



# Learning and Teaching Quality Assurance and Enhancement Framework

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# Introduction

## Application

This framework applies to all staff members and students of Waipapa Taumata Rau | The University of Auckland.

## Purpose

This framework provides an overview of the University's structures and processes to support learning and teaching quality enhancement and assurance.

## Background

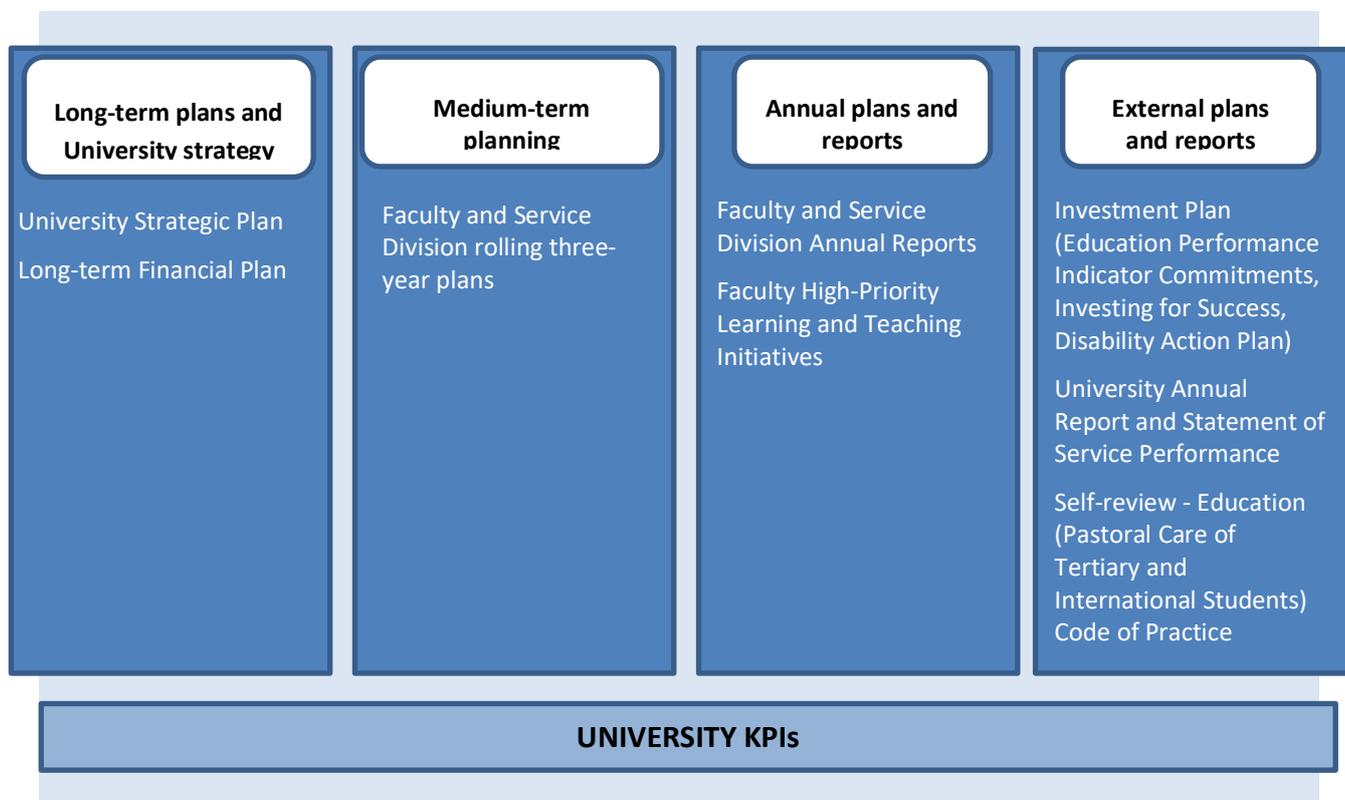
Internal quality assurance and enhancement activities must validate the University's progress meeting the strategic objectives of [Taumata Teitei Vision 2030 and Strategic Plan 2025](#).

The Learning and Teaching Quality Enhancement and Assurance Framework (LTQAEF) should be read alongside information published by the [Planning and Information Office](#), which outlines the planning and reporting framework within which the University sets and achieves its strategic objectives, makes decisions on resourcing, and satisfies internal and external accountabilities.

The LTQAEF describes the University's quality assurance processes for learning and teaching within a framework of planning, implementation, review, and improvement.

The LTQAEF is updated every two years by the Academic Quality Office. The currency of the framework is the responsibility of the Pro Vice-Chancellor (Education).

## Section One: Planning and reporting for learning and teaching and quality assurance



### Plans and reports

Long-term planning is done within the context of the University's [Taumata Teitei Vision 2030 and Strategic Plan 2025](#) - which sets out objectives for the University over a five-year period - and the Long-term Financial Plan. The Long-term Financial Plan draws on faculty and service division three-year plans, and together with an evaluation of the University's property portfolio, supports a prioritisation of strategic investments and initiatives.

Alongside Taumata Teitei will sit Waipapa Toitū, an enduring underpinning framework which will centre Māori knowledge and ways of knowing within Te Tiriti principles. It is founded on Mātauranga-a-whenua, the knowledge and ways of knowing derived from this whenua, under the kaitiakitanga of the mana whenua, Ngāti Whatua Ōrākei. Waipapa Toitū provides a philosophical and intellectual underpinning to the strategies, processes and systems of the University, coming from this worldview. It is both a way of guiding and interpreting our actions.

University, faculty and service division-level **Key Performance Indicators (KPIs)** are used to measure progress towards strategic objectives. Faculties and service divisions maintain three-year rolling plans, against which there is an annual report. These plans and reports are aligned with the objectives in *Taumata Teitei*.

The University's annual performance against the learning and teaching objectives and KPIs in *Taumata Teitei* is reported in the Statement of Service Performance in the University's [Annual Report](#).

Strategic Plan objectives are the basis for annual planning and resource allocation for learning and teaching at faculty and service division level and are used to measure progress in annual reports at this level. Annual plans and reports represent a compilation of strategic activity, including learning and teaching initiatives, across the University.

Semestral reviews are held at semester mid-points to review progress towards achievement of KPIs. University senior leaders have twice-yearly planning retreats in which key strategic learning and teaching issues are considered. Faculty and service division annual plans are reviewed at the November annual senior leaders' planning meeting.

In addition, faculties submit an annual plan and report to Teaching and Learning Quality Committee (TLQC) on local high-priority learning and teaching initiatives. These plans allow a faculty to prioritise and share the learning and teaching issues identified as most important to the faculty's strategic priorities in the short-term. Refining of learning and teaching priorities occurs after the Annual Quality Review process, in which the Pro Vice-Chancellor (Education), Director of Learning and Teaching, and staff from the Academic Quality Office meet with faculties to discuss the annual results of the Learning and Teaching Survey and course and teaching evaluations.

### **Area strategies and plans**

Area strategies support the University's Strategic Plan and detail specific priorities and objectives for areas of the University over the medium term.

- [Education and Student Experience Strategy](#)
- [Whakamana Tangata – Student Services Strategy](#)
- [Te Rautaki Tūāpapa – the Estate Strategy](#)
- [Te Rautaki Matahiko – the Digital Strategy](#)
- [Sustainability Strategy](#)
- [Partnerships & Engagement](#)

### **Strategic Investment Portfolio**

The University's Portfolio Management process ensures that investment across University-level large projects and programmes is contributing to strategic objectives. The process is managed by the University Strategic Programmes Office (USPO) which is part of the Organisational Performance Improvement Office (OPIO).

USPO work to ensure that strategic benefits are identified and realised through consistent project management methodology (including in the development of business cases) and through post-implementation benefits realisation reviews. Benefits across the University's project portfolio are reported monthly to the Portfolio Management Board and in quarterly reviews with the Vice-Chancellor.

### **External reporting and requirements**

The University is required to develop and submit an Investment Plan to the Tertiary Education Committee, the approval of which is part of the process for agreeing government funding. The Investment Plan articulates the University's strategic intentions, the activities and programmes that will deliver on these strategic intentions, and how performance will be measured. Tertiary Education Organisations are expected to demonstrate alignment with the priorities set out in the Tertiary Education Strategy, in part through submission of a Learner Success Plan, and a Disability Action Plan. Performance measures include the [Education Performance Indicator Commitments](#) which are a set of specific measures common across the tertiary sector against which tertiary institutions report their performance to the Tertiary Education Commission.

The University undergoes periodic external [Academic Audit](#) managed by the Academic Quality Agency (AQA). Academic audit reports are public documents, and the University is required to address audit recommendations and report publicly on implementation.

The University reports annually on compliance with the [Education \(Pastoral Care of Tertiary and International Students\) Code of Practice](#).

## **Benchmarking**

The University undertakes benchmarking activity in New Zealand and internationally to assess performance and monitor standards, with a view to continual improvement of learning and teaching outcomes.

