

CURRICULUM FRAMEWORK TRANSFORMATION TASKFORCE

DESIGN APPROACH AND METHODOLOGY

CFT Programme Team

10 May 2022

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1 Introduction

The Curriculum Framework Transformation (CFT) Programme is the primary programme to deliver on the Education and Student Experience aspirations within *Taumata Teitei*.

Work to transform the Curriculum Framework (CF) commenced mid-2021 and will be undertaken across three phases (see Table 1).

Table 1: CFT Timeline

<p>July 2021 to December 2021</p>	<p>Design phase</p> <p>The CFT Taskforce supports the development of, and engagement on, a refreshed University Graduate Profile and emerging recommendations on a transformed Curriculum Framework (CF).</p> <p>The focus in this phase was exploring the possible, drawing on our own exemplars, national and international best practice and student voice.</p>
<p>January – August 2022</p>	<p>Refine and approval phase</p> <p>The focus is on approval of a Refreshed Graduate Profile and working together with staff, students and wider stakeholder groups through a mix of engagements and formal consultation to co-create the final CF, the overarching transformation roadmap as well as faculty level implementation plans. It is also about growing awareness of the case and approach to change and preparing senior leadership roles and key impacted staff to lead and embed changes from FY23.</p>
<p>October 2022 – onward</p>	<p>Implementation phase</p> <p>Activity to enable implementation of the new framework continues. Actioning of agreed curriculum changes and embedded graduate profile in programmes and courses commences:</p> <ul style="list-style-type: none"> • Preparation activity (including any CUAP processes for 2024) / quick-win changes – through 2023 • Graduate Profile embedded in programmes – Semester 1 2024 • Multi-year phased implementation of transformed programmes and transition off old programmes – from 2024 • Multi-year phased development and growth of strategically aligned programmes and courses in impact areas – from 2024.

The CFT Taskforce, made up of faculty, Large-Scale Research Institutes (LSRI) and specialist representatives from across the University, was established in July 2021 to work together to engage on and deliver two key programme deliverables:

- Develop and implement Refreshed University Graduate Profile to align with the strategic aspirations of Taumata Teitei;
- Develop and implement a Curriculum Framework that sets out the taumata (transformation principles) to guide and associated recommendations to realise our future programmes and learning and teaching.

The CFT Taskforce is responsible for:

- Working together to deliver key programme outputs
- Synthesising and incorporating working group outcomes
- Sense-checking and engaging locally on emerging outputs and supporting a two-way feedback loop between the taskforce team and faculties
- Providing leadership in their faculties and teams to facilitate awareness and understanding of changes arising from this work
- Advising on readiness of deliverables

The Faculty teams from 2021 are noted in Appendix 1.

CFT Programme support team

The programme support team provide programme management, change, communications, and coordination support to the taskforce and programme leaders.

- Programme Manager – Liz Hollard (University Strategic Programme Office)
- Programme Change Manager – Emily Hanna (Business Transformation Office)
- Programme Coordinator – Elizabeth Zhu (University Strategic Programme Office)
- Change and Communications Adviser - Kate Russell (Business Transformation Office)
- Programme Manager (supporting L&T working group) – Andrea Lamb (University Strategic Programme Office)
- Business Capability Lead – Fiona Chard
- Senior Business Analyst – Dianne Howard (Business Transformation Office)
- Editorial Specialist – Hilary Tolley

Faculty and Specialist Lead roles 2022

In 2022, the CFT Taskforce team organisation was refined in order to support more concentrated work on developing the framework and emerging recommendations and to begin to test assumptions and implications of the work within faculties and LSRI in preparation for formal consultation. Peter Shand (Creative Arts and Industries [CAI]) was appointed Academic Lead and convened Faculty and Specialist Lead Groups.

Faculty and LSRI Leads:

- Lindsay Diggelmann (Arts);
- Sue Laurensen (Business and Economics);
- David Lines (CAI);
- Darren Powell (Education and Social Work [EDSW]);
- Michael Hodgson (Engineering);
- Clare Wall (Medical and Health Sciences [FMHS]);
- Bronwyn Davies (Law);
- Murray Ford (Science);
- Kelly Burrowes (Auckland Bioengineering Institute); and
- Mark Vickers (Liggins).

and Specialist Leads

- Pūtoi Ako: Co-leads Piata Allen and Alison Jones (EDSW); Mel Wall and Daniel Wilson (Science);
- Pacific: Lisa Uperesa (Arts);
- Graduate Profile: Barbara Staniforth (EDSW);
- Learning and Teaching: Julia Novak (Associate Director, Learning and Teaching Design) and Gayle Morris (Director, Learning and Teaching);
- Curriculum Structure: Peter Shand;
- Sustainability: Niki Harré (Science);
- Transdisciplinarity, Innovation and Entrepreneurship: Co-leads Jaime King (Law) and Marie McEntee (Science);
- Transitions: Kaitlin Beare (Science) and Mark Vickers; and
- Work- and Community-Integrated Learning: John Egan (FMHS).

