Non-Members)

Students' Organisation	2019 ETFS*	2021 Associate Membership Fee**	2021 Full Membership Fee	Maximum Fee
Ara	7203	\$10,643.60	\$20,272.80	
AUTSA	20,532	\$26,638.40	\$55,383.20	\$45,500
NorthTec	2745	\$5,294.00	\$9,137.00	
MIT	6121	\$9,345.20	\$17,914.60	
SANITI	2883	\$5,459.60	\$9,495.80	
OPSA	5371	\$8,445.20	\$15,964.60	
Student Pulse	5870	\$9,044.00	\$17,262.00	
UCSA	14,891	\$19,861.20	\$40,716.60	
WITT	1463	\$3,755.60	\$5,803.80	
WSU	10617	\$14,740.40	\$29,604.20	

* EFTS taken from tertiary education organisation's 2019 annual reports

** Concession rate with the approval of the National Executive

Memorandum

To	National Executive
From	Sam Smith
Date	26 August 2020
Subject	Student Voice Update

Purpose

In 2019, NZUSA worked with the Ministry of Education to roll out a nationwide survey of student voice in tertiary education. The results of this survey have now been released. They show what we already know, but now the government has data to back up what we have been pushing for.

From here, there are several things that we hope will come out of this. One of the main projects is already underway with the Ministry – guidelines for providers on Student Partnership and Student Partnership Agreements. This is one piece of the broader student voice puzzle – ensuring providers have effective student voice systems in place, and that student representatives are supported, trained and resourced.

The other sections (students' organisation resourcing, legislative change, National Centre for Student Voice etc.) will largely depend on who is elected into government following the election and how they decide to progress with this work. We have already had conversations with Simeon Brown (National Party Tertiary Education Spokesperson) where we secured an agreement to pick up these survey results and address the issues in the student voice space.

The first three pages are a brief overview of the results. The following pages are a more in depth breakdown. You can find all of this information at –

<https://conversation.education.govt.nz/conversations/tertiary-student-voice/>

Enjoy looking through the results and be proud of the student turn out - 70%!

What people thought about the three focus areas

Focus area 1(a): Enhancing the student voice status quo via increasing accountability

Accountability mechanisms are key to empowering students' voices. Without them, it is hard for students to be heard and seriously considered by their providers.

We heard that most people think the existing accountability mechanisms (e.g. audits and governance structures) could be more effective and transparent.

More specifically, we heard that where there is a lack of accountability to student voice, this is because governance structures lack student representation and/or do not factor in student voice. We also heard there is a power imbalance between students and staff, student voice is treated as a "tick-box" exercise, and feedback loops are not closed.

Key suggestions regarding how to increase accountability to student voice included:

- More and better channels to capture and include student voice, like surveys, forums, regular updates, and complaints and dispute resolution processes.
- More student engagement at all levels of providers, including in decision-making processes.
- Adopting partnership approaches between students and staff, both within organisations and across the sector as a whole.
- Better promotion of, and easier access to, information on provider processes and systems.

Focus area 1(b): Enhancing the student voice status quo via greater support

Supporting students to build the capability, capacity, and confidence to be involved in their providers' processes and systems is key to empowering them to hold their providers accountable.

We heard that support for student voice could be more effective. For instance, not all providers offer training to their student leaders and some students are unable to access training outside of their provider (e.g. cannot attend national student voice summits).

Key ideas regarding support that could be provided, and ways to improve existing support for student voice included:

- More training for students and staff.
- Better availability and access to specific supports and services (e.g. support tailored for Māori, Pacific, disabled, international, or LGBTQIA+ students).
- A wider range of options for students to share, gather, and feed their voices into decisions (e.g. via hui, fora, and surveys).
- Better promotion of, and easier access to, information on support available to students.

- Establish an organisation to provide student voice support and resources for all students across all subsectors.

Focus area 1(c): Enhancing the student voice status quo via sustainable resourcing

We have previously heard that resourcing for student voice is a big challenge, both at the provider and national level, and that under-resourcing results in a weakened student voice overall.

Key points we heard around resourcing for student voice included:

- Government should explore options to make it easier for students to pay membership fees for provider and national-level students' associations.
- A lack of genuine student engagement and transparency around how decisions are made can lead to dissatisfaction with the compulsory student services fee (CSSF).
- Satisfaction with the CSSF tends to result when students and providers have jointly established a method of gathering student input into consultation and decision-making. In these instances, a partnership approach is a key factor.

Suggestions regarding how to sustainably resource student voice included:

- Drawing upon existing funding streams (e.g. CSSF and Education Export Levy) and ring-fencing a portion for student voice.
- Direct funding from Government and/or education providers.
- Funding student voice at providers via a national organisation. This could involve arbitrating the amount each provider receives based on the student body size and effectiveness of the student voice mechanisms in place.
- Supporting students' associations to operate independently. For instance, by making investments and holding events to accrue income.

Focus area 2: Making structural changes to enhance student voice

Strong and sustainable student voice is supported by structures that enable students to be actively involved in their provider's governance and quality assurance and enhancement processes.

Key points we heard about student voice structures included:

- Where student voice is present in governance, there is often a power imbalance, which results in student voice not being genuinely considered.
- There is a need for culture change around student voice. This includes ensuring student voice is embedded and supported at all levels of a provider.
- Rather than enforcing a new structure, it may be more effective to have high-level principles for student voice that providers must demonstrate and achieve.

We consulted on two possible approaches regarding the formation of student voice structures in providers. These were provider-designed and -led processes and subcommittees to the council, with the former being more enabling and less prescriptive than the latter. Of the two approaches, the provider-designed and -led process was the most preferred.

Key themes raised regarding the two approaches we proposed included:

- Provider-designed and -led process would be better able to factor in and accommodate provider and student body diversity. It would also enable providers with existing structures to continue with and further refine them.
- Legislated subcommittees would ensure consistency across the sector.
- A middle-ground option may be best as both approaches have value. This could be an approach that allows flexibility, but still has some requirements and/or legislation underpinning it to ensure student voice is taken seriously.

Focus area 3: Establishing a national centre for student voice

Unlike the United Kingdom and Australia, we do not have a national organisation for supporting students and providers, and for facilitating best practice, around student voice.

Through consultation, there was wide support for a national centre for student voice (national centre), and many thought it would be effective at enhancing student voice.

Some key themes raised around the idea of a national centre included:

- Queries around how it would be funded, including the suggestion it be government funded.
- It should have a key role in co-ordinating training for student leaders and supporting best practice within providers and across the sector.
- Queries around how a single national centre would consider and support differences between subsectors and individual providers.

Some suggestions on the roles and functions of a national centre included:

- Capability and capacity building, including providing support, guidance, and training for staff, student leaders, and students' associations.
- Ensure providers are accountable to student voice.
- Link into government decision-making to enable student voice to inform key decisions concerning policy and strategies.
- Resource support and development, including providing and managing an information resource for student voice (i.e. a "one-stop-shop").
- Monitoring and development, including ensuring a basic level of consistency across the sector (i.e. via audits and reviews of student voice with providers).
- Providing a third party service between students and providers during complaints, dispute resolution, and mediation processes.
- Supporting connections, including coordinating communication and action around student voice, and helping link up student voice initiatives (e.g. via national surveys).
- Supporting student activism and advocacy.

Some reasons put forward not to establish a national centre included that it would lead to a one-size-fits-all approach to student voice, it would be too bureaucratic and become a "tick-box" exercise, and that there is no need for a national centre as the New Zealand Union of Students' Associations could perform that role.

Online survey: who did it and what they had to say about student voice

Survey demographic questions

Who were the people who did the survey?

- 329 people completed the survey. 230 people indicated they were tertiary students (69.91%). 117 indicated they were staff working in the education sector (35.56%). 38 indicated they were members of the general public (11.55%). 23 indicated they were international students (6.99%). 21 indicated they were disabled and/or require additional support (6.38%). 7 indicated they cared for a disabled person and/or someone with additional learning support needs (2.13%). 4 indicated they were apprentices or trainees (1.22%).
- Note that people could select multiple categories or choose not to select any. For example, 40 people who indicated that they were a tertiary student also indicated that they work in the education sector.

What type of tertiary education organisation were students enrolled at?

- Most students were enrolled at university (134, or 40.73%). The rest were enrolled at institutes of technology and polytechnics (ITP) (58, or 17.63%), private training establishments (PTE) (20, or 6.08%), industry training organisations (ITO) (3, or 0.91%), and wānanga (1, or 0.30%).

What type of tertiary education organisation did they work at?

- Most people worked at a university (43, or 13.07%). The rest worked at ITPs (30, or 9.12%), secondary school or below (19, or 5.78%), PTEs (17, or 5.17%), ITOs (2, or 0.61%), and wānanga (2, or 0.61%).

Where did they live?

- We heard from people all across Aotearoa. However, the bulk of people were living in Auckland (112, or 37.08%), Wellington (55, or 16.72%), Christchurch (26, or 7.90%), Waikato (23, or 6.99%), Dunedin (21, or 6.38%), Manawatu (16, or 4.86%), and Northland (10, or 3.04%).

How old were they?

- We heard from a range of age groups, including: under 18 year olds (4, or 1.22%), 18-19 year olds (42, or 12.77%), 20-24 years (94, or 28.57%), 25-39 year olds (96, or 29.18%), and 40 years and over (87, or 26.44%).

What were their ethnicities?

- Majority of the people who did the survey identified as Pākehā (212, or 64.44%). People also identified as 'other' (56, or 17.02%), Māori (46, or 13.98%), Chinese (26, or 7.90%), Indian (23, or 6.99%), Samoan (21, or 6.38%), Cook Island Māori (11, or 3.34%), Tongan (11, or 3.34%), Niuean (6, or 1.82%), Filipino (3, or 0.91%), and Tokelauan (2, or 0.61%).

Detailed survey results

Below are the responses to the survey questions. For questions with Likert-scale responses (e.g. agree vs. disagree), we provide figures around the proportion of people who selected a specific response. For questions with open-ended responses, we summarise key points raised.

General questions on the current state of student voice

How well do you think student voice is considered by your education organisation?

- The most common response was 'Average' (34.65% of responses), with 'Well' and 'Not very well' being the next most common response (24.92% and 19.15%, respectively). Table 1 shows a breakdown of the data, split by students and staff.
- There were 40 people who identified as both a student and staff member. These people have been included in both the student and staff columns. This also applies to all other tables showing student and staff responses.

Table 1. Responses to 'How well do you think student voice is considered by your education organisation?'

Response	All		Students		Staff	
	Total	Percent	Total	Percent	Total	Percent
Very well	47	14.29%	27	11.74%	20	17.09%
Well	82	24.92%	53	23.04%	38	32.48%
Average	114	34.65%	84	36.52%	36	30.77%
Not very well	63	19.15%	54	23.48%	17	14.53%
Very poorly	19	5.78%	10	4.35%	6	5.13%
Not answered	4	1.22%	2	0.87%	0	0.00%

How satisfied are you that the voices of Māori, Pacific, and disabled students are being listened to and engaged in decision making?

- The most common response was 'Neither satisfied nor unsatisfied' (32.22%), with 'Satisfied' and 'Not satisfied' being the next most common response (24.92% and 21.88%, respectively). Table 2 shows a breakdown of the data, split by students and staff.

Table 2. Responses to 'How satisfied are you that the voices of Māori, Pacific, and disabled students are being listened to and engaged in decision making?'

