



THE UNIVERSITY OF AUCKLAND
NEW ZEALAND

Profile 2006-08

Parts B & C

**SUBMISSION TO THE
TERTIARY EDUCATION COMMISSION**

31 October 2005

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Strategic Objectives and Key Performance Indicators

Overview: Statistical Profile of Students and Staff

Students		2004 actual ¹		2005 actual	
Total students (formal qualifications)		42,545		41,129	
Doctoral		1,352		1,469	
Graduate/postgraduate certificates, diplomas, masters, and bachelor with honours		11,690		10,662	
Bachelors		27,542		27,261	
Undergraduate certificates and foundation		1,961		1,737	
	2004 actual	2005 forecast	2006 forecast	2007 forecast	2008 forecast
Total EFTS	31,375	30,864	30,224	29,672	29,336
Student component funded	26,527	26,260	26,210	26,111	26,006
Full-cost international	4,458	4,218	3,662	3,224	3,001
Other	390	386	352	337	329
Level					
Research Postgraduate	1,882	1,955	2,011	2,036	2,060
Taught Postgraduate	3,067	3,064	2,933	2,887	2,866
Degree	25,167	24,902	24,327	23,819	23,492
Pre-degree	1,259	943	953	930	918
Ethnicity					
European	12,241	11,830	11,635	11,342	11,158
Māori	2,142	2,089	2,140	2,221	2,254
Pacific	2,391	2,350	2,401	2,484	2,516
Asian	11,376	11,337	10,726	10,198	9,937
Other	3,225	3,258	3,322	3,427	3,471
Gender					
Female	17,757	17,469	17,107	16,793	16,604
Male	13,618	13,395	13,117	12,879	12,732

¹ 2004 EFTS figures include enrolments in programmes formerly offered by the Auckland College of Education which amalgamated with The University of Auckland from 1 September 2004.

Staff		2004 actual		2005 (as at 31 July)	
		Academic	General	Academic	General
Total FTE		1,951	2,289	1,898	2,226
Ethnicity	European	1,320	1,369	1,290	1,348
	Māori	95	132	90	118
	Pacific	46	130	44	116
	Asian	206	350	197	358
	Other	284	308	277	286
Gender	Female	818	1,424	800	1,269
	Male	1,133	865	1,098	817

International Standing

Objective 1 ²

Establish The University of Auckland, New Zealand's premier research university, as a peer of the world's leading autonomous universities through association and collaboration, and by an active presence in the international academic community.

Objective 2

Create a distinctive international educational experience for our students, in Auckland and overseas.

Performance Indicators	2004 actual	2005 forecast	2006 target	2007 target	2008 target
The University's position among New Zealand universities (in international university rankings)	1	1	1	1	1
Membership of international associations of universities:					
Association of Commonwealth Universities	Yes	Yes	Yes	Yes	Yes
Universitas 21	Yes	Yes	Yes	Yes	Yes
Association of Pacific Rim Universities	Yes	Yes	Yes	Yes	Yes
Number of local students undertaking study overseas through 360° Auckland Abroad	88	124	170	200	225
Number of incoming study abroad and exchange students ³	747	910	1,000	1,100	1,200
Number of countries with international enrolments of 50 EFTS or more	13	13	14	15	16

² Strategic objectives are generally expressed as targets to be achieved by 2012.

³ Includes students under national and University of Auckland agreements.

Research and Creative Work

Objective 3

Achieve a PBRF ratio of A:B:C:R rated researchers working at the University of 20:50:22:8 through the development of a high quality research environment.

Objective 4

Achieve 800 masters and 500 doctoral completions per annum through the development of an international quality graduate programme.

Objective 5

Provide enhanced support for research activities by doubling external research income to \$270M per annum.

Objective 6

Develop large-scale research institutes of excellence.

