



Cycle 6 Academic Audit

One-Year Report

Waipapa Taumata Rau, University of Auckland

5 March 2024

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List of acronyms

ADPGR	Associate Dean Postgraduate Research
AIMS	Academic Integrity Management System
AQO	Academic Quality Office
AQR	Academic Quality Review
AUSA	Auckland University Students' Association
CFT	Curriculum Framework Transformation programme
CMT	Curriculum Management Tool
DC	Discipline Committee
Gen-AI	Generative artificial intelligence technologies
LSP	Learner Success Plan
LTS	Learning and Teaching Survey
OPVC-M	Office of the Pro Vice-Chancellor Māori
OPVC-P	Office of the Pro Vice-Chancellor Pacific
ORIDOC	Orientation to Doctoral Education Policy and Procedure
PGSA	Postgraduate Students' Association
PL4T	Professional learning for teaching
PVC	Pro Vice-Chancellor
SET	Summative Evaluation Tool – the University's formal, course-based evaluation survey for courses and teaching
SGS	School of Graduate Studies
TEA	Teaching Excellence Awards
TLQC	Teaching and Learning Quality Committee

Coding rubric for progress reporting

The following codes are used in the summary tables to report on progress on affirmations and recommendations.

Completed	Completed or substantially complete, or with nothing further to do.
Well advanced	Examples: draft policy or framework developed, substantial work completed, approval path set out, implementation planned.
In progress	The university is addressing the issues raised and progress is underway; or mixed in that some aspects well advance but other less, pilots completed.
Early stage	Examples: a) scoping, reviews or reports completed; b) discussion papers or proposals for change developed but work is not underway, or only initial changes made; c) plans for exploring options.
Not yet addressed	No progress made - but there is intention to do so.

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1. Introduction

The Cycle 6 Academic Audit panel delivered its [Report of the 2022 academic audit of Waipapa Taumata Rau, University of Auckland](#) in November 2022. The Audit Panel (the “Panel”) made eight commendations, 10 affirmations, and 14 recommendations. The University is grateful for these and has made significant progress as described in this One-year Report.

Owing to the interrelationship between affirmations, recommendations and the University’s Enhancement Initiatives, this report is organised around the five sections of the Cycle 6 Academic Audit Framework; and discrete topics within these sections. This affords a comprehensive account of progress and advice on the alignment of this with strategic initiatives.

A full list of the enhancement initiatives, commendations, affirmations, and recommendations are included in the appendices to this report.

2. Leadership and management of teaching and learning and academic quality

2.1 Implications of Te Tiriti o Waitangi in academic reviews

The Panel recognised that the University has sought to embed Te Tiriti o Waitangi responsiveness in its strategic documents and key initiatives, and related this to Enhancement Initiative One (Table 7.1); however, this was found to be inconsistent, sometimes overlooked, and often contingent on the presence of a Māori staff member. In order to progress this enhancement initiative, the Panel made the following recommendation:

Recommendation 1: The Panel recommends that Te Tiriti o Waitangi implications be included in terms of reference for all reviews, including reviews of policies and procedures.

Progress in response to this recommendation is well advanced.

The Policy and Procedures for the external review of academic units were updated in October 2022. As part of this the key questions for review panels were consolidated to seven, and the first of these is: “Do the structures, practices and processes successfully demonstrate our commitment to te ao Māori principles of manaakitanga, whanaungatanga, kaitiakitanga and Te Tiriti o Waitangi principles and accountabilities, and the aspirations of Taumata Teitei?”. Academic units’ self-review portfolios are examined in respect to this question, and the portfolios are shared with the Pro Vice-Chancellor (PVC) Māori who is invited to comment on any issues that should be explored by the review panel. This step is important for reviews where there is no Māori panellist, which may be the case for some reviews. Attention to this key question includes consideration of the academic units’ alignment to the Māori staffing plan; and a separate question considers matters of equity and diversity, which includes consideration of the academic units’ responsiveness to Māori in teaching. These questions and the updated procedures have been applied to 14 reviews since their introduction; and have been

complemented by the adoption of Māori protocols such as mihi whakatau, mihimihi and poroporoaki.

The Academic Quality Review (AQR) of faculties was commended by the Audit Panel – see Section 4.2, below. This was further developed in 2023 with strategically-focused themes, the first of which was modelled on the key question for academic review, above. This was well-received by faculties and presented an opportunity to note their progress in developing core Waipapa Taumata Rau courses, which will include te ao Māori concepts. Faculties reported also on increased interest among students for submitting assessment in te reo Māori, and of initiatives to support staff use of te reo Māori and understanding of Māori culture.

Policies and Procedures are reviewed every five years by default, or earlier if required. Policy Owners and Content Managers are required to seek feedback from stakeholders, but there is currently no formal requirement for consideration of Te Tiriti o Waitangi. Nonetheless, the conventional practice is to consult formally with the Office of the PVC Māori and to include a representative on the relevant working group, if there is one. For instance, the development of the Student Voice Policy in 2023 involved formal consultation with the University's Rūnanga. The PVC Māori is an ex officio member of Education Committee which considers all policy updates, and also of its subcommittee, the Teaching and Learning Quality Committee (TLQC).

2.2 Student voice

The Audit Panel affirmed the University's Enhancement Initiative Two to develop a Student Voice Framework (Table 7.1):

Affirmation 1: The Panel affirms the University's Enhancement Initiative to develop, with students, a Student Voice Framework.

However, the Panel noted that several challenges including: "closing the loop" to provide feedback to the current cohort of students; low response rates in student evaluations of teaching; and ensuring that student feedback reflected the diversity of student voices. The Panel noted that efforts to increase engagement with students and attention to student voice would necessarily place a burden on students and made the following recommendation:

Recommendation 2: The Panel recommends that the University—in developing its Student Voice Framework—undertake further work on training, recognising and managing the impact on students as they contribute to university initiatives and decision-making, and ensuring information about how the University has responded to student feedback is clearly available.

