



Waipapa
Taumata Rau
**University
of Auckland**



Learner Success Plan Update 2026-28

2 July 2025

Waipapa Taumata Rau | University of Auckland

Learner Success Plan Update 2026-28

Introduction

The Waipapa Taumata Rau, University of Auckland, Learner Success Plan 2026 to 2028 provides a progress update to our Learner Success Plan 2023 and the priority initiatives to achieve those targets for 2026 to 2028. It should be read in conjunction with the Waipapa Taumata Rau, University of Auckland, Investment Plan 2026 to 2028.

Section 1: Progress update - Fostering Learner Success

The University's vision for Learner Success is established by [Taumata Teitei: Vision 2030 and Strategic Plan 2028](#). The [Education and Student Experience](#) portfolio has the primary responsibility for student success and is supported to achieve the vision set out in Taumata Teitei by the Pro-Vice Chancellor (Māori), the Pro-Vice Chancellor (Pacific) and the Deputy Vice-Chancellor (Operations) who leads the Enabling Environment Portfolio.

Taumata Teitei built on the commitments to student-centric support and services set out in Whakamana Tāngata , Student Services Strategy 2019 -2022. Whakamana Tāngata provided the underlying framework for the support and services delivered to students since its approval. A refresh of Whakamana Tāngata is underway. The refreshed Strategy is framed alongside the structural changes to the [Enabling Environment portfolio](#) set out in the Investment Plan 2026 to 2028 and will provide the framework for the implementation of future student support and service delivery.

The University has, in its refresh of Whakamana Tāngata and its development of this Learner Success Plan considered the different stages of the Ōritetanga Learner Success Framework. We recognise that our approach has matured, and we are now at an implementation stage; and through this phase of the Plan will develop holistic services delivery models that respond to learners needs, at their stages of their journeys'.

Our Problem Definition

Our analysis of student achievement at Waipapa Taumata Rau, the University of Auckland has identified that the greatest barrier to university success is the highly variable, and frequently inadequate academic preparation of its predominantly school leaver student intake, particularly those students most in need. While the need for foundational and transitional support is not unique to Waipapa Taumata Rau, University of Auckland, Auckland's demographics make the issue especially acute. Many commencing students, both undergraduate and postgraduate arrive with the potential to succeed but face a wide range of

barriers to achieving this success that stem from systemic inequities and variable levels of academic, social, and emotional readiness. Māori, Pacific, students from low socio-economic backgrounds and those that are first in their families to attend university, experience persistent disparities in achievement, completion, and progression (see Learners Most in Need in the Investment Plan). Addressing these inequities is central to our Learner Success Plan.

The primary causes of inequities are complex and span the entire student journey. They include:

- **The ongoing effects of colonisation**, which continue to shape university systems and culture in ways that can undermine Māori and Pacific learners' sense of belonging and progression
- **Lasting disruptions from COVID-19**, which disproportionately affected Auckland learners and contributed to uneven preparedness. Our institutional responses have not always met the scale of this challenge
- **School-based inequities**, where many Pacific students, particularly those from lower-decile schools, have limited access to the senior-level courses and credits that best prepare them for university study
- **Resource disparities** across secondary schools, especially in rural or remote areas as well as parts of the Auckland region, resulting in limited access to specialist teachers and learning support
- **Academic challenges** in critical first-year university courses, can impede student progress