Formal, institutional-level benchmarking exercises are undertaken by the University's Planning and Information Office (PIO) and service divisions to support the development of strategy and strategic initiatives. Systematic benchmarking is also undertaken annually through the Uniforum Program, which benchmarks administrative and support services with other Australian and New Zealand universities.

The principles underpinning benchmarking at the University of Auckland are:

- supports the University's mission and strategic objectives;
- identifies comparative strengths and weaknesses, as a basis for developing improvements in academic quality;
- provides evidence-based information to inform development or change;
- ensures the University remains up to date with relevant national and international academic developments;
- is undertaken with due consideration to resource use and the potential to add value to the University's activities;
- is integrated into the appropriate academic unit, faculty and University planning and reporting processes.

The University's preferred benchmarking partners are:

- The Group of Eight Universities in Australia
- The Russell Group in the United Kingdom
- The Canadian U15
- Members of Universitas 21
- Members of the Association of Pacific Rim Universities
- Members of the Worldwide University Network
- A number of other research-intensive comparator universities and organisations in Australia, Asia, North America and Europe

Faculties and academic units undertake periodic benchmarking exercises to support curriculum review. Faculties or academic units determine the most appropriate benchmarking partners based on the focus of the benchmarking activity. Faculties and departments are responsible for internal approval of benchmarking activities at programme, academic unit, and faculty level.

Benchmarking also occurs through University processes supporting quality assurance and enhancement such as:

- policy development and review
- working groups supporting academic projects, initiatives, or function reviews
- academic unit and disciplinary area review, and programme review (review panels have external and international members)
- Thematic and programme reviews
- Graduating Year Reviews (GYRs)
- professional accreditation reviews

- external examining of postgraduate research student work.

## Collection of strategic information for learning and teaching

### 1. Core University Surveys

- The Learning and Teaching Survey (annual)
- New Students Survey (annual)
- Graduate Destination Survey (every two years)
- The International Student Barometer (every two years)
- The Doctoral Completion Survey (annually reported)
- The Doctoral Experience Survey (annual).

### 2. SET Course and Teaching Evaluations

- Student feedback on learning experiences at the course levels. Each eligible course is evaluated every time it is taught.

### 3. Academic Reviews

- Graduating Year Reviews – formal reviews undertaken for all new programmes and qualifications as part of the moderation process required by the Committee on University Academic Programmes (CUAP) for its moderation process. The reviews are monitored by the University's Academic Programme Committee (APC), and submitted to CUAP within three years of the graduation of the first cohort of students.
- Academic unit and disciplinary area reviews – six to eight reviews are carried out each year by peer review panels with internal and external membership. Panels review curriculum, teaching and research. A five-year summary and analysis of review outcome themes is reported to Education Committee.
- Review of established programmes
- Thematic reviews
- Accreditation reviews

### 4. Periodic Audit of Local QA Processes

- A periodic internal audit that is conducted by the Office of the Vice-Cancellor and reported to Education Committee

### 5. Annual Academic Development and Quality Review

- The Pro Vic-Chancellor (Education), Director of Learning and Teaching and Academic Quality Office staff meet with Deans and Associate Deans (Academic) and (Learning and Teaching), Curriculum Development Managers and other key staff to discuss faculty-specific issues arising from the Learning and Teaching Survey; results of SET student course and teaching evaluations and student pass rates.
- The Academic Quality Review process informs development of faculty High-Priority Learning and Teaching Initiatives for TLQC, and supports the development of learning and teaching design project proposals for Ranga Auaha Ako, the University's Learning Design Service.

## Internal monitoring and reporting of strategic information for learning and teaching

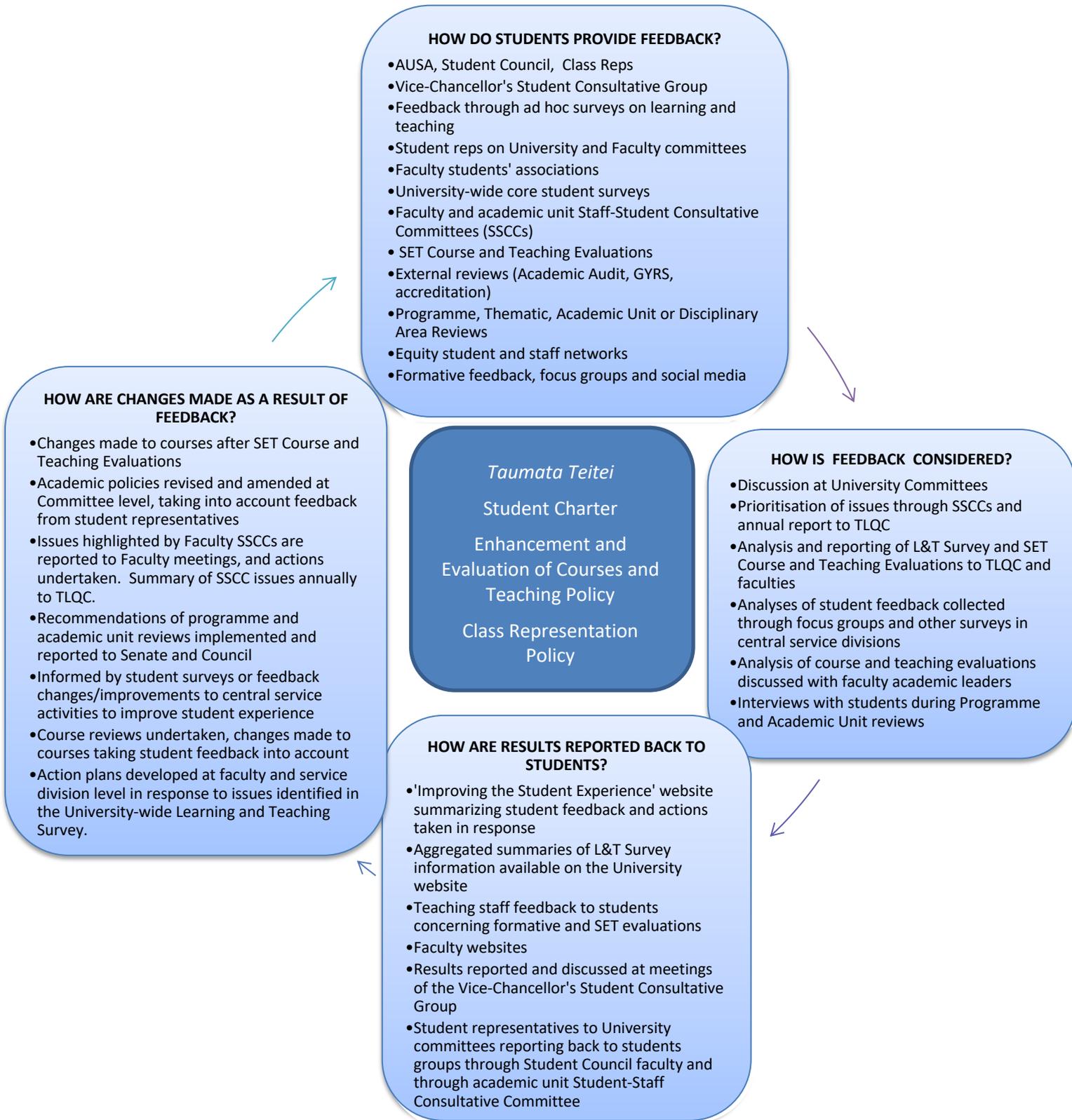
- Interactive dashboards in the University's Strategic Management Reports (SMR) system allow academic managers and staff access to curated strategic information to monitor student demand, enrolment, engagement, completions, retention, progression, and pass rates. SMR Dashboards also support access to Learning and Teaching Survey and Graduate Destination Survey results, and role-appropriate data on course and teaching evaluations.
- TLQC, Education Committee and Senate receive annual reports on the results of the Learning and Teaching Survey and SET course and teaching evaluations and a summary of issues identified during Academic Development and Quality Review meetings.
- Education Committee receives a biannual report and commentary on pass reports, and an annual report from the Student Academic Services on examination data and error rates.
- Programme and academic unit or disciplinary area review reports, implementation plans and progress reports are received and discussed at Education Committee and Senate and reported to Council.
- Professional body accreditation summary reports are received by Education Committee and analysed for issues of University-wide relevance.
- Central service divisions, such as Libraries and Learning Services and Student and Academic Services report regularly to academic committees, including TLQC, Education Committee and Senate.
- Reports on projects and initiatives impacting teaching and learning quality are received by committees with committee representatives taking information back to faculties and service divisions.

## Stakeholder engagement

The University engages with external stakeholders to ensure the relevance and quality of curricula through:

- Faculty and programme-level advisory boards with representation from employers, industry, and professional groups. These boards often have terms of reference that include assuring the relevance of curricula
- Boards of Studies for degree programmes with members from stakeholder communities
- Accreditation reviews by professional and industry organisations
- Stakeholder and employer input, including Māori and Pacific communities of interest, into new programme proposals
- Curriculum reviews supported by benchmarking information
- Stakeholder input into University reviews of academic units and disciplinary areas
- Stakeholder input into the internal process supporting GYRs
- Links through the [Schools and Community Engagement Office](#) with teachers and principals
- Employer involvement with work-based learning, internships or research projects in programmes and faculties
- Stakeholder input into reviews of curricula initiated by faculties.

