Report of the 2023 Academic Audit of Massey University Te Kunenga ki Pūrehuroa
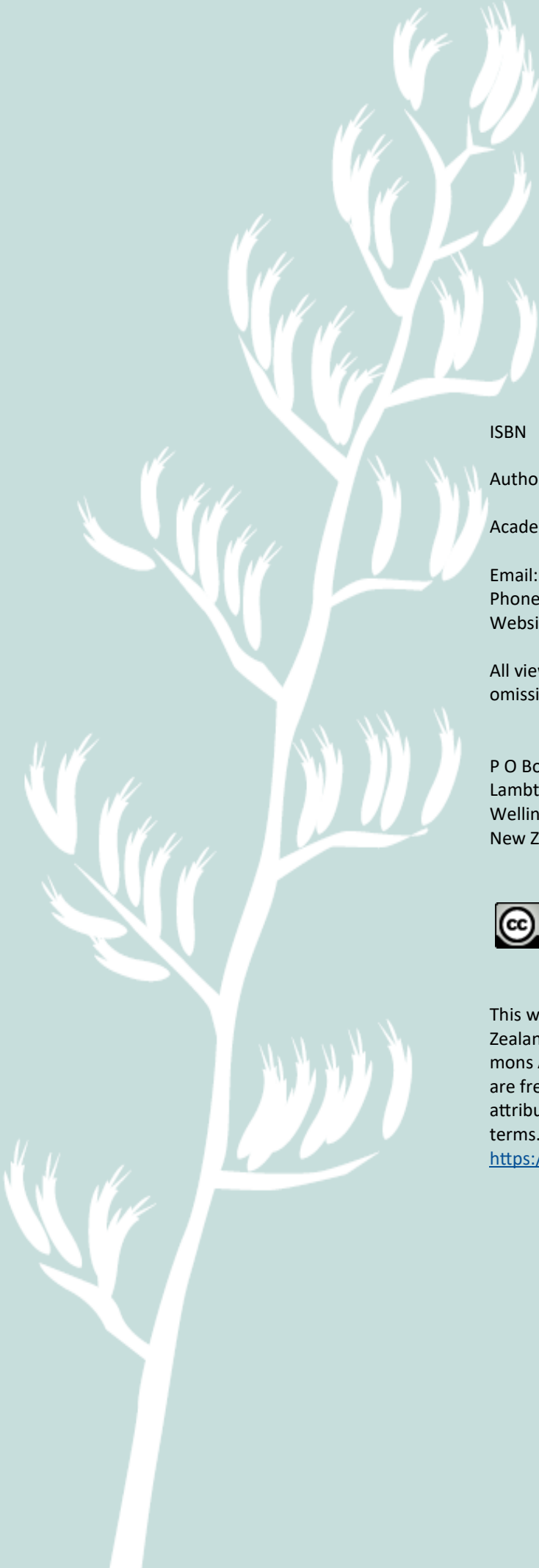
Cycle 6 academic audit undertaken by the Academic Quality Agency for New Zealand Universities

June 2023

Te Pokapū Kounga Mātauranga mō ngā Whare Wānanga o Aotearoa

AQA | Academic **Quality**Agency
For New Zealand Universities

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He Whakarāpopototanga

He wāhanga ngā arotake ā-kura wānanga o ngā whakaritenga whakaū i te kounga mō ngā whare wānanga i Aotearoa. Koinei anake te hātepe ā-waho hei whakaū i te kounga ka whai i tētahi tirohanga whārahi ki tā tētahi whare wānanga whakaako, ako, tautoko mā ngā tauira me ngā hua ki ngā tauira. He mea pīkau ngā arotaketanga e tētahi paewhiri aropā. Ka whai wāhi ko ngā pūkenga mātāmua, ngā pūkenga hautū rānei i Aotearoa, he mema paewhiri Māori, ā, mēnā e taea ana, he uri nō Te Moana-nui-a-Kiwa, tētahi mema paewhiri ā-ao me tētahi tauira, ihuputa rānei.

E whai wāhi ana ngā Whare Wānanga i Aotearoa ki te huringa tuaono o ngā arotake ā-kura wānanga. He arotake hiato te Huringa 6, e rua ngā wāhanga. I te wāhanga tuatahi, i 2017 ki 2020, i whai wāhi ngā whare wānanga ki tētahi kaupapa whakangako i aro nei ki te tomonga, ki ngā hua me ngā arawātea mō ngā tauira Māori me ērā nō Te Moana-nui-a-Kiwa. E wātea ana ētahi whakamārama atu anō ki te pae tukutuku kaupapa whakangako.

Ko te wāhanga tuarua o Huringa 6 he arotaketanga e ai ki tētahi angamahi o ngā tauākī aratohu e 30. Ka whai wāhi ngā whare wānanga ki te arotake i a rātou anō e ai ki te angamahi arotake, ka tāpae ai i tētahi pūrongo arotake i a ia anō me tētahi kāhua e kī ana i ngā taunakitanga. E wātea ana ētahi anō whakamāramatanga e pā ana ki ngā arotake ā-kura wānanga, tae ana ki ngā pūrongo arotake o mua, ki te pae tukutuku AQA.[1]

I tukua e Massey University Te Kunenga ki Pūrehuroa tāna kāhua arotake i a ia anō i te 31 o Ōketopa 2022, ā, i tukua ētahi kōrero atu anō i runga i te tono a te Paewhiri i te 2 o Pēpuere 2023, i te toronga ā-tinana atu anō hoki. E ai ki te Paewhiri, i pai te raupapatanga o te arotakenga, waihoki, i ngāwari te pānui. E rua ngā hui (ā-ipurangi) a te Paewhiri i mua i tā rātou toro ā-tinana atu i te Whare Wānanga i te 6-8 o Maehe 2023. I te wā o taua torohanga e 23 ngā uiuinga a te Paewhiri, ā, i hui hoki ki ngā kaimahi e 74 me ngā tauira e 41. He mea tautoko e ngā kōrero nō ngā uiuinga ngā kōrero kei te kāhua arotake i a ia anō. Whakamahia ai e te Paewhiri ngā puna e rua i roto i āna whakatau.

I tū te Huringa 6 Arotake ā-Kura Wānanga o Massey University Te Kunenga ki Pūrehuroa i te horopaki o ngā pānga mauroa o te mate urutā, o KOWHEORI-19. Ko ētahi atu āhuatanga ā-horopaki e hāngai ana ki tēnei arotakenga ko te whīwhiwhi o te Whare Wānanga, e toru ngā whare me tētahi kāhui nui o ngā tauira e ako ana i tawhiti/mā te ipurangi, arā hoki te kanorautanga o te hunga tauira. He wāhanga hirahira te wheako ako ā-ipurangi o te Whare Wānanga i mua mai o te KOWHEORI, ā, i hirahira hoki te whakaako ki tāna urupare whai hua ki te mate urutā. Me te aha, e mau tonu ana ngā akoranga ki te Whare Wānanga mai i taua wheako.

I roto i te arotakenga, i mārama kehokeho te wawata a te Whare Wānanga kia tū hei whare wānanga e aratakina ana e Te Tiriti o Waitangi. Waihoki, kua mihia e te Paewhiri ngā ara e tautoko ana te Whare Wānanga, ā, e whakatinana ana hoki i ēnei wawata. Kua mihi hoki te Paewhiri i tētahi kaupapa ā-whare wānanga whānui ki te whakapai ake i te angitutanga o ngā tauira (Pūrehuroatanga). E kōrero ana tēnei kaupapa mō ngā wero o te whakarite ara ki te whare wānanga mō te huinga tauira. Ka whāngai hoki tēnei kaupapa i tētahi rautaki e noho ai te tauira ki te iho.

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[1] www.aqa.ac.nz

Kāore te Whare Wānanga i āta tohu i ētahi kaupapa whakapaipai motuhake i tāna arotakenga, me te aha, i whāngai tēnei i ētahi o ā te Paewhiri whakatūturutanga. Heoi anō, ko tētahi whakatūturutanga ko te whakamana i ngā whakaritenga a te Whare Wānanga ki te aroturuki i ngā kokenga urupare ki ngā tautohutanga kei tēnei pūrongo arotake. E whakaaro ana te Paewhiri e hāngai tonu ana ētahi tautohutanga kāore i whakatikaina i te arotakenga o mua.

Ka aro te wāhanga tuatahi (A) o te angamahi arotakenga ki te ārahitanga me te whakahaeretanga o ngā mahi whakaako, te ako, me te kounga ā-kura wānanga. E ai ki te Paewhiri, he arorau te angamahi whakamahere a teWhare Wānanga, he kaha hoki ōna i ngā pūnaha kura wānanaga, raraunga tauira anō hoki ki te tautoko i ngā whakatau me te whakapai ake i ngā mahi. I taea ngā mahi tautoko rangatōpū te hono pai ake ki ngā aronga tōmua me te whakamahere mō te whakaako me te ako. Ka arotakengia ngā āhuatanga whakaū i te arotakengia o ngā kaupapahere i te wā tika. Me arotake hoki te kitea me te mōhio ki ngā tūraru kura wānanga, me whakapakari anō hoki ērā. E rere kē ana ngā mahi koke ki tētahi rautaki mahi tahi ki ngā tauira, ā, ko te whakaaro o te Paewhiri, he whanaketanga pai tēnei.

Ka aromatawaihia anō hoki ngā kokenga i te kaupapa whakapaipai i tēnei wāhanga tuatahi o te angamahi arotakenga. Kua whakamihi te Paewhiri i tā ngā kaupapa whakapaipai whāngai i ngā kaupapa e tū kē ana, tae ana ki Pūrehuroatanga. E kīia ana he whanaketanga pai ngā panonitanga ā-raupapa me te whakatūnga o ngā tūranga motuhake.

Ko te wāhanga tuarua o te angamahi arotakenga - Te hurihanga ora, te tautoko me te oranga o te tauira- tētahi o ngā wāhanga kaha o te Whare Wānanga. Ko te nuinga o ngā mahi a te Whare Wānanga i konei, i wāhanga (B) kua whakairohia e te Pūrehuroatanga i runga i tētahi whakatau ā-raupapa kia noho ai te tohu ā-kura wānanga ki te iho, ā, kia whai awenga anō hoki. E harikoa ana te Paewhiri ki te kite i te whakatikahanga o ngā māharahara e pā ana ki ngā tohu ā-kura wānanga i tuhia i te arotakenga o mua. E ohorere pai ana hoki ia i te whakangungutanga me te tauira whakawhanake, waihoki te ngaiotanga o te tohu ā-kura wānanga. E whakamihi hoki ana i te whakapakaritanga o te raukaha me te āheitanga. Kua whakaterea kētia ētahi mahi hei tautoko tonu atu i te oranga o ngā tauira. E whakatūturu ana te Paewhiri i tēnei me ētahi atu mahi i tētahi kaupapa amuamu. E tautohu ana ia me whai wāhi te Whare Wānanga ki ngā tauira kia tōmua i te kaupapa amuamu. Ka kitea hoki he ara wātea ki te whakamārama ake i ngā hononga i waenganui i te tikanga me ngā hātepe whakatau ōkawa, ōpaki anō hoki.

Hei whakaatu i te kanorau o tōna huinga tauira, ka aro nui te Whare Wānanga ki te whakaūnga o ngā toronga kia manarite ai, ā, kia whakaaro nui ai ngā hātepe. Heoi anō, e tautohu ana te Paewhiri kia arotakengia e te Whare Wānanga ngā toronga ki ngā Ratonga Whaikaha. Me tino pērā mō ngā tauira Māori me ērā hoki nō Te Moananui-a-Kiwa. E tautohu hoki ana ia me arotake te Whare Wānanga i te wātea, te ara tuku me te whai hua o ngā tautoko ā-hinengaro, ā-pāpori anō hoki mā ngā tauira me te ara whakauru i tēnei ki te marautanga.

E kitea ana hoki te pānga o Pūrehuroatanga i te wāhanga tuatoru (C) o te angamahi arotakenga e titiro ana ki te marautanga, te aromatawai, me te ara tuku. Ko ngā raraunga i whakaarahia hei tirotiro i te angitutanga o ngā tauira ka whakamahia hei whāngai i ngā panonitanga ki te marautanga, ngā kōhi me ngā hōtake. Kua whakamihi te Paewhiri i tēnei hei tauira o te mahi tūtika.

E whakatūturu ana te Paewhiri i ngā whakaritenga ki te arotake i ngā kaupapahere me ngā hātepe arotake tohu, te whakawhanake i tētahi kaupapahere aromatawai, te whakawhanake anō i tētahi kaupapahere pono ā-kura wānanga me ngā hātepe, waihoki te whakapiki i te nui o ngā aromatawai i Te Reo Māori. Ko tētahi tautohutanga Huringa 5 kia whakawhanake te Whare Wānanga i tētahi kāhua ihuputa ā-whare, e meaana kāore anō i tutuki, ahakoa kua tōia tēnei mahi kia aronga tōmua ai. E tautohu ana te Paewhiri kia nonoi tēnei mahi. Kei te tautohu hoki kia whakaurua ngā kupu ārahi mō te marautanga paerewa ki ngā mahi a te Whare Wānanga i āna kaupapahere aromatawai, ā, kia noho hāngai tonu tētahi tautohunga paerewa i te pūrongo arotakenga kura wānanga Huringa 5.

Ka arotake te wāhanga tuawhā (D) o te angamahi arotakenga i te Kounga Whakaako, ā, ka whai wāhi ko te kimi kaimahi, te whakatau, te whakawhanake me te āhukahuka. E tautohu ana te Paewhiri kia whakawhanake te Whare Wānanga i tētahi rautaki whakawhanake ohumahi hei tautoko i āna wawata kia aratakina ai ia e Te Tiriti o Waitangi. E mārama ana te Paewhiri he wero ngā nama kaimahi Māori, me ērā nō Te Moananui-a-Kiwa i ngā whare wānanga katoa o Aotearoa. E ai ki a ia, ko te kaupapa Kaiārahi Tiriti ki te whakapiki i te raukaha, he kaupapa muramura. E whakatūturu ana te Paewhiri i te whāinga a te Whare Wānanga ki te whakawhanake i tētahi Mahere Kimi Kaimahi nō Te Moananui-a-Kiwa.

E tautohu ana te Paewhiri kia arotake te Whare Wānanga i ngā hātepe me ngā mahi whakatau hei whakaū i te pai me te hāngai puta noa i te Whare Wānanga. I whakamīharo atu ia ki te pai o te Angamahi Advance HE e whai āhukahuka ai ngā kaimahi ki ō rātou raukaha whakaako, engari e tautohu ana ia kia whakatūngia tētahi angamahi whānui ake mō ngā kawatau whakaako i ngā taumata rerekē. Kia whānui ake, e tautohu ana te Paewhiri kia whakawhanake te Whare Wānanga i tētahi angamahi hei whakaū i te kounga o ngā mahi whakaako ā-kura wānanga.

Ka aro te wāhanga whakamutunga (E) o te angamahi arotakenga ki ngā tauira rangahau tohu paerunga. Ka tautokona paitia ngā tauira rangahau Tākuta e ngā ratonga puta noa i te Whare Wānanga. Ka uru mai ki tēnei ko tētahi tauira whakamanatanga mō ngā kaihōmiromiro tākutatanga, e whakaaro nei te Paewhiri he tauira pai anō tēnei o ngā mahi tūtika. Heoi anō, kāore i pērā rawa te mārama mō ngā tauira Paerua, ā, e tautohu ana te Paewhiri me tiro anō e te Whare Wānanga tētahi tautohunga nō te Huringa 5 kia arotakengia e te Whare Wānanga te whakahaeretanga o ngā rangahau kei raro iho i te tākutatanga. E piri ana ki tēnei ko tā te Paewhiri tautohu kia arotake te Whare Wānanga i āna hātepe me ngā tautoko ki ngā tauira hei whakawhiti atu ki ngā mahi ako tohu paerunga. Mēnā hoki ka taea te whakawātea ētahi rauemi ki ngā tauira rangahau Paerunga.

Ka tono hoki te angamahi arotakenga Kura Wānanga Huringa 6 kia huritao ngā whare wānanga i ō rātou takohanga i raro i Te Tiriti o Waitangi, te whirinakitanga o ngā rangahau me ngā whakaako a te whare wānanga, te tūranga o ngā whare wānanga hei ringa haehae, hei roro whakaaro anō hoki o te pāpori. Me āmio te aromatawai arotake i ngā tauira katoa, ngā ara tuku katoa me ngā kaimahi katoa ka pīkau, ka tautoko rānei i ngā mahi whakaako, hōmiromiro rānei. I kite te Paewhiri i ngā taunakitanga māramerake o ngā takohanga i raro i Te Tiriti o Waitangi e whakaatuhia ana i ngā rawa arotake i a ia anō me ngā hui. E hāngai ana te whirinakitanga o ngā rangahau me ngā mahi whakaako ki ngā kawatau mahi, me te aha, i koa te Paewhiri ki te kite i te akiakitia o ngā kaimahi, te tautokona hoki ki te whāngai i te tūranga o te whare wānanga hei ringa haehae, hei roro whakaaro o te pāpori. I te wāhi ki ngā āhuatanga hōkaitanga o te angamahi arotakenga, e whakaaro ana te Paewhiri e mārama ana te Whare Wānanga ki the kanorautanga o tōna huinga tauira me ō rātou hiahia. E

whakamihi ana hoki i te kanorautanga o tōna kāhua kaimahi, waihoki, e whai ana ki te whakapiki i te raukaha me te āheinga i ngā wāhanga matua, ā, ka āta aro ki ngā ara tuku.