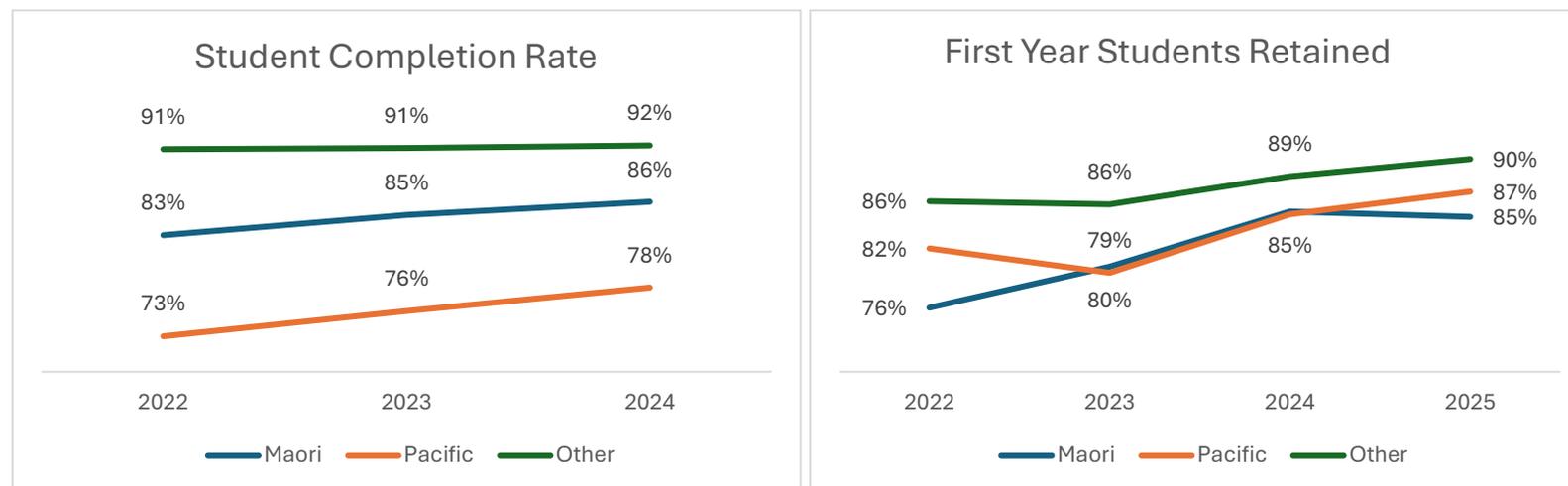
Outcomes

The University's Learner Success Plan 2023 committed to the outcomes set out below, but with a baseline of 2022. The University remains committed to achieving these outcomes but recognises that in the context of the post-pandemic environment, with its constrained fiscal environment, the timeframes in which they were planned to be achieved, were ambitious. The dates by which these outcomes will be achieved have been re-set considering the drop in achievement in 2022 and 2023, and the subsequent progress made during 2024 and 2025. Achievement in 2022 and 2023 was heavily impacted by external factors, primarily the post pandemic social and economic circumstances that contributed to lower achievement for all students but especially for Māori students and Pacific students.

- Māori and Pacific overall pass rates for undergraduate programmes achieve parity within three years from 2024 for Māori students and within five years for Pacific students
- Retention to postgraduate segments at the same rate as all other learners within six years from 2024
- Commencing-student retention achieving parity over five years for Māori students and within seven years for Pacific students from 2024.

To understand the broader impact of its Learner Success Plan, the University established the set of performance indicators set out in Appendix 1. The measures use a range of performance information, including the University's Teaching and Learning Survey, its Graduate Destination Survey as well as pass rates and

within year retention to establish a holistic set of lead and outcome measures. We are pleased with the progress shown, albeit that we aim to make further improvements including in the proportion of Māori and Pacific students we enrol, with University Entrance.



Waipapa Taumata Rau has turned around the post-covid drop in achievement and providing the general societal and economic factors remain stable, we can see a pathway to achieving our Learner Success Goals. Along the journey, University-wide awareness and understanding of the importance of learner success has lifted, creating a strong desire to achieve change, particularly for learners most at need. The 2023 Learner Success Plan has contributed to an understanding of what it means to be a student-centric institution following Taumata Teitei. We have built University-wide commitment, people capabilities and information assets aimed at supporting staff to support students through their journey with the University including life-long learning opportunities to support career aspirations.

Our Learner Success focus starts with future students. **The Schools and Community Engagement team** use student achievement data to assist our future students, ensuring that their secondary schools and whanau understand what being well-prepared for university looks like (see Pōwhiri Model). We follow that up through our programme admission criteria that establish the preparation expected for success in our programmes. We use the secondary school academic achievement information to offer places in programmes in which students are most likely to succeed (see Fast track). Programme advice for those with offers maximises students' opportunities for success and is provided through many settings including face-to-face sessions delivered by SCE, Manama Wai, Open Day for new students and whanau, webinars and online information. Once enrolled, we follow up with our transition and orientation processes, that alert us to academic, social and other needs.

We have expanded our commitment to supporting students without the preparation required to succeed in their chosen career through increased places in our Foundation programmes and we have reduced the costs for students in those programmes by charging no fees. We are exploring the options to expand what we deliver in Tai Tokerau to lift achievement and success in the North.

Our data have shown us the key times at which **retention** of our students is at risk. The first six weeks of commencing students' journey with us, particularly for those who are first in their families to attend university, is a period of high attrition risk. We use that period to monitor students' engagement in their courses, identified through our learning management system, and make direct contact with those whose engagement is lower than their peers. Our students appreciate the check-in. Those who are clearly not participating are encouraged to fully withdraw with no financial or academic penalty. Toward the later part of each semester, students are known to encounter issues maintaining their programme of study. The **STAR Campaign** focusses on those with high risk factors. Finally, between Semester 1 and 2 those who are not as successful as their peers, are identified and contacted. Our Student Contact and Engagement Team checks in with those who have not re-enrolled, providing access to advice and support, including specialised programme advice.

The University offers **scholarships and prizes** at both undergraduate and postgraduate levels to reduce financial barriers for students. Many scholarships are targeted at students most in need, with a focus on expanding access for Māori and Pacific students. In 2023, new scholarships were introduced for the University's 140th Anniversary, resulting in a nearly 55% increase in School Leaver Scholarships for Māori and Pacific students. Three hundred and eighty-two Māori and 295 Pacific students were offered scholarships in 2024, compared to 307 and 264 respectively in 2022. Scholarship applications for 2025 have risen significantly, with a high acceptance rate. Adjustments to summer scholarship processes and fee structures are being made to maintain accessibility and support student success.

Learner Success for all students is at the forefront of our student-centric Education and Student Experience portfolio. The portfolio, led by the Deputy Vice-Chancellor (Education), has responsibility for the quality of the programmes and courses we deliver and for the quality of the University's teaching and learning. Indicators of student of success and perceptions of the teaching and learning environment are compiled for the annual Teaching Quality Review with faculties. Successful Course Completion Rates, Course and Teaching Evaluations and the responses to the Teaching and Learning Survey all contribute to the review. The Twenty Critical Courses which are a barrier to success are a focus, with progress toward achieving parity of pass rates in those courses specifically addressed. The quality review process identifies areas of good practice and those requiring improvement plans. Our student engagement experience as measured by the Teaching and Learning Survey shows that our efforts are having a positive impact.