Progress is well advanced in respect to both the affirmation and in response to the recommendation.

A new Student Voice Policy and accompanying Guidelines have been approved by Council in December 2023. A working group co-chaired by student leaders¹ and

¹ The Presidents of the Auckland University Students' Association and the Postgraduate Students' Association.

the Pro Vice-Chancellor Education (PVC Ed) commenced in late 2022. Consultation with stakeholder groups was undertaken in the second quarter of 2023, and this was followed by posting the draft Policy and Guidelines to all students and staff. The Policy will take effect on 1 July 2024 and will provide a clear direction for the inclusion of student voice in most planning and decision-making processes. As a consequence, many existing policies affecting students' experiences may require revision to align with the Student Voice Policy. The Policy includes principles and expectations in respect to student representation, and will provide a framework for existing liaisons student associations and University leaders.

The Student Voice Guidelines in particular, provide practical advice on the inclusion of student voice in many forums, and include advice on appropriate levels and forms of compensation, support and training. These address the specific concerns raised in Recommendation 2. The Policy sets explicit expectations that responses will be provided to students' feedback; and the Guidelines provide detailed suggestions on appropriate forms and mechanisms for this.

The 2023 AQR included specific attention to student voice, and to how faculties were promoting and supporting student voice. The key themes were the inclusion of student representatives in faculty-level committees; engagement with class representatives; and engaging students in strategic initiatives. This revealed varied engagement with student voice across the faculties, as well as examples of good practices. Other University-wide initiatives such the Curriculum Framework Transformation (CFT) programme has included student representatives in partnership, decision making and engaged students as contributors.

2.3 Teaching and learning environments

The Panel affirmed the University's initiatives in respect to the learning management system (Canvas) and to introduce new modes of assessment:

Affirmation 2: The Panel affirms the development of the University's learning management system to support more engaged learning and changing assessment modalities.

Progress is well advanced on both counts.

The Canvas Baseline Practices project was launched in early 2023 to ensure that the University's learning management system (Canvas) provides a more consistent student experience and meets our accessibility requirements (Affirmation 2). The project is informed by the principles of Universal Design for Learning and accessibility standards. A large team of learning technologists have been applied to this project and are working with the course directors and teaching teams for all 100-level courses to ensure that the agreed baseline standards are met for courses offered in Semester 1 2024. This project forms part of the CFT programme.

The Assessment Futures working group commenced in late 2022 and is promoting assessment for learning as one of the three educational anchor points outlined in the *Signature Pedagogical Practices* initiative, which is also part of the CFT. As part of a wider cultural change drive in assessment practices, a refreshed Assessment of Courses Policy and accompanying Procedures have been approved

in December 2023. The Policy refocuses the principles of assessment design and delivery and encourages innovation in modes of assessment. The Policy will come into effect from mid-2024; the delay will provide for courses already set up for the first half of 2024 and will provide opportunity for adjustments.

2.4 Progress on the Enhancement Theme (Māori students)

The Cycle 6 enhancement theme topic focused on access, outcomes and opportunity for Māori students and for Pacific students. The Panel noted both the University's commitment towards this matter and the leadership of the Pro Vice-Chancellor Māori (PVC Māori) but encouraged a broad attention to this.

Recommendation 3: The Panel recommends the University maintain a whole-of-university focus on access, outcomes and opportunities for Māori students, led by the PVC Māori.

Progress in response to Recommendation 3 is well advanced and coordinated primarily by the Office of the PVC Māori (OPVC-M). In 2023 the OPVC-M team has expanded to provide senior leadership to support the academic progress and wider experiences of Māori students, which are additional to designated Māori student support roles described below.

A key feature of the Student Services Function Review (SSFR) that commenced in 2021 is to align the staff dedicated to support Māori students through their university journey. This has been augmented by new appointments to lead initiatives to attract and prepare school-based learners for university studies. The Schools, Community and Engagement Team (SCET) coordinate school-based programmes such as *UE Success* to identify students with the potential to succeed, and *STEM Online* that provides resources to schools to prepare students. The *Future Me* programme targets Year 7 and 8 students, and the *Catalyst* programme caters to Year 12 students – both focusing on Māori and Pacific learners and providing opportunities to visit the University and receive advice on programmes and preparing for these. A key initiative in 2023 has been to bring the coordination of these programmes into SCET. A Māori Relationship Manager was appointed in September 2023 to lead these and expand activities in 2024. In addition to SCET, other parts of the student journey are supported by the Admissions team, the new Student Hubs (for programme advice – starting in May 2022) and the Student Experience Centre (SEC) – each of which have staff dedicated to support Māori students.

The *Tōia ki Waipapa* programme continues in Summer School and offers new Māori students an on-campus experience with culturally appropriate learning support to commence their studies.

In 2023 there was an increase of 28.4% in the number of school-leaver scholarships offered to Māori. This included an increase allocation of Māori Academic Excellence Scholarships, and an increase in the number of Top Achiever Scholarships awarded to Māori students (n=43). Scholarships available to Māori students already underway in a programme include the Academic Potential Scholarship, which is available to students who have achieved academically but

who are experiencing hardships. A number of other scholarships and awards are targeted to Māori students in specific programmes.

The University's *Learner Success Plan* (LSP) has focused initiatives to support the learning experience and outcomes for Māori students and Pacific Students, in particular. *Curated Pathways* indirectly targets prospective Māori and Pacific students through identifying school leavers in decile 1-3 schools. For these students their transition to study is supported through a conditional offer (subject to them achieving University Entrance), a pre-semester orientation programme, a prescribed suite of courses in their first semester, and ongoing learning support. The programme was piloted in 2023 for the Bachelor of Arts programme and in 2024 two additional programmes will be added, the Bachelor of Commerce and Bachelor of Science. The *20 critical courses (20CC)* initiative identifies the courses taken by first-year students with the largest numbers of Māori and Pacific students, and so which are critical to students' progress from their first year of studies. Student engagement dashboards (see Section 3) have been developed to enable individual students to be identified where their progress and/or engagement appears to be lacking. A Learner Success Project Adviser was appointed in August 2023 to coordinate these two LSP initiatives, and to align these with existing learner support networks in faculties, which include dedicated advisers as well as the *Tuākana network*.