Hui katoa, e whakaaro ana te Paewhiri, ko te ū a te Whare Wānanga ki te Huringa 6 angamahi arotakenga ā-kura wānanga hei whakaatu i ngā kaha i roto i ngā wāhanga huhua me ngā āputa i ētahi atu, tae ana ki te ruarua noa iho o ngā kāhua ihuputa, me ngā kawatau mārama o ngā mahi whakaako. E mahi kē ana te Whare Wānanga ki te whakatika i ēnei, ā, kia koke ēnei, e whakaaro ana te Paewhiri ka tutuki katoa i te Whare Wānanga ngā kawatau o te Angamahi Arotakenga Kura Wānanga Huringa 6. E tekau mā rima ngā whakamihi, e tekau ngā whakatūturutanga, ā, e tekau mā whitu ngā tautohutanga a te Paewhiri kua tukuna hei āwhina i te Whare Wānanga i a ia ka koke i tōna anō ahunga ā-rautaki.

Me tuku e te whare wānanga tētahi pūrongo whai ake hei te kotahi tau nō te whakaputanga o tēnei pūrongo nei. Me kōrero te pūrongo whai ake mō ngā kokenga o ngā whakatūturutanga me ngā tūtohutanga. Kia whakaaetia e te Poari AQA, me whakawātea tūmatanui atu te pūrongo whai ake.

Executive summary

Academic audits are part of the external quality assurance arrangements for universities in Aotearoa New Zealand. They are the only external quality assurance process that takes a whole-of-institution view of a university's teaching, learning, student support and student outcomes. Audits are undertaken by a panel of peers comprising senior academics or academic managers in Aotearoa New Zealand, a Māori panel member, a Pacific panel member (where possible), an international panel member and a student or recent graduate.

Universities in Aotearoa New Zealand are currently engaged in their sixth cycle of academic audit. Cycle 6 is a composite audit with two main phases. In the first phase, from 2017 to 2020, universities engaged in an enhancement theme focusing on access, outcomes and opportunities for Māori students and for Pacific students. Further information is available on the enhancement themes website.[2] The second phase of Cycle 6 is an audit against a framework of 30 guideline statements. Universities undertake a self-assessment against the audit framework and present a self-review report and portfolio of supporting evidence. Further information about academic audits, including previous audit reports, is available on the AQA website.[3]

Massey University Te Kunenga ki Pūrehuroa submitted its self-review portfolio on 31 October 2022 and provided further information requested by the Panel on 2 February 2023 and at the site visit. The Panel found the self-review to be well-structured and easy to navigate. The Panel met twice (online) before undertaking an in-person site visit to the University from 6-8 March 2023. During the site visit, the Panel held 25 interview sessions and met with 61 members of staff and 28 students. Information gained through the interviews supplements that contained in the self-review portfolio and the Panel draws on both sources to reach its findings.

The Cycle 6 Academic Audit of Massey University Te Kunenga ki Pūrehuroa took place in the context of the ongoing effects of the COVID-19 pandemic. Other contextual factors relevant to this audit are the relative complexity of the University—with three campuses, a large distance/on-line cohort of learners and the diversity of the student body. The University's pre-COVID experience of on-line learning and teaching was an important contributor to its effective response to the pandemic and the University continues to learn from the experience.

The University's aspirations to be a Te Tiriti o Waitangi-led university were apparent throughout the audit and the Panel has commended the ways in which the University is supporting and giving effect to these aspirations. The Panel has also commended a further whole-of-university initiative to improve student success (Pūrehuroatanga). This initiative recognises the challenges of providing access to university education for a student body and contributes to a student-centric approach.

The University did not identify specific enhancement initiatives in its self-review, and this has contributed to the Panel making relatively few affirmations. One affirmation, however, is endorsement of the University's plans to monitor progress on response to recommendations made

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[2] https://www.enhanceunz.com/
[3] www.aqa.ac.nz

in this audit report. The Panel considers that some recommendations from the previous audit that had not been addressed remain relevant.

The first section (A) of the audit framework is concerned with leadership and management of teaching and learning, and academic quality. The Panel finds the University has a coherent planning framework and strengths in academic and student data systems to support decision-making and practice improvements. Corporate support functions could be better connected to priorities and planning for teaching and learning. Mechanisms for ensuring that policies are reviewed on schedule, and visibility and awareness of academic risks should also be strengthened. Work on moving towards a partnership approach with students is in progress and the Panel sees this as a positive development.

Progress on the enhancement theme is also assessed in this section. The Panel commends how enhancement theme initiatives have contributed to ongoing initiatives, in particular Pūrehuroatanga. Structural changes and the establishment of dedicated roles are also seen as positive developments.

The second section of the audit framework—student life cycle, support and wellbeing—is an area of strength for the University. Much of the University's work in this section (B) is shaped by Pūrehuroatanga, with a structural decision to centralise academic advising also having an influence. The Panel is pleased to see how concerns about academic advising (noted in the previous audit) have been resolved. It is also impressed with the training and development model and the professionalisation of academic advising. The building of capacity and capability to support student wellbeing is also commended. Further work on student wellbeing is underway. The Panel affirms this and other work on a complaints project. It recommends the University engage with students early in the complaints project and sees an opportunity to clarify relationships between Tikanga, formal and informal resolution processes.

Reflecting its diverse student body, the University pays attention to ensuring access is equitable and processes are enabling. However, the Panel recommends the University review access to Accessibility Services, especially for Māori students and Pacific students. It also recommends the University review the availability, delivery and effectiveness of psycho-social support for students and how this might be incorporated in the curriculum.

The impact of Pūrehuroatanga is also evident in the third section (C) of the audit framework which examines curriculum, assessment and delivery. Data generated to examine student success are used to inform changes to curricula, courses and programmes. The Panel commends this as an example of good practice.

The Panel affirms plans to review qualification review policies and procedures, develop an assessment policy, redevelop academic integrity policy and procedures, and increase assessment in Te Reo Māori. A Cycle 5 recommendation that the University develop an institutional graduate profile had not been completed, although priority has now been given to this work. The Panel recommends this work be progressed with urgency. It also recommends that guidance on benchmarking curricula be included in the University's work on its assessment policy and that a recommendation on benchmarking in the Cycle 5 academic audit report remains relevant.

The fourth section for the audit framework (D) examines Teaching Quality and includes staff recruitment, induction, development and recognition. The Panel recommends the University develop a workforce development strategy to support its aspirations to be Te Tiriti o Waitangi-led. The Panel appreciates that growing the numbers of Māori staff and Pacific staff is a challenge for all universities in Aotearoa New Zealand. It considers the Kaiārahi Tiriti initiative to build capability to be promising. The Panel also affirms the University's intent to develop a Pacific Staff Recruitment Plan.

The Panel recommends the University review induction processes and practices to ensure these are coherent and appropriate across the institution. It was impressed with the use of the Advance HE Framework to allow staff to gain recognition of their teaching competencies but recommends that a comprehensive framework of teaching expectations at different levels be established. More broadly, the Panel recommends the University develop a framework to ensure academic quality of teaching.

The final section (E) of the audit framework focuses on postgraduate research students. Doctoral research students are well supported by services across the University. This includes an accreditation model for doctoral supervisors, which the Panel considers to be a further example of good practice. However, the situation is less clear for research Master's students and the Panel recommends the University revisit a recommendation from Cycle 5 that the University review the management of sub-doctoral research. Associated with this, the Panel recommends the University review its processes and support for students to transition into postgraduate study and whether resources for doctoral students could also be made available to research Master's students.

The Cycle 6 Academic audit framework also asks universities to reflect on their obligations under Te Tiriti o Waitangi, the interdependence of university research and teaching, and universities' role as critic and conscience of society. The self-review assessment should encompass all students, all delivery and all staff who undertake or support teaching or supervision. The Panel saw clear evidence of obligations under Te Tiriti o Waitangi being reflected in the self-review materials and in meetings. The interdependence of research and teaching conforms to expected practice and the Panel was pleased to see staff being encouraged and supported to contribute to the university's role of critic and conscience of society. With respect to the scope components of the audit framework, the Panel considers the University understands the diversity of its student body and their needs, appreciates diversity in its staffing profile, is taking steps to build capacity and capability in key areas and pays careful attention to delivery modes.

Overall, the Panel considers the University's conformity with the Cycle 6 academic audit framework to show strength in several areas but gaps in others, specifically the lack of a graduate profile and clear expectations of teaching practice. The University has work underway in both areas and, once this is progressed, the Panel considers the University will meet the expectations of the Cycle 6 Academic Audit Framework. The Panel has made fifteen commendations, ten affirmations and seventeen recommendations that support and encourage good practices and are intended to assist the University as it progresses its own strategic direction.

The University should provide a follow-up report one year after the release of this report. The follow-up report should address progress on both affirmations and recommendations. Once it has been accepted by the AQA Board, the follow-up report should be made publicly available.

Contents

List of key terms and acronyms

AMSP	Ākonga Māori Success Plan
AQA	Academic Quality Agency for New Zealand Universities – Te Pokapū Kounga mō ngā Whare Wānanga o Aotearoa
AR	Annual Report
the Code	Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021
CUAP	Universities New Zealand Committee on University Academic Programmes
DAP	Disability Action Plan
DISI	Digital Innovation Strategic Initiative
DRC	Doctoral Research Committee
DVC	Deputy Vice-Chancellor
DESS	Data Enabled Student Success
EFTS	Equivalent Full-Time Student(s)
EPI	Educational Performance Indicator
FE	Further evidence provided by the University
FTE	Full-time Equivalent (staff)
GRS	Graduate Research School
KD	Key document (forms part of the University's Self-review Portfolio)
KPI	Key Performance Indicator
OPSS	Office of Pacific Student Success
Paerangi	The University's learning and teaching strategy
Panel	the Academic Audit Panel engaged by AQA to conduct the 2023 audit of Massey University Te Kunenga ki Pūrehuroa
PLSP	Pacific Learner Success Plan
Pūrehuroatanga	a whole-of-university initiative to improve student success
SD	Supporting document (forms part of the University's Self-review Portfolio)
SES	Student Experience Survey
SLT	Senior Leadership Team
SMS	Student Management System
SRR	Self-review report
SRP	Self-review portfolio
Stream	the University's learning management system
TEC	Tertiary Education Commission
WIL	Work-integrated learning

Introduction

Academic audits for universities in Aotearoa New Zealand are managed by the Academic Quality Agency for New Zealand Universities – Te Pokapū Kounga Mātauranga mō ngā Whare Wānanga o Aotearoa (AQA). AQA is an operationally independent external quality assurance agency that is recognised as being fully aligned with the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) Guidelines of Good Practice (GGP).[4] Further information about AQA can be found in Appendix 1 and on the AQA website.[5]

The sixth cycle of academic audits for universities in Aotearoa New Zealand is a composite cycle with two main phases. In phase one, from 2017 to 2020, universities engaged collectively in an enhancement theme with the title "Access, outcomes and opportunities for Māori students and for Pacific students".[6] The start of phase two was deferred by twelve months in response to the COVID-19 pandemic.

Phase two is an academic audit utilising an audit framework of 30 guideline statements in five sections: (1) Leadership and management of teaching and learning and academic quality; (2) Student life cycle, support and wellbeing; (3) Curriculum, assessment and delivery; (4) Teaching quality; and (5) Supervision of postgraduate research students. The audit framework has three underpinning components—Te Tiriti o Waitangi obligations; interdependence of university research and teaching; universities' role as critic and conscience of society—that should be reflected in a self-review portfolio and audit report. The scope of the audit framework extends to all students, all delivery and all staff who undertake or support teaching or supervision.

The Cycle 6 audit framework was co-developed with universities and confirmed following consultation in 2018.[7] The objectives of the audit framework are:
1. to provide a set of guideline statements that a university will gain value from evaluating itself against and from the assessment made by the audit panel, leading to enhancement; and
2. to provide assurance of the quality of New Zealand universities.

The guideline statements set out expectations of outcomes and standards that a university of good international standing would be expected to demonstrate. They are not fixed, minimum, standards but are relative and dynamic.

Audits are undertaken by a panel of peers comprising senior academics or academic managers in Aotearoa New Zealand, a Māori panel member, a Pacific panel member (where possible), an international panel member and a student or recent graduate. The AQA Board appoints the Panel for each university.

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[4] https://www.inqaahe.org/ggp-aligned-agencies. (Accessed 23 February 2022).
[5] www.aqa.ac.nz
[6] https://www.enhanceunz.com/ (Accessed 4 August 2022).
[7] For a summary of the development of Cycle 6, see Matear, S.M. (2018), "Evolving Quality", 10th Higher Education Conference on Innovation and developments in Teaching and Learning Quality Assurance; 20 – 22 November 2018; Macao Polytechnic Institute, Macao, China. Available at https://www.aqa.ac.nz/node/340. (Accessed 5 August 2022).

Massey University Te Kunenga ki Pūrehuroa (Massey or the University) submitted its self-review portfolio (SRP) on 31 October 2022. The self-review report (SRR) was both in hard copy and loaded onto an AQA OneDrive site. Key documents were also provided in hard copy and online. Supporting documents were provided electronically only. The University also provided logins for Panel members (see p. 50) to access internal university materials. This worked well for the most part and the University was responsive to any issues with access.

Following its first meeting, the Panel requested further evidence from the University. Most of this was provided by 2 February 2023 with additional material provided at the site visit. The Panel found the Self-review Report (SRR) and supporting portfolio to be well-structured and easy to navigate. The Panel appreciates the open and transparent way the University has engaged with Cycle 6 Academic Audit.

Once the University had uploaded its self-review portfolio to AQA, University access to OneDrive was removed and the Panel was given access. A separate OneDrive site for shared planning between AQA and the University was created. The Panel held two online meetings (28 November and 2 December 2022 and 28 February 2023) before the site visit to the University from 6-8 March 2023.

The site visit was held at the University's Manawatū campus. During the site visit the Panel held 25 interview sessions and met with 61 members of staff and 28 students. Most interviews were held in person and the Panel appreciates the efforts made by the University and interviewees who travelled to meet with the Panel. Thirty-five interviewees also participated via Zoom. All interviewees were prepared to engage constructively and candidly with the Panel and to provide helpful insights to the audit areas.

About the University

Massey University Te Kunenga ki Pūrehuroa was established as an agricultural college in 1927 and became a university in 1964.[8] In 2023 the University operates across three campuses in Palmerston North (Manawatū), Wellington (Pukeahu) and Auckland (Albany), plus a substantial 'virtual campus' for distance and online students. Distance students overtook internal students as the larger cohort in 2020 and in 2021 were 56% of all students by headcount and 45% of EFTS.[9]

The University's te reo Māori name—Te Kunenga ki Pūrehuroa—can be translated as "from inception to infinity".[10] This name was gifted to the University in 1997 by Mātauranga Māori expert, and senior lecturer in Te Uru Māraurau (Te Kupenga o Te Mātauranga), Kahu Stirling.[11] The name is used by the University to express the potential and possibilities that can be realised through education and is referenced in the whole-of-university initiative to improve student success—Pūrehuroatanga.[12]

Massey University Te Kunenga ki Pūrehuroa set out an aspiration to become a Te Tiriti o Waitangi-led university in 2018. This commitment is a central component of the University's strategic plans

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[8] SRR, p. 15.
[9] KD 22 (AR21).
[10] KD 1.
[11] AR 21, p. 2.
[12] KD 16.

(2018-2022 and 2022-2027) and frames other strategies.[13] The Panel learned that the planned Te Tiriti o Waitangi Charter would now be developed as a Te Tiriti o Waitangi policy. This policy will provide direction for the University and will inform and help give effect to other plans and policies and provide direction and clarity in embedding this aspiration. The Panel was conscious of the University's aspirations to be a Te Tiriti o Waitangi-led university and the need to build capacity and capability to progress this journey and invest in a different way to respond to this imperative (Section D).

The SRR refers to a specific strategy for the University's contribution to Māori development, a policy to support increased use, promotion and visibility of te reo Māori, establishment of specific roles, professional development and capability building, the new Te Rau Karamu Marae on the Pukeahu campus, and ways of working; all of which support and help give effect to the University's aspiration to be Te Tiriti o Waitangi-led.[14] The Panel saw evidence of Te Tiriti o Waitangi responsibilities coming through in the audit portfolio and recognises the investment and holistic University-wide approach that has contributed to this.

> **Commendation:** *The Panel **commends** the University for the ways in which it is supporting and giving effect to its aspiration to be a Te Tiriti o Waitangi-led university.*

The provisions of Te Tiriti o Waitangi are expected to be demonstrated through the University's research and teaching.[15] The University Strategy 2022-2027 includes priorities for meeting Te Tiriti o Waitangi responsibilities in research and teaching and learning.[16]

Massey characterises its research as valuing both pure and applied research, with a dual focus on "solving contemporary societal challenges, in addition to maintaining our commitment to fundamental knowledge discovery". The University also suggests that this research focus informs the connection of research with teaching.[17]

Massey offers qualifications across business, creative arts, health, humanities and social science, and science disciplines. The University has the only School of Veterinary Sciences (Tāwharau Ora) in Aotearoa New Zealand[18] and Massey Business School hosts the only university-level Aviation programme.[19] The University also provides executive education programmes and has started offering micro-credentials.[20]

In 2021, 59.5% of Massey students studied part-time.[21] Massey students are older than the average for university students in Aotearoa New Zealand. Sixty per cent of Massey students (by headcount)

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[13] SRR, p. 10.
[14] SRR, pp. 10-11.
[15] SRR, p. 2.
[16] https://www.massey.ac.nz/about/governance-and-leadership/strategies-plans-and-annual-reports/#TeKunengaKiP%C5%ABrehuroaMasseyUniversityStrategy20222027 (Accessed 16 March 2023.)
[17] SRR, p. 11; https://www.massey.ac.nz/documents/382/massey-university-research-strategy.pdf, p. 2. (Accessed 16 March 2023.)
[18] KD 10.
[19] https://www.nzqa.govt.nz/nzqf/search/results.do?q=aviation&size=n_20_n (Accessed 15 March 2023.)
[20] SRR, p. 21.
[21] AR21, p. 21.

in 2020 were aged 25+, compared with 24% at the New Zealand university with the lowest percentage of students aged 25+ and 35% as the university sector average.[22]

The University's strategy draws attention to the diversity of its student body. It suggests that the increasing diversity of Massey's student body is consistent with global trends to widen access to 'non-traditional' learners. Non-traditional learners include "those with accessibility issues, part-time learners, first-in-family, mature-age and professionals, in addition to learners who have historically been excluded from the academy by virtue of their culture or economic background". The increase in learner diversity, in conjunction with a broader, open-access model, is a distinctive feature of the University.[23]

These characteristics of the Massey student body have implications for the evaluation of educational performance using the standard indicators (EPIs) of first-year retention rate, qualification completion rate, course completion rate and progression rate. Part-time, older students are likely to have more complex lives, are more likely to move in and out of study (affecting first-year retention rates and longer completion times for qualifications) and may complete courses at lower rates. If EPIs are not adjusted to account for cohort characteristics, the indicators for Massey when compared with EPIs for other universities in Aotearoa New Zealand will not be favourable. Perceived persistent lower performance on standard EPIs has presented challenges for Massey.