2 Design approach and methodology

The CFT Taskforce convened a group of over forty academic and professional colleagues (representing faculties, LSRI, the School of Graduate Studies, and specialist areas) and students to undertake extensive research, ideation, and design work. In January 2022 the Taskforce took on a different shape, with

dedicated faculty-led teams working with groups in existing roles and key subject matter experts to further develop the emerging ideas. This was complemented by wider staff and student engagement (see Section 3).

The Taskforce, led by Bridget Kool (Pro Vice-Chancellor Education) in her capacity as project Business Owner, with the support of the Provost (project Sponsor), and Pro Vice-Chancellors Māori and Pacific (project Co-sponsors) took the lead in engaging locally (with faculties and LRSIs) to support the development of the key deliverables detailed above. The Provost, Deans and Directors Committee (PDDC) is the project’s Steering Group and the CFT has a regular slot on their fortnightly agenda to update on the CF progress and to seek their direction and input on key aspects of the programme of work. Fortnightly CF updates are circulated to key stakeholders, including PDDC members, Co-sponsors, and Operational Advisory Group members (see Section 3.3 for more details on governance and advisory groups).

2.1 Working groups and areas of focus

Framework development includes exploration of a number of connecting core components (Figure 1), and areas of focus within each of these components:

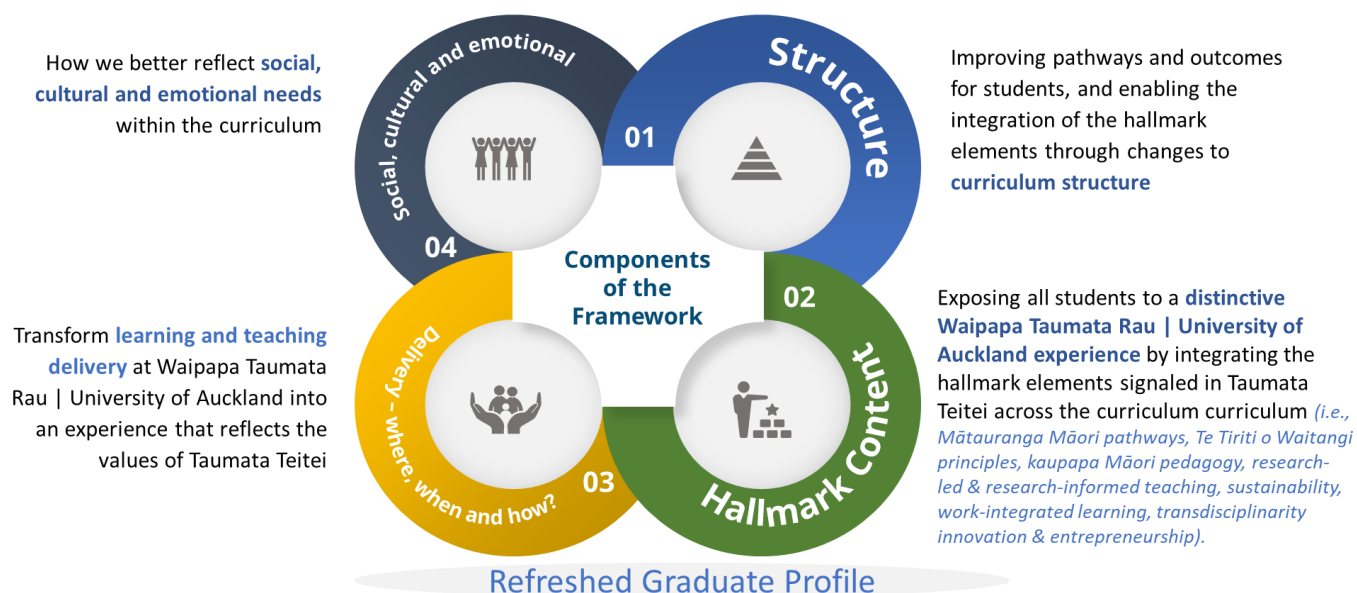


Figure 1: Components and areas of focus for curriculum framework transformation

These framework components and areas of focus have been and are continuing to be explored by specialist taskforces or advisory groups:

