



Waipapa Taumata Rau The University of Auckland Investment Plan 2023-2025

Final to TEC approved by Council

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Waipapa Taumata Rau | The University of Auckland Investment Plan 2023–2025

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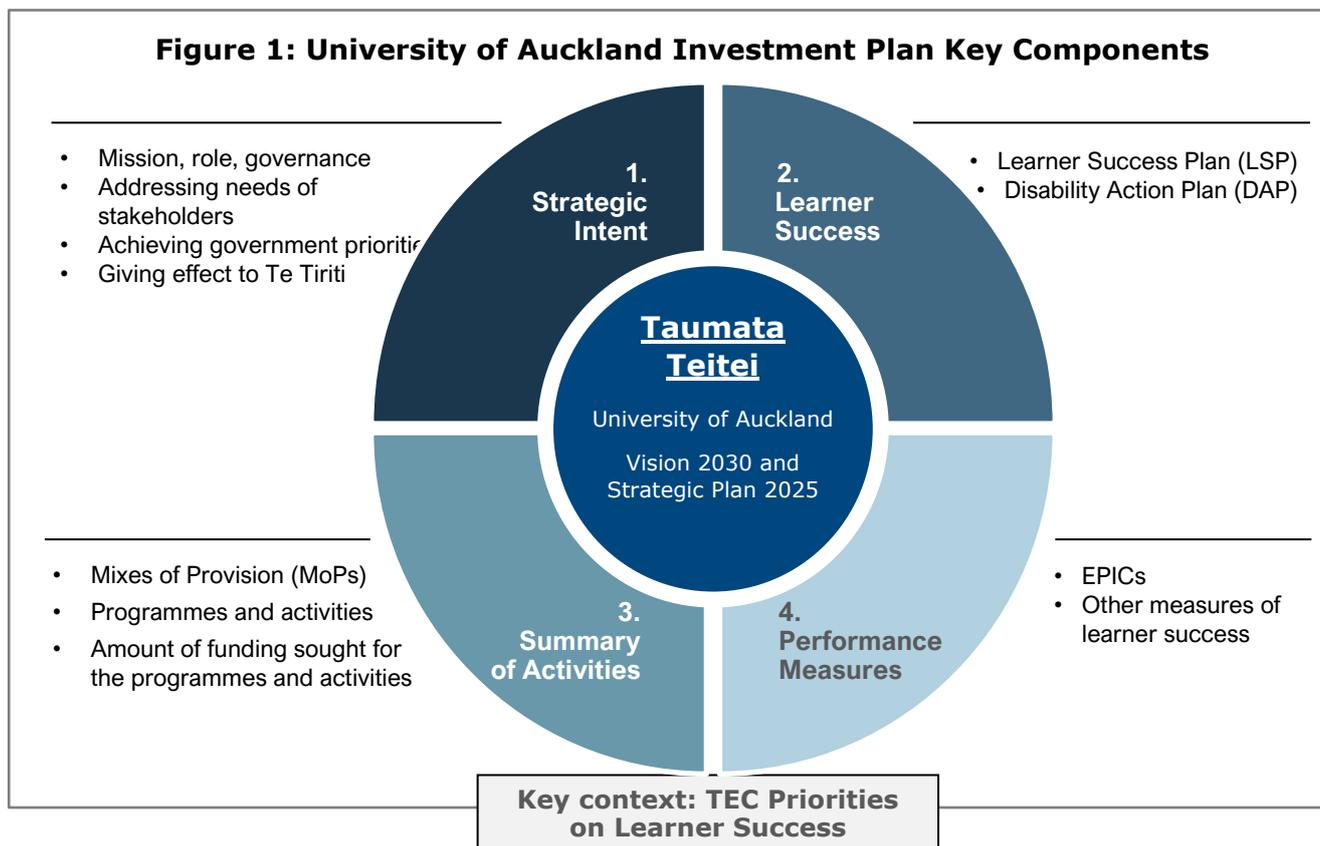
About the Investment Plan

This Investment Plan 2023–2025 outlines Waipapa Taumata Rau, the University of Auckland’s distinctive role in the tertiary education sector as we envisioned in [Taumata Teitei](#), the University of Auckland Vision 2030 and Strategic Plan 2025.

The Plan sets out how the University intends to achieve the priorities set out by the Ministry of Education and the Tertiary Education Commission (TEC) for ensuring learner success by implementing the University’s Learner Success Plan (LSP) and Disability Action Plan (DAP) in our learner-centric education environment. It also summarises the University’s programmes and activities, and the investment sought from the TEC through Student Achievement Component (SAC) funding for 2023 to 2025. Proposed performance indicators, including the Educational Performance Indicator Commitments (EPICs), are included in the Plan to measure progress towards achieving these outcomes.

The Plan has been prepared in the context of the recovery from the immediate disruptive impacts at a national, local and University-level of the COVID-19 pandemic. The activities set out in the Plan will be undertaken during a period of on-going impacts from COVID on our communities. We will maintain our obligations to our communities throughout the expected continued disruption.

Figure 1 illustrates the four components of the University’s Investment Plan 2023-2025 within the key context of learner success.



The Investment Plan has been informed by:

- [Taumata Teitei](#), University of Auckland Vision 2030 and Strategic Plan 2025
- Waipapa Rau | University of Auckland key strategic initiatives under Taumata Teitei, including the [Curriculum Framework Transformation](#), [University Graduate Profile Renewal](#), and the University’s Sustainability Strategy currently under development
- [The Tertiary Education Strategy \(TES\) 2020](#)
- [The Tertiary Education Commission’s \(TEC\) Plan Guidance](#)
- The University’s commitment to Te Tiriti, Mātauranga Māori, Kaupapa Māori pedagogies and our emerging Waipapa Toitū
- [The Wellbeing Budget 2022](#)

1. Strategic Intent

1.1a The University's Mission, role, and distinctive character

Waipapa Taumata Rau | University of Auckland was founded in 1883 as a constituent college of the University of New Zealand. Created formally as an independent university by the [University of Auckland Act in 1961](#), the University is today a large, comprehensive, internationally connected research-intensive university with over 46,000 students and more than 12,500 staff.

The mission of Waipapa Taumata Rau | University of Auckland is to be:

'A research-led, international university, recognised for excellence in teaching, learning, research, creative work, and administration, for the significance of its contributions to the advancement of knowledge and its commitment to serve its local, national and international communities.'

[Taumata Teitei](#), the University of Auckland Vision 2030 and Strategic Plan 2025, builds on this mission statement, developing a contemporary statement of the University's purpose, vision and values.

Located in Aotearoa New Zealand, the University is 'a place of extraordinary beauty and diversity, where Māori are tangata whenua. From here, we reach out to the Pacific, to Asia and the world. Our enduring relationship with tangata whenua is based upon Te Tiriti o Waitangi, an essential part of our distinctiveness, and a key component of our new Vision 2030 and Strategic Plan 2025' ([Taumata Teitei](#), p. 2).

The vision of the University is to be 'internationally recognised for our unique contribution to fair, ethical and sustainable societies.' Underpinning this vision, our students and staff live the University's core values of Respect and Integrity, Excellence, and Service. The te ao Māori principles reflect the University's relationship with tangata whenua and commitment to Te Tiriti:

- Manaakitanga – Caring for those around us in the way we relate to each other.
- Whanaungatanga – Recognising the importance of kinship and lasting relationships.
- Kaitiakitanga – Valuing stewardship and guardianship and our relationship with the natural world.

Through its [eight faculties and two large-scale research institutes \(LSRIs\)](#), the University offers a wide range of both undergraduate degrees, including conjoint options, and postgraduate programmes including doctoral degrees. We teach and undertake research across a comprehensive range of disciplines, some of which we are the only degree-level and above provider in New Zealand. The intersections of our comprehensive discipline-base provides a range of transdisciplinary opportunities. The University is the biggest research institution and the largest provider of degree and postgraduate education in New Zealand.

While our teaching and research focus is on the network of Auckland City campuses (City, Grafton, New Market and Epsom), our Tai Tonga Campus in Manukau has been a vital link to our South Auckland students, and the Tai Tokerau Campus in Whāngarei has provided important links into the Northland community. Our Leigh Campus provides specialised marine science facilities, and our medical and health sciences are delivered in a range of hospital and other locations in the upper North Island. Since 2020, we have invested in high quality online programmes specialising in postgraduate programmes for working professionals.

The University is the highest-ranked New Zealand University in the main world university rankings systems. Of particular note is our long Top 100 standing in the [QS World University Rankings](#) since it was first published in 2004, and the University's global leadership in contributing towards the United Nations Sustainable Development Goals, as evidenced by our global Top 10 position in the

[Times Higher Education University Impact Rankings](#). The international leadership of Waipapa Taumata Rau | University of Auckland in teaching, research, and sustainability is important to the University's and New Zealand's ability to attract talented students, particularly international and postgraduate students. It is also critical to our ability to attract world-class staff and engage in cutting-edge research partnerships. Our ranking also contributes positively to the global reputation and dynamics of the New Zealand university system.

1.1b The University's governance

University leadership: the Council

The University's governing body is the [Council](#), which comprises elected staff and student representatives; a member appointed to advise on Māori issues; a member appointed from the alumni; Council appointees; and Ministerial appointees. The Vice-Chancellor is also a member of Council. The Council is chaired by the Chancellor, who is a lay member of Council. Under the [Education and Training Act 2020](#), Council has the following functions:

- Appoint a chief executive (Vice-Chancellor)
- Carry out long-term planning for the University
- Adopt the Investment Plan
- Ensure that the institution is managed in accordance with the Investment Plan
- Determine the policies of the institution in relation to the carrying out of the Investment Plan and, subject to the State Services Act 2020, the management of its affairs.

The University's statutory role

In carrying out its functions, and particularly when considering the University's Investment Plan, Council is guided by the statutory characteristics of universities, which are defined in [Section 268\(1\)\(d\)](#) of the Education and Training Act 2020:

- They [universities] are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence
- Their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge
- They meet international standards of research and teaching
- They are a repository of knowledge and expertise
- They accept a role as critic and conscience of society

A university, according to the Act, is characterised by a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates and assists the application of knowledge, develops intellectual independence, and promotes community learning.

Responsibilities of Council

Council is required, when performing its functions, to fulfil various duties. These include:

- Striving to ensure that the University attains the highest standards of excellence in education, training and research
- Acknowledging the principles of Te Tiriti o Waitangi (the Treaty of Waitangi)
- Encouraging the greatest possible participation of the communities served by the University, especially by under-represented groups
- Ensuring that the University does not discriminate unfairly against any person

- Ensuring proper standards of integrity, conduct and concern for the public interest and the well-being of students
- Ensuring that systems are in place for the responsible use of resources

The Vice-Chancellor

The Education and Training Act 2020 entrusts the Vice-Chancellor with the management of the academic and administrative matters of the University. The Vice-Chancellor is the employer of all staff. The Vice-Chancellor is supported by a senior leadership structure that includes the [University Executive Committee \(UEC\)](#), [Academic Leadership Team](#) and other advisory committees to the Vice-Chancellor.

The UEC is chaired by the Vice-Chancellor and comprises:

- The Provost
- The Deputy Vice-Chancellors (Research), (Strategic Engagement) and (Operations)
- The Pro Vice-Chancellors (Māori) and (Pacific)
- The Director of Human Resources

The Senate

On academic matters, Council is bound to consult the [Senate](#) which the Vice-Chancellor chairs. This body includes all the professors and representatives of sub-professorial and professional staff and representatives of students. The Senate takes advice from the Education and Research Committees and from a number of other committees. Council has delegated to Senate the following responsibilities and functions on academic matters:

- Making recommendations or reports to Council
- Furthering and coordinating the work of faculties and departments, the University Library and Auckland University Press
- Encouraging scholarship and research
- Appointing standing committees as required
- Delegating authority to its committees. As a delegate of Council, the Senate operates as a committee of Council.

The faculties and large-scale research institutes

Each [faculty and large-scale research institute \(LSRI\)](#) is headed by a dean or director who is responsible for management of the teaching, research and administrative activities of the faculty or LSRI and reports to the Provost who has over-arching operational responsibility for the academic activities of the University. Each faculty/LSRI has an academic leadership team which comprises a number of standard Academic Leadership roles as well as bespoke roles to reflect more specific strategies. Deans and directors have primary financial responsibility for their academic unit. Faculties and LSRI's prepare a plan each year and an annual report that outlines achievements and planned activities. The plans set out the contributions to Taumata Teitei priorities and initiatives to ensure the faculties and LSRI's activities are moving the University, collectively, towards its strategic vision. The Provost, Deans and Directors Committee (PDDC) meets regularly to progress cross Faculty/LSRI policy and planning activity.

Governance documents

- Taumata Teitei: Vision 2030 and Strategic Plan 2025
- Capital Plan and financial projections

Council committees

- [Committees, sub-committees, and boards within the University](#)

1.1c Responding to regional and national trends

Through the Ministry of Education [Tertiary Education Strategy \(TES\)](#) and the Minister Hon Chris Hipkins' letter to the university sector on 11 February 2022, the tertiary education priority is to put learners at the centre of the tertiary system. This is especially relevant in the wake of significant challenges and disruptions posed by the Covid pandemic.

As with tertiary institutions worldwide, the University has continuously reviewed its operations to ensure alignment with the delivery of our Strategy in the context of the global pandemic and the changing landscape of higher education in Aotearoa New Zealand and across the world. It is widely accepted that while the pandemic has been a disruptor for the sector, it has also acted as a catalyst for innovation in university learning, teaching and assessment. The University intends to harness this innovation to drive its strategic activities.

'Taumata Teitei at a glance' (p. 9) outlines the University's priorities and aspirations on one page, along with a list of the key strategic initiatives for each of the strategic portfolios: Education & Student Experience, Research & Innovation, Partnerships & Engagement, Enabling Environment, and People & Culture.