Student retention, course and qualification completion, and progression rates may also reflect academic quality. However, these need to be seen in the context of the student body and the major challenges faced by students through COVID-19 and a cost-of-living crisis. This academic audit has a role to play in quality assurance at a more detailed and contextual level and will supplement broad EPIs.

The University is structured into five Colleges:
- Creative Arts – Toi Rauwhārangi
- Health – Te Kura Hauora Tangata
- Humanities and Social Sciences – Te Kura Hauora Tangata
- Sciences – Te Wāhanga Pūtaiao
- Massey Business School – Te Kura Whai Pakihi.[24]

The College of Humanities and Social Science overtook Massey Business School to become the largest college by EFTS in 2021. The Colleges of Creative Arts and Health are the two smaller colleges. By headcount, Massey Business School remains the largest college, with the Colleges of Humanities and Social Sciences and Sciences of comparable size. The College of Humanities and Social Sciences has experienced the most growth from 2019 to 2021. [25]

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[22] KD 34, p. 5.
[23] https://www.massey.ac.nz/about/governance-and-leadership/strategies-plans-and-annual-reports/#TeKunengaKiP%C5%ABrehuroaMasseyUniversityStrategy20222027, p. 3. (Accessed 20 April 2023.)
[24] KD 10.
[25] KD 35.

A pathways college (Massey University College) based on the Albany campus and serving all five (full) colleges was established in partnership with Kaplan International NZ in 2022.[26] The University has hosted Ako Aotearoa (the National Centre for Teaching and Learning) since 2006.[27] Two learning centres were established at Chinese universities in 2020 and 2021 as part of the University's response to the COVID-19 pandemic.[28]

Academic Board is a sub-committee of the University Council. The Academic Committee, Research Committee, and College Academic Boards are subcommittees of Academic Board. The terms of reference for Academic Board were reviewed in 2020 and align with the University's commitments to Te Tiriti o Waitangi. Academic Committee has oversight of the University's qualifications portfolio and its Learning and Teaching Committee sub-committee has responsibilities for pedagogical principles and quality assurance of learning and teaching.[29]

The Vice-Chancellor has been in the role since 2017. The University's Senior Leadership Team (SLT) comprises the Vice-Chancellor, the Provost, three Deputy Vice-Chancellors (Māori, Students and Global Engagement, University Services) and five Pro-Vice-Chancellors who lead the colleges. All members of the SLT have been appointed since the Cycle 5 academic audit of the university. The Provost has responsibility for academic quality assurance across the University.[30]

Context for this audit

The Panel recognises that understanding the context in which a university has prepared its SRP and in which the audit site visit occurs is important. It has set out above its understanding of the University, recognising its aspirations to be Te Tiriti o Waitangi-led and its approaches to research and teaching. The complexity of the University—with multiple campuses, significant distance provision and diversity of the student body—contribute to Massey being different to other universities in Aotearoa New Zealand and one that makes a unique contribution to the country. This special contribution is not always clearly reflected in standard indicators of educational performance (EPIs).

Further comment on University strategy will be made in GS 1. However, the whole-of-university approach to supporting student success—Pūrehuroatanga—also provides context for this audit. Pūrehuroatanga reflects the Ōritetanga pillar of the Tertiary Education Commission's (TEC) strategy[31] within the specific context of Massey. It is a "five-year, coordinated and centralised body of work that aims to remove institutional barriers to success as well as providing targeted, proactive and

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[26] https://www.massey.ac.nz/about/news/massey-and-kaplan-international-nz-sign-collaboration-agreement/ (Accessed 15 March 2023.)
[27] https://tec.govt.nz/assets/Forms-templates-and-guides/Request-for-Proposal-NCTTE-2023.pdf (Accessed 16 March 2023.)
[28] https://www.massey.ac.nz/about/history-of-massey-university/milestones-and-further-growth-2010-to-current/ (Accessed 15 March 2023.)
[29] KD 12.
[30] KD 11.
[31] https://www.tec.govt.nz/oritetanga-learner-success/new-oritetanga-tertiary-success-for-everyone/oritetanga-tertiary-success-for-everyone/ (Accessed 16 March 2023.)

data-driven support for those students who need it".[32] The Panel heard frequent reference to this initiative, and it is outlined further in the introduction to Section B of this report.

The Panel was also alert to the ongoing impacts of the COVID-19 pandemic. Some of these impacts have been to accelerate or consolidate work already underway. The COVID-19 pandemic has prompted reconsideration of descriptors for learning modalities as increased numbers of students are studying in blended or hybrid modes rather than older typologies of on-campus, fully online and distance (with contact components).[33] However, other impacts have contributed to financial challenges. These include a 20% decrease in international student numbers from 2019 to 2021, against a 1% decrease in total student numbers over this period.[34]

The University outlined how its emergency management approach to the COVID-19 pandemic allowed it to make changes to academic procedures and keep staff and students informed about these changes. A summary of academic changes was provided to the Academic Board in June 2022. These included changes to assessment practices and requirements, changes to semester dates and matters such as fees. The paper also reflects on how the University was able to learn from the experiences of COVID-19.[35] Reflection on the COVID-19 pandemic is also apparent in the University's 2022-2024 Investment Plan. This comments on how Massey's existing provision of online courses had made the rapid shift to fully online delivery less disruptive than may have been the case for other universities. It also notes however that the need for all universities to deliver online has made this aspect of Massey's provision less exceptional.[36]

A crisis management team (CMT) reported directly to the University Council and had authority to make decisions. The CMT was supported by a learning and teaching advisory group with representation from all colleges and service units. The learning and teaching advisory group initially met three times a week, reducing to weekly as government requirements lessened. Although the University retired its COVID-19 Operating Pan in September 2022, the advisory group has continued to operate as a cross-university collaborative forum.[37]

The University provided an outline of how it had undertaken its self-review for this audit. This included establishing an intranet site and an Academic Audit Working Group.[38] The University did not explicitly identify enhancement initiatives in its SRR. Rather, it suggested the outcomes of the self-review activities were: recognising progress; increasing collaboration from greater visibility of processes and initiatives; identifying areas of unnecessary variation in practice; and identifying processes that were not well embedded. The University indicated that it used the self-review process to consider the extent the University's commitment to Te Tiriti o Waitangi is meaningfully demonstrated across its activities.[39]

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[32] SRR, p. 18.
[33] KD 10.
[34] KD 22.
[35] KD 18.
[36] Investment Plan 2022-2024, p. 6.
[37] SRR, p. 19.
[38] KD 9.
[39] SRR, p. 9.

This report

This report presents the Panel's findings based on the evidence it has considered.

The Panel commends areas of effective or good practice, affirms practice that should result in enhancements to the quality assurance system for New Zealand universities and makes recommendations where it considers attention needs to be paid to enhancing practice.

Although the university did not explicitly identify enhancement initiatives in its SRR, it did identify work underway or planned. Where appropriate, the Panel has made affirmations with respect to such work.

A draft of this report was submitted to the Board of the Academic Quality Agency for a quality assurance check on 26 April 2023 and to the University to identify any matters of factual inaccuracy on 16 May 2023.

This report is released under the authorisation of the AQA Board. All enquiries regarding the report should be directed to Comms@aqa.ac.nz.

Cycle 5 academic audit

The University's Cycle 5 academic audit report was published in February 2014. The University then provided a one-year follow-up report in March 2015 and an inter-cycle report in July 2018. Further updates on responses to recommendations and affirmations made in the Cycle 5 academic audit report were included in the University's SRP for this sixth cycle of academic audit.[40] These assessed the University's response to several recommendations as 'slow'. The Panel agrees with this assessment and has explored how the University intends to manage responding in a timely manner to recommendations made in this sixth audit.

The Panel was pleased to hear that the Academic Committee will have oversight of and assign responsibilities for responding to recommendations and that the University has committed resources to monitoring its response to recommendations. The Panel affirms the University's plans for active oversight and monitoring of responses to recommendations made in this report. The Panel reminds the University that its one-year follow-up report for this Cycle 6 academic audit will be a public report.

> **Affirmations:** *The Panel **affirms** the University's plans for oversight and monitoring of responses to recommendations made in this audit report.*

This report will make further comment on responses to Cycle 5 recommendations where these remain relevant to guideline statements in Cycle 6. Where further comment is not made, the Panel agrees with the University's assessment that a Cycle 5 recommendation has been addressed.

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[40] KD 32; KD 33.

Section A: Leadership and management of teaching, learning and academic quality

This section of the audit framework examines the university-level systems and processes for ensuring academic quality, and how the University assures itself that the outcomes of these processes are adequate and appropriate. It also includes two guideline statements to assess progress on the University's enhancement theme plan from the first phase of Cycle 6.[41]

> **GS 1   Planning and reporting**
> The university gathers and uses appropriate and valid data and information to establish objectives, plan, assess progress and make improvements in its teaching and learning activities.

The Panel gained the view that the University has a coherent approach to planning and reporting. University strategies articulate well to each other, and the University has invested in data resources to monitor progress.

The University's current strategy was approved in 2021 and is intended to guide activities over the 2022 to 2027 period. It was described to the Panel as having "warp and weft" components. The strategy has four pou—rangahau (research), ako (learning and teaching), tangata (people) and hono (connections)—and five themes interwoven across the pou. The themes emerged from consultation on the strategy and are: (1) Te Tiriti o Waitangi providing a foundation for all University efforts; (2) embedding sustainability and climate action across all efforts; (3) enabling entrepreneurship internally and with partners; (4) maintaining global engagements; and (5) valuing civic leadership contributions. Nine priorities are identified across the pou, including priorities to deliver an excellent teaching and learning environment and meet [the University's] learning and teaching Te Tiriti o Waitangi responsibilities.[42] The 2022-2027 strategy is published both in English and in te reo Māori.[43]

The University's teaching and learning strategy—Paerangi—was under review during this academic audit.[44] The Panel heard the University intended to retain the values-based approach developed for the current version of Paerangi and update the supporting actions for each value. It also heard that the review of Paerangi was well-socialised across the University and that this approach was being well-received. The supporting actions in Paerangi are consolidated in a supporting plan which sets out responsibilities and timelines.

As noted in the Introduction to this report, Pūrehuroatanga is an all-of-university strategic initiative derived from a need to consolidate and provide strategic focus on supporting student success.[45] Over 200 initiatives have been consolidated into six workstreams and the Pūrehuroatanga steering

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[41] AQA (2020). Guide to Cycle 6 Academic Audit. p. 3.
[42] SRR, pp. 16-17.
[43] https://www.massey.ac.nz/about/governance-and-leadership/strategies-plans-and-annual-reports/#TeKunengaKiP%C5%ABrehuroaMasseyUniversityStrategy20222027 (Accessed 20 March 2023.)
[44] https://sites.massey.ac.nz/paerangi/ (Accessed 20 March 2023.)
[45] KD 14.

group is jointly chaired by the Provost and the DVC Students and Global Engagement. The Panel comments further on this initiative in Section B. However, its influence was evident in many of the conversations the Panel held during its site visit to the University.

> **Commendation:** *The Panel **commends** the University's coherent planning framework with respect to its teaching and learning and student experience activities.*

The University has invested in data systems and capabilities to support its reporting. A series of standard dashboards is available, including course and programme level reports, student progress and retention, grade distributions, and teaching and learning indicators. The Panel heard that further reports could be developed relatively easily to examine specific aspects of student success. The Panel received a demonstration on the Data Enabled Student Success (DESS) project and was impressed by the University's use of data to examine issues and develop and report on responses.

> **Commendation:** *The Panel **commends** the University's investment in its Data Enabled Student Support platform and the development in capability to support its use.*

DESS data is drawn primarily from the learning management system (Stream) and the student management system (SMS). However, the Panel considers the University is making less effective use of other categories of data such as from student evaluations of teaching and other student surveys. It encourages the University to continue to integrate other sources of information to increase the richness of data available for decision-making and impact evaluation. DESS contains sensitive data about individual students and the Panel is pleased to see that access to data is being managed thoughtfully.

The Panel heard that data was available throughout the University. However, it gained the sense that while data was provided centrally, there was not necessarily any more qualitative interrogation or follow-up on how parts of the University might be responding to reports. The Panel also heard that the University is developing its work on impact analysis of initiatives. This includes assessing whether anticipated benefits have been realised six and twelve months after an initiative has been implemented. The Panel encourages the University to continue this work and consider incorporating more dialogue between central data providers and those receiving the data.

This audit occurred during, and shortly after, the first full year of the University's 2022-2027 strategy. Consequently, it was not yet possible to see reporting against the priorities in the University's annual report, as the most recent annual report available was for 2021. However, the Panel was advised that the KPIs for the VC align directly with those in the strategy and these are regularly reported to the University Council. This reporting has required the development of some bespoke measures or indicators to assess progress. An example of this is the development of a tool to assess 'trust' as part of assessment progress on the civic engagement strategic theme.

The Panel also encourages the University to leverage its investment in data further in monitoring progress on initiatives. There are several promising initiatives underway across the University and it will be important to be able to assess progress on these.

> **GS 2   Student voice**
> Improved outcomes for students are enabled through engaging with the student voice in quality assurance processes at all levels, and this is communicated to students.

The University's 2022-2027 strategy includes a priority to "work with students as partners" by, *inter alia*, "enabling decisions affecting students to include and be influenced by students".[46] The SRR outlines ways in which the University engages with student voice(s), including through student surveys, representation on committees, the class representative system, student engagement in reviews and a student journey initiative.[47] The SRR also outlines how students had contributed to the University's self-review process.[48]

One overall finding from the University's self-review is that further work is required to develop authentic partnerships with students.[49] Closing the loop on student feedback across a range of mechanisms is seen as a particular gap and this was reflected in comments heard by the Panel during the site visit.[50]

However, at the time of the audit, the University had work underway that would contribute to engagement with student voice in quality assurance, including:

- consultation on revisions to the survey framework, including how student feedback is sought on their experiences of courses
- inclusion of standing items for students on academic committee agendas
- a specific communications campaign launched in October 2022 that articulates how the university is responding to student feedback
- investment in specific roles to support student voice and partnerships
- development of resources about representation for students and staff.[51]

Further, related, developments include amalgamation of the Massey Students' Associations into a single association[52] and a (draft) discussion paper that sets out a roadmap towards students as partners. The discussion paper draws on both international work (the sparqs's student partnership staircase[53]) and Whiria Ngā Rau which was developed by students' associations in Aotearoa New Zealand, with support from the Ministry of Education.[54] A move towards partnership is also reflected in work underway by the University with the signing of a Memorandum of Understanding with the Massey University Students' Associations.[55] As this work develops, the Panel suggests the University should ensure that student voices are represented at all levels of study, as well as across modes, campuses and priority groups

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[46] KD 8; SRR, p. 28.
[47] SRR, pp. 28-31.
[48] SRR, pp. 13-14.
[49] SRR, p. 9.
[50] SRR, pp. 30-31.
[51] SRR, p. 31.
[52] https://tetiraahupae.ac.nz/about/ (Accessed 21 March 2023.)
[53] https://www.sparqs.ac.uk/ch/Student%20partnership%20staircase%20A4.pdf (Accessed 21 March 2023.)
[54] https://www.students.org.nz/whiria-nga-rau (Accessed 21 March 2023.)
[55] SRR, p. 31; SD-A13.

Affirmation: *The Panel **affirms** the University's plans to develop a partnership with students in which the diversity of student voices is included in decisions that affect students, and to ensure that students are aware of changes made in response to their feedback.*

An internal audit of the student satisfaction surveys used by the University identified concerns with: how the survey reports were being used; how well student and staff understood their purpose; response rates, reporting and analysis; and responding to feedback and closing the loop. Actions to address these concerns were underway at the time of the audit.[56] The Panel encourages the University to progress this work in a timely way and to engage early with students.

GS 3   Teaching and learning environments
Teaching and learning activities are supported by appropriate learning environments (infrastructure, spaces, media, facilities and resources).

The complexity of Massey, with three campuses and significant distance and online delivery, makes this an important guideline statement in the context of the academic audit for this university. The University has a strategic priority to "deliver an excellent learning environment".[57] Consequently, the Panel explored how strategic priorities and plans inform investment and decision-making with respect to teaching and learning spaces.

The online learning environment is known as Stream and is based on a Moodle platform. The Centre for Education Transformation is responsible for the online learning environment.[58] The SRR comments that Stream sites (courses) are not subject to regular quality assurance processes, although work is contemplated. This has led to variation in the quality of online course design and experience for students. The Panel heard comments about variability of experience during interviews, with further comment that variability had increased as all students and academic staff engaged with online learning in response to COVID-19. Courses that had been previously designed for an online cohort were now catering to hybrid cohorts and the experience for online-only students had deteriorated. This deterioration is also reflected in student survey results, with the quality of the online learning environment being rated slightly lower than in 2017 (the comparator year used by the university).[59]

The Panel heard that the University does not anticipate developing a quality assurance framework specifically for online delivery and will comment further on this in GS 14 and 25. However, it was pleased to see that the University was undertaking a benchmarking exercise using the Australasian Council on Open, Distance and e-Learning (ACODE) Benchmarks for Technology Enhanced Learning. The SRR also reported on a Digital Innovation Strategic Initiative (DISI) launched in 2018. The DISI initiative resulted in 700 curriculum-focused projects to support high-quality blended learning.[60]

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[56] SRR, p. 25.
[57] KD 4.
[58] SRR, p. 32.
[59] SD-A49.
[60] SRR, p. 33.