- Structure: Curriculum structure and pathways;

- Hallmark content: Pūtoi Ako: Te Tiriti o Waitangi principles, mātauranga Māori, and kaupapa Māori pedagogies;
- Hallmark content: Sustainability;
- Hallmark content: Transdisciplinarity, Innovation and Entrepreneurship (TIE);
- Hallmark content: Work- and Community-Integrated Learning;
- Learning and Teaching Delivery: Delivery where, when and how;
- Transitions: Sultural, cultural and emotional needs
- Pacific student and staff experience
- Graduate Profile

The development of the draft CF brings together key elements of the discovery activity including the faculty SWOT analyses, a review of international curriculum models, and the specialist working group activities. The University Graduate Profile refresh is a foundational piece of work, required to support the development of the draft CF.

2.2 SWOT (strengths, weaknesses, opportunities and threats) analysis

Discovery activity was undertaken August – October 2021 and included detailed faculty/LSRI SWOT analyses. The synthesised SWOT analysis distilled the key themes from this activity, as well as themes from earlier analysis activity, including the Political, Economic, Social and Technological (PEST)/environmental scans carried out in 2020 as part of the strategy development process, the Education Green Paper, thematic summary of *Taumata Teitei* feedback submissions, and central programme portfolio analysis.

The findings provided an initial, collective view and helped inform ways in how we may reorient the curriculum to better manage future changes and external uncertainties; in strategic alignment with *Taumata Teitei*.

Several key themes were identified from the synthesised SWOT to date, and these were prioritised by frequency and materiality and referred to each of the working groups and project teams to guide further discovery and design.

2.3 Business capability, modelling and analysis

In the first phase of the CF Programme (July-December 2021), the Taskforce was afforded the opportunity to “explore the possible” in a relatively unconstrained way, drawing on our own exemplars (including SWOT), national and international best practice, and staff and student voice to develop recommendations to deliver on the aspirations of *Taumata Teitei*.

Based on these investigations, it was determined that consideration will need to focus on the following areas:

- what will be implemented
- how this could come to life for staff and students, and
- how we pace and layer change

These decisions need to be informed by a clear understanding of value, complexity and cost, and aligned with the long-term financial plan for the University. The following parallel streams of work (January 2022 – October 2022) are ongoing and together will support critical decision points:

- **Business capabilities and operating model:** This work will inform where Waipapa Taumata Rau | University of Auckland needs to invest to realise the transformation of the CF.
- **Modelling and analysis:** This will provide a university-wide view of the material impacts on student numbers and associated revenue, funding, operating expenses and other relevant strategic success measures.

This work will inform key decisions on commercial viability of recommendations, what we take forward and how we phase the implementation over time.

3 Staff and student engagement

The approach to the planning and delivery of programme engagement activity is guided by the aspirations articulated in *Taumata Teitei*, aiming to:

- Apply a values-led approach to relationships and create genuine opportunities for engagement
- Use collaborative co-design and co-creation approaches with students, staff, and partners to build awareness, understanding and ownership of programme outcomes
- Enable and support faculty-led engagement to build awareness and understanding, and to bring to the fore local ideas, insights, and knowledge
- Provide multiple opportunities for engagement, using channels and methods tailored for faculty and institute cultures and protocols
- Complement faculty-led engagement activity with programme-wide collateral, key messages, and forums as appropriate
- Take an iterative and responsive approach to deliverable development and sharing work in progress

Three main engagement approaches were employed:

- Educative / Informative – build awareness and provide an overview of high-level programme objectives, progress on key deliverables and proposed recommendations, opportunity for informal feedback
- Knowledge development / training – detailed view of proposed changes to support impact assessments across programmes and courses and enabling faculties to start implementing or plan to implement changes.
- Information gathering – acquiring insights, information or data to inform:
 - viability of recommendations
 - business capability needs to support implementation of recommendations
 - implementation phasing
 - business case development, including economic implications

The programme established [intranet](#) (Staff) and [internet](#) (Students) pages to help build awareness and provide an overview of high-level programme objectives, progress on key deliverables and proposed recommendations. It also offered opportunity for informal feedback or questions via email to the CFT programme team.

Additional, more targeted engagement is covered below.

3.1 Student engagement

3.1.1 Student workshops

Local-led engagement was undertaken in faculties and LSRLs, covering a wide range of diverse student groups. (See Appendix One)

A series of student workshops were arranged across December 2021 – March 2022 for students to test ideas (Table 2). These sessions were aimed at being student-centric in approach and student-led. The Auckland University Student Association (AUSA) was used as a mechanism for student recruitment for the workshops. Students were remunerated for their participation. Current students were positioned as group leads, helping others in the wider cohort to tackle several questions and scenarios in smaller breakout groups.