Performance Indicators	2004 actual	2005 forecast	2006 target	2007 target	2008 target
% of PBRF eligible staff who achieve an A Quality Category in the research quality evaluation report	10% ⁴	n/a	12%	n/a	n/a
% of PBRF eligible staff who achieve a B Quality Category in the research quality evaluation report	36%	n/a	40%	n/a	n/a
% of PBRF eligible staff who achieve a R Quality Category in the research quality evaluation report	20%	n/a	16%	n/a	n/a
% of academic staff with doctorates ⁵	n/a	70%	72%	75%	80%
Number of postdoctoral fellowships awarded	6	6	6	6	6
Number of doctoral theses completed	171	210	250	290	332
Number of research masters theses completed	552	625	650	675	700
External research revenue earned (\$m)	131	145	151	156	159
Number of Centres of Research Excellence (CoREs) hosted	4	4	4	4	4

⁴ 2003 PBRF assessment reported in 2004.

⁵ Based on academic staff at lecturer or above.

Teaching and Learning

Objective 7

Achieve a high quality student body with an annual growth rate of equivalent full-time students of 1 %. This student body to be composed as follows: 78 % in undergraduate, 12 % in taught postgraduate and 10 % in research postgraduate programmes.

Objective 8

Create a curriculum meeting the highest standards of excellence across the University.

Objective 9

Create and maintain an outstanding teaching and learning environment.

Performance Indicators	2004 actual	2005 forecast	2006 target	2007 target	2008 target
% of total EFTS enrolled in undergraduate programmes ⁶	84.2%	83.8%	83.6%	83.4%	83.2%
% of total EFTS enrolled in taught postgraduate programmes	9.8%	9.9%	9.7%	9.7%	9.8%
% of total EFTS enrolled in research postgraduate programmes	6.0%	6.3%	6.7%	6.9%	7.0%
% of postgraduate EFTS contributed by international students	13%	13%	15%	17%	20%
% new undergraduate students re-enrolled in the following year	89.7%	90.2%	90.5%	91.0%	91.0%
Number of 1 st Class bachelors honours/masters completions	554	555	560	570	575
Student to academic staff ratio	17.9	17.5	17.0	16.5	16.0
Number of departmental and programme reviews	4	2	4	4	4
Number of accreditations received for degree programmes	25	27	28	30	30
% of courses using the University's on-line learning management system CECIL	55%	70%	75%	80%	80%
Number of student computer work stations	4,267	4,339	4,400	4,500	4,600
Budget spent on library collections (\$m)	15.4	15.4	15.4	15.4	15.4

⁶ Includes EFTS in pre-degree programmes.

Te Tiriti o Waitangi / The Treaty of Waitangi

Objective 10

Fulfill the responsibilities and obligations of the University under Te Tiriti o Waitangi.

Performance Indicators	2004 actual	2005 forecast	2006 target	2007 target	2008 target
% of total domestic EFTS who identify as Māori	7.9%	7.9%	8.0%	8.1%	8.2%
Number of graduates who identify as Māori ⁷	366	648	675	700	725
Number of doctoral graduates who identify as Māori	8	10	12	14	16
% of all academic staff (FTE) who identify as Māori	4.8%	4.8%	4.8%	4.9%	5%
% of all general staff (FTE) who identify as Māori	5.5%	5.3%	5.5%	5.7%	6%
Number of MoUs signed with mana whenua, iwi Māori, and Māori organisations	3	3	3	4	5

⁷ Numbers of graduates in 2004 does not include former Auckland College of Education graduates.

Community Engagement

Objective 11

Develop effective partnerships with the University's local, national and international communities.

Objective 12

Engage alumni and friends in mutually supportive and productive relationships.

Performance Indicators	2004 actual	2005 forecast	2006 target	2007 target	2008 target
Number of Adult and Community Education funded EFTS	169	174	204	204	204
Number of Community Advisory Group meetings	4	4	4	4	4
Number of Distinguished Alumni awards	5	6	6	6	6
Number of editions of Ingenio and electronic alumni/friends newsletters	13	13	10	10	10
Number of university-wide alumni events held in New Zealand	5	6	9	10	10
Number of university-wide alumni events held overseas	6	12	13	14	15
Number of Partnerships for Excellence awarded or continued	3	5	5	5	5

Excellent People

Objective 13

Recruit and retain a high-quality staff and student body that draws upon the widest possible pool of talent.