## Section Two: Student voices in learning and teaching and quality assurance



## Student voices

The University undertakes to provide opportunities for students to participate in, and provide feedback on, the teaching and research activities of the University; and to consult and support student representative organisations. The University's [Student Charter](#), developed and reviewed in partnership with the Auckland University Students' Association (AUSA) sets out the rights and responsibilities of the University and of students.

The Vice-Chancellor's Student Consultative Group (VCSCG) is an advisory committee managed by Campus Life that is chaired by the Provost and meets six to eight times a year. The VCSCG comprises representatives from the AUSA, the Postgraduate Students' Association (PGSA), Ngā Taurira Māori (NTM), Auckland University Pacific Island Students Association (AUPISA), faculty students' associations, and key University committees.

Students participate in the University's planning cycle for learning and teaching through student representation on key academic committees, including: Council, Senate, Education Committee, the Board of Graduate Studies, TLQC, Academic Programmes Committee, and Learning and Library Services Committee.

Students also provide feedback through the **class representative system** in each department or school, which is reported to faculty-level Staff-Student Consultative Committees, co-Chaired by an academic and a student member. Student class representatives are supported by training provided by AUSA.

Students provide feedback on their learning experience through SET course and teaching evaluations and core University surveys. Results of the Learning and Teaching Survey of students are reported to the Provost and senior leaders, faculties, service divisions, and TLQC. Academic units, faculties, and service divisions may administer surveys of students under the University's Student Survey Policy, in consultation with the Academic Quality Office.

Students are invited to participate in or contribute to University programme, thematic and academic unit and disciplinary area reviews, accreditation reviews, and GYRs.

The University's Campus Life service division works with the executive members of AUSA and other student leaders across issues related to student engagement and wellbeing. Staff from the University's Academic Quality Office also work closely with the AUSA executive, particularly the President, Education Vice-President and the AUSA Student Voice Manager, to communicate and discuss issues around learning and teaching and quality assurance and policy development and review.

The Unify Student Group, a paid student consultative group, is now an established channel for feedback from a range of different students on ongoing projects.

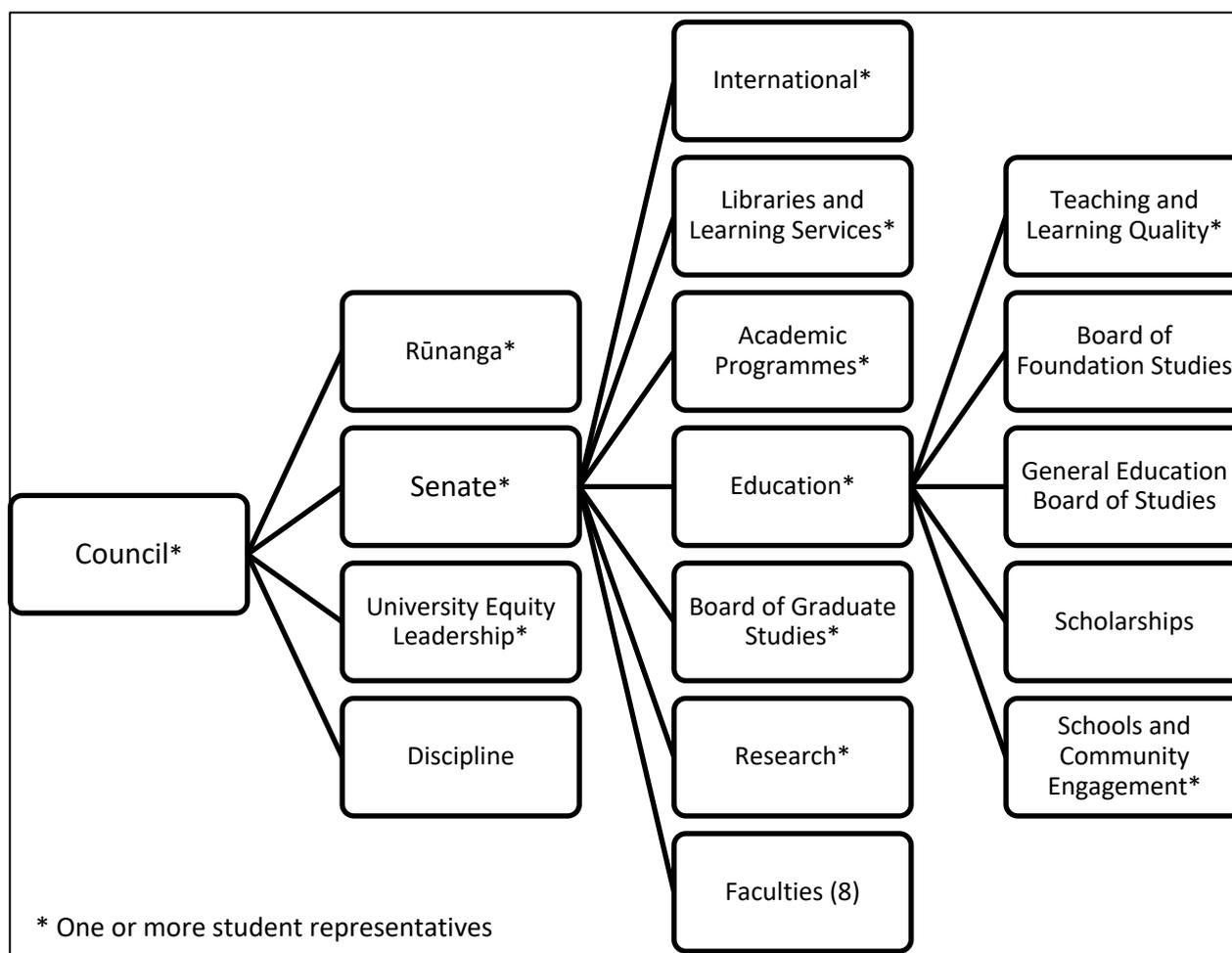
### **Auckland University Students' Association (AUSA)**

AUSA works to maintain and improve the student experience and wellbeing of students through its representative and advocacy work and through organising, providing, and promoting activities, events, services and opportunities for students.

AUSA does not charge a membership fee or levy and provides its services to the whole student body regardless of membership status. The AUSA executive has special portfolios, including: Women's Rights Officer; Queer Rights Officer, International Students' Officer, a Pacific Students' Officer, a Postgraduate Students' Officer, and co-Tumuaki of Ngā Taurira Māori. In addition, AUSA employs other full-time staff, including a General Manager and a Student Voice Manager.

AUSA's Student Council comprises members of AUSA's executive and the Presidents of Faculty Student Associations with which AUSA has a Memorandum of Understanding. The Student Council helps AUSA determine its position on educational or student experience issues, decide the focus of AUSA campaigning activity, and works to improve communication lines between the AUSA executive and other student organisations. The Student Council, together with the VCSCG, provides a forum for student leaders to engage with University decision-making. AUSA has sub-committees in key portfolio areas to report to Student Council.

## Section Three: University academic committees



### Council

The [Council](#) is the University's governance body and ensures that the University attains the highest standards of excellence in education, training and research. Council has one student representative elected by students.

### Senate

[Senate](#) is the main decision-making body for academic matters in the University. The standing committees of Senate include key committees with a remit for academic matters, primarily Education Committee and the Board of Graduate Studies (BoGS). Senate reports to Council and is chaired by the Vice-Chancellor. Senate has five student members nominated by the AUSA: four undergraduate and one postgraduate.

### Committees of Senate

[Education Committee](#) advises and recommends to Senate on academic policy developments and regulations and oversees quality assurance and enhancement processes. Education Committee is chaired by the Pro Vice-Chancellor (Education). Members include two student representatives: the President (or nominee) of AUSA and the President (or nominee) of the Postgraduate Students Association (PGSA).

[Teaching and Learning Quality Committee](#) (TLQC) is a subcommittee of Education Committee and is responsible for decisions about the quality assurance and enhancement of learning and teaching. TLQC is chaired by the Director of Learning and Teaching and reports to Senate through Education Committee. TLQC has three student representatives, one of which is usually the AUSA Education Vice-President and one of whom represents postgraduate students.

**Learning and Teaching Environments Committee** (LTEC) is a sub-committee of TLQC formed in 2021. It supports the alignment of digital and physical infrastructure plans with the University's strategic objectives for learning and teaching, and provides pedagogical expertise and input on these. The LTEC oversees the university's adoption of educational technologies and recommends opportunities for these. It is chaired by the Director of Learning and Teaching and its membership includes academic staff, professional staff and two student representatives one of whom will represent postgraduate students.

**Board of Foundation Studies** recommends to the University on policy and strategic developments relating to Foundation Studies programmes and University-wide study skill programmes. The Board also oversees the academic development, curriculum and delivery of foundation studies programmes and is chaired by the Pro Vice-Chancellor (Education) or delegate.