Table 2: Student engagement sessions covered various emerging ideas

Date	Topics covered	Student representation
December 2021	Day 1 - Setting the scene, <i>Taumata Teitei</i> ,	58 students across all faculties (except Engineering) attended

Date	Topics covered	Student representation
<i>2-day workshop</i>	understanding the student experience relating to programme, draft refreshed Graduate Profile Day 2 - Learning & Teaching delivery and structure elements (deeper dive into the how and the what)	88% UG and 17% PG; including 9% Māori, 10% Pacific, 5% international and 7% living with a disability.
February 2022	Transitions Draft Refreshed Graduate Profile	<i>Prospective students</i> 13 students supported by student leads from Summer School programmes – 5 from UniBound, 5 from Summer Start, and 3 from Tōia ki Waipapa.
March 2022	General Education TIE Breadth Propositions	16 students from the December workshop returned: 11 undergraduates and 5 postgraduates
March 2022	Learning and Teaching Delivery	<i>Students and Staff with Disabilities</i> 5 students and 4 staff members

3.1.2 Student advisory and leadership

Regular monthly attendance at Student Council meetings is ongoing to provide an update on progress and seek input into emerging ideas.

An executive member of AUSA was also part of the CFT Leadership Team and students were represented across various specialist working groups.

3.1.3 Faculty student engagement

Within Faculties there were various opportunities available for students to engage including Qualtrics surveys, student hui and engagement with faculty student committees. This is outlined in Appendix One.

3.2 Staff engagement

The approach of the Taskforce was, and is, intentionally open and wide-ranging in its engagement. Opportunity for wide staff engagement has been achieved through different faculty/LSRI (see Appendix one) and inter-faculty/LSRI workshops and virtual meetings. The impacts of COVID-19 on staff ability to engage was a key consideration and the engagement approach was altered to enable asynchronous means of generating awareness and understanding. A series of CF webinars, open to all staff, were scheduled in December 2021 to provide staff with an opportunity to hear about emerging ideas, ask questions and challenge ideas. A second series was held in April 2022 to give all staff an opportunity to hear about how the programme team's emerging ideas have evolved. The sessions were recorded and promoted to staff who could not attend, and covered a variety of topics including:

- Degree structure and pathways
- Pūtoi Ako: Te Tiriti o Waitangi principles and accountabilities, Mātauranga Māori, and Kaupapa Māori Pedagogies
- Transdisciplinarity, Innovation and Entrepreneurship
- Sustainability
- Work-Integrated Learning
- Learning and Teaching Delivery

Regular attendance at various committee meetings, forums and communities of practice/interest has also been a feature of staff engagement, including Associate Deans Forums, Academic Heads Advisory Group etc. The Senior Leaders Planning Day (November 2021) offered another opportunity to socialise emerging ideas and seek feedback. Updates were also provided at the Vice-Chancellor's all-staff forums, offering an opportunity to broaden staff awareness and understanding, and answer questions.

4 Governance and advisory

Sponsors

The Programme Sponsor is the Provost, Professor Valerie Linton. The Pro Vice-Chancellors Māori (Dr Te Kawehau Hoskings) and Pacific (Associate Professor Jamaima Tiatia (Acting)) provide specialist advice and expertise as Co-sponsors.

The Sponsors and Co-sponsors are responsible for setting the programme direction, advocating for the programme at a senior level, managing escalated risks and issues, and removing roadblocks.

Steering committee

The Provost, Deans and Directors Committee (PDDC) form the steering committee for the programme. The steering committee sets the direction for the Taskforce to help achieve success, and provides advice, guidance, and oversight of progress on key deliverables. It is the final approver of programme deliverables, before going to the University Executive Committee (UEC) for endorsement.

Programme lead

The programme is led by the Pro Vice-Chancellor Education, Professor Bridget Kool, as business owner, and Associate Professor Peter Shand (CFT Academic Lead). The programme leads provide direction and guidance to the CFT Taskforce, supporting successful delivery of taskforce outcomes, ensuring resources are in place to enable delivery, and escalation of risks and issues to the Sponsors where necessary.

Advisory Groups

The Co-Sponsors worked with the Pacific Advisory Group, Te Tiriti Advisory Group and Mātaraunga Māori Advisory Group. In addition, an Operational Advisory Group was convened to provide specialist advice to the programme and ensure alignment of programme deliverables with interdependent projects and initiatives. Throughout the design phase we had the opportunity to engage, as a principal advisor, Emeritus Professor Beverley Oliver who is a Principal Fellow of the Higher Education Academy and an Australian National Teaching Fellow based in Melbourne, Australia.

