

# Waipapa Taumata Rau:

## Learner Success Plan 2023

### Section 1: *Where You Need to Be*

#### Overarching Vision

Our students are the heartbeat of our University, and we have ambitious aspirations for *all* our students to connect, thrive, and succeed. These aspirations are embodied by our Māori name, Waipapa Taumata Rau. Gifted to the University by Ngāti Whātua Ōrākei, te ahi kā of Tāmaki Makaurau, this name signals a call to excellence in sustainability, relevance, fairness, and a positive impact in all we do. All of our students will have the opportunity to thrive as Pūmātauranga | Scholars, Kirirarau | Citizens, Kiriauaha | Innovators, and Kaiarataki | Leaders.

#### Fostering Learner Success

Students who embark on a Waipapa Taumata Rau | University of Auckland research-informed education join an inclusive lifelong learning culture. They will be active participants in an educational environment that recognises and prioritises their changing life demands and preferences, and privileges human connections. They will learn from each other and participate in imaginative and innovative programmes designed by leading researchers in their disciplines and engage with their fellow students in campus-based experiences.

Through the curriculum, and through the richness of experiences of University life, students will be highly connected to knowledges of place and conversant in mātauranga Māori, kaupapa Māori and Te Tiriti o Waitangi principles and accountabilities.

Waipapa Taumata Rau | University of Auckland students are engaged in the design of their programmes, their learning experiences, the digital, social and physical contexts in which they learn and the myriad of cocurricular and extra-curricular opportunities that enhance student life, experience and learning.

As a result of our distinct educational experience, Waipapa Taumata Rau | University of Auckland students and graduates will be notable for their leadership and high level of engagement in the contemporary concerns of society.

They will possess an intimate and deep sense of cultural identity, social justice and civic duty and sustainable practices, which will be demonstrable in their actions and interactions. Our graduates will stand apart from others in the value of the skills and understanding they bring to their employment and their readiness to play leading roles in public debate and in matters of relevance to our communities.

#### Outcomes and Leading Indicators

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

## Section 2: *Where Are You Now?*

### Our Problem Definition

Inequitable outcomes for Māori students and for Pacific students remain significant and persistent, and are reflected by lower academic success, lower programme completion, and lower participation than for other student cohorts. These inequities are an element of the fundamental problem that our Learner Success Plan must address.

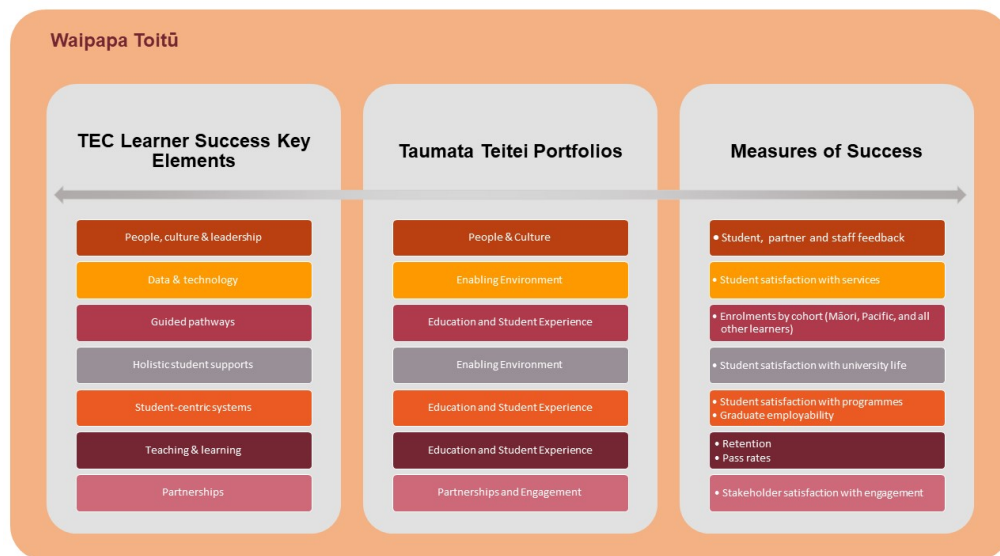
The underlying causes of these inequities are complex, and underpinned by the recognition that we have not been sufficiently proactive to the aspirations, preparation, circumstances, and expectations of *all* our learners and their communities. The primary causes identified exist throughout and affect every stage of the student journey and are:

- the ongoing effects of colonisation, which include University systems and culture, can be a barrier to Indigenous students arriving, belonging, and progressing at the University.
- highly-variable academic, social, and emotional preparedness of school-leavers, particularly as a result of the past two years of significant disruption, which was disproportionately greater in Auckland, and to which our responses were at times insufficient.
- high proportions of our Māori students and our Pacific students come from lower-decile schools where the opportunities are limited for them to complete senior-school credits that best prepare them for university study, and where the University has developing but limited responses.
- low and late prospective student engagement affecting decision-making when learners encounter pathways offered by the University, which can be complex and difficult to navigate.
- our systems that support student success are not sufficiently structured, equitably resourced, joined up, or adequately tailored to different student cohorts to have timely and meaningful impact on all learner journeys.
- critical first-year courses in particular subjects are blocking the progress of students in the academic programmes to which they aspire.
- inequitable opportunities for success as Māori students and Pacific students reflected in completion rates of our undergraduate programmes and subsequent entry into postgraduate study.
- highly-variable personal circumstances and deepening pressures beyond the University environment, such as whānau expectations and support, work and financial pressures, housing instability, and a range of other socioeconomic deprivation and psychosocial factors that affect wellbeing and create barriers to learner success.