[General Education Board of Studies](#) is responsible for the development, management and oversight of the University's programme of General Education; the approval of courses to be listed in the General Education programme; and monitoring and maintaining the quality of the General Education programme through course and teaching evaluations, programme reviews and reviews of student learning outcomes. The Board is chaired by the Pro Vice-Chancellor (Education).

**Schools and Community Engagement Committee** (SCEC) is a subcommittee of Education Committee and is responsible for the coordination and promotion of relationships and activities between the University and schools throughout New Zealand. SCEC succeeds the former Schools Liaison Committee in 2022, and is co-chaired by the Associate Director Schools and Community Engagement.

[Scholarships Committee](#) makes recommendations to Education Committee and the Board of Graduate Studies on policy related to, and the awarding of, scholarships, prizes and awards. It is chaired by the Chair of the Board of Graduate Studies and has two members from Education Committee.

[Academic Programmes Committee](#) (APC) is responsible for the design and monitoring of academic qualifications, including new qualifications. APC and APC subcommittee are chaired by the Pro Vice-Chancellor (Education) and reports to Senate. APC has one student representative.

[Board of Graduate Studies](#) (BoGS) advises on and develops policy on doctoral study; promotes doctoral study and research, oversees support for doctoral students and supervisors, and acts on all administrative matters relating to all doctoral programmes. The BoGS is chaired by the Dean of Graduate Studies and has two postgraduate student representatives.

[Libraries and Learning Services Committee](#) advises Senate on policy relating to Libraries and Learning Services and is chaired by the Provost or delegate. Libraries and Learning Services Committee has one student representative.

[Research Committee](#) advises Senate on matters regarding research policy, allocation of internal research funds, research grants and contracts, research management plans and research strategies. Research Committee is also responsible for policy and oversight for research centres. Research Committee is chaired by the Deputy Vice-Chancellor (Research) and has one student member appointed by the Postgraduate Students Association.

[International Committee](#) is responsible for the recruitment and support of international students, and the internationalisation of the curriculum and student campus life. International Committee is chaired by the Deputy Vice-Chancellor (Strategic Engagement) and has one student representative.

Each [faculty](#) is a sub-committee of Senate and is headed by a Dean who is supported by Deputy and Associate Deans, a Director of Faculty Operations, and other administrative staff. The Dean is responsible for coordinating the academic and activities of individual academic units.

## **Committees of Council**

The [Rūnanga](#) is responsible for the consideration of academic matters that have a direct relevance to Māori curriculum content, delivery and research, and to advise Senate committees and Council on these matters. A member of Te Mātanga Reo, a group that provides advice on the appropriate use of te reo Māori within the University, sits on the Rūnanga. The Rūnanga is chaired by the Pro Vice-Chancellor (Māori) and reports to Council through Senate. The Rūnanga has two Māori student members: the co-Presidents of Ngā Taura Māori. The Pro Vice-Chancellor (Māori) sits on Education Committee.

[University Equity Leadership](#) advises Senate and Council on University equity strategy, plans, policy, projects and outcomes. Equity Leadership Committee is chaired by the Vice-Chancellor, and members include the AUSA President and one other student representative. The Pro Vice-Chancellor (Equity) is Deputy Chair and sits on Education Committee.

[Discipline Committee](#) has the power to act with respect to the relevant provisions of the Student Academic Conduct Statute, Statute for Student Discipline, Examination Regulations, and Enrolment and Programme Regulations.

## **Executive committees**

[University Executive Committee](#) (UEC) meets weekly and provides advice to the Vice-Chancellor with respect to decisions made under the exercise of the Vice-Chancellor's delegation. Supports strategy development, effective governance, resource allocation and the academic and financial sustainability of the University. Members: Vice-Chancellor (Chair), Provost, Deputy Vice-Chancellors, Director of Human Resources, the Pro Vice-Chancellor (Māori) and the Pro Vice-Chancellor (Pacific).

[Provost, Deans, and Directors Committee](#) (PDDC) meets fortnightly to review implementation of strategic items against faculty plans and large-scale research institute (LSRI) priorities and University targets, and coordinates and shares information between Deans and Directors to facilitate the implementation of strategic priorities. Members: Provost (Chair), the Vice-Chancellor, faculty Deans, the Dean of Graduate Studies, and the Directors of the LSRI's.

[Academic Leadership Team](#) (ALT) meets monthly to and provides advice to the Vice-Chancellor on strategic and operational planning and on strategic initiatives. Members: Vice-Chancellor (Chair), Provost, Deputy Vice-Chancellors, Pro Vice-Chancellors, Director of Human Resources, Faculty Deans, Dean of Graduate Studies, Directors of the LSRI's, the Chief Financial Officer, and the CEO of UniServices.

[Senior Leadership Forum](#) (SLF): The Senior Leadership Forum meets to enable senior University leaders to share information and perspectives on strategic issues affecting the University. Members: Vice-Chancellor (Chair), the Provost, the Deputy Vice-Chancellors, the Pro Vice-Chancellors, the Dean of Graduate Studies, faculty Deans and Deputy Deans, the Directors and Deputy Directors of LSRI's, faculty Associate Deans (Academic, Learning and Teaching, Postgraduate Research, Research), Academic Heads, the Directors of Service Divisions, and the UniServices CEO and Executive Directors.

## **Advisory committees**

[Staff Advisory Committee](#) provides advice to the Vice-Chancellor on matters related to staff, including human resources policies, recruitment, selection and induction; people and organisational development, performance review, promotion, and recognition and reward. Staff Advisory Committee is chaired by the Vice-Chancellor.

[Digital Enablement Committee](#) provides advice to the Vice-Chancellor on governance of IT, including strategic alignment of IT to University strategic objectives and management of IT resources.

[Vice-Chancellor's Student Consultative Group](#) (VCSCG) provides a forum for senior University staff and student representatives to share information and perspectives on strategic issues affecting the student experience at the University. It is chaired by the Provost and membership includes the Vice-Chancellor, senior staff and between 17-31 representatives of AUSA, PGSA, Ngaā Taurira Māori and the Auckland University Pacific Island Student Association, plus student representatives from each faculty and student representatives on University committees. The VCSCG shares information with students about key strategic issues facing the University and their impact on students and consults on some areas of policy.

### **Faculty and academic unit committees**

Faculties and teaching units have committees that contribute to quality assurance and enhancement at the local level and often include staff represented on academic committees at University level. These bodies oversee curriculum and quality delivery of courses, and have terms of reference that include consideration of:

- academic planning and programme changes
- the quality of academic advice to students
- assessment practices and outcomes
- best practice learning and teaching strategies

Faculties may determine their own committee structures and processes.

### **Academic policy**

University-level Statutes, regulations, policies and procedures governing learning and teaching activities are endorsed by Education Committee and approved by Council, via Senate.

The review of University-level learning and teaching policy is undertaken by the committee responsible for the development of a given policy, or by a specially constituted working group, which is supported by the Academic Quality Office. Revision of policy is prompted by the three-year review cycle or by developments in the learning and teaching environment. A Policy Framework ensures the consistency of policy, procedures and guidelines documents. It is the responsibility of the policy owner to ensure appropriate consultation is undertaken for new or significantly revised policies.

Academic policies are monitored for currency through the online [Policy Hub](#) managed through the Policy Office. It is a resource for staff and students and may be used to support consultation on policies under review.

[Policies governing doctoral students and supervision](#) are reviewed by the Board of Graduate Studies. Policies governing sub-doctoral students and supervision are reviewed by Education Committee.

Student input into policy development occurs through student representation on key committees and through feedback from the University-wide Learning and Teaching Survey. Student representatives are often involved in working groups or directly consulted on policy review or development.

Faculty representatives on University committees disseminate new or revised policies at their local level.

### **Risk management and business continuity**

The University's Risk Management processes include the internal audit programme; HR, financial and general delegations; strategic risk assessment; and business continuity management. The University's [Risk Management Policy](#) sets out how risk management underpins decision-making to support achievement of the University's strategic objectives and is embedded in University activities.

Business continuity planning ensures an organisation is prepared and able to deal with threats and challenges by re-establishing business operations as quickly as possible in the event of a disruption. The main aim of the programme is to improve the University's capability to continue operations, research, learning, teaching and student support when an unexpected disruption such as Covid-19 occurs. The business continuity teams have been activated across the University since February 2020 to work on the Covid-19 response and to refine their established plans. Every faculty and service division has a Business Continuity Plan (BCP) lead,

At the course and programme level the University's Learning and Teaching Continuity Planning Guide supports University academic staff to prepare resilient courses and manage unexpected interruptions to learning and teaching.

## Section Four: Service divisions, units and centres with learning and teaching quality assurance responsibilities

### Office of the Vice-Chancellor

The [Vice-Chancellor](#) is the head of the University, its chief academic and administrative officer and the employer of all staff. The Vice-Chancellor is responsible for providing academic leadership along with effective management, and for leading strategic planning and directing resource allocation.