Response	All		Students		Staff	
	Total	Percent	Total	Percent	Total	Percent
Very satisfied	38	11.55%	23	10.00%	16	13.68%
Satisfied	82	24.92%	56	24.35%	31	26.50%
Neither satisfied nor unsatisfied	106	32.22%	78	33.91%	38	32.48%
Not satisfied	72	21.88%	53	23.04%	22	18.80%
Very unsatisfied	23	6.99%	15	6.52%	8	6.84%
Not answered	8	2.43%	5	2.17%	2	1.71%

- Of the 230 students who completed the survey, 30 identified as Māori, 30 as Pacific, and 18 as disabled. Table 3 shows responses to the question above split by whether students identified as Māori, Pacific, and/or disabled.

Table 3. *Māori, Pacific, and/or disabled students' responses to 'How satisfied are you that the voices of Māori, Pacific, and disabled students are being listened to and engaged in decision making?'*

Response	All Students		Māori		Pacific		Disabled	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
<i>Very satisfied</i>	23	10.00%	5	16.67%	5	16.67%	0	0.00%
<i>Satisfied</i>	56	24.35%	8	26.67%	13	43.33%	3	16.67%
<i>Neither satisfied nor unsatisfied</i>	78	33.91%	8	26.67%	4	13.33%	5	27.78%
<i>Not satisfied</i>	53	23.04%	6	20.00%	7	23.33%	5	27.78%
<i>Very unsatisfied</i>	15	6.52%	3	10.00%	1	3.33%	4	22.22%
<i>Not answered</i>	5	2.17%	0	0.00%	0	0.00%	1	5.56%

What could be done to further support and strengthen the voices of these students?

- Some key ideas and points raised in response to this question included:
 - More opportunities to hear from these specific learner groups (e.g. more leadership positions and/or mechanisms for them to share their voices).
 - Better support these learner groups (e.g. provide funding to these groups to enable them to organise and hold events and meetings to share and gather their voices).
 - Extend the focus on diverse voices to also include international, LGBTQIA+, mature, distance, and industry training learners.

Questions on focus area 1(a): Enhancing the student voice status quo via increasing accountability

How effective are current accountability mechanisms for student voice?

- The most common response was 'Neither effective nor ineffective' (29.79%), with 'Ineffective' and 'Effective' being the next most common response (27.05% and 22.80%, respectively). Table 4 shows a breakdown of the data, split by students and staff.

Table 4. Responses to 'How effective are current accountability mechanisms for student voice?'

Response	All		Students		Staff	
	Total	Percent	Total	Percent	Total	Percent
Very effective	26	7.90%	13	5.65%	13	11.11%
Effective	75	22.80%	53	23.04%	25	21.37%
Neither effective nor ineffective	98	29.79%	69	30.00%	34	29.06%
Ineffective	89	27.05%	69	30.00%	31	26.50%
Very ineffective	35	10.64%	23	10.00%	14	11.97%
Not answered	6	1.82%	3	1.30%	0	0.00%

On a scale of 1 to 5 (1 = not transparent and 5 = very transparent), how transparent are processes and decisions in your organisation that involve student voice?

- The most common response was 'not very transparent' at 24.62%, with 'neither transparent nor not transparent' and 'not transparent' being the next most common answers (24.32% and 20.97%, respectively). Table 5 shows a breakdown of the data, split by students and staff.

Table 5. Responses to 'on a scale of 1 to 5 (1 = not transparent and 5 = very transparent), how transparent are processes and decisions in your organisation that involve student voice?'

Response	All		Students		Staff	
	Total	Percent	Total	Percent	Total	Percent
1 (not transparent)	69	20.97%	53	23.04%	21	17.95%
2	81	24.62%	60	26.09%	33	28.21%
3	80	24.32%	51	22.17%	28	23.93%
4	61	18.54%	41	17.83%	24	20.51%
5 (very transparent)	27	8.21%	18	7.83%	9	7.69%
Not answered	11	3.34%	7	3.04%	2	1.71%

Are there other accountability mechanisms we have missed or that you think would work, but don't already exist?

- Key suggestions raised in response to this question included:
 - More communication channels to capture and include student voices (e.g. surveys and regular reports).
 - More student engagement and involvement at all levels of the organisation, including in decision-making processes.
 - Supporting and adopting a co-design or partnership approach where possible, and encouraging relationship building between staff and students.
 - Greater promotion of, and easier access to, information concerning organisational processes and systems.
 - Having independent and well-resourced students' associations and/or student voice mechanisms.

Questions on focus area 1(b): Enhancing the student voice status quo via greater support

How effective are the current support initiatives for student voice?

- The most common response was 'Neither effective nor ineffective' (31.91%), with 'Effective' being the next most common answer (28.57%). Table 6 shows a breakdown of the data, split by students and staff.

Table 6. Responses to 'How effective are the current support initiatives for student voice?'

Response	All		Students		Staff	
	Total	Percent	Total	Percent	Total	Percent
Very effective	25	7.60%	17	7.39%	8	6.84%
Effective	94	28.57%	68	29.57%	31	26.50%
Neither effective nor ineffective	105	31.91%	71	30.87%	40	34.19%
Ineffective	60	18.24%	43	18.70%	25	21.37%
Very ineffective	35	10.64%	25	10.87%	11	9.40%
Not answered	10	3.04%	6	2.61%	2	1.71%

Are there other support initiatives that should be provided to further empower student voice? If so, please tell us more about these and why they would be effective.

- The majority responded 'Yes', at 58.36%. Less than half said 'No' (26.14%) and the remainder did not answer (15.50%).
- Some key ideas around the kind of support that should be provided, and ways to improve existing support included:
 - More training for both students and staff, including cultural competency training.
 - Providing specific and/or specialised supports and services (e.g. support tailored for some learner groups, including for Māori, Pacific, disabled, and international students, and also specific support around mental health and wellbeing).
 - Providing a wider range of options and opportunities for students to share, gather, and feed their voices into decisions (e.g. via hui, fora, and surveys).
 - Better promotion and easier access to information about student voice support.

Who do you think should provide support around student voice?

- The most common responses were 'My education provider' and 'Students' associations' (63.53% and 61.09%, respectively). Table 7 shows a breakdown of the data, split by students and staff.

Table 7. Responses to 'Who do you think should provide support around student voice?'

Response	All		Students		Staff	
	Total	Percent	Total	Percent	Total	Percent
My education organisation	209	63.53%	151	65.65%	77	65.81%
The Ministry of Education	175	53.19%	138	60.00%	55	47.01%
The Tertiary Education Commission	153	46.50%	113	49.13%	57	48.72%
The New Zealand Qualifications Authority	79	24.01%	54	23.48%	29	24.79%
An independent student governance body	170	51.67%	124	53.91%	60	51.28%
Staff	163	49.54%	114	49.57%	65	55.56%
Students' associations	201	61.09%	146	63.48%	73	62.39%
Not answered	13	3.95%	6	2.61%	0	0.00%

How can we ensure all students have access to systems or processes that empower student voice?

- Key themes raised in response to this question included:
 - Have multiple, innovative, and accessible channels to engage students and convey their voices (e.g. online channels, phone applications, face-to-face meetings, student assemblies, and social media).
 - Better promote and raise awareness of student voice opportunities (e.g. promote it early in a learner's tertiary education journey).
 - Have a national body to provide support for all tertiary students' voices across all subsectors.

Questions on focus area 1(c): Enhancing the student voice status quo via sustainable resourcing

There was no specific question in the survey to capture whether people thought current resourcing was effective or ineffective. However, based on the qualitative data, more submitters seemed dissatisfied, rather than satisfied, with the current resourcing mechanisms, including the CSSF.

How could students be better supported and empowered before, during, and after CSSF decision-making processes within their organisations?

- Key themes raised in response to this question included:
 - Ensuring the process is transparent from start-to-finish.
 - Providing clear information on the process so that students can more easily understand it and get involved.
 - Genuinely trying to engage all students, not just student reps and leaders.
 - Closing feedback loops after decisions are made.
 - Involving students from the very start of the process, not just at the end.

Do you think we should explore options to make it easier for students to pay membership fees (for organisation- and national-level students' associations)?

- The majority of people responded 'Yes' (76.60%). Only a small proportion of people responded 'No' (12.77%), and the rest did not answer (10.64%).

How else could student voice be sustainably resourced?

- Suggestions for how student voice could be sustainably resourced included:
 - Draw upon existing funding streams or pools (e.g. CSSF, PBRF, EEL, and Fees free) and ring-fence a portion for student voice.
 - Fund student voice directly from the government and/or providers.
 - Fund student voice through a national body, and have that body arbitrate the amount per provider based on the student population size and the effectiveness of their student voice mechanisms.
 - Support students' associations to operate independently (i.e. run events, fundraise, and make investments to accrue their own income).

Questions on focus area 2: Making structural changes to enhance student voice

How effective are existing structures for student voice input into governance?

- The most common response was 'Neither effective nor ineffective' (30.70%), with 'Ineffective' being the next most common response (25.23%). Table 8 shows a breakdown of the data, split by students and staff.

Table 8. Responses to 'How effective are existing structures for student voice input into governance?'

Response	All		Students		Staff	
	Total	Percent	Total	Percent	Total	Percent
Very effective	19	5.78%	11	4.78%	8	6.84%
Effective	66	20.06%	43	18.70%	26	22.22%
Neither effective nor ineffective	101	30.70%	70	30.43%	38	32.48%
Ineffective	83	25.23%	64	27.83%	26	22.22%
Very ineffective	37	11.25%	26	11.30%	14	11.97%
Not answered	23	6.99%	16	6.96%	5	4.27%

Which of the two approaches we suggested do you think would be most effective at enhancing student voice?

- The majority responded that they prefer the organisation-designed and led processes approach (53.19%). A smaller proportion preferred the legislated subcommittees to the council approach (32.52%), and the remainder did not answer the question (14.29%).
- A key reason noted for preferring the organisation-designed and led processes approach was that it would better factor in organisational and student population diversity. We also heard it would enable providers with effective student voice structures already in place to continue with and further refine them. In contrast, the key reason for preferring the subcommittee option was that it would help ensure a basic level of consistency across the sector.
- Some people suggested that both approaches have value, and that a middle-ground option may be best (e.g. an option that is flexible, but still has some requirements and/or legislation underpinning it to ensure student voice is taken seriously).
- Some people suggested that providers could have the choice to do either approach, but if they do not adequately demonstrate the organisation-designed and -led process, then must at least have the legislated subcommittee.

Are there any other structural changes we should consider?

- Slightly more people considered that no other structural changes should be made than vice versa (36.78% and 33.74%). This response pattern was similar across students and staff.

Questions on focus area 3: Establishing a national centre for student voice

How effective would a national centre for student voice be in enhancing student voice in New Zealand?

- The most common response was 'Effective' (34.04%), closely followed by 'Very effective' (33.43%). Table 9 shows a breakdown of the data, split by students and staff. The most common response for students was 'Very effective' (38.26%), while the most common response for staff was 'Effective' (39.32%).

Table 9. Responses to 'How effective would a national centre for student voice be in enhancing student voice in New Zealand?'

Response	All		Students		Staff	
	Total	Percent	Total	Percent	Total	Percent
Very effective	110	33.43%	88	38.26%	34	29.06%
Effective	112	34.04%	77	33.48%	46	39.32%
Neither effective nor ineffective	56	17.02%	33	14.35%	19	16.24%
Ineffective	20	6.08%	12	5.22%	10	8.55%
Very ineffective	11	3.34%	5	2.17%	5	4.27%
Not answered	20	6.08%	15	6.52%	3	2.56%

What do you think should be the role and functions of such a centre? & what particular services should it provide (to students and organisations)?

