

**AUCKLAND  
UNIVERSITY  
OF TECHNOLOGY**  
TE WANANGA ARONUI O  
TAMAKI MAKAU RAU  
**ACADEMIC  
AUDIT REPORT**  
CYCLE 3    AUGUST 2006





New Zealand Universities Academic Audit Unit  
Te Wāhanga Tātari Kaute Tohungatanga o ngā Whare Wānanga o Aotearoa

**Auckland University of Technology**  
**Te Wānanga Aronui o Tamaki Makau Rau**

**Academic audit report**

**Cycle 3**

**August 2006**

*This audit report is the sixth report of Cycle 3 academic audits to be administered by the New Zealand Universities Academic Audit Unit during the period 2003-2006.*

*The focus for Cycle 3 audits is:*

- *teaching quality*
- *programme delivery, and*
- *the achievement of learning outcomes*

*The hardcopy printed version of this report is the version authorised by the Board.  
An electronic version of the report is posted on the Unit's website.*

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# PREFACE

## BACKGROUND

The New Zealand Universities Academic Audit Unit was established in 1993 to consider and review New Zealand universities' mechanisms for monitoring and enhancing the academic quality and standards which are necessary for achieving their stated aims and objectives, and to comment on the extent to which procedures in place are applied effectively and reflect good practice in maintaining quality.<sup>1</sup>

Cycle 1 academic audits were full institutional audits of the then seven universities; they were conducted during the period 1995-1998. Cycle 2 academic audits focussed on research policy and management, the research-teaching nexus and the support of postgraduate students, as well as a theme specific to each university; they were conducted during the period 2000-2001. In 2001, a full institutional academic audit was conducted at the eighth New Zealand university - the newly-created Auckland University of Technology.

Cycle 3 academic audits, of which this audit of the Auckland University of Technology is the sixth, are focused on:

- teaching quality,
- programme delivery, and
- the achievement of learning outcomes,<sup>2</sup>

and are being conducted over the period 2003-2006.

## THE PROCESS OF AUDIT

The process of audit requires a self-review which informs an audit portfolio (structured with respect to the Cycle 3 framework) in which the university evaluates its progress towards achieving its goals and objectives related to the focus of the audit, identifies areas for improvement, and details intended plans, strategies and activities with respect to enhancement initiatives. After examining the portfolio, and seeking further information if necessary, the Audit Panel conducts interviews in an Audit Visit to the university to seek verification of materials read, and to inform an audit report which is structured in accordance with the framework for the conduct of Cycle 3 audits as set down in the Unit's 2002 *Academic audit manual*.<sup>3</sup> The report commends good practice and makes recommendations intended to assist the university in its own programme of continuous improvement of quality and added value in the activities identified by the Unit as the focus of Cycle 3 audits.

Soon after the publication of the audit report, the Unit discusses with the university the preferred procedures to be used in the follow-up to audit and the monitoring of follow-up activities.

## AUCKLAND UNIVERSITY OF TECHNOLOGY ACADEMIC AUDIT

The Auckland University of Technology agreed to an academic audit visit in the first half of May 2006, requiring the submission of the self-review portfolio by the beginning of February 2006. The panel appointed to carry out the academic audit of the University met in Wellington on 10 March 2006 for a Preliminary Meeting at which it evaluated the material it had received, and determined further materials required. The Chair of the panel and the Director of the Unit undertook a Planning Visit to the University on 20 March 2006 to discuss the supply of the further materials requested as well as arrangements for the

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<sup>1</sup> See *Appendix 2* for the Unit's complete terms of reference, its vision and its objective with respect to academic audit.

<sup>2</sup> See *Appendix 3* for the framework for Cycle 3 academic audits.

<sup>3</sup> John M. Jennings (compiler), *Academic audit manual for use by the New Zealand Universities Academic Audit Unit*, December 2002, Wellington, the Unit, 2002.

Audit Visit. The four-day Audit Visit to the University took place on 8-11 May 2006, hosted by the Vice-Chancellor, Derek McCormack. During the visit, the panel interviewed 179 members of staff, students and stakeholders.

The findings of the panel as expressed in this report are based on the written information supplied by the University and on the information gained through interviews conducted during the site visit.

JOHN M. JENNINGS

*DIRECTOR*

*August 2006*

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# SUMMARY

## GENERAL

- The University focuses on students and their preparation for employment within an educational culture of applied research and curriculum development, design and delivery that maintains active linkages with the professions, business and industry. Stakeholders agree that Auckland University of Technology graduates are well prepared to serve practice and their professional communities. Stakeholders also believe that the University needs to ensure that they are also prepared to lead practice.
- The Faculties are able to develop distinctive ways of doing things. There are examples of good and innovative practices in all Faculties and some commendable practices in the Faculty of Health and Environmental Sciences, notably in relation to equity. However, the University should ensure that the variation of practices does not lead to significant divergence from institutional expectations and thereby possibly lead to inconsistencies in the quality of delivery.
- The University is monitoring the effectiveness of academic quality assurance processes and needs to ensure a greater awareness throughout the institution of those processes, the relevance of those processes to the enhancement of learning and teaching, and the need for such processes to be embedded into all activities of the University. The University is commended for the work of the Programmes Approval and Review Committee in the assurance and enhancement of the quality of academic programmes at institutional level. The University provides commendable reports of data and should ensure that its intention to improve the accuracy and effective reporting of institutional data to support quality improvement and decision making is realised.
- The Learning and Teaching Framework and associated Action Plan have the potential to form a sound basis for teaching and learning across the University.
- The University is committed to being a preferred university for Māori, has strong interactions with Māori communities, and is doing well in supporting Māori staff and students. The new Māori Advancement Advisory Committee will advise the Pro Vice-Chancellor Māori Advancement. The University must ensure support for these agencies at Faculty and Department level to further Māori advancement and improvements in academic achievement.
- The University's attention to equity issues will be strengthened with the work of the new Equity Steering Committee and Equity Policy Advisor.

## TEACHING QUALITY

- Academic staff are employed either on a Research Path or a Teaching Path, with different working conditions and salaries. The University is addressing the difficulties posed by moving from two Paths to a single employment structure for academics which is necessary if staff are to contribute to the University's Charter goal with respect to conducting research which informs and is informed by learning, teaching and professional practice.
- The University is aware of the need to monitor the workload of academic staff undertaking extra responsibilities.
- The Centre for Education and Professional Development is the key agency for staff development, and is commended for the relevance of, and staff satisfaction with, the courses they deliver. The University's Individual Development Plan process for academic staff is commended for being forward-looking.

- The data from the evaluation of teaching is confidential to staff members. The University is reviewing processes for the appraisal of teaching, and should ensure that such review addresses the issues of the use and confidentiality of data and determines ways by which the University can provide evidence to support its claims of high quality student-centred teaching.

## **PROGRAMME DELIVERY**

- The University is commended for the extent and effectiveness of stakeholder involvement in the design and development of curricula.
- The University is committed to supportive student-centred teaching and learning. The University needs to take care that this does not lead to students' dependence on learning support at the expense of developing the skills of independent learning.
- The University is to build on identified strengths in on-line learning and to review web-based provision of programmes information. The University must ensure that these initiatives lead to an integration of new teaching strategies into learning, clear standards and guidelines that lead to a better understanding and consensus as to what is understood to be 'flexible learning', and strong institutional leadership to support pedagogical change.
- The University is commended for its academic programme annual report system which enables Faculties and the University to assure themselves of the quality of teaching and learning and of the support for their enhancement.
- The University is commended for the effectiveness of its staircasing from pre-degree to degree programmes and the liaison work in schools with Māori school leavers.
- The University processes associated with postgraduate teaching and support meet normal expectations of care and responsibility.
- The University is discussing the meaning and importance of the research-teaching nexus. Given the strong teaching tradition at the University, there has been concern expressed that increased research activity by staff might impact on their ability to maintain teaching quality. Rather than be seen as a threat to teaching, research should be understood throughout the University as a foundation to teaching.
- The University is commended for the commitment of the Office of Pasifika Advancement and the development and delivery of courses in line with the aspirations of Pasifika students and the Pasifika community.
- The University offers a range of student learning support. The University is commended for the First Year Experience tracking and support project, and the 'KEYs to success' series of bridging courses designed to assist students improve their success rate.
- The University has upgraded Library facilities and holdings on both campuses.
- Student opinion and satisfaction are heavily canvassed, providing opportunities for the student voice to be heard. It is, however, not clear how currently all of the information being gathered is being used to enhance learning and teaching. The University should ensure that students receive information about the enhancement to academic programmes and their delivery arising from the consideration of student feedback.

## **ACHIEVEMENT OF LEARNING OUTCOMES**

- The University intends to improve consistency of practices with respect to monitoring the alignment of curriculum to graduate profiles. Satisfyingly high percentages of graduates are employed upon graduation.
- The University is committed to improving assessment practices to ensure they enhance student learning and develop students' capabilities in the most effective manner.
- The University is to improve benchmarking activities in learning and teaching. In so doing, the University must ensure it builds meaningful benchmarking relationships and develops robust mechanisms to ensure the application of knowledge gained to teaching and learning enhancement.



# COMMENDATIONS AND RECOMMENDATIONS

Key: C = Commendations R = Recommendations

**NOTE:** *The words 'the University' in each recommendation is intended to refer to the agency within the Auckland University of Technology that the University itself deems to be the one most appropriate to address and progress the recommendation.*

## GENERAL

### *Structure*

**C 1** [p.4] The panel commends the good practice models, notably in relation to equity issues, in the Faculty of Health and Environmental Sciences.