Objective 14

Create and promote a student environment that is welcoming, enjoyable and stimulating, encouraging students to reach their full potential within a climate of academic excellence.

Objective 15

Create a culture that encourages academic and general staff to reach their full potential.

Performance Indicators	2004 actual	2005 forecast	2006 target	2007 target	2008 target
Equal opportunities plans reviewed and reported each year	Achieved	Achieved	Achieved	Achieved	Achieved
% of total EFTS who identify as Pasifika	7.6%	7.6%	7.9%	8.4%	8.6%
Number of graduates who identify as Pasifika ⁸	369	566	580	590	600
% of all academic staff (FTE) who identify as Pasifika	2.4%	2.4%	2.5%	2.6%	2.7%
% of all general staff (FTE) who identify as Pasifika	5.7%	5.5%	5.6%	5.8%	6.0%
% of new students (EFTS) who are international students	18.7%	17.2%	18%	19%	20%
% of academic positions (FTE) filled by women	42%	42%	43%	44%	45%
% of senior academic positions (FTE) filled by women	20%	22%	23%	24%	25%
% of senior general staff positions (FTE) filled by women	35%	37%	38%	39%	40%
Number of students who take part in the UniGuide scheme	700	1,000	1,250	1,500	1,750
% of all students expressing satisfaction with University experience ⁹	n/a	n/a	85%	85%	85%
Number of staff participating in Academic Heads development and support programme	100	102	100	100	100
Number of staff participating in the Women in Leadership programmes	148	162	175	190	200
Number of general staff attending University-wide induction programme	359	414	400	400	400

⁸ 2004 graduate numbers do not include former Auckland College of Education graduates.

⁹ The University's student survey policy currently has different target student populations surveyed each year (e.g. undergraduate students in 2003, postgraduate students in 2004). From 2006 a sample of all students will be surveyed.

Performance Indicators	2004 actual	2005 forecast	2006 target	2007 target	2008 target
Number of staff awarded U21 Fellowships	4	5	4	4	4
Number of scholarships provided for staff to participate in executive management education programmes	6	6	6	6	6

Resourcing and Organising for Quality

Objective 16

Safeguard the long-term viability and autonomy of The University of Auckland through excellent financial management.

Objective 17

Increase and diversify the University's revenue.

Objective 18

Provide an infrastructure that supports teaching, learning, research, and community engagement of the highest quality.

Objective 19

Promote governance and management practices consistent with the mission and values of The University of Auckland.

Objective 20

Operate planning and review processes that drive achievement of the University's strategic objectives.

Performance Indicators	2004 actual	2005 forecast	2006 target	2007 target	2008 target
Total revenue (\$000)	577,737	639,304	678,124	704,634	728,360
Operating surplus as a % of revenue	3.3%	2.7%	3.0%	3.0%	3.0%
Operating cash receipts as a % of operating cash payments	116%	115%	>111%	>111%	>111%
Net equity (\$000)	855,936	870,660	900,545	924,436	951,341
Months cash cover ¹⁰	1.6%	1.0%	1.0%	1.0%	1.0%
% of service divisions and faculties participating in University-wide continuous improvement process.	n/a	70%	80%	100%	100%
Report at least twice annually to Audit Committee on key issues in risk management	Achieved	Achieved	Achieved	Achieved	Achieved
Implement annual internal audit plan and carry out recommendations	Achieved	Achieved	Achieved	Achieved	Achieved
Number of Administrative Function Reviews	n/a	2	2	2	2

¹⁰ Cash includes undrawn facilities.

Qualifications to be Delivered

The University will offer a number of new qualifications in 2006 which result from restructuring to comply with the New Zealand Register of Quality Assured Qualifications. In addition, the following completely new qualifications will be offered:

- Graduate Diploma in Fine Arts; taught on the Manukau Institute of Technology campus to meet student demand in South Auckland.
- Postgraduate Diploma and Master of Bioscience Enterprise to meet the emerging demand for graduates of biotechnology combined with business training.
- Postgraduate Certificate in Academic Practice which will raise the skills and capability of people teaching in tertiary institutions in line with the aims of the Tertiary Education Strategy.