- Suggestions put forward in response to these two questions included:
 - Capability and Capacity - Providing support, guidance, and training for staff/organisations and students' associations and leaders, including
 - leadership training (such as training to become a good advocate),
 - development opportunities,
 - guidance around good practice,
 - support for underrepresented students,
 - wellbeing and health support and services,
 - financial services, and
 - support around resourcing for student voice
 - Operating as an accountability mechanism, to help ensure that student voice is seriously considered.
 - Resource support and development - Providing and managing an information resource (i.e. a one-stop-shop for student voice).
 - Monitoring and development - Ensuring a level of consistency across the sector. For instance, via audits, reviews, and regulation of student voice with organisations.
 - Third party role between students and staff. Including complaints processes, dispute resolution, and mediation.
 - Connecting role - Coordinate communication and action around student voice, and help link up student voice across New Zealand. This could include capturing and conveying a national student voice via surveys, fora, summits, networking events, and general meetings.
 - Activism, advocacy, campaign, and a lobbying role.
- For those who suggested that we do not need a national centre for student voice, the key points raised here were that such a centre would be too bureaucratic and could eventuate as a "tick-box" for student voice consultation. Others suggested that we do not need a national centre as we already have NZUSA and should just resource it instead.

Closing question on the three focus areas

Which focus areas for enhancing student voice would make a positive difference for you?

- For this question, people could select as many or few options as they wanted. The most common response was 'Making structural changes to enhance student voice' (59.27%). The next most common response was 'Establishing a national centre for student voice' (54.71%). Table 10 shows a breakdown of the data, split by students and staff.

Table 10. Responses to 'Which focus areas for enhancing student voice would make a positive difference for you?'

Response	All		Students		Staff	
	Total	Percent	Total	Percent	Total	Percent
<i>Enhancing the status quo via increasing accountability</i>	165	50.15%	121	52.61%	65	55.56%
<i>Enhancing the status quo via greater support</i>	174	52.89%	116	50.43%	75	64.10%
<i>Enhancing the status quo via sustainable resourcing</i>	136	41.34%	98	42.61%	50	42.74%
<i>Making structural changes to enhance student voice</i>	195	59.27%	114	62.61%	67	57.26%
<i>Establishing a national centre for student voice</i>	180	54.71%	134	58.26%	61	52.14%
<i>Not answered</i>	25	7.60%	17	7.39%	6	5.13%

Memorandum

To	NZUSA National Executive
From	Isabella Lenihan-Ikin
Date	26 August 2020
Subject	General Election Campaign Plan Strategy

Purpose

The attached document outlines the General Election Campaign Plan and Strategy for NZUSA.

Recommendations

- THAT the National Executive approve the 2020 General Election Campaign Plan Strategy for NZUSA.



New Zealand Union of Students' Associations General Election Plan 2020

Overview

The purpose of this document is to outline New Zealand Union of Students' Associations (NZUSA) plan for the General Election 2020. The plan is divided into the three aspects of the campaign;

- **Part One:** Get Out The Vote (GOTV) and civic/electoral engagement with Paru Politics
- **Part Two:** Universal Education Income / Te Rourou Matanui-a-Wānanga
- **Part Three:** YES2020 (campaign for YES vote in the cannabis referendum)

The overarching purpose of NZUSAs election campaign is to “*engage students in the 2020 General Election through targeted voter education and issues-based engagement on student welfare (Universal Education Income / Te Rourou Matanui-a-Wānanga) and the cannabis referendum*”.

Within each of the three parts is an outline of the purpose, management, people/organisations involved, events and a budget. An overall calendar of the events is also provided as an Appendix to this document.

General Election Dates¹

- Advanced voter period: Saturday 3 October – Saturday 16 October
- Election day: Saturday 17 October
- Preliminary referendum results released: Friday 30 October
- Official results (election and referendum) released: Friday 6 November

¹ https://vote.nz/voting/get-ready-to-vote/about-the-2020-general-election/?gclid=CjwKCAjwkj6BRA-EiwA0ZVPVIBRyqQLf0eJAE4-SS5ZW4eoCK7Zfte58V-wcSB0tB73xF0-KiFG1xoC0skQAvD_BwE

Part One: Get Out The Vote



Mission + Who Are We?

Paru Politics is an educational platform which aims to disseminate political and civic information, specifically in regards to the upcoming 2020 General Election. Our overarching goal is not only to encourage people to vote, but also to equip people with the tools to be able to make informed decisions when it comes to voting. We recognise the importance of voting to make change at a national and systematic level. Therefore part of our goal also is to help people recognise this fundamental link. Our aim is not to influence who to vote for, but to stress the importance of voting and the impact it has on our country.

This initiative was established by three Māori law students who study at the University of Otago. The idea to create Paru Politics arose during COVID-19 lockdown. During this time, various issues unfolded such as concerns surrounding the COVID-19 Public Health Response Bill, and the Black Lives Matter Movement. We saw the huge public outcry in response to these events, and came to realise that with any concerns people might have, voting can be used as a tool to create change.

Audience/demographic

- First time voters
- Rangatahi Māori
- Students

*Keeping in mind that those depicted in the videos will represent the target audience.

Next steps

At the moment, our platform is largely social media based. We have a following of over 2000 people on Instagram. So far, we have covered various aspects of the political and civic realm including the importance of the Māori seats and the Māori roll, how coalitions work, coverage of Māori Electorate candidates, and so much more. We have also featured on Te Whakahekenga, an online panel on Facebook run

by He Kuakamārangaranga. Here, we discussed the importance of having a voice and other aspects of politics and voting. Our content and posts so far have been received well, and we have certainly observed a huge interest and hunger for information surrounding politics and the coming election.

With this, in order to further achieve our overarching goals, we wish to expand our platform in two ways:

1. Increase social media presence
2. Initiate community engagement

Plan

Theme	Week	Date	Post
Enrolling/Preparing to vote	Week 1	09/10	Launch day • Introduce campaign • LESHVOTE post
		09/11	Promote Youth Wing Panel
		08/23	How to enrol & what are your rights when it comes to voting
	Week 2	09/14	Reminder/promote youth wing panel
		09/15	Youth Wing Panel
		09/17	Key debates/panels(?)
		09/20	Promote panel #2
	Week 3	09/21	• 3 key policies from each party taken from youth wing panel
		09/22	Panel #2
		09/23	Promote Advanced Voting • What is advanced voting • Date • Heres where you can vote (Places around campuses)
		09/25	How to enrol post
		09/27	Promote panel # 3
	Vote/Encouraging to vote	Week 4	09/29
10/02			Advanced voting opens tomorrow

	Week 5	10/03	<ul style="list-style-type: none"> •advanced voting opens today *reminder of where we can go vote
		10/08	Possibly student forum panel
		10/13	Importance of voting post <ul style="list-style-type: none"> • Student voting stats • Comparison with older generation stats •play on idea of "we have power"
		09/16	Election Day tomorrow
		09/17	Today is the day - not enrolled? dont worry you can still go and vote

Notes:

- Create Facebook group with wider student associations for them to be able to take and share content
- Get a hold of youth with leaders to sort out online panel. Date set for huinga, but can also depend on the availability of presidents.
- countdown posts can also be coupled with other things e.g get out and vote or "have you enrolled?*

Budget

Paru Politics Budget 2020 General Election Budget	
Video	
Video One (Dunedin)	500
Travel	2000
Design Expenses	
Canva subscription (2 months)	20
Social Media	



Facebook/Instagram sponsorship	500
Competitions	500
Payment	
Content creators	1500
Koha for panellists	300
Total \$	5320

Part Two: Universal Education Income / Te Rourou Matanui-a-Wānanga



Vision

For everyone in Aotearoa New Zealand to have access to a barrier free tertiary education system where the system for student support is universal.

Goal

To empower students and students' associations, as political agents, to lobby political parties to commit to reforming the system of student support by implementing a Universal Education Income / Te Rourou Matanui-a-Wānanga.

Guiding Principles

1. **We work in partnership across NZUSA, Te Mana Ākonga (TMĀ) and Taura Pasifika** to recognise our collective strength and ensure representation and inclusion of students in tertiary education.
2. **We work for students** by centering the lived experiences of students and young people, focusing on the lived experience of weekly student welfare and the poverty that tertiary students experience.
3. **We personalize politics** by increasing voter *external efficacy* by showing the connections between government and student-specific issues, such as student debt. By personalising politics, we allow students to recognise their power as political agents in the system.

Objectives

1. All students will...
 - a. interact with the campaign three times (social media, in-person event, pledge)
 - b. be provided with key information to share with their friends/flatmates
 - c. know how to vote
 - d. know the value and power of their vote
2. All tertiary spokespeople and political parties will...
 - a. interact with the campaign
 - b. outline their commitment to implementing the Universal Education Income / Te Rourou Matanui-a-Wānanga by **pledging their support at the National Tertiary Students' Forum** (Thursday 8 October)

3. We will...
 - a. engage students in the issue of student welfare from the issues that students witness and from our perspective as students

Tactics

1. Students' associations partnership
2. Communications
3. Events
4. Member Engagement
5. Working with External Parties
6. Working with Political Parties

Partnership across students' associations

This campaign will take a partnership approach across NZUSA, TMĀ and TP; the three national students' associations in Aotearoa. This partnership approach is absolutely essential and sits at the heart of the campaign. It recognises that each of these three students' association have different relationships with students' associations and councils, rōpū, organisations and clubs on campuses across the country; each of them necessary to mobilise the collective power of students.

In addition to each organisation's connection with students' associations, each of three national students' associations have strong engagement with external parties (e.g. unions, iwi, churches) and political parties across the political spectrum.

Our mobilizing strategies will focus on lifting students' up and engaging the skills they are able to bring to the table. Our campaign is focussed on building the collective power of students and will therefore embrace anyone willing to donate their time and expertise. We will provide a platform, a support network, and guidance for these students.

Alongside the teams listed below, we hope to engage with creatives, artists and musicians, who are looking to contribute their skills. We value the capacity for art to communicate political ideas and issues in ways other forms could never hope to, and will embed these in our movement wherever we can.

Universal Education Income / Te Rourou Matanui-a-Wānanga Steering Group

Purpose: The primary purpose of the steering group is to execute the campaign strategy. This group will provide guidance and leadership, make strategic decisions and push the campaign forward. Inherent in the purpose and structure of the steering group is the requirement to uphold the partnership across the three national students' associations, NZUSA, TMĀ and TP.

Terms of Reference

Please see the attached document for the terms of reference which outlines the responsibilities and membership of the steering group.

Communications

The communications strategy for this campaign will largely be about building a story students are willing to come on board with. Communications strategies and messaging will be designed around values based storytelling.

Our narrative will be based on what we know about young people and students in Aotearoa - that they are engaged, intelligent, motivated, and have a stake and interest in building a better future for New Zealand. The counternarratives we will be opposing will be the 'entitled millennial' and 'rich students' story that has recently come through mainstream issues and media strongly. This is especially in relation to the push back that the Fees Free policy received. The conversation will also look longer term at debt.

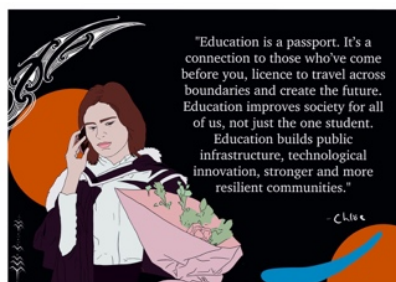
For this reason it is essential that all our communications are aspirational, optimistic, and positive. Language will be based in students being a collective and part of something together. Core campaign messaging will be developed with a story arch that covers the distance of the campaign.