**R 1** [p.4] *The panel recommends that the University ensures that the variability of practices among Faculties does not lead to significant divergence from the institutional expectations and aspirations and thereby possibly lead to inconsistencies in the quality of the student learning experience.*

**R 2** [p.4] *The panel recommends that the University develops and enhances mechanisms to identify, disseminate and assist in the adaptation and adoption across the University of good practices that exist in Faculties and departments.*

### *Quality assurance*

**R 3** [p.5] *The panel recommends that, in its ongoing review of academic quality assurance processes as indicated in Enhancement Initiative 2, the University ensures a greater awareness throughout the University of those processes, the relevance of those processes to the enhancement of learning and teaching, and the need for such processes to be embedded into all activities of the institution.*

**C 2** [p.6] The panel commends the University for the management, through the Programme Approval and Review Committee, of the assurance and enhancement of the quality of academic programmes at the institutional level through its approval and accreditation process and its programme reviews.

**R 4** [p.6] *The panel recommends that the University introduces enhanced preparation for programme review panel members to ensure consistency in the implementation of the process.*

**C 3** [p.6] The panel commends the University for the high quality of the reports published by the Institutional Research Unit.

### *Treaty of Waitangi*

**R 5** [p.8] *The panel recommends that the University ensures that the new Māori Advancement Advisory Committee be provided with the support to be an agency through which professed good practice can be disseminated throughout the University.*

## TEACHING QUALITY

### *Staff employment*

**R 6** [p.12] *The panel recommends that the University proceeds as quickly as possible to transfer all academic staff teaching at degree level onto a common employment path which facilitates the conduct of research.*

### ***Staff development***

**C 4** [p.13] The panel commends the University for the relevance of, and staff satisfaction with, the courses delivered, and resources developed, by the Centre for Education and Professional Development, both within the Centre and within Faculties and Departments.

**C 5** [p.14] The panel commends the University on the Individual Development Plan process which is forward-looking by providing for the appraisal of performance within a framework which looks to future action and achievement.

### ***Evaluation of teaching and feedback***

**R 7** [p.15] *The panel recommends that the University ensures the review of the processes for the appraisal of teaching as indicated in Enhancement Initiative 15 addresses the issues of the use and confidentiality of data and determines ways by which the University can provide evidence to support its claims of high quality student-centred teaching.*

## **PROGRAMME DELIVERY**

### ***Design of programmes***

**C 6** [p.18] The panel commends the University for the extent and effectiveness of stakeholder involvement in the design and development of the curriculum through the Programme Advisory Committees.

### ***Flexible and on-line learning***

**R 8** [p.20] *The panel recommends that in progressing Enhancement Initiatives 4 and 7 with respect to building on strengths in on-line learning and the review of web-based provision, the University ensures that:*

- (i) the actions lead to an integration of new teaching strategies and technologies into learning,*
- (ii) the development of clear standards and guidelines with professional development and support to lead to a better understanding and consensus throughout the University as to what is understood to be flexible learning, blended learning and on-line learning,*
- (iii) there is strong institution-wide leadership to support pedagogical change.*

### ***Monitoring of programme quality***

**C 7** [p.20] The panel commends the University on the Faculty-administered academic programme annual report system and the intended role of the Learning and Teaching Committee through which the Faculties and University can assure themselves of the quality of teaching and learning and of the support for their enhancement.

### ***Access to degree programmes***

**C 8** [p.21] The panel commends the University on:

- (i) the effectiveness of its staircasing from pre-degree programmes to degree programmes,*
- (ii) the liaison work in schools and scholarships which provide Māori school leavers with the confidence and incentive to enrol in the University.*

***Pasifika students***

**C 9** The panel commends the University on:

[p.23]

- (i) the commitment of the Office of Pasifika Advancement,
- (ii) the quality and leadership potential demonstrated by the Pasifika students interviewed by the panel,
- (iii) the development and delivery of the National Diploma in Teaching (Early Childhood Education, Pasifika) as an example of what the University wants to do in line with its aspirations for Pasifika students and the Pasifika community.

**R 9** *The panel recommends that the University undertakes a review of the effectiveness of the support services offered to Pasifika students and moves to address any identified gaps.*

***Student support services***

**C 10** The panel commends the University for:

[p.24]

- (i) the First Year Experience tracking and support project,
- (ii) the ‘KEYS to success’ series of bridging courses which assist students improve their success rate.

***Evaluation of programmes and feedback to students***

**R 10** *The panel recommends that the University ensures that its stated intention to distribute its survey results more widely and effectively is achieved and particularly so that students receive information about the enhancement to academic programmes and their delivery arising from their feedback.*

**THE ACHIEVEMENT OF LEARNING OUTCOMES**

***Benchmarking***

**R 11** *The panel recommends that in progressing Enhancement Initiative 20 regarding improving benchmarking activities in learning and teaching, the University builds meaningful benchmarking relationships and develops robust mechanisms that will ensure the application of knowledge gained from the benchmarking exercises to the enhancement of learning and teaching.*





# 1 GENERAL

## 1.1 CONTEXT

The contribution of the Auckland University of Technology to tertiary education reflects the University's history and mission. Formerly an institute of technology/polytechnic, the Auckland University of Technology was established as a university in 2000, and was subject to an academic audit by this Unit the following year. In that report, the 2001 panel commended the commitment of the whole University community to a vision for the University as 'an internationally respected university providing relevant, high quality, research-based and student-centred learning for vocational and professional preparation'. The 2001 panel noted that staff, students and external stakeholders considered the University's accessibility and high level of commitment to serving the community, its strong teaching and student-focus and its emphasis on vocational education were highly distinctive elements that should be preserved. The 2001 panel shared that view and encouraged the University not to compromise its vision or lose its distinctive features.

Since 2001, the profile of the University has changed significantly. Statistics and commentary provided in the self-review portfolio indicate that by 2005:

- Equivalent Full-Time student numbers (EFTStudents) had grown 18% from 12,557 to 15,483 (peak of 15,728 in 2004),
- the percentage of EFTStudents in degree programmes had grown from 46.9% to 59.4%,
- the percentage of EFTStudents in postgraduate programmes had grown from 3% to 5.5%,
- the percentage of international EFTStudents had grown from 11.3% to 21.3%,
- the number of Full-Time Equivalent Staff had, by 2004, grown to about 7.4%,
- the number of staff with doctoral qualifications had more than doubled.

In 2000, the University employed three professors; in 2005, 43 professors and 42 associate professors. In 2000, the University delivered 35 undergraduate and 12 postgraduate degrees; in 2005, 49 undergraduate and 41 postgraduate degrees.

In the self-review portfolio prepared for this 2006 audit, the University perceives itself as a modern university which has made significant changes to what it aims to do and how it goes about achieving those aims, while retaining what it sees as the strengths of its history and heritage. The University's assessments of the principal challenges it faces and is seeking to resolve include (in summary):

- continuing to develop rapidly its research capability while retaining its core commitments to students and their learning,
- retaining high levels of student-centredness and student-teacher interactivity,
- continuing to develop rapidly the undergraduate and postgraduate programmes while retaining a portfolio of certificates and diplomas that provide increased access to higher education,

- developing the facilities and environment to support students and staff,
- adapting to the changing composition of the student body,
- responding effectively and quickly to the changing political and policy environment.

## 1.2 UNIVERSITY ENHANCEMENT INITIATIVES

The University conducted a self-review in preparation for this audit and assembled a portfolio which was sent to the panel for evaluation before the Audit Visit. The portfolio identified twenty *Enhancement initiatives* which had arisen from the self-review process as well as from the development of the Learning and Teaching Framework and Action Plan objectives (see section 1.6). Some of the Enhancement Initiatives identified by the University were, in effect, longer-term enhancement priorities rather than specific new activities emerging from the self-review. The panel has considered the appropriateness of these initiatives, and this report quotes those initiatives in the text and comments on their relevance and appropriateness.

## 1.3 MISSION AND CHARTER GOALS

The mission of the University, as expressed in the current *Charter*, is:

*to foster excellence, equity and ethics in learning, teaching, research and scholarship and in so doing serve our regional, national and international communities.*

Two of the *Charter* goals identify the character of the University's learning and teaching:

- *to provide students with high quality challenging, and personally and professionally enriching learning experiences that develop capability, opportunity and a lifelong quest for knowledge,*
- *to create new knowledge by conducting research which informs and is informed by learning, teaching and professional practice.*

The University *Profile 2006-2008* further explains this character.

*The University works closely with industry, business and the professions to ensure that its curriculum is relevant and meets their needs. The University has a distinctive pedagogical approach that is student centred and involves high levels of teacher and student interaction. It also involves a significant proportion of student learning taking place through practice, whether on work placement or through engagement with specialised practical environments in the University, thus ensuring that the learning experience is relevant. . . . The University will continue to consult with stakeholders and develop new programmes that meet their needs.*

The University intends:

*to increase the quality and relevance of research activity, and to enhance the interrelationship between research and teaching in the University.*

The University intends:

*to enhance its reputation for conducting research that is intimately connected with emerging technologies and the knowledge and practice of the professions, businesses, cultures and communities it serves – to conduct research that matters.*

The self-review portfolio confirms that the *Charter* statements are framed:

*within an overarching objective which makes it clear that the University is dedicated to combining theory and practice, and creating and applying new knowledge and wisdom for professional practice.*

The panel read and heard much evidence of activities and achievements that support this commitment to the service of its communities of interest. The University focuses on students and their preparation for employment, within a culture of research and curriculum development, design and delivery that maintains active linkages with the professions, business and industry. The panel is of the view, however, that the University should always keep in mind the extent to which it should develop a stronger leadership and ‘cutting edge’ role with its graduates. Stakeholders agree that Auckland University of Technology graduates are well prepared to serve practice and their professional communities. Stakeholders also believe that the University needs to ensure that they are also able to lead practice. The University might wish to canvass their stakeholders more widely on this issue.