The [Provost](#) is responsible for the implementation of the University's strategic academic plan and ensuring that the University and faculty teaching and research strategies are aligned. The Provost provides leadership for the faculties and the education office.

The [Pro Vice-Chancellor \(Education\)](#) contributes to the oversight of cross-University academic matters, ensuring the quality of its academic policy and offerings, and excellence in learning and teaching approaches. She supports the continued development and implementation of strategies and policies that will contribute to a quality education and experience for students.

The [Pro Vice-Chancellor \(Māori\)](#) has responsibility for developing a positive Māori profile in the University and assisting in the development of Māori programmes in liaison with the Vice-Chancellor, Māori staff, students and the community.

The [Pro Vice-Chancellor \(Pacific\)](#) has responsibility for providing leadership to our Pacific staff and students and developing our strategy for engagement with our many Pacific communities, both in New Zealand and throughout the region. She also has responsibility for management of the Fale Pasifika.

The [Pro Vice-Chancellor \(Equity\)](#) responsibility for strategic equity leadership. She works in collaboration with others across the University, in particular working closely with the Pro Vice-Chancellors Māori and Pacific.

The **Director of Learning and Teaching** co-ordinates university-wide projects on learning and teaching sponsored by the Provost. The Director of Learning and Teaching is also responsible for oversight of the work of Ranga Auaha Ako, Learning Design Services. Ranga Auaha Ako is led by the **Associate Director (Learning Design)** and consists of a central pool of professional learning designers supporting curriculum design and development across the University. Curriculum Development Managers in faculties work with faculty academic leaders and learning designers to advance curriculum development projects.

The **Learning and Teaching team** in the Provost's Office is responsible for administering academic quality reviews (excluding GYRs) and the organisation and administration of the University teaching awards and teaching development grants.

The [Academic Quality Office](#) (AQO) is headed by a Manager and reports to the Pro Vice-Chancellor (Education). The AQO supports TLQ and is involved in the review and management of academic policies. The AQO coordinates and manages the University's course and evaluation system, SET, and has responsibility for the distribution and analysis of course and teaching evaluation information to inform quality assurance processes. The Academic Quality Office oversees the University's Student Survey Policy and Plan and manages the University's annual Learning and Teaching Survey. The AQO also maintains and reports on the operation of the Register of Academic Misconduct and its policy framework. The AQO the Academic Integrity Community of Practice and Associate Deans (Academic) and (Learning and Teaching) Community of Practice.

The [Planning and Information Office](#) (PIO) leads and coordinates strategic and academic planning and business intelligence across the University. This is achieved by providing a range of information, support and advice, including provision of strategic and tactical information; monitoring and assessing the institution's performance; and coordinating the planning process. The PIO also has primary responsibility for the development and implementation of key performance indicators that monitor the achievement of the Strategic Plan. The Director of Planning reports to the Deputy Vice-Chancellor (Operations) and Registrar.

**Organisational Performance and Improvement Office** (OPIO) comprises the University Strategic Programme Office (USPO), the Business Transformation Office and the Staff Service Centre. OPIO is responsible for supporting continuous service improvement and delivery of the University's strategic portfolio of strategic projects, including those related to learning and teaching. The OPIO division reports to the Deputy Vice-Chancellor (Operations) and Registrar.

## **Student and Academic Services**

Student and Academic Services is headed by a Director and leads the development and delivery of academic administration and advisory services to students, admissions, enrolment, assessment services, academic timetabling, records and fees, and scholarships and graduation. Student and Academic Services is responsible for calendar and changes to academic and programme regulations through the Academic Programmes Office.

## **School of Graduate Studies**

The School of Graduate Studies (SGS) has overall responsibility for the development and oversight of policies and procedures for doctoral programmes, the promotion of doctoral study, and advocacy for doctoral students. The School facilitates support for doctoral students and ensures that staff have access to training and advice on research supervision.

## **[Te Tumu Herenga Libraries and Learning Services](#)**

Libraries and Learning Services (LLS) supports the teaching, learning, research, creative work and administration of the University. Three areas within LLS support have responsibility for learning and teaching:

- Learning and Teaching (including Learning and Teaching support, Learner Support and Careers Development and Engagement Services)
- The Learning Advisers team provide workshops, resources and advice including working with faculties to integrate academic and information literacy into the curriculum, services for doctoral candidates, Māori and Pacific students, and students with learning disabilities. The English Language Enrichment team provides resources and advice for any student wanting to improve their academic English.
- Academic Engagement (facilitation of the relationship between the academic community and LLS)
- Research and Collections (including Copyright and Records Management)

## **[Campus Life](#)**

Campus Life is a service division that includes: Ngā Wharenoho, the University's student accommodation services; health and counselling; sport and recreation; commercial services; early childhood centres; and the University's Proctor service.

The Student Wellbeing and Engagement team operates Campus Care Te Papa Manaaki - the student wellbeing program, first year transition and central orientation (including UniGuides), volunteering and leadership programmes, 'What's On' student communications, student organisations and clubs, and student events.

### **Digital Services**

The Digital Services division comprises Digital Strategy and Architecture, Connect (IT) and Auckland Online. Connect provides technological service and solutions for the University's learning, teaching and research functions. This includes Canvas, the University's Learning Management System, Panopto (lecture recording) and the Inspera assessment platform.

### **Organisational Development**

The Organisational Development (OD) area of Human Resources is responsible for the management of programmes for academic professional development. The Faculty of Education and Social Work partners with OD to provide academic expertise for the delivery of the University's Teaching Catalyst for new academic staff and the Postgraduate Certificate in Higher Education and the Master of Higher Education.

### **Equity**

Equity and diversity at the University are led by the Pro Vice-Chancellor (Equity) who advises the Vice-Chancellor and the University on fulfilling the University's commitment to equity in employment and education. Equity Office key functions include the coordination of Equity Leadership Committee, the Equity Community of Interest, and the Undergraduate Targeted Admission Schemes (UTAS) Community of Interest. Equity Office also manages Student Disability Services.

### **Schools and Community Engagement**

The Schools and Community Engagement Office is part of the University's Communications and Marketing division and is headed by the Associate Director, Schools and Community Engagement. The Office coordinates University engagement with New Zealand secondary schools. *[Note: this succeeded the former Schools Partnership Office in March 2022.]*