As well as student stories, we will also be highlighting the figures that we're brought to light through our research.

1. Digital

Social Media

We will use targeted social media messaging to connect students with the campaign. There will be daily posts from Monday 17 August that are like this. They will be shared from either the NZUSA / TMĀ or TP Facebook and instagram, and then reshared- by the other pages. There will also be stats from the research that we can turn into infographics.



Website

Information will be provided on the website – universaleducationincome.org.nz

The information on the website will focus on what a UEI is. We will include the logos of the students' associations (and tertiary institutions) that support this.

The information on the website will include the research.

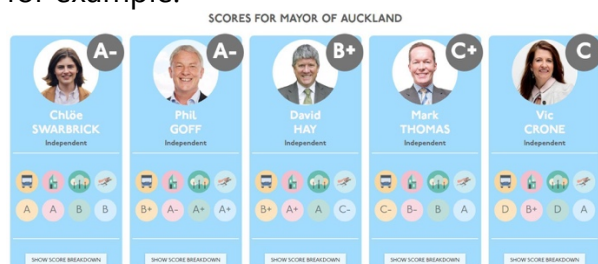
The website will also include the voter card.

Research

The UEI research into the economic figures will be sent out to all of the political parties for their consideration. This research will be ready to go out to political parties on Monday 17 August.

Voter Card

The voter card will outline each of the main political parties' policies on UEI and where they sit. These will be printed out, and will also be available online. See below for example.



Stickers

Stickers to distribute to students across the country. Must have the UEI logo and a message.

The message will read: “ I support a Universal Education Income / Te Rourou Matanui-a-Wānanga”



Events

National Tertiary Student Election Forum



The National Tertiary Student's Election Forum will be the flagship event of the campaign. It will involve the tertiary education spokespeople of the political parties, and will focus on the UEI.

In similar style to a living wage event, there will be a pledge. The pledge will not be for members of the public to sign, but instead political parties to sign that they pledge to

Aim of the event is to draw thousands of students. The event will be livestreamed across the country so that students can watch the event.

The date of the National Tertiary Students' Election Forum has been moved to Thursday 8 October.

Working with External Parties

Tertiary Institutions

We will send the research to tertiary institutions along with a letter and leveraging off relationships with local associations, we will ask that tertiary institutions come on board and support the campaign. Their logos/names will be visible on the website.

Working with Political Parties

Lobby of political parties will happen at the event, and through the research that we provide to political parties.

We want to get the tertiary education policies from the political parties to us so that we can include the ones relevant to students in our voter card.

Part Three: YES2020



Vision:

To create a world where drugs are treated as a health issue, not a criminal issue.

Mission:

To empower students to vote YES in the Cannabis Referendum 2020, so they are empowered to lead informed discussions within their communities on the issue and referendum.

Guiding principles:

1. In all our interactions, campaign actions, relationships, and in our politics we carry empathy, respect and trust.
2. It is our responsibility as young people, students, and students' association office holders to build active participatory democracy in our community.
3. We believe that the current policies around drugs have failed. It has increased harm, particularly to our most marginalised communities. Therefore it is important that change occurs.
4. We think that students are a group that are likely to be exposed to cannabis at some point. It is important that such experiences are safe and regulated.
5. Students are poised in a unique position where they have connections with people from all walks of life. It is important that we capitalise on these connections.
6. Engagement with politics happens in ways that are most meaningful and accessible to individuals and communities.
7. Empowerment and agency are at the heart of what we do in all our spaces; we don't leave anyone behind and support each other to contribute to the best of our abilities.

Strategies:

1. **We build collective power** by recognizing and maximizing our *power* as a community through organizing at a *grassroots* level that prioritizes *peer to peer interactions and relationships as political acts*.
2. **We work for students** by centering the lived experiences of students and young people through capitalizing on *informal acts* of citizenship, maximizing output from *passive and active* engagement, and understanding how they connect to their communities.
3. **We decode politics** by increasing voter *internal efficacy* by ensuring students know how the election works, how to vote, and are connected to candidates, parties, and policies in order to make informed decisions.
4. **We personalize politics** by increasing voter *external efficacy* by showing the connections between government and their personal lives and highlighting student-specific issues and translating them.

Objectives:

1. All students vote YES on this referendum.
2. All students have at least one conversation with a member of their community regarding this referendum.
3. All students are empowered with the ability to navigate values based conversations
4. All students know how to vote on this referendum.

There are three stages, through the digital engagement that will enable these objectives to be achieved:

1. Students will interact with the campaign (e.g. a social media post).
2. Students will **pledge up** on the yes2020.org website.
3. Students will **pass the pledge** to their mates and family.

Key Tactics:

1. Volunteer Mobilisation
2. Digital engagement (Social Media)
3. Practical workshops
4. Peer to Peer Engagement
5. Student Magazine Engagement

6. Working with External Parties, e.g. JustSpeak
7. Get Out The Vote

Volunteer Mobilization

This campaign will employ large scale volunteer mobilization as a key organizing tactic. Volunteers will be absolutely essential and at the heart of this campaign. Big organizing strategies will be employed to train and empower volunteers to contribute to the best of their abilities - whatever they may be depending on their time capacity, skillset, and resourcing.

Our volunteer mobilisation will centre around Wednesday Night Volunteer Events (Weednesday), where there will be different activities on hand for the volunteers to do.

Our mobilizing strategies will focus on lifting people up and engaging the skills they are able to bring to the table. In this way we will not be prescriptive over the roles we expect volunteers to perform, and we will be adaptive to ensure we are able to let volunteers be the most effective they can be. Our campaign is focussed on building the collective power of students and will therefore embrace anyone willing to donate their time and expertise. We will provide a platform, a support network, and guidance for these students.

Campaign Team

Purpose: The primary purpose of the campaign team is to execute the campaign strategy. This group will provide guidance and leadership, make strategic decisions, and push the campaign forward.

Responsibilities:

1. Implementation of the campaign strategy
2. Oversight to the social media
3. Delivery of external communications
4. Engagement with external parties, e.g. Just Speak, Drug Foundation,
5. Use effective youth and student voter mobilization strategies and tactics, from the NZUSA/Just Speak and Action Station research
6. Coordination of on the ground events and organizing (e.g. Weednesday events)

Membership:

The following membership list is aspirational and we will endeavor to find volunteers with the skills we need over people willing to take on the role titles and descriptions as they stand.

Isabella Lenihan-Ikin, NZUSA President - oversight of the campaign as a whole, support for members of the national campaign team, tracking and ensuring progress.

Joanna Li, VUWSA Engagement Vice President - event planning and management, management of the YES2020 website and mailing list, coordination of VUW specific engagement.

Joe Potter - event planning and management, promotions of events on social media (Facebook and Instagram).

Bridgette Chisnall - event planning and management, content creator for student magazine.

Natalie McDonald - event planning and management.

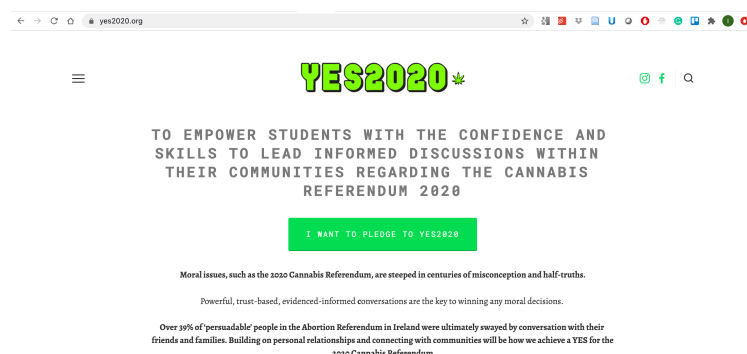
Tallulah Farrar, Designer - paid designer

Digital Engagement

This campaign will be a large scale digital engagement. The digital engagement is key to achieving a national campaign.

yes2020.org

The website will be the hub of the online campaign. It will include a signup tool to the pledging program, recruitment information for prospective volunteers, and educational resources on how to vote. It is essential that this platform contains all up to date data on campaign events and activities - including links to the volunteer evenings, photos of the campaign, why and how to pledge.



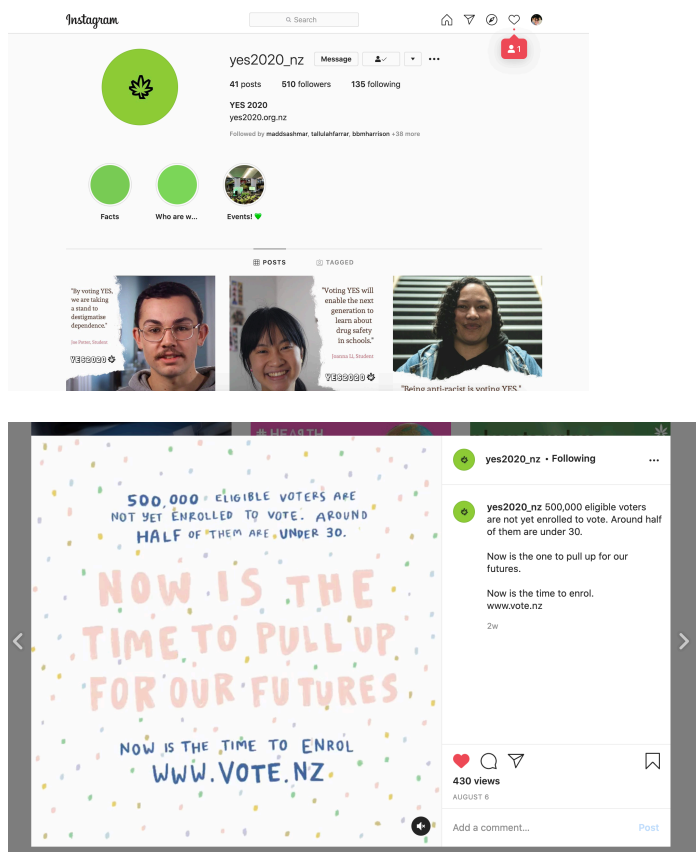
Social Media

We will use targeted social media messaging to connect students with the campaign. The social media strategy will be phased with different purposes and aligned with the phases of the campaign to build power and momentum in the movement.

There will be two main strategies of social media presence. The first phase will be about inspiring and empowering students to understand why they should vote yes. It will be about providing the necessary information and making students feel empowered. The structure of this will be based on the six underlying themes. This will lead students to the pledge.

The second phase will encourage students 'passing the pledge'. Once they've been able to understand why *they* should vote yes, they should be empowered to *pass* the pledge to their mates/family, to also vote yes.

Refer to the social media strategy to find the Monday - Friday social media.



Social Media videos

Three videos are being created for YES2020. The first is a video made in collaboration with YES2020/NZUSA/VUWSA and TMĀ. It outlines why young people can vote YES.

The second and third videos are collaborations with Just Speak and Action station as well. These videos are based on the communications messaging. These two videos are inspired by [this video](#). These videos for social media will feature silent footage of a diverse range of people but mostly Māori and Pākehā as they are our target audiences. Both videos will be narrated by a young person and the angle is young people speaking to older people asking them to vote yes in the cannabis referendum. The videos will be distributed via Facebook using targeted ads.

Email

Targeted email will be used where possible. Email data will be collected through the pledge.