COVID-19 and the subsequent increase in both online teaching and flexible working have placed greater pressure on understanding space requirements. The University has data-gathering initiatives underway to inform future decision-making. The evolution of post-COVID-19 teaching that seeks to minimise duplication between hybrid, online and face-to-face modes will also affect future space requirements and utilisation.

Processes for making investments in teaching and learning and other spaces were explained to the Panel. There is a difference between responsibilities (and therefore investment priorities) between centrally budgeted spaces and those budgeted for in college budgets.

The Panel did hear positive comments about the availability and support provided through marae and fale on the three campuses, although the lack of provision of appropriate computers was raised as an issue. They also heard positive comment about the availability of dedicated online spaces for some groups.

However, the Panel did not see evidence that the University's aspirations to be Te Tiriti o Waitangi-led were having a systemic impact on the design and operation of learning and teaching spaces across the University. The Panel does of course acknowledge the investment in the Te Rau Karamu marae on the Pukeahu campus and the availability of dedicated space for postgraduate research students in Te Wheke a Toi.[61]

The Panel has already commented on the coherence of the University's strategic planning framework, particularly with respect to learning and teaching and student success. But it found the relationship between strategy and planning for teaching and learning environments, including the digital environment, to be less clearly expressed, despite the University having a relatively long-standing Project Board for Teaching Space Technologies.[62] The Panel understands the University has recently reconfigured some committees to support better alignment between learning and teaching priorities and physical and digital spaces. The Panel also anticipates the (draft) Te Tiriti o Waitangi policy will provide further guidance.

> **Recommendation:** *The Panel **recommends** that the University ensures that its corporate support functions of ITS and Facilities and investment in these areas are aligned to support learning and teaching and the University's aspirations to be Te Tiriti o Waitangi-led.*

GS 4   Academic delegations

Academic delegations support consistent and effective decision making and accountability for teaching and learning quality and research supervision.

The Cycle 5 academic audit of the University recommended that "the University documents and communicates to staff with greater clarity its delegations for academic decision-making, in particular at college level".[63] The University assessed its response to this recommendation as "partially

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[61] SRR, p. 34.
[62] FE, GS3.
[63] https://www.aqa.ac.nz/sites/all/files/Massey%20University%20Cycle%205%20audit%20report.pdf. P. 6. (Accessed 22 March 2023.)

addressed".[64] Delegations have been reviewed since the Cycle 5 academic audit, including a Delegations of Authority policy, and clarified in a review of Academic Board and its sub-committees, but the SRR indicates that further work may be needed to ensure that staff who are not directly involved with committees are aware of delegations.[65]

The University has a comprehensive Delegations of Authority Policy.[66] It sets out delegations for financial matters, human resources, contractual matters, academic management and other matters, including misconduct. For academic management delegations, the policy sets out the delegated and delegating authorities and where delegations are recorded. The Panel notes, however, that the Delegations of Authority Policy does not refer to delegations that would support the University's aspirations to be Te Tiriti o Waitangi-led.

Given the complexity of the University, the Panel explored how the University assured itself that equitable decisions on similar academic matters were being made across colleges. It heard that a range of mechanisms—including teaching across colleges and campuses, composition of academic committees, and a consistent 'one-university' message—contributed to confidence that academic decision making was equitable. The response to COVID-19 had also allowed the University to "cut through" some areas of decision-making, for example, aegrotat grades, and a high-trust approach had helped surface and address differences in practice.

The Panel heard that academic committees were effective mechanisms for both promoting consistency of decision-making and disseminating decisions. Committee members are expected to report back to their colleges or schools, or association(s) for student members of committees. Colleges also have responsibilities to communicate changes.

> **Commendation:** *The Panel **commends** the University for the effective use of academic committees as a mechanism for communicating the outcomes of academic decisions.*

GS 5   Academic risk management

Potential disruption to the quality and continuity of learning and teaching at the university, including risks to infrastructure, is mitigated through effective risk management processes.

The University has a policy framework that includes risk management, emergency management and business continuity policies and plans. Specific plans were also developed for COVID-19. The Panel noted that some risk management policies and plans were overdue for review and was advised that changes to the reporting line for policies meant that they had not been reviewed. The Panel is not persuaded by this argument and considers the University should have a mechanism that ensures the currency of policies and associated plans.

> **Recommendation:** *The Panel **recommends** the University implement a mechanism for ensuring policies are regularly reviewed.*

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[64] KD 32.
[65] SRR, p. 35.
[66] SD-A23.

The University's emergency management provisions were tested throughout the COVID-19 pandemic. Despite the above comments about the currency of some plans and frameworks, the University has been well served by its emergency contingency plans. These were managed by a ''crisis management team" who created the University pandemic/operation plan. The University "retired" its COVID-19 operating plan in September 2022.[67] However, business continuity plans are being updated to incorporate lessons learnt in the response to COVID-19.[68]

The University operates a series of risk registers, and the Panel saw examples of these. However, it found the spreadsheets used for the risk registers rather unwieldy and was unable to see how the registers related to one another and what the mechanisms were for escalating risks. It wonders if unconnected spreadsheets are an adequate tool for risk management in an institution of this size and complexity. The Panel heard of risks to the quality and continuity of teaching and experience (network instability, resignation of key staff) that did not seem to be captured in risk registers, nor fully recognised as critical risks. Similarly, the Panel did not gain a sense of active review of risk registers and heard reference to strategic risks being reviewed annually.

> **Recommendation:** *The Panel **recommends** the University increase the visibility and awareness of academic risk reporting.*

GS 6   Progress on the Enhancement Theme (Māori students)
The university has achieved the objectives in its enhancement theme plan with respect to Māori students and successful practice has been embedded and is sustainable.

The first three years of Cycle 6 Academic Audit focused on an enhancement theme that addressed "Access, outcomes and opportunities for Māori students and for Pacific students". In addressing the enhancement theme, the University developed its own Enhancement Theme Steering Group co-chaired by the DVC Māori and the Provost. Two sub-groups were established in 2020 to develop success plans for Māori students and for Pacific students (see GS 7). This work is now overseen by the Pūrehuroatanga initiative, and the Enhancement Theme Steering Group has been disestablished.[69]

The comments below focus on Māori students only. Although some of these are also relevant for Pacific students, how the enhancement theme has progressed for Pacific students will be addressed in GS 7.

The development of Massey's Enhancement Theme Plan in 2018 coincided with discussions between the University and TEC regarding success rates for Māori students. It also followed soon after Massey's strategic commitment to aspire to be a Te Tiriti o Waitangi-led university. The alignment of these issues provided impetus for the University to address the Cycle 6 Enhancement Theme. The

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[67] SRR, p. 19.
[68] SRR, p. 38.
[69] SRR, pp. 18-19.

TEC engagement led to the development of a Māori Learner Success Plan with initiatives that matched the enhancement theme objectives. Therefore, the two initiatives were combined.[70]

The Māori Learner Success Plan included:
- situation analysis
- activities that were working well for Māori learners
- overview of key activities and associated rationale
- expected Successful Course Completion (SCC) improvement by mode
- plan implementation governance and management
- monitoring, evaluation and reporting.[71]

The Plan was to be reported to the Steering Group, SLT and the TEC. End-of-semester reports were submitted to the University Council. The Plan therefore had high levels of oversight and reporting. Progress was slower than anticipated as recruitment and appointment of key staff was delayed. However, Associate Deans Māori were appointed in each college, along with Kaitautoko Māori. The Associate Deans Māori work closely with the office of the DVC Māori and Te Rau Tauawhi (the Māori Student Centre).[72] The Kaitautoko work with the Associate Deans Māori and mentor and support Māori students in specific courses.[73] The Director, Māori Student Success role was also created, but was unfilled between 2018 and June 2022.[74]

The University's assessment of progress against the original enhancement theme plan highlighted the role of the plan in providing a central point of co-ordination and helping to understand the problem(s) faced by Ākonga Māori and the University. It also considered that communication and collaboration across colleges had increased, and that a shift in culture was an important (although difficult to measure) aspect of progress.[75] Further evidence of success can be seen in trend data presented in the Ākonga Māori Success Plan (AMSP).[76] Participation, retention and course completion rates for Māori students have all increased since 2016 (which is the baseline year for the Enhancement Theme) and parity gaps have been reduced.

The University's enhancement theme plan for Māori students (along with the TEC Māori Learner Success Plan) was subsumed into the AMSP and is part of Pūrehuroatanga. However, it retains a specific advisory group—Te Kāhui Paihere I te Angitū Ākonga Māori (Te Kāhiuo Paihere)—in addition to the Pūrehuroatanga Steering Group.[77] Annual funding has been made available to support initiatives arising from the AMPS.[78] The AMSP goals are to have halved parity gaps for Māori students by 2026 and to have met the TEC target of parity by 2030.[79]

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[70] KD 17.
[71] KD 17.
[72] https://www.massey.ac.nz/student-life/m%C4%81ori-at-massey/he-ringa-%C4%81whina-tauira-m%C4%81ori/te-rau-tauawhi/ (Accessed 20 April 2023.)
[73] SRR, pp. 40-41.
[74] SRR, p. 40.
[75] KD 17.
[76] SD-A38.
[77] SD-A38, p. 5.
[78] SRR, p. 41.
[79] SD-A38.

The AMSP takes a whole-of-university approach, levering existing services, and also focuses on services and support for Māori by Māori. It is also explicitly connected to the University Strategy, its aspirations to be Te Tiriti o Waitangi-led, and Paerangi.[80] Therefore, progressing the AMSP involves multiple contributions, responsibilities and accountabilities. The Panel explored how different parts of the University saw their contribution and did gain a sense of both a connected approach and ongoing efforts to maintain connections.

The Panel is pleased to see the progress towards parity and the investment in people and initiatives as continued commitment to achieving parity "in a way that upholds mana and places accountability on the University as well as the learner"[81] and encourages ongoing commitment to this work so that it becomes embedded and sustained.

> **Commendation:** *The Panel **commends** the University for how its enhancement theme activities have contributed to ongoing initiatives focused on closing parity gaps for Māori students.*

GS 7   Progress on the Enhancement Theme (Pasifika students)
The university has achieved the objectives in its enhancement theme plan with respect to Pasifika students and successful practice has been embedded and is sustainable.

Massey's enhancement theme plan for Pacific students contributed to the development of a Pacific Learner Success Plan (PLSP) as part of TEC engagement and is also now part of Pūrehuroatanga.[82] The University also restructured the Pasifika Directorate and established a Dean Pacific role and an Office of Pacific Student Success (OPSS). The Dean Pacific reports to the Provost.[83] The Panel considers this restructure to be a positive development that allows for a clear focus on Pacific students and for Pacific identity to be expressed.

The restructure has enabled the Dean Pacific and the OPSS to build relationships across colleges and service units and reinforce their shared responsibility for Pacific Students' success. When the SRP was submitted, the OPSS had eighteen staff (ten permanent and eight fixed term).[84] Associate Deans Pacific and Pacific learning advisors have also been appointed in colleges.[85]

Understanding the barriers Pacific students face when accessing and navigating university study has been a focus for the OPSS. Although most Pacific students study through distance, the OPSS still undertakes outreach activities to connect with these students. The OPSS seeks to enable wrap-around support for Pacific learners through an integrated approach and the Panel heard this message reported by staff and students it met with.

Participation rates for Pacific learners have improved slightly since 2016 across most levels of study although part-time Pacific enrolments in postgraduate study have remained static. First-year

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[80] KD 15.
[81] SD-A38, p. 8.
[82] KD 17; KD 16.
[83] SRR. p. 44.
[84] SRR, p. 44.
[85] SRR, p. 46.

retention rates have improved but trends in course completion rates have been variable or negative (and no doubt affected by COVID-19).[86] The University reported on a 2021 Ministry of Education-funded initiative for a Pacific tutorial initiative that showed improved pass rates.[87]

The PLSP shares the Pūrehuroatanga goals of halving parity gaps by 2026 and meeting parity targets by 2030. It sets out a roadmap for Pacific learner success that emphasises the visibility of Pacific students, staff and knowledges at Massey, enabling Pacific voices to contribute to developments in curricula and services. The PLSP also identifies how initiatives will be resourced. The Panel anticipates this work will be given further impetus by the renewal of the University's Pasifika strategy, which was under review at the time of the audit.

> **Commendation:** *The Panel **commends** the University for establishing the Office of Pacific Students Success, led by the Dean Pacific with a direct reporting line to the Provost, and for establishing Associate Dean Pacific roles in the colleges.*

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[86] KD 16.
[87] SRR, p. 46.

Section B: Student life cycle, support and wellbeing

This section of the audit framework focuses on students, their entry to university, successful transitions through and beyond university, and advice and support to enable successful transitions.

The diversity of Massey's student body was noted in the Introduction to this report and reference has also been made to the impact this diversity has on standard EPIs. The University's internal reporting, for example in the AMSP and PLSP, better reflects the student body with EPIs being reported for full-time and part-time students.

The University has developed a university sector profile dashboard that allows the composition and trends in Massey's student body to be examined relative to the university sector and to other universities.[88] A further dashboard provides detail on age, gender, programme, campus, whether students are new or returning—with all of these able to be examined in relation to one another.[89] The Panel has already commended the University's investment in DESS and the availability of a comprehensive dashboard is another example of the University's commitment to having and utilising data.

Reference has also already been made to Pūrehuroatanga—the University's strategic initiative to improve student success. Given its relevance to this section of the audit framework, it is outlined further here. However, consistent with the University's coherent and integrated planning framework, this initiative, which focuses on student success, also encompasses changes to the curriculum (Section C) and teaching (Section D).

Pūrehuroatanga has three objectives:
1. an academic offering supported and optimised for academic quality and student wellbeing
2. to guide and support new students into the university
3. to support wellbeing and achievement.

Each objective identifies existing processes and activities to be improved (business as usual enhancement activities) and cross-university transformation projects, as well as allied work.[90] Comment on GS 6 and GS 7 has already noted that the AMSP and PLSP are part of Pūrehuroatanga. Disabled students are also identified as a priority group in Pūrehuroatanga and the University has developed a Disability Action Plan (DAP) to guide this work.[91] The DAP has been incorporated into the governance arrangements for Pūrehuroatanga. This will enable the DAP to support a "highly coordinated university-wide effort, while still respecting specific learner needs".[92]

Pūrehuroatanga has its own Steering Group. However, its work is also reported through academic committees and members of academic committees are on the Pūrehuroatanga Steering Group.

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[88] KD 34.
[89] KD 35.
[90] https://masseyuni.sharepoint.com/sites/StudentSuccessandRetention (internal site) (Accessed 25 March 2023.)
[91] KD 13.
[92] KD 13, p. 5.

These arrangements reflect the whole-of-university approach, coordination and communication commended in GS 1 and GS 4.

> **Commendation:** *The Panel **commends** the establishment of Pūrehuroatanga and its whole-of-university co-ordinated focus on student success.*

Pūrehuroatanga is intended to improve student success and EPIs for the University. The university is exploring how the impact of specific initiatives on EPIs in a large and diverse university can better be assessed. The Panel considers this is important work and encourages the University to pursue it.

GS 8   Access

Access to university, including through recognition of prior learning and credit transfer pathways, is consistent, equitable and transparent for students.

The second objective in Pūrehuroatanga focuses on guiding and supporting new students.[93] This supports a priority in the University strategy to remove "barriers to participation by providing equity of access to university study …".[94] The University has recently undertaken a Web Development Project which has made changes to how information for students is presented. The focus was on "ensuring that new students have easy access to all relevant information".[95] Additionally, the University's "Equity of Access to Educational Opportunities Policy" was reviewed in 2022.[96]

The University commissioned an external review of its recognition of prior learning (RPL) regulations in 2019. A 2020 working group was established to consider the report and recommend changes that reflect the University's aspirations to be Te Tiriti o Waitangi-led and student centric.[97]

As the website, policy and regulation changes are recent, no evaluation is available.[98] However, students the Panel met with mainly reported that their experiences, including with receiving credit for previous study, had been positive. Assistance was available when required. These experiences support data in the 2021 Student Experience Survey where respondents rated the confirmation of enrolment and office of place processes highly.[99]

> **Commendation:** *The Panel **commends** the University for its attention to ensuring access to the University is equitable and processes are enabling.*

The University has indicated that it intends to review RPL regulations again in 2024.[100] The Panel suggests that when this review takes place, the University should consider how it records the use of RPL across the university.

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[93] https://masseyuni.sharepoint.com/sites/StudentSuccessandRetention/SitePages/P%C5%ABrehuroatanga---Objective-2.aspx (internal site) (Accessed 25 March 2023.)
[94] KD 8.
[95] SRR, p. 48.
[96] FE, p. 2.
[97] SRR, p. 48.
[98] SRR, pp. 48-49.
[99] SD-A49.
[100] SRR. p. 49.

One area that seems less clear is how international students receive advice on fees. Fees for international students are based on the course they enrol in.[101] Therefore, fees are not confirmed until students have enrolled. Although the Panel notes that international students, as reflected in International Student Barometer Survey results,[102] rate the University accounts arrangements highly, it suggests that the University consider whether fees processes could be simplified further or how advice on total fees could be provided to international students earlier in the process.

GS 9   Transitions

Transitions for students are supported at all levels of university study, including transitions beyond study and/or to employment, and students are well-equipped to contribute in their chosen fields, and more broadly to the economy and society.