#### **1.4 STRUCTURE**

The University operates from two campuses: the Wellesley Campus in central Auckland which is the main campus; and the Akoranga Campus on the North Shore where most of the health and environmental sciences are housed as well as the School of Education. The academic programmes are delivered through five semi-autonomous Faculties – the Faculties of Design and Creative Technologies, Business, Applied Humanities, Te Ara Poutama, Health and Environmental Sciences. The Faculty of Te Ara Poutama is a one-department Faculty; the nomenclature of academic units within the other Faculties varies – Applied Humanities has four Schools; Health and Environmental Science has five Divisions; Design and Creative Technologies has five Schools, one of which has two departments; Business has two Schools, one of which has two departments.<sup>4</sup>

The Vice-Chancellor is supported by an Executive Management Team comprising the Deputy Vice-Chancellor, the six Pro Vice-Chancellors (five of whom are Deans of Faculties, the sixth being the Pro Vice-Chancellor Research), and the Head of the Vice-Chancellor’s Office and three General Managers. It meets three times a month. The Senior Administrative Forum expands the Executive Management Team to include a wider range of senior managers so as to increase the range of senior managers involved in the discussion and dissemination of policy. The Forum meets quarterly.

The five Pro Vice-Chancellors who are also Deans of Faculties combine University-wide administrative responsibilities with Faculty administrative and academic leadership. The panel was interested to learn how this dual role was managed and how any tensions that arose for Deans as senior managers were resolved, and was told that Faculties use different strategies to cope with this dual role. These strategies are determined in part by the load of the Pro Vice-Chancellor’s University-wide responsibilities and the size and complexity of the Faculties.

Faculties are able to conduct their business in ways distinctive to the particular needs of disciplines within them, using different committee structures and different processes and operations in some aspects of their operations. There appeared to be inconsistent training for staff responsible for the implementation of policies, processes and practices leading to variations in implementation across the institution and within Faculties. To ameliorate these variations, the

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<sup>4</sup> In this report, the term ‘Department’ is used to describe the basic academic unit, whether a School, Division or Department.

Institutional Research Unit provides reports that give data on Faculty activities thus allowing the University to ‘calibrate’ across Faculties. The University is clear in its view that while Faculties might be able to develop distinctive practices, they must not be contrary to the regulations and must not prejudice opportunities for students.

The panel read and heard about practices in learning and teaching distinctive to particular Faculties, and while there are positive aspects to this, the panel was made aware of examples where the different structures and operations led to different experiences for students and staff. It was also noticeable that on many occasions, members of University committees were able to talk about processes in their own Faculties but apparently were not familiar or knowledgeable about processes outside of their own Faculties. From the evidence read and heard from students and staff, the Faculty of Health and Environmental Sciences demonstrated good practices in a number of areas, such as the attention to Māori and Pasifika issues and writing retreats for postgraduate students. Also from the portfolio and interviews, the panel learned of several good and innovative practices developed in all Faculties, but many staff appear to be unaware of the existence of institutional processes for the dissemination of good practice apart from occasional University seminars and symposia.

#### COMMENDATION

**C 1 The panel commends the good practice models, notably in relation to equity issues, in the Faculty of Health and Environmental Sciences.**

#### RECOMMENDATION

**R 1 The panel recommends that the University ensures that the variability of practices among Faculties does not lead to significant divergence from the institutional expectations and aspirations and thereby possibly lead to inconsistencies in the quality of the student learning experience.**

#### RECOMMENDATION

**R 2 The panel recommends that the University develops and enhances mechanisms to identify, disseminate and assist in the adaptation and adoption across the University of good practices that exist in Faculties and departments.**

### 1.5 QUALITY ASSURANCE

The self-review portfolio details the main elements of the University’s quality assurance system – General Academic Statute, internal and external approval and monitoring, internal review processes including programme annual reports and five-yearly programme reviews, and external academic audits by the New Zealand Universities Academic Audit Unit. Formal components include the Academic Board, Learning and Teaching Committee, the Programme Approval and Review Committee, Faculty Boards, Faculty Boards of Studies, and Programme Advisory Committees. Informal components identified included individual staff with curriculum design expertise, curriculum teams, programme teams, the Centre for Education and Professional Development advisors, and on-line advisors.

The University has recognised the need to review and strengthen aspects of the quality management system.

UNIVERSITY ENHANCEMENT INITIATIVE 2
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<i>Continue review of the University’s academic quality assurance processes.</i>
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## RECOMMENDATION

**R 3 The panel recommends that, in its ongoing review of academic quality assurance processes as indicated in Enhancement Initiative 2, the University ensures a greater awareness throughout the University of those processes, the relevance of those processes to the enhancement of learning and teaching, and the need for such processes to be embedded into all activities of the institution.**

The Academic Board has the overall responsibility for ensuring that academic quality is high and continues to improve, and has high-level discussions about strategic and ‘big picture’ issues. The activities related to that responsibility, however, rest with Academic Board committees.

The *Learning and Teaching Committee* reports to the Academic Board on matters of policy and its implementation with respect to learning, teaching and assessment activities. It has the responsibility to develop and promulgate good practice; to identify and promote innovation; to advise on the enhancement and development of excellence in learning and teaching; and to advise on the effectiveness of the support of learning and teaching. The panel was told that the Learning and Teaching Committee has raised the Academic Board’s level of interest in learning and teaching and in the content and quality of academic programmes.

The Learning and Teaching Committee has two sub-committees – the *Quality Assurance Sub-Committee*, and the *Quality Enhancement Sub-Committee*. Together, these sub-committees ensure that the Learning and Teaching Committee has appropriate information in the areas of assurance and enhancement. They also undertake specific tasks in relation to the administration of policies, procedures and systems supporting learning and teaching.

From interviews, it was clear to the panel that another important institutional quality assurance agency is the *Programme Approval and Review Committee*. The self-review portfolio identifies this Committee as a formal component of its quality management system, but does not indicate any formal relationship with other boards and committees, especially the Academic Board. The Committee’s terms of reference, however, identify the Committee as being responsible to the Academic Board. As its name suggests, the Committee has two major roles. The Committee approves new academic programmes including those that then proceed through the Academic Board and Council to the New Zealand Vice-Chancellors’ Committee’s Committee on University Academic Programmes for final approval. In this way, the Committee provides an essential quality assurance function for the whole programme development process. The Committee also administers the review of existing academic programmes which is further quality assurance for continuing programmes. These tasks of approval and review are undertaken by validation and review panels (respectively) set up by the Committee.

The five-yearly review of existing academic programmes conducted by review panels utilise programme annual reports, and involve self-reviews by the programme team, feedback from students, Programme Advisory Committees, reports and commentaries from employers, professional individuals and groups. The inclusion of external members on review panels provides opportunities for benchmarking. Interviews by the audit panel suggested that there is little or no training for panel members, with the potential for variability and inconsistency of performance by some of the panels. Nevertheless, the panel was told that the reviews were rigorous and provided opportunities to receive external advice on curriculum standards and development. Departments and Faculties take the responsibility to ensure action on the programme review panels’ recommendations.

COMMENDATION

**C 2 The panel commends the University for the management, through the Programme Approval and Review Committee, of the assurance and enhancement of the quality of academic programmes at the institutional level through its approval and accreditation process and its programme reviews.**

RECOMMENDATION

**R 4 The panel recommends that the University introduces enhanced preparation for programme review panel members to ensure consistency in the implementation of the process.**

The annual monitoring of the quality of programmes is carried out at Faculty level, with Deputy/Associate Deans carrying Faculty responsibility for the quality and relevance of curriculum design and delivery. The scrutiny of student performance by the Faculty Examination Boards appears to be an important means of identifying and addressing problems. The University self-review for this audit recognised that some improvements could be made to the collection and use of institutional data associated with the monitoring and review of programme quality.

UNIVERSITY ENHANCEMENT INITIATIVE 3

*Improve the accuracy and reporting of institutional data to support quality improvement and decision making.*

The Institutional Research Unit designs and administers surveys of students, graduates, employers and staff by means of which feedback and information are gathered. The Unit also undertakes research and analysis of the tertiary sector, analyses institutional data to produce programme and student statistics and profiling, produces regular reports both from survey data and other research, and provides performance indicators for annual reporting.

COMMENDATION

**C 3 The panel commends the University for the high quality of the reports published by the Institutional Research Unit.**

The panel saw a number of the reports produced by the Unit providing evidence of quantitative data collection and analysis. The panel was unclear as to the extent to which data were used by the University to benchmark with other providers and as to the manner in which data were applied to enhance processes and outcomes. **The panel supports Enhancement Initiative 3 especially if it leads to an enhanced use of the data to support improvement.** The panel gained the impression that the University recognises that it is not making best use of the large amount of information being gathered at present.

From an interview with the University Council, the panel is of the view that there are processes in place to keep the Council informed on aspects of learning and teaching. The Council is involved in strategic planning through workshops, and supports the University's emphasis on excellence, equity and ethics, and its focus on students, educational opportunities, applied research, professional practice and graduate employability.

## 1.6 LEARNING AND TEACHING FRAMEWORK

A comprehensive *Learning and Teaching Framework* was developed in 2005 to provide a Framework for the review and future development of the University's academic structures, policies and procedures in relation to learning, teaching and quality management. The Framework contains broad objectives in five areas: curriculum development; learning, teaching and assessment; student support; staff; and the management of quality. Arising from this Framework, the University has developed an *Action Plan*, and the 26 objectives most relevant to the focus of this academic audit were reported in the self-review portfolio. The Faculties and Deputy Deans have been placed at the centre of the process of implementation.

The responsibility for developing strategies and initiatives in learning and teaching is devolved to Faculties. The self-review portfolio describes the intention of the Framework as being to ensure the *continuing relevance, fitness for purpose and effective role within the University* of policies and procedures at Faculty, academic department and academic programme level; and to guarantee *consistency and rigour across the University while retaining the appropriate levels of academic and disciplinary diversity needed for high quality learning, teaching and research*. The Framework has the potential to form a sound basis for teaching and learning across the University, and leadership in this area at University and Faculty levels must take care to ensure there are strong links between planning, strategies and delivery.

