

Cycle 6 Academic Audit

The site visits for the first two universities in the audit phase of Cycle 6 have been completed. The site visit for Waipapa Taumata Rau, The University of Auckland took place from 25 to 27 July and for Te Herenga Waka – Victoria University of Wellington from 12 to 14 September. The reports for both audits are in development. The report for Waipapa Taumata Rau, The University of Auckland is expected to be published in November and Te Herenga Waka – Victoria University of Wellington's report in December.

The first two audits have allowed audit processes to be tested and refined. The first refinement has been the use of OneDrive for submitting self-review portfolios and ongoing audit planning. Universities have submitted their self-review portfolios to an AQA OneDrive site. Once the university advises AQA that the submission is complete, university access is removed, and the panel is given access. An advantage of this approach is that it allows AQA to check links and documents before the submission is finalised. The use of this approach is discussed with universities in the first planning meeting.

A second OneDrive site, separate from the self-review, is also shared with universities. This allows joint work on development of the schedule for the site visit and other planning requirements. The draft of the report for review by the University for matters of factual accuracy can also be made available in the shared planning site.

The Panels for both audits met twice online prior to the site visit. The first meeting was a two-day meeting to review the self-review portfolio and identify where further information may be needed.

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Above: Panel for the Cycle 6 Academic Audit of Waipapa Taumata Rau, The University of Auckland (left to right): Dr Tasileta Teevale, Bryn Jenkins, Professor Elizabeth Deane, Professor David Crabbe (Chair), Associate Professor Meegan Hall.



Above: Panel for the Cycle 6 Academic Audit of Te Herenga Waka – Victoria University of Wellington (left to right) Top: Professor Tim Cooper, Professor Robyn Longhurst (Chair), Professor Sally Kift. Bottom: Dr Dione Payne, Sahan Jayatissa.

AQA | About

The Academic Quality Agency for New Zealand Universities (AQA) was established in 1993 to carry out audits of the processes in universities which underpin academic quality. The mission

of AQA is to contribute to high quality New Zealand university education by engaging as a leader and advocate in the development of universities based on high quality, internationally acceptable,

academic practices, and by providing quality assurance and quality enhancement services which assist universities in facilitating excellent student experience and learning outcomes.

Cycle 6 Academic Audit (continued)

Both Panels opted to hold a second online meeting to prepare for the site visit. This second meeting allowed interview sessions to be planned in advance, leaving more time for reflection at the site visit itself. The AQA Board has agreed that this additional meeting adds value and should be incorporated into future audit schedules. It will not affect the overall timeline for the audit.

Both site visits were able to be held in person with most interviewees able to attend face-to-face meetings. The site visit for Waipapa Taumata Rau, The University of Auckland took place fully under the orange traffic light setting of the COVID-19 Protection Framework and the use of this framework ended during the site visit for Te Herenga Waka – Victoria University of Wellington. Panel members and most interviewees continued to wear masks for meetings for the duration of the site visit. A small number of interviewees did not wear a mask after the ending of the COVID-19 Protection Framework.

The next two universities to be audited in Cycle 6 are Massey University – Te Kunenga Ki Pūrehuroa and the University of Canterbury, Te Whare Wānanga o Waitaha. Massey University – Te Kunenga Ki Pūrehuroa is due to submit its self-review portfolio the week of 31 October 2022 and engagement with University of Canterbury, Te Whare Wānanga o Waitaha will commence the week of 3 October 2022 (next week).

Quality Enhancement

Pasifika Themes from Cycle 5 Academic Audit Reports



Above: Xavier Breed, Pacific Policy Advisor, Universities New Zealand - Te Pōkai Tara

An analysis of themes for Pasifika from within the Academic Quality Agency for New Zealand Universities Cycle 5 Academic Audit Reports is now available on the [AQA website](#). The report was commissioned by AQA and prepared by Xavier Breed, the Pacific Policy Advisor at Universities New Zealand - Te Pōkai Tara, working under the New Zealand Vice-Chancellors Committee (NZVCC) and advising the committee of the senior Pacific leaders of Aotearoa New Zealand's eight universities', Komiti Pasifika.

At a high level, this report outlines that while it is encouraging that all universities in Aotearoa New Zealand identified Pasifika peoples as priority learners and a significant equity group across the university sector, more work needs to be done. This work needs to ensure continuous work is being delivered across all eight universities that contributes to the success of Pacific peoples and consequently, their communities.

This is the last of the suite of reports reviewing Cycle 5 and sits alongside the Analysis of Māori Themes from Cycle 5 Academic Audits that was released last year.

AQA Analysis and Research

Although AQA Audit reports are publicly available, AQA also holds these in formats that are more useful for research, along with databases of commendations, affirmations and recommendations and other themes that have been compiled by former staff and external researchers. AQA is happy to facilitate access to these databases and compilations for research purposes.

Conference Report: WIPCE

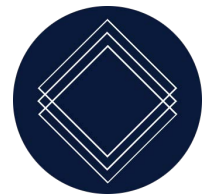
AQA's Deputy Director, Hana Meinders-Sykes has been attending the World Indigenous Peoples' Conference on Education this week.