## Section Five: Key individual quality assurance roles

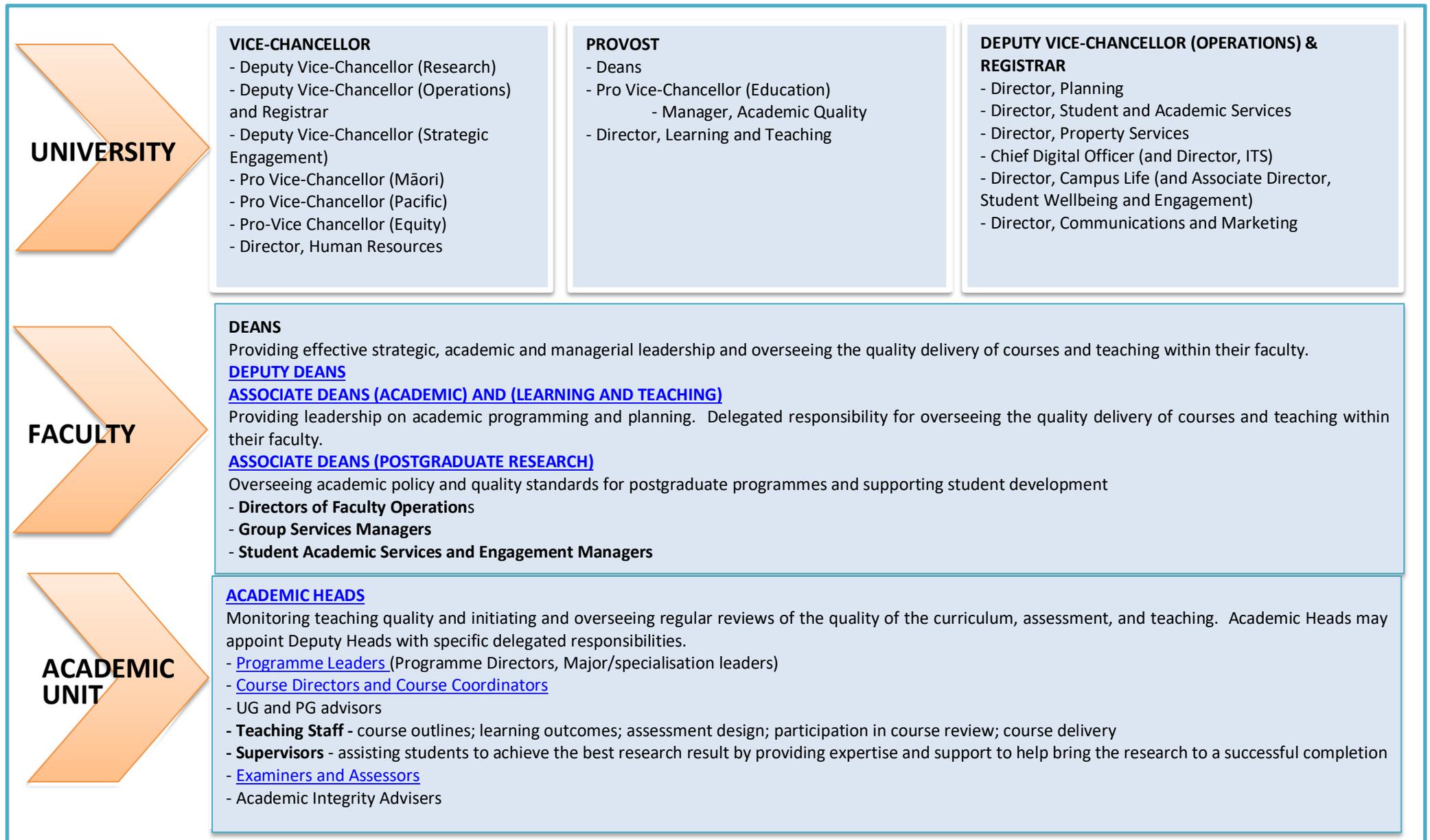


Figure 1: key individual quality assurance roles and responsibilities

## Academic delegations

The University's Delegations Policy sets out the principles of delegation and defines the framework of delegations of authority for key functions at the University as delegated by the Vice-Chancellor. The Delegations Policy has separate schedules for HR, finance and general delegations.

In all planning the University identifies role-holders responsible and accountable for the implementation of specific tasks or processes. Each academic manager works to clearly-defined operational goals, performance measures and reporting obligations. Academic Development and Performance Review (ADPR) processes ensure accountability, based on the expectation that each member of staff carries out his or her responsibilities consistent with the **delegated authority** of his or her position. An [Academic Decision-making framework](#) articulates decision-making authority and responsibility across the student journey.

## Section Six: The student life cycle

### Preparation and foundation programmes

1. The University offers a number of preparation and foundation programmes for domestic and international students. The primary foundation programme for students under 20 is the [Tertiary Foundation Certificate](#), a one-year University preparation qualification which has named pathways for students. Foundation programmes are monitored through the Board of Foundation Studies.
2. The Offices of the PVC (Māori) and PVC (Pacific) and the Schools and Community Engagement Office support a sequence of events throughout the year for prospective students. [UniBound](#) is a fees-free, five-week academic enrichment summer programme to prepare school leavers for university studies. It operates as Tōia ki Waipapa (Māori UniBound) and Unibound Pacific for respective groups.
3. [Summer Start](#) is a programme for school leavers to start their University journey early and runs alongside Tōia ki Waipapa and UniBound.

### Access, application and enrolment

The University publishes regularly updated information on admission requirements, including University Entrance for domestic and international students. Entry requirements for each programme clearly set out the guaranteed entry score required and subject or other additional requirements. Information about credit transfer and recognition of prior study is provided.

Students who may not meet the entry requirements may apply to preparation or foundation programmes, or apply for entry under the [University Targeted Admission Scheme](#) (UTAS). UTAS reserves a number of places in undergraduate programmes for eligible Māori applicants and applicants from some equity groups who have met the University Entrance (UE) standard but have not met the guaranteed entry score for the programme of their choice. Faculties report annually on UTAS data to the University's Equity Leadership Committee.

### Supporting student transitions and engagement

University and faculty initiatives, including first-year experience, [Tuākana](#) and [orientation programmes](#) support student transition to University and ongoing engagement with their learning. Each faculty has a student engagement team with learning advisers available to students.

The Student Engagement and Support division of Campus Life manages a range of orientation and transition initiatives, including:

- the annual New Students Survey
- working with faculties to support faculty Orientation Days
- online orientation and [Kāhu](#) - the University's official student app
- the [UniGuide](#) programme and Student Ambassadors.

The Student Engagement and Support team also contributes to student engagement through:

- supporting University clubs, societies and associations and administering the Student Group Fund
- coordination of the [Student Leadership Programme](#), University Blue Awards, and the High Performance Student Support Programme
- management of the [Student Volunteering Hub](#) and Leadership and Service Hub

The annual New Students' Survey provides student feedback on their experiences of orientation and transition to the University. The Survey is reported by Campus Life.

### **Course and programme advice**

Course and programme advice is available through the University website, and through faculty prospectuses and degree planners. [Student Services Online](#) allows students to browse course information, enrol in courses, view timetables and generate programme requirements reports. Online enquiries are supported by the AskAuckland knowledgebase which is monitored and regularly updated to ensure the currency and relevance of the information. A searchable database of all [Digital Course Outlines](#) (DCOs) is available to prospective and enrolled students. This source of course information allows students to make earlier, informed choices about their courses as each includes a course overview, learning outcomes, capabilities linked to the graduate profile, course resources, workload expectations, assessment, delivery mode(s), and other information.

Student Hubs commenced operation in April 2022 replacing faculty Student Centres and AskAuckland Central. Hubs are available on the City, Grafton, Epsom, Tai Tonga and Tai Tokerau campuses and are the physical gateways to the university for prospective and current students. Advice is available on study options, admissions, course selection and degree planning, as well as fees, transcripts, visa enquiries, library and IT services, and connections to wellbeing, disability, and engagement services.

The quality of academic advice is monitored through the Learning and Teaching Survey, the New Students Survey, the International Student Barometer, and through management of enquiries through the Student Hubs – in person, online and the call centre.

### **Learning support**

[Libraries and Learning Services](#) provides information, academic and language literacy resources and services to enhance the teaching, learning, research, scholarship and creative work of students and staff. Students have access to enquiry and consultation services, online courses, and targeted and curriculum integrated learning opportunities to develop the capabilities required for academic success at the University and beyond.

[Student Disability Services](#) supports students with a wide range of visible and invisible impairments. A range of support is available and is tailored to the needs of individuals.

All first-year students and doctoral candidates are required to complete the [Diagnostic English Language Needs Assessment](#) (DELNA). English Language Enrichment provides a range of resources, workshops and other opportunities to develop English language skills.

The University-wide Tuākana mentoring programme supports Māori and Pacific learning communities in every faculty.

### **Careers advice**

[Career Development and Employability Services](#) (CDES) provide services, resources, workshops, events and a job board to enhance the employability and career development of all students. CDES activities are reported through Libraries and Learning Services Annual reports and updates to TLQC.

[Work-integrated learning](#) is an educational approach where work-based experiences are interwoven with theoretical learning as an intentional part of a programme's curriculum. A working group has been set up as part of the University's [Curriculum Framework Transformation Programme](#) to support delivery of the education and student experience vision outlined in [Taumata Teitei, Vision 2030 and Strategic Plan 2025](#).

### **Inclusive learning and teaching**

The University is committed to supporting a safe, inclusive and equitable study and work environment. The University's identified equity groups are:

- Pacific students and staff
- Students and staff with disabilities
- Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Takatāpui + (LGBTIQ Takatāpui+) students and staff
- Students and staff from refugee backgrounds
- Students from low socio-economic backgrounds

The University's [Equity Policy](#) is supported by [Inclusive Learning and Teaching of Students with Impairments Guidelines](#). Equity initiatives are reported through Equity Leadership Committee.

### **Academic complaints and disputes**

The process for addressing and resolving academic complaints and disputes is set out in the [Resolution of Student Academic Complaints and Disputes Statute](#). Students may seek advice from their class representative or from the AUSA's Student Advocacy Service, or from a Student Hub. Guidance is [available online](#) on the informal and formal procedures.

The [University Proctor](#) is the primary reference point for all matters relating to student non-academic misconduct, and is a contact person for students who are concerned about bullying and harassment. The Proctor provides advice to students and staff about procedures for dealing with disputes, including academic matters.

## **Section Seven: Curriculum and assessment**

### **Graduate Profiles**

The University's [Graduate Profile](#) has three levels. At level one are a set of aspirations for Auckland graduates. At level two there is a set of themes and generic capabilities which the University seeks to foster in all graduates. At level three, faculties have developed embedded programme-level profiles that align with levels one and two of the Profile model and link with the learning outcomes and assessments within courses.

The University and programme-level Graduate Profiles are available to all students on the University's website. Course information links learning outcomes with programme-level capabilities.

*Note: in 2022 the Graduate Profile is undergoing review as part of the University's [Curriculum Framework Transformation Programme](#).*

### **Curriculum design**

Curriculum design is undertaken within the framework of the University graduate profile to ensure coherent qualifications that build capabilities over the course of the programme

Processes for programme design and approval are managed by the Academic Programmes Office. The annually reviewed document, [Academic Programmes: Amendment Guidelines](#) sets out the University's two-stage approval process, which is monitored through [Academic Programmes Committee](#) (APC) and APC sub-committee. This process ensures that the University's academic programmes are high-quality, relevant and in alignment with Committee on University Academic Programmes (CUAP) requirements.