Student experience and learner success are the main drivers for the major strategic initiatives in the Education & Student Experience portfolio. The outcomes to be achieved through the initiatives are student-centric behaviours that support and enable success for all our learners. Recently approved University thematic operational plans and enabling 'area' strategies provide the framework for a range of large-scale initiatives, including a University-wide [Curriculum Framework Transformation Programme \(CFTP\)](#), and a [new model for student services](#), intended to transform the University's teaching, learning, and student support activities over the next five years. Taumata Teitei emphasises a student-centric approach to education and student experience, and supportive mana-enhancing services, environment and experiences for our students and staff. These priorities in our vision for the future of Waipapa Taumata Rau | University of Auckland are reflected in our Learner Success Plan. More details are provided in Section 2 'Learner Success' of the Investment Plan.

TEC's broader priorities in embedding mātauranga Māori, te reo Māori and carbon neutral thinking into relevant programmes of learning are reflected in initiatives across the different strategic portfolios, that are either under development or implemented since the launch of Taumata Teitei. These initiatives are reflective of the University's commitments under Taumata Teitei and are designed with the intention of meeting those commitments. The main initiatives are:

- Hīkina kia Tutuki – Flagship University Research Centres
- Te Rautaki Aronga Toitū | Sustainability Strategy
- Te Taumata Tukuwāro-kore | the Net Zero Carbon Strategy
- [Whakamana Tangata | Student Services Strategy](#)
- Māori and Pacific Staffing Plans
- [University Language Plan for the Revitalisation of te Reo Māori](#)

The University adopts a transdisciplinary approach to create transformative impacts in our priority areas of focus, including sustainability, health and well-being, justice, and ethical innovation and technology.

Taumata Teitei – Vision 2030 and Strategic Plan 2025 at a glance

PURPOSE

We create globally transformative impacts through our distinctive strengths in world-leading research, scholarship, teaching and collaborative partnerships, inspired by our unique position in Aotearoa New Zealand and the Asia-Pacific.

VISION (2030)

We will be internationally recognised for our unique contribution to fair, ethical and sustainable societies.

TE AO MĀORI PRINCIPLES

Manaakitanga | Caring for those around us
Whanaungatanga | Kinship and lasting relationships
Kaitiakitanga | Stewardship and guardianship

	EDUCATION & STUDENT EXPERIENCE	RESEARCH & INNOVATION	PARTNERSHIPS & ENGAGEMENT	ENABLING ENVIRONMENT	PEOPLE & CULTURE
VISION	To engage all our students in research-informed, culturally embedded learning experiences that will advance their evolving aspirations to enjoy fulfilling careers and provide leadership in national and local communities.	To facilitate research that is excellent in quality, innovative and transdisciplinary in spirit and draws its distinctive sense of purpose from our place in Aotearoa and the Pacific.	To be a unique and highly valued partner of choice for tangata whenua, iwi, national and Pacific communities and organisations, industry and international partners.	To ensure mana-enhancing experience for all our students and staff by providing excellent, equitable and sustainable services embedded in seamlessly integrated, values-based physical and digital environments.	To establish a working culture that supports world-class teaching and research grounded in the University’s commitment to Mātauranga Māori, the principles of Te Tiriti, diversity, inclusion and well-being.
PRIORITIES	<ol style="list-style-type: none"> 1. Accessible, equitable lifelong higher education opportunities. 2. Student-centric learning, co-curricular and extra-curricular cultures. 3. Education that is research-informed, transdisciplinary, relevant and with impact for the world. 4. Graduates who make the world better tomorrow than it is today. 	<ol style="list-style-type: none"> 1. World-class research inspired by our place in Aotearoa and the Pacific. 2. A global powerhouse of innovation, creativity and entrepreneurship. 3. Relevant, purposeful, impactful research for our communities. 4. Ambitious research confronting humanity’s greatest challenges. 5. Nurturing, recruiting and retaining outstanding research talent. 6. A research ecosystem characterised by collaboration, agility, simplicity, engagement and empowerment. 	<ol style="list-style-type: none"> 1. Strengthen and deepen our relationship with tangata whenua. 2. An ambitious and relevant partner that is globally networked. 3. Deep engagement with diverse Aotearoa and Asia-Pacific communities. 4. Enduring relationships with prospective students, students, alumni and donors. 5. Diverse student body reflecting our communities. 6. Recognised and valued by our communities. 	<ol style="list-style-type: none"> 1. Mana-enhancing services and practices. 2. Efficient, effective, prudent, transparent, and informed operations. 3. Seamless, effective and equitable user experiences across social, physical and digital environments. 4. A distinctive, capable, and flexible built environment that celebrates our place in Aotearoa New Zealand and the Pacific. 5. A commitment to achieve net-zero carbon status and to publish meaningful metrics of the University’s progress towards overall sustainability. 	<ol style="list-style-type: none"> 1. Live our values and purpose. 2. Develop a future-ready workforce. 3. Build a high-performing, diverse, inclusive and equitable community. 4. Activate manaakitanga, whanaungatanga and kaitiakitanga across our People and Culture practices. 5. Aspirational and inclusive leadership.
STRATEGIC INITIATIVES	<p>Curriculum Framework Transformation</p> <p>University Graduate Profile Renewal</p> <p>Learning and Teaching Design and Delivery</p>	<p>Hikina kia Tutuki – Flagship University Research Centres</p> <p>MedTech Innovation Quarter</p> <p>Researcher Skills and Development</p> <p>Research Data Management</p>	<p>Engagement Plans</p> <p>Sustainability Strategy</p> <p>Public Policy Impact Institute</p>	<p>Whakamana Tangata – Student Services Strategy</p> <p>Te Rautaki Tūāpapa – Estate Strategy</p> <p>Sustainable and Effective Operations</p> <p>Institutional Information Framework</p> <p>Mana Enhancing Services</p>	<p>Future Academic Workforce</p> <p>Values-led Culture</p> <p>Māori and Pacific Staffing Plans</p>



Figure 1 - Taumata Teitei at a Glance

1.1d Improving performance

Alignment to Taumata Teitei has led the University to reviewing its size, shape and composition. We will seek to maintain undergraduate student numbers, shift to a higher proportion of taught and research postgraduate students and recover international student enrolments to pre-COVID numbers by 2026. The increased postgraduate proportions will contribute to improved employment outcomes for our graduates, better support employer needs, encourage the development of sustainable communities, and increase innovation and the competitiveness of the economy.

Informed by an in-depth understanding of environmental factors and student needs and demographics, the University now operates a student segmentation framework, with five defined student segments (school leavers and pathways, working professionals, postgraduate, and doctoral students) and three strategic cohorts (Māori, Pacific, and international students).

The segmentation framework is a notable advancement towards the student-centric approach outlined in Taumata Teitei and emphasised in the TES priorities, as it responds to the growing awareness that the University's domestic school leaver segment needs enhanced strategic leadership, especially if we are to maintain our commitment to providing world-class degree level education and experience to the people of the Auckland Region and more broadly with respect to our programmes of national significance. There has been a similar lack of a cohesive strategy for postgraduate portfolios focused on the needs of learners with different career focuses. 'Market Segment Leaders' are identified under this framework to lead the development of the respective segment outlook and plans that focus on the market context and changing needs of our learners.

This segmentation framework is now reflected in the University's reporting on the student profile (see Table 1).

Table 1: University of Auckland total EFTS by market segment and cohort

Segment	2019	2020	2021	2022	2023	2024	2025	% 2025
School Leaver	5,411	5,071	6,077	5,708	5,604	5,791	5,725	15%
All other undergraduate	20,340	20,605	21,490	21,487	21,595	21,277	21,444	57%
Working Professional	1,344	1,455	1,637	1,574	1,660	1,713	1,750	5%
Other Postgraduate	4,848	4,863	5,318	4,980	5,504	6,152	6,570	17%
Doctoral	2,269	2,255	2,225	2,087	2,157	2,214	2,287	6%
Total	34,212	34,249	36,747	35,836	36,521	37,148	37,775	100%
Cohort								
International % total EFTS	19.2%	17.8%	17.5%	16.7%	17.0%	17.7%	18.5%	
Full Fee International	5,454	4,990	5,391	5,052	5,248	5,546	5,897	
Doctoral domestic funded International	1,113	1,115	1,025	926	977	1,036	1,104	
Māori % total EFTS	6.9%	6.9%	7.0%	7.0%	7.0%	7.1%	7.1%	
Māori % of domestic funded EFTS	8.2%	8.1%	8.2%	8.2%	8.2%	8.3%	8.4%	
Māori EFTS	2,358	2,370	2,571	2,524	2,564	2,623	2,678	
Pacific % total EFTS	9.2%	9.5%	9.6%	9.7%	9.8%	9.8%	9.8%	
Pacific % domestic funded EFTS	10.9%	11.1%	11.2%	11.3%	11.4%	11.5%	11.6%	
Pacific EFTS	3,135	3,248	3,512	3,479	3,565	3,634	3,698	

Table 2: University of Auckland Educational Performance Indicator Commitments

			Actual			Commitment			
	Ethnicity Group	Cohort	2019	2020	2021	2022	2023	2024	2025
Course completion rate	Māori	Levels 4 to 10	85.9%	87.4%	84.4%	86.0%	89.0%	90%	91%
	Pasifika	Levels 4 to 10	75.4%	80.6%	76.4%	77.0%	81.0%	85.0%	88.0%
	All Other Ethnicities	Levels 4 to 10	91.1%	93.5%	91.1%	91.0%	91.0%	91.0%	91.0%
First year retention rate	Māori	Level 7 degree	78.1%	79.0%	76.7%	78.0%	80.0%	82.0%	84.0%
	Pasifika	Level 7 degree	80.8%	79.1%	78.2%	79.0%	80.0%	82.0%	84.0%
	All Other Ethnicities	Level 7 degree	83.9%	85.3%	85.3%	85.5%	86.0%	86.5%	87.0%
Percentage participation	Māori	Total	8.2%	8.1%	8.2%	8.2%	8.2%	8.3%	8.4%
		Level 4 to 7 (non-degree)	17.7%	18.5%	21.1%	21.6%	20.0%	21.0%	21.0%
		Level 7 degree	9.3%	9.1%	9.2%	9.0%	9.1%	9.1%	9.2%
		Level 8 to 10	5.9%	5.7%	6.0%	6.0%	6.1%	6.3%	6.5%
	Pasifika	Total	10.9%	11.1%	11.2%	11.3%	11.4%	11.5%	11.6%
		Level 4 to 7 (non-degree)	35.9%	39.3%	36.7%	41.7%	40.0%	40.0%	40.0%
		Level 7 degree	13.3%	13.4%	13.5%	13.4%	13.6%	13.6%	13.8%
		Level 8 to 10	5.3%	5.6%	6.1%	6.3%	6.5%	6.6%	6.7%
	All Other Ethnicities	Total	82.0%	82.0%	81.8%	81.7%	80.4%	80.2%	80.0%
		Level 4 to 7 (non-degree)	50.6%	46.6%	46.3%	41.3%	40.0%	39.0%	39.0%
		Level 7 degree	78.8%	78.9%	78.9%	79.3%	77.3%	77.3%	77.0%
		Level 8 to 10	89.4%	89.2%	88.6%	88.3%	87.4%	87.1%	86.8%
ERI	\$ 000	PBRF eligible ERI	203,462	200,173	223,758	226,734	228,500	229,000	230,000
RDC	Number	PBRF Doctoral & Masters	1,284	1,174	1,180	1,060	1,150	1,180	1,200
International	EFTS		5,454	4,990	5,391	4,942	5,158	5,456	5,806

1.2 Engaging stakeholders

The University's stakeholders include students, staff, alumni, the compulsory education sector, local iwi, Pacific communities, Asian communities, professional organisations, unions, partner universities, international networks, employers, community and business representatives, donors, and representatives of local and central government. Stakeholder engagement and consultation is embedded in the University's processes at all levels and informs ongoing development of the University's activities to meet the needs of these diverse stakeholders.

Led by our Deputy Vice-Chancellor (Engagement), the University is currently developing consolidated engagement plans with an emphasis on coordination mechanisms, core messages, and intersections with other Taumata Teitei strategic portfolios and initiatives.

Taumata Teitei Partnerships and Engagement Priorities	Examples of Strategic Initiatives	Measures of Success
<p>Priority 1: Strengthen and deepen our relationship with tangata whenua</p> <p>Priority 2: An ambitious and relevant partner that is globally networked</p> <p>Priority 3: Deep engagement with diverse Aotearoa and Asia-Pacific communities</p> <p>Priority 4: Enduring relationships with prospective students, current students, alumni and donors</p> <p>Priority 5: Diverse student body reflecting our communities</p> <p>Priority 6: Recognised and valued by our communities for the contributions we make towards a more sustainable future for all</p>	<ul style="list-style-type: none"> • Collaborate with tangata whenua to co-develop a framework with an ethos of service built on Māori values, to support our mutual commitment to deep and ongoing partnership. • Develop focused workplans with mana whenua in Tāmaki Mākaurau and Te Tai Tokerau to achieve shared outcomes. • Develop a values-led framework to identify, prioritise, resource and manage global and local partnerships that support student and staff mobility • Realise our commitments to Tāmaki Mākaurau, Te Tai Tokerau, Pacific peoples here and in the Pacific, and our diverse communities in Aotearoa through collaboratively developed workplans. • In collaboration with students, alumni and the DVCSE determine relationship attributes for cohorts across their life stages with the University. • Implement student recruitment activity to rebalance our student cohorts in transdisciplinary priority areas as outlined in our education, EFTS and budget plan. See Vignette I for our Schools and Communities engagement model and Vignette II for our analytics informed school leaver offer process. 	<ul style="list-style-type: none"> • Stakeholder satisfaction with engagement • Enrolments by student cohort (Māori, Pacific, all other ethnicities), at each qualification segment

Vignette I – The 'pōwhiri method' to schools and community engagement

A pōwhiri method is being implemented by our Schools and Community Engagement Team as the basis of our future interactions with key stakeholders in Secondary Schools and in the community. The method is a reciprocal process that encompasses the values of manaakitanga and whanaungatanga and responds to the vision of Whakamana Tangata | Student Services Strategy. Staffing has been reframed to reflect the needs of learners, focusing on outreach with communities, engagement with Years 9 – 11 and recruitment of Years 12 – 13.