Weekly emails will be sent to all the people who have pledged. This email will be in a newsletter format and will include:

- Information about the volunteer events
- Link to information, including the social media posts

Resources

As a part of the website, we will develop instructive resources that help to decode the election for students. These will include web pages answering information about the *how* and *why* of voting YES in the referendum.

Practical Workshops

There will be practical workshops, for example the POTluck lunch that will be held, as an adjunct to the campaign. Because the main focus of the campaign is digital, these workshops will mainly be other organisations' events that YES2020 supports and attends. For example, this may be a JustSpeak event.

Where students' associations across the country host events or debates on the cannabis referendum, it will be the hope that YES2020 can be represented to advocate for the YES vote.

Peer to Peer Engagement

Pledges

The pledge system will be the second way we engage with students and the first rung on the ladder of volunteership. This will also help us to gather data about students.

The structure of pledges will begin at an individual level and feed out from there.

The first part of the pledge is pledge themselves to: *VOTE YES*

The second part of the pledge is the 'pass the pledge': *pledge yourself to having 10 conversations with friends, family and your community.*

Text blasts

Text blasts will also be used during the campaign. As well as texting people who have pledged, we will also get volunteers to text blast their friends.

Prior to September 7 (when advanced voting opens): checking enrolment details and asking friends if they have made a decision about YES. Templates will be provided to volunteers on how to have these conversations. The purpose will be

The first stage will be around enrolment and checking details.

Postcards

Sending postcards to friends/family will be one of the ways that we can achieve the campaign objective to empower students to talk to their friends and family about voting.

A postcard will be designed, and students will be encouraged to write messages in it, to send home to family members/friends who might not have thought about voting YES before. Students will be provided with templates (designed from the communications research that NZUSA has commissioned in partnership with Just Speak and Action Station), and will be values-led.

Aotearoa Town Hall

Hosting an event on Aotearoa Town Hall on Monday 14 September. The ATH will be on the 'case for yes and how to talk to your friends/family about voting yes'. It will draw on the results of the communications research.

Get Out The Vote

Our GOTV interactions will occur through digital campaigning tools that involve the sharing and engagement of content from Paru Politics. There is no point 'repeating' content that is already made. Each mechanism will be designed to achieve a specific purpose; voter education, commitment, and mobilization.

Communications

The communications strategy for this campaign will largely be about building a story, students are willing to come on board with. In order to run an effective on the ground campaign, we will need to build something with enough strength of narrative to bring others with us.

For this reason it is essential that all our communications are aspirational, optimistic, and positive. Most importantly, our conversations Language will be based on students being a collective and part of something together. Core campaign messaging will be developed with a story arch that covers the distance of the campaign.

Communications strategies and messaging will be designed around values based storytelling. The messaging framework will be derived from the research that NZUSA has commissioned (in partnership with Just Speak and Action Station). A key differentiation between the YES2020 campaign and other campaigns for the yes vote, is that it is an empowering campaign, that is designed for young people. The campaign should legitimise lived experience of drug use, and by nature of the conversation should focus on the values of education, health care, regulation, justice and health. w

NZUSA Member Engagement

Consistent engagement and communication between the National Campaign Team, the National Executive, and NZUSA member associations more generally is critical. The National Executive will be able to feed into the discussion about the YES2020 campaign through the updates provided at National Executive meetings.

The National Executive will also have oversight on the delivery of this strategy.

The content created by the YES2020 campaign team will be available for every association to use, and they are welcome to put their logos on them. The YES2020 content will only have the YES2020 logo - not the NZUSA logo - with the hope that



this will show the movement is for *all* students, irrespective of whether students are from NZUSA member associations or not. NZUSA and member associations will be encouraged to share and use the online resources.

NZUSA member organisations will be sent merchandise (e.g. stickers) to distribute on their campus. We will also encourage member associations to put up banners saying “VOTE YES2020” and we are happy to organise volunteers to paint these and send them down their member campuses.

Working with External Parties

There are several opportunities to work with external organizations including JustSpeak, NZ Drug Foundation and Action Station.

Each organization the campaign works alongside will be approved by the Campaign Team to ensure they align with our values, policies.

Plan

Budget

BUDGET - YES2020		
Income		
VUWSA Donation	\$2500	
NZUSA Donation	\$2500	
Expenditure		
Communications Research	\$1,916 (inc. GST)	NZUSA
Designer (\$30per hour x 25hours)	\$750	VUWSA
Pizza (\$75 per volunteer session)	\$500	NZUSA
Stickers (x1200)	\$880	VUWSA
Postcards (A5 x 2000) - blank	\$200	NZUSA
Postcards (A5 x 2000) - message	\$200	VUWSA



Video ²	\$1000	VUWSA
Total		

² The cost of the video may have to be revised. If it is, then NZUSA may need to contribute an additional \$300 towards the video.

Memorandum

To	NZUSA National Executive
From	Isabella Lenihan-Ikin
Date	26 August 2020
Subject	Universal Education Income / Te Rourou Matanui-a-Wānanga Research

Purpose

In May, NZUSA, Te Mana Ākonga and Taura Pasifika commissioned a piece of research on the financial cost of a Universal Education Income / Te Rourou Matanui-a-Wānanga. This research outlines the total cost of implementing a Universal Education Income / Te Rourou Matanui-a-Wānanga as a result of making the current Student Allowance universal and increasing the weekly amount available to students by \$100.

As outlined in the summary of this report, there are three important aspects to a Universal Education Income / Te Rourou Matanui-a-Wānanga (UEI).

- Firstly, the UEI is a universal payment that would be available to all domestic students, both undergraduate and postgraduate, in Aotearoa New Zealand. This means that the current age and means-tested requirements of the existing Student Allowance scheme would be removed. Furthermore, it would not have a time cap on the number of years can be received, as education is a lifelong process that all New Zealanders should have access to at different points of their life. A UEI would treat education as a right, not a privilege.
- Secondly, universal refers to the fact that it would be universally accessible, not universal in amount. Students with disabilities or who have dependents should receive more each week will have access to a higher level of weekly support.
- Thirdly, a UEI must be set at a level that would enable study to be a financially viable option for all New Zealanders. The weekly amount should be sufficient to cover essential weekly costs.

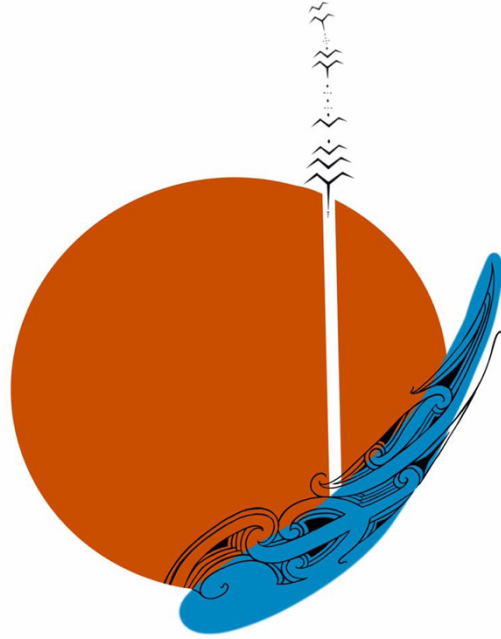
In summary, this that if a UEI were to be implemented (i.e. Student Allowances were to become universal) the estimated forecast cost difference between the status quo and a universal system in 2021 would be just over \$2.5B. This amount includes recommendations for an increase of Student Allowance entitlements by \$100 per week. This recommendation is based on the current cost of living in comparison to the current and outdated rates of student support.

Please note that the forward is currently being drafted by NZUSA/TMĀ and TP and has not been included in this copy.

This research will be sent to political parties and the media.

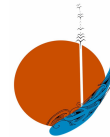
Recommendation

- THAT the National Executive note the 'Universal Education Income / Te Rourou Matanui-a-Wānanga: The Economic Case' Research



Universal Education Income
Te Rourou Matanui-a-Wānanga

The Economic Case



Authors Note

This report was authored by Diana Russell (Master of Business Studies - Economics), with contributions from Isabella Lenihan-Ikin (National President, New Zealand Union of Students' Associations). This report is jointly published by the New Zealand Union of Students' Associations, Te Mana Ākonga and Taura Pasifika



Forward

To come

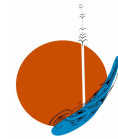
Summary

A Universal Education Income / Te Rourou Matanui-a-Wānanga is weekly income that is paid to all domestic students in Aotearoa New Zealand, regardless of their income, their parents income or study situation. It upholds the principle that education is a right, not a privilege. A UEI is the solution to creating an education system that is a public good, that all New Zealanders can access.

The UEI is a universal payment that would be available to all domestic students, both undergraduate and postgraduate, in Aotearoa New Zealand. This means that the current age and means-tested requirements of the existing Student Allowance scheme would be removed. Furthermore, it would not have a time cap on the number of years can be received, as education is a lifelong process that all New Zealanders should have access to at different points of their life. A UEI would treat education as a right, not a privilege.

Universal refers to the fact that it would be universally accessible, not universal in amount. Students with disabilities or who have dependents should receive more each week will have access to a higher level of weekly support.

Education should be treated like a passport. It should be available, as of right, to all citizens, for education provides the tools for people to travel to new worlds and explore new ways of thinking. It is also important to remember that higher education does not only happen at universities — education takes place in wānanga, polytechnics, industry training organisations and private training establishments. As this report outlines, a UEI would be set at a level that would enable study to be a financially viable option for all New Zealanders. The weekly amount should be sufficient to cover essential weekly costs.



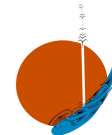
In summary, this report outlines the history of Student Allowances in New Zealand and the economic case for universalisation of the Student Allowance scheme. In total, if Student Allowances were to become universal the estimated forecast cost difference between the status quo and a universal system in 2021 would be just over \$2.5B. This amount includes recommendations for an increase of Student Allowance entitlements by \$100 per week. This recommendation is based on the current cost of living in comparison to the current and outdated rates of student support.

History of the Student Allowances in Aotearoa New Zealand

The 1990's represented a turning point in New Zealand's tertiary education system, resulting in the introduction of a user-pays system for tertiary education – the Student Loan Scheme. Although the educational reforms that took place in the 1990s have become accepted as the status quo, this system is less than thirty years old. New Zealand's Student Loan Scheme is responsible for New Zealand being the 7th highest country in the OECD for student debt, which is currently above \$16B.

The high cost of fees limits study and life choices for many current students, prospective students and recent graduates. It has created a barrier of access and full participation in the tertiary education system, across universities, polytechnics and wānanga.

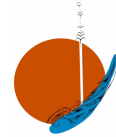
Up until 1992, 86.4% of students studying at a public tertiary education institution (TEI) receive a living allowance or grant while they studied. Prior to the mid-1970s, student support was provided through government bursaries (Fee Bursaries; Fees and Allowance Bursar and; Masters' Bursary). In 1976, a new system of government funded tertiary bursaries was introduced. This included a study or living costs grant available to most students.



In 1989, the Fourth Labour Government introduced the Youth and Student Allowance scheme. This scheme included an element of means-testing, which paved the way for further reforms of successive governments and moved the system of support further away from the universal system of support prior to 1976. In the 1991 'Mother of All Budgets', further changes were made to extend the means-testing requirements of Student Allowances. Despite modest changes to the amount of the Student Allowance in 2018¹, the stringent criteria to access the Allowance, including parental means-testing, have remained. Allowances begin to abate on a combined parent income of \$56,888.52. Once a students' combined parental income hits \$106,372 (\$98,654 if a student doesn't live with them), students are deemed ineligible for an allowance.