## 1.7 TREATY OF WAITANGI

The University's *Charter* contains the following goals.

- *To give effect to the Treaty of Waitangi throughout the University.*
- *To deliver equitable opportunities to succeed for the diverse communities the University services.*
- *To maintain an ethical, healthy and dynamic work environment for staff that nurtures contribution, innovation and development.*

The University's *Strategic plan 2002-2007* contains the following objectives.

- *To develop as a preferred university for Māori.*
- *To provide all staff and students with the opportunity to enhance their awareness of, and participation in, Aotearoa/New Zealand's bicultural context.*

The University's *Profile 2006-2008* contains the following objectives.

- *To increase partnership with the Māori community.*
- *To increase staff awareness of the Treaty of Waitangi.*

The University has for some time been committed to being a preferred University for Māori. Over the past five years, the number of Māori students has risen from 1588 to 1676 which in percentage terms is a small rise from 7% to 7.4% of the student headcount. Nga Wai o Horotiu Marae provides a cultural and spiritual centre for Te Ao Māori, and a safe space for Māori students.

In 2004, the institutional responsibilities for Māori advancement and the leadership of Te Ara Poutama (Faculty of Māori Development) were brought together in the role of the Pro Vice-Chancellor Māori Advancement. The University has developed strong interactions with Māori communities, and as a result, the Māori community now places more expectations on the

University which is doing well in supporting Māori staff and students. The University recognises that it will take time to build the numbers of senior Māori academics necessary to support the priority to increase the number of Māori graduates progressing into postgraduate programmes. The Māori leadership models and the number of Māori staff in the Faculty of Health and Environmental Sciences are enabling the Faculty to progress Treaty issues. Other Faculties appear not to have the critical mass to cope as well, and the Faculty of Health and Environmental Sciences could well provide a model for other Faculties. The Treaty places responsibilities on both Māori and pakeha, and while the panel formed the view that there might be a need for more education about the Treaty for non-Māori members of staff, it was pleased to hear from the Pro Vice-Chancellor Māori Advancement that some of the strongest supporters for his work were non-Māori.

As might be expected, the biggest impact of the Treaty of Waitangi on curriculum occurs in academic programmes administered by Te Ara Poutama, and through significant attention to Māori cultural issues in the Faculty of Health and Environmental Sciences. As a 'preferred University for Māori', the panel expected to find stronger evidence of consideration of elements arising from the consideration of the Treaty in curriculum development outside of these two areas. The Treaty of Waitangi Programme Development Policy sets out procedures for the design of new programmes and the revision of existing programmes, and academic proposals are tested for this aspect by the Programmes Approval and Review Committee. The panel was told that the Office of the Pro Vice-Chancellor Māori Advancement provides advice to curriculum developers across the University, and evaluates all new academic proposals. The self-review portfolio recognises that the incorporation of Treaty issues into curriculum is a challenging aspect of curriculum development, and support is given to assist staff to think through these challenges in ways that they can deliver when the programme is in place.

Several existing committees with Treaty-related responsibilities are being replaced by a new Māori Advancement Advisory Committee designed to advise the Pro Vice-Chancellor Māori Advancement on Māori advancement and achievement. The Committee will assist in the development, management and evaluation of institutional research and staff development to enhance the University's knowledge bases and staff competencies. The Committee will discuss, share and direct improvements to the implementation of University policies and strategies supporting Māori advancement and achievement, and has the potential to be a potent instrument of change. The Committee and the Pro Vice-Chancellor alone cannot be expected to provide an effective voice for Māori throughout the University, and the University must ensure the support at Faculty and Department level.

#### RECOMMENDATION

**R 5 The panel recommends that the University ensures that the new Māori Advancement Advisory Committee be provided with the support to be an agency through which professed good practice can be disseminated throughout the University.**

### **1.8 EQUITY**

Until 2005, equity issues had been monitored and supported by the Centre of Equity Development. That Centre is now being replaced by an Equity Steering Committee comprising the Pro Vice-Chancellor Māori Advancement, the General Manager of Services and Operations, the Head of the Vice-Chancellor's Department, the General Manager of University Relations and Advancement, and the Director of Pasifika Advancement. The Committee will set and oversee University-wide strategic priorities and initiatives. An Equity Policy Advisor will report to the



head of the Vice-Chancellor's Department and will also assist the Pro Vice-Chancellor Māori Advancement and the Director of Pasifika Advancement. The panel is of the view that Faculties must become more involved in the planning and implementation of strategic priorities and initiatives.

The three main groups targeted – Māori, Pasifika and people with disability – are all supported by Special Supplementary Grant funding provided by government. Whilst there are no specific budgetary considerations for the many other groups one expects to find under a heading of 'equity', it is assumed by the panel that they are not overlooked in University planning and consideration. It was evident to the panel that the University acknowledges the work of the Lesbian, Gay, Bisexual and Transgender staff and student networks. The panel also noted the presence of a women's group network across the University which acted in a support capacity. The panel was provided with data that indicated that the University has the highest proportion of women senior managers of any New Zealand university. However, the panel could not identify any proactive strategy to actively mentor and support women into university academic leadership positions.



## 2

# TEACHING QUALITY

### 2.1 OBJECTIVES

The University's *Charter* contains the following goal with respect to teaching quality.

- *To maintain an ethical, healthy and dynamic work environment for staff that nurtures contribution, innovation and development.*

The University's *Strategic plan 2002-2007* contains the following objectives with respect to teaching quality.

- *To provide teaching and learning experiences that enhance intellectual independence and empower students for life-long learning.*
- *To be known for the excellence of teaching practice and for providing interactive, student-centred educational experiences.*

The University's *Profile 2006-2008* contains the following objectives with respect to teaching quality.

- *To be an 'employer of choice'*
- *To provide Equal Educational Opportunities for Māori, Pasifika and staff with a disability.*

### 2.2 STAFF EMPLOYMENT

The University has sought to address the issue of differentiation of staff which arises from the *Academic and Associated Staff Members' Collective Agreement*. The agreement provides two 'paths': that of Research Path Lecturer for people in teaching positions which require continuous research activity; and that of Teaching Path Lecturer for people in teaching positions which have an emphasis on teaching practice and professional contributions. The latter does not require, but does allow for the option of, research activity, but this is not financially supported. In addition, lecturers teaching in degree programmes may be required to undertake research. The two Paths carry different salary scales, reflecting the different teaching hour commitments and annual leave provisions. It is possible, under certain conditions, to move from one Path to another.

The University is reviewing the present employment arrangements.

#### UNIVERSITY ENHANCEMENT INITIATIVE 1 1

*Review academic work design and contractual arrangements to provide:*

- *greater flexibility in supporting research, teaching and administration,*
- *support and enhancement of research capability.*

The self-review portfolio reports that the adoption of a dual pathway was intended to provide alternative terms and conditions for those staff keen to engage in, and capable of producing, high quality and productive research. The growth in teaching required to deliver an increasing number of degree programmes has led to the recruitment of teaching staff who are research-active. The dual pathway was a means of progressively building research capability in a new

university. Initially, the disciplines in business, science and engineering were the most proactive in establishing Research Path positions. By the end of 2005, over 60 staff (of a total of 945 Full Time Equivalent Staff) were on Research Path conditions.

The current distinction appears to have created a 'divided' culture, and the panel was told that there were perceptions among staff that teaching could be undervalued. The University is in discussion with staff and the staff union, the Association of Staff in Tertiary Education, about the possibility of a single academic agreement. The University and panel recognise that a move from the dual structure of 'Teaching Path' and 'Research Path' staff to a single structure of academics actively involved in research and/or professional practice will be a challenge. The panel heard that movement between the Teaching Path and Research path is difficult; a supportive and proactive approach to managing the transition may be beneficial for staff relations. It is the view of the panel that moving to a single academic agreement is necessary if staff are to contribute to the University's Charter goal *to create new knowledge by conducting research which informs and is informed by learning, teaching and professional practice*.

#### RECOMMENDATION

**R 6 The panel recommends that the University proceeds as quickly as possible to transfer all academic staff teaching at degree level onto a common employment path which facilitates the conduct of research.**

### 2.3 STAFF WORKLOAD

The self-review portfolio describes the main principles underlining the University's workload policy, and the provision of financial and time allowances for staff with special responsibilities. The University and Association of Staff in Tertiary Education agree that the workload for staff with special responsibilities is an area for review.

UNIVERSITY ENHANCEMENT INITIATIVE 12
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<i>Continue to monitor workload of academic staff undertaking extra responsibilities.</i>
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The University neither indicated in its self-review portfolio nor during the Audit Visit how it intends to address any issues that might arise from such monitoring. Therefore the panel is not in a position to comment on the value of this initiative.

### 2.4 STAFF DEVELOPMENT

The University's commitment to a work environment for staff 'that nurtures contribution, innovation and development' is reflected in the collective agreement negotiated with the on-site union, the Association of Staff in Tertiary Education. New staff without prior teaching experience are required to undertake appropriate courses on the practice of adult and tertiary education, and staff in their first two years of employment are given time to participate in those courses. The agreement also has provisions for professional development time. Overall, the panel is of the view that the University makes adequate provision for professional development, although the panel was told of some inconsistencies in support at departmental level, particularly with respect to adequate opportunities and time to undertake study and research for higher degrees. This could be monitored in the annual reporting process.

The self-review portfolio reports on the *Monitoring and Review Policy* whereby new staff are subject to a review after the initial three months of employment. This provides an early indicator of the strengths and areas for development, as well as identifying obstacles or resource

constraints that may be impacting on performance or wellbeing. The University also reports it uses indicators such as student retention rates, grade profiles and completion rates, student satisfaction surveys, and changes to programmes in response to surveys to monitor the extent to which reflective practice leads to enhancement. The University is aware of the need to continue to improve staff access to information relating to staff development in learning and teaching.