### Our Approach

Our approach to fostering and ensuring success for all learners and addressing inequitable outcomes is informed by student journey mapping, student voice, peer mentoring and support, and the use of data and analytical tools and techniques. Initiatives that have proven beneficial will be scaled more broadly. 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 will require time to work through and be subsequently evidenced in the Educational Performance Indicators. We recognise that a more-joined-up institution-wide approach is required.

Clear alignment exists between the seven Learner Success Capabilities and the strategic themes and primary measures of success detailed in [Taumata Teitei — Vision 2030 and Strategic Plan 2025](#): Taumata Teitei signals alignment to community, the move towards whole-of-University accountability, and placing learners at the centre of our design and decision-making.



Taumata Teitei and the ongoing implementation of our [Whakamana Tangata | Student Services Strategy](#) is founded upon this approach, shifting from a transactional model to a relational model that emphasises partnership and collaboration and includes:

- Te Herenga Taurira, a professional development programme for student-facing staff, is the tethering post for delivering mana-enhancing services for kaimahi (staff) and taurira (students) in the new Service Delivery Model, which is committed to increase cultural competency throughout our service design and development and in our staff capabilities;
- adoption of a Pōwhiri model that supports improved recruitment and transition for new students;
- introduction of an Academic Decision-Making Framework with specified roles and responsibilities that articulate clearly the delegated authorities of academic and professional staff supporting and advising students; and
- reshaping faculty student centres into new [Student Hubs](#) at the City, Grafton, Epsom, Tai Tonga, and Tai Tokerau campuses, providing 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.

Leadership and accountability for learner success has been established at all levels of the University and is driven by the [University Executive Committee](#). “Enable strategies promoting Māori and Pacific presence, participation, and success in all aspects of University life” is an explicit responsibility of the Provost, to whom the faculty deans report. Our Learner Success Plan is aligned closely with our Disability Action Plan and with the University’s [Equity Policies and Guidelines](#).

Our ongoing progress is reported and monitored through relevant committees, and made available widely through the Strategic Reporting and Student Engagement dashboards, by monitoring University key performance indicators, and included in Annual Reports and Plans.

## Our Context

Waipapa Taumata Rau | University of Auckland stands within Tāmaki Makaurau, a place whose unique characteristics influence our context and our opportunities. With communities stretching either side of the Tāmaki isthmus, our students must navigate sprawl and congestion to reach the City Campus to engage in learning and co- and extra-curricular activities. Tāmaki Makaurau is home to two-thirds of the Pacific people living in Aotearoa.

[StarPath](#) research identified high student mobility between schools in lower socioeconomic communities of Tāmaki Makaurau. The resulting inconsistency in the schooling experience particularly affects success in the mathematics and science areas.

The University's ongoing response to the global pandemic provided necessity and inspiration to make changes and introduce new approaches to supporting our students, including the extended provision of targeted hardship funding, computing devices and connectivity services, food vouchers, and sponsored accommodation. The effects of prolonged lockdowns affected people in Tāmaki Makaurau to a much greater extent than in other parts of Aotearoa. The considerable and continued disruption of the last few years has been significant for our learners, particularly for Māori, Pacific, people with disabilities, and those from lower-income communities, all of whom were affected disproportionately. We saw starkly the effects of this in the pass rates for 2021 second-semester courses.

## Our Student Journey

Student Journey Mapping informs our end-to-end approach, and has been undertaken for school-leaver undergraduates at large, for Māori students, for Pacific students, for students with disabilities, and for other programme-based cohorts (e.g., doctoral, international, arts, and science). These journey maps have helped us understand the experiences students have 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 provide an overview of 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 Schools and Community Engagement Team is currently implementing a pōwhiri model, 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. The Schools and Community Engagement Team will also contribute to the activation of our Disability Action Plan and be involved in increasing the number of students with disabilities studying at the University.

Outreach and schools-partnership activities that assist students with preparation include the Pacific Academy (supporting numeracy for students in the lowest-decile schools), the South Auckland Mathematics Competition, and [STEM Online](#). STEM Online more than doubled the student registrations in 2021 to nearly 12,000 students and is now working with 38% of the secondary schools in Aotearoa, improving outcomes for more than just future students of this University.