01

Whānau based approach

Bringing Waipapa Toitū to life and weaving the Pōwhiri method into our ways of working



02

Focus on students, community and schools earlier



03

Enable and connect activity across the journey



04

Co-governed Relationships



05

Technology to enable visibility, collaboration and shared outcomes

Drive positive engagement and authentic partnerships that also support long term recruitment goals



Vignette II – Learning analytics

The University, like others worldwide, is exploring the use of learning analytics to support improved student outcomes. A University Learning Analytics Policy was approved in 2019. The University's strategic use of learning analytics, whilst already delivering benefits for learners, is still maturing.

<https://www.auckland.ac.nz/en/about-us/about-the-university/policy-hub/enabling-environment/digital/data-governance-analytics/learning-analytics-principles-policy.html>

A multi-year University project to understand student preparation is an excellent example of how the combination and analysis of information from different sources can help support student outcomes. The Planning and Information Office data science team looked at NCEA credits achieved by year 12 and year 13 students, together with enrolment and achievement data, to determine student 'clusters'. This analysis has allowed the University to understand the subject-level preparation of commencing students and their subsequent academic progress.

The cluster analysis data informed the development of the Fast-Track enrolment process, which allows the University to offer places to a wide range of school leavers, ensuring that the programme offered is aligned to both the aspirations and preparation of the applicants. These data were further developed to inform a Student Engagement Dashboard. The Student Engagement Dashboard allows authorised staff to review Canvas Learning Management System engagement at programme and course level. This information can be used with course level enrolment history, assessment dates, academic standing and academic preparation (cluster data) to identify students who may be at risk. The dashboard also provides a record of staff contact with students. The information has been particularly relevant to first year learners transitioning to university-study. A whole of institution project used the data to support 2022 incoming school leavers. The information is critical to our Learner Success Plans and will be used to identify the best pathways into and through the degree studies of our students and prospective students, and to adjust support mechanisms for enrolled students.

The Planning and Information Office is continuing to refine and enhance the Engagement Dashboard to validate reporting on student engagement and to support a 'whole of student' academic support and advisory model.

1.3 Contribution to Government priorities

The [TEC Plan Guidance for Investment](#) (p. 34) places Learner Success as the overarching priority, complemented by four main categories of priorities that inform the TEC's investment decision:

- **The Tertiary Education Strategy (TES):** the government's current and medium-term priorities, and long-term strategic direction for tertiary education
- **Broader Priorities:** Quality programmes that address broader government priorities such as mātauranga Māori, te reo Māori and carbon neutral initiatives
- **Targeted Priorities:** specific industries and areas of provision where the government partners have identified a need for growth due to labour market demand, increase in diversity, and/or opportunities for improvement in completion rates
- **Workforce Development Councils (WDC) and Regional Skills Leadership Groups (RSLG) Advice:** WDC advise the TEC on investment in vocational education; RSLGs publish Regional Workforce Plans to develop a common understanding of labour market and skills priorities

This section of the Investment Plan explains the University's strategic alignment, through Taumata Teitei, that gives effect to the TES priorities and the broader priorities, including the priorities in the recently released [Wellbeing Budget 2022](#).

TES Objective 1: Learners at the centre

- TES Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- TES Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Taumata Teitei Alignment

Education Priority 1: Accessible, equitable lifelong higher education opportunities

Education Priority 2: Student-centric learning, co-curricular and extra-curricular cultures

Students who embark on a Waipapa Taumata Rau | University of Auckland research-informed education join an inclusive lifelong learning culture that places students at the centre of their learning through the curricular and co-curricular activities in which they can engage. Waipapa Taumata Rau | University of Auckland offers a comprehensive curriculum and a distinct educational experience that is highly connected to our

place in Aotearoa New Zealand and the Pacific. Our Learner Success Plan sets out the processes we will use to ensure that all our learners have the opportunity to succeed and to achieve the graduate attributes that will make them notable for their highly valued employment skills and understanding, leadership and levels of engagement in the contemporary concerns of society. Our Disability Action Plan sets out the planned initiatives that contribute to the success of students with disabilities.

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>Waipapa Taumata Rau students are active participants in an educational environment that recognises and prioritises their expectations and enables them to achieve their goals while being equipped for future-focused careers. Our graduates will contribute to solving critical societal and environmental issues that are impacting our stakeholders and our communities. The intakes into key existing programmes have been increased and a range of new, especially postgraduate programmes, offered which will allow our graduates to play leading roles in public debates and in matters of relevance to our communities.</p> <p>Our programmes and curriculum are informed by external communities that identify the attributes they are seeking in our graduates, especially as these relate to working with priority learners and in modern learning environments.</p> <p>New and pipeline growth in STEM and ICT subjects has been encouraged, providing graduates with transferable skills to meet future workforce needs. The intake to engineering and programmes in science and medical and health sciences has expanded in 2021 and 2022. We are expecting to hold future intakes at the levels achieved in 2022, maintaining our intake to Engineering at 1,000 each year and to increase the intakes to science, ICT and allied health programmes to maintain our commitment to the increased number of Auckland regional school leavers expected between 2023 and 2025.</p> <p>Our suite of allied health programmes reflects our considerable strength in health sciences research and education. The suite of programmes has expanded with the introduction of the Bachelor of Medical Imaging (Honours), which joined the Pharmacy, Optometry and Nursing undergraduate programmes, when launched in 2019. The first graduates will be available for the workforce from 2022. The MBChB remains the focal point of our undergraduate health programmes with many more applicants than available places.</p>	<p>The Curriculum Framework (CF) transformation initiative seeks to establish a curriculum and structure for our degrees that meets Taumata Teitei’s <i>Education & Student Experience</i> aspirations. The transformed curriculum and refreshed Graduate Profile will provide the principles and recommendations that guide our future programmes, teaching and learning, and curriculum related student experiences.</p> <p>The following areas of change have been identified:</p> <ul style="list-style-type: none"> • Structural changes to our degrees to ensure breadth and depth of learning at the undergraduate level, to simplify pathways to postgraduate programmes, and to enable lifelong learning for graduates. • Develop new strategically important opportunities within our programmes including: Mātauranga pathways, Te Tiriti and Te Reo, work and community integrated learning, transdisciplinarity, sustainability, and lifelong learning. • Ensure all students’ opportunities to succeed are enhanced by accessible and equitable engagement and participation in relational learning practices, complemented by the campus environment, and technology. • Embed aspects of core foundational knowledge and academic skills into programmes to support student progression and enable graduates to be recognised as leaders and innovators with a strong sense of cultural identity, social justice, and civic duty.

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>Vignette III sets out how we use Inter-Professional Education practices to ensure our graduates experience working in Inter-Professional teams.</p> <p>The Bachelor of Design and associated conjoint degrees were introduced in 2020, the BDes was developed in close collaboration with industry partners. Students in the Design degrees build a personalised study plan around their compulsory courses, allowing them to choose electives from four design themes, Design and Local Community Practices, Design and Global Challenges, Design and Business, and Design and Emerging Technologies. Hands-on project work throughout the degree allows each student to build a portfolio and design profile.</p> <p>Waipapa Taumata Rau continues to offer students a wide range of languages and associated culture and literature study reflecting the community in which we are located. Students can study Te Reo and Tikanga Māori, as well as the Samoan, Cook Islands Māori and Tongan languages and Pacific values, beliefs and ways of being and doing. The University also offers Asian languages (Chinese, Japanese, Korean), European languages (French, German, Italian, Spanish, Russian), as well as Latin and ancient Greek.</p> <p>We are seeking to rebalance our student composition towards postgraduate, to better realise our impact on society. Our postgraduate programmes provide a range of pathways including pathways to doctoral degrees, career enhancement programmes, and online/part-time programmes for working professionals.</p> <p>A Masters of Physiotherapy Practice was approved from 2022 (registration approval was gained during 2022) to provide a pathway from science undergraduate degrees to qualify through the two-year master programme as Physiotherapists. The MPhysioPrc joins the range of postgraduate programmes in the health-related area which include Audiology, Dietetics, Public Health, Nursing, Clinical and Health Psychology, all of which contribute to health care services in our communities.</p> <p>The University's ICT related programmes have been enhanced by the introduction of the Master of Business Analytics which focusses on the skills graduates from a variety of backgrounds will need for employment. Our long-standing programmes in Information Technology, Computer Science, Data Science, and Software Engineering have continued to provide skilled</p>	<p>The University recognises and is willing to respond to the wider community concerns about the shortage of trained medical doctors and allied health professionals. We have the capacity to enrol an additional 50 students into our current MBChB programme, which would be the quickest and most cost-effective way of addressing the shortage of doctors. The profile of our graduates is close to reflecting the profile of our wider community, over the last 10 years 12% of our 2,220 MBChB graduates are Māori and 7% Pacific. We have committed to further enhancing those proportions through our admission pathways.</p> <p>We could increase our intakes in other priority health areas, including Clinical Psychology, Medical Imaging and Physiotherapy but are severely limited by the available clinical placement. We will work with the Health Authorities to explore different approaches to clinical placements.</p> <p>The University has responded to requests from major infra-structure and engineering stakeholders to increase the diversity of the Engineering workforce.</p> <ul style="list-style-type: none"> • The Master of Professional Engineering (MProfEng) is targeted at students who hold an academic qualification in a cognate subject but without an accredited BE(Hons) qualification that would qualify them for full engineering registration. Civil Engineering is the first specialisation to be offered. • The demand for civil engineering professionals in New Zealand continues to grow and is recognised as a skill shortage. Industry representatives have signalled their support for the development of the new degree and for the employability of the prospective graduates. <p>The Auckland Law School proposes to offer from 2024, a Juris Doctor (JD) for graduates wishing to study law, while maintaining its LLB programme for school leavers studying conjoint degrees. Experience at other law schools in Australasia demonstrates that the concurrent dual offerings can be mutually supportive, allowing a quality experience for each of the LLB and JD cohorts and producing graduates of the JD who have a very clear profession-facing focus. Taught as a distinct cohort, the JD programme is designed to better</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>graduates for the ICT workforce. The numbers of international students in these programmes are expected to gradually return to pre-COVID levels from 2023. The graduates from these programmes make important contributions to the New Zealand economy, particularly in terms of overcoming key skills shortages.</p>	<p>reflect the distinct learning needs and career goals of graduates seeking to enter the legal profession. This clear focus manifests in an emphasis on professionalism, relational teaching, and flexible delivery offered within an accelerated completion time frame.</p> <p>Vignettes IV and V provide examples of the supports available to students at Waipapa Taumata Rau.</p> <p>The Learner Success Plan sets out a number of co-curricular and pastoral care initiatives that support students successful learning.</p>

Vignette III - The strategic importance of Interprofessional Education (IPE) activities in healthcare education

Modern healthcare is multidisciplinary by nature. IPE has been recognised as an important innovation in improving the performance of multidisciplinary teams and in helping to meet future workforce demands. Evidence suggests that involvement in IPE can allow insights into the skills, roles and abilities of other members of multidisciplinary healthcare teams and can improve a wide range of non-technical skills, such as communication, teamwork, and leadership. These improvements will ultimately improve team performance, aid patient safety, and promote more effective healthcare practice. Key organisations including Health Workforce New Zealand, and the WHO World Committee on Interprofessional Education & Collaborative Practice, recognise that the policy drivers underpinning IPE in modern healthcare include new concerns for the quality and safety of patient care, the rising prevalence of chronic and complex conditions, and global health workforce shortages. IPE is seen as especially valuable in the practice of primary healthcare, and in rural and remote healthcare. These policy drivers have been reflected by the Council of Medical Colleges in New Zealand, who in their report entitled “A Best Practice Guide for Continuous Practice Improvement”, identify participation in appropriate interprofessional healthcare as a necessary competency for healthcare practitioners.

IPE activities include both formal and informal arrangements. The formal activities are arranged around key practice issues and involve students from various disciplines including Nursing, Medicine, Optometry, Pharmacy, Medical Imaging and Paramedicine as relevant to the topic. The topics include Māori Health Intensive, Quality and Safety Symposium, Urgent and Immediate Care, Advanced Cardiac Life Support. Further IPE activities routinely occur involving smaller groups of students often during placement activities, where opportunities for interprofessional learning occur on an informal and more opportunistic basis.

IPE as a permanent and integrated part of the various curricula at Waipapa Taumata Rau (both undergraduate and postgraduate) is strategically important, both in terms of attracting new students and producing appropriately qualified, practice-ready graduates. An Interprofessional Education Strategy for the Faculty of Medical & Health Sciences was published in 2009 and remains the guiding document for IPE activities in the faculty.

Vignette IV– Whakamana tangata Student Services Strategy 2019-2022; Pastoral Care at UoA Accommodations

Whakamana Tangata, the Student Services Strategy is predicated on the idea that learning and teaching should be relational, rather than transactional. This involves a number of initiatives, including professional development support for staff in student-facing roles, the development of hubs, where students can seek information and advice on any aspect of their study at Waiapa Taumata Rau, and the adoption of the Pōwhiri model/method (see Vignette I) to support both the retention of existing taura, as well as the transition of new taura into tertiary study.

The Strategy also entails a sustained focus on pastoral care practices through the Oranga Taura | Student Wellbeing Plan, which expresses the goal that these practices should be both relevant to, and valued by, all our students. In turn, this will be achieved by inviting taura to participate in the planning and design of pastoral care services, and by maximising early-stage targeted support to improve outcomes for at-risk students.

Vignette V – Student Well-being Ambassadors and their important mahi

The University is committed to being safe, inclusive, and equitable. It seeks to uphold the mana and tapu of taura and staff, whānau and communities connected to the University.

In 2020, the University piloted a Student Well-being Ambassador Programme, aimed at empowering students to share well-being messages with other students on issues ranging from bullying, harassment, and discrimination; challenging power dynamics and inequities; and supported by service information and self-care resources. Following from the successful pilot in 2020, the Programme now employs six students to support the Be Well | Whai Hauora (Student Well-being) Team with their important mahi.

These students are active members of the Well-being Team, offering insight into the implementation of projects and initiatives, as well as delivering messages and training to others, and connecting with student groups across campus. Importantly, they stand as the student representatives within the wider team, giving a voice to meaningful issues and areas that warrant further discussion.

Many of the students' voices and thoughts through this co-design model are shared through the Well-being Ambassadors & Oranga Taura Facebook page.