The Learner Success Oversight Group is responsible for monitoring the achievement of the commitments. The group is currently made up of the Deputy Vice-Chancellor (Education), Deputy VC Operations, Pro VC Māori, Pro VC (Pacific). Quarterly reports on progress toward the commitments allow the oversight group to monitor progress. The group also supports projects and initiatives directed addressing gaps in the achievement of the parity objectives.

- The membership of the Learner Success Oversight group will be reviewed, in conjunction with the new appointments to the Education and Student Experience portfolio and Enabling Environment organisational changes, identified in the Investment Plan.

Section 2: What we have learned

The University recognises the need for a cohesive, institution-wide approach to learner success. There is strong alignment between the objectives of the Tertiary Education Strategy and the strategic themes and success measures outlined in *Taumata Teitei – Vision 2030 and Strategic Plan 2025*. *Taumata Teitei* reinforces our commitment to community engagement, whole-of-University accountability, and putting learners at the centre of our design and decision-making.

We recognise that the accumulated benefits from our many learner-success services and programmes have not yet translated into fully equitable outcomes. The complex and systemic nature of the barriers to equitable learner success, combined with the post-pandemic social and economic environment, will require time to be reflected in the University's Educational Performance Indicators. The organisational changes to portfolios supporting student outcomes will be consolidated with the establishment of the new roles in the Office of the Deputy Vice-Chancellor (Education) and the Student and Scholarly Services Division.

Whakamana Tāngata, Student Services Strategy introduced in 2019, has guided the introduction of a student centric approach to student services, shifting the services we offer from a transactional to a relational model that emphasises partnership and collaboration. This included the re-branding and change in the approach of our schools' partnership activities and the introduction of the Schools and Community Engagement pōwhiri model, as well as the consolidation of transactional services, such as admission, enrolments, and a significant focus on improving the quality of advisory services.

- Te Herenga Tauira, a professional development programme for student-facing staff, is the tethering post for delivering mana-enhancing services for kaimahi (staff) and tauira (students) in the new Service Delivery Model, with a commitment to increasing cultural competency throughout our service design and development in our staff capabilities.
- Preparation support and messaging for Māori and Pacific future students is gaining momentum through partnerships with schools and influencing all of School and Community Engagement Team's activities, with benefits for all future students. A Pōwhiri model that acknowledges that when we prioritise and nurture relationships with key stakeholders — including future students, schools, and whānau — enrolments will follow.
- The Academic Decision-Making Framework has specified roles and responsibilities that articulate the delegated authorities of academic and professional staff supporting and advising students on various aspects of their academic journey.
- Establishment of Student Hubs at the City, Grafton, Tai Tonga, and Te Tai Tokerau campuses, providing a physical gateway to Waipapa Taumata Rau for all prospective and current students, who can access information and advice on any aspect of their studies and life at the University.

The changes introduced through Whakamana Tāngata, are being examined in the re-refresh. The opportunity to better integrate services and supports under a leadership partnership informed by the strategic ambitions of our key stakeholders (Kaweā Ake and Ala o le Moana) places Waipapa Taumata Rau in a strong position to meet its ambitious Learner Success goals.

The Unified Student and Scholarly Services Office informed by expert advice from Nous Group – a consultancy with deep experience in higher education strategy and design – and by interviews with leaders from across the University, several changes have been approved and are now being implemented within the Enabling Environment portfolio. These changes are designed to better position the University to meet emerging challenges in our sector, including:

- More students with diverse and evolving learning needs and preferences
- Evolving expectations around service delivery
- Increasing volume of compliance and risk-focussed activities
- Technological change spearheaded by AI

The University has a strong track record of pro-actively evolving its professional services to support a world-class institution. This next phase builds on that strength, aiming to enhance service effectiveness, integration, and long-term sustainability. Strengthening the integration of student-facing services to improve effectiveness throughout the student journey is essential.

The current model is fragmented, with up to seven different offices leading on services along various aspects of the student journey. These overlapping roles and responsibilities lead to confusion for users and other university stakeholders, resulting in difficulties accessing support, mixed service quality, and an inability to improve the student experience.

Key benefits:

- Streamlined strategic and operational planning. Stakeholders across the University engage with a single leader for any decisions that could impact students.
- Single entry point for students, integrated with more complex tiers. All students will first contact the student service centre (via phone, digital or in-person). Services will be triaged based on their nature: academic services for routine enquiries, faculty-specific teams for complex issues, and student wellbeing for case management and outreach services.
- Clear focus on the student experience. The function has accountability and ownership over continual improvement of student outcomes and service excellence.

One of the main recommendations out of this review was the establishment of a unified Student and Scholarly Services Office.

Our Student Journey

Student Journey Mapping helps to inform our end-to-end approach, and has been undertaken for school-leaver undergraduates at large, for Māori and Pacific students, for students with disabilities, international students, and for other cohorts. These journey maps combined with our data informed approach to admission have helped us understand the experiences of students when they engage with the University. They provide a baseline for improvement plans aligned with the service-design principles and participatory design approaches committed to in Taumata Teitei that will lead to the co-creation of mana-enhancing experiences for all members of the University community.

Arranged across the high-level stages of our student journey maps, the sections below set out what we have learned from our initiatives, what has worked well, the opportunities we see to further improve experience and outcomes for all learners, and the underlying causes and challenges that we must understand and address.