#### UNIVERSITY ENHANCEMENT INITIATIVE 6

*Continue to improve the ease of access for staff to the information they need to support quality learning and teaching and programme delivery.*

The key agency for staff development is the Centre for Educational and Professional Development which provides courses, professional support and resources on learning and teaching, services and facilitation that can be designed on a special interest or departmental basis, individual consultancy and mentoring, assistance with programme design, preparation with the Individual Development Planning process (see below), and Treaty of Waitangi advisory help. The staff in the Centre also contribute to the delivery of the Certificate and Graduate Diploma in Tertiary Teaching which is delivered through the School of Education in the Faculty of Applied Humanities.

The Centre produces *Teaching and learning in focus* twice a year, a publication which describes various aspects of learning and teaching to highlight innovation and good practice. The Centre sees itself as having an important role to play in the dissemination of good practice, and in encouraging staff to become involved in the scholarship of teaching. The Centre also has had a long-standing collaborative arrangement with the University of Auckland's Centre for Academic Development (formerly the Centre for Professional Development) which allows staff from each institution reciprocal access to each other's professional development opportunities.

The panel was told by staff of the good quality of the assistance of various kinds that they receive from the Centre for Education and Professional Development.

#### COMMENDATION

**C 4 The panel commends the University for the relevance of, and staff satisfaction with, the courses delivered, and resources developed, by the Centre for Education and Professional Development, both within the Centre and within Faculties and Departments.**

The University has implemented an Individual Development Plan process which involves a reflection by staff on the past year's performance at the same time as developing objectives, strategies and projected outcomes for the following year. The process is normally administered by departments. Staff interviewed by the panel were generally grateful for the reflective and supportive nature of the process. The University acknowledges that a full and consistent implementation of the process has not yet been achieved and the University has committed to continuing to make improvements to its implementation.

#### UNIVERSITY ENHANCEMENT INITIATIVE 14

*Continue to improve implementation of the Individual Development Plans [IDP] process throughout the University in order to enhance teaching, research and professional development planning for staff and departments.*

## COMMENDATION

**C 5 The panel commends the University on the Individual Development Plan process which is forward-looking by providing for the appraisal of performance within a framework which looks to future action and achievement.**

### 2.5 REWARD FOR TEACHING EXCELLENCE

The University's mechanisms for recognising and rewarding teaching are the Distinguished Teaching Awards, the Vice-Chancellors' Excellence Awards, and the promotion process. Teaching awards require supporting evidence of student appraisal, peer feedback, together with the nominee's reflective statement. Several University staff have received National Tertiary Teaching Excellence Awards.

The promotions process requires evidence of feedback on teaching practice from students and peers. The increase in the number of staff on scales at senior levels, and the perception that the promotion processes are complex and burdensome, have led to discussions as to ways the promotion process may be revised. The University has committed to progressing this issue.

#### UNIVERSITY ENHANCEMENT INITIATIVE 13

*Continue to improve promotion procedures and requirements to ensure process is less burdensome/more manageable for applicants.*

### 2.6 EVALUATION OF TEACHING AND FEEDBACK

The University has both informal and formal processes to evaluate teaching. Staff are expected to reflect on their teaching and to seek feedback on teaching practice from students and colleagues, and are supported by formative appraisals and peer interaction, and formal student evaluations of teaching. The University acknowledges that improvements can be made to processes used at present.

#### UNIVERSITY ENHANCEMENT INITIATIVE 15

*Review processes for appraisal of teaching with respect to improving:*

- *consistency of implementation,*
- *recording of appraisal completed,*
- *feedback mechanism.*

The panel was told that teaching evaluations are confidential to the staff members. The panel recognises that a number of indicators – such as low ratings in student evaluations of courses, or complaints received from students, usually through the class representative or formal complaints procedures – may well alert Heads of Department to problems in teaching, and that Heads of Department can then request special evaluations. The panel was also assured in interviews that staff normally discuss their evaluations with their Heads of Department, usually within the discussions associated with the Individual Development Plan process (see above).

Nevertheless, the panel is of the view that Heads of Department are entitled to the information as line managers responsible for staff performance and the quality of teaching. There needs to be a mechanism for getting feedback to Heads of Department to consider and apply within the framework of professional practice and development. Therefore, while **the panel supports Enhancement Initiative 15**, the panel is also of the view that the issue of the confidentiality of

information should be reviewed. Heads of Department and students are entitled to know the extent to which feedback will be used to contribute to the enhancement of teaching. Further, students did not know that evaluation feedback may not go beyond the lecturers concerned. Confidentiality of this information also makes it impossible for any systematic and public analysis of indicators, and therefore leaves the University without access to important evidence to support its expressed strong self-belief in the high quality of teaching throughout the institution.

RECOMMENDATION

**R 7 The panel recommends that the University ensures the review of the processes for the appraisal of teaching as indicated in Enhancement Initiative 15 addresses the issues of the use and confidentiality of data and determines ways by which the University can provide evidence to support its claims of high quality student-centred teaching.**





## 3

### PROGRAMME DELIVERY

#### 3.1 OBJECTIVES

The University's *Strategic plan 2002-2007* contains the following objectives with respect to programme delivery.

- *To ensure that our curriculum is aligned with local and national economic and social development needs.*
- *To increase opportunities for individuals to study while in employment or other professional contexts.*
- *To ensure that all our teaching and research activities are conducted with a view to enhancing a core of undergraduate degree programmes, whilst retaining staircasing and increasing the number of postgraduate students.*
- *To offer a positive and holistic 'university experience' to students.*
- *To engage each student as a life member of the University community.*
- *To ensure that equity is a central feature of the University's core values and practice.*
- *To ensure that learning takes place using high quality facilities and technologies.*
- *To provide e-learning opportunities.*

The University's *Profile 2006-2008* contains the following objectives with respect to programme delivery.

- *To build and redevelop new facilities to improve the learning environment for students and to provide specialist space to support the development of research and postgraduate studies.*
- *To ensure that the university's qualifications meet the needs of the professions it serves.*
- *To ensure that student satisfaction with the quality and relevance of the programmes and overall experiences at the University continues.*
- *To ensure that all students benefit from an international dimension to their learning experiences.*
- *To provide a learning environment that promotes international student success.*
- *To encourage participation in tertiary education.*
- *To provide Equal Educational Opportunities for Māori, Pasifika and students with disability.*
- *To provide a learning environment that promotes student success.*
- *To increase the provision of innovative and flexible modes of educational provision.*

### 3.2 DESIGN OF PROGRAMMES

The University is proud of its academic programmes that are relevant and aligned with new developments and technologies used in the professions, business and industry. Delivery of these academic programmes also includes co-operative education through internships in business, teaching practicums, clinical placements and other externally-based activity which assist students to reflect on the relationship of their programme of study to professional practice. To assist with this, each academic programme or group of programmes has a Programme Advisory Committee comprising representatives drawn from appropriate professions, businesses and industries as well as staff and student representatives. The committees have input into the processes associated with programme approval and review, and are designed to ensure that the design and delivery of academic programmes are relevant and current. The panel saw and heard evidence to demonstrate the effectiveness of the advisory committee process.

#### COMMENDATION

#### **C 6 The panel commends the University for the extent and effectiveness of stakeholder involvement in the design and development of the curriculum through the Programme Advisory Committees.**

To provide consistent overarching principles and procedures for curriculum and qualifications, the University is developing a *Curriculum and Qualifications Framework*. Among other things, it is the aim of the Framework to facilitate comparability and compatibility, to maximise the ability of students and staff to move across traditional disciplinary and administrative boundaries, to create new opportunities which reflect the changing demands on students and employers, and to enable the University to extend the range of available programmes in a cost-effective way. Although the Framework is yet to be tested, **the panel supports the development of a Framework to provide an institutional-wide benchmark for curriculum design and development**, especially given the semi-autonomous nature of the operations of Faculties.

### 3.3 DELIVERY OF PROGRAMMES

The interviews of staff and students conducted by the panel during the Audit Visit illustrated ways by which teaching practice maintains the University's tradition of supportive student-centred teaching and learning and the determination to tailor teaching approaches to meet student needs and student expectations. The by-product of this tradition is high teaching loads and small class teaching. Both of these characteristics of the University's teaching were appreciated by the students interviewed by the panel, as was the accessibility of staff. Increasingly, however, other learning activities and experiences are being used, in part to cope with larger enrolments. Care is taken by the University to emphasise that there should be effective interaction between staff and students, and that students should be active learners.

The University's tradition of teaching has also emphasised relevance, in particular through processes that ensure staff and student exposure to professional practice. This is intended to ensure the University's academic programmes are kept up-to-date with the needs of industry and business, and the graduates from academic programmes are prepared for the world of work. The commitment to high levels of student-centredness and student-staff interactivity is to be encouraged, although the panel notes that the University *Charter* and *Strategic Plan* commit to developing students into intellectually independent life-long learners.

**The panel is of the view that the University will have to take care that commitment to a supportive ‘student-centred’ teaching environment in which teaching prepares students for the world of work does not lead to students’ dependence on learning support at the expense of developing the skills of independent learning.**

### 3.4 FLEXIBLE AND ON-LINE LEARNING

The University’s definition of flexible learning is:

*an approach to education that allows for the adoption of a range of learning strategies in a variety of learning environments to cater for differences in learning styles, learning interests and needs and variations in learning opportunities,*

The Learning and Teaching Framework talks about developing further:

*a ‘blended learning’ approach to the delivery and enhancement of learning and teaching – providing a wider range and combination of conventional classroom-based, open and technology-based teaching practices – that will both meet the needs of a changing and more diverse student body and those of staff who face competing demands on their time.*

The panel is of the view that there are various understandings across the University of what is meant by flexible learning and ‘blended’ learning. The University recognises that, in practice, the term flexible learning has become attached principally to the growing use of on-line components within programmes, and has set up a Flexible Learning Team to assist the integration of on-line technologies into teaching. The Stephen Marshall *Report on the e-learning maturity model evaluation of Auckland University of Technology* (2005) indicated the strengths and areas for development at the University, and that challenge is being taken up with the development of an action plan. The University has adopted a centralised support model for flexible learning with Advisors working out of the Centre for Education and Professional Development and assigned to each Faculty.