<https://www.facebook.com/WellbeingAmbassadorsUoA/>

TES Objective 2: Barrier Free Access

- TES Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- TES Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Taumata Teitei Alignment

Education Priority 1: Accessible, equitable lifelong higher education opportunities

Engagement Priority 5: Diverse student body reflecting our communities

Waipapa Taumata Rau | University of Auckland is values-led, creating genuine opportunities for the communities we serve. We believe that excellence in teaching and research provides a means of engendering transformation in the lives of many people. Our values are led through our behaviours and actions, with enduring commitments to open intellectual inquiry, collaboration, creativity, and equity and diversity.

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>The University recognises that a limiting factor in increasing the participation in Waipapa Taumata Rau University of Auckland of Māori and Pacific students, is their attainment of secondary school qualifications and for postgraduate study the employment opportunities that make further full-time study less attractive. In the Auckland Region, in 2000, 44% of Māori school leavers from year 13, and 37% of Pacific School leavers attained university entrance. This compared to 80% of school leavers from all other ethnicities.</p> <p>Waipapa Taumata Rau has invested, with generous philanthropic assistance, in a range of initiatives for the equitable achievement of secondary school qualifications to support students with the potential to succeed to have the advantage of an Auckland educational experience.</p> <p>STEM Online reduces the barriers to tertiary study by supporting classroom teaching and can be implemented to best suit the needs of the school, teacher and students. It has been developed as a blended solution combining traditional and e-learning practices, with the content tailored to appeal to New Zealand teenage students. It aims to increase the pool of science-qualified</p>	<p>Our Learner Success Plan sets out the ways in which Waipapa Taumata Rau University of Auckland meets the needs of our learners, providing foundational learning for those who have not gained all the skills they require to achieve their potential in a world-class university. The activities set out in the Learner Success and the Disability Action Plans sit alongside our excellent teaching and support to ensure the diverse student body we recruit achieves at the same rates as all other students.</p> <p>The Faculty of Arts has extended its career development and employability focused modules to include first year courses designed to improve the mastery of skills necessary for success in university study. The courses aim to assist students assess their own skills needs and understand where to secure further support and guidance. The courses will be offered as part of the University's Summer UniBound programme from 2023. See Vignette VII for further details.</p> <p>During the period of this Plan, space planning work will be undertaken for all campuses, creating a rich understanding of space-utilisation requirements for</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>school leavers. Launched in 2018, it supports teachers working with students to achieve external NCEA credits in STEM subjects. Available to schools at no cost, we are regularly releasing new modules.</p> <p>The Whakapiki Ake Project is a recruitment programme that actively engages with rangatahi Māori enrolled in secondary schools to promote health as a career and entry into professional programmes in the Faculty of Medical and Health Sciences. Members of the project team engage with secondary school students and their whānau through a series of visits and study wānanga, guiding students on their journey to the attainment of their goals.</p> <p>The Certificate in Health Sciences continues the journey for rangatahi Māori toward their goals. Since 2014, 230 Māori and 201 Pacific students have successfully completed the Certificate. Of these 431 students, 140 (32.5%) have progressed to professional medical and allied health programmes in the faculty, contributing to the considerable increase in Māori graduates and Pacific graduates of the MBChB. In 2021, 39 Māori graduated making up 14% of MBChB graduates, with a further 20 (7%) of the graduates being Pacific.</p> <p>The Pacific Academy provides numeracy tuition via our Tai Tonga Campus (see Vignette VI).</p> <p>The Buchanan school’s initiative is active in 5 schools and supports a cohort of students through their secondary schooling from year 9 onwards.</p> <p>The University’s Tuākana programme provides a university-wide culturally relevant learning community that enhances the academic success of Māori and Pacific students through small-group learning, whaka whanaungatanga, wānanga, face-to-face meetings, and workshops. This programme is currently being evaluated to ensure that Māori and Pacific students are receiving the best possible support to ensure their academic success at the University.</p> <p>Auckland Online has successfully expanded its programmes to offer a broad range of career focused opportunities for working professionals to gain new skills and improve their career opportunities through flexible study options. The Master of Engineering Project Management, which includes a health sector specialisation has provided flexible learning options for students engaged in health sector infra-structure. The high-quality production values combined with the flexibility of online study is attractive to Māori and Pacific learners, with 13% of the Auckland Online learners being Pacific and 10% Māori, against a background of 7% Māori and 6% Pacific across our overall postgraduate segments.</p>	<p>the future, including the co-design and provision of student-centred and student-managed spaces that meet the specific needs of Māori, Pacific, and Equity students to support their outcomes and enhance opportunities to connect and collaborate.</p> <p>Major estate projects under development include:</p> <ul style="list-style-type: none"> • complete refurbishment of the former Human Sciences Building to create new accommodation for the Faculty of Education and Social Work, for the School of Social Sciences and for parts of the Faculty of Arts and Creative Arts & Industries, expected to open in 2024. • A new build of the Recreation & Wellness Centre, which is scheduled to open in 2024, to accommodate the significant increase in student numbers since the original building that it replaces was opened. The Centre will provide recreation and wellness services for a greater proportion of the student body. • Revitalisation of our Tai Tokerau campus at Whangārei to activate its crucial role as our important Northern Gateway Campus, with the opening of a new academic building and new facilities projected to be in 2025. <p>The University plans to extend the programmes and life-long learning opportunities, particularly those relevant to Working Professionals, through Auckland Online and using alternate delivery methods (block and non-standard hours teaching). We recognise that the demand for professional development and further learning, including postgraduate study, is strongly linked to improved employability, increased earning potential and job security. With the current low levels of unemployment flexible delivery of quality educational experiences are critical to improved outcomes for our communities.</p> <p>Our initiatives for Working Professionals are closely aligned to our strategy of increasing the proportions of postgraduate students which will contribute to New Zealand better aligning with OECD norms for the proportion of the population with postgraduate qualifications and to increase the impact of our graduates.</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>Te Rautaki Tūāpapa The University of Auckland Estate Strategy 2021–2030 will create a campus environment that supports students’ needs, is welcoming, creates a sense of belonging for all people, supports equity, is environmentally sustainable, and reflects our cultural diversity and celebrates our distinctive place in Aotearoa New Zealand and the Pacific.</p> <p>The student experience is supported by the physical environment through elements that include cultural facilities, teaching and learning environments, support for study, essential student-facing services, recreation and wellbeing, accommodation, retail, and catering.</p> <p>Our estate will continue to respond to changing student needs, pedagogy, curricula and learning environments, ensuring effective integration with digital technology and environments. We are currently progressing a major upgrade of our Waipapa Marae in close consultation with our Māori staff and students.</p>	

Vignette VI – The Pacific Academy

The Pacific Academy is a calculus and physics tuition programme provided free to Pacific secondary school students. It is taught in eight low-decile Auckland high schools with significant Pacific high-quality Mathematics instruction for Year 12 and Year 13 students, in the form of after-school tuition, which is offered by Mathematics lecturers and tutors in very small groups providing maximum opportunities for success.

Vignette VII – UniBound

UniBound is a specially designed programme by the University of Auckland, that provides the Māori and Pacific school-leavers with a positive early introduction to help prepare them for and ease their transition to the University. The vision of UniBound is to offer a pathway to achievement and inclusion for Māori and Pacific students with relevant skills and knowledge for university success. It is a free programme for New Zealand school leavers who meet the New Zealand governments Fees Free eligibility requirements.

Tōia ki Waipapa (UniBound Māori) allows taura the opportunity to take a course over Summer School which can go towards their degree. Through the summer course, taura will get a head start on their university experience by attending the course on-campus, with a full range of learning support programmes in preparation for university.

The University runs a similar UniBound Enrichment Programme for Pacific learners over the period of five weeks in summer. The programme content includes the Pacific 110 course 'Pacific Music and Dance' and alternates with Pacific 100 'Introduction to Pacific Studies' that are counted towards the University's degree programmes, academic preparation in numeracy and literacy, learning about Pacific cultures and knowledge systems, off-campus learning activities, team building activities and peer mentoring, projects in tech or culture or research, and HOP cards for travel during the five-week programme.

TES Objective 3: Quality Teaching and Leadership

- TES Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- TES Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Taumata Teitei Alignment

Education and Student Experience 3: Education that is research informed, transdisciplinary, relevant and with impact for the world

Partnerships and Engagement 1: Strengthen and deepen our relationship with tangata whenua

People and Culture Priority 1: Live our values and purpose

People and Culture Priority 3: Build a high performing, diverse, inclusive and equitable community

People and Culture Priority 4: Activate manaakitanga, whanaungatanga, and kaitiakitanga across our People and Culture practices

Through our education and student experience portfolio we will build our staff capability in collaborative practice, transdisciplinary pedagogy, student engagement and success; honouring Te Tiriti; working with Pacific communities. We will improve support for selected pedagogical innovations and the scholarship of teaching and learning to support the achievement of all of our learners.

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>Waipapa Taumata Rau University of Auckland has a long-standing commitment to the quality of teaching. The TeachWell@UoA Framework is aligned with Taumata Teitei priorities and contributes to enhancing teaching quality and career development through professional learning and resources to support teacher capability. It also provides links with processes supporting reflection and goal setting and the demonstration of teaching capability. The framework is to be operationalised (alongside capability frameworks for leadership, digital skills and research) and integrated with processes supporting appointment, continuation, promotion, and academic development. The principles of TeachWell@UoA are embedded through a series of professional learning videos for staff and through the annual Learning and Teaching symposium.</p> <p>A revised Academic Decision-Making Framework has been introduced. It provides for specified roles and responsibilities that clearly articulate the delegated authorities of academic and professional staff supporting and advising students. The framework and associated delegations ensure</p>	<p>The TeachWell@UoA Framework will be refined to give prominence to mātauranga Māori and Pacific knowledges. The framework implementation will be supported through the provision of targeted professional learning opportunities and easily accessible web-based resources.</p> <p>The Academic Leadership is supported by professional staff roles that were introduced through Whakamana Tangata Student Services Strategy. The new Student Hubs at City, Grafton, Epsom, Tai Tonga, and Tai Tokerau campuses, provide a physical gateway to Waipapa Taumata Rau for all prospective and current students, who will be able to access information and advice on any aspect of their studies and life at the University. The Hubs provide advice focused on the students' needs including connection to wellbeing, disability, and engagement services. Local support and coordination are provided by Programme Portfolio Managers and Advisors.</p> <p>To advance the University's commitments and responsibilities under Te Tiriti, including Kāwanatanga (governance) and Wairuatanga (spirituality), the</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>decisions impacting on students are student-centric, appropriate, consistent, and supported. The framework provides clear responsibilities for overall academic leadership through to programme and course leadership responsibilities.</p> <p>Te Taumata Ngaio, the Te Reo programme for staff aims to ensure Reo Māori and Tikanga are embedded in the everyday life of the university. See Vignette VIII.</p> <p>Tuākana Learning Communities comprise a University-wide, long-standing learning undertaking designed to enhance the academic success of Māori and Pacific students. Tuakana offers dedicated spaces, small-group learning, whakawhanaungatanga, wānanga, fonotaga, face-to-face meetings and workshops. These help connect Māori and Pacific students with senior Māori and Pacific students (tuākana), academic teaching staff, and key people across the University.</p>	<p>Office of the Pro Vice-Chancellor (Māori) is developing a Māori staffing plan and whole of staff cultural competence programme. The Māori staffing plan is being developed alongside a Pacific staffing plan sponsored by the Pro Vice-Chancellor (Pacific) and in partnership with the University’s People & Culture function.</p> <p>Vignette IX sets out the ways we will strengthen teaching to respond to the curriculum transformation.</p>

Vignette VIII –Te Taumata Ngaio

Waipapa Taumata Rau aims to be a place where Te Reo Māori can flourish, where the language is used by everybody, everywhere, every day. The commitments of the University towards achieving this aim are outlined in the University Language Plan for the Revitalisation of Te Reo Māori: Te taonga nō tua whakarere, he taonga mo āpōpō: A treasure from ancient times, and for tomorrow.

One of the goals of the plan is that all University staff will participate in Te Reo Māori learning. To this end, the University has established this programme for staff, with a range of options to cater for differing learning needs.

Te Taumata Ngaio is the name given to the University staff Te Reo Māori learning programme. The word Taumata is a reference to a particular standard. Ngaio is a reference to being a professional, an expert, but also being thorough and deliberate in our actions. Te Taumata Ngaio is a standard of professionalism that we have set in the University Te Reo Māori Policy and the University Language Plan for the Revitalisation of Te Reo Māori.

By the end of 2022, 1,000 University staff will have participated in Te Reo Māori learning, through a range of credit bearing and non-credit-bearing courses delivered individually or in groups. Digital resources launched as part of the Te Taumata Ngaio programme include the Kuputaka glossary of terms and the Te Kūaha app. The most recent offering to come on stream is Te Akoranga Kairangi, which includes Te Tiriti o Waitangi, Tikanga and Te Reo learning. Numerous individuals from across the university continue to support the development of the programmes and content offered by Taumata Ngaio.

Vignette IX – Wānanga Ako - Quality Teaching and Leadership

Given the Curriculum Framework Transformation (CFT), and associated changes to our teaching and learning practices, the University is taking the opportunity to align a number of current and future initiatives designed to strengthen teaching, leadership and learner support capability, including:

- the development of a digital portal, a one-stop shop, to support greater visibility of existing central professional learning opportunities, and resources, while enabling ease of navigation for staff across the lifespan of a teacher, from novice, to early career, to innovator and beyond.
- enhanced support for pedagogical innovations, and the scholarship of learning and teaching through a suite of funded initiatives offered annually to colleagues. Initiatives to include direct support through a competitive strategic award scheme, and scholarships to support the development of a Scholarship of Teaching and Learning Fellows programme [AdvanceHE accreditation] alongside a range of opportunities to ensure that good practice is visible across the university.
- a university-wide event to show-case existing good practices aligned to key areas of focus as part of the CFT. As a signature event, this helps to raise the profile of teaching across the university, while creating an opportunity for networking and collaboration.

Additionally, we are strengthening and expanding our existing suite of leadership developmental opportunities to ensure that staff have access to a range of learning opportunities to support our leaders in learning and teaching, e.g., Programme Leaders, Associate Deans Learning and Teaching and Associate Deans Academic.