5 Approval and implementation phasing

If, following consultation, aspects of the CF are approved for implementation, we recognise that some aspects will take time to realise fully and will require an ongoing and phased commitment to change over a sustained period, enabled by meaningful support for staff. This steady shift is key to creating the opportunities for our community to be at the forefront of positive change, and for all students to be further supported, encouraged, nurtured, and celebrated as they learn, grow and ultimately make their way in the world.

Following each round of formal consultation, a Review Committee will convene to consider the feedback and put forward a series of recommendations to UEC. Following approval from UEC these recommendations will come through for approval at an extraordinary Education Committee meeting on the 11 July 2022, and then on to Senate and Council for final approval.

The Review Committee will prepare and submit a report that summarises feedback, the Committee's view of that feedback and recommend how to proceed concerning the proposals contained in the CF Consultation paper.

The Committee has an independent chair (Emeritus Professor Graeme Aitken) and Faculty, LSRI, Education Office, Professional staff and student representation.

Table 3, outlines the series of key milestones.

Table 3: CFT milestones

Date	Action
10 May – 30 May	Phase 1 formal consultation on the CF taumata (transformation principles) and recommendations on curriculum structure
9 June & 17 June	Review Committee convene to review phase 1 consultation feedback and finalise recommendations report
28 Jun 2022	UEC approval of Review Committee report on CF taumata (transformation principles) and recommendations on curriculum structure <i>We note that we will be seeking provisional approval of the taumata (CF transformation principles) to allow for refinement should anything material come from the second round of consultation 11 July to 1 August.</i>
11 July 2022 – 18 Aug 2022	Committee provisional approval of CF taumata (transformation principles) and recommendations on Curriculum Structure (final approval) <ul style="list-style-type: none"> - Education Committee 11 July - Senate 25 July - Council 18 Aug
5 July 2022	UEC approval of Phase 2 CF consultation paper – other non-structural CF recommendations (Pūtoi Ako, Learning and Teaching Delivery, Research-led and Research-informed Teaching, Sustainability, Transdisciplinarity, Innovation and Entrepreneurship, Transitions, Work- and Community-Integrated Learning)
11 July – 1 Aug 2022	Phase 2 formal consultation on the CF non-structural recommendations
11 Aug & 19 Aug	Review Committee convene to review phase 2 consultation feedback and finalise recommendations report
30 Aug 2022	UEC approval of Review Committee report on the final CF taumata (transformation principles) and non-structural CF recommendations; UEC approval of the overall strategic case, implementation roadmap and benefits realisation plan. <i>Noting depending on the extent of changes coming from the formal consultation the strategic case may be early draft on 30 Aug 2022 with a final version 13 Sept 2022</i>
5 Sept – 3 Oct 2022	Committee approval of final CF taumata (transformation principles) and non-structural CF recommendations <ul style="list-style-type: none"> - Education Committee 5 Sept

Date	Action
	<ul style="list-style-type: none"> - Senate 19 Sept - Council 3 Oct
Jun – Aug 2022	Faculty implementation preparation: <ul style="list-style-type: none"> - Faculty review of programmes and develop Faculty level implementation plans (with focus on Recommendations on curriculum structure) - Preparing senior leadership roles and key impacted staff to lead and embed changes (including realisation of Graduate Profile and emerging non curriculum structure recommendation areas)
Late 2022 – 2023	<ul style="list-style-type: none"> - Planning and early implementation activity, including: <ul style="list-style-type: none"> - Final Faculty level implementation planning - Development and piloting of new courses / offers before wider scaling, opportunities for early shift within courses building off existing strengths and capabilities) - Preparation to launch first phase transformed programmes in 2024 <ul style="list-style-type: none"> - including CUAP processes (Jan – Apr 2023 for changes for 2024)
2024 - 2026	Phased implementation of transformed programmes and transition off old programmes. Phased development and growth of strategically aligned programmes and courses in impact areas.