#### UNIVERSITY ENHANCEMENT INITIATIVE 4

*Continue to build on identified areas of strength in on-line learning by:*

- *a further dissemination of excellent learning, teaching and assessment practices,*
- *ensuring that the design, development and delivery of on-line learning elements are supported by clear standards and guidelines,*
- *enhancing the necessary infrastructure and professional development support for teaching teams involved in on-line learning,*
- *enhancing the information and support available to students about all aspects of on-line learning.*

#### UNIVERSITY ENHANCEMENT INITIATIVE 7

*Review web-based provision of programme information for students to ensure it is consistent, clear, accurate and timely.*

The University-wide platform is Blackboard, but one Faculty uses another platform because of its specialist needs. The University considers it an important experiment undertaken to ensure the University is at the forefront of technological innovation in this area. **The panel is of the view that the University needs to take care to ensure that, in allowing a separate initiative, it does not compromise educational and technical support that impinge on student**

**learning.** As in other areas related to teaching and learning in the University, there needs to be a greater co-ordination of learning approaches, and sharing of initiatives and developments in flexible learning, to ensure comparability and fairness in application.

RECOMMENDATION

**R 8 The panel recommends that in progressing Enhancement Initiatives 4 and 7 with respect to building on strengths in on-line learning and the review of web-based provision, the University ensures that:**

- (i) the actions lead to an integration of new teaching strategies and technologies into learning,**
- (ii) the development of clear standards and guidelines with professional development and support to lead to a better understanding and consensus throughout the University as to what is understood to be flexible learning, blended learning and on-line learning,**
- (iii) there is strong institution-wide leadership to support pedagogical change.**

**3.5 MONITORING OF PROGRAMME QUALITY**

Academic programmes are subject to annual reports. The self-review portfolio identifies the programme annual report as a central component of the University's quality assurance systems. Designed to meet both accountability and continuous improvement criteria, the reports are considered by each Faculty Board of Studies who establish the processes for monitoring and improving the quality of its programmes. The reports contain statistical data, input from students, staff, external moderators, advisory committees, review panels and monitors. It is intended that the recently-established Learning and Teaching Committee will use these annual reports to provide an oversight of the major emerging issues of Faculty or institution-wide significance. One of the issues signalled by the University is the means of dealing with the rapidly increasing number of academic programmes.

COMMENDATION

**C 7 The panel commends the University on the Faculty-administered academic programme annual report system and the intended role of the Learning and Teaching Committee through which the Faculties and University can assure themselves of the quality of teaching and learning and of the support for their enhancement.**

**3.6 ACCESS TO DEGREE PROGRAMMES**

The University provides pre-degree programmes through which students can acquire the necessary foundation in academic literacies and knowledge for them to 'staircase' into degree programmes. This staircasing principle and the flexibility of multiple entry and exit points are appreciated by students, Māori and Pasifika in particular.

The panel was told of the University's current discussions with the Manukau City Council and Manukau Institute of Technology in relation to the possibility of a campus of the University in the Manukau City Central Business District. The proposal is for the Institute of Technology to deliver sub-degree programmes that will lead into the University's degree programmes. This would build on relationships already established in Manukau.

The panel was told of concerns that the University's aim to recruit a higher proportion of its students studying at degree level might diminish the University's commitment to foundation courses and staircasing. This need not be the case. The University will have to consider the impact if government funding should be directed away from funding foundation courses at universities, and the panel would encourage the University to maintain its distinctive pattern of staircasing and partnerships with other institutions to facilitate access.

Students interviewed told of the strong network the University has with Māori communities and schools and of the effectiveness of personalised work undertaken in schools by dedicated professional University staff. Their work provides school students with advice on and access to financial and academic support which enables students to take up the opportunities provided by the University to assist them to adapt more quickly to the demands of university study. The message that the University wishes to spread is that Māori are capable of succeeding at the Auckland University of Technology.

#### COMMENDATION

#### **C 8 The panel commends the University on:**

- (i) the effectiveness of its staircasing from pre-degree programmes to degree programmes,**
- (ii) the liaison work in schools and scholarships which provide Māori school leavers with the confidence and incentive to enrol in the University.**

### **3.7 POSTGRADUATE RESEARCH STUDENTS**

The core of the University's research development plan, as set down in the 2005 University *Research Framework and Trends* document, is the concept of scholarship as teaching and learning, engagement, integration and discovery. The panel was told that research is understood to include output from reflective activity that normally results in presentations and publications. In recent years, the University has appointed new staff to increase research outputs while also increasing University contacts with industry, business and the professions. The University is endeavouring to ensure that its research profile is relevant to what the University teaches, and for the research degree programmes into which postgraduate research students are drawn. The University is also aware of the need to grow research activities across the University if it is to develop postgraduate teaching.

The panel interviewed a sample of postgraduate students and read relevant papers with respect to postgraduate supervision, and reviewed reports of the postgraduate research student experience. Supervision training is required of staff before they take major supervisory responsibilities. The panel is of the view that the processes associated with postgraduate teaching and support meet normal expectations of care and responsibility. The Doctoral Studies Board provides administrative and monitoring work with respect to admission, supervision, examination and progress of doctoral candidates. The University recognises that facilities for research students in laboratory-based disciplines are adequate, but that there is room for improvement in other areas.

### **3.8 RESEARCH-TEACHING NEXUS**

The University *Profile 2006-2008* states that:

*The primary strategic emphases for research are to increase the quality and relevance of research activity, and to enhance the inter-relationship between research and teaching in the University.*

The self-review portfolio explains that:

*research, education and development activities are all informed by, and require, scholarly inquiry. This view acknowledges that the conduct of research goes beyond the measures available, for example, in the Performance Based Research Fund and assumes that all advanced professional practice undertaken by academic staff . . . is based on investigation and inquiry, but that such inquiry can take a number of forms with varied outputs.*

This has informed the University's concept of the research-teaching nexus, and the University has identified three Enhancement Initiatives.

UNIVERSITY ENHANCEMENT INITIATIVE 5

*Continue with initiatives to enhance the University's interface between research, scholarship and teaching.*

UNIVERSITY ENHANCEMENT INITIATIVE 9

*Continue to recruit senior staff to enhance research-led teaching in the University.*

UNIVERSITY ENHANCEMENT INITIATIVE 10

*Continue to grow research-led capability amongst current staff.*

These are not new initiatives; rather, they maintain existing activities that strengthen the nexus. The panel **supports** this continuing work.

The process for the approval of new academic programmes requires consideration of the research-informed nature of the content of the programme by the Departments and committees involved in the process. The Programme Approval and Review Committee ensures those considerations have taken place.

The University is aware that the research-teaching nexus does not equate only with teaching by research active staff. The Centre for Education and Professional Development believes that there is a need for an ongoing discussion on what the nexus means for the University. However, the panel did not hear much evidence that staff were thinking about scholarship; rather, the panel was made aware of the perceived tension between teaching and research, possibly heightened by the employment of staff on either a Teaching Path or Research Path. Staff are justifiably proud of their ability to provide students with a supportive teaching environment, and the panel was made aware of concerns that increased research activity by staff might impact on their ability to maintain teaching quality. The panel is of the view that rather than being seen as a threat to teaching, research should be understood throughout the University as a foundation to teaching.

The panel was made aware of the changing profile of academic staff in recent years and recognises the loyalty of many of the current staff to the institution. Such circumstances present the University with a unique opportunity of 'growing your own' expertise. **The panel is of the view that the intention to continue to recruit senior staff to enhance research-led teaching must not undermine the support for current staff to complete their research degrees and the opportunity to apply their research and scholarship to their teaching.**

### 3.9 STUDENT INVOLVEMENT

The Auckland Student Movement is the students' association for the University. It arranges for student representation on department, Faculty and University committees and boards, thus ensuring a student voice at all levels of the University. The Association also organises a system of class representatives who can liaise with the Association, the students in the class, and the programme teachers.

The panel interviewed members of the Auckland Student Movement, and students who served on committees and/or were class representatives. It is the view of the panel that there are effective processes for students to have meaningful input into policy and decision making through membership of University committees, to have input into programme approval and review, and to raise issues of concern on academic matters. The panel is also of the view, however, that more should be done to ensure the information reported in survey publications is made available more widely, along with information on the use made of feedback from students in enhancing academic programmes. To this end, the panel supports the University's intention to publish an annual newsletter for students which would inform them both of the outcomes of the surveys and the consequent actions.

### 3.10 PASIFIKA STUDENTS

Pasifika students come from seven Pacific nations, and are a diverse group. In recent years, the number of Pasifika students has risen from 1,532 to 1,667 – a rise in percentage terms from 6.7% to 7.4% of the total student headcount. To help enhance the University's accountability and relevance to Pasifika communities – and thereby enhance Pasifika students' aspirations, access, enrolment and success – the University has established an Office of Pasifika Advancement, together with a Pasifika Education working group to provide Pasifika input and accountability at Council level. Key strategic initiatives for the Office are to build Pasifika participation and success, particularly at postgraduate level, by increasing the number of Pasifika academic staff and by enhancing the development of Pasifika-focussed curriculum. The panel was told that the Office is the first of its kind in New Zealand and the Office recognises the need to construct Pacific frameworks within which to operate.