[Leadership roles](#) are defined for Programme Directors, Major/Specialisation Leaders and Course Directors with identified responsibilities for promoting and monitoring programmes and courses. Course Directors have overall responsibility for course assessment, design and review. Programme Leaders are responsible for quality assurance and the performance of programmes.

Learning Designers in [Ranga Auaha Ako](#) work in partnership and collaboration with faculties and Libraries and Learning Services to deliberately and purposefully plan and design high quality learning experiences. The scope of learning design spans the spectrum, from the development of individual tasks and materials, to the sequence of content delivery, assessment design, the use of technology and learning spaces, as well as its evaluation both for individual courses and across curricula.

Each faculty has a **Curriculum Development Manager** (CDM) to support the teaching programmes to develop teaching approaches that are research-informed and experientially based. CDMs support Deans, the Associate Deans (Academic and Teaching & Learning) and Academic Heads to prioritise programmes and courses to be designed, improved or developed.

### **Assessment design and standards**

The design and use of assessment in undergraduate and postgraduate taught courses is governed by the Assessment (Coursework, Tests and Examinations) [Policy](#) and [Procedures](#), and University Examination Regulations. Assessment design is considered carefully within the framework of embedded programme graduate profiles to ensure alignment with learning outcomes within a course, and coherence and progression across the programme.

Assessment design in new or substantially-revised programmes is considered through faculty amendment preparation processes with oversight from Academic Programmes Committee.

[Examiners](#) (who may be internal or external) are responsible for course assessment, and assessors (who may be internal or external) are appointed to maintain standards in the examining process.

Assessment design in new programmes and courses is monitored through faculty processes for course design, and through the oversight of APC. Quality and consistency are monitored through course reviews and moderation processes at department and faculty level. An annual report on errors in examination papers is received by Education Committee.

Academic units have processes for moderation of assessment outcomes. Pass rates are considered on an on-going basis by the faculties using information available through the SMR system, together with the results of student evaluations; and follow-up activities are undertaken. Formal pass rate reports are considered by Education Committee.

The Learning and Teaching Survey provides quantitative and qualitative feedback on the quality and appropriateness of assessment and feedback.

### **Postgraduate research examination**

Sub-doctoral research examination processes, including the appointment of examiners, are outlined in policies, procedures and guidelines approved by Education Committee.

Doctoral research examination processes, including the appointment of examiners, are outlined in the doctoral programme regulations and in the policies, procedures and guidelines approved by the Board of Graduate Studies.

### **Graduate outcomes**

Programme graduate profiles set out the aspirations, themes and capabilities to be achieved by graduates progressively through their qualification. The content of courses within the programme are mapped to the graduate profile, ensuring that a graduate has had the opportunity to develop the agreed capabilities.

The University and its staff support and monitor student achievement of the University's Graduate Profiles through:

- developing and implementing graduate profiles at programme level, using feedback from other stakeholders including employers
- informing staff and students of the profiles and their importance
- linking to learning outcomes and programme graduate profiles in digital course outlines
- using curriculum mapping to organise curricula, teaching practices and assessment methods to ensure that students are provided the opportunity to work towards the attributes of their respective profile.

The bi-annual [Graduate Destination Survey](#) provides further information on graduate outcomes, including, information on graduate roles and salary bands, information on graduates engaged in further study, and feedback from graduates on their skills development. The Doctoral Careers Survey provides insight on the employment of doctoral graduates.

### **Work integrated learning and employability**

The Centre for Career Development and Employment Services' MyCDES portal allows students to identify internship opportunities. Within faculties, many of the University's professionally-oriented programmes include components of work-based learning such as internships, placements, practica, or industry-based projects. Within the non-professional faculties work-integrated learning opportunities are increasingly offered in relevant programmes and through a courses such as the CAREER courses offered in the Faculty of Arts. The Science and Arts Scholars programmes allow students to participate in a multi-disciplinary curriculum and develop further their skills in leadership, communication and teamwork through workshops, mentoring and social events. Many faculties offer competitive summer internships.

The Learning and Teaching Survey monitors students' perceptions of skills development and exposure to internships and work-based learning opportunities during their studies.

### **Academic integrity**

Students starting a programme who are new to the University are required to complete the [Academic Integrity Course](#). The online course provides information to students on academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. A statement on academic integrity is included in course outlines. A guidelines document provides further information on the appropriate use of third-party assistance in assessed work.

The University's processes for dealing with instances of academic misconduct are set out in the Student Academic Conduct Statute. Confirmed instances of academic misconduct are recorded on the University's Register of Academic Misconduct. Poor Academic Practice or Minor cases are resolved within the academic unit or faculty. Major cases are recommended to the University's Discipline Committee through the Provost. Data on academic misconduct incidents are available on SMR and reported to TLQC. An annual report on cases heard by Discipline Committee is received by Senate.

### **Management and review of courses**

Regular end-of-course student summative course and teaching evaluations are required for quality assurance and enhancement purposes. The requirements and responsibilities for these evaluations are described in the University's [Enhancement and Evaluation of Teaching and Courses Policy and Procedures](#).

A course review process, involving all teaching staff, is required at the conclusion of every course and is the responsibility of the Course Director.

The quality of courses is also reviewed through formative evaluation of teaching, informal feedback and discussion between teaching staff and students during delivery of a course, and through formal and informal peer review and observation processes.

## Management and review of programmes

University reviews of academic units and disciplinary areas evaluate teaching and research performance against international benchmarks on a seven to ten-year cycle. The Pro Vice-Chancellor (Education) maintains a three-year rolling plan for reviews to facilitate review planning. Implementation of key action areas are monitored by Education Committee and Research Committee through a series of progress reports.

The University has an internal process for review of new programmes, which is then used to produce GYRs for the CUAP.

A number of professional programmes across the University have periodic accreditation reviews undertaken by external bodies. Summary reports from the faculties on accreditation reviews are received by Education Committee. An annual report on accreditation reviews summarises for Education Committee learning and teaching issues identified in the accreditation process.

In some areas a monitoring role for programmes is taken by a Board of Studies or cross-faculty Board.

Academic Programmes Committee is responsible for monitoring academic programme regulations. APC also receives reports on the quality of programmes delivered in partnership with other institutions, or off-shore. Course deletions are monitored and processed by APC.

External moderators may undertake, for all or some postgraduate taught courses, a review of the content and grading of examination papers and report to the Academic Head as to the appropriateness of the examination and grading given course content and recognised academic standards. Moderation takes place on a one or two-year cycle.

## Section Eight: Quality of teaching and supervision

### Academic positions

The University has a number of employment categories under which teaching staff may be appointed:

- As permanent and fixed-term staff (including Professor, Associate Professor, Senior Lecturer, Lecturer, Professional Teaching Fellows, Senior Tutors) who are eligible to be Course Directors.
  - Professional Teaching Fellows (PTFs) and Senior Tutors (STs) are not expected to be engaged in academic research but must be both research-informed and have significant teaching experience in order to be Course Directors.
- As casual and temporary staff (including Graduate Teaching Assistants and Teaching Assistants)
- As independent contractors (contract for services arrangements may be used in some areas of the University to engage teachers on a contractual basis). Contractors are not employees of the University.
- As Honorary or Visiting Academics

### Staffing needs and recruitment

Academic Heads establish staffing needs for permanent academic staff in consultation with the academic unit, and with reference to the academic unit staffing plan. Proposed recruitment is approved by the Dean, who advises the Vice-Chancellor. A Recruitment and Selection Committee is formed, chaired by the Academic Head and including one member of the relevant Faculty Staffing Committee.

Faculty Staffing Committees consider academic staff appointments, continuations, promotions, and research and study leave approvals. The University Academic Staffing Committee receives reports from and assists Faculty Staffing Committees and is responsible for considering and recommending on promotion to professor and associate professor.

### Induction for new academic staff

Academic Heads are responsible for ensuring new staff participate in appropriate orientation and induction programmes. New academic staff are provided with the Teaching Catalyst, a programme offered through the Faculty of Education and Social Work, and Organisational Development, that orients new staff towards their academic responsibilities as teachers, researchers and supervisors at the University. Academic Heads may organise academic mentors for new staff.

### **Review, promotion and continuation**

The University's [Academic Standards](#) policies (Academic Standards for Research Fellows, Senior Research Fellows, Lecturers, Senior Lecturers, Associate Professors and Professors; and Academic Standards for Professional Teaching Fellows and Senior Tutors) provide the framework for management of staff performance and development, review, promotion and continuation processes.

Academic Heads are responsible for reviewing staff performance and development goals, providing feedback, and overseeing the induction and mentoring of new staff.

### **Teaching quality**

Teaching quality is monitored in a number of ways:

- individual self-reflection and review of teaching practice through formative evaluation
- peer review processes at academic unit level
- Annual Academic Development and Performance Review processes where academic staff reflect upon teaching skills and set objectives for teaching development
- course review processes conducted by Course Directors
- summative course and teaching evaluations with reporting to the PVC (Education), faculty Deans and Associate Deans (Academic) and (Learning and Teaching), and Academic Heads. Follow-up actions are required when the overall satisfaction rate for a course falls below 70%
- The University Learning and Teaching Survey with reporting to the PVC (Education), faculty Deans, and Associate Deans with responsibility for learning and teaching
- induction processes and training programmes for staff new to university-level teaching or supervision.