There remain two ways that students can access weekly financial support from the government: Student Allowance and Living Costs. Student Allowance is available only to a limited number of students (approximately 33%) and is not added to a student's loan. The criteria for students being able to access the Student Allowance is very stringent – it's available only to undergraduate students and is means-tested against the parental income of the student until they are 24 years old. Eligibility for Student Allowance continues to be marked against strict criteria, which has changed very little during the almost 30-year history of the Student Loan Scheme. The only substantive change during this time is the removal of the post-graduate allowance in 2014. Although the current Labour, New Zealand First and Green Party coalition government promised to reinstate the postgraduate allowance, and despite strong calls from students, we are still waiting for this.

¹ From 1 January 2018, Student Allowances and Living Costs increased by \$50 per week. T



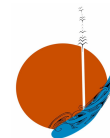
The strict criteria for Student Allowance assumes that students younger than 24, whose parents have a combined income above the threshold amount, are receiving parental support. But there are a number of reasons why this assumption is wrong. Firstly, as housing and other costs for families are increasing, the parents of high-school leavers are increasingly likely to be carrying their own debt and are therefore unable to support their children in tertiary education. Secondly, this provision discriminates against students who come from large families. Statistically, Māori and Pasifika people have larger families and therefore this situation is exacerbated even further. Living Costs, on the other hand, is added to a student's loan. The maximum weekly amount is \$239.76 per week. Living Costs are only paid to full-time students.

Since the inception of the 1992 Student Loan Scheme, NZUSA and Te Mana Ākongā have been lobbying the government to reform the system and introduce a universally accessible system of student support. In the wake of Covid-19, it is more important than ever to create a universal system of student support. Without it, the week-to-week cost of being a tertiary student will remain a barrier for New Zealanders being able to access it and achieve their dreams.

Currently, the tertiary education policy of both the Green Party and New Zealand First includes a Universal Student Allowance.² In 2017, the Labour Party also campaigned on a postgraduate Student Allowance, although this was not implemented in the last parliamentary term. We believe that our proposal of a UEI is needed to create a fair and equitable education system.

The Economic Case

² The Green Party wants to introduce a Guaranteed Minimum Income of \$325 per week for all students and New Zealanders out of work. The tertiary education policy of New Zealand First includes the implementation of a universal student allowance.



Overview

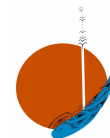
The main costs associated with the implement of a UEI is the increased weekly amount (to account for higher costs of living) and the increased availability, from students who would have otherwise received Living Cost.. This includes widening the net to include students who are currently excluded due to the individual and parental (until 24 years of age) means-testing requirements, the age caps (under 40 years old) and the post-graduate student exclusion.

Currently, post-graduate students are not able to receive a Student Allowance. Post-graduate students have the option to apply for the Accommodation Supplement (through Work and Income), however this is separate to the Accommodation Benefit that is available to undergraduate students who are eligible for the Student Allowance.

Table 1 [A]: Historical Data & Estimated Forecast of Student Support: Number of Individual EFTS Enrolled (Source: [Education Counts](#))³

	2015	2016	2017	2018	2019	2020	2021	2022	2023
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³ The numbers for postgraduate students are sourced from Ministry of Education data that included international PhD students, our estimates are based on an international PhD participation rate approximation of 13.7% (taken from 2018 actual numbers), which was deducted from the total. The forecasts of demand for tertiary education presented in the above table adopts methodology that relies on a strong and stable relationship between the youth unemployment rate and youth population size and the demand for tertiary education, and that this relationship holds in the future. These forecasts were done in late March (under Alert Level 4) during the Covid-19 novel coronavirus pandemic. Treasury's forecasts of unemployment over the next four years were derived under great uncertainty. Despite this, these demand forecasts were based on Treasury's final BEFU macro-economic forecasts released on 30 March 2020. However, When comparing incentives to enrol in higher, we would caution against making false comparisons of a recession bought on by a COVID-19 pandemic — that is heavily disruptive to the tertiary education sector — to a previous economic recessions and their effect on demand for tertiary education.



Undergraduate (Level 3 and above)	180,210	178,850	173,020	171,410	169,530 0	170,630	204,340	191,560	185,690
Postgraduate Enrollments	25,231	26,283	26,749	27,585	27,594	27,387	30,224	26,145	26,749
Total:	205,441 0	205,133	199,769	199,995	197,124	198,017	234,564	217,705	212,439
<i>margin of error +/- 3%</i>						<i>5,346</i>	<i>6,333</i>	<i>5,878</i>	<i>5,736</i>

Currently Inland Revenue, who administer Student Loans, write of 41 cents for every \$1 lent.⁴ The costs to Inland Revenue of collecting Student Loans into the future are incorporated into the cost of lending. Therefore, the additional cost for providing allowances to students who would have otherwise received the loan is 59 cents for every dollar (as opposed to \$1 of loan transferred to \$1 of allowance).

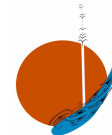
Maximum Entitlement and the Cost of Living

Table 2: Cost of Student Living in Wellington⁵

	Single student	Couple with children
Rent	230	600
Bills	38	120
Cell Phone	10	10
Food	80	80
Transport	35	240

⁴ [Student Loan Scheme Annual Report](#) (2018/2019), Ministry of Education.

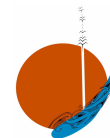
⁵ The cost of living provided in this table is based on recommendations made by Victoria University of Wellington in their [2020 Student Handbook](#).



Miscellaneous / clothes/ activities/ text-books etc	75	150
Childcare	0	180
<i>Total</i>	<i>468</i>	<i>1380</i>

Table 3: Current maximum entitlements (before tax) and forecast based on CPI

	Current	Forecast under current scheme			Forecast under UEI
	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2021</i>
CPI for year ending Q1	3.3%	3%	3%	3%	
Student Loan Living Costs	\$239.76	\$246.95	\$256.36	\$261.99	-
Student Allowance					
Living in parents' home	\$257.51	\$265.24	\$273.19	\$281.39	\$357.51
Not living in parents' home	\$310.51	\$319.83	\$329.42	\$339.30	\$410.51
Single with Children	\$459.25	\$473.03	\$487.22	\$501.83	\$559.25
Partner no children - not studying	\$553.87	\$570.49	\$587.60	\$605.23	\$653.87
Partner no children - studying but cannot get allowance due to age, residency, non-approved course	\$310.51	\$319.83	\$329.42	\$339.30	\$410.51
Partner no children - studying but cannot get allowance due to other reason	\$265.81	\$273.78	\$282.00	\$290.46	\$365.81



Partner is studying and gets Student Allowance (each)	\$265.81	\$273.78	\$282.00	\$290.46	\$365.81
*Living with partner	\$148.40	\$152.85	\$157.44	\$162.16	\$158.40
**Not living with partner	\$192.38	\$198.15	\$204.10	\$210.22	\$292.38
Partner with children - not studying	\$585.98	\$603.56	\$621.67	\$640.32	\$685.98
Partner with children - studying but cannot get allowance due to age, residency, non-approved course	\$459.25	\$473.03	\$487.22	\$501.83	\$595.25
Partner with children - studying but cannot get allowance due to other reason	\$297.62	\$306.55	\$315.75	\$325.22	\$397.62
Partner with children - studying and gets Student Allowance (each)	\$281.58	\$290.03	\$298.73	\$307.69	\$381.68
Accommodation Benefit	\$60.00	\$61.80	\$63.65	\$65.56	-

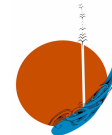
* partners income is less than \$449.16 before tax a week

** partner's income is between \$449.16 and \$935.46 before tax a week

Current Rates

Currently, (FY April 2020 – March 2021) the maximum a student can receive for weekly living costs, through the Student Loan Scheme, is \$239.76 and the maximum a student (not living in their parents' home) can receive through a Student Allowance and Accommodation Benefit is \$370.51.

However, the cost of living in Wellington, based on mean rents (comparable for Auckland and Dunedin) and based on information provided to students on the cost of living by Victoria University of Wellington is \$460 for a single student with no dependent; or \$1,380 for a couple with children.



In addition to making it universal, we recommend a \$100 increase to Student Allowance entitlements, which will ensure the weekly allowance payments cover the basic costs of living. The new maximum entitlement for a single student not living in their parents' home would be \$470.51, a 27% increase on the current, 2020, rates. This new maximum recommended rate of \$470.51 per week is the rate our estimates, presented in this report, are based on.

Cost of Implementing a Universal Education Income / Te Rourou Matanui-a-Wānanga

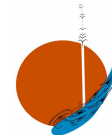
Under the current Student Support Scheme, the total projected costs for the financial year ending March 2021 is around \$1.15B, which is made up of \$593M Student Loans cost of lending and \$563M in Student Allowances — see Table 4(a). The total amount of Student Loans paid out is comprised of \$517M of Student Loan Living Costs, \$830M fees and \$85.8M course-related costs (see Appendix Table 3).

In comparison, the projected costs of a YEI, if it were to be implemented from the start of 2021, would be a total cost of \$3.7B, comprised of \$3.4B allowance and \$379M Student Loan cost of lending (see Table 4(b)).

Therefore, the difference in the total forecasted cost between the current student support scheme in 2021 and the UEI in 2021, is therefore just under \$2.6B (as presented in Table 4 (b)).

Table 4(a): Historical cost of student support scheme v forecast cost under Universal Education Income / Te Rourou Matanui-a-Wānanga

	Historical cost of student support scheme	Forecast under current student support scheme
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(\$)	2016/17	2017/18	2018/19	2019/2020	2021	2022	2023
Total Cost of Lending	\$694,188,41 2	\$641,065,26 3	\$606,250,50 5	\$597,515,90 8	\$593,573,20 4	\$589,630,49 9	\$585,687,79 5
Total Cost of Allowance	\$466,240,39 6	\$601,875,91 6	\$593,540,70 6	\$577,540,48 6	\$563,587,52 1	\$549,634,55 7	\$535,681,59 2
Total:	\$1,160,428, 808	\$1,242,941, 180	\$1,199,791, 212	\$1,175,056, 394	\$1,157,160, 725	\$1,139,265, 056	\$1,121,369, 387

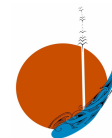
Table 4(b): Forecast cost of the Universal Education Income / Te Rourou Matanui-a-Wānanga

	2019/2020	2020/21	2020/22	2022/23
Total Cost of Lending	\$388,629,676	\$379,514,090	\$370,398,504	\$361,282,918
Total Cost of Allowance	\$2,713,103,321	\$3,371,158,114	\$2,275,651,601	\$3,339,729,387
Total:	\$3,101,732,997	\$3,750,672,205	\$3,646,050,106	\$3,701,012,305
Difference/ Net Cost:	\$1,926,676,603	\$2,593,511,480	\$2,506,785,049	\$2,579,642,918
<i>95% Confidence</i>	<i>\$60,497,645</i>	<i>\$81,436,260</i>	<i>\$78,713,051</i>	<i>\$81,000,788</i>

Administration Costs

Student Loan Scheme

The cost of administering the Student Loan Scheme varies from year to year, depending on the number of borrowers, the number of transactions, and any system



changes required to implement new policies. For example, the total number of students applying for Student Loan fees and course-related costs should stay the same. The growth in the total number of students applying for student support (allowance and/or loans should stay the same regardless of whether a UEI is implemented or not).