Engagement and Preparation

The pōwhiri model adopted by Schools and Community Engagement Team is focused on outreach to secondary schools, particularly for students in Years 9 to 11. This is followed by advice and nurturing of pathways for Years 12 and 13. Outreach and schools-partnership activities that contribute to future students' preparation are evaluated on a regular cycle.

A new initiative from Schools and Community Engagement is aimed at increasing the pipeline of University Entrance qualified applicants. The aim of the partnership, that started with, with twelve Tāmaki Makaurau, Auckland secondary schools is to bring Māori and Pacific achievement to parity with non-Māori and non-Pacific students. Utilising our data, we engage directly with secondary school students, whānau, and educators to highlight the importance of external assessed credits and share best practice amongst schools. Schools are supported in the move to parity through access to their students' achievement during their studies with Waipapa Taumata Rau.

No. Applicants from 12 Partnership Schools	2023	2024	2023-24 Change
Māori	120	134	+10%
Pacific	399	437	+9%

A recommendation from the initial evaluation of the University Entrance parity activities is the need to better identify participants both the schools and the individual participants in the partnership. This will allow us to better understand the impacts of the support provided for participants and allow us to build on the earlier relationship as participants move from secondary schooling to university study.

Pathways to Admission

Our Fast Track process is reviewed each year to build on the lessons learned in the previous year. Fast Track evaluates high school results and supports the University's equity goals by considering factors including school deprivation and individual demographics. This approach allows the University to confidently offer places to eligible students ahead of Year 13 results being released. These students effectively gain a head start in enrolling in their chosen programmes and selecting their courses. For Semester 1 2025, the University made Fast Track offers to 7,922 students, with 1,249 (16%) Māori or Pacific school leavers.

A review of the outcomes of Fast Track has led to the recognition that we need to use our information assets to provide prior learning advice, currently available through on-line course outlines, directly to applicants. We expect that this advice will encourage applicants to enrol in courses best suited to their levels of preparation.

Transition and Welcome

Our business-as-usual services for transition into and welcome to the University now include holistic online orientation, co-designed with students, through tailored communications for first year undergraduate and taught-postgraduate students. This onboarding begins several months before the start of each semester and sits alongside on-campus orientation focussing on both campus and faculty-specific information and cohort building. The UniGuides mentoring programme also commences during orientation and is available throughout the year. Orientation to specialised programmes of study provided by faculties compliments the university-level broad-based activities.

Summer School provides an opportunity to support the effective transition of new-to-university learners. School-leaver academic-enrichment initiatives held over the summer-school period include UniBound (Pacific) and Tōia ki Waipapa (Māori), which allow Māori and Pacific school-leavers to undertake a credit-bearing programme in a low-risk, culturally relevant, and community-driven environment. The six-week Summer Start programme operates alongside those for all students and adopts a Te Whare Tapa Whā model. We also offer several “preparatory courses” during Summer, courses that bridge students with limited external credits into the core courses required for a degree or major subject. These include Mathematics and Statistics, Chemistry and Physics as well as Writing and Literacy courses.

Numeracy, as a component of university preparation is increasingly important as a determinate of learner success and retention. We have found that first-year students with fewer than two external credits in NCEA level 2 Mathematics were more likely to fail numeracy-rich courses, than students with two or more external credits. The proportions of Māori and of Pacific students with low numeracy preparation is higher than for all other students. In 2024, 12 % of Māori and 14% of Pacific first year students compared with 10% for all other students had low numeracy preparation.

We will increasingly make use of Summer School preparation courses alongside the academic enrichment courses to allow students to catch-up on gaps in their secondary schooling that may impede their progress. Numeracy preparation will be addressed through a group of micro-credentials that will be available to support students through their journeys.

Being a student

The Tertiary Foundation Certificate (TFC) and the Certificate in Health Sciences (CertHSc) offer school-leavers without the requisite preparation a one-year preparation pathway to undergraduate study. Demand for the programmes continues to grow, with over 600 learners expected to commence in 2025. Potential students aged 20 and over may also participate in the New Start preparation and bridging programme. Both TFC and New Start are offered in Auckland at the City and Tai Tonga Campuses, and at the Tai Tokerau Campus in Whangārei.

Foundation Pathway Programmes - TFC and CertHSc	2022	2023	2024	22-24 Change	Progression from Completion of Foundation to Degree-level study	2022 to 2023	2023 to 2024	2024 to 2025
Māori	85	75	95	12%	Māori	51%	75%	69%
Pacific	157	139	179	14%	Pacific	60%	59%	62%
Other	205	265	346	69%	Other	63%	66%	61%
Total	447	479	620	39%	Total	59%	66%	63%

*A **Transitions Directorate** will be established from late-2025 as a strategic response to the growing need for a more coordinated and aligned approach to transition programmes, ensuring students are effectively supported at key transition points in the student journey.*

Student engagement monitoring starts with identifying potentially at-risk school-leaver students before the start of their first semester. Data from the learning-management system identifies students who engagement in course materials is lower than their peers and allows the **Student Experience Centre** check in with these students via email and phone. Mid-semester, the **STAR (Student Transition and Retention) Outreach Campaign** is coordinated with engagement staff across the faculties, resident managers within accommodation, and advisors part of the Student Experience centre. High-risk students are contacted based on a suite of early indicators, such as engagement and success in courses, as well as academic preparation clusters.

The primary objective of these campaigns is to help students succeed by supporting them with their studies and academic outcomes, holistic support that improves aspects of their wellbeing, or identifying early in a student's journey that other life choices may need to take precedence and supporting them in those decisions to minimise any financial and academic penalties. This whole-of-University approach helps to foster and ensure success for all learners while addressing persistent and inequitable outcomes for Māori and Pacific students.