### **Professional development**

Organisational Development coordinates the University's academic professional development activities. These include supervisor accreditation and development, tutor and graduate teaching assistant training and the Teaching Catalyst programme for new academic staff.

The Faculty of Education and Social Work offers professional qualifications for academic staff -, the Postgraduate Certificate in Higher Education and the Master of Higher Education.

The University's Learning Enhancement Grants provide a source of contestable funding to support the development of innovative projects to enhance teaching practice.

### **Recognition of excellence**

The University's [Teaching Excellence Awards](#) recognise and celebrate excellence in teaching and postgraduate research supervision. As a condition of the award, winners are asked to share their practice in teaching development forums. Faculties and departments recognise and reward excellent teaching practice through local teaching awards. Awards are made for Early Career Excellence, formal and informal Leadership in Teaching, and Sustained Excellence in Teaching.

The Vice-Chancellor's Strategic Development Fund seeds new, innovative, strategically-aligned projects for activities such as the enhancement of Māori and Pacific participation and performance; enhancement of learning and teaching, to include the overall student experience; and enhancement of international students' experience.

## Postgraduate supervision

Academic staff must be accredited to supervise doctoral candidates; the accreditation process is managed by the School of Graduate Studies.

Postgraduate Supervision Guidelines set out limits for supervision load per academic staff member.

The quality of postgraduate supervision is monitored through provisional and annual doctoral reports and (locally reported) masters progress reports. Students may also provide comment on the quality of supervision in the Doctoral Exit Survey. In addition, a Doctoral Experience Survey is being planned.

Data on postgraduate and doctoral students produced by the PIO are evaluated regularly by Education Committee and the Board of Graduate Studies.

## Section Nine: Learning and teaching environment and resources

### Teaching spaces

Capital planning processes govern capital expenditure for the physical environment for learning and teaching. The inaugural estate strategy, [Te Rautaki Tūāpapa](#) covers the period 2021-2030. It provides a cohesive, future-focussed and coordinated approach to investment in, and management of, our physical environment throughout the University estate.

Space provision is managed through the Property Services division. Much of the day-to-day management of learning and teaching spaces is coordinated by the relevant faculty or service division in conjunction with Property Services.

The Learning Environment Support Unit is responsible for supporting pool teaching spaces and provides guidance and assistance for academic staff in using teaching technologies. LESU is also responsible for the maintenance of lecture capture systems in pool teaching rooms.

Appropriate space requirements for teaching and research facilities, student facilities and service divisions are included in the Long-term Financial Plan. The Plan also requires consideration of informal spaces for student activities, externally and internally, within new and refurbished buildings.

The quality of teaching and learning spaces is monitored through KPIs reported to Council and through the Learning and Teaching Survey. Space allocation is allocated space using the Tertiary Education Facilities Management Association (TEFMA) space benchmarks, with some adjustment for New Zealand conditions. Room-use surveys have been undertaken since 2006 and are based on the TEFMA Space Planning Guide 2009.

All teaching technologies in teaching rooms align with Association for Audiovisual and Educational Technology Managers (ATEM) standards for tertiary teaching spaces. Standards cover areas such as sightlines, acoustics and audio-visual fit-out. Te Rautaki Matihiko | The University of Auckland Digital Strategy was approved in 2021 and will define the digital direction to achieve the strategic objectives outlined in Taumata Teitei, Vision 2030 and Strategic Plan 2025.

### Learning resources

Libraries and Learning Services (LLS) supports learning, teaching and research through strategic management of learning and teaching spaces, learning services, physical collections and e-resources.

The [Libraries and Learning Services Vision and Strategy 2017-2021](#), over-arching strategic document implemented through annually identified priorities. LLS conduct surveys of staff and student users to inform strategic priorities. LLS have developed frameworks for evaluation of physical and digital resources which inform decision-making in these areas and ensure that learning resources provided are of high-quality and appropriate to current and future needs. Progress reports are provided to Libraries and Learning Services Committee, a committee of Senate.

[Canvas](#) is the University's Learning Management System. It allows online course management, including administration and assessment, and provides access to lecture recordings for staff and students. It is a significant feature of the University's learning and teaching continuity arrangements. Staff and student usage data are part of approaches to the use of learning analytics to support student progression and retention. Development of Canvas is led by the Director of Learning and Teaching and supported by the ITS Academic Services division.

Lecture capture and release is compulsory for most lecture-based teaching, with most large lecture theatres equipped for recording. [Panopto](#) is the University's video learning platform. In addition to lecture recordings teachers can create interactive in-video quizzes, reinforcing the learning, and there is an analytics dashboard to provide insights on student engagement. Data on the use of lecture theatre recordings is reported through TLQC and student perception is monitored through relevant questions in the Learning and Teaching Survey.

The University, through an agreement with FutureLearn, offers a number of Massive Open Online Courses (MOOCs).

Contestable grants for learning enhancement offer academics funding to develop projects that advance the University's priorities in technology-enhanced learning and teaching.

## LIST OF ACRONYMS

ADPR – Academic Development and Performance Review  
ALT – Academic Leadership Team  
AQO – Academic Quality Office  
APC – Academic Programmes Committee  
AQA - Academic Quality Agency  
AQO - Academic Quality Office  
ATEM – Association for Tertiary Education management  
AUPISA - Auckland University Pacific Island Students Association  
AUSA – Auckland University Students’ Association  
BCP - Business Continuity Plan  
BoGS – Board of Graduate Studies  
CDES – Career Development and Employability Services  
CDM - Curriculum Development Manager  
CFTP - Curriculum Framework Transformation Programme  
CUAP – Committee on University Academic Programmes  
DCO - Digital Course Outlines  
DELNA – Diagnostic English Language Needs Assessment  
DoGS – Dean of Graduate Studies  
DVC(SE) – Deputy Vice-Chancellor (Strategic Engagement)  
GYR – Graduating Year Review  
KPI - Key Performance Indicator  
LLS – Te Tumu Herenga Libraries and Learning Services  
LRSI - Large-Scale Research Institute  
LTEC - Learning and Teaching Environments Committee  
LTS - Learning and Teaching Survey  
LTQAEF - Learning and Teaching Quality Enhancement and Assurance Framework  
MOOC – Massive open online course  
NTM - Ngā Taura Māori  
OD - Organisational Development  
OPIO - Organisational Performance Improvement Office  
PDDC - Provost, Deans, and Directors Committee  
PGSA – Postgraduate Students’ Association  
PIO – Planning and Information Office  
PTF – Professional Teaching Fellow  
PVC (E) – Pro Vice-Chancellor (Education)  
RAA - Ranga Auaha Ako

SCEC - Schools and Community Engagement Committee  
SET – Summative Evaluation Tool  
SGS – School of Graduate Studies  
SLF – Senior Leadership Forum  
SMR – Strategic Management Reports  
SSCC - Staff-Student Consultative Committees  
TLQC –Teaching and Learning Quality Committee  
UEC – University Executive Committee  
USPO – University Strategic Programmes Office  
UTAS – Undergraduate Targeted Admission Scheme  
VCSCG – Vice-Chancellor’s Student Consultative Group

## DEFINITIONS

**Academic audit** is the cyclical process of self-review and external peer review undertaken by the Academic Quality Agency for New Zealand universities.

**Benchmarking** is a structured, collaborative, learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality.

(TEQSA Guidance Note on Benchmarking, April 2015. Definition taken from Norman Jackson and Helen S Lund, *Benchmarking for Higher Education*, 2000)

**Class representative system** describes the system of elected class or year representatives who sit on academic unit and/or faculty staff-student consultative committees.

**Committee on University Academic Programmes (CUAP)** is the body delegated (by Universities New Zealand) to exercise powers with respect to programme approval and accreditation for New Zealand universities.

**Delegated authority** means a member of staff has been given the authority to undertake a function or action.

**Key Performance Indicators (KPIs)** are agreed performance measures

**SET Course and Teaching Evaluations (SET)** the formal, centralised, online system for course and teaching evaluations at the University of Auckland.

**Strategic Management Reports (SMR)** is the University’s online system for reporting key strategic information.

The **Uniform Program** is a multi-year, international project that allows the University to benchmark information on the activity and function of professional staff.

## KEY RELEVANT DOCUMENTS

Include the following:

[Academic Programmes: Amendment Guidelines](#)

[Assessment \(Coursework, Tests and Examinations\) Policy and Procedures](#)

[Class Representation Policy](#)

Consumer Guarantees Act 1993

Copyright Act 1994

Education and Training Act 2020

[Enhancement and Evaluation of Teaching and Courses Policy and Procedures](#)

[Examination Regulations](#)

Fair Trading Act 1986

Privacy Act 2020

[Student Charter](#)

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#### **DOCUMENT MANAGEMENT AND CONTROL**

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