The *Tuākana network* has operated since 1991 as a learning community founded upon traditional Māori and Polynesian values of whanaungatanga and tuākana-teina nurturing relationships. In 2022 it supported 3,241 Māori and 4,020 Pacific students. In 2024 Tuākana will bring an additional strategic focus to postgraduate students in order to support those who are new to the University.

The University's Diagnostic English Language Needs Analysis (DELNA) screening programme assesses students' academic English language skills and has experimented with a te reo Māori option in response to student requests. This was experimental and yielded insights, although the broader justification for further development is not clear at this time.

As noted above, the enhancement theme focused on access, outcomes and opportunity for Māori students and for Pacific students; and Recommendation 3 requested that the University maintain a whole-of-University focus on these. Progress is well advanced in respect to the focus, and on access and opportunities; we anticipate that progress in respect to outcomes will be revealed since the relevant measures will necessarily lag.

2.5 Progress on the Enhancement Theme (Pacific students)

The Cycle 6 enhancement theme topic considered the access, outcomes and opportunity for Pacific students in addition to Māori students. The Panel similarly noted the University's commitment to this matter – as it did in respect to Māori students (see Section 2.4, above). The Panel also recommended that the University maintain a broad approach:

Recommendation 4: The Panel recommends the University maintain a whole-of-university focus on access, outcomes and opportunities for Pacific students, led by the Pro Vice-Chancellor Pacific.

The University's response to this recommendation is in progress. Consultation towards a comprehensive Pacific Strategy is commencing in late 2023 under the direction of the Pro Vice-Chancellor Pacific (PVC Pacific).

Specific initiatives to support Pacific learners in schools and prepare them for university study are generally shared with those focused on Māori learners and are described in Section 2.4 above. In addition to these, the *Pacific Academy* is an initiative run from the University's Te Tai Tonga campus in South Auckland and develops Year 12 and 13 Pacific learners' skills to improve their NCEA examination performances. This is an 'after school' programme that has grown from 40 learners in 2022 to more than 150 in 2023.

Unibound is the Summer Start programme focused on Pacific school leavers that includes workshops and activities to develop study skills, and a credit-bearing course to commence their programmes. The *Tuākana network* supports Pacific students as well as Māori students.

In 2023 there was an increase of 18% in the number of school-leaver scholarships offered to Pacific learners. This included an increased allocation of Pacific Academic Excellence Scholarships, and an increase in the number of Top Achiever Scholarships awarded to Pacific students (n=26). For Pacific students already underway in a programme the scholarship options are similar to those for Māori students, outlined above (Section 2.4), and include the Academic Potential Scholarship and others targeted to Pacific students in specific programmes.

The Wellbeing Assessment Survey described in Section 3 provides targeted support to individual Pacific students.

The LSP was discussed in Section 2.4 above and similarly focuses on Pacific students. As part of the CFT programme the Insights for Pacific Success Report was produced in November 2022, and identified factors affecting Pacific students' success in university studies and made recommendations on these.

3. Student life-cycle, support and wellbeing

The Panel made two affirmations in respect to monitoring and supporting students' progress:

Affirmation 3: The Panel affirms the development of the centralised course advising model and the development of metrics for monitoring the performance of this system.

Affirmation 4: The Panel affirms the development of the Service Delivery Model for student services and the greater use of analytics to identify students who would benefit from support and the tailoring of that support.

Progress in respect to these affirmations is well advanced in both cases.

The centralised course advising model via Student Hubs is now embedded and has been in operation for 18 months. Monthly survey results demonstrate students' happiness with the support, advice, and service they have received sit regularly above 80%. Escalations to experts in faculties have reduced since the model's inception, sitting well below 10%, evidencing increased ability to resolve at point of enquiry, and thus reducing the run around for students. Programme, course,

and regulation variances continue to be a challenge to navigate. Planned improvements via the CFT and to the complaints management and continuous improvement processes, will continue to improve the student experience and enhance performance measures.

A Wellbeing Assessment Survey was conducted for new students starting in Semester 1, 2023. This survey was used to assess individual student's preparedness for university studies. Individuals were 'triaged' and those identified as requiring support are engaged by student advisers. Plans for wider roll-out of the survey are under discussion.

A number of dashboards have been developed in 2023 to monitor student engagement and progress in courses. These provide both aggregate-level oversight of student groups as well as identifying individual students. For instance, one dashboard identifies students repeating courses and will be used from Summer School 2024 to monitor student progress; and another is used to identify students identified as 'at risk' in courses owing to poor in-course assessments. This was applied as a pilot in early-mid Semester 2 2023 to the 20CC previously identified in the LSP (Section 2.4). Both types of dashboard can be used to identify student groups such as Māori students and Pacific students, and so are important tools for the LSP discussed in Sections 2.4 and 2.5, above.

4. Curriculum, assessment and delivery

4.1 Curriculum management

The University's Enhancement Initiative Three to implement a new curriculum management system is well advanced. The Curriculum Management Tool (CMT) is expected to be operational by mid-2024 and will offer improvements in academic quality through a clearer mapping of curriculum content to graduate profiles, as well increasing students' facility to self-serve their needs for advice on curriculum planning. The CMT will provide a more student-focused delivery of information, rather than the conventional programme-focused formats. CMT will also combine the tasks currently handled by other systems, and will enable these legacy systems to be retired.

Related to this the Panel affirmed the University's attention to programme management and development:

Affirmation 5: The Panel affirms the establishment of roles to support programme management and embedding of learning design with programme development.