Te Papa Manaaki | Campus Care provides a targeted, expert, and responsive service to support students with a range of health, wellbeing, and conduct matters. This includes mental health concerns, family or relationship violence, stress, sexual harm and bullying, or harassment and discrimination situations. More recently Te Papa Manaaki has introduced a walk in service for those requiring more immediate support. The [Creating Cultures of Consent and Respect Action Plan](#) guides the University's work in relation to harmful sexual behaviours. The [Oranga Tauira | Student Wellbeing Plan](#) together with the range of initiatives under the 'Be Well' banner are focussed on creating the conditions for improved wellbeing through proactive and preventative measures that promote health, reduce stress, and enhance a sense of community and belonging. This includes a range of measures to address bullying, harassment, and discrimination.

University-wide leadership of the **Tuākana Learning Communities** has been strengthened with key appointments in the PVC Māori and PVC Pacific offices, enhancing coordination, collaboration, and the sharing of best practices across the University. These leadership roles have enabled strategic opportunities to improve structures and systems.

Students are welcomed to the University and introduced to the **Tuākana Learning Communities** and other key Māori and Pacific services on campus as part of orientation. Faculties hold wānanga lead by Tuākana prior to semester starting to support academic transition and success. The new Arts and Education Faculty with the largest populations of Māori and of Pacific students within the University of Auckland, provided the opportunity to establish afresh, the ideal staff structure and roles to support the Tuākana Learning Community. Dedicated Tuākana roles, as members of the broader faculty advisory service, allows staff to access to the digital resources that provide over-sight of student engagement and performance, that are not available to staff who are also students or part of the casual workforce. The success of Tuākana is measured through “Student Satisfaction with their University Experience” questions in the annual Teaching and Learning survey.

Student Satisfaction - overall	2022	2024
Māori	69.4%	75.0%
Pacific	65.9%	75.8%
Other	73.3%	78.1%

The Arts and Education staffing model for Tuākana Learning Communities will be reviewed and adapted to the needs of other faculties to strengthen the role of Tuākana.

An inclusive campus culture is crucial for students to foster a sense of belonging that recognises the importance of people’s diverse identities, cultures and strengths, academic aspirations, and social and emotional needs. Provision of services such as **He Āhuru Mōwai | Māori Student Support Centre, Te Fale Pouāwhina, Te Tumu Herenga | Libraries and Learning Services Inclusive Learning** support for neurodivergent students and Ratonga Hauātanga Taurira | Student Disability Services ensures students can access culturally responsive and personalized support.

The establishment of Student and Scholarly Services as the central service division with the over-view of student support activities may lead to changes to the engagement and support model. An implementation plan will be developed and delivered in late 2025 that will form the basis of future engagement and support plans.

Learning & Teaching

The University’s undergraduate curriculum has undergone significant development in recent years through four components: taumata (guiding principles that shape what we do across all our programmes and courses); updating our graduate profile; introducing signature pedagogical practices (relational learning, assessment for learning, and technology-enhanced learning), and design features (structure, content, and approach to realise transformation).

The annual Teaching and Learning Quality Review with faculties will shift to focus on exceptions, both best practice and those requiring improvement. Faculties will be asked to identify improvement plans for courses with persistently low outcomes for students, including those identified as “Critical courses”.

Twenty Critical Courses:

The twenty first-year courses that provide the greatest “block to progression” for Māori and Pacific students were identified. A dedicated working group was established to improve outcomes in these courses, providing targeted support through teaching teams. Tuākana mentors, and additional information for teachers through engagement dashboards were also provided. This initiative has already led to improved outcomes in several courses. The focus on the courses and the reasons for their inclusion in the list, is frequently sufficient impetus for changes to be made in the course structure and delivery, and improved outcomes. In 2025 three courses moved out of the original list as they had achieved a sustained reduction in the performance gap. Three courses were added to the list.

SCR – 20 Critical Courses	2022	2024
Māori	75.5%	81.1%
Pacific	64.2%	71.4%
All other	87.7%	90.0%

A regular review of the Student Completion Rates of the Twenty Critical Courses is undertaken and the gap between Successful Completion Rates for Māori and for Pacific student compared with all other ethnicities, is tracked. The reviews are included in the Quality Review process.

The Curated Pathways initiative offered school leavers whose secondary school preparation was below the requirements for their intended programme, entry to the Bachelor of Arts, on the condition that they followed a curated selection of courses during their first semester of study. Targeted support and strong whānau engagement were also provided. While some students successfully progressed into Semester 2, overall enrolments in 2023 and 2024 were low. Many learners who would have benefited from this initiative instead opted for other programmes (including the Tertiary Foundation Certificate).

A review of the Curated Pathways recommended that the initiative be rolled into business as usual. Insights from the Curated Pathways initiative are now informing broader strategies, including a new Student Success Framework for first-year learners, the review of the Bachelor of Arts programme, and a numeracy course for all in the Faculty of Science.