Qualifications to be Offered in 2006

New qualifications proposed for 2006 but yet to be approved are shown in italics

University Higher Degrees

- Degree of Doctor of Philosophy
- Degree of Doctor of Engineering
- Degree of Doctor of Laws
- Degree of Doctor of Literature
- Degree of Doctor of Science

Faculty of Arts

- Degree of Bachelor of Arts
- Degree of Bachelor of Arts (Honours)

- Degree of Master of Arts
- Degree of Master of Creative Writing
- Degree of Master of Literature
- Degree of Master of Teaching English to Speakers of Other Languages

- Diploma in Professional Ethics

- Graduate Diploma in Arts

- Postgraduate Diploma in Arts
- Postgraduate Diploma in Language Teaching
- Postgraduate Diploma in Translation Studies

- Certificate in Arts

- Postgraduate Certificate in Advanced Interpreting

Faculty of Business and Economics

- Degree of Bachelor of Commerce
- Degree of Bachelor of Commerce (Honours)
- Degree of Bachelor of Business and Information Management
- Degree of Bachelor of Property
- Degree of Bachelor of Property (Honours)

- Degree of Master of Business Administration
- Degree of Master of Commerce
- Degree of Master of International Business
- Degree of Master of Property
- Degree of Master of Management
- Degree of Master of Taxation Studies

- Graduate Diploma in Commerce

- Postgraduate Diploma in Business
- Postgraduate Diploma in Commerce
- Postgraduate Diploma in Property
- Postgraduate Diploma in International Business

- Postgraduate Certificate in Business

National Institute of Creative Arts and Industries

- Degree of Bachelor of Architectural Studies
- Degree of Bachelor of Architecture
- Degree of Bachelor of Fine Arts
- Degree of Bachelor of Music
- Degree of Bachelor of Music (Honours)
- Degree of Bachelor of Music Education ¹¹
- Degree of Bachelor of Performing Arts
- Degree of Bachelor of Planning
- Degree of Bachelor of Visual Arts

- Degree of Master of Architecture
- Degree of Master of Creative and Performing Arts
- Degree of Master of Fine Arts
- Degree of Master of Music
- Degree of Master of Planning
- Degree of Master of Planning Practice
- Degree of Master of Urban Design

- Degree of Doctor of Fine Arts
- Degree of Doctor of Music
- Degree of Doctor of Musical Arts

- Graduate Diploma in Music
- *Graduate Diploma in Fine Arts*

- Postgraduate Diploma in Architecture
- Postgraduate Diploma in Creative and Performing Arts
- Postgraduate Diploma in Fine Arts
- Postgraduate Diploma in Music

¹¹ Enrolments suspended for 2006.

Faculty of Education

- Degree of Bachelor of Education (Teaching) **
- Degree of Bachelor of Education (Teaching) Honours ***
- Degree of Bachelor of Education (TESOL)
- Degree of Bachelor of Physical Education ***
- Degree of Bachelor of Social Sciences (Human Services) ¹² ***
- Degree of Bachelor of Social Work ***

- Degree of Master of Education *

- Degree of Doctor of Education

- Graduate Diploma in Education **
- Graduate Diploma of Teaching (Early Childhood Education) ***
- Graduate Diploma in Teaching (Primary) **
- Graduate Diploma in Teaching (Secondary) **
- Graduate Diploma in TESSOL ***

- Postgraduate Diploma in Education *
- Postgraduate Diploma in Education (Teaching)

- Graduate Certificate in Professional Supervision ¹³ ***

- Diploma in Teaching (Early Childhood Education) ***
- Diploma in Teaching (Early Childhood – Pacific Islands) ***
- Diploma in Early Intervention ***
- Diploma in Education of Students with Special Teaching Needs ***
- Diploma in Education of Students with Hearing Impairment ***
- Diploma in Education of Students with Vision Impairment ***
- Diploma in Human Services ***
- Diploma in Youth Studies ***

- National Diploma in Adult Education and Training ***

- Certificate in Computer Literacy ***
- Certificate in Educational Support (Disability Studies) ***
- Certificate in Support Services in Schools ***
- Certificate in Youth Education (Law Related) ***

- Foundation Certificate Education ¹⁴ ***
- Foundation Certificate Tohu Tuapapa Matauranga ¹⁵ ***

- National Certificate in Adult Education and Training ***

* indicates qualifications previously delivered jointly by the University and the former Auckland College of Education; delivered by the University since 2005.