The World Indigenous Peoples' Conference on Education (WIPCE) 2022, is being held from the 26th to the 30th of September in Adelaide, South Australia, on the lands of the Kurna Nation, the original people of the Adelaide plains. The WIPCE conferences have run for over 30 years, drawing Indigenous representatives from across the world to share successes and strategies for culturally grounded education. The conference attracts Indigenous education experts, practitioners, scholars, students, and communities. This has resulted in WIPCE being the largest and most diverse Indigenous education forum in the world.

This year the conference theme centres around 'Sovereignty: our voices, our futures' with keynote speeches and sessions from indigenous speakers worldwide. It is a unique opportunity to attend WIPCE and be surrounded by the powerful and impressive education-centred mahi that indigenous people, organisations, and communities are engaged in around the globe. There was a strong presence of Aotearoa New Zealand at WIPCE and a beautiful moment where we came together in the conference's Parade of Nations to waiata and thank our hosts. Some of the key themes that emerged were the importance of relationality and intergenerational transmission of knowledge, reciprocity, and decolonisation. I am looking forward to putting this new knowledge into practice through our mahi at AQA.

Student Voice: NDSA

Contributed by Alice Mander, President, NDSA



The National Disabled Students' Association (NDSA) was founded in 2021 as an organization for disabled students, led by disabled students. In 2020, disabled student groups in New Zealand tertiary institutions were few and far between. However, the issues facing disabled students were widely felt and known- from inaccessible campuses, to heightened financial insecurity, and poor access to mental and physical healthcare. COVID19 exacerbated many of these issues, but also showed that the tertiary education sector is capable of being flexible in the face of changing circumstances. The proliferation of lecture recordings was welcomed by disabled students, but also led to growing frustration- we had been asking for this for years, and it took a global pandemic for it to happen. Disabled students around the country knew that we deserved better, and so the idea for the National Disabled Students' Association was born.

In the two years that NDSA has been running we have witnessed the birth and continual growth of disabled student groups and leaders. Our membership now consists of disabled learners and their associations at the University of Canterbury, University of Waikato, Victoria University of Wellington, Otago University, Weltec/Whitireia, Otago Polytechnic, AUT. We are also seeing the growth of disabled learner voices in institutions where they have traditionally not existed- such as MIT, UNITEC, Auckland University, and Ara Institute.

Despite still being in its infancy, NDSA has worked closely with our partner associations on key changes in the sector- such as the Code of Pastoral Care, the growth of Te Pukenga and general vocational education reform, the people's inquiry into student wellbeing, and the new requirement from the Tertiary Education Commission for institutes to develop their own Disability Action Plan. Throughout this work we have sought to place disabled learners at the centre- upholding the motto of the disability rights movement, "Nothing about us without us".

While NDSA has a lot of work still to do, we are proud to be in rooms and around tables that disabled learners have never been. The work of our members is endlessly inspiring, and we look forward to seeing the future of disabled learner leadership.

Website: www.ndsa.org.nz | Presidents' email: president@ndsa.org.nz

Have You Seen This?

This have you seen this column might be more appropriately titled "Have you heard this". It is a compilation of podcasts academic quality (broadly) and higher education.

The WONKHE podcast from the UK has panel discussions of policy developments and interviews, features, and views from around the sector. See <https://wonkhe.com/podcast/>

The Score podcast explores issues of academic integrity. See <https://podcastthescore.com/>

Also, on the topic of integrity, the Integrity Matters podcast from Turnitin explores both academic and research integrity. See <https://www.turnitin.com/apac/integrity-matters>

The SoLAR Spotlight podcast is a series of conversations about learning analytics. See <https://www.solaresearch.org/community/podcast/>

The Times Higher Education podcast covers a wide range of topics. See <https://www.timeshighereducation.com/campus/keywords/podcast>

Inside Higher Ed's The Key podcast is US-oriented but also covers a wide range of topics around responses to the COVID-19 pandemic and recession. It says it has a focus on equity and lower income students. See <https://www.insidehighered.com/podcasts/the-key>

TEQSA also curates a series of podcasts and webinars. See <https://www.teqsa.gov.au/teqsa-webinars-and-podcasts>

Meetings and Conference Calendar

12-19 October 2022

Online

CRADLE Symposium: [Challenging Cheating](#)

27-28 October 2022

Online

Council of Australasian University Leaders in Teaching and Learning (CAULLT) [Conference](#)

19-20 November 2022

TBC

7th Annual Student Voice Summit
Further information to be advised

23-24 November 2022

Melbourne and online

[TEQSA 6th Annual Conference](#)

24-27 November 2022

Singapore (with online components)

[Asia Pacific Quality Network Conference](#)

Submissions should be made by 30 July 2022.

30 November – 2 December 2022

Macquarie University, NSW and online

[AAIR Forum](#): Is it clear AAIR ahead?

4-7 December 2022

Sydney

ASCILITE 2022: 39th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education.
<https://ascilite.org/annual-conference/>

8 or 9 December 2022

TBC

AQA Quality Meeting

Further information to be advised



AQA | Academic
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We welcome feedback on this newsletter and the AQA website, along with news and suggestions for newsletter items.

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