Section 3: Next Steps for Learner Success 2026-28

Strategic Commitment – holistic service support

Taumata Teitei affirms the University's commitment to honouring Te Tiriti o Waitangi. Our teaching and learning will be framed by Te Tiriti accountabilities; we will give effect to Te Tiriti; the University will be a place where Te Reo Māori can flourish and where mātauranga Māori and Te Tiriti o Waitangi are valued, fostered, protected, and used responsibly. Our Learner Success plan is focused on the implementation of the strategies and plans aligned with Taumata Teitei. It takes a holistic approach to working with students and communities to better understand and establish the conditions that foster success for all learners. We provide tailored experiences within a collective academic environment, accommodating and respecting learners' varied needs and life stages.

Learner Success Governance

The Learner Success Oversight Group membership and terms of reference will be reviewed to recognise the new roles in the Education and Student Experience portfolio and the Enabling Environment. The new arrangements will ensure better coordination of academic quality, student support and retention, and overall learner success providing confidence that our shared goals and commitments will be achieved.

The Learner Success Oversight Group will include the Deputy Vice Chancellor (Education), the new Pro-Vice Chancellor (Student Success and Experience), the Pro Vice-Chancellors Māori, and Pacific, and senior staff from the Chief Operating Officer's (Enabling Environment) portfolio; having members of the University Executive Committee oversee learner success enable the whole-of-system response required.

The activities of the Oversight Group will be supported by an Implementation Group comprising members of the Office of the Pro-Vice Chancellor Māori and of the Pro-Vice Chancellor Pacific with staff from the Enabling Environment portfolio responsible for implementing policy, delivering services and monitoring and reporting on progress. A reference group of Faculty Kaiarahi and Pacific staff leaders will ensure local concerns and issues are addressed. The Implementation Group lead by the new Scholarly and Student Services Division, will coordinate the work programme including existing and new initiatives evidenced as critical to achieving equitable outcomes. It ensures that there is a whole-of-institution plan able to deliver the necessary changes. Key Performance Indicators reflecting retention and success progress are reviewed on a quarterly basis, augmented where appropriate with voice-of-student feedback gained through support services and other channels to form recommendations aimed at removing barriers to success.

- The two-tiered approach to the governance and leadership of the Learner Success initiatives will ensure activities are guided by strategy, are focussed on the overall outcomes, maximise the opportunities for university-wide input and embedding best practices within business-as-usual activities to ensure that changes necessary to achieve the goals will last.

Our next steps in achieving the Learner Success goals will be guided by the approval and implementation of the strategic changes initiated in 2025 and will follow our understanding of the student journey and key decision points for our current and future students.

Learner Success Roadmap

Immediate Actions		Near Term Actions	
2025	2026	2027	2028
Learner Success Governance Reviewed	Learner Success Governance agreed, oversight, operational, and reference meetings set up with a quarterly cadence.		
Kaweā Ake annual review of milestones achieved.			
Ala o le Moana annual review of progress towards milestones.			
Whakamana Tāngata agreed	Whakamana Tāngata Student Services Strategy implementation plan with annual milestones.		
Transitions Directorate established	Transitions Directorate implementation plan established and implemented.		
Student and Scholarly Services established	Student and Scholarly Services implementation plan in place, information needs developed, annual review of progress (Pastoral Care)		
University Entrance parity partnerships established.	Data products to monitor UE	Annual review of UE outcomes and student journeys in partnership schools.	
Fast Track parameters reviewed.	Data products for course advice trailed enlmt '27	Review of course advice outcomes and data products, refinement of data products.	
Summer School courses identified and offered.	Summer School courses identified and offered.	Summer School courses identified and offered.	Summer School courses identified
Numeracy micro-credentials trialled	Strengthened model reviewed - refined model established in all Faculties.		
Tuākana established in Arts and Education.	Strengthened model reviewed - refined model established in all Faculties.		
Early Alert and Engagement Monitoring expanded, activated each semester, lessons learned reviewed.			
Twenty Critical Courses - annual review of course outlines and pass rate thresholds.			
Quality assurance review revised	Review	Action Plans	Review
		Action Plans	Review
			Action Plans
Retention to postgraduate			



Strategic Framework

Kawea Ake

Taumata Teitei inaugurates an enduring Indigenous framework named Toitū Waipapa. Both Taumata Teitei and Toitū Waipapa provide the impetus for indigenising approaches and practices across Waipapa Taumata Rau. Waipapa Taumata Rau provides a distinctive learner experience. This experience is rich, relevant and research informed. It is highly connected to knowledges of place, to mātauranga Māori and to Te Tiriti. It encourages a deep awareness of learner cultural identities and active civic/community responsibility. Waipapa Taumata Rau is a place where taura Māori belong and their identities are valued and enhanced.

- Kawea Ake sets out a set of indigenising initiatives for the period through to 2030 that when achieved will ensure taura Māori are supported to achieve the outcomes sought through this Learner Success Plan.

Ala o le Moana

Ala o le Moana, Pacific Strategy establishes a mana-enhancing teaching and learning ecosystem that fosters belonging, health, safety and wellbeing, and academic success for Pacific students. This includes prioritising relational pedagogic frameworks and sustained support systems inspired by Pacific knowledge systems. The strategy prioritises learner success with its first strategic flight path, “Shifting the dial with, and for Pacific students”.

- Ala o le Moana challenges Waipapa Taumata Rau to achieve success for its Pacific students, the strategy is well aligned with this Learner Success Plan, achieving the goals of the Plan will provide success for the Strategy.