¹² This is currently being restructured as a Degree of Bachelor of Human Services, to be offered from 2007.

¹³ Restructured and renamed; previously offered as “Graduate Certificate in Supervision and Professional Development”.

¹⁴ Renamed; previously offered as “Certificate in Introductory Tertiary Studies”.

¹⁵ Renamed; previously offered as “Certificate in Te Reo Hapai”.

** indicates qualifications previously delivered separately by both the University and the former Auckland College of Education; delivered by the University since 2005.

*** indicates qualifications previously delivered by the former Auckland College of Education; delivered by the University since 2005.

Faculty of Engineering

- Degree of Bachelor of Engineering
- Degree of Master of Engineering
- Degree of Master of Engineering Studies
- Graduate Diploma in Engineering
- Graduate Diploma in Engineering (Transportation)
- Postgraduate Certificate in Geothermal Energy Technology
- Postgraduate Certificate in Light Metals Reduction Technology

Faculty of Law

- Degree of Bachelor of Laws
- Degree of Bachelor of Laws (Honours)
- Degree of Master of Environmental Legal Studies
- Degree of Master of Laws
- Postgraduate Certificate in Law

Faculty of Medical and Health Sciences

- Degree of Bachelor of Health Sciences
- Degree of Bachelor of Human Biology (Honours)
- Degree of Bachelor of Medicine and Bachelor of Surgery
- Degree of Bachelor of Nursing
- Degree of Bachelor of Nursing (Honours)
- Degree of Bachelor of Pharmacy
- Degree of Master of Audiology
- Degree of Master of Health Sciences
- Degree of Master of Māori Health
- Degree of Master of Medical Science
- Degree of Master of Nursing
- Degree of Master of Pharmacy Practice
- Degree of Master of Public Health
- Degree of Doctor of Medicine
- Degree of Doctor of Pharmacy
- Diploma in Paediatrics
- Graduate Diploma in Health Sciences
- Postgraduate Diploma in Community Emergency Medicine

- Postgraduate Diploma in Geriatric Medicine
- Postgraduate Diploma in Health Psychology
- Postgraduate Diploma in Health Sciences
- Postgraduate Diploma in Māori Health
- Postgraduate Diploma in Medical Science
- Postgraduate Diploma in Obstetrics and Medical Gynaecology
- Postgraduate Diploma in Pharmacy Practice
- Postgraduate Diploma in Public Health
- Postgraduate Diploma in Sports Medicine

- Certificate in Health Sciences

- Postgraduate Certificate in Health Sciences
- Postgraduate Certificate in Medical Science
- Postgraduate Certificate in Māori Health
- Postgraduate Certificate in Pharmacy Practice
- Postgraduate Certificate in Public Health

Faculty of Science

- Degree of Bachelor of Optometry
- Degree of Bachelor of Science
- Degree of Bachelor of Science (Honours)

- Degree of Master of Science
- Degree of Master of Speech Language Therapy Practice

- Degree of Doctor of Clinical Psychology

- Graduate Diploma in Science

- Postgraduate Diploma in Applied Psychology
- Postgraduate Diploma in Clinical Psychology
- Postgraduate Diploma in Forensic Science
- Postgraduate Diploma in Science

School of Theology

- Degree of Bachelor of Theology
- Degree of Bachelor of Theology (Honours)

- Degree of Master of Theology

- Graduate Diploma in Theology

- Postgraduate Diploma in Theology

Interfaculty

- Degree of Bachelor of Technology
- Degree of Master of Educational Management
- Degree of Master of Engineering Management
- Degree of Master of Health Management
- Degree of Master of Operations Research
- Degree of Master of Professional Studies
- Degree of Master of Bioscience Enterprise
- Postgraduate Diploma in Arts Management ¹⁶
- Postgraduate Diploma in Bioscience Enterprise
- Postgraduate Diploma in Educational Management
- Postgraduate Diploma in Operations Research
- *Postgraduate Certificate in Academic Practice*

Other Courses of Study

- Certificate in Foundation Studies
- Certificate of Proficiency
- Foundation Certificate in English for Academic Purposes
- Transitional Certificate
- University of Auckland Tertiary Foundation Certificate
- Conjoint Degrees

¹⁶ Enrolments suspended for 2006.