Progress in respect to this affirmation is well advanced. Programme Portfolio Managers were appointed in mid-2022 as a faculty-embedded but centrally-coordinated team to support curriculum developments. These appointments coincided with the Academic Audit and have been a significant factor in the progress of the CFT.

Support for academic leadership has progressed in 2023 with improved advice and resources through the new Education Office website. This was restructured in early 2023 to provide clearer guidance on learning and teaching policies, academic

quality and integrity, student voice, and academic leadership. Support for programme leaders has been enhanced with a new forum, and 70 programme leaders attended the most recent meeting in November 2023. These included staff with programme-wide responsibilities (usually operating at a faculty level) as well as subject (major and specialisation) leaders. The agenda of these regular meetings will include onboarding, curriculum developments, support, and networking.

4.2 Course and programme reviews

The University's Enhancement Initiative Four to implement an online, end-of-course review system was affirmed by the Panel:

Affirmation 6: The Panel affirms the development of a university-wide online system for end of-course review that will support continuous enhancement.

Progress in respect to this affirmation is in progress.

The CMT discussed above (Section 4.1) will include the facility for a university-wide, online system for collecting and monitoring end-of-course reviews, and this is expected to be operational from mid-2024. Nonetheless, attention to end-of-course reviews was increased in 2023 through a revision of the [Guidelines for the Enhancement and Evaluation of Courses and Teaching](#). The Guidelines specify end-of-course reviews as a third component in the sequence of engaging student feedback in courses, following formative assessments and summative course evaluations. The Panel's affirmation was relayed to the teaching faculties through the 2023 AQR round, and Deans and Associate Deans endorsed the value of the reviews and of a centralised system.

4.3 Graduate profile

The Panel affirmed the University's refresh of its graduate profiles as part of CFT programme:

Affirmation 7: The Panel affirms the refresh of the Graduate Profile and plans to make this a valuable document in practice for students that is useful for students' learning experiences and for their future employability.

Progress in respect to this affirmation is complete.

This was completed in 2022 and the refreshed graduate profiles will begin to be introduced in 2024.

4.4 Assessment

The Panel affirmed the University's initiatives in respect to assessment:

Affirmation 8: The Panel affirms the further development of assessment to be more flexible, equitable and accessible.

Progress in respect to this affirmation is well advanced.

Section 2.3 described the Assessment Futures working group, its promotion of assessment for learning, and the updated Assessment of Courses Policy and Procedures. These initiatives will encourage more flexible, equitable and accessible

assessment of learning. As one of the three anchor points within Signature Pedagogical Practices, assessment is currently the focus of faculty-based priority projects.

Related to this in 2023 the University has undertaken an important initiative towards more flexible and accessible learning resources that are the foundation for assessment. The former 'Lecture Capture and Release Policy and Procedures' have been replaced with a 'Recording of Taught Content Policy and Procedures'. This shifts the focus from recording lectures as teaching activities, and towards the taught content that students are expected to learn by acquisition. This initiative recognises the value of recordings as learning resources for all students, and especially their value to promote equity of access. The new Policy and Procedures will be in effect from the beginning of 2024.

4.5 Academic integrity

The Panel commented on the University's Enhancement Initiative Five to implement the recommendations of its earlier Academic Integrity Working Group, and noted that progress was underway; however, it encouraged a holistic approach:

Recommendation 5: The Panel recommends that, in addressing its enhancement initiative, the University take a holistic approach to academic integrity and includes support for prevention, detection, investigation and reporting.

Progress in response to this recommendation is well advanced.

Initiatives towards the prevention of academic misconduct include the updated Academic Integrity course. This zero-point course is compulsory for all new students. A refreshed version was launched at the beginning of the 2023 academic year. Administration of the course was transferred to the Academic Quality Office (AQO) in order to be aligned with other academic integrity initiatives. At the time of writing, a bespoke version for doctoral students has been developed (by the School of Graduate Studies) and is being considered for release in 2024. It too will be administered by AQO and will be compulsory for all doctoral students as part of their provisional year.

Advice on academic integrity has been updated in the online course outlines for every course. These are available for viewing before enrolment and will be updated for 2024 with clarification of the tools used for the detection of academic misconduct.

Assessment design to promote academic integrity and reduce the opportunity for misconduct has been the topic of several forums open to teaching staff in 2023. These include two of the Vice-Chancellor's all-staff forums (in February and October) which were focused on generative artificial intelligence technologies (Gen-AI); and two webinars hosted by the Academic Integrity Community of Practice (AI CoP). This is supported also by the Assessment Futures working group and its promotion of relational teaching and assessment for learning.

AQO and the AI CoP have liaised with the AUSA to run awareness-raising events in 2023.

Additional advice and resources in respect to academic integrity have been developed for teaching staff in 2023. The primary driver was to address developments with Gen-AI, which have dominated discussions of academic integrity as well as the pursuit of academic misconduct in 2023. To some extent this has interrupted and overtaken efforts that were planned to reset students' expectations and understandings of academic integrity in the post-Covid era. Guidelines on the inappropriate use of Gen-AI in students' work were developed in early 2023 and have been updated since. Both student-facing and staff-facing versions have been prepared; and the latter were delivered through the new *TeachWell* web portal, which provides bulletins as well as online resources and examples. Like all institutions, the University is grappling with the implications of Gen-AI and is developing its strategic response, policies and guidelines.

The AI CoP has continued its regular programme of meetings and provides an institution-wide forum for considering all aspects of academic integrity and misconduct. Part of its focus has been on detection, and specifically the challenges of detecting Gen-AI use in academic misconduct. Like many peer institutions the University delayed introducing Gen-AI detection tools owing to concerns about their efficacy and the risk of false positive detection..