Potential students aged twenty and over may also participate in the [New Start](#) preparation and bridging programme. This part-time programme is offered in Auckland at our City Campus and Tai Tonga Campus and also at our Tai Tokerau Campus in Whangārei.

Kaupapa-driven and positive targeted recruitment pathway programmes such as Apollo and Genesis (Faculty of Engineering for Māori and Pacific students) and [Whakapiki Ake](#) (Faculty of Medical and Health Sciences for Māori students) provide effective support, pre-engagement, and programme advice that contributes to positive outcomes for students.

### Pathways to Admission

Engagement and recruitment activities are underway to prioritise the participation of Māori and Pacific and other priority cohorts at better-than-equitable levels. New accountabilities have been established with senior leaders across nominated Student Segments (school leavers, working professionals, research postgraduate, and career-development postgraduate), matrixed with three Strategic Cohorts (Māori students, Pacific students, and International students). The resulting lenses are being cast across our retention and success planning, curriculum framework, and considerations of our future size, shape, and composition.

Our comprehensive range of [scholarships and prizes](#) contribute to removing participation barriers and provide financial support to thousands of our students each year. Over \$50 million is allocated annually, including targeted support for [Māori students](#), [Pacific students](#), and for [students with disabilities](#), from [low socio-economic backgrounds](#), or from [refugee backgrounds](#).

Our “Fast Track” project uses data and analytics to identify high-potential school-leaver applicants for academic programmes. “Fast Track” evaluates high-school results and supports the University’s equity goals by considering factors including school deciles and individual demographics. This work enables the University to offer places to eligible students confidently and much earlier than would otherwise be possible. These students effectively have a head-start to enrol into their programme of choice and select their courses.

The use of data and analytics to guide students into appropriate courses to maximise their opportunity and success is also beginning to demonstrate results and help establish clearer academic pathways that avoid the historical programme-blocking effects of inappropriate and poorly-sequenced gateway courses.

### Transition and Welcome

Our established services for transition into and welcome to the University work well for many students: holistic online orientation, co-designed with students, is provided to first year undergraduate and taught-postgraduate students through cohort- and faculty-tailored communications that begin several months before the start of each semester. Online orientation is complemented with on-campus orientation which focusses on faculty-specific information and cohort building over the course of a day. The “[UniGuides](#)” mentoring scheme also commences during orientation and is available throughout the year. Faculties also operate a range of mentoring schemes.

The welcoming of Māori students and Pacific student to the university interacts with [Tuākana Learning Communities](#) and other key Māori and Pacific services on campus as part of transition offerings. Some faculties hold wānanga prior to semester starting to support academic transition and success.

Our current approach to supporting the effective transition of new-to-university learners includes academic-enrichment initiatives at different stages of the student journey. School-leaver 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 these and adopts a Te Whare Tapa Whā model.

Students report high levels of satisfaction with their academic and personal transition when surveyed early in their learner journey by the New Student Survey. However, students report lower levels of transition satisfaction when surveyed later in their learner journey by the annual [Learning & Teaching Survey](#).

Opportunities exist to further enhance our transition-and-welcome initiatives and to amplify our range of culturally-relevant programmes so they are better connected, better coordinated, and better focused. Continuous transition services will enable students to receive the support they require when moving from one year to the next and from undergraduate study to postgraduate study. Our approach will be to adapt and organise the University around student needs, rather than expect students to learn and navigate our internal complexities.

### Being a Student

Our student engagement dashboard focuses upon identifying at-risk school-leaver students in their first semester. Using evidence derived from student interactions with the learning-management system, relative to other students in their programme-peer cohort, our Student Experience Centre prompts and checks in with these students using email messaging and telephone calls.

In 2020 the University introduced [Te Papa Manaaki | Campus Care](#). Te Papa Manaaki is a service co-designed with students that provides a targeted, expert, and responsive service to support students with a range of health, wellbeing, and conduct matters including mental health concerns, family or relationship violence, stress, sexual harm and bullying, or harassment and discrimination situations.

Thriving [sport-and-recreation services](#) will be expanded further when the new [Recreation & Wellness Centre](#) is commissioned in 2024. Students making use of our sport and recreation services enjoy demonstrable positive effects upon their academic success, and ensuring the equitable, inclusive, and safe participation of all students is a priority. Students also manage more than two-hundred [clubs, associations, and societies](#) that contribute to a sense of belonging and connectedness. Similarly, our broad range of [high-quality accommodation options](#) cater for student needs while providing safe and socially-enriching environments that also contribute to stronger academic success.

We recognise that 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.

Our [Creating Cultures of Consent and Respect Action Plan](#) has been created to guide 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 at Waipapa Taumata Rau | University of Auckland 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.