Qualifications to be Offered from 2007

The University anticipates obtaining quality assurance for the following new qualifications in 2006 and to deliver them from 2007:

- Degree of Bachelor of Human Services
- Degree of Bachelor of Education (Teaching) (Pasifika)

- Degree of Master of Clinical Education

- Graduate Diploma in Special Education

- Postgraduate Certificate in Clinical Education
- Postgraduate Diploma in Clinical Education

- Certificate in Global Issues

The University wishes to signal that it will be reviewing the regulations for the following qualifications in 2006 and that, as a result of the review, approval may be sought to increase the length of these qualifications to four years (from 2007):

- Degree of Bachelor of Education (Teaching)
- Degree of Bachelor of Social Work

Qualifications to be Discontinued for New Entrants from 2006

The University has advised its quality assurance body (the New Zealand Vice-Chancellor's Committee, Committee on University Academic Programmes) that the following qualifications will be discontinued for new entrants from 2006:

- Degree of Master of Architectural Studies
- Degree of Master of Building Science

- Diploma of Information Studies
- Diploma in Mathematics Education
- Diploma in Science Education
- Diploma for Reading Recovery Tutors
- Diploma of Care Coordination and Management (Intellectual Disability)

- Graduate Diploma in Counselling
- Graduate Diploma in Literacy Education
- Graduate Diploma in Operations Research
- Graduate Diploma in Social Work

- Postgraduate Diploma in Building Science
- Postgraduate Diploma in Educational Psychology
- Postgraduate Diploma in Legal Studies
- Postgraduate Diploma in Literacy Education

- Advanced Diploma of Teaching

- Certificate in Ocular Pharmacology
- Certificate in Youth Studies

- National Certificate in Call Centre Operations
- National Certificate in First Line Management

- Graduate Certificate in Social Work Supervision

- Degree of Bachelor of Science Education¹⁷

All of the above discontinuations have been made as a result of one or more of the following factors: declining student demand for the qualification; the University's amalgamation with the former Auckland College of Education; and/or restructuring of qualifications to comply with the New Zealand Register of Quality Assured Qualifications.

The University also wishes to signal that it will be reviewing the regulations for the following qualifications in 2006, and it is anticipated that they will be replaced in 2007 by the new Graduate Diploma in Special Education:

- Diploma in Early Intervention
- Diploma in Education of Students with Special Teaching Needs
- Diploma in Education of Students with Hearing Impairment
- Diploma in Education of Students with Vision Impairment

¹⁷ Discontinued from 2001

The University wishes to signal that NZQA accreditation for the following qualifications expires at the end of 2006:

- National Certificate in Adult Education and Training
- National Diploma in Adult Education and Training

The following qualification was included in the University's Profile 2005/07 as an anticipated offering by the former Auckland College of Education for 2005. However, initial plans to offer this qualification were discontinued prior to NZQA approval, and there are no plans to offer it in the future:

- Postgraduate Diploma in Early Literacy Intervention

Forecast Enrolments

Managing Growth

The University has developed a comprehensive model of its EFTS position, by funding category and by level and area of study, for both domestic and international students. The model relies on four years of prior data to establish patterns of student progression, from one level to the next and ultimately to completion of their degrees. The model allows the estimation of the current year's EFTS load, and bases forecasts for three future years – to 2008 presently – on an analysis of the progression of students from stage to stage. It is on this basis that the University's EFTS forecasts are made, both for its Single Data Return and for this Profile.