Appendix One: Faculty and LSRI-led engagement

Faculty working groups and members Design phase July – Dec 2021

Faculty of Arts	Lindsay Diggelmann (Faculty Lead)
	Patrick Girard
	Lisa Uperesa
	Deborah Walker-Morrison
	David Mayeda
Faculty of Business and Economics	Sue Laurenson (Faculty Lead)
	Lina El-Jahel
	Lesley Gardner
	Helen Delaney
	Brigid Carroll
	Tyron Love
	Mark McConnell
Faculty of Creative Arts and Industries	Deidre Brown (Faculty Lead)
	David Lines
	Peter Shand
	Alys Longley
Faculty of Education and Social Work	Barbara Staniforth (Faculty Lead)
	Darren Powell
	Piata Allen
	Claudia Rozas Gomez
	Ema Wolfgramm-Foliaki
	Lawrence May
Faculty of Engineering	Michael Hodgson (Faculty Lead)
	Mark Andrews
	Rolando Orense
	Karl Stol
	Cameron Walker
Faculty of Law	Rob Batty (Faculty Lead)
	Bronwyn Davies
	Jaime King
Faculty of Medicine and Health Sciences	John Egan (Faculty Lead)
	Alistair Woodward
	Rachelle Singleton
	Liam Anderson
	Sue McGlashan
Faculty of Science	Murray Ford (Faculty Lead)
	Jeroen Schillewaert

	Kaitlin Beare
	Daniel Wilson
	Duncan McGillivray
	Paul Corballis

Below is a summary of Faculty and LSRI-led engagement activities.

Faculty of Arts

During the design phase in 2021, the Faculty of Arts CFT team consisted of representatives from each of our four Schools. They were responsible for consulting widely with academic colleagues at the local level (School / Discipline) through regular informal sessions, thereby gathering opinions on questions of curriculum design. On a faculty-wide basis, we gave regular updates at Faculty meetings, and conducted a Qualtrics survey asking staff for specific views on the structure of the Bachelor of Arts degree; on learning and teaching delivery; and on work- and community-integrated learning (WIL). We held a hui with Māori colleagues and Pacific colleagues to gain more insight into their views of the curriculum. Ideas, issues and information from these various sources were then fed into the relevant workstreams of the CFT (including Pūtoi Ako, Learning and Teaching Delivery, WIL and Graduate Profile) by Faculty of Arts team members, most of whom served on one or more of the specialist working groups. We engaged with students through regular forums such as our Staff-Student Consultative Committee and SERG (pronounced ‘surge’), our Student Engagement and Retention Group. We had a very good response to the call for student involvement with the central focus groups in December. Numerous Arts students participated in those forums.

Faculty of Business and Economics

The Business School’s CFT comprised Sue Laurenson (Lead), Mark McConnell, Lina El-Jahel, Lesley Gardner, and Helen Delaney, with Brigid Carroll, and Tyron Love also joining the team and making significant contributions. Faculty contributing to the work of each of the specialist working groups included: Transdisciplinary, Innovation and Entrepreneurship: Rod McNaughton, Peter Rachod, Darsel Keane, and Lina El-Jahel; Putoi Ako: Rachel Wolfgramm, Carla Houkamau, Tyron Love and Mark McConnell; WIL: Helen Delaney, Brigid Carroll, and Lesley Gardner; Sustainability: Rachel Wolfgramm; and Learning and Teaching Delivery Doug Carrie and Mark McConnell.

The Business School CFT reviewed the undergraduate and postgraduate business curriculum, programme structures and pathways for a range of benchmark and competitor qualifications identifying and exploring emerging trends. The team reviewed current enrolment patterns and trends for existing qualifications

including conjoints. Regular updates on CFT project developments and emerging recommendations were provided to the Dean, senior faculty management team, programme directors and specialisation/major leads and faculty. A number of discussion forums were held for staff and current students (domestic and international) to explore the CT themes and in preparation for consultation rounds on the refresh of the graduate profile. A SWOT on the Business School's current programmes and future opportunities was undertaken using Qualtrics to inform a more detailed analysis of the current state of the School's programme portfolio.

During 2022, a faculty working group of faculty leaders has been closely engaged with the project developments. This group has regularly reviewed and provided feedback on the emerging recommendations, identifying potential impacts and implications, and any critical areas of concern. Feedback from the activities of this group has informed contributions to further discussions at CFT and assisted the Dean in her preparation for discussions at PDDC meetings. Regular updates on CFT project progress have been provided at faculty meetings, boards of studies, teaching and learning committee, department meetings, and other forums.