Investigation and reporting of academic misconduct has been greatly enhanced through the implementation of the Academic Integrity Management System (AIMS) in August 2022. This is as a centralised case management system for reporting academic misconduct and replaced the former 'email and PDF forms-based' case management, and the 'end-point' Register of Academic Misconduct. AIMS administers and records *all* suspected breaches of academic integrity and supports investigation and decision-making. AIMS is administered by AQO but the investigations, decision-making, application of penalties (where appropriate), and reviews are conducted in faculties or by Discipline Committee, as provided by the [Student Academic Conduct Statute](#). The number of cases of academic misconduct increased markedly since AIMS was introduced. This continues a trend but may also reflect an increased level of attention to misconduct and improved record-keeping. In 2023 there have been 1,421 cases of alleged misconduct in coursework, 454 in examinations, and 2 in postgraduate research². Coursework cases have increased by around 40% since 2022, but examinations cases have halved. While the number of misconduct cases appears substantial it must be considered in context: for instance, there were 200,802 individual course enrolments and 132,602 individual examinations sat (in 3,189 courses). So the rates of alleged misconduct cases in 2023 were 0.71% of enrolments and 0.34% of examinations sat.

The growing caseload has impacted the University's Discipline Committee (DC), which considers the severest cases - approximately 5% of coursework cases and 10% of examinations cases. A number of changes have been implanted in 2023 to support DC and to improve the timeliness of decision-making, which benefits students. A minor update to the Statute in March 2023 altered the quorum of DC, which has enabled it to meet more frequently and thus increase its capacity to hear cases. The update also diverted the review of decisions on less-severe cases

² The number of cases were recorded at 11 December 2023.

where these are requested by students. Formerly, these had been considered at DC meetings but are now reviewed independently by an experienced reviewer appointed by the Provost. These adjustments have greatly improved the timelines for decision-making while preserving students' rights. Further changes are anticipated in 2024 as part of a comprehensive update to the Statute.

AIMS' record-keeping function has enabled an improved oversight and reporting; and analysis of academic misconduct was included for the first time in the 2023 AQR.

4.6 Assessment in te reo Māori

The Audit Panel observed that students' awareness of the opportunity and requirements for submitting work for assessment in te reo Māori was inconsistent, and it recommended that student demand for this be monitored centrally:

Recommendation 6: The Panel recommends that demand for assessment in te reo Māori be monitored centrally.

Progress in response to this recommendation is in progress.

The University is aware of a growing interest among students to use te reo Māori in their assessed work, and is aware of the varied capability to support this across the institution. The OPVC-M led an update of the 'Assessing Coursework and Examinations Submitted in Te Reo Māori Procedures' (approved in October 2023) and includes advice on appropriate assessors and the use of licensed translators where necessary, and assigns an oversight role to Te Kāhui Mātanga Reo, which is a subcommittee of the University's Rūnanga. The OPVC-M will promote awareness of this to students and provide guidance to faculties and courses and will monitor students' use of te reo Māori in assessments.

5. Teaching quality

5.1 Staff recruitment

The Panel commented on the alignment of the University's recruitment practices with its strategic priorities:

Recommendation 7: The Panel recommends that, in progressing its strategic priority of a future-ready workforce (and addressing Enhancement Initiative 7), the University review its recruitment policies and practices to ensure these align with and support the strategic direction and the Curriculum Framework Transformation Programme.

Progress in response to this recommendation is well advanced.

The Future Academic Workforce Strategy was released in October 2022 and defines a comprehensive and cohesive set of workforce initiatives to identify, build, and support the Academic workforce required to deliver the outcomes from Taumata Teitei – Vision 2030. The Academic Standards – referred to below, in Section 5.2 - were updated in 2023 and are the standards for recruitment as well as promotion and progression.

Progress has been made in 2023 on a Māori staffing plan and a Pacific staffing plan. These are discussed in Sections 5.3 and 5.4, respectively.

5.2 Staff induction and ongoing expectations

The Audit panel observed that while new staff are offered orientation sessions and induction support organised by line managers, and the Teaching Catalyst programme available for academic staff, that there appeared not to be planned systematically and recommended a review of these.

Recommendation 10: The Panel recommends the University review induction processes so that access to induction programmes is equitable, that induction programmes are taken by those they are intended for, and that programmes are regularly monitored and reviewed with reviews leading to enhancement.

Progress in response to this recommendation is well advanced.

The Academic Capability in Learning and Teaching project commenced in mid-2022 under the joint direction of the Education Office and Organisational Development (part of Human Resources). The scope of the project included induction but also a more comprehensive plan to support Professional Learning for Teaching (PL4T), including:

- A central one-stop-shop for staff to access development resources and opportunities. The TeachWell Digital (website) went live in February 2023 and is the primary platform for PL4T.
- A programme of centrally available capability development initiatives.
- A sustainable, centrally-coordinated model for PL4T – which is based upon TeachWell@UoA and includes onboarding of new staff.
- Clarification of the roles and responsibilities for supporting PL4T – between Education Office (including Ranga Auaha Ako – the learning design unit) and Organisational Development.

The fourth component will entail a formal review of the Teaching Catalyst programme in 2024.

Related to this the Panel affirmed the University's Enhancement Initiative Seven to review its Academic Standards Policy:

Affirmation 9: The Panel affirms the University's enhancement initiative to review its Academic Standards Policy.

Progress in respect to this affirmation is complete.

The Academic Standards - which are the standards used for academic staff recruitment as well as performance and promotion – were updated in 2023 and will be applied from 2024. These have been aligned to, and ask staff to use, the [TeachWell@UoA Framework](#) to describe their leadership of and contributions to teaching and learning.

5.3 Māori staff recruitment and induction

The Panel made two recommendations in respect to Māori staff recruitment and induction:

Recommendation 8: The Panel recommends that the Māori recruitment strategy be progressed with urgency to support other plans and strategies.

Progress in response to this recommendation is well advanced.