## Learning & Teaching

Our current learning and teaching systems deliver a high-quality curriculum very effectively for the majority of our learners. However, this one-size-fits-all model does not accommodate the diversity of our student body, and contributes to the inequitable outcomes need to address. Ensuring inclusive and accessible learning and teaching practices are embedded pervasively throughout the University is a priority to create equitable student experiences, particularly with the increased adoption of technology-enhanced and blended-learning practices in curriculum delivery.

The University's response to the global pandemic and the subsequent prolonged lockdown required a rapid transition to remote delivery. This transition resulted in some successful pivots to blended delivery of teaching and delivery which have landed well for some students who want the flexibility to engage with their learning when and where it fits with external impacts on their lives. However, for some students access to technology, internet connectivity, and an appropriate space to study have been a barrier.

Aspects of the University's curriculum, particularly at undergraduate-introductory level, are designed around no-longer-fully-valid assumptions and expectations about the academic and personal strengths and preparedness of school-leaver students. Our taurira speak of the challenges of navigating an environment not made for them and how much they value spaces where Māori and Pacific ways of being, values, and practices are upheld. Opportunities need to be strengthened for students to access and experience relational learning practices, enhanced by face-to-face connections, physical presence, place, and technology.

[Tuākana Learning Communities](#) is a collective of Māori and Pacific people, allies, programmes, and services that ensure a students' sense of Indigeneity is compatible with academic success. As a partnership between learners and teaching, academic, and support staff, the learning framework includes the provision of whānau- and aiga-based tutorials, workshops, study groups, and networks that resonate with the community.

Data analysis has identified critical "barrier" first-year courses that are blocking academic-programme pathways, particularly for Māori students and for Pacific students aspiring for progression, including into psychology, health, and science. A response involving clearer academic advice, stronger pathways-based course enrolments, the sequencing of related courses, and refreshed pedagogical approaches is needed to unblock these pathways for all learners.

## Graduate Success

Students who complete their qualifications face a further transition either into employment or into postgraduate study. With a focus upon employability and creating capable graduates that will make the world better than it is today, our [Curriculum Framework Transformation Programme](#) will introduce work-and-community-integrated learning components and options for capstone projects to all undergraduate students. Clearer academic pathways will also trigger aspirations and encouragement for our completing students to progress onto postgraduate at equitable levels.

Students are provided with skills and advice to support, plan, and prepare them for their future work and life by the extensive services and partnerships offered and maintained by [Career Development and Employability Services](#). With a focus upon building students' confidence and understanding of the value their cultural capital and unique stories hold in the workplace, our [Māori and Pacific Employability Programme](#) has significant partnerships with more than twenty leading organisations. Specialist career

advice is also available for [students with disabilities](#) to be supported into meaningful employment, in line with the attributes and skills envisioned in the graduate profile.

Our [Centre for Innovation and Entrepreneurship](#) offers a wide range of innovation, entrepreneurship, and commercialisation programmes, the home of [Kura Matahuna | Unleash Space](#), the “School of Hidden Potential” that [works with our transition programmes to empower Māori students and Pacific students](#) with hands-on creativity, coding, and fabrication workshops and experiences, and a [resource centre for Māori entrepreneurship](#).

## Section 3: *How Are You Going to Get There?*

### Connected Approach

Taumata Teitei affirms the University’s commitment to the principles of 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.

A holistic approach that honours and recognises our students as whole people is the crucial overarching framework of our Learner Success Plan. We will work with students and with communities to better understand and establish the conditions that foster success for all learners, providing individual experiences within a collective academic environment that accommodates and respects different needs and life stages.

### Learner Success Coordination and Oversight

Our overarching priority initiative is to establish a *Learner Success Oversight Group* with responsibility to coordinate support activities, prioritise new initiatives, and report to Council on progress against our Learner Success Plan commitments. The University as a whole has a role to play in improving learner success and retention. Our student-centric focus on coordinating academic quality, student retention, and learner success builds confidence that our shared goals and commitments will be achieved.

The Learner Success Oversight Group will work to foster success and strengthen academic outcomes for all students and across all student equity groups. The Group will develop a work programme that includes existing initiatives and others evidenced as critical to achieving equitable outcomes. It will ensure that there is a whole-of-institution plan able to deliver the necessary changes. Key Performance Indicators reflecting retention and success progress will be 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 core of the Learner Success Oversight Group will comprise the Provost, the Pro Vice-Chancellors Māori, Pacific, and Equity, and the Deputy Vice-Chancellor (Operations), with the likely addition of other key roles to ensure the whole-of-system response required.

### Our Student Journey

The use of student journey mapping and service blueprinting techniques has identified opportunities to partner with our learners to better understand and improve aspects of their experiences. Each of these opportunities is able to be examined in detail both qualitatively and by applying our data and technology resources and capabilities to baseline, validate, and measure the effects of improvement initiatives. In this context we have analysed our learner-success initiatives through the seven lenses of the Learner



Success Diagnostic, and found extensive interconnection and overlap between those lenses and across various student groups.