Work continues with Panopto, our video management tool to ensure that live captioning is widely available to support a diverse range of students.

TES Objective 4: Future of Learning and Work

- TES Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Taumata Teitei Alignment

Education Priority 3: Education that is research-informed, transdisciplinary, relevant and with impact for the world

Education Priority 4: Graduates who make the world better tomorrow than it is today

Graduates of Waipapa Taumata Rau | University of Auckland will reflect the research-informed highly connected learning experiences in which they engaged, through their leadership and engagement in contemporary concerns of society. The co-curricular and extra-curricular opportunities that enhanced their student life, experience and learning will make them valued and engaged members of society.

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>Work and community integrated learning is an Education and Student Experience priority area in Taumata Teitei. In its broadest sense Work integrated Learning is present in nearly all undergraduate programmes, both in our more practically oriented disciplines, through field trips, lab work and placement programmes, and in our more theoretical disciplines, which help students build career competencies, including problem solving. Many of the programmes with WIL opportunities have them as required elements. Vignette X sets out the power of our innovation and entrepreneurship co-curricular activities.</p> <p>Our professional degrees are closely aligned with the professional bodies that register our graduates and accredit our programmes. Industry partners are actively engaged in the development of our programmes through Programme Advisory Boards, in the delivery of specialised content through honorary and part-time teaching appointments, supervision of practicum and clinical placements and supervised internships.</p> <p>Our Master of Information Technology with its research-based industry internship remains an exemplar of industry academic cooperation. The programme has retained its strong industry connections and graduates from the programme are highly sought for their high-level skills.</p>	<p>The Curriculum Framework Transformation has sought to strengthen our curriculum to ensure all students have opportunities to engage with work and community integrated learning, innovation and entrepreneurship. We have defined work-integrated learning (WIL) as an approach that uses relevant work-based experiences to allow students to integrate theory with the meaningful practice of work as an intentional component of the curriculum. WIL prepares students for employment, community service and partnership, and doctoral study involving community and industrial/commercial/professional partnerships.</p> <p>Students will be expected to engage in diverse WIL activities that take place within and alongside courses, both on and/or off campus, and with different levels of engagement. Among the activities that are expected to meet work and community integrated learning are:</p> <ul style="list-style-type: none"> • Programme placements and internships • Reflective practice assessment • Employability courses • Clinical placements including University run clinics • Research programme employability initiatives

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>The University’s Career Development and Employability Services (CDES) supports transition to work through faculty-based information and events, and work-integrated learning. CDES offers a range of support to meet the needs of students, faculties, and employers. The career management platform MyCDES provides students access to on-campus and virtual workshops and events. CDES has Māori and Pacific employability leads who work closely with the Offices of the PVC (Māori) and PVC (Pacific) as well as specialist International and Postgraduate Consultants.</p> <p>The Centre for Innovation and Entrepreneurship (CIE) programmes, events, workshops and facilities offered through the innovation hub and maker space are freely available to all students and staff of Waipapa Taumata Rau. The Centre, first established in 2009 but with origins as far back as 2001 in the Knowledge Wave Conference and Chiasma, aims to engender an entrepreneurial mindset and innovative capability essential both to thrive in this new world of work, and to build the future in which we want to live.</p> <p>CIE’s team is dedicated to helping University of Auckland graduates to be innovative and entrepreneurial to ensure New Zealand’s longer-term economic, social and environmental prosperity. Vignette XI further illustrates the innovation experiences available to our students.</p>	<p>Our awareness of and responsiveness to industry needs is exemplified by the development of the proposed Masters in Professional Engineering in Civil Engineering (MProfEng). Te Waihanga, the New Zealand Infrastructure Commission presented a report to Government highlighting the infrastructure deficit that has built up over the last several decades. The report also highlights the need to deliver much more of our technical workforce needs domestically. The shortage of qualified engineers is exacerbated by the rapidly aging workforce and the expected mass-retirement of boomer-aged engineers taking a huge amount of intellectual capital, and New Zealand-specific knowledge with them. These factors are conspiring to produce a substantial forecast shortage of engineers necessary across design, construction and management roles to deliver our infrastructure needs. The MProfEng responds to this challenge by providing a pathway to Engineering registration from three-year technical degrees and increasing the supply of engineers and the diversity of the workforce, to allow New Zealand to meet our Wellbeing goals over the next 30 years.</p>

Vignette X – From student volunteer to full-time innovator: Sejal Bhan’s start-up experience

While studying towards a Bachelor of Commerce, Sejal was inspired to participate in the Start-up Volunteers programme run by the Business School’s Centre for Innovation and Entrepreneurship (CIE). The annual programme invites Business School students to gain hands-on experience by working in a start-up and learning new skills to accelerate their future. In 2019, Sejal volunteered for Electroclear, a CIE spinout company using electric fields to tackle challenges in underwater biofouling. She enjoyed the experience so much that she returned in 2020 to volunteer for SpinPoi, a venture dedicated to spreading the health benefits of playing with poi. She had the opportunity to contribute to many parts of both start-ups including market analysis, accounting, financial modelling, competitor analysis, marketing, and a new website design for Electroclear. Sejal also enjoyed getting to dig deeper into industries that she hadn’t explored before.

“Through these experiences, I realised the power of meeting people and making connections in the early stages of one’s career, especially with start-up founders.” says Sejal.

Sejal's involvement in Start-up Volunteers helped her land a role at a third CIE spinout company StretchSense, which develops premium motion capture solutions for the game, movie, and AR/VR industries. Her role as a Market Research Assistant involved working with stakeholders to formulate go-to-market strategies and carrying out in-depth research to support capital raising. The latter gave her the opportunity to work closely with investors and financial advisors, which ignited a particular interest in venture capital.

Vignette XI – The Centre for Innovation and Entrepreneurship (CIE)

In this new world of work an entrepreneurial mindset, technological confidence and innovative capability are essential to everyone. The University of Auckland Business School's Centre for Innovation and Entrepreneurship (CIE) offers co-curricular development opportunities to students of all faculties and disciplines. Established with generous philanthropic support, and based on longstanding excellence in entrepreneurial scholarship, its overarching goal is to enable graduates to realise their full potential in order to help build a more socially, environmentally and economically prosperous New Zealand. An education through CIE is world-class. CIE has won multiple international awards including the 2021 Global Consortium of Entrepreneurship Centres award for Outstanding Student Engagement & Leadership and the 2021 International Council for Small Business award for Entrepreneurship Education Excellence, from organisations in Europe and the United States.

CIE's offerings include educational seminars, mentorship, start-up internships, co-curricular recognition awards, curricular programming in a variety of disciplines, technology workshops and equipment training, networking opportunities, intensive entrepreneurship bootcamps, an incubator - and CIE's flagship entrepreneurship development programme Velocity, which incorporates many aspects to entrepreneurship including an ideation competition and a robust business planning competition.

Programmes are largely delivered at Kura Matahuna (Unleash Space), the University of Auckland's state-of-the-art innovation hub which comprises an event space, co-working space and maker space. CIE has recently opened a second location - Te Ahi Hangarau, a technology hub with 5G capability.

CIE reduces barriers to participation by making all of its offerings completely free to students of all subjects. Around 10% of University of Auckland students currently have an experience with CIE. The University of Auckland is exploring opportunities to scale up CIE through developing further curricular and co-curricular programming to enable opportunities for more students with specific initiatives to build engagement with Māori and Pacific students.

CIE alumni have ignited 235 ventures, created 2,480 jobs and raised over \$944 million in capital. Spin-out ventures include EdTech company Kami who were named by TIME magazine in 2022 as one of the worlds' top 100 companies, retail crime intelligence and loss prevention company Auror and gastric diagnostics venture Alimetry.

TES Objective 5: World Class Inclusive Public Education

- TES Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

Taumata Teitei Alignment

Education Priority 3: Education that is research-informed, transdisciplinary, relevant and with impact for the world

Research Priority 1: World-class research inspired by our place in Aotearoa and the Pacific

Research Priority 2: A global powerhouse of innovation, creativity and entrepreneurship

Research Priority 3: Relevant, purposeful, impactful research for communities

Research Priority 4: Ambitious research confronting humanity's greatest challenges

Engagement Priority 6: Recognised and valued by our communities for the contributions we make towards a more sustainable future for all

Taumata Teitei identifies several priorities through which we expect to make an impact through our graduates and our research: leading transition to sustainable ecosystems, improving health and well-being for all; advancing just, cultured and engaged communities; innovating contemporary, distributed, secure knowledge systems. Our recognition as world-leading with regards to the sustainable development goals is being integrated with our curriculum, and our emphasis on improving health and well-being for all is clear from the international and national recognition of our researchers and the alignment with our teaching. Our graduates will have a clear sense of our place in Aotearoa New Zealand and the Pacific, and of justice and of ethical innovation and technology. Our progress to becoming a Māori Data Sovereignty organisation will see transformations in the way we care for and use our data assets.

Recent and ongoing initiatives and activities	Future-facing initiatives
Supporting our role as a research-led University, the Deputy Vice-Chancellor (Research) is responsible for assisting and advising the Vice-Chancellor and University Council on research policy, research management, and performance. The Office of Research Strategy & Integrity (ORSI) enables the delivery of the Taumata Teitei research & innovation portfolio. Researchers are supported through faculty and institute research services teams. Strong	Waipapa Taumata Rau University of Auckland has in place a range of initiatives aimed at strengthening our research capabilities and enhancing our position as New Zealand's leading research university. The University supports transdisciplinary research, research into emerging fields such as artificial intelligence and machine-learning, and doctoral programmes that encourage innovation.

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>functional relationships exist between the central and faculty teams to ensure the delivery of expected outcomes and impacts.</p> <p>With the introduction of Taumata Teitei, the value of leveraging the close relationship between research students and the broader research activities was recognised. The School of Graduate Studies, that administers the University's doctoral programme, was aligned with the Deputy Vice-Chancellor (Research) portfolio.</p> <p>The University attracted approximately \$200 million of public good research and contract income and \$16 million of private good research and contract income in 2021. For much of 2019 through 2021, the University has had a strong focus on providing advice and support to Government agencies related to the public health issues created by COVID-19, including supporting the modelling of infection transmission and of the vaccination roll-out.</p> <p>The University leads and participates in national research teams, including the National Science Challenges and CoRES, to promote leading-edge research in areas important to New Zealand's future development.</p> <p>The University hosts four CoREs:</p> <ul style="list-style-type: none"> • The Maurice Wilkins Centre • Ngā Pae o te Māramatanga – New Zealand's Maori Centre of Research Excellence • Te Pūnaha Matatini • Healthy Hearts for Aotearoa New Zealand – Manaaki Mānawa <p>The University also contributes to six further CoRES:</p> <ul style="list-style-type: none"> • The Dodd-Walls Centre for Photonic and Quantum Technologies, hosted by the University of Otago • MacDiarmid Institute for Advanced Materials and Nanotechnology, hosted by Victoria University of Wellington • Te Hiranga Ru QuakeCore: Aotearoa New Zealand Centre for Earthquake Resilience, hosted by the University of Canterbury • Riddet Institute, hosted by Massey University • Bio-Protection Research Centre, hosted by Lincoln University, • Coastal People: Southern Skies, hosted by the University of Otago. 	<p>He Korowai Mātauranga provides Waipapa Taumata Rau researchers and research support staff with resources and tools to build knowledge in the area of Vision Mātauranga. He Korowai Mātauranga will enable the interweaving of two knowledge systems - Mātauranga Māori and Western Science. See Vignette XII for an example in practice.</p> <p>A new policy framework for Research Centres was implemented in 2021 to align institutional policy settings to the aspirations of Taumata Teitei. The Hīkina kia Tutuki Grand Challenges Fund encourages the establishment of new transdisciplinary University Research Centres in the four impact areas of Taumata Teitei: Sustainability; Health and well-being; Social justice and Ethical innovation and technology. The new research centres will be supported to achieve impact and scale, demonstrating a strong commitment to engagement with communities at all stages of research centre development and in ways that reflect the values and Te Ao Māori Principles of Waipapa Taumata Rau and our shared commitment to Te Tiriti o Waitangi.</p> <p>A Researcher Skills and Development (RSD) project has been established to foster an inclusive culture for researcher development at Waipapa Taumata Rau where all members of the research community have equitable access to development opportunities. The project will establish communities of interest around different aspects of researcher development and by providing the frameworks, tools, and opportunities for the development of research practice, and for different disciplinary contexts and career stages. The project aims to contribute to enhanced research quality and improved PBRF - Research Quality outcomes.</p> <p>Following the transition to new ways of supporting research through the IRIS project, researcher journey mapping has recently been undertaken to better understand the experience of our staff and to focus on the "pain points" in the journey of our researchers. The findings of the journey mapping will be used to shift the current service model to a researcher-centric, responsive model that supports researchers to achieve their goals.</p> <p>The University acknowledges the value and recognition of our research activities provided by the Performance Based Research Fund. Preparations are in progress for the next Research Quality Evaluation round. Our focus is on ensuring our staff can position their work in the best possible light to maximise the outcomes for staff, and for the University. The last three years</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>Waipapa Taumata Rau University of Auckland hosts two National Science Challenges (NSC) and is a research collaborator in the remaining nine NSCs.</p> <p>3,844 University of Auckland students completed a taught masters or equivalent, 776 a research masters or equivalent, and 455 completed their doctorate in 2021. Of those completing postgraduate and doctoral degrees 350 identified as Māori and 320 as Pacific.</p> <p>The Doctoral student experience at Waipapa Taumata Rau University of Auckland is seen as a journey. Throughout that journey, the opportunity is provided to develop the skills and knowledge needed for success in future research endeavours and careers. The doctoral development framework provides candidates with the opportunity to understand the skills they will need and to design an individual development plan that meets their needs and aspirations.</p> <p>The University is the top-ranked New Zealand University in the three main world university ranking systems. While these rankings use a range of factors to generate their scores, research outputs and reputation are a significant contribution. Auckland was the only New Zealand University ranked among the top 100 universities in the QS World University Rankings 2023, attaining a ranking of 87.</p> <p>In the Times Higher Education World University Rankings 2022, the University was ranked 137.</p> <p>The University was ranked in the 201–300 band in Shanghai Ranking’s Academic Ranking of World Universities 2021.</p> <p>In the University Impact Rankings by Times Higher Education, the University has remained in the Top 10 globally in each of the four rounds. In 2022 we were 6th. The Impact Rankings measure the contribution towards the United Nations’ Sustainable Development Goals (SDGs). The UN SDGs set a 15-year agenda to end poverty, fight inequalities and build peaceful, just, and sustainable societies.</p>	<p>have been very disruptive for many researchers and our support is focused on maximising the opportunity for staff while minimising the impact of the administrative processes on their activities. Predictive modelling has been developed to (where possible) estimate research quality and understand researcher performance.</p> <p>Our doctoral programme expectations and co-curricular activities are also transforming to better align with our strategic focus on innovation and entrepreneurship. See Vignette XIII for details.</p> <p>A Research Data Management framework, involving support for research students and staff to securely, safely, care for their research data in a structured retrievable environment is a key focus. We are investing in the tools and environments to ensure our current and future research data is cared for appropriately.</p>

Vignette XII – Saving our rivers

Environmental scientist Dr Daniel Hikuroa, Professor Gary Brierley and anthropologist Distinguished Professor Dame Anne Salmond, are encouraging the use of Indigenous knowledge to help rescue Aotearoa's waterways. They are taking the approach of seeing a river as a living entity, rather than a resource to be exploited.