The University's SRR focuses on transitions into university study and transitions into the workplace.[103] Data provided by the University show how progress through programmes, completions and outcomes are monitored. This is another example of the University's commitment to using data.[104]

Transitions into university are identified as a "cross-university transformational project" under the second objective for Pūrehuroatanga. This work endeavours to build on research on student transition and retention and the University demonstrated this in a 2022 Vice-Chancellor's Teaching Symposium.[105]

The Pūrehuroatanga project includes investigating the use of micro-credentials in readiness for study, specific support for numeracy and pre-commencement programmes to support transitions. The project recognises that many Massey students may be returning to study and an easy to access short courses could help with preparation and feelings of confidence and readiness. Micro-credentials may be able to be converted into credit for qualifications. The transitions programmes would provide discipline specific advice and support, as well as social support.[106]

While lead responsibilities for some aspects of this initiative have still to be confirmed, the Panel considers this a promising development and is pleased to see the specific initiative on more effective transitions for Māori students[107] and to hear how Accessibility Services work across the University to support transitions for disabled students.

The acknowledgement and valuing of diversity embedded in the Pūrehuroatanga initiative— together with specific plans for Māori students, Pacific students and disabled students—also

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[101] https://www.massey.ac.nz/study/fees-and-funding/tuition-fees-for-domestic-and-international-students/tuition-fees-for-international-students/ (Accessed 25 March 2023.)

[102] SD-A5.

[103] SRR, pp. 50-54.

[104] FE, Point 7 files.

[105] SRR, p. 50.

[106] https://masseyuni.sharepoint.com/sites/StudentSuccessandRetention/SitePages/Microcredentials.aspx (internal site). (Accessed 25 March 2023).

[107] https://masseyuni.sharepoint.com/sites/StudentSuccessandRetention/SitePages/P%C5%ABrehuroatanga---Objective-2.aspx (internal site). (Accessed 25 March 2023).

addresses recommendations made in the Cycle 5 academic audit report for the University. That report had recommended the University evaluate the adequacy and appropriateness of support available to students at risk of not succeeding. The student-centric approach in Pūrehuroatanga, which emphasises 'wrap-around' support for students and seeks to address challenges faced by students, reflects how the University's approach and practices have developed.

Work-integrated-learning (WIL) in programmes plays a role in transitions into the workplace and the University has dedicated webpages to provide information on opportunities and benefits.[108] Over 30 academic programmes have WIL components, and the University will implement a placement management system in 2023.[109] This initiative is also part of Pūrehuroatanga (Objective 1).

Other transitions into work and careers are supported by the Massey Career Centre. This provides both in-person and online programmes, including for specific groups. However, Careers services are one of the lower-rated services provided by the University.[110] The Panel encourages the University to explore this further to improve careers support for all students. This may include embedding career development learning in curricula.

The Panel also explored transitions into postgraduate study. The 2021 Graduate Destination Survey indicated that 36% of graduates were undertaking further study, with most continuing to study at Massey.[111] However, it heard of inconsistency in processes for admission to doctoral students between students articulating from a Massey Master's degree (or applying having completed a Master's degree at the University) and those applying to the University for the first time.

> **Recommendation:** *The Panel **recommends** that the University review its processes and support for students to transition into postgraduate study.*

GS 10   Academic advice

Student achievement is supported through consistent and clear academic advice, including course/paper information and programme planning, and guidance for students on completion of requirements.

The Cycle 5 academic audit for the University occurred shortly after a move to centralised services for course advising. That Panel identified several challenges with the implementation of the centralised services model and recommended the University seek to resolve perceived difficulties.[112] The University undertook an external review of student advice and communications in 2018 and reported in detail on the response to commendations at six-monthly intervals.[113]

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[108] https://www.massey.ac.nz/study/planning-your-study/work-integrated-learning/ (Accessed 25 March 2023.)
[109] FE, pp. 7-8.
[110] SD-A49.
[111] SD 51.
[112] https://www.aqa.ac.nz/sites/all/files/Massey%20University%20Cycle%205%20audit%20report.pdf, p. 20. (Accessed 25 March 2023.)
[113] SRR, p. 55.

In this academic audit, the Panel is pleased to find good relationships between centralised advising services and the colleges. Some challenges inevitably exist in the hand-off of more complex cases, but the Panel considers that the relationships between centralised advising and colleges allows such challenges to be resolved.

> **Commendation:** *The Panel **commends** the model of good relationships developed between the Advising and Communications Team and colleges.*

The Panel is also pleased to see that student ratings for advising services have improved steadily.[114] While the University is right to be pleased with this improvement, especially given that this is a high-volume service, the Panel notes that a quarter of students still do not rate advising services highly. More detailed data provided by the University indicates it can identify where the lower levels of satisfaction with advising are.[115] The Panel encourages the University to continue to seek improvement in student experience of academic advising. This may also be pursued through Pūrehuroatanga, which intends to review course advice again.[116]

The Panel is impressed with the robust training system and professional development available to academic advisors, including a pathway to professional accreditation with the NACADA (the Global Community for Academic Advising).[117] Professional development for this team also reflects the University's aspirations to be Te Tiriti o Waitangi-led, as te ao Māori is reflected in their work and "embracing their mātāpono kōrero".[118]

> **Commendation:** *The Panel **commends** the University's robust training and professional development programme for academic advisors.*

GS 11   Academic complaints appeals and grievances
Academic complaints, appeals and grievances are addressed consistently and equitably. Where appropriate, outcomes of these processes inform improvements.

The University provides information to students on making complaints, including the support available to make a complaint.[119] The Student Complaints and Grievance Procedures have the objective of "foster[ing] the fair, speedy, and informal resolution of disputes at Massey University, and an academic culture which will prevent such grievances". They apply to all students and all levels

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[114] SRR, p. 56; SD-A49.

[115] FE, pp. 10-11.

[116] https://masseyuni.sharepoint.com/sites/StudentSuccessandRetention/SitePages/Objective-1.aspx (internal site). (Accessed 25 March 2023.)

[117] https://nacada.ksu.edu/ (Accessed 20 April 2023.)

[118] SRR, p. 55-56.

[119] https://www.massey.ac.nz/student-life/services-and-support-for-students/support-with-making-a-complaint/ (Accessed 26 March 2023.)

of programmes, including postgraduate (Section E).[120] Students also have access to a Tikanga process to resolve complaints and grievances.

The Academic Board is provided with an annual report on academic complaints and grievances received by the Provost. The report includes information on the (broad) topic of the complaint, trends, resolution outcomes and improvements to processes arising from the complaint or grievance.[121] The University does not distinguish between complaints and grievances and may wish to consider if there would be benefits in doing so.

Although processes and resources are in place, the Panel heard of some inconsistency in determining whether complaints or grievances should be addressed through informal or formal mechanisms. The University intends to undertake a complaints project under the auspices of Pūrehuroatanga. The Panel agrees there is an opportunity to further clarify complaints processes, including how Tikanga processes contribute and operate.

The Panel did not get a clear sense of student contribution and input to the complaints project. It recommends the University clarify how diverse students are engaged in the complaints project, particularly in the early stages of the process.

> **Affirmation:** *The Panel **affirms** the University's complaints project and suggests this provides an opportunity to clarify informal, formal and Tikanga processes for resolution.*

> **Recommendation:** *The Panel **recommends** that in pursuing its complaints project, the University engages with students, including in the formative stages.*

Complaints related to breaches of academic integrity will be addressed in GS 20.

GS 12   Learning support
Students have timely and equitable access to appropriate learning support services.

An academic support services webpage provides a central reference to the learning support services available across the University. It includes links to specific support services to Māori students, Pacific students and disabled students, as well as links to library services and academic advice.[122] Specialised learning support is also available in colleges and embedded in some courses through a Course Incubator initiative (see GS 15). The University also has a partnership agreement with Studiosity to provide 24/7 availability of study support.[123] The Studiosity agreement supports a peer-

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https://www.massey.ac.nz/massey/fms/calendar/documents/2019/Student%20Complaints%20and%20Grievance%20Procedures.pdf (Accessed 26 March 2023.)
[121] SD-B8.
[122] https://www.massey.ac.nz/study/study-and-assignment-support-and-guides/academic-support-services/ (Accessed 25 March 2023.)
[123] SRR, pp. 61-62.

assisted model of student learning support in which Studiosity trains peer mentors and provides the platform for engagement.[124]

The University monitors feedback on learning support services through the Student Experience Survey (SES) and seeks feedback on specific services. The SES seeks feedback on both use and perceptions of the performance of services. Library services are rated highest for both usage and performance, with academic study skills rated second for performance and third in usage.[125] All Studiosity sessions are transcribed for both quality assurance and risk reporting and the University also receives reports on usage and satisfaction.[126]

Consistent with the overall university focus, the Panel is pleased to see trust between central student support teams, Māori student support and Pacific student support. However, it considers that the awareness of central services in colleges and schools could be improved further.

The Panel learned how the University's response to COVID-19 emphasised equity of access to learning support services, leading to changes in services. For example, the Library will now send resources to all students, whether or not they are registered as distance students.

The Panel is impressed with the proactive connections between monitoring student progress, referrals to learning support services and embedding learning support enabled through the DESS initiative. DESS falls under the auspices of Pūrehuroatanga and is part of a "Student Achievement Support Framework".[127] While there are some caveats with any model that uses past patterns of data for prediction, the Panel considers the University is taking a sophisticated approach to this and is alert to potential issues. The Panel has previously commended the investment in DESS and the development in capability to support its use (GS 1). This is an example of that use.

However, the Panel understands that DESS is available only for undergraduate study. It considers there would be benefit in extending its coverage and use to postgraduate study where the early identification of difficulties with academic progress is also important.

GS 13   Safety and wellbeing

Student wellbeing is supported through the provision of appropriate pastoral and social support services in safe and inclusive environments.

Pūrehuroatanga again provides the overall framework for student safety and wellbeing. It recognises that wellbeing (physical, social and spiritual) is a foundation of student success.[128] The student wellbeing framework is based on the Te Whare Tapa Whā wellbeing model developed by Massey University Emeritus Professor Tā Mason Durie. Connections between the student wellbeing framework and University strategy are set out explicitly, as are connections to legislative

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[124] https://masseyuni.sharepoint.com/sites/DigitalInnovationProject/SitePages/Study-24-7-FAQs.aspx (internal site), (Accessed 25 March 2023.)
[125] SD-A49.
[126] SD-B9.
[127] SRR, p. 60.
[128] https://masseyuni.sharepoint.com/sites/StudentSuccessandRetention/SitePages/About-P%C5%ABrehuroatanga.aspx (internal site) (Accessed 25 March 2023.)

requirements in the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code). [129]

> **Affirmation:** *The Panel **affirms** the University's use of Te Whare Tapa Whā as the basis for the student wellbeing framework.*

The wellbeing framework is still being finalised but a tiered approach to support is envisaged. The tiers will differentiate between students self-referring to support services, specialist services, proactive offers of support and external services.

The SRR emphasises the importance of connections between support services, colleges and schools. These connections and relationships allow individual support services to remain within their own scope of practice while developing clear pathways for referral. The Panel gained a sense of the overall commitment to build capacity and capability in student support, both centrally and in colleges. This approach allows the University to take a case management approach to student support. Case conferencing helps academic staff support and refer students. The case management approach is in turn supported by a CRM system.[130] The Panel was again pleased to see the attention being paid to helping staff understand the new system and their roles in supporting student wellbeing.[131]

> **Commendation:** *The Panel **commends** the University's commitment to building capacity and capability to support students across the University.*

Health and non-academic support services were rated as lower performing in the 2021 SES.[132] However, students the Panel met with reported mainly positive experiences, both with access to services and the services themselves. They reinforced, however, the importance of cultural appropriateness of support.

The University is alert to growing risks to student safety and wellbeing in the online environment, for example, cyber-bullying. There is a clear preference that University systems be used, but the University also monitors external fora.

This guideline statement intersects with requirements for universities under the Code. The Panel had access to the University's 2021 assessment of its own compliance with the Code.[133] It considered this to be a transparent assessment of the University's level of compliance and that it was apparent the University was leveraging the Code for enhancement. The Panel could also see how gaps identified in the Code assessment were being addressed and was satisfied that monitoring and oversight processes were in place.

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[129] https://masseyuni.sharepoint.com/sites/StudentServices/SitePages/Student-Wellbeing-Framework.aspx (internal site). (Accessed 25 March 2023.)
[130] SRR, p. 63.
[131] https://masseyuni.sharepoint.com/sites/Staffroom/SitePages/New-university-wide-approach-CRM-for-staff-supporting-and-advising-students.aspx (internal site). (Accessed 25 March 2023.)
[132] SD-A49.
[133] SD-B12.

The Panel is pleased to see the University's move to direct ownership and operation of student accommodation. It heard that student accommodation is considered part of the learning environment and that accommodation staff have connections with academic staff. This is again consistent with a whole-of-university approach to student wellbeing.

Student involvement is an important aspect of the Code. However, the Panel heard that engagement with students had occurred later than would have been preferred. Students would prefer to engage in the development of proposals and reports, rather than being asked to respond to well-advanced drafts or proposals.

The University's Disability Action Plan recognises there may be many reasons why students do not engage with the University's Accessibility Services. All students are asked "if they live with the effects of a significant injury, long term illness or disability" as part of enrolment and those who answer 'yes' are contacted by Accessibility Services. Students can also access support from Accessibility Services without formally registering.[134] Despite these efforts, the Panel heard that some students do find the access processes complex and off-putting and not particularly well-attuned to the needs of Māori students or Pacific students.

> **Recommendation:** *The Panel **recommends** that the University review the appropriateness and effectiveness of access to Accessibility Services, especially for Māori students and Pacific students.*

Despite the range of available services, the Panel heard from both staff and students that there may be a need for more proactive attention to psychosocial support for students, particularly those studying online or at a distance. There is an opportunity to include psychosocial support within the curriculum. This opportunity also applies to career development, other support and graduate attributes (See GS 17). Embedding support in curricula or other learning and teaching activities would provide greater opportunity for proactive support and promote universal availability.

> **Recommendation:** *The Panel **recommends** that the University review the availability, delivery and effectiveness of psycho-social support for students.*

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[134] KD 13.

Section C: Curriculum, assessment and delivery

The guideline statements in this section of the audit framework consider the life cycle and key components of curricula and academic delivery, including assessment and academic integrity.

Massey sets out its academic programmes' portfolio in its 2022-2024 Investment Plan. The University categorises its programmes as those supporting the food and fibre sector, the construction sector, STEM, secondary initial teacher education, and clinical psychology. It highlights the University's QS rankings for agriculture, food, animal and veterinary science, and design programmes[135] and identifies 70 international programme accreditation and 38 national accreditations.[136]

The New Zealand Qualifications Framework lists 291 current qualifications for Massey.[137] Fifty of these are listed as sub-degree qualifications, 54 as Bachelor's degrees or Bachelor's degrees with honours, 69 as Master's degrees and seven as doctoral degrees. The University also offers graduate and postgraduate certificates and diplomas.

This report has already noted that Paerangi—the University's learning and teaching strategy which might be expected to shape the guideline statements in this section of the audit framework—was under review at the time of the audit.

The University introduced a Curriculum Management system in 2018—a single source of truth for approved programmes.[138]

GS 14   Programme approval
Programme standards and relevance are maintained through internal course and programme approval processes that meet national (CUAP/NZQF) expectations and, where appropriate, expectations for other jurisdictions.

The University explained the delegations framework for programme approval and expectations of consultation in developing new programmes. All new courses and programmes are expected to be "developed in authentic partnership with Māori". Further consultation is expected to include local iwi and hapū, professional accreditation bodies, industry specialists and other stakeholders.[139] The Panel considers these to be normal expectations of programme approval practice.

The Pou Ako in the University strategy sets an expectation that the University will give effect to "what it means to be Te Tiriti o Waitangi-led through the design and content of our curricula, pedagogies and academic decision-making".[140] The Panel appreciates that this is ongoing work but suggests that attention may need to be paid to programme approval processes as part of giving

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[135] Investment Plan 2022-2024, pp. 12-15.
[136] Investment Plan 2022-2024, pp. 19-22.
[137] https://www.nzqa.govt.nz/nzqf/search/results.do?org=700311001 (Accessed 26 March 2023.)
[138] SRR, p. 66.
[139] SRR, p. 66.
[140] KD 4.

effect to this expectation. They heard a willingness to incorporate Mātauranga Māori in curricula but did not hear of clear processes for this to happen, nor how oversight would be ensured.

Further consideration may need to be given to kaupapa Māori programmes. The University acknowledges that its existing systems are not adequate for kaupapa Māori programmes and additional bodies have been considered, although it appears that their operation has not been consistently supported.[141]

The Cycle 5 academic audit had recommended that the University review that ways in which programme curricula (and assessment – see GS 19) are benchmarked to national and international expectations. The University reported on early initiatives to address this recommendation, but these do not yet appear to have been consolidated into a clear position on benchmarking curricula. However, the Panel understands the University is developing an overarching (academic) quality framework for curricula and teaching and encourages the University not to lose sight of this recommendation from Cycle 5, which is still relevant.[142]

GS 15 Course/paper and programme monitoring
The quality of academic programmes and courses/papers is assured and enhanced through ongoing monitoring and academic management.

Courses and programmes are monitored through student feedback and academic governance processes.[143] The Panel has already noted that the student survey framework, including surveys of course experience, is under review (GS 2).

Additional monitoring is through a 'low and no' enrolments policy adopted by the University in 2020.[144] Under this policy, programmes and courses that fall below threshold enrolment levels are considered for discontinuation. Opportunities to increase enrolments, strategic issues and academic programme coherence are considered before decisions are made. A dashboard has been developed to help implement this policy. The SRR assesses that the process for 'no and low' enrolments has not been embedded consistently across the University and the dashboard shows a sustained increase in the number of courses offered with 'no and low' enrolments.

Use of DESS within the Pūrehuroatanga initiative provides additional monitoring of courses and programmes. The Panel is impressed with how monitoring of student progress is used to identify where courses might need attention and heard examples of how this works in practice. If a course is identified through DESS as having a negative impact on student progress, this can trigger an "Activate" course review. Activate reviews are desktop reviews by digital learning specialists. The Panel heard positive comment about the value of these reviews.