Recommendation 11: The Panel recommends the University ensure that induction programmes provide for the specific needs of new Māori staff and new Pacific staff.

Progress in response to this recommendation is in progress.

The Māori Staffing Plan, Waipapa Tāngata Rau, has been developed as an overarching strategy and informed by Māori staff experience. In 2023 the plan has been socialised across faculties and service divisions, and workshops were held with senior leaders. An implementation plan is under development that will align with other strategies and practices across all portfolios in the University. This will provide a whole of university approach to Māori staff recruitment, induction and progression. The OPVC-M is contributing to a review of rewards and remuneration review, and a Senior Māori Recruitment Specialist was appointed to the HR team in 2023. A Māori graduate programme will commence in 2024 and employ 5 Māori graduates to professional staff roles that will be distributed around the University.

Faculties and academic units have the primary responsibility for the appointment of teaching and research staff. The OPVC-M liaises with faculties to advance Waipapa Tāngata Rau, and acknowledges that while short-term initiatives such as strategic hiring and encouraging Māori applicants may yield results, that most faculties' are focusing on the long-term strategy of supporting current Māori postgraduate students into academic careers.

Māori staff induction is facilitated through both formal and informal networks. Faculty-based networks such as Te Taura Here in Science and those in service division such as Te Pou Rahui in Libraries and learning Services, as well as the Rūnanga, provide forums for Māori staff to interact. The OPVC-M runs whanaungatanga and networking events, and in its new location in Pembridge House (on Princes Street – from early 2023) it offers a distinct physical space for Māori staff.

Other initiatives to support Māori staff induction include the Hono | Human Connections (human resources) system that will provide additional features to support the onboarding of new staff. The OPVC-M is liaising to include bespoke options for Māori staff. The Taumata Ngaio staff programme for learning reo Māori provides specific benefits to Māori staff through encouraging engagement with their whakapapa.

5.4 Pacific staff recruitment and induction

The Panel made two recommendations in respect to Pacific staff recruitment and induction - the latter concerned both Pacific and Māori staff:

Recommendation 9: The Panel recommends that in progressing its Pacific staff recruitment strategy, the University examine and address impediments to recruitment and recognition of Pacific staff, particularly for appointment or promotion to Professorial level.

Progress in response to this recommendation is early stage.

Recommendation 11: The Panel recommends the University ensure that induction programmes provide for the specific needs of new Māori staff and new Pacific staff.

Progress in response to this recommendation is in progress.

The Pacific Staffing Plan is in development and being led by the Office of the PVC Pacific (OPVC-P). At the time of writing the Plan's progress is awaiting implementation of the Māori Staffing Plan before progressing further.

Induction programmes for Māori and Pacific staff is a key focus of the Māori Staffing Plan. However, this will be included in the Pacific staffing strategy with a specific focus on Pacific staff.

5.5 Teaching quality, development, and recognition

The Panel commented on the Enhancement Initiative Seven to review policies and processes related to teaching quality. This included an update of the Academic Standards Policy discussed above (Section 5.2) and the evidence used, including student evaluations. The Enhancement and Evaluation of Teaching and Courses Policy and Procedures has been under review by a working group established by TLQC since mid-2022. Thus far changes have been made to the [Guidelines](#) (described in Section 4.2) in mid-2023, which includes: a) promotion of formative evaluations in order to enable real-time responses to students' feedback; as well as b) changes to the Summative Evaluation Tool (SET) which is used for course and teaching evaluations. The review has been paused pending results of the changes to the Guidelines and the introduction of the Student Voice Policy (described in Section 2.2). The Working Group will resume in 2024.

In 2022 a new programme of grants was initiated to support the scholarship of teaching and learning, and leadership in learning. These include Scholarship of Teaching and Learning and/or Discipline-based Educational Research Grants, Development and Innovation Grants and Learning Leaders Grant. Additionally, we have incorporated a new challenge, entitled 'Change One Thing' to recognise and reward colleagues for small changes to their teaching and assessment that are making an impact.

The Panel commented on the processes of identifying teaching excellence and suggested that the University should consider student-led or peer-led approaches to nomination. This reflected the Panel's concern that instances of teaching excellence may be going unrecognised at present:

Recommendation 12: The Panel recommends the University review whether its nomination processes for teaching excellence awards are inclusive and supportive of those who may not nominate themselves.

Progress in response to this recommendation is in progress.

The recommendation was noted in the AQR reports and was affirmed by comments from faculty leaders who expressed their concern that good teachers were not always visible to their peers. No formal review of the Teaching Excellence Awards (TEA) nomination process was undertaken but the criteria for these were updated to align with changes to the national awards, Te Whatu Kairangi Aotearoa Tertiary Educator Awards. The Director of learning and Teaching encouraged faculty and academic unit leaders to identify and nominate excellent teachers; and in 2023, there were 18 applicants, which was an increase over the 13 applicants in the previous year, including two Māori and two Pacific people. Additionally, the University has been successful with two national Tertiary Educator Award recipients in 2022, and one, in 2023.

6. Supervision of postgraduate research students

6.1 Management of postgraduate research programmes

The Panel affirmed the University's Enhancement Initiative Eight to improve sub-doctoral processes and support.

Affirmation 10: The Panel affirms the University's Enhancement Initiative to review and make Improvements to sub-doctoral processes and support.

Progress in respect to this affirmation is well advanced.

An external review had been undertaken by PwC in 2021 of the service design of sub-doctoral student support and admissions processes. This has informed the appointment of new professional staff roles of sub-doctoral coordinators, which are centrally coordinated but embedded in faculties.

A sub-doctoral network was formed in 2023 under the leadership of the PVC Education, and including faculty Associate Deans with responsibility for sub-doctoral matters and professional staff with sub-doctoral programme responsibilities. The CFT-related leadership roles for the working professionals and progression pathways segments are included, also. The network will provide a forum for discussion on matters of curriculum and programme design, and on student support. This includes both taught and research programmes but recognises that the coordination of research sub-doctoral programmes is responsibility of the host faculties.