Faculty of Creative Arts and Industries

In 2021, the CAI CFT team consisted of four members representing the disciplines of music, dance studies, architecture/planning and fine arts/design. In addition to representing the faculty, CAI CF team members acted on specialist group panels such as Graduate Profile, Learning and Teaching Delivery, Sustainability, Transdisciplarity, Innovation and Entrepreneurship (TIE), WIL, and Pūtoi Ako acting as both working group members and leaders. A series of consultation hui were actioned in 2021 including student hui led by postgraduate student leaders for diverse groups such as international students, Māori and Pacific students, UG/PG students, students with disabilities and students from the different creative disciplines and industries. Similarly, staff hui engaged different target groups in the faculty on CF themes and explored ideas, perspectives and suggestions drawn from staff experiences. The CAI CF team also sought advice and views from staff and faculty leadership on the strengths, weaknesses, opportunities and threats of current faculty programmes with consideration of the potential impact of possible CF changes. In 2022, a faculty CF subcommittee of faculty leaders, facilitators and kaiārahi was formed to examine the emerging CF recommendations and socialise them more broadly into the various schools. This group provided extensive feedback to the wider group in the form of survey and email information. The faculty lead also presented a summary of CF process to date and the emerging recommendations at a faculty meeting in April.

Faculty of Education and Social Work

The Faculty of Education and Social Work CFT team, led by Barbara Staniforth (Counselling, Human Services and Social Work), included 'Ema Wolfgramm-Foliaki (Te Puna Wānanga). Claudia Gomez (Critical Studies in Education), Lawrence May (Curriculum Development Manager) and Darren Powell (Curriculum and Pedagogy). These members, assisted by other faculty members, provided input into multiple specialist working groups, including Pūtoi Ako, Learning and Teaching Delivery (as well as Gail Ledger), Transdisciplinarity (Susan Kemp), Sustainability (Sally Birdsall) and the Graduate Profile (led by Barbara Staniforth). The group met weekly and the faculty lead provided regular updates to the senior leadership team and colleagues across the faculty, including via faculty meetings.

A number of strategies were employed throughout Semester 2, 2021, to gather data and consult with staff members and students, including: an analysis of structural elements of the curriculum; a Qualtrics survey and SWOT analysis; a faculty-wide programme summary; and multiple Zoom hui on the Graduate Profile with key academic groups. Feedback was also sought from students, Te Puna Wānanga, Kainga Pasifika, the Associate Deans, the Teaching and Learning Committee, and the Equity Committee. In November, the team held five Zoom hui to inform, discuss and gather feedback from colleagues in five key areas: Pūtoi Ako; TIE; Our place in the Pacific; Breadth in the curriculum; and Research-informed teaching. Information from these documents and sessions were analysed, summarised, and fed back to the wider CFT team and specialist working groups.

Faculty of Engineering

In 2021, the Engineering CFT team consisted of five members representing each department: AD(A) Michael Hodgson and four Deputy HoDs - Cameron Walker, Mark Andrews, Karl Stol and Rolando Orense. We also had the Kaiārahi and other Māori staff and students working with Pūtoi Ako. Members of the Engineering team worked in each of the other specialist groups, such as Graduate Profile, Learning and Teaching Delivery, Sustainability, TIE & WIL. The Curriculum Development Manager (CDM) was also involved in this process. A page was set up on the faculty teaching and learning hub, with links to the CFT project and current public documentation.

The team reported back to department meetings, faculty meetings, Faculty AD meetings etc. and sought feedback from their departments. Faculty were also involved in specialist working group workshops, notably sustainability.

Faculty of Law Rob Batty led the four-member Faculty team in 2021 and also co-led the specialist working group on Learning and Teaching until December 2021. Jaime King continues to serve as co-lead of the TIE specialist working group, and CDM, Oriel Kelly, works as part of the Graduate Profile team. Bronwyn

Davies served on the WIL specialist group and assumed team lead from January 2022. Jeremy Hema and Tracey Whare contribute to the work of the specialist group, Pūtoi Ako. Jaime, Bronwyn, and Rob have together produced a series of comprehensive reports linking the work of the CFT to the Faculty's strategic initiatives - which in turn has contributed to and informed the Faculty's Annual Plan. The team has consulted with Māori colleagues, postgraduate and undergraduate students, and facilitated several lively and well-attended staff workshops and information seminars. Feedback, information, and ideas generated from these sessions has been collated on a Faculty CFT page and reminders sent to colleagues to review materials and participate in the University-wide engagement and consultation rounds. All core team members have been involved as presenters and/or co-leaders in the university-wide staff consultation sessions, as well as the recent student consultation sessions. Leads have and continue to present and report fortnightly to the Executive and at every Department meeting.