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[141] SRR, p. 74.
[142] KD 34.
[143] SRR, p. 68.
[144]
https://masseyuni.sharepoint.com/sites/RiskAssurancePoliciesProcedures/Shared%20Documents/No%20and%20Low%20Enrolments%20Policy.pdf?ga=1 (Accessed 27 March 2023.)

A course incubator initiative, also under the auspices of Pūrehuroatanga, identifies courses where course completion rates (an EPI) fall below 70% or where priority learners achieve below this rate.[145] The course incubator initiative recognises that the reasons for lower completion rates may be complex and involve multiple factors. The course incubator team works with the course coordinator to analyse the contributors to a low completion rate for that course and implement specific strategies to address it. These strategies may include embedding learning support in courses, as noted in GS 12.

> **Commendation:** *The Panel **commends** the student-centric monitoring of courses through DESS and Pūrehuroatanga and the Activate and Course Incubator response mechanisms.*

While the Panel commends this approach and initiatives, it reminds the University that this is still a retrospective lens and issues are not seen until a problem or shortfall has occurred. This is a challenging area, but the Panel nonetheless encourages the University to consider how these initiatives could be used more proactively, potentially as part of curriculum or qualification reviews.

GS 16   Review
Curriculum relevance and quality is assured and enhanced through regular reviews of programmes and courses/papers and which include input from students, staff and other stakeholders.

The University's processes for reviewing qualifications have been in place since 2011 and were due for review in 2017.[146] However, the SRR indicated that curriculum review processes are not consistent across the University, with colleges taking different approaches. The University will address this inconsistency as part of a major review of qualification review processes now underway.[147] A working group and terms of reference have been established.[148]

The Panel is pleased to see the terms of reference for the working group includes "incorporation of Te Tiriti o Waitangi principles" but suggests that, given the University's aspirations to be Te Tiriti o Waitangi-led, this term of reference could be strengthened. The Panel anticipates that further guidance will be provided by the University's (draft) Te Tiriti o Waitangi policy and notes that the University elsewhere refers to "the provisions of Te Tiriti o Waitangi".[149]

The SRR identifies challenges with student engagement with reviews and providing feedback to students (closing the loop). The Panel also suggests this could be strengthened in the terms of reference for the qualification review so that it aligns with the University's strategic priority of working with students as partners.[150]

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[145] https://masseyuni.sharepoint.com/sites/StudentSuccessandRetention/SitePages/Incubator-courses.aspx (internal site). (Accessed 27 March 2023.)
[146] SRR, p. 71; SD-C19.
[147] SRR, pp. 73-75.
[148] FE-GS16.
[149] For example, SRR, p. 2.
[150] KD 8.

In addition to periodic qualification review, the University complies with the Committee on University Academic Programmes' (CUAP) requirement that all programmes and qualifications approved by CUAP undertake a Graduating Year Review (GYR). GYRs should be completed within three years of the first cohort of students graduating from the programme. The University also intends to strengthen its processes for providing feedback to students on the outcomes of reviews.[151]

> **Affirmation:** *The Panel **affirms** the University's plans to review its qualification review policies and procedures.*

GS 17   Graduate profile

Students are aware of and have the opportunity to achieve the intended attributes in graduate profiles and course/paper learning outcomes.

The University strategy includes "curious, world-ready graduates with entrepreneurial acumen and capability, who create jobs for others and are committed to making a better world" as part of its vision and the Cycle 5 academic audit report recommended the University address its lack of a graduate profile.[152] Despite these two imperatives, progress on the development of a University graduate profile has been slow.

However, the development of a University graduate profile has been identified as a Pūrehuroatanga initiative and the SRR sets out preparatory work that has been completed. The Panel explored why this work had not yet been completed. It is not convinced by the argument that the time had not been right for the University but recognises there will always be competing priorities and the establishment of a strategic commitment to be Te Tiriti o Waitangi-led is a significant undertaking.

The Panel was provided with a paper setting out a draft University Graduate Profile at the site visit.[153] It considers there is an urgent need to complete this work and challenges the University to consider whether a timeframe of 2027 for all programmes to align with the Graduate Profile is too long, given the length of time this matter has already remained incomplete. Students' understanding of graduate attributes and graduate profiles will also need to be developed. The Panel encourages the University to consider how to support students to develop a comprehensive as well as discipline-specific understanding of how to achieve graduate attributes and profiles.

> **Recommendation:** *The Panel **recommends** the University progress its work on developing and communicating its graduate profile with urgency.*

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[151] SRR, pp. 72-73.
[152] https://www.massey.ac.nz/about/governance-and-leadership/strategies-plans-and-annual-reports/#TeKunengaKiP%C5%ABrehuroaMasseyUniversityStrategy20222027, p. 2 (Accessed 20 April 2023.); https://www.aqa.ac.nz/sites/all/files/Massey%20University%20Cycle%205%20audit%20report.pdf, p. 23 (Accessed 20 April 2023.)
[153] FE2-GS17.

> **GS 18   Assessment**
> Assessment is appropriate and effective.

The current version of Paerangi (2017-2022) includes reference to authentic and relevant assessment tasks, assessment approaches that stimulate learning, ethical and valid assessment tasks, and assessment tasks that 'give back to the community'.[154] An assessment handbook (2017), which pre-dates Paerangi, provides advice on good assessment practice.[155] A working group to review the assessment handbook was established by the Learning and Teaching Committee in July 2022.[156]

The COVID-19 pandemic had a substantial impact on assessment, in particular the use of examinations. The University has undertaken substantial research on student and staff perceptions of the shift away from examinations.[157] It considers that use of alternative assessments rather than examinations had supported greater accessibility for assessment. A further working group has been established to consider the future use of examinations.[158]

Assessment provides a further example of how the University's student-centric approach is informing teaching and assessment. The University recognises that assessment anxiety is a significant contributor to poor student wellbeing and a driver of student engagement with learning advisors and academic support services.[159]

The Panel explored how the University ensured that assessment was culturally appropriate. It heard that Paerangi provided useful oversight and guidance for this. Reference was also made in interviews to another of Emeritus Professor Tā Mason Durie's models—the Whakapiri Framework—to guide how Māori students engaged in learning about Māori topics could do this in a meaningful way.

Ways in which equity considerations for neuro-diverse learners were supported in assessment were also explored by the Panel. They heard that some assessment responses to COVID-19, including the move away from traditional examinations and the online availability of materials, had assisted neuro-diverse students. They also heard of a willingness at individual levels to consider how assessments could be modified to allow these students to demonstrate they were achieving.

The Panel recognises that work on different aspects of assessment is underway and agrees with the University that an assessment policy would set out an agreed University position on assessment and provide direction.[160] An assessment policy would sit between Paerangi and the assessment

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[154] https://sites.massey.ac.nz/paerangi/wp-content/uploads/sites/14/2021/07/19520_Paerangi_Te_Reo_FA.pdf (Accessed 28 March 2023.)
[155] SD-C35; https://www.massey.ac.nz/massey/fms/Teaching%20and%20Learning/Massey%20University%20Assessment%20Handbook_20170817.pdf?A586C2ECFBFCCCF1AF290DA8D5F487C8 (Accessed 28 March 2023.)
[156] SRR, p. 77.
[157] SD-C36.
[158] SRR, pp. 77-78.
[159] SRR, p. 77.
[160] SRR, p. 78.

handbook and provide connection to the University's (draft) Te Tiriti o Waitangi policy. It should also help provide a mechanism for understanding whether assessments are appropriate and effective.

Affirmation: *The Panel affirms the University's intention to develop an assessment policy.*

GS 19   Assessment standards

Assessment and outcome standards are appropriately set and moderated.

The Assessment Handbook refers to moderation of assessment design, moderation of marking and grading including external moderation and moderation for review of assessment.[161] It makes less mention of benchmarking, and the Panel heard a lack of clarity in understanding the relationship between benchmarking and moderation. It did hear of pockets of good practice, including for example, the use of external assessors in the College of Creative Arts and where programmes are professionally accredited, but did not gain a sense of a systemic understanding of benchmarking across the University.

The Panel has already commented (GS 14) that the Cycle 5 recommendation for the University to review ways in which programme curricula and assessment are benchmarked to national and international expectations remains relevant. Future work in benchmarking assessment standards and learning outcomes should include postgraduate qualifications, including doctoral programmes.

Recommendation: *The Panel recommends the University include direction on benchmarking assessment standards in its future work on assessment.*

GS 20   Academic integrity

Universities promote and ensure academic integrity and demonstrate fairness, equity and consistency in addressing concerns.

The University characterises its commitment to academic integrity as a core value and it is captured in Paerangi under the Pae Tika value.[162] It endeavours to take an "enabling and educative approach towards academic integrity and aims to provide a clear and consistent framework for staff and students, including the principles, requirements and procedures for managing allegations of breaches of academic integrity". The University is "committed to non-tolerance of deliberate breaches".[163]

The Panel heard these positions and approaches reflected in discussions with students and staff, although they and the SRR do acknowledge that variability in practices exists. It also heard that the University was alert to potential new challenges to academic integrity, such as those presented by generative artificial intelligence tools.

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[161] SD-C35; SRR, p. 79.
[162] SRR, p. 80; https://www.massey.ac.nz/documents/339/paerangi-learning-and-teaching-strategy.pdf, p. 11. (Accessed 28 March 2023.)
[163] SRR, p. 80.

The University has committed resources to promoting and supporting academic integrity. A University Academic Integrity Coordinator provides a central administrative function and works with college academic integrity officers.[164] The University Academic Integrity Coordinator also manages the Academic Misconduct Register. Although access to the Academic Misconduct Register is restricted, the Panel did hear that a repeat instance of academic misconduct by a student would be identified, even if the first instance had occurred in another college.

Academic oversight for academic integrity has recently returned to the Learning and Teaching Committee and the previous Academic Integrity (sub-)committee is intended to be redeveloped as a community of practice.[165] The rationale for this was not explained but the Panel can see the point in separating the oversight role from those who are working in the area.

At the time of this audit, the University's Academic Integrity Policy and Procedures were under review. This review was somewhat overdue but is occurring now and follows a review of Student Disciplinary Regulations.[166] The Panel was provided with a draft of the revised policy and procedures[167] and an overview of academic integrity matters being considered by the Learning and Teaching Committee.[168]

The revised policy and procedures are intended to provide a framework for managing "allegations of breaches of academic integrity by students". It provides a framework for determining the types of alleged breach and differentiates between poor academic integrity practices, a breach of academic integrity, misconduct and serious misconduct. The experience of a student and the extent of the breach are taken into consideration. The procedures provide a set of templates for academic staff in investigating and handling breaches. However, the draft policy and procedures do not refer to the Tikanga process for resolving complaints and the Panel encourages the University to consider this further.

The overview of academic integrity provided comment on the revised policy and procedures and set out other academic integrity work the University was engaged with, including participation in national and international initiatives, and training and development. This demonstrates the University is engaged with current research and developments in academic integrity.

The University has identified that further work is needed to promulgate information about academic integrity and to support staff to embed academic integrity principles within course design. The Panel anticipates this would be part of implementation activities that would follow approval of a new policy and endorses this direction.

> **Affirmation:** *The Panel **affirms** the University's redevelopment of its academic integrity policy and procedures and plans to promulgate information and provide support for good practice.*

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[164] SRR, p. 81.
[165] SRR, p. 79.
[166] SRR, p. 80.
[167] FE Point 5h.
[168] FE2-GS20.

> **GS 21   Assessment in te reo Māori**
> Assessment in te reo Māori, where appropriate, is facilitated by the university.

The University's Māori Language policy (also overdue for review) makes provision for students being "able to complete assignments, tests and examinations in Te Reo Māori, provided prior approval has been obtained and the subject area is considered to be appropriate."[169] This provision is also made in the Assessment Regulations in the University calendar which state "Students who are proficient in Te Reo Māori and have the necessary level of competency are encouraged to write assignments, tests, examinations, and text accompanying creative works, in Te Reo Māori, subject to approval and where the subject is considered to be appropriate."[170] Doctoral theses may be submitted wholly or partly in Te Reo Māori and the oral examination may be conducted in Te Reo Māori. The University has recently appointed a Pūkenga Reo role in the Office of the DVC Māori and this role provides oversight and coordination of assessment in Te Reo Māori.[171]

In exploring this guideline statement further, the Panel was advised that the numbers of students seeking to submit their assessments in Te Reo Māori was still low. However, as the numbers of first-language speakers increase, demand is expected to grow. The newly appointed Director, Māori Student Success (GS 6) will examine the experience of first-language speakers and use this as a basis for further development. This work will intersect with developing a greater understanding of relationships between Te Reo Māori and how content reflects Te Ao Māori, Mātauranga Māori and Te Tiriti o Waitangi.

The Panel is impressed with the approach the University is taking and its commitment to facilitating assessment in Te Reo Māori, noting that resourcing levels will need to be kept under review. It suggests that the Māori Language policy should be updated. Updating this policy would give impetus to ongoing efforts to consistently communicate the ability for assessment to be completed in Te Reo Māori.

> **Affirmation:** *The Panel **affirms** the University's commitment to and plans for increasing assessment in Te Reo Māori.*

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[169] https://www.massey.ac.nz/documents/77/maori-language-policy.pdf (Accessed 28 March 2023.)
[170] https://www.massey.ac.nz/about/university-calendar-and-regulations/assessment-and-examination-regulations/ (Accessed 28 March 2023.)
[171] SRR, p. 82.

Section D: Teaching quality

This section of the audit framework focuses on teachers and teaching. The scope of Cycle 6 academic audit extends to all staff who undertake or support teaching or supervision.

In 2021, Massey employed 3,178 FTE staff, of whom 1,323 FTE were academic staff. Sixty per cent of the Senior Leadership Team, 53% of senior managers and 37% Professors or Associate Professors were women. These percentages had increased over the last 5 years from 55%, 47% and 31% respectively.[172] The numbers of Māori academic staff and Pacific academic staff have increased steadily over the last four years, although both still fall below the percentage of the population who are Māori or who are Pacific People. However, Māori now account for 20% of Professors and Associate Professors at Massey. Eight Professorial or Associate Professorial positions are held by Pacific Peoples.[173]

GS 22   Staff recruitment

All staff who teach or supervise, or support teaching or supervision, are appropriately qualified and experienced (including in research as appropriate to role) upon appointment.

The University has a policy that requires pre-employment checks be completed before starting work at the University.[174] These checks include verification of qualifications and referees' reports.[175] Associated procedures provide guidance for recruitment practice.[176]

Neither the policy nor procedures refer to Te Ao Māori or Tikanga pre-employment processes. The Panel explored how the University's aspirations to be Te Tiriti o Waitangi-led were reflected in staff recruitment. It heard that the University was seeking to build capacity through both recruitment and through an internal Kaiārahi Tiriti initiative. A priority to "grow the capacity and capability of the University's Māori academic and professional workforce …." is included in the University Strategy 2022-2027.[177] Although this initiative is still in its early stages, the Panel heard positive comment about it.

The Panel appreciates that recruitment of Māori staff is a challenge for all universities in Aotearoa New Zealand. It did hear of some tension between the appointment of Māori staff to central roles and appointments in colleges. The Panel anticipates that a workforce strategy, with targets for Māori staff recruitment will assist here. However, it also agrees with the University's view that non-Māori staff have a substantial role to play in the University becoming Te Tiriti o Waitangi-led.

The Panel also heard of some capacity challenges in the availability of Pacific staff for postgraduate research supervision. It notes that the University also has a strategic priority to extend "capacity and

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[172] KD 22.
[173] FE2-D.
[174] SRR, p. 83.
[175] SD-D1.
[176] SD-D2.
[177] KD 8.

capability building, as well as career pathways for our Pacific Peoples staff".[178] The University advised that a Pacific Staff recruitment plan will follow the refresh of its Pasifika strategy.[179] The Panel endorses this intent.

> **Affirmation:** *The Panel **affirms** the Kaiārahi Tiriti initiative as a means of building capability that will support the University's aspirations to be Te Tiriti o Waitangi-led.*

> **Recommendation:** *The Panel **recommends** the University set out a workforce development strategy to increase numbers of Māori staff as part of its aspirations to be Te Tiriti o Waitangi-led.*

> **Affirmation:** *The Panel **affirms** the University's intent to develop a Pacific Staff Recruitment Plan.*

GS 23   Induction and ongoing expectations

New staff who teach or supervise, or support teaching or supervision, become familiar with academic policies and expectations of the university through effective induction processes, and the university has processes to enable all staff to maintain currency with academic policies and expectations.

The Cycle 5 academic audit report for the University included two recommendations related to the induction of new staff:

> *R11: The Panel recommends that the University ensures that its induction activities are available and accessible to all staff, in particular ensuring that staff whose home School is based on another campus are adequately provided for.*

> *R14: The Panel recommends that the University provides consistent and appropriate induction to all staff new to teaching at Massey on the teaching and learning policies, procedures, curriculum design and assessment requirements, modes of delivery and teaching and learning technologies which the University regards as critical in meeting the objectives outlined in The Road to 2020.[180]*

The University considered that Recommendation 11 had been partly addressed, but that Recommendation 14 had not been addressed. The Panel appreciates the University's candour in making these assessments and has previously affirmed the University's plans for oversight over recommendations made in this audit report.

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[178] KD 8.
[179] FE, p. 15 (GS 22).
[180] https://www.aqa.ac.nz/sites/all/files/Massey%20University%20Cycle%205%20audit%20report.pdf (Accessed 29 March 2023.)

The University does have induction processes that are managed through the University's HR system (myHR).[181] The Panel was provided with examples of an induction task list, new staff networking events and some limited feedback.[182]

The University acknowledges that inductions for new staff have been inconsistent.[183] Undoubtedly COVID-19 has created challenges and the Panel heard of mixed experiences with some staff experiencing gaps and others experiencing multiple inductions. Timing of induction activities also created challenges as new contracts are aligned with the start of teaching semesters. These are busy times and while some induction matters will need to be dealt with at the outset, others might be delivered when time is less pressured.