### Engagement and Preparation

Through sector-leading engagements, partnerships, and outreach programmes, the University will be and will be perceived to be authentically welcoming to all learners. Our engagement and outreach programmes will reach into schools and communities, inspiring and preparing young learners to connect with and attain the aspirations they, their whānau, and their communities hold. As a result:

- The proportion of Māori students and Pacific students commencing degree and foundation programmes at Waipapa Taumata Rau | University of Auckland is the same as the proportion of Māori students and Pacific students in the Auckland Region leaving school from Year 13 with University Entrance.
- School-leaver students will be better prepared academically and socially for University life.

### Pathways to Admission

Students will discover and explore clear pathways that communicate the structure and explain the experience of their tertiary study. Pathways featured will suit existing skills and qualifications, and curated pathways will be offered into programmes they desire but require additional preparation to enter, ensuring that:

- Curriculum pathways information is available from student-facing websites and other channels that are defined, discoverable, and accessed by learners.
- Academic advice is provided consistently, followed into enrolment, and enhanced by advisement services that are capable of guiding and holding students in their curated pathways.

### Transition and Welcome

Students, their whānau, and their communities are well-supported through transition and welcomed into study and life at the University, contributing to:

- Within-year retention for all school-leavers is improved relative to our 2021 baseline.
- Satisfaction with transition-and-welcome services remains high for all students, and the difference between initial new-student survey results and subsequent first-year student Learning and Teaching Survey results is reduced both overall and for Māori students and for Pacific students.

### Being a Student

Students enjoy a rich, healthy, socially-connected, and balanced University life that fosters their academic success and increases their sense of belonging and self-worth. Students are engaged and have strong propensity to continue their studies. The culture of the University is inclusive and welcoming, safe, and respectful, reflected overall and for Māori students and for Pacific students through:

- The proportion of students indicating engagement in their responses to the Learning and Teaching Survey remains high.
- The proportion of students indicating satisfaction with the relationships and experiences they have at Waipapa Taumata Rau | University of Auckland remains high.

## Learning & Teaching

Our learning-and-teaching practices and pedagogies will continue to be enhanced and adjusted to ensure they provide engaging, relational, and effective learning experiences for all learners. Our use of data and technology will provide insights into student engagement, enabling prompts and personalised communications that introduce and connect students with relevant and helpful support services. Our outcomes will be evidenced by:

- Pass rates for Māori students and for Pacific students improve as anticipated.
- Māori students and Pacific students will be at least as successful as all other ethnicities.

## Graduate Success

Our alumni will be recognised for their ability and ambition to contribute to a better world. They will succeed in diverse careers with equal economic and social value regardless of ethnicity. The employability of our graduates will be further increased through greater in-programme engagement with capstone projects and with work and community integrated learning. We will see these results through:

- Overall employment rates of Māori graduates and Pacific graduates are equal to or better than that of all other ethnicities, with the 2021 Graduate Destination Survey data providing a baseline.

## Major High-Level Initiatives

### Curriculum Framework Transformation

An ambitious University-wide [Curriculum Framework Transformation Programme](#) will transform our curriculum — redefining what our graduates will be capable of, ensuring the relevancy of our education, and transforming how we teach. Our transformed curriculum will embed Te Tiriti o Waitangi principles and accountabilities; mātauranga Māori; kaupapa Māori pedagogies; research-led and research-informed teaching; sustainability; transdisciplinarity, innovation and entrepreneurship; and work-and-community-integrated learning into learning experiences at Waipapa Taumata Rau. The Curriculum Framework Transformation puts students at the centre of learning and teaching and recognises and values their social and emotional selves alongside their academic contributions.

### Whakamana Tangata | Student Services Strategy

Student advice, support, and wellbeing services will continue to be improved and enhanced through better coordination and deliberate student-centricity. Initiatives are planned that will establish our sector-leading pastoral care practices as highly-valued and relevant to our students. The foundations for student wellbeing will be further strengthened by implementation of our [Oranga Tauira | Student Wellbeing Plan](#), together with significant cultural-climate actions arising from our [Creating Cultures of Consent and Respect Action Plan](#).