The panel interviewed staff associated with the Office of Pasifika Advancement and a group of Pasifika students. The Office, as one might expect, is forward-looking and strategic in its approach, looking for ways to develop Pasifika academic programmes and research, to build staff capacity, and to encourage the setting up of a Pacific Studies Research Centre which will provide a stronger underpinning to what they do. Pasifika students, as might also be expected, require the support to cope with the demands of the present. The panel is of the view that there is an over-reliance on one person in Pasifika support for Pasifika students, that there is a lot of pressure generally on the small number of Pasifika staff in support of Pasifika students, and that there is a heavy reliance on personal networks to meet the needs of student learning support.

#### COMMENDATION

#### **C 9 The panel commends the University on:**

- (i) the commitment of the Office of Pasifika Advancement,**
- (ii) the quality and leadership potential demonstrated by the Pasifika students interviewed by the panel,**

- (iii) the development and delivery of the National Diploma in Teaching (Early Childhood Education, Pasifika) as an example of what the University wants to do in line with its aspirations for Pasifika students and the Pasifika community.**

#### RECOMMENDATION

**R 9 The panel recommends that the University undertakes a review of the effectiveness of the support services offered to Pasifika students and moves to address any identified gaps.**

#### **3.11 STUDENT SUPPORT SERVICES**

Student Services offer a range of student learning support, aimed at providing assistance within a culture of ‘nurture and care’. Besides general information and help with enrolment processes, there are services to assist with student learning. There is assistance available in the areas of health, finance, disability, and careers advice. The performance of the services is surveyed regularly by the Institutional Research Unit, and the results of those surveys are used to ensure the services are kept as relevant as possible to student needs. Interviews with students suggested to the panel that student knowledge of services available was uneven, but that students who use the services find them relevant and helpful.

Te Tari Awhina (The Learning Development Centre) provides a wide range of academic help and student support, including one-to-one tuition support, drop-in sessions and academic coaching. Te Tari Awhina Self-Access Learning Labs have a wide range of materials aimed at helping students acquire skills in mathematics, Te Reo Māori and English language. Interviews with staff and students suggested that there may not be enough staff for Māori and Pasifika students compared with resources for other subgroups.

There is a student mentoring programme and students who were mentors spoke to the panel. They enjoy their work. They reported their varying experiences with mentors in their own first year at the University, and they were keen to put something back into the University by assisting new students cope with their first year.

Student Services administer a First Year Experience initiative, targeted at new students, in which there is a systematic follow-up on absent students, designed to identify those in need of support that will help improve their success rate. There is also a Certificate in Education Bridging that contains short-courses called ‘KEYS to success’. They are offered in areas such as academic study, academic English, academic writing, oral presentation, and the use of Microsoft programs.

#### COMMENDATION

**C 10 The panel commends the University for:**

- (i) the First Year Experience tracking and support project,**
- (ii) the ‘KEYS to success’ series of bridging courses which assist students improve their success rate.**

The University is aware of the need to improve Māori and Pasifika student retention and completion rates.



## UNIVERSITY ENHANCEMENT INITIATIVE 16

*Improve the retention and completion rates for Māori and Pasifika students through a variety of targeted strategies.*

The panel **supports** this intention and notes the success of one such initiative already in place. Initiated in 2002, the Faculty-based Integrated Team Model of Student Success (ITMOSS) supports the University's commitment to improving the completion and retention rates of Māori and Pasifika students to bring them up to the rates across the University. It provides a monitoring and tracking system to identify problems in student performance before they become insurmountable, and formally-appointed ITMOSS staff engage with academic colleagues to implement strategies to assist students.

From interviews, the panel is of the view that ITMOSS meets the needs of the Māori community, but that perhaps ITMOSS may not have been targeted as well to where Pasifika staff identify where their priorities lie. It was not clear to the panel as to who had been consulted when developing ITMOSS or the extent to which ITMOSS was conceived as an institutional response to student needs as a 'remedial' tool. Nevertheless, the panel supports the initiative, and was told that there had been improvement in retention and successful completion rates for Māori and Pasifika students studying in the areas where ITMOSS strategies have been implemented.

The progress of international students is monitored by the International Students Centre, and students in need of assistance with academic study issues have access to the International Student Support Unit.

### 3.12 LIBRARY

The panel read about, was told about, and saw evidence of the commitment of the University to the upgrading of facilities for teaching and learning through considerable capital investment in new and refurbished buildings. The most important of these is the Library which is a significant resource centre for any University, and in recent years there has been considerable investment in Library facilities, work spaces and holdings at both the Wellesley and Akoranga campuses. The self-review portfolio reports that since 2000, there has been a 50% increase in print resources and an eight-fold increase in electronic resources with significant expenditure on back files of electronic serials and databases. A separate fund was established in 2004 to purchase retrospectively those titles that were still in print and required to strengthen the collection in areas of interest to the University.

Library staff are involved in impact reports for new programmes and have input into programme reviews.

The Library's shareholding in the Library Consortium CONZULSyS and membership of the University Libraries of the Australian Technology Network (LATN) have brought benefits to the development and management of the Library resources, and have facilitated benchmarking of levels of service. Student surveys are monitored to ensure services are relevant. The panel is of the view that the Library is responsive to the feedback of students and staff.

Library activities in information technology literacy involve both staff and students; project-based assessment, for example, requires staff to be technologically literate as well as students. The Library prefers information technology literacy to be embedded into curricula.

### 3.13 EVALUATION OF PROGRAMMES AND FEEDBACK TO STUDENTS

Students have the opportunity to provide feedback in a variety of ways.

At University level, there is the Student Satisfaction Survey, the Postgraduate Research Experience Survey, the Course Experience Survey, and the Annual Programme Survey. The Annual Programme Survey seeks student satisfaction data on the quality of teaching, goals and objectives, assessment, workload, resources, content and organisation of the programme. Results are published by the Institutional Research Unit, broken down by Faculty, and are considered by relevant committees at Faculty and programme level.

At the Faculty/Department levels, there are Student Evaluation of Papers surveys. Not all programmes use a standardised questionnaire. The evaluations are instigated by the staff teaching in the programme, and results and comments are used by teaching staff to enhance the quality of programme delivery. The feedback from students is the beginning of the process; that feedback must be acted upon, and it was made clear to the panel that students are not being given information as to how the feedback is used.

From its interviews, the panel came to the view that student opinion and satisfaction are heavily canvassed, and that there may well be an overuse of student evaluations. Much data are gathered, but it is not clear how all of this information is being used to enhance teaching and learning. This is consistent with the University's own recognition in its self-review portfolio that it cannot be confident the information gathered from student evaluations is being used as effectively as it might.

#### UNIVERSITY ENHANCEMENT INITIATIVE 1

*Continue to improve processes for communicating with students on the outcomes of feedback.*

This initiative implies that there are processes for communicating with students, but interviews with students by the panel suggested that students appear often not to be told of the use made of student feedback or of enhancements to papers and programmes arising from student evaluations. Certainly students often expressed doubts as to the value of these evaluations given that they had no idea whether the data were used. There also appeared to be differing views as to the availability and promulgation of reports in hard copy form, with a heavy reliance on the posting of items on the web as a form of publication. The panel is of the view that if students are shown how their feedback in the previous year led to enhancements to their papers, they would be reassured that their voices were heard. With on-line technologies, it would not be difficult to supplement hardcopy information, and to communicate directly with all students on these matters.

#### RECOMMENDATION

**R 10 The panel recommends that the University ensures that its stated intention to distribute its survey results more widely and effectively is achieved and particularly so that students receive information about the enhancement to academic programmes and their delivery arising from their feedback.**

## 4

# THE ACHIEVEMENT OF LEARNING OUTCOMES

### 4.1 GRADUATE PROFILES AND LEARNING OUTCOMES

The University's graduate profile states that, in general, the University's graduates will be confident and capable learners and practitioners; will have a thorough understanding of the relevant body of knowledge; will be skilled in communication, problem solving, critical analysis and relevant technologies; and will have the ability to work collaboratively, make informed decisions, make an immediate contribution, bring an ethical analysis to their practice, and shape their careers. There are also programme- and course-specific profiles and learning outcomes. The monitoring of the alignment of curriculum to graduate profiles continues.

#### UNIVERSITY ENHANCEMENT INITIATIVE 17

*Continue to improve consistency of practices with respect to monitoring the alignment of curriculum to graduate profiles and improve mechanisms for gaining feedback on programme goals and graduate outcomes.*

This is not a new initiative, but rather a commitment to monitor these issues and to improve practice.

The self-review portfolio reports that there are two key Faculty-level agencies involved in testing the achievement of learning outcomes. The Boards of Studies monitor programme developments and outcomes and receive annual reports which provide data and feedback on how the programme is achieving its goals and objectives. The Examination Boards monitor and approve the assessment results and monitor students' collective progress in meeting the learning outcomes of the papers and the programme in general.

The self-review portfolio does not give details as to the criteria used. The University's *Profile*, however, commits the University to working closely with industry, business and the professions to ensure that its curriculum is relevant and meets their needs, and to ensuring that a significant proportion of student learning takes place through practice, whether on work placement or through engagement with specialised practical environments in the University, so that learning experience is relevant. University and New Zealand Vice-Chancellors' Committee graduate destination survey data are used by the University to monitor graduate employment and further study; satisfyingly high percentages are being obtained.

The panel was told by stakeholders – most of whom were employers and members of Programme Advisory Committees – that programmes with work placement of various kinds ensured that graduates had an understanding of the application of theory in practice. In addition, employers still require graduates with good literacy and numeracy skills.

### 4.2 ASSESSMENT

In recognising that students have different learning styles, the University also recognises the need for students to demonstrate their learning in different assessment modes. The University's *Assessment Policy and Guidelines* set down principles, and the General Academic Regulations provide the overarching regulations for assessment, requiring assessment practices that take account of the context of the learning or nature of the academic programme. The panel was told

of processes of monitoring of assessment grades by Examinations Boards which identify any anomalies in grade profiles and lead to improvements. The self-review identified a number of enhancement initiatives.