The Panel heard that induction to teaching was also mixed. New academic staff need induction into the University's teaching and learning infrastructure, including the SMS and Stream. New staff also need to become familiar with key policies and procedures that affect student learning and wellbeing, such as assessment and complaints policies.

The Panel was pleased to hear positive examples of how Māori staff experienced both recruitment and induction processes, although this was balanced by other comments on the need for greater authenticity in Tikanga in induction processes. The Panel also heard how relational approaches to induction (shadowing, sitting in on meetings) reflected indigenous approaches.

> **Recommendation:** *The Panel **recommends** the University review its induction policies and practices, paying particular attention to cultural appropriateness, coherence between central and college or school inductions, timing and effectiveness.*

This guideline statement includes reference to all staff maintaining currency with academic policies. The Panel suggests that its earlier recommendation (GS 5) regarding policy review should assist here.

To explore how staff maintain currency with academic expectations, the Panel examined the Massey Capability Framework.[184] They thought this potentially looked like a useful tool. However, recognition and familiarity with the Framework seemed low. The Panel heard that teaching capabilities and expectations were not well articulated. The Panel considers there is a need for a framework setting out teaching performance expectations for academic staff at different levels for teaching. It understands that the development of a Teaching Expectations Framework is a priority[185] and recommends that articulation of teaching capabilities and expectations be included in this framework.

> **Recommendation:** *The Panel **recommends** the University establish performance expectations with respect to teaching for the different levels of academic staff. This may be in the form of a Teaching Expectations Framework.*

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[181] SD-D4.
[182] SD-D3; SD-D5; SD-D6.
[183] SRR, p. 84.
[184] SD-D11.
[185] SRR, p. 88.

The panel will comment on induction processes for doctoral supervisors in Section E.

> **GS 24   Teaching development**
> Staff who teach or supervise, or support teaching or supervision, are supported to take up opportunities to develop their practice, including the use of innovative pedagogy and new technologies.

The Panel is pleased to see progress has been made in response to the Cycle 5 recommendation that "the University endeavours to support staff more proactively in the uptake of new teaching technologies, as appropriate to their discipline".[186] The University has invested in staff in a Digital Innovation Team as part of the DISI initiative. Effort had also been committed to developing self-access resources that support staff to adopt new teaching technologies.[187] The Digital Innovation Team played an important role in the University's response to COVID-19 as it was able to develop and distribute training materials to assist staff to use digital delivery technologies.[188]

The Centre for Education Transformation is responsible for teaching development. Support for staff to develop their teaching practice is available through participation in an Activate review (see GS 15), a series of workshops and resources and an annual Vice-Chancellor's Teaching Symposium.[189] As noted previously, Massey has hosted Ako Aotearoa since 2016 and staff can attend Ako workshops without cost. An Educator Resource Hub has resources on a range of topics, including Mātauranga Māori and Pasifika knowledge.[190] Webinars and seminars are also provided centrally and within colleges.[191] The Panel heard positive comment about the availability of central and college opportunities to develop teaching but did not gain a sense of how the University sought feedback on its own provision of teaching development. Informal support from peers was regarded highly by staff the Panel met with.

The Panel is pleased to see the support provided for staff to follow an Advance HE accreditation pathway.[192] Staff from across the University are enrolled in this programme.[193] As of July 2022, Massey had 242 fellows (across the four levels of fellowship).[194] The Panel was told that the University is also redeveloping its Postgraduate Certificate in Teaching and Learning to make it more accessible. This will provide a further option for formal recognition of teaching competency for staff.

> **Commendation:** *The Panel **commends** the University for making available and supporting a pathway to international professional recognition of teaching for staff.*

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[186] https://www.aqa.ac.nz/sites/all/files/Massey%20University%20Cycle%205%20audit%20report.pdf, p. 50. (Accessed 30 March 2023.)
[187] KD 32, pp. 4-5.
[188] SRR, p. 19.
[189] SRR. p. 87.
[190] https://masseyuni.sharepoint.com/sites/DigitalInnovationProject/SitePages/Resource-Library(1).aspx?csf=1&e=Wk2hEX (internal site). (Accessed 30 March 2023.)
[191] SRR, p. 87.
[192] https://www.advance-he.ac.uk/ (Accessed 30 March 2023.)
[193] SD-D14.
[194] SRR, p. 87.

> **GS 25 Teaching quality**
>
> The quality of all teaching is appropriate and is enhanced by feedback and other processes. Quality shortfalls are addressed proactively, constructively and consistently.

Processes for evaluating teaching quality are available and include student evaluations of teaching at both overall experience and individual course levels, and peer review. Other ways in which shortfalls in teaching quality may be assessed include DESS monitoring as part of Pūrehuroatanga and performance development and planning (PDP) processes. However, the University assesses that it does not formally nor systematically evaluate teaching quality. This is despite a recommendation from the Cycle 5 academic audit of the University that the University "ensures its processes for monitoring individual teaching performance are followed …".[195]

As previously noted, the University identified the development of a Teaching Expectations Framework to be a matter of priority and the Panel has recommended that performance expectations related to teaching for academic staff at different levels be established (GS 23). This framework should include a range of options for how teaching quality is to be assessed so that rich information is available to inform improvements in practice. The assessment of teaching quality and the collection of data to inform it will need to reflect the University's aspirations to be Te Tiriti o Waitangi-led.

However, the evaluation of quality is not limited to how individual staff contribute within a course or programme, although expectations of teaching capabilities are, of course, important. If quality is to be assessed, the Panel recommends establishing a separate academic quality framework that includes aspects such as student learning outcomes, student progress and success, curriculum design, assessment, currency and effectiveness of teaching practice, and achievement by priority learner groups. This framework should include student perspectives and be capable of generating institutional-level data that provides confidence in academic quality at the University and supports continuous improvement. It would align with both the teaching expectations framework and be informed by the University's (draft) Te Tiriti o Waitangi policy and its refresh of Paerangi.

> **Recommendation:** *The Panel* **recommends** *the University establish a framework for systematic monitoring and continuous improvement of academic quality.*

The Panel explored what it would mean to be Te Tiriti o Waitangi-led in teaching as this will inform what teaching quality looks like. As well as the guidance expected from the implementation of Paerangi and the University's Te Tiriti o Waitangi policy, it also heard the need to re-examine curricula, consider how Māori students feel safe and valued, and—again—the need for more Māori staff. The Panel encourages the University to continue to engage with staff and students as it develops the teaching dimension of its aspiration to be Te Tiriti o Waitangi-led.

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[195] https://www.aqa.ac.nz/sites/all/files/Massey%20University%20Cycle%205%20audit%20report.pdf, p. 48. (Accessed 30 March 2023.).

> **GS 26   Teaching recognition**
> High-quality teaching is recognised and rewarded.

Quality teaching is recognised through promotion and through awards, although the lack of clarity of expectations may mean in practice that links to promotion are not as systematic as they could be. Similarly, the University does not assess whether recognition through awards contributes to future promotion.

Awards for excellent teaching are made by colleges and at the University level. Some awards are also made by students' associations. College awards differ in what they prioritise and the extent to which they align with University awards.[196] The Panel recognises that disciplinary differences are important but wonders if the lack of consistency again reflects a lack of clarity of common expectations.

Massey has maintained its teaching awards framework, which was commended in the Cycle 5 academic audit of the University.[197] However, the processes are now under review to ensure they remain fit for purpose. The Panel considers this to be sensible as much has changed since the Cycle 5 academic audit, including how national teaching excellence awards are configured. For staff to have the opportunity to progress from a university to a national award, some reconfiguration is likely to be necessary. The Panel anticipates that establishing performance expectations for teaching for academic staff at different levels and developing a Teaching Expectations Framework will have implications for the recognition of excellence. It has already commented that these should reflect the University's aspirations to be Te Tiriti o Waitangi-led, student voices and partnership.

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[196] SRR. p. 90.
[197] SRR, p. 90;
https://www.aqa.ac.nz/sites/all/files/Massey%20University%20Cycle%205%20audit%20report.pdf, p. 51.
(Accessed 30 March 2023.)

Section E: Supervision of postgraduate research students

Undertaking research is a defining characteristic of Aotearoa New Zealand universities. Postgraduate research students are therefore the focus of this section of the academic audit framework.

Twenty-five per cent of Massey's students in 2021 were classified as postgraduate, including four per cent who were doctoral students. The student profile report does not differentiate between postgraduate research and postgraduate taught students for sub-doctoral students.[198] However, the annual report does, although it presents data differently.[199]

The University's priorities in its Strategy 2022-2027 include "reducing inequities of access for progression to postgraduate research, including doctoral studies, particularly for Māori and Pacific Peoples learners".[200] The Panel has recommended that the University review its processes and support for students to transition into postgraduate study (GS 9). Progressing this recommendation with a focus on the needs of Māori students and Pacific students would be consistent with this priority for the University.

The percentage of postgraduate students who are Māori increased from 9.5% to 10.4% in 2020 (the 2021 figure was not available). A further increase to 12% in 2023 is targeted. The percentage of Pacific postgraduate students increased slightly from 3.7% in 2018 to 3.9% in 2022 with an increase to 5.5% targeted for 2023. These percentages figures from the Investment Plan are for all postgraduate students, not just postgraduate research students.[201]

COVID-19 impacts on postgraduate students are evident in completion figures and satisfaction. Research degree completions dropped in 2020 and increased more steeply in 2021 due to delayed completions, particularly for research Master's degrees.[202] Postgraduate student satisfaction with their overall research experience had been increasing before COVID-19 but has declined since 2019.[203]

A Graduate Research School (GRS) is responsible for doctoral students and induction and accreditation of doctoral supervisors.[204] Colleges are responsible for sub-doctoral research students.[205] The Cycle 5 academic audit report had recommended that the University "review its policy and processes for the management of sub-doctoral research …".[206] The University discussed but did not address this recommendation. However, the experience of COVID-19 and inconsistencies

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[198] KD 35.
[199] AR 21, p. 14ff.
[200] KD 3.
[201] Investment Plan 2022-2024, p. 24.
[202] AR 21, p. 15.
[203] AR 21, p. 16.
[204] SRR, pp. 83-84, p. 91.
[205] SRR, p. 91.
[206] https://www.aqa.ac.nz/sites/all/files/Massey%20University%20Cycle%205%20audit%20report.pdf, p. 56. (Accessed 31 March 2023.)

in the student experience heard by the Panel have again highlighted the need for it to be addressed.[207]

> **Recommendation:** *The Panel **recommends** the University revisit Recommendation 16 from its Cycle 5 Academic Audit Report.*

The Panel wonders whether greater clarity on the strategic priority attached to sub-doctoral research students would help provide direction, as the Panel heard mixed views on their importance and the SRR provided relatively little comment on these students.

The University has addressed two further recommendations from Cycle 5 that focus on postgraduate research students. A policy guiding resources for postgraduate research students was reviewed in 2018 and again in 2021 and a regular formal survey of postgraduate research students—the Postgraduate Research Experience Questionnaire (PREQ)—has been introduced.[208]

The Doctoral Research Committee is a sub-committee of the Research Committee and "exercises academic governance across doctoral research activities".[209] Its membership includes two students. The Panel notes that the terms of reference for the Doctoral Research committee were last reviewed in 2010.[210] Otherwise, the contribution of student voice to postgraduate research student matters seemed to be limited, or at best, mixed.

GS 27   Supervision quality
The quality of postgraduate research supervision is ensured.

The University requires that all doctoral supervisors are accredited by the Doctoral Research Committee as either main supervisors, co-supervisors or mentor supervisors before they can be appointed as supervisors.[211] The GRS provides a learning and development programme based on the University's Supervisor Development Framework. More than 30 workshops and events are delivered every year and one-to-one mentoring is also available and mentor supervisors also meet to share practice.[212] Doctoral supervisors need to be re-accredited every two years. Approximately 770 staff are accredited as supervisors[213] and the Panel heard the model was well-accepted.

> **Commendation:** *The Panel **commends** the University's accreditation model for doctoral supervisors.*

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[207] KD 32, p. 5.
[208] KD 32.
[209] KD 12.
[210]
https://www.massey.ac.nz/massey/fms/Council%20Members%20Login/Academic%20Board/Doctoral%20Research%20Committee%20Terms%20of%20Reference%20-%2017%20November%202010.pdf (Accessed 1 April 2023.)
[211] SRR, p. 92; https://ns-proxy1.massey.ac.nz/massey/fms/PolicyGuide/Documents/d/doctoral-supervision-policy.pdf (Accessed 31 March 2023.)
[212] SRR, p. 92.
[213] SRR, p. 87.

Cultural appropriateness of supervisors is an aspect of supervision quality. Māori students indicated they had been able to select Māori supervisors. However, the Panel heard the University did face challenges with the availability of Pacific supervisors. In some cases, this had led to Pacific staff being expected to supervise outside their areas of disciplinary expertise and in others to the informal engagement of external supervisors. The Panel did not hear any concerns about the quality of external supervisors but considers that the lack of a formal agreement with external supervisors presents a risk for the student if the University needs to address any matters. It recommends such relationships be formalised.

> **Recommendation:** *The Panel **recommends** that formal relationships are in place with external supervisors.*

While the Panel commends the supervisor accreditation model, it recommends that the University examine whether the pathways to accreditation are sufficient (and appropriate) for more Māori and more Pacific staff to become accredited. This would assist in addressing high supervision loads experienced by Māori staff and Pacific staff.

> **Recommendation:** *The Panel **recommends** that, as part of increasing its numbers of Māori staff and Pacific staff available to provide postgraduate research supervision, the University review whether pathways to accreditation of supervisors are appropriate for Māori staff and Pacific staff.*

The processes for appointing sub-doctoral research supervisors are less formal and managed by colleges and will be addressed by the recommendation made in the Introduction to this section.

The complaints and grievance provisions discussed in GS 11 apply to postgraduate research students.[214] Students can also provide confidential feedback on the quality of their supervision as part of progress reporting processes. These confidential comments go to the Dean of the Graduate Research School only. Normally the Dean would contact the student directly, although health and safety concerns could over-ride this. The Panel considers this approach for raising and addressing confidential concerns is appropriate and helps manage challenges of close inter-relationships and power imbalances present in research teams.

GS 28   Resourcing of postgraduate research students
Postgraduate research students are appropriately resourced and supported to undertake their research.

A Policy for Postgraduate Research Resources and Support sets out expectations for postgraduate research students. It applies to postgraduate research students enrolled in postgraduate research of

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https://www.massey.ac.nz/massey/fms/calendar/documents/2019/Student%20Complaints%20and%20Grievance%20Procedures.pdf (Accessed 1 April 2023.)

90 credits or more, and therefore should include sub-doctoral research students.[215] While the policy sets minimum expectations, provision above the minimum is varied for sub-doctoral students.[216]

In addition to college support, doctoral students are also able to access support through the GRS. Support includes regular workshops as part of professional development for doctoral students.[217] Further support is available for scholarship-funded students.[218] The Panel heard positive comment about specialist learning support available for these students through the Library, Te Wheke a Toi, the Office of Pacific Student Success and other writing initiatives.

However, the Panel also heard of lower levels, less visibility and greater inconsistency of support being available to research Master's students than for doctoral students. If research Master's degrees are considered a pathway to doctoral study, the University could explore allowing research Master's students to access GRS training and other services.

> **Commendation:** *The Panel **commends** the support available for doctoral students from the Graduate Research School, Te Wheke a Toi, the Office of Pacific Student Success, and the Library.*

> **Recommendation:** *The Panel **recommends** the University explore whether support available from the Graduate Research School could be made available to sub-doctoral research students.*

Support for Māori postgraduate students is also provided through the Te Rau Angitū scholarship programme hosted by the Office of the DVC Māori.[219] In addition to financial support through the scholarship, Te Rau Angitū provides "wrap around academic, learning support and manaakitanga".[220] Recipients are expected to keep in contact every two weeks with Kaihāpai Tauira and can attend a two-day wānanga.[221]

The Panel heard that the University is also seeking to increase scholarship support for Pacific postgraduate students and that OPSS also offers writing retreats for doctoral students. Both Māori and Pacific postgraduate research students can also join Te Kupenga o Mai ki Manawatū (part of Ngā Pae oe te Māramatanga) which provides further workshops on undertaking research and writing.[222]

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[215] SD-E2.
[216] SRR, p. 94.
[217] https://www.massey.ac.nz/massey/fms/Research/2019%20Doctoral%20Researcher%20Development%20Programme%20-%20Final%20Version.pdf?FD4E96DAF95172034B2F1FF6BEE8EEBA (Accessed 1 April 2023.)
[218] SRR, p. 94.
[219] SRR, p. 94.
[220] https://www.massey.ac.nz/student-life/m%C4%81ori-at-massey/he-ringa-%C4%81whina-tauira-m%C4%81ori/m%C4%81ori-postgraduate-and-doctoral-study-support/#TeRauAngit%C5%AB:M%C4%81oriPostgraduateAwardsProgrammeformerlyP%C5%ABrehuroaAwards (accessed 1 April 2023.)
[221] SD-E3.
[222] SD-E5.

> **GS 29 Postgraduate research student progress**
> Student progress and achievement is monitored and supported through consistent and clear academic advice, and guidance for students on completion of requirements.

Doctoral student progress is monitored through a six-monthly reporting progress managed by the GRS. The GRS also manages a required enrolment confirmation process.[223] The Panel heard that communications of expectations were clear for doctoral students and less so for sub-doctoral students. If students (or their supervisors) do not complete the expected reporting, this is identified through the GRS and followed-up.

The University has comprehensive data to allow it to monitor research degree completion by programme, mode of study, college and student ethnicity.[224] The Panel suggests these data could be used to identify where further support may be needed for sub-doctoral students. Where sub-doctoral students are managed through Stream courses, DESS is also available to help identify issues.

> **GS 30 Thesis examination**
> Thesis standards are assured through examination processes that are nationally and internationally benchmarked.