The University's forecast enrolments have been provided via the August 2005 SDR. The University is confident, based on this analysis of student enrolments in its programmes, that it will not exceed the Government's year-on-year 15 per cent cap on EFTS growth.

Targeted Programmes and Funds

The University will apply for the following Special Supplementary Grants. Applications for those grants will be made separately from the Profile. The University understands that the grants once approved will form part of the Profile.

- Tertiary Students with disabilities
- Māori Learners
- Pacific Learners
- Medical Interns

Subcontracting and Joint Teaching

The University draws on the strengths of certain other tertiary institutions to provide teaching for some of its formal students and therefore has the following subcontracting arrangements with other tertiary education institutions.

Manukau Institute of Technology

Bachelor of Visual Arts

The entire programme is offered at Manukau under the auspices of a joint University of Auckland and Manukau Institute of Technology Board.

Graduate Diploma in Fine Arts

Studio space and some teaching, which is overseen by the National Institute of Creative Arts and Industries staff, is contracted. All postgraduate students are supervised by University of Auckland staff. The University claims the student component funding for eligible students.

School of Theology (University of Auckland, Catholic Institute of Theology, Carey Baptist College, Trinity Methodist Theological College, The College of St. John the Evangelist)

Bachelor of Theology

Bachelor of Theology (Honours)

Graduate Diploma in Theology

Master of Theology

Postgraduate Diploma in Theology

Doctor of Philosophy in Theology

A memorandum of understanding between the constituent Colleges and the University providing for the delivery of these qualifications is in place. The University is responsible for the quality of the delivery of the qualifications; teaching is shared between the parties. The University claims the student component funding for eligible students.

Eastern Institute of Technology

Master of Science in Wine Science

An arrangement is in place for EIT staff to contribute to a postgraduate course in Wine Science. The University claims the student component funding for eligible students.

The University maintains the quality of the learning outcomes with its contracting partners by, *inter alia*, its own quality assurance processes (except where the subcontractor is otherwise quality-assured); by timely registering the academic credits achieved by students; by claiming and reporting tertiary tuition subsidies through the Single Data Return process; by monitoring and ensuring that student completion rates are approximately equal to those that are achieved by formal students studying at the University; and by protecting the students' interests.

The University's Council has provided an affirmation that:

- the subcontracting arrangements comply with the existing requirements in *A Guide to Tertiary Education Funding* and to TEC's requirements;
- the subcontracting arrangements assist in giving effect to the University's Charter and contribute to the Tertiary Education Strategy;
- the University has the appropriate processes in place to maintain quality learning outcomes;
- the University has appropriate financial processes in place to provide a transparent audit trail for each contractual arrangement; and
- the University is prepared to have a comprehensive audit of any of its subcontracting arrangements within ten working-days notice by TEC.

(Attachment: minute from meeting of Council, 17 October 2005).

Financial Performance

The University will be submitting the financial information required for the Profile 2006-08 via the Tertiary Advisory Monitoring Unit's templates for financial reporting.

Basis for Seeking or Receiving Funding from the TEC

The University's Council has provided an affirmation that:

- the SDR EFTS are provided via the August SDR;
- EFTS projections do not exceed 15 % annual increase in domestic EFTS numbers or 1,000 annual EFTS, whichever is the greater;
- The University is in compliance with the requirements given in the 2006 Tertiary Funding Guide;
- the University has demonstrated that any new activity, for which it seeks a funding variation, will make a strong contribution to the TES; and
- the funds will be applied only for the purposes for which they were intended by government.

(Attachment: minute from meeting of Council, 17 October 2005).

Policies

The University provides access for stakeholders to key policies and guidelines through the University's website and through its publications.

On-line access to policies is available from:

<http://www.auckland.ac.nz/uo/about/uo/policies/policies.cfm>

The *Calendar*, which is published annually, contains the University's academic regulations including those relating to credit transfer. It is also available on-line from:

www.auckland.ac.nz/uo/for/currentstudents/academiclife/calendar.cfm.

The University's student grievance procedures are available on-line from:

www.ausa.auckland.ac.nz/wave/grievance.html and further resources can be found through the University Mediator's Office (www.auckland.ac.nz/mdr/welcome.htm).