Statistics published by Land Air Water Aotearoa show two-thirds of our rivers have impaired ecological health from the presence of harmful bacterial and chemical contaminants, changes to habitat and the effects of nitrification and loss of Indigenous biodiversity. Central to this problem is an entrenched anthropocentric mindset that positions people as being separate and superior to the 'natural world', with water as a resource for social and economic advancement and rivers to be tamed and controlled.

The Let the Rivers Speak research team wants to change this mindset and address the urgent ecological crisis facing river systems using a whakapapa-based approach founded in Mātauranga Māori and te ao Māori. The research recognises that rivers are complex systems and is guided by the concept of Te Taiao, a deeply interconnected system comprising Taimoana (the realm of water), Taiwhenua (the realm of land), Taitangata (the realm of living things) and Tairangi (the realm of the atmosphere).

The long-standing work of the research team contributed to a significant policy shift in 2020 with the launch of the Essential Freshwater Package. The team is working with iwi, local communities, councils and researchers from across the theoretical and social sciences to restore the mauri (lifeforce) and ora (health, well-being, prosperity) of the Waimatā River in Gisborne.

Vignette XIII – Research students

PhDs are often referred to as the 'research engine' of the University. Each year hundreds of candidates submit theses full of brilliant insights and world-class research that can help transform the economic landscape of New Zealand. Many of our academic supervisors, particularly in the applied sciences and the various areas of engineering, already work closely with industrial partners. Their PhD candidates undertake trail-blazing work, helping the primary sector become more sustainable, the energy sector more efficient, and the health sector more innovative. Their efforts are impressive, but a more systematic, intentional collaboration with industry partners will result in the country's largest PhD programme making an even greater contribution to the nation's well-being.

As part of a wider PhD Transformation project, the University of Auckland will be partnering with industry, broadly defined, to provide more opportunities for our candidates to make a real impact through their research. We will create 2+2 PhDs, allowing candidates to spend up to two years embedded with industry partners, undertaking research on topics that our partners have identified. Industry co-supervisors and advisers will ensure that our candidates undertake research that has real-world impact; our academic supervisors will bring cutting-edge research insights to the project, supporting our candidates and our industry partners. Co-funding of scholarships to support these students will expand the pool of candidates who can afford to undertake a PhD, bringing a more diverse body of students to the industrial table.

Fundamental research will always be a cornerstone of PhD programmes, however through this initiative candidates undertaking such work will also have an opportunity to engage with industry. Through internships with industrial partners, we will introduce our candidates to the opportunities that lie outside of academia, while also demonstrating to industry the value of a highly educated, research-trained workforce.

Broader TEC priorities

- Carbon neutrality and climate emergency response
- Mātauranga Māori and te reo Māori
- Public health service
- Future of work, new technology and innovation

Taumata Teitei Alignment

Priority Impact Area 1: Leading transition to sustainable ecosystems

Priority Impact Area 2: Improving health and well-being for all

Priority Impact Area 3: Advancing just, cultured and engaged communities

Priority Impact Area 4: Innovating, contemporary, distributed, secure knowledge systems

Enabling Environment Priority 4: A distinctive, capable, and flexible built environment that celebrates our place in Aotearoa New Zealand and the Pacific

Enabling Environment Priority 5: A commitment to achieve net-zero carbon status and to publish meaningful metrics of the University's progress towards overall sustainability

The vision for Taumata Teitei is to be internationally recognised for our unique contribution to fair, ethical and sustainable societies. We understand that vision in the context of our position in Aotearoa New Zealand and in the communities we serve, engaging in responsible partnerships and creating transformative impacts through our research, scholarship and teaching. Our commitment to community well-being is demonstrated through our research and through our programmes of study.

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>'Sustainable University' was one of the five workstreams in the development of Taumata Teitei, the University's Vision 2030 and Strategic Plan 2025. In the process of strategy development and consultation, we recognised and reinforced the university's civic leadership and moral responsibility to lead and engage in work and partnerships that influence sustainable futures at local, national, and global levels. See Vignette XIV.</p> <p>With the launch of Taumata Teitei, aligned, enabling strategies have been developed to support the University's vision to be 'internationally recognised for our unique contribution to fair, ethical and sustainable societies'. Of particular note is Te Rautaki Tūāpapa, the University's Estate Strategy 2021-2030. The Estate Strategy is a key enabler for the transformation initiatives of Taumata Teitei. It articulates our commitment and approach to investment in, and management of, our physical environment throughout the University estate, which has significant implications for us and for the communities of which we are part.</p> <p>The University also continues to strive for a holistic understanding of sustainability that also acknowledges the social, cultural, economic, and healthcare-related challenges of a modern society. This was reflected in our recent performance in the Times Higher Education Impact Rankings, where we achieved high scores for supporting industry and innovation, and for promoting health and well-being interventions, practices, and innovations.</p> <p>Through UniServices our wholly owned subsidiary, we provide a significant return to New Zealand on our science and commercialisation capabilities. We have a mature commercialisation service that protects and nurtures intellectual property and accelerates the commercialisation of ideas out of research to do good in Aotearoa and in the world. We have developed unique ways to get the best results, meaning that the service is much more than a technology-transfer office.</p>	<p>Te Rautaki Tūāpapa, the University's Estate Strategy 2021-2030 sets environmental sustainability, and a net-zero carbon estate 2030 as the strategic priorities.</p> <p>This work is furthered by the University's development of:</p> <ul style="list-style-type: none"> • Te Rautaki Aronga Toitū Sustainability Strategy 2022-2030; and • Te Taumata Tukuwaro-kore, the University's Net Zero Carbon Strategy. <p>Our Newmarket Campus with its proximity to the Auckland City Hospital and associated central city medical facilities provides an ideal opportunity to extend its use as a technology development and transfer site. The development of the MedTechIQ (set out in Vignette XV) illustrates the focus provided by Taumata Teitei on the university developing innovative solutions to critical societal issues.</p> <p>A series of warm-up discussions and activities have taken place in 2022, including a Sustainability Symposium focusing on how the University is going to respond to the impacts of climate change, and play its part in supporting the Pacific region, what we are going to do to drive the agenda for social change, and how we integrate sustainability practices into the University's teaching, research, operations, and engagements.</p> <p>Both the Sustainability Strategy and the Net Zero Carbon Strategy will be open for consultation from July 2022.</p> <p>Waipapa Taumata Rau's commitment to deliver to its communities the benefits of future focused, internationally recognised health research and graduates is evident from both the impact we anticipate achieving through Taumata Teitei and our performance in the THE Impact Ranking (SDG 3) Good Health and Well-being. We have enhanced that commitment with the offer to enrol additional students (increase of 25 in 2023 and a further increase of 25 in 2024) in our MBChB programme. Allowing us to graduate additional doctors into the workforce by 2027. Alongside the increase is the commitment to contributing to a health workforce across all discipline that more closely reflects the composition of the communities in which they will practice. See Vignette XVI as an example of our health care impact.</p>

Vignette XIV – Te Rautaki Aronga Toitū | Sustainability Strategy 2022-2030

The elevated prominence of sustainability in Taumata Teitei reflects the urgency of the sustainability challenges facing society. It is timely that the University develops a Strategy that gives effect to the commitment expressed in Taumata Teitei by articulating bold and ambitious commitments, targets, and actions and translates the University's vision into action by identifying targets and priority actions.

The scope of the strategy is broad, reflecting the breadth of the world's sustainability challenges as expressed in the UN's Sustainable Development goals (SDGs) and the many ways in which a comprehensive University such as ours has the potential to impact all the SDGs. In saying this, our Sustainability Strategy will be weighted towards environmental sustainability, given the urgency of the climate crisis, and it is as such first and foremost our response to that crisis.

An important element of the strategy will be our commitment in Taumata Teitei to be a net carbon zero organisation.

The Sustainability Strategy will set targets for integrating sustainability into teaching, research, operations, and engagement. It will set attainable, yet ambitious goals for the University's commitment to sustainability and priority actions for achieving those goals.

Vignette XV – Medtech-iQ: Creating Tomorrow, Today

The University of Auckland, via its Auckland Bioengineering Institute, is leading the development of a national Medtech-iQ to accelerate the success of the MedTech sector, driving prosperity and increased productivity across NZ. With the strategic case complete, business case in progress and national initiatives planned, Medtech-iQ is gaining considerable momentum.

Medtech-iQ is a national medical devices and digital health innovation hub initiative that brings together universities, government entities, health providers, the technology industry, investors and communities to advance the MedTech sector for a prosperous Aotearoa. It builds on the successful foundations of the CMDT (The Consortium for Medical Device Technologies) partnership, extending this into a national backbone of linked regional hubs with local presence and providing a physical and virtual place for multi-disciplinary and cross-industry collaboration to develop and deliver new health technology.

Medtech-iQ has the potential to accelerate and scale NZ's MedTech innovation to generate substantial positive impacts for the NZ economy and be part of a growing global industry, thereby delivering economic impact, leveraging this investment to create new employment opportunities, and improving health outcomes for New Zealanders.

Research and innovation is fundamental to health system transformation and the future competitiveness and sustainability of NZ's MedTech sector on the global stage. This involves us building on our existing success with partners across the country to have a significant future impact on our economy. Medtech-iQ has the potential to create an innovation ecosystem and world-class MedTech organisations that thrive both here and abroad.

Vignette XVI – Rapua te mea ngaro ka tau/The end to that which was hidden

Aotearoa New Zealand and Australia are the last high-income countries in the world with significant rheumatic fever. Three University of Auckland researchers are leading a \$10m project to stamp out the deadly disease.

Called Rapua te mea ngaro ka tau, the principal investigator Associate Professor Nikki Moreland has brought together a team that includes Dr Rachel Webb in the clinical space and Dr Anneka Anderson, (Kāi Tahu, Kāti Māmoe) a medical anthropologist in the community. The name: Rapua te mea ngaro ka tau means 'The end to that which was hidden', and was gifted by kaumātua. Strep A and the rheumatic fever it triggers exacts a total cost of about \$59m a year.

From school swabbing programme data and hui with whānau-centred primary care clinics Anderson will create a more complete picture of the 'attack' rates, of Strep A throat and skin infections in the community that trigger rheumatic fever. Webb, a paediatric consultant, is investigating knowledge and data gaps in hospitals. Together the goal is to lift the effectiveness of community, clinical and medical intervention.

Moreland, an immunologist, is identifying a vaccine effective against the multitude of New Zealand Strep A strains. She describes rheumatic fever as an 'immunological challenge in one disease'. The multi-pronged approach tackles the clinical, community and public health aspects of a disease that persists due to socio-economic and systemic inequity. The researchers want to consign rheumatic fever to history, where the disease belongs.

1.4 Giving effect to Te Tiriti

Waipapa Toitū

The University is committed to the rights and obligations articulated in Te Tiriti o Waitangi and acknowledges a special relationship with its Māori staff and students, communities, and with tangata whenua. The University's recognition of Te Tiriti and its special relationship with Māori communities is reflected in Taumata Teitei and in Waipapa Toitū.

Waipapa Toitū is the emerging framework of Waipapa Taumata Rau. It is founded on Mātauranga-a-whenua, the knowledge and ways of knowing derived from this whenua, under the kaitiakitanga of the mana whenua, Ngāti Whatua Ōrākei. Waipapa Toitū provides a philosophical and intellectual underpinning to the strategies, processes and systems of the University, coming from this worldview. It is both a way of guiding and interpreting our actions. This approach is guaranteed by Te Tiriti o Waitangi both directly and through the principles of rangatiratanga, partnership and participation.

The University has committed to further development of Waipapa Toitū as an enduring and underpinning document for Taumata Teitei that will inform important work such as curriculum transformation and staff capability development.

The University's responsibilities under Te Tiriti o Waitangi

To reflect Article One (Kāwanatanga), and Article Two (Tino Rangatiratanga) of Te Tiriti, the University's processes and its decision making must be informed and shaped by Māori worldviews and perspectives. The University continues to work to ensure that it has mechanisms that involve Māori in decision making at all levels of the University and to support effective Māori leadership and Māori led processes.

To reflect Ōritetanga (equity) (Article Three), the University must ensure that equitable outcomes for Māori are supported through removing barriers to access and success for tauira Māori, and through a focus on the recruitment, retention, and advancement of Māori staff. Wairuatanga (spirituality) is reflected through the University working to normalise Māori worldviews, values and tikanga and ensuring that appropriate Māori cultural support is available for all staff.

Key strategic initiatives in [Taumata Teitei](#) flow from this commitment to Te Tiriti, te ao Māori and tangata whenua. In particular, the Office of the Pro Vice-Chancellor (PVC Māori) is developing a Māori strategic plan and a Māori strategic staffing strategy. The priorities and initiatives of the PVC Māori include:

- Improve retention and success of Māori students
- Appropriate inclusion of Te Tiriti, Mātauranga Māori and Kaupapa Māori in University programmes and life
- Māori staff development and whole of staff cultural competence
- System-wide capability and capacity development for research with and by Iwi Māori and Māori specific research capacity and capability development
- The development of authentic and mutually beneficial relationships with Iwi and Māori communities.