Thesis examination is governed by the Assessment and Examination Regulations. These do not provide much detail on the examination of doctoral theses. However, the Panel was advised that theses are examined by a university examiner, an examiner from Aotearoa New Zealand and an international examiner. Examination results are approved by the Doctoral Research Committee (DRC).[225] The Panel considers this consistent with expected practice.

The University uses informal mechanisms, including membership of the Deans and Directors of Graduate Studies and the Australian Council of Graduate Research, to monitor outcome standards. Convenors of doctoral examinations seek feedback from external examiners on their perceptions of standards and this is reported to the DRC and GRS. The Panel notes that its earlier recommendation on benchmarking assessment standards (GS 19) also applies to postgraduate research theses.

There is some central administrative support for the assessment of Master's theses from the Centre for Education Transformation.[226] The Panel suggests the University consider whether this role could be taken by the GRS, contributing to greater consistency in the experience for sub-doctoral research students.

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[223] SRR, p. 96.
[224] FE-GS29.
[225] SRR. p. 97.
[226] SRR, p. 97.

Conclusion

The concluding section of this report first provides an assessment of the underpinning and scope components of the audit framework before summarising the Panel's commendations, affirmations and recommendations.

Underpinning and scope components of the audit framework

In addressing the guidelines statements in the Cycle 6 Academic Audit Framework, universities are expected to reflect:

- university obligations under Te Tiriti o Waitangi
- the close interdependence of university research and teaching
- universities' role as critic and conscience of society.[227]

As noted in the introduction to this report, the Panel saw evidence of Te Tiriti o Waitangi responsibilities coming through in the audit portfolio. This was reinforced in meetings with the Panel. The Kaiārahi Tiriti programme and use of Te Whare Tapa Whā in developing a wellbeing framework are two examples. The University's Te Tiriti o Waitangi policy will inform and help give effect to other plans and policies and provide direction and clarity. For the University to be Te Tiriti-led, there is a need for more Māori staff at all levels, which will give greater capacity across all disciplines (as well as centrally). Increasing the numbers of Māori staff should be part of workforce development strategies and plans. Being Te Tiriti-led should lead to a more equitable re-prioritisation of investment in infrastructure across all campuses and in IT systems.

The interdependence of research and teaching seems to conform to expected practice. The Panel is pleased to see staff being encouraged and supported to contribute to the university's role of critic and conscience of society.

With respect to the scope components of the audit framework, the Panel considers the University understands the diversity of its student body and their needs. This understanding is again supported by DESS. The Panel recognises the ongoing challenges of servicing and supporting diversity. The group of students who require further attention are sub-doctoral research students.

The Panel was able to meet with a wide range of staff. It considers the University both appreciates the diversity in its staffing profile and is taking steps to increase capacity in key areas and build capacity and capability in others.

The Panel is confident that the University pays careful attention to delivery modes. It heard about how the University is reconsidering its existing models with the experience of COVID-19 providing impetus for the future.

Enhancement initiatives

Identifying areas needing improvement is an important component of the self-review process as the University assesses whether it meets the guideline statements in the Cycle 6 Academic Audit Framework. The University decided not to use the mechanism of enhancement initiatives but did

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[227] Guide to Cycle 6 Academic Audit, p. 11.

identify where it had assessed in its self-review that a matter needed to be addressed. The Panel has commented on these areas.

Summary of commendations, affirmations and recommendations

Overall, the Panel considers the University's conformity with the Cycle 6 academic audit framework to show strength in several areas but gaps in others, specifically the lack of a graduate profile (GS 19) and clear expectations of teaching practice. The University has work underway in both areas and once this is progressed, the Panel considers the University will meet the expectations of the Cycle 6 Academic Audit Framework.

Commendations of good practice, affirmations of work underway and recommendations of matters for the University to consider are summarised below. The pattern of commendations, affirmations and recommendations reflect the strategic work underway at the University. The Panel has made recommendations that encourage further good practice and are intended to assist the University as it progresses its own strategic direction.

Commendations

In an academic audit, commendations refer to examples of exceptionally good practice or to examples of innovative practice that should produce positive impacts on teaching, learning and student experience. The Panel has made the following commendations:

Audit Framework	C1	*The Panel **commends** the University for the ways in which it is supporting and giving effect to its aspiration to be a Te Tiriti o Waitangi-led university.*
GS 1	C2	*The Panel **commends** the University's coherent planning framework with respect to its teaching and learning and student experience activities.*
GS 1	C3	*The Panel **commends** the University's investment in its Data Enabled Student Support platform and the development in capability to support its use.*
GS 4	C4	*The Panel **commends** the University for the effective use of academic committees as a mechanism for communicating the outcomes of academic decisions.*
GS 6	C5	*The Panel **commends** the University for how its enhancement theme activities have contributed to ongoing initiatives focused on closing parity gaps for Māori students.*
GS 7	C6	*The Panel **commends** the University for establishing the Office of Pacific Students Success, led by the Dean Pacific with a direct reporting line to the Provost, and for establishing Associate Dean Pacific roles in the colleges.*
Section B	C7	*The Panel **commends** the establishment of Pūrehuroatanga and its whole-of-university co-ordinated focus on student success.*
GS 8	C8	*The Panel **commends** the University for its attention to ensuring access to the University is equitable and processes are enabling.*

GS 10	C9	*The Panel **commends** the model of good relationships developed between the Advising and Communications Team and colleges.*
GS 11	C10	*The Panel **commends** the University's robust training and professional development programme for academic advisors.*
GS 13	C11	*The Panel **commends** the University's commitment to building capacity and capability to support students across the University.*
GS 15	C12	*The Panel **commends** the student-centric monitoring of courses through DESS and Pūrehuroatanga and the Activate and Course Incubator response mechanisms.*
GS 24	C13	*The Panel **commends** the University for making available and supporting a pathway to international professional recognition of teaching for staff.*
GS 27	C14	*The Panel **commends** the University's accreditation model for doctoral supervisors.*
GS 28	C15	*The Panel **commends** the support available for doctoral students from the Graduate Research School, Te Wheke a Toi, the Office of Pacific Student Success, and the Library.*

Affirmations

Affirmations refer to initiatives planned or underway that are likely to have a positive impact but are at an early stage and data is not yet available to assess impact. The Panel has made affirmations in the following areas:

GS #	A1	*The Panel **affirms** the University's plans for oversight and monitoring of responses to recommendations made in this audit report.*
GS 2	A2	*The Panel **affirms** the University's plans to develop a partnership with students in which the diversity of student voices is included in decisions that affect students, and to ensure that students are aware of changes made in response to their feedback.*
GS 11	A3	*The Panel **affirms** the University's complaints project and suggests this provides an opportunity to clarify informal, formal and Tikanga processes for resolution.*
GS 13	A4	*The Panel **affirms** the University's use of Te Whare Tapa Whā as the basis for the student wellbeing framework.*
GS 16	A5	*The Panel **affirms** the University's plans to review its qualification review policies and procedures.*
GS 18	A6	*The Panel **affirms** the University's intention to develop an assessment policy.*

GS 20	A7	*The Panel **affirms** the University's redevelopment of its academic integrity policy and procedures and plans to promulgate information and provide support for good practice.*
GS 21	A8	*The Panel **affirms** the University's commitment to and plans for increasing assessment in Te Reo Māori.*
GS 22	A9	*The Panel **affirms** the Kaiārahi Tiriti initiative as a means of building capability that will support the University's aspirations to be Te Tiriti o Waitangi-led.*
GS 22	A10	*The Panel **affirms** the University's intent to develop a Pacific Staff Recruitment Plan.*

Recommendations

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

GS 3	R1	*The Panel **recommends** that the University ensures that its corporate support functions of ITS and Facilities and investment in these areas are aligned to support learning and teaching and the University's aspirations to be Te Tiriti o Waitangi-led.*
GS 5	R2	*The Panel **recommends** the University implement a mechanism for ensuring policies are regularly reviewed.*
GS 5	R3	*The Panel **recommends** the University increase the visibility and awareness of academic risk reporting.*
GS 9	R4	*The Panel **recommends** that the University review its processes and support for students to transition into postgraduate study.*
GS 11	R5	*The Panel **recommends** that in pursuing its complaints project, the University engages with students, including in the formative stages.*
GS 13	R6	*The Panel **recommends** that the University review the appropriateness and effectiveness of access to Accessibility Services, especially for Māori students and Pacific students.*
GS 13	R7	*The Panel **recommends** that the University review the availability, delivery and effectiveness of psycho-social support for students.*
GS 17	R8	*The Panel **recommends** the University progress its work on developing and communicating its graduate profile with urgency.*
GS 19	R9	*The Panel **recommends** the University include direction on benchmarking assessment standards in its future work on assessment.*

GS 22	R10	*The Panel **recommends** the University set out a workforce development strategy to increase numbers of Māori staff as part of its aspirations to be Te Tiriti o Waitangi-led.*
GS 23	R11	*The Panel **recommends** the University review its induction policies and practices, paying particular attention to cultural appropriateness, coherence between central and college or school inductions, timing and effectiveness.*
GS 24	R12	*The Panel **recommends** the University establish performance expectations with respect to teaching for the different levels of academic staff. This may be in the form of a Teaching Expectations Framework.*
GS 25	R13	*The Panel **recommends** the University establish a framework for systematic monitoring and continuous improvement of academic quality.*
Section E	R14	*The Panel **recommends** the University revisit Recommendation 16 from its Cycle 5 Academic Audit Report.*
GS 27	R15	*The Panel **recommends** that formal relationships are in place with external supervisors.*
GS 27	R16	*The Panel **recommends** that, as part of increasing its numbers of Māori staff and Pacific staff available to provide postgraduate research supervision, the University review whether pathways to accreditation of supervisors are appropriate for Māori staff and Pacific staff.*
GS 28	R17	*The Panel **recommends** the University explore whether support available from the Graduate Research School could be made available to sub-doctoral research students.*

Follow-up report

The Panel invites Massey University Te Kunenga ki Pūrehuroa to provide a follow-up report one year after the release of this report. The report should address progress with respect to both affirmations and recommendations. Once it has been accepted by the AQA Board, the University's follow-up report should be made publicly available.

Members of the Audit Panel

Professor Helen Nicholson
Chair of the Panel

Deputy Vice-Chancellor (Academic)
University of Otago

Dr Sarah-Jane Tiakiwai

Deputy Vice-Chancellor Māori
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Hana Meinders-Sykes	Deputy Director
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Thanks also to Sharon Cuzens for proofreading this report.

The translation of the Summary into Te Reo Māori was undertaken by Ōkupu.[228]

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[228] https://www.okupu.co.nz/

Appendix 1: The Academic Quality Agency for New Zealand Universities

The Academic Quality Agency for New Zealand Universities, Te Poukapū Kounga Matauranga mō ngā Whare Wānanga o Aotearoa (AQA) AQA is an operationally independent entity established by the New Zealand Vice-Chancellors' Committee in 1994. Its purpose is to contribute to the advancement of New Zealand university education by:

- engaging as a leader and advocate in the development of academic quality
- applying quality assurance and quality enhancement processes that assist universities in improving student engagement, academic experience and learning outcomes
- supporting confidence in the academic quality of New Zealand universities.[229]

The AQA helps support universities in achieving standards of excellence in research and teaching by conducting institutional audits of the processes in universities which underpin academic quality and by identifying and disseminating information on good practice in developing and maintaining quality in higher education. Activities include a quarterly newsletter and regular meetings on quality enhancement topics.

The AQA interacts with other educational bodies within New Zealand and with similar academic quality assurance agencies internationally. The Agency is a full member of the Asia-Pacific Quality Network (APQN), and of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). AQA was assessed in 2020 as being aligned with the INQAAHE Guidelines of Good Practice in Quality Assurance. This recognition of alignment is current until November 2025.

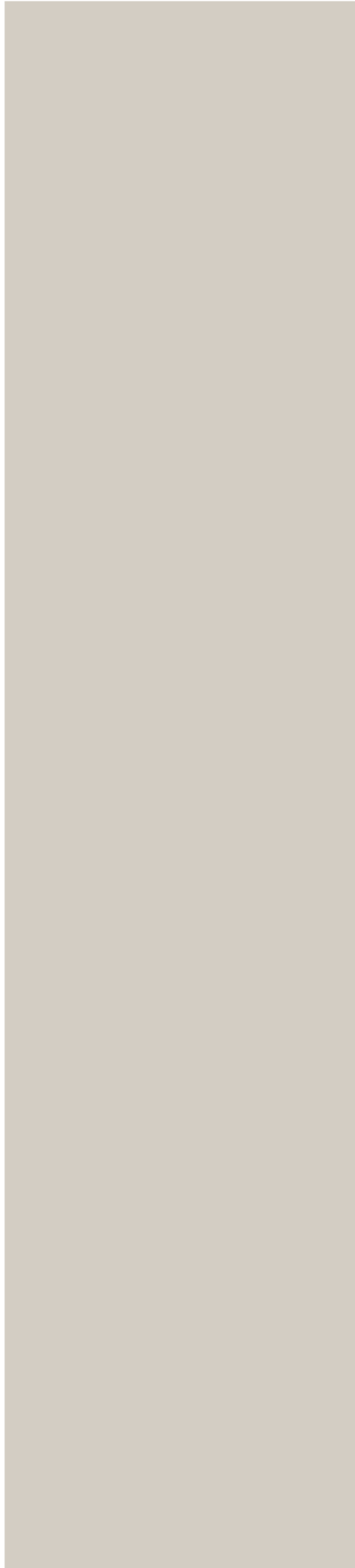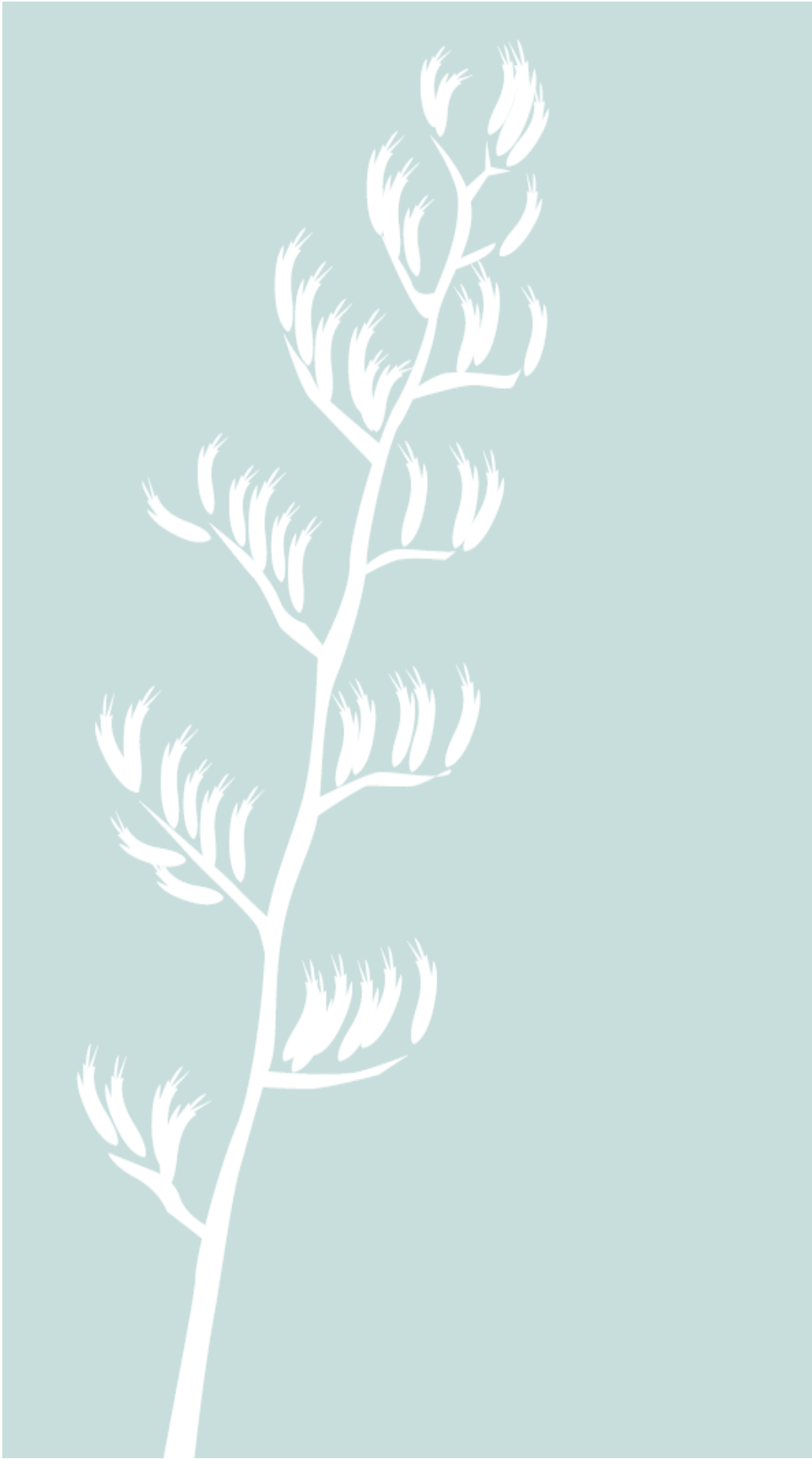Further information is available from the AQA website: www.aqa.ac.nz.

Quality assurance principles

AQA and CUAP have jointly agreed principles that underpin quality assurance. These are that quality assurance acknowledges the principles of Te Tiriti o Waitangi and is:
- developed by the universities
- evidence-based
- enhancement-led
- founded on self-review
- assured by peer review
- collective and collegial
- individually binding
- internationally benchmarked
- independently operated
- publicly accountable
- in partnership with students.

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[229] AQA (2020), Constitution. Available at
https://www.aqa.ac.nz/sites/all/files/AQA%20Constitution%20Ammended%20Oct%202020.pdf. (Accessed 23 February 2022).

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For New Zealand Universities