### People and Culture

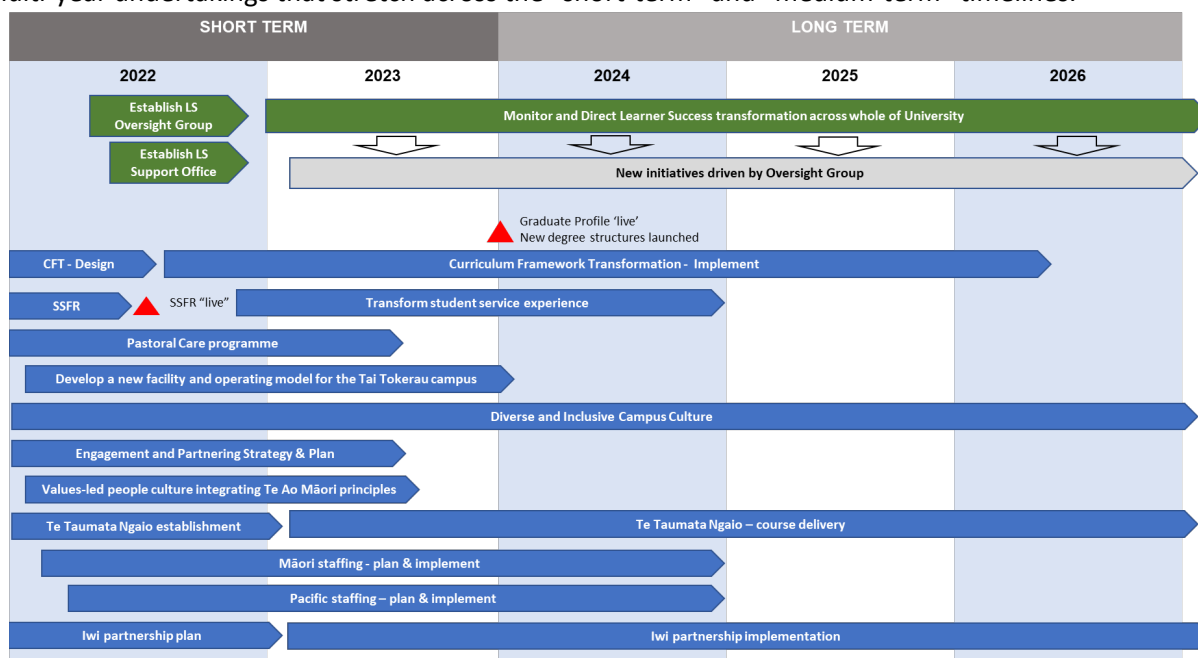
Our values and our purpose will be lived through the activation of manaakitanga, whanaungatanga, and kaitiakitanga across our People and Culture practices. Widespread uplift in the core capability of staff cultural competency will be achieved alongside the Te Taumata Ngaio learning programme to revitalise te reo Māori in Waipapa Taumata Rau | University of Auckland. The University will become a place where te reo Māori flourishes, where the language is used by everybody, everywhere, every day.

## Continuous Assessment and Improvement

Under the guidance of the Learner Success Oversight Group and other accountable governance bodies, we will be reviewing and assessing the performance and relevance of initiatives and services that contribute to learner success. A visible programme of continuous refinement will amplify and adjust, augment or shrink, and provide actionable continuous feedback on the performance of our initiatives. This approach will ensure that our approach is effective, embraces whole-of-institution and learner-centric methodologies, and ensure alignment with and delivering to learner success in context of our large-scale strategic changes.

## Roadmap of High-Level Initiatives

The consolidated roadmap for our high-level initiatives is shown below: many of these initiatives are multi-year undertakings that stretch across the “short-term” and “medium-term” timelines.



## Short-Term Roadmap

Our roadmap through the end of 2023 will deliver coordinated oversight across initiatives that will deepen our whole-of-institution approach to improve learner outcomes by unifying and better connecting the many initiatives, functions, and services that contribute to a holistic student experience.

Throughout, we will sustain practices and services that are working well, introduce an emphasis upon Māori and Pacific ways of being, and amplify proven initiatives that are by and for Indigenous staff and students.

1. **Learner Success Oversight Group:** Establish a cross-disciplinary governance and oversight structure for the operational activity that supports student retention post-enrolment, to ensure that the prioritisation, allocation, and coordination of student support is in line with the prioritisation framework included in the Retention and Success Plan. This group will work together to foster success and establish the strongest-possible academic outcomes for all students and across all student equity groups.