The University's alliances with other Tertiary Institutions are included in the *Calendar*. Details of principal agreements are also available on-line from:

www.auckland.ac.nz/uo/about/uo/affiliations/affiliations.cfm.

Further information about the University's key policies and processes, including all major committees, sub-committees and boards within the University can be found on-line from:

<http://www.auckland.ac.nz/uo/about/uo/committees/introduction.cfm>

Information relating to stakeholder relations or to other policies and processes of the University can be obtained through the University's Registrar. Correspondence and requests for information should be addressed as follows:

The Registrar
The University of Auckland
Private Bag 92019
Auckland
New Zealand

Consultation

The University views engagement with stakeholders as crucial to its mission and strategic development. Constructive interaction and on-going consultation with stakeholders allows the University to identify the needs and priorities of its communities of interest and strengthen beneficial collaboration and partnerships. The University engages in consultation throughout the year on a range of important academic and other matters through:

- The official committees, sub-committees and boards of the University, including Senate, the Runanga and the Community Advisory Group.
- On-going interaction with staff through the University's website and Intranet, internal email communications, and news publications.
- Meetings with iwi, Māori staff and students, the University's Pacific community, and other local communities.
- Meetings and ongoing interaction with schools and school principals.
- On-going communications with alumni, including opportunities for feedback (through a monthly e-newsletter; magazine; local, national and international alumni events, and the University's Alumni and Friends website).
- Stakeholder participation in regular reviews of academic departments, service divisions and programmes.
- A number of faculties and schools have external advisory boards made up of representatives from relevant business or professional organisations and industry.

Impact of consultation on the Profile 2006 - 08

The University has been engaged in an extension consultation process to develop a new Strategic Plan. The strategic objectives contained within the Plan form the basis of Part B of this Profile. From June - August 2005, staff, students, and key internal and external stakeholders were asked to provide feedback on the strategic objectives and direction contained within the University's Draft Strategic Plan 2005 - 2012. Consultation included forums held with staff across the University's multiple campuses; meetings with Māori staff, the Community Advisory Group, student representatives, and local community and business leaders. Written feedback was also invited from staff, students, alumni and other key local, regional and international stakeholders. As a result of feedback received, a number of changes were made to the University's objectives and strategic direction for the period 2005 – 2012. The results of this process have been incorporated into the Profile.

Feedback on the Profile was then invited through a posting on the University's website, with an email to all staff advising of the consultation process. Meetings with the Runanga and the Community Advisory Group also helped to inform the University's Profile. The Profile has been considered by the academic Senate and subsequently by the University Council. All feedback has been carefully considered and suggestions incorporated in the final version as appropriate.

The areas of the Profile which have been most significantly influenced as result of consultation are as follows:

Section	Changes made as a result of consultation
Profile overview (page 1)	Highlighting the University's role as a leading centre in Māori research and teaching.
Strategic objectives (page 4)	Revision of the University's strategic objectives 2005 – 2012
Part A: Strategic Direction (People, page 7)	Highlighting the contribution the University's graduates make to society.
Part A: Strategic Direction (People, page 7)	Separation of planned strategic direction relating to staff and students.
Part A: Strategic Direction (People, page 7)	Additional initiative: The provision of greater support to expand opportunities for a diverse body of high quality students to progress to masters and PhD degrees.
Part A: Strategic Direction (People, page 8)	Additional initiative: Continued review of policies and processes in order to attract and retain outstanding staff.
Part A: Treaty of Waitangi (page 24)	Additional initiative: Enhancement of activities under the University's MoU with Ngāti Whatua ki Orakei.
Part A: Treaty of Waitangi (page 25)	Additional initiative: Commitment to reposition the James Henare Māori Research Centre, in light of the University's commitment to Tai Tokerau.
Part A: Treaty of Waitangi (page 25)	Additional initiative: Commitment to quality programmes that recognise and support the revitalisation of Te Reo Māori.
Throughout	Increased emphasis on the importance of information technology and information systems.
Throughout	Increased emphasis on careers management support.