Policies and Guidelines related to sub-doctoral students are being updated in 2023.

The Wahapū system for managing doctoral candidature has been operating since late 2020 and completed Enhancement Initiative 10.

6.2 Monitoring postgraduate research supervision

The Panel commented on the supervision of doctoral and sub-doctoral research students, and the resolution of issues.

Recommendation 13: The Panel recommends the University examine whether the processes for addressing issues with doctoral and sub-doctoral supervision are sufficiently accessible, transparent, timely, effective and afford appropriate protection for both students and supervisors. The

University should engage students early in this process and support their contribution.

Progress in response to this recommendation is early stage.

Sub-doctoral students in taught programmes are included in the annual Learning and Teaching Survey (LTS) and are identified as a distinct student group for the purposes of analysis. Sub-doctoral students in research-only programmes – such as 120-point masters degree programmes – are not included in the LTS. They are able to provide feedback on their progress through their mid-year progress reviews.

The supervision of doctoral and sub-doctoral research students is managed by academic units, and usually overseen by designated advisers. Each faculty has an Associate Dean for Postgraduate Research (ADPGR). Some faculties have an additional role for sub-doctoral teaching and research, as well – typically, this being the case for faculties with more extensive sub-doctoral programmes.

The School of Graduate Studies (SGS) is proactive in providing advice and development opportunities to supervisors but has no direct role in the management of supervision. The online Supervision Hub includes links to training as well as advice and resources for supervisors. Supervisors of doctoral students must be accredited for five yearly periods, which is managed by SGS. The Orientation to Doctoral Education Policy and Procedure (ORIDOC) course is required of all staff before undertaking a doctoral supervision role.

Matters of dispute and complaints about supervision are subject to the Resolution of Student Academic Complaints Statute. A draft update to this Statute is under consideration, which provides greater clarity on procedures for investigations and resolutions.

6.3 Quality of postgraduate research supervision

The Panel observed that the cultural competency was not part of supervisor training or accreditation requirements.

Recommendation 14: The Panel recommends the University include cultural competency and safety in its supervisor development programme and requirements for supervisor accreditation.

Progress in response to this recommendation is early stage.

The development of cultural competency in all University staff currently takes the form of a 'whole of community' approach, such as the Taumata Ngaio initiative. It does not currently feature in supervisor training but the intention is to incorporate this in the ORIDOC course.

7. Appendix

Table 7.1 List of Enhancement Initiatives

	<i>Enhancement Initiative</i>	<i>Cycle 6 Audit Framework</i>
EI 1	<p>Management of delegations and policies As the University moves towards a more mature system for academic delegations (see Section 1.6 below) it will review its policy review and management functions to develop an integrated approach ensuring changes to roles and delegations can be captured and easily updated and that policy review, consultation and implementation processes are effectively managed.</p>	Guideline statement (GS) 1
EI 2	<p>A Student Voice Framework The University will, with students:</p> <ul style="list-style-type: none"> • as part the Education Strategy 2022-24, incorporating the second phase of the Student Services Function Review, develop a Student Engagement and Voice Framework that will support staff to understand the opportunities for engaging with students and integrating student voice into decision- making at all levels. The Framework will help define what is meant by 'partnership' and consultation with students and help to ensure that 'closing the loop' occurs as part of any student consultation or feedback exercise. • provide further support for student representatives on University-level committees by developing more formalised induction and training and considering ways in which to recognise and reward student representation. • ensure that equitable support and opportunity for engagement and recognition is provided to student representatives working in its different University-level student representative associations. 	GS 2
EI 3	<p>Curriculum management system The University will explore options for the introduction of a curriculum management system to allow improved planning, management and review of courses and programmes to support an aligned curriculum.</p>	GS 14
EI 4	<p>An online, end-of-course review system The University will develop a University-wide online system for end-of-course review. Linked to Digital Course Outlines, the online system will allow academic leaders to monitor course review reports for continuous enhancement and will allow course review information to feed into programme management, and internal and external review requirements.</p>	GS 16
EI 5	<p>Implement the recommendations of the Academic Integrity Working Group The University will implement the recommendations of the Academic Integrity Working Group. Priority actions are to:</p> <ul style="list-style-type: none"> ▪ redevelop the Register of Academic Misconduct to ensure that it serves as a record of academic misconduct across the University, helps to ensure 	GS 20

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	Enhancement Initiative	Cycle 6 Audit Framework
	<p>consistency of processes, and enables accurate reporting on academic misconduct incidents. Associated business processes will be reviewed with a view to reducing duplication of effort and creating online workflow solutions.</p> <ul style="list-style-type: none"> ▪ review and relaunch the Academic Integrity Module for students ▪ develop and embed academic integrity professional development resources for staff. 	
EI 6	<p>Refine and implement TeachWell@UoA The University will refine the TeachWell@UoA Framework to give prominence to mātauranga Māori and Pacific knowledges and support the implementation of the Framework through the provision of targeted professional learning opportunities and easily accessible web- based resources related to the elements of the Framework.</p>	GS 24
EI 7	<p>Review policies and processes related to teaching quality The University will:</p> <ul style="list-style-type: none"> • Review the Academic Standards Policy • Within the context of an examination of evidence for teaching performance and quality, review the Enhancement and Evaluation of Courses and Teaching Policy and the operation of the SET system with a view to ensuring SET continues to enhance learning and teaching. • Investigate how best to refine HR processes (ADPR, continuation and promotion) to ensure that teaching capability development and quality are integral to the processes and informed by the content of the TeachWell@UoA Framework. 	GS 25
EI 8	<p>Sub-doctoral postgraduate research student processes and support The University will use the outcomes of a review of sub-doctoral processes and support to make improvements to service delivery and enhance the experience of sub-doctoral research students.</p>	GS 27-29
EI 9	<p>Sub-doctoral postgraduate student feedback The University will investigate how to obtain regular, representative feedback from sub- doctoral postgraduate research students to inform enhancements to the teaching, supervision and learning experience of this cohort of students.</p>	GS 27-29
EI 10	<p>Review of doctoral application for admission system and processes The University will upgrade/replace the existing application for admission system and review associated processes with a view to creating an efficient and timely application and admission experience for doctoral students.</p>	GS 29

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In an academic audit, commendations refer to examples of exceptionally good practice or to examples of innovative practice that should produce positive impacts on teaching, learning and student experience.