UNIVERSITY ENHANCEMENT INITIATIVE 8

*Continue to enhance assessment-related processes with a view to:*

- *identifying more university-wide procedures,*
- *ensuring the necessary administrative support (Administrative and Registry Information On-line [ARION]) for implementation of enhanced academic processes.*

UNIVERSITY ENHANCEMENT INITIATIVE 18

*Continue with improvement in assessment practices within programmes to ensure that they enhance student learning and develop students' capabilities in the most effective manner.*

UNIVERSITY ENHANCEMENT INITIATIVE 19

*Improve consistency of internal and external moderation processes and feedback across the University's programmes.*

These initiatives are commitments by the University to maintain and enhance its monitoring of assessment through existing processes, **and the panel supports** this ongoing activity.

### 4.3 BENCHMARKING

The University is aware of the need to benchmark its learning and teaching activities, and the self-review portfolio provides examples – data from surveys and annual monitoring activities related to academic programme delivery; student assessment and programme review; the use of external moderators and examiners; reporting of performance against learning and teaching objectives; human resources and Library benchmarking with universities in Australasia; successful professional accreditation exercises; awards and recognition of student achievements; appointment of staff from overseas and the experience of staff while on overseas sabbaticals or exchanges. The University intends to enhance those activities.

UNIVERSITY ENHANCEMENT INITIATIVE 20

*Enhance all benchmarking activities and identify new benchmarking relationships and opportunities.*

The panel **supports** the development of strong and meaningful benchmarking relationships with appropriate institutions, perhaps building on existing relationships with universities of technology and other 'new' universities and universities in transition, both in Australia and further afield. The panel was made aware of quantitative benchmarking used in some service areas, but not academic areas. It was not clear to the panel how data and documentation gained from these exercises are or will be used.

### RECOMMENDATION

**R 11 The panel recommends that in progressing Enhancement Initiative 20 regarding improving benchmarking activities in learning and teaching, the University builds meaningful benchmarking relationships and develops robust mechanisms that will ensure the application of knowledge gained from the benchmarking exercises to the enhancement of learning and teaching.**

## **ACKNOWLEDGEMENTS**

The panel thanks the Vice-Chancellor, Derek McCormack, and the Pro Vice-Chancellor (Learning and Teaching), Professor Rob Allen, for their commitment to the academic audit process, and appreciates the University's warm welcome to the audit panel. Our thanks also to Dr Patsy Paxton, Academic Director, as well as those who contributed to the University's self-review and compilation of the self-review portfolio and who were associated with the organisation of the Audit Visit. The panel is grateful for the openness and frankness of those who gave of their time to appear before the panel.

## **AUDIT PANEL**

### ***Chair of the Panel***

Associate Professor Elizabeth McKinley, Faculty of Education, University of Auckland

### ***New Zealand academic member of the Panel***

Professor Shirley Leitch, Waikato Management School, University of Waikato (now Dean of Commerce, University of Wollongong, Australia)

### ***Former New Zealand academic member of the Panel***

Emeritus Professor John Gavin, Executive Director, New Zealand Cancer Control Trust, Auckland.

### ***Non-academic member of the Panel***

Philip Keeling, General Manager, Advanced Business Education Limited, Christchurch

### ***Overseas member of the Panel***

Professor Barbara van Ernst AM, Deputy Vice-Chancellor (Learning and Teaching), Pro Vice-Chancellor (Community Engagement), Swinburne University of Technology, Australia.

### ***In attendance:***

John M. Jennings, Director, New Zealand Universities Academic Audit Unit



## APPENDIX 1

# AUCKLAND UNIVERSITY OF TECHNOLOGY

The Auckland University of Technology acquired university status on 1 January 2000. The University is founded on a tradition of 105 years of technical education which began with the opening of the Auckland Technical School in 1895. It was re-named the Auckland Technical College in 1906 and then from 1912 the Seddon Memorial Technical College. In 1960 the secondary and tertiary functions were separated and in 1963 the polytechnic became known as the Auckland Technical Institute, forming one of New Zealand's first polytechnics. In 1989 the Institute's name was changed to the Auckland Institute of Technology by which time it had grown to become the largest of New Zealand's 25 polytechnics. In the period since inauguration as university, it has seen dramatic change but retains certain of its traditional values – particularly in relation to its students and its commitment to industry, commerce and the professions – while developing a distinctive flavour as a modern university.

The University is located on three campuses – Wellesley Campus in the centre of Auckland, the Akoranga Campus on the North Shore, and the AUT Technology Park at Penrose. There are also smaller sites dedicated to specialist activity such as programmes at the Mangere Refugee Centre and the Manukau Family Literacy Project. The University has five faculties:

- Faculty of Design and Creative Technologies
- Faculty of Business
- Faculty of Applied Humanities
- Te Ara Poutama
- Faculty of Health and Environmental Sciences.

<b>STUDENTS</b>		<b>STAFF</b>	
<i>Equivalent Full Time Students (EFT Students)</i>		<i>Equivalent Full Time Staff (EFT Staff)</i>	
<i>Domestic Ministry Funded</i>	11,505	<i>Academic staff</i>	901
<i>International</i>	3,308	<i>Administrative staff</i>	242
<i>Other</i>	670		1,143
<i>Total</i>	15,483	<i>Central Administrative Staff</i>	630
		<i>Total FTE Staff</i>	1773
<i>Number of students</i>	22,659		
<i>Māori students as percentage of Domestic students</i>	9%	<i>Degrees, diplomas, certificates awarded</i>	6,400
<i>Pacific students as percentage of Domestic students</i>	9%		
<i>Percentage of total EFT Students enrolled in postgraduate degrees</i>		6 %	

Source: Self-review portfolio and *Annual report 2005*

## **APPENDIX 2**

# **NEW ZEALAND UNIVERSITIES ACADEMIC AUDIT UNIT**

### **TERMS OF REFERENCE**

- To consider and review the universities' mechanisms for monitoring and enhancing the ongoing academic quality of academic programmes, their delivery and their learning outcomes, and the extent to which the universities are achieving their stated aims and objectives in these areas.
- To comment on the extent to which procedures in place in individual universities are applied effectively.
- To comment on the extent to which procedures in place in individual universities reflect good practice in maintaining quality.
- To identify and commend to universities national and international good practice in regard to academic quality assurance and quality enhancement.
- To assist the university sector to improve its educational quality.
- To advise the New Zealand Vice-Chancellors' Committee on quality assurance matters.
- To carry out such contract work as is compatible with its audit role.

The Unit acts as a fully independent body in the conduct of its audit activities.

### **VISION**

- To have contributed to the achievement of quality, quality enhancement and excellence in New Zealand universities as measured by the improved quality of their scholarly activities and outcomes – namely, research, teaching, learning and community service provided by their graduates and staff to the measurable benefit of people and societies both inside and outside of New Zealand.

### **OBJECTIVE WITH RESPECT TO ACADEMIC AUDITS CONDUCTED DURING THE PERIOD 2003-2006**

- To have successfully administered audits of all New Zealand universities and to have produced audit reports which are acknowledged as being authoritative, rigorous, fair and perceptive and which are acknowledged by the universities as being of assistance to them in improving their own programmes of continuous improvement of quality and added value.



## APPENDIX 3

### CYCLE 3 FOCUS

#### GENERAL

With respect to teaching quality, programme delivery, and the achievement of learning outcomes, how does the institution ensure:

- the effective involvement of students, staff and other communities of interest in the review and improvement of plans, strategies, regulations, policies and guidelines?
- the effective implementation of institutional, college, division, Faculty and School plans, strategies, regulations, policies and guidelines?
- the taking into account of the principles of the Treaty of Waitangi?
- appropriate lines of responsibility and allocation of resources to planning and monitoring?

#### TEACHING QUALITY

##### *Assignment of staff*

How does the institution ensure:

- the most appropriate and effective assignment of staff to teaching in programmes at various levels?
- the appropriate balance of staff time in teaching, research, administration, consulting and community activities?

##### *Development of teaching competence*

How does the institution ensure:

- effective development of individual teachers through activities that characterise, recognise, enhance and reward teaching quality?
- effective support for staff to review teaching practices and to develop appropriate skills and expertise and to explore and apply a range of flexible and innovative learning methodologies including e-learning?

##### *Evaluation of teaching*

How does the institution ensure:

- effective evaluation of the quality of teaching?
- the appropriate support and advice for those (both students and staff) involved in the evaluation of the quality of teaching?

##### *Feedback*

How does the institution ensure:

- effective feedback to teachers and students?
- effective application of feedback into the enhancement of teaching?

## **PROGRAMME DELIVERY**

### *Context*

How does the institution ensure:

- effective understanding by staff of regulations, policies and guidelines related to teaching, assessment and workload?
- effective understanding by students of course and assessment requirements, learning opportunities, study skills support and access to facilities and resources?

### *Design*

How does the institution ensure:

- effective design of the teaching of courses to use ways most appropriate for the discipline, levels of courses, learning outcomes, student preparation and student learning styles?
- effective use of an appropriate range of teaching methods that incorporate flexible and innovative learning methodologies including e-learning?
- effective realisation of links between research and teaching?
- effective provision and use of facilities and services in support of student learning?

### *Evaluation*

How does the institution ensure:

- effective evaluation of the quality of the learning environment?
- the most appropriate support and advice for those involved in the evaluation of the quality of the learning environment?

### *Feedback*

How does the institution ensure:

- effective feedback to teachers and students?
- effective application of feedback into the enhancement of the learning environment?

## **THE ACHIEVEMENT OF LEARNING OUTCOMES**

How does the institution ensure:

- the alignment of learning outcomes in programmes and courses with the institution's goals and objectives for teaching and learning?
- the application of appropriate and effective assessment practices in testing the achievement of learning outcomes?
- the excellence of scholarly standards of achievement?
- effective benchmarking of standards nationally and internationally?