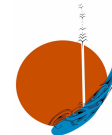
The costs of Inland Revenue collecting loans into the future (*Table 5*) are incorporated into the cost of lending. The money collected through the \$40 administration fee charged by Inland Revenue offsets part of the cost of lending. In the long run, Inland Revenue costs associated with managing and collecting repayments should reduce due to less loan payments being made; in the short run, we expect repayments to remain stable.

The money collected through establishment fees covers part of Ministry of Social Development's (MSDs) administration costs. In 2018-2019 there was \$9M of establishment fees added to Student Loans and this has a fair value of about \$5 million. This \$5M covered part of the \$16.8M of MSD costs identified in 2019 (see *Table 5*). The 2021 MSD Student Loan administration costs, under the current scheme are projected to be \$18.5M (*Table 5b*). In comparison the projected 2021 admin costs to MSD under the proposed UEI would be \$11.85 (*Table 5c*).

Table 5: Historical Estimated Cost Ratios Student Loan Scheme⁶

	2015	2016	2017	2018	2019
Cost Ratio	0.88	0.99	1.02	1.14	1.15

⁶Ministry of Social Development; Inland Revenue; Ministry of Education and Statistics via Education Counts; Student Loan Scheme Annual Report 2019.



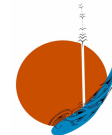
Total Loan Payments	\$1,611,708,528	\$1,591,454,042	\$1,557,873,457	\$1,442,865,775	\$1,463,666,117
MSD Student Loan Scheme Admin Costs	\$14,183,035	\$15,755,395	\$15,890,309	\$16,448,670	\$16,832,160

Table 5(b): Forecasted Cost Ratios under Current Student Loan Scheme

	2020	2021	2022	2023
Cost Ratio	1.27	1.29	1.41	1.43
<i>95% confidence</i>	<i>0.018</i>	<i>0.018</i>	<i>0.018</i>	<i>0.018</i>
Total Loan Payments	\$1,442,578,244	\$1,433,059,401	\$1,423,540,558	\$1,414,021,716
MSD Student Loan Scheme Admin Costs	\$18,306,318	\$18,539,489	\$20,043,451	\$20,248,791
<i>95% confidence</i>	<i>\$146,451</i>	<i>\$166,855</i>	<i>\$180,391</i>	<i>\$182,239</i>

Table 5(c): Forecasted Costs Ratios of the Student Loan Component

	2020	2021	2022	2023
Cost Ratio	1.27	1.29	1.41	1.43
<i>95% confidence</i>	<i>0.018</i>	<i>0.018</i>	<i>0.018</i>	<i>0.018</i>
Total Loan Payments	\$938,265,757	\$916,258,064	\$894,250,372	\$872,242,680
MSD Student Loan Scheme Admin Costs	\$11,906,592	\$11,853,630	\$12,591,045	\$12,490,515



<i>95% confidence</i>	<i>\$95,252</i>	<i>\$106,682</i>	<i>\$113,319</i>	<i>\$112,414</i>
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The historic cost of administering the Student Loan Scheme to MSD is presented in Table 5 and was \$16.8M in 2019 and is projected to be \$18.3M in 2020 (Table 5(b)).

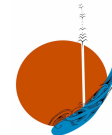
If a UEI were to be implemented, the administrative costs of the Student Loan Scheme to MSD (presented in Table 5(b) *and* (c)) shouldn't change significantly from the forecasted figures for the current scheme. This is based on the underlying assumption that the total number of distinct students applying for and receiving some form of Student Loan payment will not be affected as a direct result of a UEI being implemented (for example, even though students will no longer be receiving Living Costs, they can still apply for a Student Loan to cover the cost of course fees and course-related costs).

The administrative cost incurred by Statistics NZ and the Ministry of Education should stay comparable regardless of a UEI scheme as these costs are largely fixed – see Table 6.

Table 6: Historical Admin / Operating Costs Student Loan⁷

	2013	2014	2015	2016	2017	2018	2019
No of students Applied	241,319	238,029	230,465	228,594	220,374	208,932	198,017

⁷ Source for historical data: Ministry of Social Development, Inland Revenue, Ministry of Education and Statistics New Zealand. G.60 Ministry of Social Development | Annual Reports 2012/13-2018/19

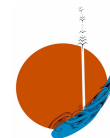


Change		-1.36%	-3.18%	-0.81%	-3.60%	-5.19%	-5.22%
Admin Cost MSD	\$15,844	\$16,068	\$13,489	\$15,129	\$15,083	\$16,509	\$16,799
Admin Cost IRD (M\$)	\$30,200	\$33,500	\$33,900	\$36,100	\$37,800	\$38,700	\$40,000
Admin Cost MoE	\$900	\$700	\$700	\$800	\$800	\$900	\$800
Admin Cost Stats NZ	\$700	\$700	\$700	\$700	\$700	\$800	\$900
Total cost	\$47,644.00	\$50,968.00	\$48,789.00	\$52,729.00	\$54,383.00	\$56,909.00	\$58,499.00

Note: Date is for year ending June. All amounts exclude GST.

Other costs that would be expected include a one-off implementation cost. For comparison, in 2018 when fees-free was introduced, there was one off implantation fee of around \$600,000; (which included implementation costs for increasing Student Loan Living Costs maximum being done simultaneously to fees-free) and flow on costs for the benefit system (for jobseeker support and accommodation assistance over the vacation period).

Table 7 presents the historical costs incurred by the Ministry of Social Development of administering the Student Allowance and accommodation benefit. Table 7(b) presents forecasted administration costs of the allowance and accommodation benefit for the current student support scheme; while Table 7(c) presents the forecasted administrative costs if a UEI were to be implemented. Under the current student support scheme, in 2021 the total admin costs incurred by the Ministry of Social Development would be \$16.7M, however, if a UEI were to be implemented, the admin costs incurred by MSD would be \$77.8M. This substantial increase is based on the



number of unique students shifting from receiving Student Loan Living Costs to the UEI.

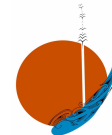
Table 7: Historical Admin/ Operating Costs Allowance & Accommodation Benefit⁸

	2012/13	2013/14	2014/15	2015/16	2016/17
Applied	148047	142678	132,293	127,099	118,204
MSD Admin Cost	\$15,743,000	\$16,749,000	\$16,740,000	\$15,794,000	\$16,712,000
Cost ratio	2.90%	3.31%	3.39%	3.39%	2.78%

Table 7(b): Forecast Administrative Costs Allowance & Accommodation Benefit under the current Student Allowance scheme

	2019/20	2020/21	2021/22
Applied	103,158	96,933	90,708
Margin of error	<i>3,094</i>	<i>2,710</i>	<i>2,721</i>
MSD Admin Cost	\$16,633,865	\$16,707,693	\$16,781,592
Cost ratio	\$2.83	\$2.78	\$2.72

⁸ Ministry of Social Development annual reports 2012/13—2018/19



<i>95% confidence</i>	<i>\$980.00</i>	<i>\$1,011.00</i>	<i>\$1,040.00</i>
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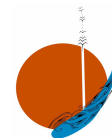
Table 7(c): Forecast Administrative Costs of a Universal Education Income / Te Rourou Matanui-a-Wānanga

	2019/20	2020/21	2021/22
Applied	193,666	194,928	196,695
<i>Margin of Error</i>	<i>5,810</i>	<i>5,848</i>	<i>5,901</i>
MSD Admin Cost	\$75,094,026	\$77,881,911	\$80,499,190
Cost ratio	2.83%	2.78%	2.72%
Total allowance paid	\$2,653,499,164	\$2,801,507,601	\$2,959,529,049
<i>95% confidence</i>	<i>\$4,424.24</i>	<i>\$4,712.72</i>	<i>\$4,988.75</i>

NB: Table 7 figures are on based on the assumption that the cost is per person.

Conclusion

The forecast analysis presented in this report estimates that the cost difference between the current student support system (Living Costs and Student Allowance) and the implementation of a universal system of student support (involving the implementing of a UEI) would be just over \$2.5B. This amount includes recommendations for an increase of the maximum entitlements by \$100 per week and



ensuring that Student Allowance is universal.⁹ This increase is based on the cost of living in comparison to current rates. It is the belief of NZUSA, Te Mana Ākonga and Tauria Pasifika that a UEI should be universal in access, but not in amount.

The recommendations in this report are grounded in the belief that everyone in Aotearoa New Zealand should be able to access a barrier free tertiary education system and entitled to live with dignity in pursuit of that education by being able to meet the basic costs of living.

These recommendations are also based on the premise that no one should be required to take on weekly debt in order to meet the basic costs of living. The normalisation of debt in the education system is responsible for the creation of ongoing wealth and income inequality once students graduate and enter the workforce. [add a final sentence]

⁹ The new maximum entitlement for a single student not living in their parents' home would therefore be \$470.51, a 27% increase on the current, 2020, rates – See Table 3 for a breakdown of the suggested maximum entitlements (before tax) under a Universal Education Income.

Memorandum

To	NZUSA National Executive
From	Isabella Lenihan-Ikin
Date	26 August 2020
Subject	Employment Relations with Grow HR – Students' Associations

Purpose

This year, I have been working with Lance Paterson from Grow HR on employment relations for both NZUSA and our member associations.

To date, this has resulted in several of our member associations using the services for Grow HR for employment matters and bringing in Lance for an Employment Relations workshop. As well as this, I have been working with Lance on a project to formalise this relationship with Grow HR – with the objective of streamlining and simplifying employment issues for our member associations.

The scope of this project is for Grow HR to provide NZUSA and member associations ER advice and support, and provide some annual training to Associate Boards. Additionally Grow HR would provide resources that could be shared through to all member associations. The first being Individual Employment Agreement (IEA). In regard to the IEA we can provide that at a one off cost of \$850 plus GST plus time to individualise it for NZUSA if required normally just a couple of hours, the IEA could be used for all work types i.e. permanent, casual, no guaranteed hours and fixed term staff. NZUSA and our member associations would own the employment agreement; Grow HR would maintain it for us.

If NZUSA members experiencing matters (i.e. with GMs) that are confidential and a President cannot access HR help, Grow HR can also provide advice to Presidents that can be invoiced through to NZUSA appropriately annotated so that you could on-charge to the particular association.

Where going through NZUSA is not necessary, member associations would be set up as Individual Clients and would be billed direct when we provide ER advice or services. Grow HR anticipate this would be through the General Managers – they would load the IEA into each associations client folder so they could access direct from us and Grow HR could further individualise the IEA for their needs. Being a client they would just call us directly whenever they need any kind of ER advice or

support i.e. may include running disciplinary process's, employment relationship problems, reference checking etc.

At a national level NZUSA may wish to also consider one of our Employee Handbooks, which Grow HR find ideal for small employers and replaces a myriad of individual policies employers may have and is written simple language. The Employee Handbook could be treated in the same way as the IEA's.

There are several options that are contained in this memo, outlined below from the most basic to the most advanced.

1. NZUSA develops a relationship (independent of local associations) with Grow HR to provide general advice and help with trainings where needed.
2. In addition to above (1), NZUSA works with Grow HR to develop IEAs that can be used by our member associations. NZUSA would wear the cost.
3. In addition to above (2), as well as NZUSA becoming a client of Grow HR, our member associations would also become Grow HR clients. This option would not necessarily mean that our member associations have to cancel relationships with current ER companies, but it will provide additional support in areas such as employment agreements, trainings etc. Member associations would not be required to become a Grow HR client, it would be up to the members to decide.

The additional offer is for Grow HR to develop an Employee Handbook for NZUSA. These replace the individual employment policies employers may have and ensure that the policies are written in simple language.