2. *STEM Online*: Boost the level of senior-school credits achieved across New Zealand by extending the NCEA courses supported from the current 11,500 students from 38% of secondary schools using our externally-assessed STEM and internally assessed Digital Technologies blended learning to also cover internally-assessed STEM courses favoured by schools with high Māori and Pacific rolls, and non-STEM subjects of greatest need to boost literacy.
3. *School and Community Engagement*: Make Waipapa Taumata Rau more welcoming for all school leavers through our Pōwhiri model for schools and community engagement. Our extended engagement with younger students and wider communities will build awareness and ambition, clarify pathways and ensure correct subject choices. This will be achieved through stronger partnering, effective digital engagement, and segment-specific evidence-based schools engagement plans.
4. *Scholarships*: Increase the range of scholarships targeted to Māori students and Pacific students and students from low-decile schools. Increase the awareness of students that they can receive scholarship assistance through school and community engagement and by featuring in our advisory services.
5. *Fast Track*: Our “Fast Track” project uses data and analytics to identify high-potential student applicants for limited-entry academic programs. “Fast Track” evaluates high-school results and supports the University’s equity goals by considering factors including school deciles and individual demographics. The University offers places to eligible students confidently and much earlier than would otherwise be possible. These students effectively have a head-start to enrol into their academic programme of choice and select their courses.
6. *Pathway and Transition Programmes*: Help a greater proportion of students settle into university life with confidence through the UniBound (Pacific) and Tōia Ki Waipapa (Māori) and Summer Start programmes. Direct greater numbers of students to these programmes with the understanding gained of students through our pōwhiri model of school and community engagement.
7. *Unblocking Pathways*: Data analysis has identified the twenty first-year courses that have the greatest equity gaps for learner success. Priority initiatives will understand why these particular courses are acting as blockers for Māori students and for Pacific students and take steps to resolve the causes. Initial considerations suggest that curated pathways comprising a combination of stronger academic advice, better-directed preparatory and transitional services, more-appropriate course-sequencing, and fresh approaches to curriculum delivery will help address these inequitable outcomes, unblock pathways, and have a substantial effect upon overall retention and success.
8. *Curated Pathways*: Insights generated from our student journey mapping and our data and analytics activities have highlighted the potential benefits to learner success of providing and activating clearer academic guidance and curated pathways for first-year learners. We will explore solutions that effectively and ethically codify and operationalise guided and curated pathways throughout our recruitment, academic advisement, and on-course systems and processes.
9. *Student Academic Advisory Model*: Strengthen our student academic advisory model. The new Student Hub within Te Tumu Herenga | Libraries & Learning Services is positioned to foster learner success by providing students with course and academic advice, complemented by faculty- and programme-specific advice. These academic advisory services will become closely aligned with the work of our schools and community engagement function.

10. *Integrated Student Support*: Improve our student support and student advisory services through better coordination and deliberate student-centricity. The introduction of “one-stop shops” online and at each campus with delegated decision-making rights for trained staff will ensure that our students receive compelling, appropriate, and consistent academic advice tailored to their needs and recognising their strengths and their individual situation.
11. *Pastoral Care Programme*: Our ecosystem of pastoral care practices will be enhanced by the introduction of co-design with tauira and by the guidance of a holistic wellbeing framework that will assess the wellbeing and preparedness of new students, enabling the early provision of targeted support. The framework will improve training and cultural competency for staff, more clearly reflecting their responsibility for care, streamline referral processes, and simplify communications using language tailored to our diverse student cohorts.
12. *Optimising University Accommodation for Learner Success*: Our wide range of high-quality on-campus accommodation options will continue to be optimised for learner success. Students benefit academically and socially by living in University accommodation, and our targeted accommodation scholarships and in-residence tutorial programmes help to address barriers to participation and success. Our accommodation arrangements will create places of belonging by providing spaces tailored for learners’ cultural and social needs, facilitating connectedness with others in their University home.
13. *Strengthen the Tuākana Learning Community*: Make the University more welcoming and a place of belonging by strengthening our Tuākana Learning Community, extending it beyond the first year of study to the whole student journey, and providing the leadership and resources required to provide holistic Indigenous support that will benefit Māori learners and Pacific learners throughout their University journey.
14. *Early Alert*: Expand and enhance Te Papa Manaaki | Campus Care programme to build an ‘Early Alert’ process for easy referrals to student support services and to the case management of more-complex situations. This provides a robust way to harness “soft” intelligence gathered by personal observation to complement the Engagement Monitoring of “hard” data.
15. *Engagement Monitoring*: Identify learners with contextually-low engagement and ensure they receive personalised communication prompts from our Student Experience Centre. Data reflecting learner activity in our core learning systems are brought together in our business-intelligence and analytics ecosystem and inspected to create cohort-based understanding of learner engagement.
16. *Postgraduate Retention*: Deliberate initiatives to develop, attract, and retain students through to postgraduate study are planned that will involve early identification of and support for high-potential learners, targeted scholarships, focused academic advice, and increased exposure to and engagement with leading researchers. These initiatives, and a revised governance structure to support sub-doctoral study across the institution, will prioritise outcomes that increase the participation and success of Māori postgraduate students and Pacific postgraduate students.
17. *People & Culture*: Investing deliberately and significantly in our cultural competency and te reo Māori revitalisation, our Māori Staffing Plan, our Pacific Staffing Plan, and Te Herenga Tauira.

18. *Auckland Online*: Providing flexibility for working professionals to engage in high-quality study that delivers tangible benefits in timeframes that students can commit to, and in delivery modes that suit individual circumstances.

## Medium- to Long-Term Roadmap

### Curriculum Framework Transformation

Our Curriculum Framework Transformation considered high-level scoping and student journey mapping, and issued a consultation documentation to the University community in June 2022. Much of our Curriculum Framework Transformation is designed with learner experience and learner success as a forefront consideration.