Whakamana Tāngata, Student Services Strategy

The refreshed Whakamana Tāngata, Student Services Strategy is to be in place in 2026, it will establish stronger alignment between, and integration of the administrative processes that facilitate students’ academic journeys with the advisory and support services enrich their experience. Streamlined and enhanced student admissions processes, course advice, support services, and wellbeing services are the expected outcome. Existing services will be actively enhanced to further support students in developing academic skills and independent learning, through expert guidance, inclusive resources, and flexible digital tools accessible anytime, anywhere.

Initiatives that will deliver sector-leading pastoral care practices that are highly valued and relevant to our students are planned. Student wellbeing will be further strengthened by the ongoing development of our [Oranga Tauira | Student Wellbeing Plan](#) and [Creating Cultures of Consent and Respect Action Plan](#), particularly in our training and development of support staff. Our newly established Student Voice Framework will ensure the student voice guides future enhancements and decision-making.

- Whakamana Tāngata 2025 to 2028 will be considered and approved in the second half of 2025. The Strategy implementation plan will be actioned from 2026 to 2028.

Student and Scholarly Services Division

Strengthening the integration of student-facing services to improve effectiveness throughout the student journey is essential.

The current model is fragmented, with up to seven different offices leading on services along various aspects of the student journey. These overlapping roles and responsibilities lead to confusion for users and other university stakeholders, resulting in difficulties accessing support, mixed service quality, and an inability to improve the student experience.

- A carefully managed transition to establish the new division will begin in July 2025, bringing together Libraries and Learning Services, Student and Academic Services and Student Wellbeing and Engagement to support integrated student services.

Student Transitions Directorate

Our problem statement sets out that persistent school-leaver under-preparedness has resulted in a significant group of students who have the potential to succeed but do not have the subject preparation needed to succeed. With growing numbers of students requiring additional academic preparation, transition programmes are becoming increasingly critical to student success.

Given the projected long-term levels of under-preparedness there is an opportunity to take a more strategic approach to transition programmes across the University. The focus is on identifying synergies, enhancing collaboration, aligning efforts, eliminating duplication, and optimising resources. The aim is to ensure the overall student transition experience offers clear, streamlined pathways supported by cohesive leadership and oversight.

- The Student Transitions Directorate is expected to be in place from 2026 onwards.

Raising preparation

Māori and Pacific future students' preparation will continue to be supported through direct engagement with families, students, teachers, and school leaders. Information about the outcomes of different preparation, the impact on university success of NCEA external compared with internal credits is updated regularly, giving schools and their whanau access information to support changes in preparation. **Pacific Academy for Year 12 and 13 students** provides digital skill development and is complemented by in-person tutoring provided by University students with connections to the schools in which they are active. A Year 11 pilot trialled in 2025 will continue in 2026. The **Maths Challenge** has been extended to include students from Year 5 to 10. Health and Engineering outreach programmes, along with the Catalyst Programme, connect students with university research institutes. In 2024, STEM made up 36% of both Māori and Pacific school leaver enrolments, compared to a baseline rate of 49% for all school leavers. Efforts will continue to strengthen STEM pathways for students most in need.

- The partnership agreement with Auckland secondary schools to achieve **UE parity for Māori and Pacific learners by 2030**, now includes 15 Secondary Schools. To allow us to better understand the impacts of the support provided and to build on the earlier relationship as students move from secondary schooling to university, information products will be built that ensure we can monitor students' journeys from school to university.

Admission and enrolment advice

1. *Fast Track:*

The University will continue to refine the data-driven criteria used to offer places to eligible students prior to Year 13 results being known, giving them a head-start in enrolling in their chosen academic programmes and selecting their courses.

- We will build the data products that allow us to provide specific advice to applicants about the preparation needed for programmes and courses, and alternate pathways to overcome gaps in preparation.

2. *Summer School:*

Summer School is an opportunity for new students to find friends and own the Campus. We ensure that key “preparation courses” are offered during summer which allows students to overcome limits in their schooling and stay on track to complete their degree with their cohort.

- Summer School will continue to be an opportunity for new students to reduce the limitations of their secondary school preparation providing academic enrichment and preparatory courses that provide a bridge to their chosen degree pathway.
- The Numeracy micro-credentials will be trialled in conjunction with Summer School, allowing the first cohorts to be supported through the learning modules. Students will have access to the support resources provided by the credentials throughout their journey with Waipapa Taumata Rau.

3. *Student Academic Advisory Model:*

Student hubs, opened in early 2022, consolidate several distinct service points into a 'one-stop shop' for students. These hubs provide a space where prospective or current students from any faculty can receive help with a wide range of information and services, including exploring study options, navigating entry into the University, course selection, enrolment, degree planning, fees, transcripts, visa enquiries, University life, library services, student IT support, and connecting to wellbeing, disability, and engagement services. Since their opening, students have benefited from the reduced run-around and more streamlined access to support.

- With the transition to a unified Student and Scholarly Services Division, the range of services and advice provided through the student hubs will be expanded. We will enhance the information available to the Hubs to ensure a 360 view of students and their engagements with the University's services.

Being a student

4. *Strengthen the Tuākana Learning Community:*

University-wide leadership of Tuākana has been strengthened with key appointments in the PVC Māori and PVC Pacific offices, enhancing coordination, collaboration, and the sharing of best practices across the University. These leadership roles have enabled strategic opportunities to improve structures and systems.

- The focus over the period of this LSP will be on strengthening the Tuākana Learning Community, by extending the model put in place for the Faculty of Arts and Education of formal professional staff Tuākana roles, extending support beyond the first year of study to the entire student journey, and providing the leadership and resources needed to offer holistic support that benefits Māori and Pacific learners throughout their University experience.