Faculty of Medical and Health Sciences

The Faculty of Medical and Health Sciences (FMHS) delegates to the university's curriculum taskforce were: Dr John Egan, Associate Dean Learning and Teaching (Faculty lead; Co-lead Work Integrated Learning); Professor Alistair Woodward, School of Population Health (Co-lead, Sustainability); Dr Sue McGlashan, School of Medical Sciences ; Dr Rachelle Singleton, School of Medical Sciences; Mr Liam Anderson, School of Medical Sciences. In addition, several other FMHS staff contributed to various taskforce working groups: Work-integrated learning: Ms Lynne Bye, Dr Geraint Phillips; Sustainability: Dr Gigi Lim, Mr Seb Barfoot ; Graduate profile: Ms Ashwini Datt; Transitions: Professor Clare Wall.

In FMHS relational, synchronous consultations were prioritised with a broad range of stakeholder groups in the faculty, followed by a brief online survey at the end to "mop up" any additional feedback. This meant the consultation process was staff-intensive: each session needed at least two team members in attendance, so one person could focus on capturing feedback. Regular CFT updates were also provided to the faculty via a newsletter and the purpose of the faculty CF team communicated via a designated faculty webpage. In September the taskforce leads brainstormed a set of thematic questions and these questions were designed to get stakeholders engaged around the experience of studying at the university, key aspects of Taumata Teitei, our current learning and teaching culture, and equity considerations. At least one session was held in each FMHS School: Medicine, Nursing, Pharmacy, Optometry and Vision Science, Medical Sciences and Population Health. A session was also held with Te Kupenga Hauora Māori and two student-focused sessions. This resulted in a lot of high-quality data from a broad range of stakeholders. A mop-up survey was also conducted: one staff-focused and one student-focused. In total fourteen staff responded to the survey; no students did. Respondents were given two formats to respond to the same question used for the school-based discussions.

Once the internal faculty consultations was underway two other faculty groups were invited to a meeting with the FMHS CFT team. The Faculty of Law had already been engaging in a curriculum review process similar to the internal FMHS committee, considering a move of an honours-based pre-registration law programme to the postgraduate space. There was a lot of commonality of interests across the two groups and the meeting proved useful. A meeting was also held with colleagues from the Faculty of Science. The discussion focused on some of the ideas round innovation in the undergraduate space and how these might be realised in our undergraduate programmes.

In February 2022 Professor Clare Wall was appointed as Faculty CFT lead. A FMHS CFT- Curriculum Working Group was established with representatives from the various schools and academic programmes. This group meets fortnightly and provides feedback on the emerging CF recommendations and socialises them to their various schools and academic programme staff. The working group provides updates to the faculty executive and a newly formed curriculum reference group.

Faculty of Science

During 2021 the Faculty of Science (FoS) was represented by Duncan McGillivray (faculty lead until October) (Chemistry and ADA), Paul Corballis (Psychology), Jeroen Schillewaert (Mathematics), Daniel Wilson (Computer Science), Kaitlin Beare (Chemistry) and Murray Ford (faculty lead from October) (Environment). Each member sat on one or more specialist working groups. Between the inception of CFT and the August level 4 lockdown, the FoS CFT group had a dedicated space within building 302 which was used for collaborative work. In mid 2021 the FoS established a liaison network, consisting of members from every School and Department within the faculty. These representatives have been the primary conduit between the CFT team and colleagues across the faculty. The School/Dept liaisons were used to test and clarify in the implications of various emerging recommendations within different pockets of the faculty to identify the challenges on a more granular level than at the faculty level. For example, potential changes to General Education were signalled to Schools/Depts which have a higher proportion of UG EFTS coming from General Education courses. Other ad hoc updates and communication was provided to through the academic and postgraduate committees and the Associate Deans. The faculty lead has presented progress updates and emerging recommendations at various committee meetings. During the ideation phase in 2021 the FoS CFT group arranged eight hui over Zoom to discuss key emerging themes with invitations to all staff. Sessions covered WIL, transitions, life-long learning, general education, breadth and depth, degree structures (two sessions), and relational learning and technology-enhanced learning. Sessions were led with a series of discussion prompts to test ideas and establish where the challenges and opportunities would lie within implementing ideas within the FoS. Summaries of many of these sessions were produced and provided via a Canvas page. Early versions of some of the CFT emerging recommendations were shared within the liaison network, academic committees and Associate Deans, with feedback captured through online surveys.

Liggins Institute

Ongoing CFT work was regularly presented to the Senior Leadership Team including the Director and Academic Director. The CFT work was also presented at a number of Liggins Institute Staff and Student Meetings with opportunities for feedback either directly to the Liggins CFT representative or via the CFT website links. A dedicated CFT webpage was developed for the Liggins intranet with support from the Liggins communications team. Email updates were regularly provided to Liggins staff and students with avenues for feedback provided, including links to online feedback and related resources.