Commitment to Tino Rangatiratanga (self-determination) is reflected through both existing and developing University leadership and management structures. The Office of the PVC (Māori) is headed by the Ihonuku, Dr Te Kawehau Hoskins, with the support of a Kaiarataki, Michael

Steedman, and a team of staff, including the head of Tai Tokerau Campus. The remit and resourcing of the PVC (Māori) and her team is shifting to accommodate increased demands on Māori strategic leadership reflecting the increased responsiveness to Te Tiriti and te ao Māori across the University driven by [Taumata Teitei](#).

The PVC (Māori) is responsible for the James Henare Māori Research Centre and Waipapa Marae. The PVC (Māori) is a member of University Executive Committee, Academic Leadership Team, Senior Leadership Forum, and Senate. The PVC (Māori) Chairs the Rūnanga and they, or their delegate sits on Equity Leadership Committee, Schools Liaison Committee, Education Committee and Teaching and Learning Quality Committee.

The Rūnanga reports twice a year on its activities to Council and is an open forum for Māori staff and student feedback. Members include the Pro Vice-Chancellor (Pacific), the PVC (Equity), the co-Tumuāki of Ngā Taura Māori (NTM), a representative of Waipapa Marae, a representative of the Māori Research Centre, a representative of Te Mātanga Reo, and a representative of Kaiārahi. A dedicated agenda item allows NTM co-Tūmuaki to raise student issues for wider discussion.

The Faculties of Arts, Business and Economics, Creative Arts and Industries have an Associate Dean (Māori), and Tumuāki are appointed in the Faculties of Medical and Health Sciences, and Education and Social Work. In the period since 2014 all faculties (and Libraries and Learning Services and Campus Life) have appointed Kaiārahi; Māori faculty and service division leaders who together form a Community of Interest to provide leadership and advice on Māori learner outcomes within the University. Kaiārahi work closely with executive teams to develop learning strategies and support services, and to support researchers, with a focus on internal capability and external engagement with Māori as tangata whenua.

In March 2019 responsibility for targeted TEC Māori and Pacific funding was transferred from the Equity Office to the Offices of the PVCs with an ongoing commitment to a strong working relationship.

The PVC Māori is a co-sponsor of the University's Learner Success Plan and participates in the LSP Oversight Group

Te Tiriti-related KPIs

In 2021, taura Māori made up 7.0% of the University's total student body, and Māori staff made up 6.2% of the academic staff body and 6.7% of the professional staff body.

The University has clear targets, as Taumata Teitei KPIs and as part of the commitment to TEC and TES priorities, to increase the participation and success of our Māori students and staff. The table below provides a summary of these KPIs (also see [University of Auckland Annual Report 2021: Becoming Waipapa Taumata Rau](#) for more details).

Table 3: Te Tiriti-related Key Performance Indicators

Taumata Teitei objective	University KPIs	
Accessible, equitable, lifelong education opportunities	Enrolments by student cohort (Māori, Pacific, non-Māori and non-Pacific, International) at each qualification segment	Enrolment targets set annually to achieve 2030 targets.
	Completions by student cohort (Māori, Pacific, non-Māori and non-Pacific, International) at each qualification segment	Improve the number by 2.5% on the baseline (2020) by 2025.
Strengthen and deepen our relationship with tangata whenua	Stakeholder satisfaction with engagement	Measure to be developed (baseline 2022).
Develop a future ready workforce	Staffing profile (total FTE by academic, professional, Māori, Pacific, Seniority, Gender, Teaching/Research duties, Research level)	Targets to include % Māori staff and % Pacific staff.
Build a high-performing, diverse, inclusive and equitable community	Permanent and fixed-term staff who have engaged with Tikanga or Te Reo courses from the Te Taumata Ngaio initiative as a percentage of total staff.	(From 2022). Target of 50% by 2025.



2. Learner Success

[see **Waipapa Taumata Rau - Learner Success Plan 2023**]

3. Previous commitments

3.1 Previous commitments

Providing graduates with the skills and capabilities they need to find employment, contribute to industry, and support and improve social, economic, and environmental outcomes

The University of Auckland plays a pivotal role in providing graduates with the skills and capabilities they need to find employment, contribute to industry, and support and improve social, economic and environmental outcomes. The University offers a comprehensive portfolio of programmes, which are developed and refined with assistance from key stakeholders, including industry and professional organisations.

STEM(M) – General Trends

STEM(M) enrolments at Waipapa Taumata Rau | University of Auckland can be understood broadly as those in Engineering (including the Auckland Bioengineering Institute), those in Medical and Health Sciences (including the Liggins Institute), and those in the Faculty of Science. The University recorded 4,913 Engineering EFTS in 2020, 4,883 in 2021, and (as of 02/06/2022) 4,264 in 2022.

Most undergraduate enrolments in Engineering are the Bachelor of Engineering (Honours), either as a standalone qualification (83% in 2022 YTD) or as a conjoint with another programme (almost all of the remaining 17%). The most popular conjoint options over the 2020 – 2022 YTD period have been with the Bachelor of Commerce (8%) and the Bachelor of Science (5%). This reflects the transdisciplinary and practical focus of the University, which in terms of Engineering, encourages collaboration both with other sciences and with industry, and the development of technical and broad-based practical business knowledge that is essential for technology innovation and leadership. Undergraduate enrolments have represented between 78 – 84% of total Engineering enrolments over this period.

There has been a general decline in the proportion of Engineering enrolments that are of a postgraduate (non-doctoral) nature, falling from 11% to 6% of total enrolments over this period. This has been driven largely by a decline in enrolments in Engineering Masters programmes, particularly the Master of Engineering Studies (525 EFTS in 2020 to 62 in 2022 YTD), and the Master of Engineering (83 EFTS to 52). Engineering doctoral enrolments have remained stable, between 10 and 11% of the total in all three years.

For Medical and Health Sciences, total enrolments were 4,474 EFTS in 2020, 4,737 in 2021, and 4,475 in 2022 YTD. Due to the range of fields involved in this area, undergraduate enrolments are diverse. Although around 50% in any given year can be attributed to the Bachelor of Medicine/Bachelor of Surgery programme, the remaining half are spread out amongst a variety of other programmes, including Health Science, Pharmacy, Nursing, and Optometry. In terms of specialist programmes, the advanced Bachelor of Medical Imaging (Honours) degree in particular has experienced growth in both absolute and relative terms, rising from 41 EFTS (1.5%) in 2020 to 83 EFTS (2.9%) in 2022 YTD. Total undergraduate enrolments have been in the range of 60 – 65% of all health science enrolments during this period.

Postgraduate (non-doctoral) enrolments in the health sciences are stable between 27% and 30% in all three years. This has been an area of considerable success for the University, with over 600 EFTS in all three years in our flagship Postgraduate Certificate and Postgraduate Diploma in Health Science

programmes. These programmes are designed to allow existing health sector workers to broaden and specialise their skillset. Other popular programmes in this group include the Master of Nursing (generally around 100 EFTS), the Master of Health Sciences (75 – 85 EFTS), and the Master of Audiology, which has shown steady growth from 32 EFTS in 2020 to 47 EFTS in 2022 YTD.

Doctoral enrolments in the health sciences remain stable, at 7 - 8% of total enrolments in all three years. These are mostly Doctor of Philosophy (PhD) enrolments, although the proportion of Doctor of Medicine (MD) enrolments has been rising steadily from 1.9% in 2020 of medical doctoral enrolments to 3.5% in 2022 YTD.

All other Science enrolments (i.e., those managed by the Faculty of Science) were 7,611 in 2020, 8,324 in 2021, and 7,125 in 2022 to date. Undergraduate Science enrolments have been between 77 – 79% of all Faculty of Science enrolments in all three years, and are mostly comprised of the standalone Bachelor of Science (BSc) degree. As was noted in the previous Investment Plan, efforts have been made to diversify the undergraduate offerings in order to meet the University's goal of expanding postgraduate enrolments, by offering students new pathways. This is particularly evident with the Bachelor of Advanced Science (Honours), which has risen from a 2020 total of 144 EFTS (including conjoints), representing 2.4% of the undergraduate Science enrolments, to 273 EFTS (4.9%) in 2022 YTD. Similar success can be seen with the new Graduate Diploma in Applied Psychology, which was introduced in 2021, attracting 64 EFTS in that year, and rising to 116 EFTS in 2022 YTD.

There has also been an increase in transdisciplinarity in the Faculty of Science undergraduate space, with conjoint degrees rising from 5.3% of the undergraduate total in 2020 to 6.3% in 2022 YTD. The most popular of these options is the Bachelor of Arts / Bachelor of Science programme, with around 300 EFTS in all three years.

Non-doctoral Science postgraduate enrolments have been relatively stable, between 13 and 14% of the total in all three years. These have been predominantly (around 60%) the Master of Science, the Bachelor of Science (Honours), and the Postgraduate Diploma in Science.

Doctoral enrolments have declined, from 683 EFTS (9.0% of the Science total) in 2020 to 535 EFTS (7.5%) in 2022 YTD. These are predominantly Doctor of Philosophy (PhD) programmes, although around 5 – 7% are the Doctorate of Clinical Psychology (DClinPsych).

Industry-Focused Programmes: ICT and Design

As part of an effort to better meet the needs of industry, the University has introduced a number of specialised or transdisciplinary programmes, particularly in the area of Information and Communication Technology (ICT) and Design.

- The Bachelor of Design was introduced in 2020, with 52 EFTS, and rose to 103 in 2021 and 111 in 2022 YTD. If the proportional shift in enrolments between June and December 2021 holds true for 2022, we would expect this programme to finish the year on around 130 EFTS.
- The Master of Data Science was introduced in 2019, and has seen steadily rising enrolments up to 51 EFTS for 2022 YTD.
- The Master of Business Analytics was introduced in 2021, and has risen from 32 EFTS in that year to 53 in 2022 YTD.
- The Master of Information Governance is new in 2022, and currently has 14 EFTS.

- The Master of Information Technology is an older programme, dating back to 2016, but has become a popular offering, rising to over 100 EFTS in 2019, and maintaining enrolment of 100 – 150 EFTS since.

Taught Postgraduate Programmes

Over the 2020 to 2022 YTD period, taught postgraduate (PGT) enrolments have made up 16 – 17% of all enrolments. This area is a strategic priority for the University, in that it is the space in which many of the specialised or industry-focused qualifications and programmes appear. Consequently, the most popular programmes in this category are a diverse mixture of more traditional qualifications such as the Postgraduate Diploma of Science, and more specialised or transdisciplinary qualifications such as the Postgraduate Certificate in Health Sciences, the Master of Education Leadership, the Master of Information Technology, and the Master of Public Policy.

The popularity of these programmes can be seen across all areas of the University:

- The Master of Public Policy is the second most popular PGT offering in the Faculty of Arts in all three years, after the Bachelor of Arts (Honours).
- The Master of Management is the most popular offering in the Faculty of Business and Economics in all three years, superseding the more traditional Master of Commerce.
- The Master of Education Leadership is the third most popular offering in the Faculty of Education and Social Work, ahead of the Master of Education, but behind the Graduate Diploma in Teaching (Secondary) and (Primary).
- The Master of Engineering Studies is the second most popular PGT programme in the Faculty of Engineering, after the PGT component of the Bachelor of Engineering (Honours). The Master of Engineering Project Management has risen from 6th in 2020 to 3rd in 2022 YTD.
- The flagship Postgraduate Certificate and Postgraduate Diploma in Health Sciences have consistently been the two most popular PGT programmes in the Faculty of Medical and Health Sciences for a number of years.
- The Master of Information Technology is the third most popular PGT programme in the Faculty of Science, behind the Bachelor of Science (Honours) and the Postgraduate Diploma in Science, but ahead of the Master of Science. The Master of Data Science has risen from being the 7th most popular offering in 2020 to the 5th in 2022 YTD.

Experience-Enhancing Co-Curricular Activities

In addition to the University's academic programmes, the previous Investment Plan also drew attention to a number of extra-curricular and co-curricular activities available to students that aim to support and encourage entrepreneurship and innovation. These programmes have continued to create value for students over the 2020 – 2022 period.

Many of these activities are made available by [the Centre for Innovation and Entrepreneurship \(CIE\)](#), which is a specialist unit in the Faculty of Business and Economics. To date, it has supported 235 ventures, which created around 2,500 jobs, and helped raise over \$900 million in capital. In addition to a wide range of mentorship services, seminars, and work experience activities, CIE operates a number of specific programmes.

- The [Velocity](#) programme runs annually between March and October, and allows participants to pitch entrepreneurial ideas and compete for a share of prize money and expert support.

The events also include seminars by entrepreneurs from the wider community. A particular success story during the 2020 – 2022 period is that of RosterLab. This start-up was supported by CIE, and successfully commercialised the work of an engineering PhD student to create a system for that can rapidly and automatically generate a roster for hospitals that balances complex needs and expertise requirements.

- Founded in partnership between the Business School and the Faculty of Engineering, the [Unleash Space](#) is the University's state-of-the-art innovation hub and maker space for all students and staff who are interested in generating, testing, and experimenting their ideas. It is fitted with the tools such as 3D printers, laser cutters, sewing machines, routers and vacuum formers to build prototypes. The space also hosts regular events and programmes to inspire innovation, help students launch their ventures, and ensure they realise their potential.
- [Summer Lab](#) is an annual programme that teaches current staff and students what they need to know to develop, pitch, and implement an innovative idea in the market. This programme was so popular in 2022 that registrations had to be suspended due to demand.
- The [Hynds Entrepreneurial Fellows Programme](#) supports academic staff to embed innovation and entrepreneurship into the curriculum at the University. In the 2020 – 2022 period, awards have been made to staff working in a diverse range of areas, including Psychology, Law, Statistics, Engineering, and Pharmacy.

Doctoral Programmes

Overall doctoral enrolments were 2,247 EFTS in 2020, 2,220 in 2021, and are currently 1,918 for 2022 YTD, which compares to 1,996 at the same time last year. As in previous periods, these enrolments are largely for the Doctor of Philosophy (PhD) programme (96 – 97%), with smaller numbers coming from other doctoral programmes such as the Doctor of Clinical Psychology.