5. *Early Alert and Engagement Monitoring:*

The Wellbeing & Preparedness Assessment will be continuously refined.

- The Wellbeing & Preparedness Assessment will be expanded for new learners to ensure early, barrier-free referrals to support services and address complex scenarios through Te Papa Manaaki | Campus Care. STAR Outreach activities will identify students with low engagement, ensuring they receive timely, personalized support from the Student Experience Centre and support staff in accommodation and faculties.

6. *Pastoral Care Programme:*

Student wellbeing support services have become more agile and responsive, with increased capacity in Campus Care and counselling teams, significantly reducing wait times. Campus Care now has 14 clinical staff and a support team in a more accessible location, offering a "walk-in" service for same-day support. Centralised academic support processes have improved the student experience. All staff complete the "Building Connections" pastoral care training, enhancing confidence and consistency in care. The holistic wellbeing framework is being embedded to strengthen support, especially for Māori and Pacific students, requiring improved training, cultural competency, streamlined referrals, and tailored communications. Continued engagement with "Building Connections" ensures every contact counts. A framework for pastoral care skills is being developed to enhance staff training, ensuring consistent, student-centred responses and appropriate referrals for safeguarding concerns.

- An implementation plan will be developed and delivered by the new Student and Scholarly Services Division in late 2025 that will form the basis of future engagement and support plans.

Learning & Teaching

7. *Twenty Critical Courses:*

- The initiative will continue, with an annual review of the courses replacing those that come close to achieving parity, with others that need focus and support.

8. *Quality assurance and monitoring*

- The focus of the annual Quality Assurance processes with faculties will shift to identifying exceptions, both best practice and those requiring improvement.
- Faculties will be asked to identify improvement plans for courses with persistently low outcomes for students, including those identified as “Critical courses”.

9. *Retention to postgraduate:*

Deliberate initiatives are planned to develop, attract, and retain students through to postgraduate study.

These initiatives will involve early identification and support for high-potential learners, targeted scholarships, focused academic advice, and increased exposure to and engagement with leading researchers. A revised governance structure to support sub-doctoral study across the institution will prioritize outcomes that increase the participation and success of Māori and Pacific postgraduate students.

Appendix: Learner Success Measures

Learner Success Measure	2021 Baseline	2024 Achieved
Enrolment by Māori and Pacific school leavers matches the proportion of UE-qualified Māori and Pacific school leavers in the Auckland Region. % of School Leavers (% of UE Achievers)	Māori: 6.7% (7.8%) Pacific: 10.9% (12.9%)	Māori: 8.3% (8.89) Pacific: 10.4% (12.1%)
Students are better prepared academically and socially for university life, measured by school-leaver pass rate in the first semester	Māori: 82.4% Pacific: 72.5% Overall: 87.1%	Māori: 86.7% Pacific: 79.0% Overall: 89.5%
Academic advice is provided consistently, and students are satisfied with this advice - overall	Māori: 66.8% Pacific: 68.1% Overall: 67.9%	Māori: 67.1% Pacific: 69.5% Overall: 68.7%
Student Advisory model - Academic advice is provided consistently, and students are satisfied with this advice - first-year school leavers	Māori: 50.0% Pacific: 74.5% Overall: 69.7%	Māori: 60.3% Pacific: 68.3% Overall: 67.4%
The proportion of first-year school leavers who remain enrolled across academic terms increases	Māori: 87.5% Pacific: 87.5% Overall: 86.7%	Māori: 95.1% Pacific: 93.8% Overall: 94.2%
Satisfaction with transition and welcome services is high for all students — overall	Māori: 50.6% Pacific: 60.3% Overall: 55.1%	Māori: 60.0% Pacific: 64.4% Overall: 60.5%
Satisfaction with transition and welcome services is high for all students — first-year school-leavers	Māori: 52.6% Pacific: 60.0% Overall: 50.4%	Māori: 62.2% Pacific: 61.7% Overall: 62.3%
The proportion of students remaining actively engaged with the social atmosphere of the University improves — overall	Māori: 46.7% Pacific: 42.9% Overall: 46.8%	Māori: 57.5% Pacific: 54.7% Overall: 60.0%
The proportion of students remaining actively engaged with the social atmosphere of the University improves — first-year school-leavers	Māori: 51.3% Pacific: 41.4% Overall: 53.9%	Māori: 63.4% Pacific: 55.3% Overall: 63.3%
High levels of satisfaction with relationships and experience are maintained, measured by student satisfaction with their university experience — overall	Māori: 72.8% Pacific: 65.1% Overall: 70.1%	Māori: 75.0% Pacific: 75.8% Overall: 77.7%

Learner Success Measure	2021 Baseline	2024 Achieved
High levels of satisfaction with relationships and experience are maintained, measured by student satisfaction with their university experience — first-year school-leavers	Māori: 82.1% Pacific: 66.3% Overall: 74.6%	Māori: 76.9% Pacific: 76.8% Overall: 80.4%
Overall pass rates (at all levels) remain high or improve	Māori: 84.7% Pacific: 76.7% Overall: 89.6%	Māori: 86.3% Pacific: 78.0% Overall: 90.0%
Employment outcomes for Māori and Pacific graduates are at least as good as those for graduates of other ethnicities	Māori: 96.4% Pacific: 95.6% Overall: 96.6%	Māori: 97.2% Pacific: 96.2% Overall: 93.8%

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