- *Graduate Profile* has been refreshed to establish clear and meaningful aspirations and capabilities that our academic programmes will realise, by defining both the shared attributes of our graduates and attributes specific to their diverse fields of study.
- *Pūtoi Ako* addresses three of the horizontal underpinning principles of Mātauranga Māori, kaupapa Māori pedagogies, and Te Tiriti o Waitangi that run through the heart of Taumata Teitei and the curriculum transformation process. Pūtoi Ako reflects the value and recognition that Waipapa Taumata Rau | University of Auckland accords to Māori knowledges and ways of knowing, and the relationality of Te Tiriti o Waitangi.
- *Transitions and Support* explores the changes navigated by students in their entry into and movement within and through Waipapa Taumata Rau | University of Auckland. Successful transitions reflect social and emotional needs, academic literacies, and the development of a positive learner identity and sense of belonging within the University community which together are essential to ensure effective and successful student achievement. The creation of a Waipapa Taumata Rau Transition Framework is recommended.
- *Learning and Teaching* practices will ensure that students at Waipapa Taumata Rau | University of Auckland will have access to an equitable, imaginative, and collaborative education through the provision of researched-informed programmes and courses. Underpinning the learning and teaching delivery is the concept of relational learning, enhanced by technology, presence, and place.
- *Work and Community Integrated Learning* will be introduced and encouraged widely with an approach encompassing the principles of aroha, reciprocity, manaakitanga, and whanaungatanga, which are emphasised to enhance the relational space between communities, other external partners, and the whenua. Work and Community Integrated Learning better prepares students for employment, community service and partnership, and doctoral study involving community and industrial, commercial, and professional partnerships.

### People & Culture

Our people and culture plans will craft a future-ready workforce that is high-performing, diverse, inclusive, and equitable. Workforce planning will help the University to attract, retain, and ensure the equitable progression of our staff into academic and professional leadership roles, particularly our Māori staff, Pacific staff, and equity cohorts.

Staff development programmes, accelerated career pathways, and a better overall work experience at the University will contribute significantly to a more diverse staff that will help our students see themselves in the institution. We are investing deliberately and significantly in our cultural competency

and te reo Māori revitalisation and, in connection with our Māori Staffing Plan and our Pacific Staffing Plan, will make the University more welcoming and more inclusive. Fostering a more-welcoming and more-inclusive staff is expected to influence positively the participation of and outcomes for Māori learners and Pacific learners in the academic programmes at all levels offered by the University.

#### Physical Estate

[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.

The student experience is supported through the physical environment by a number of key elements including cultural facilities, teaching and learning environments, support for study, essential student-facing services, recreation and wellbeing, accommodation, retail, and catering. Our estate will continue to respond to evolving pedagogy, curricula and learning environments, always ensuring effective integration with digital technology and environments. Major estate projects include:

- complete refurbishment of the former Human Sciences Building to create new accommodation for the Faculty of Education and Social Work and for parts of the Faculty of Arts and Creative Arts & Industries, expected to open in 2024.
- new build of the Recreation & Wellness Centre is scheduled to open in 2024, to accommodate the significant increase in student numbers since the original building that it replaces was opened and provide recreation and wellness services for much 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.

During this same period, master planning and space planning work will be undertaken for all campuses, creating rich understanding of space-utilisation requirements for 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.

# Appendix: Learner Success Measures

The following measures provide baseline data for the measures set out in Section 3 for each phase of the student journey.

<i>Learner Success Measure</i>	<i>Māori</i>	<i>Pacific</i>	<i>Overall</i>
Enrolment by Māori and Pacific school leavers matches the proportion of UE-qualified Yr 13 Māori and Pacific school leavers in the Auckland Region.	7.86%	12.95%	
Students are better prepared academically and socially for university life, measured by school-leaver pass rate in the first semester.	82.4%	72.4%	86.9%
Academic advice is provided consistently, and students are satisfied with this advice – overall.	64.5%	66.9%	66.0%
Academic advice is provided consistently, and students are satisfied with this advice – first-year school-leavers.	75.0%	69.2%	68.1%
The proportion of first-year school leavers who remain enrolled across academic terms increases.	87.5%	87.5%	86.7%
Satisfaction with transition and welcome services is high for all students – overall.	65.3%	58.3%	67.9%
Satisfaction with transition and welcome services is high for all students – first-year school-leavers.	59.5%	55.8%	65.5%
The proportion of students remaining actively engaged with the social atmosphere of the University improves – overall.	47.4%	42.5%	46.8%
The proportion of students remaining actively engaged with the social atmosphere of the University improves – first-year school-leavers.	51.4%	41.4%	53.9%
High levels of satisfaction with relationships and experience are maintained, measured by student satisfaction with their university experience – overall.	72.8%	64.9%	70.1%
High levels of satisfaction with relationships and experience are maintained, measured by student satisfaction with their university experience – first-year school-leavers.	81.1%	66.3%	74.6%
Overall pass rates (at all levels) remain high, or improve.	84.4%	76.6%	89.4%
Employment outcomes for Māori and Pacific graduates are at least as good as those for graduates of other ethnicities.			97.0%

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