In terms of faculty, most (65 – 70%) of these enrolments are in STEM areas, with most of the remainder being based in either the Faculty of Arts or the Faculty of Education and Social Work.

Over the same time period, 1,126 students completed a doctoral programme. The top ten subject areas (accounting for about half of the completions) cover a diverse range of disciplines, including Engineering, Life Sciences, Education, Chemistry, and Psychology.

Using the capacity and capability of UniServices to increase knowledge exchange that leads to commercialisation and innovation

UniServices is a major driver of the growth of research and innovation at the University. Working alongside academics and funding partners, UniServices helps turn new ideas or aspirations for future research into funded programmes of work that capture those ideas, creating significant new knowledge and expertise. We then help translate these into impact through our wholly owned businesses and our portfolio of IP licences and start-up companies.

The 2020-2022 Investment Plan period has been a particularly challenging one for UniServices, commercialisation and innovation activities, due to our inability to travel nationally and internationally in pursuit of contestable fundings, contracting activities, commercialisation and innovation opportunities. Despite the significant disruptions, UniServices secured research funding for hundreds

of new and/or ongoing research projects in a wide array of disciplines across arts, science, medicine, engineering, education, and social sciences.

Our business units delivered critical training and workforce development to the COVID-19 response at unprecedented scale, including many thousands of COVID vaccinators here in New Zealand and in several nations in the Pacific, many hundreds of social workers in mental health and family violence services, and many hundreds of principals and teachers in the New Zealand public school sector. Our business units also delivered advanced medical imaging services, extended the largest longitudinal study of young New Zealanders and their families, and provided a pathway into the University for international students already in New Zealand and others in their home countries.

Covid also drove record levels of activity in commercialisation, with new opportunities arising from researchers who could not access their laboratories during lockdown and from the surge in invention and innovation seeking to develop and deliver solutions to the COVID crisis. Some of these new ventures focused on rapid testing technologies, vaccine innovations and novel anti-viral drugs, while others focused on new ways of working and learning remotely, in addition to the rich variety of other start-up ideas that arise from the breadth and depth of research at the University.

In 2021 alone, UniServices delivered more than \$250m of new contracted research revenues. The overall value of the start-up investment portfolio grew significantly in 2021, by more than 50 percent. Many of the new ideas generated by both established researchers and student entrepreneurs during the COVID Pandemic have been moved through UniServices' commercialisation pipeline.

Equitable participation and advancement

The University allows¹ students to indicate a range of personal characteristics that signal membership in one or more equity groups. This information is used to inform service delivery, and to track commitments towards those groups in terms of participation and achievement.

Participation

Participation by students from refugee backgrounds has risen from 0.6% of all enrolments in 2018 to 2.4% in 2022 YTD (as of June). Increases are also evident at both the Undergraduate/Informal level (0.6% to 2.7%) and at the Postgraduate/Doctoral level (0.5% to 1.2%). Participation in key industry-driven programmes² and in the wider STEM(M) subject areas has also improved.

LGBT+ student participation has risen from 2.0% in 2018 to 8.9% in 2022, with similar improvements seen for both the Undergraduate/Informal and Postgraduate/Doctoral levels, and for STEM(M) programmes. In part this may be a result of improved confidence in the collection and use of the data. The industry-driven programmes, while improving, have not had as much traction with this student group, however, showing a more modest improvement from 0.5% in 2018 to 4.1% in 2022 YTD.

Students who reported a disability, and/or who requested a disability-related service, have risen from 4.9% of enrolments in 2018 to 9.1% in 2022. Similar increases are evident at all levels and for

¹ With the exception of Gender (Male, Female, Diverse), these fields are optional. Consequently, a student is only counted as being part of a given group for the purposes of this section if they explicitly signalled their membership.

² Bachelor of Design, Bachelor of Medical Imaging (Honours), Masters degrees in Information Technology, Design, Information Governance, and Business Analytics.

STEM(M) programmes. Enrolments in industry-driven programmes are more variable year-on-year for this group, but a broad improvement is still seen from 2.9% in 2018 to 4.6% in 2022 YTD.

Participation by students from lower socio-economic backgrounds³ has declined from 12.3% in 2018 to 10.4% in 2022 YTD. This decline affects both the Undergraduate/Informal and Postgraduate/Doctoral level and is particularly pronounced in the industry-driven qualifications, where participation fell from 10.7% in 2018 to 4.2% in 2022 YTD.

In terms of gender, the breakdown of the student body has remained relatively stable, with 40 – 45% of all enrolments being male students, and 55 – 60% being female. The proportion of gender diverse students has been steadily rising and is currently at around 1%. For 2022 YTD, female students are the majority at both the Undergraduate/Informal level (55.4%) and the Postgraduate/Doctoral level (63.7%), as well as in the industry-driven programmes (57.9%) and in the STEM(M) programmes (52.4%).

Enrolments by Māori and Pacific students have been stable at around 16%, varying by less than 0.5% between 2018 and 2022 YTD. For 2022 YTD, Māori/Pacific students are relatively less likely to be enrolled in Postgraduate/Doctoral programmes (12.5%) and STEM(M) programmes (13.3%) than they are to enrol in Undergraduate/Informal programmes (16.6%). Participation in industry-driven programmes is changeable year-on-year, but has generally improved from 2.6% in 2018 to 7.2% in 2022 YTD.

Course Pass Rates

Students from refugee backgrounds pass their courses at essentially the same rate as other students, ranging between 89.0% and 91.7% for the period 2018 - 2021⁴, where non-refugee student pass rates ranged between 88.5% and 92.0% for the same timeframe. This general pattern is repeated for both STEM(M) courses and for postgraduate level courses.

Pass rates for LGBTQIA+ students are generally good (84.9% or higher in all four years), but lower than pass rates for non-LGBTQIA+ students. While the specific numbers vary year on year, the overall trend is improvement, with the discrepancy falling from 4.4% in 2018 to 2.6% in 2021. Postgraduate courses showed a marked improvement, with the difference between LGBT+ and non-LGBT+ pass rates falling from 4.4% in 2018 to 0.8% in 2022. Pass rates for students with a disability have declined in relative terms, with the discrepancy increasing from 3.4% below students without a disability in 2018 to 5.0% below in 2021. This pattern is also evident for postgraduate level courses, where the difference increased from -3.4% to -4.4%, and for STEM(M) courses, where it increased from -3.9% to -4.6%.

For students from Decile 1 – 3 schools, pass rates are consistently lower than for students from Decile 4 and above schools, with an average discrepancy of about 10%, and no significant change over the 2018 to 2020 period. This pattern is also visible for STEM(M) courses, but is more muted for postgraduate level courses, where pass rates for these students are only around 4% lower, on average, than for students from Decile 4 and above schools. This reflects an established pattern, where the discrepancy tends to improve the longer the student is retained. For example, in 2021, the

³ Defined here as students from a Decile 3 or lower school. Note that the percentages here exclude students for whom no decile is recorded (e.g., students who completed their schooling overseas, home-schooled students, or students from non-traditional schooling backgrounds).

⁴ Pass rates cannot be calculated for incomplete academic years, hence these numbers do not include 2022 YTD.

gap was around 15.0% for new students in first-year courses, 10.4% for second-year courses, and 7.3% for third-year courses.

In terms of gender, pass rates tend to be relatively stable from one year to the next, with those for gender diverse students being lowest (an average of 86.3% across 2018 – 2021), and highest for female students (91.1%), with male students being in between (88.7%). This pattern also holds in broad terms for STEM(M) enrolments. At a postgraduate level, no gender in any year has a pass rate below 92.5%.

Pass rates for Māori/Pacific students have been stable at around 80%, which is consistently 10 – 12% below the pass rate for other ethnic groups. This pattern holds for STEM(M) courses, but is more subdued for postgraduate courses, ranging between 4 and 5% below the non-Māori/Pacific pass rate for all years in the 2018 – 2021 period. Māori/Pacific students passed postgraduate level courses at a rate of 91.2% or higher in all years.

Improving outcomes for Māori and Pacific learners

Waipapa Taumata Rau | University of Auckland has a long history of implementing innovative solutions aimed at improving educational outcomes for Māori and Pacific communities, including for those students enrolled in our programmes, their families and whanau, and in the wider secondary school communities with which we engage. We have detailed many of these initiatives in this Plan, and we are committed to further improving the performance and participation of Māori and Pacific students as outlined in our Learner Success Plan. Our commitments bring us close to achieving parity of performance and equity, especially for taurira Māori. However, further improvements will also require significant targeted investment in the compulsory sector to address the highly variable preparedness of many Māori and Pacific students applying to study.

Leading research and teacher training initiatives to support better outcomes for Māori and Pacific, and to develop Mātauranga Māori research capability

Indigenous research is undertaken across all faculties, with specific examples including Ngā Pae o te Māramatanga, the James Henare Māori Research Centre, and the Mira Szászy Research Centre for Māori and Pacific Economic Development.

Research in the Faculty of Education and Social Work explores how educational interventions can improve teaching and learning, particularly for disadvantaged student groups. The Woolf Fisher Research Centre, an internationally recognised research centre for the development of education and schooling success, promotes research-based educational interventions, as well as providing a vehicle for research expertise for local communities, contributes to developing teacher education programmes, and promotes tertiary education pathways.

The University offers a range of teaching programmes where students learn effective teaching techniques that are based on proven educational theories and informed by leading research.

3.2 Employment Outcomes of Tertiary Education

The University introduced a Graduate Destination Survey (GDS) in 2017, which is a biennial survey of those who completed their degree or diploma in the previous two years. To date, 10,241 graduates have participated in the GDS. In 2021, more than 20,000 graduates were invited to participate in the survey, with an overall response rate of 24%.

The survey seeks graduates' responses to questions about their experience with the University, post-graduation employment patterns, pursuit of further studies, volunteer work, entrepreneurship, family-caring responsibilities, and other activities. The information collected is used to better support current and future learners at the University.

The majority of our recent graduates (89%) indicate that they are engaged in full-time or part-time employment or due to start a job in the next month. Of all graduates in the 2021 survey, 21% say they are undertaking further study. This is marginally lower than in 2019 when 24% were in further study. Wanting to improve career options is the most frequent reason for graduates to undertake further study.

We have seen a steady improvement in the employment rate (which does not include those in further study) of our graduates since the survey was introduced in 2017. In 2021, the overall rate is 97%, up from 96% in 2019 and 95% in 2017. The improved employment rate of our bachelors graduates is a significant factor in the increase. That has gone from 94% in 2017 to 96% in 2021. The employment of our postgraduates is relatively stable. The 97% employment rate in 2021 is a marginal improvement on previous survey rounds (96%). More than half of our graduates in the workforce either had their job before completing or within three months of completing their programme.

Our international undergraduate cohort employment rate has improved to 92.7% in 2021 from 89% in 2017. Our Māori graduates have shown an increased employment rate from 94% in 2017 to 96% in 2021, whereas the employment rate of our Pacific graduates has remained at 96% since 2017.

Most graduates are working in healthcare and social assistance, other professional, and education and training sectors. Most of them (86%) declared their job is directly or somewhat related to their degree.

Our domestic graduates continue to be satisfied with the quality of their programme (88%) and agreed that they gained a range of skills that are valuable to their employment and personal development. Subject matter knowledge (90%), effective use of information (90%), problem solving (85%) and communication skills are among the skills our graduates recognise as being provided by their study.

International survey respondents told us that they are most appreciative of the skills in spoken communication (80%) and collaboration (83%) gained from their degree. They also recognised that their programmes had given them the ability to share ideas (82%), think critically (89%), and solve problems (88%).

In 2021, the GDS expanded to include our PhD graduates with questions specifically designed to understand that cohort. In particular, 95% of our PhD graduates agreed that their programme improved their research and data analysis skills, and about half of those who are currently in the workforce are either in paid employment in a field related to their doctorate or engaged in a postdoctoral position (fellowship or scholarship).

3.3 Findings of quality assurance reviews

The University is currently in [Cycle 6 of the Academic Audit](#). The University's Self-Review Report was submitted in April and the Audit Panel will make a site visit in July before releasing a final report in late 2022. For this reason, the most recent findings relate to the [Cycle 5 Academic Audit](#) that was undertaken in 2014, for which the final report was released in November of that year. The University was commended on its exemplary processes for ensuring the student voice is sought and shared at all organisational levels. Access and transition arrangements for Māori and Pacific students were praised, including the University's long-established [Tuākana Learning Community](#).

The extensive range of resources and support available for doctoral students was highlighted, as was the excellent service and outstanding resources of the University's Libraries and Learning Services. Initiatives such as the development of the [AskAuckland](#) website and the University's mobile app were commended, as was the introduction of a mandatory academic integrity course for new students. The latter is undergoing a substantial update in 2022 with a planned rollout in 2023. Panel members were impressed with the University's processes for evaluating and rewarding teacher performance and with University initiatives to develop leadership capability.

The Panel affirmed several initiatives identified by the University in its self-review and made seven recommendations.

- It suggested there is a need for University-level strategies to govern benchmarking activities and the development of digital technologies. [Te Rautaki Matihiko | Digital Strategy 2025](#) was launched recently to guide the whole University in using digital techniques and practices, and it will address this recommendation and build upon the University's existing strengths.
- The Panel also made recommendations related to the development of work-readiness and employability through delivery of the curriculum. This features in the work-integrated learning strand of the [Curriculum Framework Transformation](#) Programme that released its Phase 1 proposals in May 2022 and will conclude by the end of the year.
- A further recommendation was for the establishment of protocols for the provision of academic advice to students and these are addressed by the [Student Services Function Review](#), which includes a new service delivery model from April 2022.
- The recommendation to strengthen programme review processes for professionally-accredited programmes has been addressed by an Annual Accreditation Review Summary Report.
- The recommendation to implement electronic systems to support postgraduate research supervisor reporting. The [Wahapū](#) digital system for managing doctoral candidature was introduced in 2020.
- The final recommendation reinforced work already underway to review the [Graduate Profile](#), which was approved by the University Senate (the Academic Board) on 30 May 2022.

The Cycle 6 Audit Panel is expected to release its final report in October 2022.



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