Table 7.2 List of Commendations

	<i>Commendation</i>	<i>Cycle 6 Audit Framework</i>
C1	The Panel commends the University, its staff and students for their response to COVID-19.	-
C2	The Panel commends the University's significant investment in comprehensive data collection and the development and well-received roll-out of data dashboards to support decision-making.	Guideline Statement (GS) 1
C3	The Panel commends the University for how risk management and business continuity frameworks and processes enabled an effective response to COVID-19.	GS 5
C4	The Panel commends the University for its comprehensive range of learning support services and for the way these services also pivoted to online to remain accessible to students over COVID-19.	GS 12
C5	The Panel commends the University for its integrated and enhancement-oriented approach to the Education (Pastoral Care of Tertiary and international Learners) Code of Practice.	GS 13
C6	The Panel commends the vision and the intentions around the learning experience that has so far been captured in the Curriculum Framework Transformation Programme.	Section C
C7	The Panel commends the annual Academic Quality Review process as a good practice model of data-informed quality enhancement.	GS 15
C8	The Panel commends Te Taumata Ngaio initiative and its participation goal.	GS 23

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Affirmations refer to initiatives planned or underway that are likely to have a positive impact but are at an early stage and data is not yet available to assess impact.

Table 7.3 List of Affirmations

	<i>Affirmation</i>	<i>Cycle 6 Audit Framework</i>
A1	The Panel affirms the University's Enhancement Initiative to develop, with students, a Student Voice Framework.	Guideline Statement (GS) 2
A2	The Panel affirms the development of the University's learning management system to support more engaged learning and changing assessment modalities.	GS 3
A3	The Panel affirms the development of the centralised course advising model and the development of metrics for monitoring the performance of this system.	GS 10
A4	The Panel affirms the development of the Service Delivery Model for student services and the greater use of analytics to identify students who would benefit from support and the tailoring of that support.	GS 12
A5	The Panel affirms the establishment of roles to support programme management and embedding of learning design with programme development.	GS 14
A6	The Panel affirms the development of a University-wide online system for end of-course review that will support continuous enhancement.	GS 15
A7	The Panel affirms the refresh of the Graduate Profile and plans to make this a valuable document in practice for students that is useful for students' learning experiences and for their future employability.	GS 17
A8	The Panel affirms the further development of assessment to be more flexible, equitable and accessible.	GS 18
A9	The Panel affirms the University's enhancement initiative to review its Academic Standards Policy.	GS 23
A10	The Panel affirms the University's Enhancement Initiative to review and make Improvements to sub-doctoral processes and support.	GS 30

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Recommendations refer to areas where the Panel considers the University would benefit from making some improvements or changes. Recommendations alert the University to what the Panel needs to be addressed, not how this should be done.

Table 7.4 List of Recommendations

	<i>Recommendation</i>	<i>Cycle 6 Audit Framework</i>
R1	The Panel recommends that Te Tiriti o Waitangi implications be included in terms of reference for all reviews, including reviews of policies and procedures.	Guideline Statement (GS) 1
R2	The Panel recommends that the University—in developing its Student Voice Framework—undertake further work on training, recognising and managing the impact on students as they contribute to university initiatives and decision-making, and ensuring information about how the University has responded to student feedback is clearly available.	GS
R3	The Panel recommends the University maintain a whole-of-university focus on access, outcomes and opportunities for Māori students, led by the PVC Māori.	GS 6
R4	The Panel recommends the University maintain a whole-of-university focus on access, outcomes and opportunities for Pacific students, led by the PVC Pacific.	GS 7
R5	The Panel recommends that, in addressing its enhancement initiative, the University take a holistic approach to academic integrity and includes support for prevention, detection, investigation and reporting.	GS 20
R6	The Panel recommends that demand for assessment in te reo Māori be monitored centrally.	GS 21
R7	The Panel recommends that, in progressing its strategic priority of a future-ready workforce (and addressing Enhancement Initiative 7), the University review its recruitment policies and practices to ensure these align with and support the strategic direction and the Curriculum Framework Transformation Programme.	GS22
R8	The Panel recommends that the Māori recruitment strategy be progressed with urgency to support other plans and strategies.	GS 22
R9	The Panel recommends that in progressing its Pacific staff recruitment strategy, the University examine and address impediments to recruitment and recognition of Pacific staff, particularly for appointment or promotion to Professorial level.	GS 22
R10	The Panel recommends the University review induction processes so that access to induction programmes is equitable, that induction programmes are taken by those they are intended for, and that programmes are regularly monitored and reviewed with reviews leading to enhancement.	GS 23
R11	The Panel recommends the University ensure that induction programmes provide for the specific needs of new Māori staff and new Pacific staff.	GS 23

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	<i>Recommendation</i>	<i>Cycle 6 Audit Framework</i>
R12	The Panel recommends the University review whether its nomination processes for teaching excellence awards are inclusive and supportive of those who may not nominate themselves.	GS 26
R13	The Panel recommends the University examine whether the processes for addressing issues with doctoral and sub-doctoral supervision are sufficiently accessible, transparent, timely, effective and afford appropriate protection for both students and supervisors. The University should engage students early in this process and support their contribution.	GS 27
R14	The Panel recommends the University include cultural competency and safety in its supervisor development programme and requirements for supervisor accreditation.	GS 27