As has been discussed at previous meetings in the past, the real benefit of NZUSA engaging in a relationship with Grow HR means that we can be provided with advice that is bespoke to students' associations – which are unusual in the way they operate. By working together (and from a national level), we are able to reduce the cost to local associations and ensure that we are getting advice that is designed for our organisations.

Memorandum

To	NZUSA National Executive
From	Isabella Lenihan-Ikin
Date	26 August 2020
Subject	General Election Campaign Plan Strategy

Purpose

Revised Policy Document to reflect ideological changes in NZUSAs stances this year.

From now, the Policy Document will be a standing item at the National Executive meetings to allow for discussion on NZUSA positions.

Recommendations

- THAT the National Executive approve the 2020 General Election Campaign Plan Strategy for NZUSA.



The **New Zealand Union of Students' Associations** presents their...

2020 Policy Document

The New Zealand Union of Students' Associations (NZUSA) exists to fight for a barrier free education for all people in Aotearoa New Zealand. As Treaty partners, our work is guided by Te Tiriti o Waitangi. We are an influential and inclusive national voice for students that has the following values at our core. We are a non-partisan organisation that aims to work with the government of the day and all political parties to advance our vision.

- **Kotahitanga:** We are stronger together. We are a collective voice based on collaborations and partnership, while recognising that students are experts of their own lived experience, we act in solidarity with them.
- **Whanaungatanga:** We are family. We behave as a family and acknowledge that we are all connected by our whakapapa of student representation.
- **Manaakitanga:** We care for others. We are supportive, take an intersectional approach, and seek to make visible and address the various privileges and oppressions, to build a movement that is more just, inclusive and coherent.
- **Rangatiratanga:** We are leaders. We take our place as leaders of the student movement, and strive to be representative, democratic and to speak authoritatively when we are mandated to do so.

Our landscape

The tertiary environment continues to change rapidly. New Zealand has seen a significant increase in the number of domestic and international tertiary students over the past few decades. There is no such thing as the 'average student' – students are diverse in ethnicity, age, socioeconomic background, and hopes and aspirations, and are learning in different spaces and timeframes across the country.

The Reform of Vocational Education is transforming the vocational learner experience, with the full effects of this transformational shift in the tertiary landscape not to be felt for a few years. Meanwhile, students nationally are increasingly being treated as a number and not a name through the steady 'privatisation' of tertiary education organisations (TEOs – universities, polytechnics and wānanga), who are prioritising budgets and profits over educational aspirations and student needs.

Over the past decade there has been a reduction in student voice nationwide as a result of Voluntary Student Membership, alongside a recalibration of association priorities, focusing more heavily on service provision. The cost of living as a student continues to climb, and discussion around the Governments' fees free policy intensifies.

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Student experiences with mental health are worsening and becoming more apparent, the national discussion on sexual violence prevention on our campuses continues, and young people are beginning to stand up and demand climate action from their institutions and the government.

This Policy Document seeks to funnel our strategic direction and members' views into a clear and cohesive document that states our position on key policy arguments. Each policy has been scrutinized by all member associations.

This Policy Document is intentionally not all encompassing.

NZUSA recognises Te Mana Ākonga, Taura Pasifika, and the New Zealand International Students' Association as the respective groups responsible for representing and being experts of Māori, Pasifika, and International students.

As the views of NZUSA generally align with those of Te Mana Ākonga, Taura Pasifika, and the New Zealand International Students' Association, we recommend further discussion with them on topics beyond the scope of this document. NZUSA also recommends further consultation with other on campus groups, such as those representing women, the rainbow community, and disabled students.

Role of Tertiary Education

We support a barrier free education for all. Education should be considered a right, not a privilege, for members of society. We recognize that tertiary education plays a major role as a critic and conscience of society through cultivating critical thinking, collaboration and communication. We also acknowledge the vital role that vocational education and training plays in benefiting society.

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Financial barriers, in particular, should not be a deterrent to studying. We believe that tertiary education should be free. This includes supporting the Fees Free policy, in its entirety.

Cost of Living

Moved up [1]: We recognize that tertiary education plays a major role as a critic and conscience of society through cultivating critical thinking, collaboration and communication. We also acknowledge the vital role that vocational education and training plays in benefiting society.¹

We acknowledge that the student experience, as it stands, is extremely costly. Staggering average rent prices, cost of transport, exploitation by employers, and having to prioritise low-paying jobs over study have all become a part of the 'student norm'. We believe that education should be accessible and equitable for all students, to recognise the realities of student living and learning.

We also acknowledge the effects that accumulating student debt has on students in the long-term. This constrains decisions around working or living overseas or not, whether to have families or not, and whether to take out a mortgage on a house or invest in a business opportunity.

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When pursuing employment, internship, and volunteer opportunities, we believe all students should work within environments that are safe, where they are valued, and where they are free from exploitation and discrimination.

We believe that all domestic students should have access to a Universal Education Income / Te Rourou Matanui-Wānanga (Universal Student Allowance). We believe that this should be universal in access, but not universal in amount given that particular students (i.e. students with dependents, disabled students) require more to live on each week. We believe that the weekly amount should be set at a liveable amount for students.

Student Accommodation

We support students living in halls of residence and colleges being covered under the same protections given to tenants under the Residential Tenancies Act. We also support robust resourcing of all hall and college staff in the form of fair pay, safe working conditions, and comprehensive training to deal with the challenges of being caregivers for students of all ages, levels of study, and backgrounds.

We believe that students in halls of residence or colleges should be eligible for the student accommodation benefit, given the high cost of accommodation for these students.

Student Voice

We believe that students' wellbeing, success, and holistic student experience should be at the heart of TEOs decision-making. To achieve this, students need to be partners in all decision-making processes relating to their experiences, and Māori student voice in particular should be amplified in these discussions.

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Student organisations play a crucial role in holding tertiary institutes to account and in empowering students. We believe that institutions and the Government should play a lead role in enabling and supporting student organisations to be independent and effective, including independent Māori student organisations.

We recognise and acknowledge that the working conditions of staff at TEOs directly impact the success and wellbeing of students, and we support the aims of the Tertiary Education Union in developing a tertiary workplace culture that supports and benefits staff.

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Equity, Diversity and Inclusion

We believe that student consultation should be practised as an equitable engagement of opportunity. We believe that TEOs should engage in intentional, meaningful, extensive consultation with students and

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student groups who are a part of or represent a marginalised community, including (but not limited to) Māori, Pasifika, rainbow, disability, low socioeconomic, and international student communities.

NZUSA has several relationships with independent representative bodies who represent some of these tertiary communities. We respect and support their autonomy and self-determination, and believe that it is in our best interests to allow them to define their goals in achieving equity for those they represent.

Māori Students: We acknowledge Te Mana Ākonga as our Treaty partners, who are the representative voice for all tertiary students in New Zealand of Māori descent.

International Students: We acknowledge the New Zealand International Student Association (NZISA) as the representative voice for all international tertiary students in New Zealand.

Pasifika Students: We acknowledge Taura Pasifika as the representative voice for all tertiary students in New Zealand who descend from Polynesia, Melanesia and/or Micronesia.

Rainbow Students: There is no independent national voice for rainbow students in New Zealand, and so NZUSA strives to listen to and represent their needs. We believe that all rainbow students have the right to study free from discrimination and violence. We support tertiary institutes using students' preferred pronouns and an increase in the availability of gender-neutral bathrooms on campus.

Students with Disabilities: There is no independent national voice for disabled students in New Zealand, and so NZUSA strives to listen to and represent their needs. We follow the social model of disability in thinking about and responding to disability, and urge government to do the same. We believe that all [TEOs](#) must be accessible for those with physical and mental disabilities, both visible and invisible. We believe that tertiary campuses should proactively accommodate the physical and technical requirements of students living with disabilities in the physical environment and in their pedagogy.

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Students with refugee backgrounds: NZUSA recognises the unique struggles that students from refugee backgrounds face in Aotearoa. We strive to work with refugee support organisations to ensure that these students are being listened to and that their needs are being met.

Mental Health

We acknowledge that [New Zealand is experiencing an epidemic of poor mental health](#). For students, there are a range of factors that affect students' mental wellbeing, including but not limited to [isolation](#), [loneliness](#), financial stress, academic pressure, discrimination, and distress around employment prospects.

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We support and acknowledge all types of mental health distress, both short-term and long-term.

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We believe that mental health support should free, accessible and culturally supportive, and should not only conform to a Pākehā model of delivery.

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believe that accessible and appropriate professional support should be available to all who need it, at an affordable cost.

NZUSA is a strong supporter of the Piki programme, targeted at supporting the mental health of young people aged 18 – 25.

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Menstruation

We acknowledge that the high cost of menstrual products creates an unfair financial barrier to many students for whom they are a necessity. We strongly support measures to reduce this financial burden, such as the provision of free or cost-reduced menstrual products by TEOs.

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We support the recent initiative to fund sanitary products in all state and state-integrated schools, and believe that this should be rolled out to TEOs as well.

Sexual Misconduct

We strongly believe that sexual misconduct, sexual violence, and any sexually harmful behaviour have no place in New Zealand. We stand in solidarity with survivors and hold an expectation that TEOs should share our stance and pursue meaningful action towards eliminating these practices. All sexual violence prevention, support and advocacy initiatives need to be culturally appropriate and in line with the principles of Te Tiriti o Waitangi.

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All TEOs should be held accountable by an external independent body overseeing the reporting and disclosure process of sexually harmful behaviours. All TEOs should have a standardised, standalone policy addressing the reporting, response and prevention of sexually harmful behaviours.

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We believe that:

- All TEOs should have a centre for sexual violence support and prevention.
- All tertiary staff should undergo mandatory training on how to deal with disclosures of sexual harm.
- All first-year tertiary students should undergo mandatory consent education.
- All secondary schools should have robust and consistent gender, sexuality, sex, and consent education.

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Environment and Climate Change

Tertiary Education Organisations should be at the forefront of progressive environmental change, reflective of their role of educating the next generation. NZUSA supports strong political and social action from

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government and all areas of society to respond to the current climate crisis, in both curbing rising temperatures and building resilience against the consequences that are unavoidable.

Secondary School Leavers

NZUSA believes that secondary school leavers should be supported with the tools and career advice to transition into the next stage of their lives, whether it is further study, employment, or another path. This is important for helping them fulfil their goals and sense of purpose in life, and should centre the learner, not the desires of adults in their lives.

NZUSA also supports the introduction of Te Tiriti-guided non-partisan civics education programmes in all secondary schools across Aotearoa, so that students can enter adulthood having an understanding of how our country works and how they can participate as an active citizen.

Living Wage

[NZUSA is a member organisation of the Living Wage Movement Aotearoa. We believe that everyone in New Zealand should be paid at least a Living Wage.](#)

[In support of this, NZUSA commits itself to paying all of its elected representatives \(and staff\) at least a Living Wage. We support NZUSA becoming an accredited Living Wage employer, once NZUSA employs a staff member.](#)

Drug Law Reform

[NZUSA supports a harm reduction and evidenced-based approach to drug law reform. NZUSA believes that cannabis should be legalised, and will actively campaign to support a yes vote in the referendum on the Cannabis Control Bill.](#)

[NZUSA also supports the legalisation of illicit drug testing at festivals and events, including O'Week events and parties on tertiary campuses.](#)

Covid-19 Border Management

[NZUSA believes that New Zealanders studying overseas should be exempt from the managed isolated fee if they return to New Zealand, irrespective of the time that they spend in New Zealand. We believe that the cost of managed isolation is a barrier for students, studying abroad, to return to New Zealand.](#)

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